



Minutes
Norco Academic Senate Meeting
On June 9, 2025
1:30 - 3:30 PM | CSS 217 & via [Zoom](#)

Meeting called to order at 1:34 PM.

1. Attendees

Officers, Senators, Alternates, and Committee Chairs & Liaisons: Laura Adams, Maria Adams, John Alpay, Hayley Ashby, Kim Bell, Michael Bobo, Meghan Chandler, Araceli Covarrubias, Erin Deck, Noel Evangelista, Vivian Harris, Marie Hicks, Ana-Marie Olaerts, Dan Reade, Jim Thomas, Steff Warsinski

Guests: Charise Allingham, Monica Green, Tenisha James, Jeff Julius, Arezoo Marashi, Roger Perez, Sandra Popiden, Daniel Turrubiarres, Kaneesha Tarrant

2. Approval of [Agenda](#)

M/J. Thomas, S/M. Hicks; Approved by Consensus

3. Approval of Minutes for [May 12, 2025](#)

M/M. Hicks, S/D. Reade; Approved by Consensus

4. Comments from the Public

None

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

- No Report

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

- Approved the acceptance of the ratification of appointments
- Ratifications are provided for transparency
- There are some additional appointments for requests that were just sent out via email and those will be brought to the Senate in August

7. **Information Item:** [Library & Academic Support Committee Report of Effectiveness](#) (V. Harris)

- The LASC faculty co-chair reviewed the report for 2024-2025
- Revised the accreditation Standard to align with the new ACCJC Standards and updated the equity statement
- Summarized progress made and enhancements to LASC resources and services
(Senate #7, 8, 10, and 11)

8. **Action Item:** [Library & Academic Support Committee Charter](#) (V. Harris)

- Approved the Library & Academic Support Committee Charter
- LASC updated the charter for 2025-2026
- Reviewed the alignment with accreditation Standards, Ed Code, and college goals/objectives; reviewed membership and meeting times
- The charter will need to be revised again to align with new SPGM next year
(Senate #7, 8, 10, and 11)

9. **Action Item:** [2025-28 Student Equity Plan](#) (Second Read) (T. James)

- Approved the 2025-28 Student Equity Plan following a second read
- American Indian/Alaskan Native students exceeded the other groups in terms of disproportionate impact this time around
- Less data for some groups of students due to fewer years of collection (limited longevity of the data)
- Looked deeper into the data for some groups to determine the number of students in particular cohorts

- New data this year for students on first-year education plans; Latinx students were the only group to show disproportionate impact for this data element; need to close the gap for these students
- Findings of the Faculty Impact Inquiry Groups include quotes from the students; qualitative results helped provide context for the introduction to the Equity Plan
- Reviewed the Action Plan and what activities are on the horizon
- Empathy was a main factor in students feeling supported and a sense of belonging
 - Professional development work will be centered on developing the culture of care for all students across the College
 - Communication was another factor cited by students as a factor in feeling supported
- Summer Bridge will be funded by the Title V, Echale Ganas grant this summer
 - There will be another Summer Bridge focused on how to support specific equity groups
 - The planning/kick-off meetings are open to everyone at the College
 - Natalie Aceves inquired if there would be a Summer Bridge focused on the Latinx student population, unlike the previous planned event; Dr. James mentioned there would be a second Summer Bridge.
 - Hiring an interim director for the Title V grant to help organize those efforts
- Leading From the Middle Team is focused on Black/African American student success
 - Natalie Aceves inquired if there will be research for Latinx students in the future; Dr. James mentioned the research on Black/African American students was initiated and led by Dr. Dominique Voyer during the Racial Taskforce years which involved anti-blackness and evolved into faculty impact study; There have not been any faculty members who have brought forth an idea about doing a similar type of work for our Latinx or our Hispanic students.
 - Assistant Professor of English, Daniel Turrubiarres asked if the same research was available for Latinx students given that the Norco College was awarded the Title V grant because of our HSI designation; Asked how intentional we're being in addressing our Latina/Latino students; Dr. James mentioned there is not an equivalent faculty impact study for the Latinx students, but there are opportunities to investigate/ support for Hispanic students if someone takes leadership of this task.
- Basic Needs Survey was administered previously and will be done again, but those results do not necessarily map to the same equity groups
- Teaching Institute will investigate gaps related to teaching in the classroom, including online teaching; will incorporate DE practices
- Dr. Tarrant clarified that the Echale Ganas grant falls under the Dean of Student Services and reiterated that they are in the process of hiring an interim director for this particular grant; That individual will come on board with the ability to really engage with the college community, as relates to not most likely next week's summer bridge that's taking place.
([Senate #5](#))
M/M. Hicks, S/J. Alpay; Approved by consensus

10. **Action Item:** [Mission, Vision, and Core Commitments](#) (Second Read) (T. James)

- Approved the mission, vision, and core commitments following a second read
- Students appreciated the student-centered focus of the mission, approved of the reference to diverse students, and indicated that the mission was an improvement over the previous mission statement
- DEIA Committee provided a [statement](#) that supports the use of the term “diverse” in the mission statement
([Senate #7](#))
M/M. Hicks, S/D. Reade; Approved by consensus

11. **Action Item:** [Program Development Process](#) (First Read) (L. Adams)

- First read of a Senate-developed checklist to support the development of programs led by Senator Laura Adams; especially important now with new buildings and facilities on the horizon and the potential need/desire for new programs
- Local process guide developed for program development; explicit instructions with steps that need to be taken before taking through the curriculum process

- Need to make sure that everything aligns and integrates with college documents, plans, and processes; increase transparency overall
- Ensures that all shared governance and planning groups have all the information they need to act on a new program request
- Walked through the various steps in the program development process
- Program Review Committee will shepherd the new program through the process
- This is a draft to get multiple eyes on the process and to get input from administration, faculty, and relevant committees
- Need to look at the process/workflow that exists to make sure it reflects our college structure; need to review board policy that may be relevant
([Senate #4](#))

12. **Action Item:** [RSI Mock ACCJC Accreditation Review \(First Read\)](#) (S.Popiden)

- Approved the RSI Mock Review process following a first read with possible action
- Accreditation Leadership Team asked the Distance Education Committee (DEC) to consider an RSI Mock Review Process, which was approved by DEC
- Reviewed the proposed process for the RSI Mock Review
- Sampling of courses will be taken from cohorts of the schools; equal number of sections will be sampled from each school (three per school); wanted to make sure that all faculty from all schools had a stake in the process and were included in the courses that were sampled; the sample is not intended to be representative; follows the ACCJC process as much as possible
- Institution-level assessment, not an individual faculty assessment; anonymous process and results will only be shared on the institution-level; volunteer basis for participation
([Senate #8](#))
M/M. Hicks, S/D. Reade; Approved by consensus

13. **Information Item:** [Norco College Standard of Care PRT Institutional Innovation and Effectiveness Plan](#) (K. Tarrant)

- There is a 5-minute video that provides context for the plan
- Reviewed the 21 objectives the NC IEPI PRT Team created related to four areas: Standard of Care, Communication, Engagement, and Technology
- Demo of Element 451 that can be used for case management and integrates AI while keeping humans at the center
- Some work already in process, and we will be looking at how to integrate into existing efforts; looking for how District can support the work
- IEPI PRT encouraged us to start with the end in mind when planning
- Second part of the plan discusses the resources needed to enact the plan; resources are connected to the areas of focus; the College requested the maximum of \$200,000
([Senate #11](#))

14. **Officer Reports**

A. Secretary/Treasurer (Hayley Ashby)

- No Report

B. Vice President (Dan Reade)

- Noted that today is Senate Secretary/Treasurer, Hayley Ashby's last meeting and thanked her for her service; Erin Deck (previously Spurbeck) is the incoming Secretary/Treasurer

C. President (Kimberly Bell)

- Thanked Hayley Ashby for her efforts; looking forward to working with Erin Deck as part of the Senate Executive Team
- Wished faculty a good summer following a busy semester

15. **College Reports**

- A. ASNC (Noel Evangelista)
 - No other ASNC events planned for this semester
 - Jointly sponsored Community Check In event for Latinx students focused on knowing their rights will be held tomorrow, June 10 from 12:50-1:50pm
- B. President (Monica Green)
 - Expressed gratitude as we close out this academic year; appreciate all the work on AB1705, Common Course Numbering, Cal-GETC, divisional reorganization, and space planning
 - It has been quite a year; while we do not agree on everything, we do agree on is helping to move the College forward to support our students and that makes a lot of difference
- C. Interim Vice President of Academic Affairs (Quinton Bemiller)
 - Congratulations on making it to Week 16
 - Doing well on summer enrollment – at 98.9% of the summer target; 14.08% efficiency up from 11.63% last week (was 15.49% efficiency last summer) with a goal of 17.5%
 - Deans of Instruction sent out semester wrap up email
 - Reminding faculty to wrap up their FLEX reporting; notifying a short list of faculty members who are still working on this
 - This Friday, June 13, 2025, is the faculty reception in the Breezeway at 3pm; faculty will be recognized for their service
- D. Vice President of Planning and Development (Tenisha James)
 - Update and endorsement of the Distance Education RSI work; the RSI review is not an evaluation of the performance of individual faculty or the quality of online courses
 - Highly encourage faculty to complete the short RSI Survey that will be open through the end of July; RSI is an accreditation compliance issue with an 85% threshold
 - ACCJC Webinar on RSI; on weekly basis faculty teaching online should be: Delivering SLO-related course content; being available at a regularly scheduled time to help students with course material and answer questions; monitoring their student success and learning of course content; and reaching out to students that you identify to help them learn SLO-related content; need to demonstrate two of these five activities for RSI
 - Five areas of RSI: Direct instruction (synchronous online courses); assessing and providing feedback on student coursework; responding to questions on course content; facilitating group discussion on course content; other instructional activities (currently there are no ACCJC approved activities)
 - In December 2025, we submitted a Substantive Change Report because over 50% of our instruction is offered online; at Norco College we are offering 75% of courses online
- E. Vice President of Student Services (Kaneesha Tarrant)
 - Commencement is on Friday, June 13, 2025, at 6pm at the Soccer Field with the faculty reception beforehand
 - Wishing everyone rejuvenation over the summer
 - Looking forward to the good work ahead related to the Standard of Care

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 3:40 PM.

Ratification of Senate Appointments

Transfer Advisory Committee

Megan Lindeman – VAPA

Lana Borissova – MECSGD

Araceli Covarrubias – CHL

Patty Worsham – BM

Cameron Young - CHL

Regular and Substantive Interaction (RSI) Workgroup

Laura Adams – PSYCHOLOGY

Any-Kristina Marquis – GEOGRAPHY

Sara Nafzgar – COMMUNICATION STUDIES

Sandra Popiden – POLITICAL SCIENCE

College for Kids

Christine Seeger – GEOGRAPHY

Jocelyn Yow – POLITICAL SCIENCE

Norco Teaching Institute – Summer '25

Svetlana Borissova – MATHEMATICS

Bibiana Lopez – MATHEMATICS

Sara Nafzgar – COMMUNICATION STUDIES

Dan Reade – ENGLISH

Norco Teaching Institute – Fall '25

John Alpay - BUSINESS

Patricia Avila - COUNSELING

Svetlana Borissova – MATHEMATICS [NTI Lead]

Nicole Brown – STEM/BUSINESS

Janelle Brekke – COUNSELING

Zina Chacon – COUNSELING

Peggy Campo – BIOLOGY

Elvia Cortes – EARLY CHILDHOOD EDUCATION

Araceli Covarrubias – SPANISH

Cheryl Cox – LIBRARY

Tamara Cummings – ECONOMICS

Jacob Drainville – BIOLOGY

Cassandra Flores – COUNSELING

Deshonna Harsch – SOCIOLOGY

Lisa Hernandez – ENGLISH

Robert Hernandez – MATHEMATICS

Monica Huizar – COUNSELING

Ted Jackson – COUNSELING

Starlene Justice – GEOGRAPHY

Bibiana Lopez – MATHEMATICS [NTI Lead]

Dakota Mattson – ENGLISH

Ammanda Moore – ENGLISH

Adriana Moreno – COUNSELING

Sara Nafzgar – COMMUNICATINO STUDIES [NTI Lead]

Roberto Perez – PSYCHOLOGY

Martha Ramirez – COUNSELING

Dan Reade – ENGLISH [NTI Lead]

Juan Zaragoza – MATHEMATICS

CORONA SITE PROGRAMMING – STEM/ALLIED HEALTH FACULTY – Sum '25

Virgil Lee – Chemistry

Peggy Campo – Biology

POCR Reviewers Training

Dr. Sandra Popiden (NC POCR Lead, Social and Behavioral Sciences)

Farshid Marzaei (School of Applied Technology and Apprenticeship)

Christy McConnell-Freeman (School of Business and Management)

Dr. Pamela Kimbrough (School of Math, Engineering, Computer Science and Game Development)

Dr. Elizabeth Walker (Social and Behavioral Sciences)



Report of Effectiveness 2024-2025

Governance Entity:

Library & Academic Support Committee (LASC)

Charge:

The Library & Academic Support Committee is primarily responsible for assessing and coordinating the following Educational Master Planning goal and corresponding objectives:

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.

- **Objective 7.6:** Build and support student services to foster student engagement, wellness, and success in the classroom and outside of the classroom.
- **Objective 7.7:** Build and support academic support services to improve student success.

Sponsoring Council/Senate:

Academic Senate

Co-chairs:

Vivian Harris and Damon Nance

Members:

Hayley Ashby, Nicole Capps, Miguel Castro, Gabriela Cortez, Cheryl Cox, Sean Davis, Andres Elizalde, Vivian Harris, Damon Nance, Hussam Mobin (ASNC Representative), Khosrow Rad, José Sentmanat, Marianne Stefanous

Evaluation of the Survey of Effectiveness:

The survey of effectiveness is comprised of 13 questions on a 5-point Likert scale and one open-ended question. This survey allows Library & Academic Support Committee (LASC) members to self-evaluate the efficacy of the committee's planning and decision-making processes on an annual basis.

All thirteen members completed the survey with strongly agree and agree responses on all questions except for two. Results of the survey suggest that:

- Agenda and minutes are provided far enough in advance of meetings
- Agenda items are completed within the meeting time
- Members are given adequate information to make informed recommendations or decisions
- Members are encouraged to be actively involved
- Discussions are collegial
- Differing opinions are respected
- Participation is meaningful and important
- The charge is understood by the members

- Members work toward fulfilling the charge
- The purpose of the governance entity aligns well with the college mission
- Overall, committee members are satisfied with this governance entity's performance

Regarding the following question, all members agreed or strongly agreed, except two respondents who felt this did not apply:

- I regularly communicate with members of the constituent group I represent regarding key issues discussed and actions taken during meetings

When considering the question below, all members agreed or strongly agreed, except one respondent who felt this did not apply:

- The work of this governance entity has made an impact on its assigned EMP Goals

Based on responses from the open-ended question, the members enjoy making contributions, participating/collaborating at meetings, and feel that this is one of the best committees to serve on.

In summation, the survey results indicate that the planning and decision-making processes of the Library & Academic Support Committee were effective during the 2024-2025 academic year.

EMP Goal Alignment and Objective Alignment:

The Library & Academic Support Committee has been charged with implementing:

- EMP Goal 7: Objective 7.6 - Build and support student services to foster student engagement, wellness, and success in the classroom and outside of the classroom.
- EMP Goal 7: Objective 7.7 - Build and support academic support services to improve student success.

Progress

During the 2024-2025 academic year, the Library & Academic Support Committee made progress on these objectives.

- To be inclusive and comprehensively encompass all areas of academic support, the committee name was officially changed:
 - Library & Academic Support Committee (formerly Library & Learning Resource Center Advisory Committee)
- To encompass the 4 library service areas as listed in the 4 service area outcomes (research, resources, space, and events), the mission statement of the Wilfred J. Airey Library was revised:
 - The Wilfred J. Airey Library fosters student success for all members of the Norco College community by providing information literacy instruction, cultivating physical and online resources to meet academic and professional needs, offering physical learning spaces to support collaborative and independent learning, and sponsoring dynamic events to inspire intellectual discovery and career exploration.

- The following changes were made to the committee charter:
 - Revise the Accreditation Standard to reflect the current information:
 - Standard 2.7: The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs.
 - Update the committee's Equity Statement:
 - The Library & Academic Support Committee addresses equity by ensuring students have access to resources, services, events, and inclusive environments that contribute to their academic success and persistence.
- During each term throughout the academic year, the following instructional services were provided in the library:
 - The 1-unit Introduction to Information Literacy (Library 1) Course
 - In-person Library Research Workshops
 - In-person and online Faculty Librarian Reference and Research Assistance
- Working collaboratively, committee members provided substantial input to complete an Accreditation activity for Standard 2:
 - This feedback/information has been forwarded to the Norco College Accreditation Team and may be included in the Institutional Self-Evaluation Report (ISER)
- Positive changes are being made in the Learning Resource Center:
 - Tutorial Services data and updates were presented at Academic Senate meetings during the fall and spring terms.
 - The Tutorial Services Team has started marketing/promoting in-person and online Tutorial Services
 - Outreach is being done to remind students about their appointments and other resources that are available in the Learning Resource Center
- Enhanced resources and services are available in the Writing & Reading Center:
 - Operating hours have been increased so the Writing & Reading Center is now open for 30 hours per week during the fall and spring terms.
 - Additional online writing skills workshops are being offered to assist students with the writing process.
 - The [Writing & Reading Center Commercial](#) is available on the Norco College YouTube Channel.
 - Ongoing student feedback is collected through the Writing & Reading Center survey.

Alignment

Both objective 7.6 and 7.7 align with the Library & Academic Support Committee's scope and purview. Work in these areas remains ongoing.

Assessment of Scope and Deliverables:

During the fall and spring semesters, reports were presented to the Library & Academic Support Committee about services, resources, and events that are provided by the Library, Learning Resource Center, Writing & Reading Center, and Associated Students of Norco College.

Library & Academic Support Committee members will continue to review and discuss ways that services, resources, and events can be improved in the Library, Learning Resource Center, and Writing & Reading Center.

The committee will also provide an updated charter to the Academic Senate on an annual basis.



Charter for Library & Academic Support Committee

2025 – 2026

This Charter is established between the Library & Academic Support Committee (LASC) and the Academic Senate to structure the process and planned outcomes included herein during the 2025-2026 academic years.

Purpose

The purpose of the Library & Academic Support Committee is to facilitate discussion and feedback on Library and Learning Center resources, services, and events to ensure that they optimally support academic programs at the college and are of sufficient quantity, currency, depth, and variety.

The mission of the Library & Academic Support Committee is to serve as an active and collaborative forum to foster student success, strategic planning, and sustained continuous improvement of the academic support services in the Library and Learning Resource Center through recommendations to uphold the overall mission of Norco College.

Charge

The Library & Academic Support Committee is primarily responsible for assessing and coordinating the following Educational Master Planning goal and corresponding objectives:

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.*

- **Objective 7.6:** Build and support student services to foster student engagement, wellness, and success in the classroom and outside of the classroom.
- **Objective 7.7:** Build and support academic support services to improve student success.

Guiding Principles and Assumptions

The Library & Academic Support Committee is a standing committee of the Academic Senate. The faculty Co-Chair provides reports at meetings of the Norco College Academic Senate.

The following accreditation Standard guides the discussions of the LASC:

Standard 2.7: The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs.

The following California Education Code guides Library operations and provides context for the Library & Academic Support Committee:

California Education Code - 78103 (Librarian On Duty): The libraries shall be open for the use of the faculty and the students of the community college district during the day. In addition, the libraries may be open at other hours, including evenings and Saturdays, as the governing board may determine. Libraries open to serve students during evening and Saturday hours shall be under the supervision of academic personnel.

Equity

The Library & Academic Support Committee addresses equity by ensuring students have access to resources, services, events, and inclusive environments that contribute to their academic success and persistence.

Scope & Expected Deliverables

The Library and Learning Resource Center and all associated services, resources, and activities fall under the purview of the Library & Academic Support Committee:

As a standing committee of the Academic Senate, this committee is subject to the Brown Act and develops and posts agendas and minutes accordingly.

The LASC reviews quantitative and qualitative assessment data aligned with service area outcomes and documents actions for improving Library and Learning Center resources, events, and services.

Each academic year, the LASC evaluates the efficacy of its planning and decision-making processes through the Survey of Effectiveness. The LASC forwards recommendations for improvement to the Academic Senate in the form of an executive summary that analyzes the results of the Survey. The Academic Senate provides feedback on the executive summary and takes action on the LASC recommendations.

Membership

The Library & Academic Support Committee is comprised of representatives from all constituency groups across the college. These representatives are assigned or appointed by their respective representative bodies, based ideally on expertise, title, or functional area of responsibility that aligns with the charge of the LASC. Membership to the committee needs to be sustained by missing no more than 1 meeting within a given semester.

An example of the membership might include the following individuals:

- Faculty Co-Chair – Librarian
- Administrative Co-Chair – Dean of Library & Learning Resource Center
- Faculty Members
- Classified Professional Members
- Student Members

All members are voting members.

Meeting Time/Pattern

The Library & Academic Support Committee meets during the Fall and Spring terms on the second Tuesday of the month from 12:50-1:50 pm (in person).

Roles of Chairs and Members

The Co-Chairs are accountable to the Academic Senate to ensure continuity of dialogue between governance tiers. Co-Chairs are responsible for preparing the agenda and facilitating meetings of the Library & Academic Support Committee based on best practices and guidelines for effective facilitation.

Members are recognized as stakeholders with important expertise and perspectives relevant to the strategic charge of the LASC that can help to achieve the LASC charter deliverables (and relevant strategic charge). Members are expected to attend and actively participate in all meetings, deliberations, and decision-making processes of the LASC. While representing the perspectives of the constituency group to which they belong, members are expected to engage in effective dialogue with LASC peers, with the intention of finding consensus on all issues that come before the LASC.

Meeting Procedures and Expectations

The Chairs and members of this governance entity will adhere to meeting and governance best practices as follows:

- Meeting agendas are issued at least 72 hours in advance of meeting times.
- Agenda items are sent to the Co-Chairs by 5:00 pm on the Thursday before a scheduled meeting.
- Meeting agendas are organized to achieve milestones established in the charter and prioritize actions pending, actions required, and problem solving to move the work of the group forward.
- Minutes are taken and posted online to record the group's progress.
- Members endeavor to:
 - Appropriately prepare for meetings based on the meeting agenda.
 - Arrive promptly and stay for the duration of entire meetings.
 - Participate in a problem-solving approach where the interests of all participants are considered in developing proposals and recommendations, and, where appropriate, distinguish between constituency versus college-wide perspectives.
 - Welcome all ideas, interests and objectives that are within the scope of the charter.
 - Actively listen, to engage in respectful and constructive dialogue.
 - Work with a spirit of cooperation and compromise, leading to authentic collaboration.
 - Move forward once a consensus-based decision has been made.
 - Continue to progress with the members who are present at each meeting.
 - Follow through on tasks that are committed to outside of scheduled meetings.

2025-2028 Student Equity Plan

Leveraging Student Voice to Address Systemic
Equity Barriers

Student Equity Plan Overview & Components

The 2025-2028 Student Equity Plan template requires colleges to deploy the following strategies to close equity gaps:

1. Leverage student voice to advance institutional equity goals
2. Include strategies that are race-conscious
3. Develop an evaluation plan supporting continuous improvement

The SEP Template includes the following required components:

- ☐ 2022-2025 Plan Reflection
- ☐ Executive Summary
- ☐ Disproportionate Impacted Students by Metric
- ☐ Intensive Focus
- ☐ Student Education Plans
- ☐ Vision 2030 Equity Alignment & Coordination
- ☐ Due November 30, 2025

Student Equity & Achievement (SEA) Metrics



Successful Enrollment

Percentage of first-time in college students who applied and enrolled in the same year*

...



Transfer Math & English

Percentage of first-time in college students who completed transfer-level math and English in first year*

...



Persisted from Term to Term

Percentage of first-time in college students who enrolled in the subsequent semester*

...



Vision Goal Completion

Percentage of first-time in college students who completed a degree or certificate in three years*

...



Transferred to a 4-Year

Percentage of first-time in college students who transferred to a four-year institution in three years**

...

**first-time in college students who were credit enrolled and not special admit*

***first-time in college students who were credit enrolled and not special admit who earned 12+ units any time in three years and exited CCC*

Student Equity Plan: KPI Progress

Educational Master Plan Key Performance Indicators							
Metric	Student Group	2020-21 Gap	2021-22 Gap	2022-23 Gap	2023-24 Gap	Trend	
Transfer Level English and Math Completion Reduce The Equity Gap in Transfer English and Math Completion by 40%	Black/AA	3.5%	1.4%	2.1%	1.7%		Reduced Gap
	Hispanic/Latinx	0.3%	16.1%	6.1%	0.0%		Gap Eliminated
Degree Attainment Reduce The Equity Gap in Degree Attainment by 40%	Black/AA	0.3%	0.6%	3.5%	2.1%		Gap Increased
	Hispanic/Latinx	0.0%	0.0%	2.8%	5.6%		Gap Increased
Certificate Attainment Reduce The Equity Gap in Certificate Attainment by 40%	Black/AA	2.6%	2.1%	5.7%	0.0%		Gap Eliminated
	Hispanic/Latinx	0.0%	2.2%	0.0%	2.9%		Gap Increased
Transfer Reduce The Equity Gap in Transfer by 40%	Black/AA	0.0%	3.0%	1.5%	3.0%		Gap Increased
	Hispanic/Latinx	8.7%	6.6%	11.7%	8.3%		Little Change

DI Populations by SEA Metrics

Primary Subgroup: Race/Ethnicity

Primary Subgroup	#1 Successful Enrollment (9)	#2 Compl Eng/Mat (11)	#3 Persist (10)	#4 Vision Compl (8)	#5 Transfer (7)
American Indian/Alaska Native	2	<u>5</u>	1	<u>3</u>	<u>3</u>
Asian	1	0	0	0	1
Black/AA	<u>7</u>	3	<u>4</u>	0	0
Filipino	0	0	0	0	0
Hispanic/Latinx	0	<u>6</u>	<u>1</u>	<u>2</u>	<u>6</u>
Multiple Values Reported	1		0	0	
Pacific Islander or Hawaiian Native	3	2	0	2	4
Two or More Races	0	<u>3</u>	2	2	0
Unknown/Non-Respondent	<u>8</u>	<u>5</u>	1	<u>4</u>	1
White	<u>5</u>	0	0	0	0

*Limited years available due to new data element

Bold & Underline = DI in the most recent year

Highlighted = group with most years of DI

DI Populations by SEA Metrics

Primary Subgroup: Special Population

Primary Subgroup	#1 Successful Enrollment (9)	#2 Compl Eng/Mat (11)	#3 Persist (10)	#4 Vision Compl (8)	#5 Transfer (7)
Female	<u>3</u>	1	1	0	0
Male	0	2	2	<u>5</u>	<u>3</u>
Multiple Values Reported	1				
Non-Binary*	0	<u>3</u>	0	<u>1</u>	
Unknown/Non-Respondent	<u>6</u>	0	0	2	0
First Generation	-	<u>9</u>	<u>6</u>	<u>3</u>	<u>5</u>
DSPS	-	2	0	0	<u>1</u>
Foster Youth	-	<u>4</u>	<u>2</u>	<u>4</u>	0
Veteran	-	2	0	0	0
LGBT*	-	2	<u>3</u>	<u>3</u>	0
Perkins	-	1	0	0	<u>2</u>

*Limited years available due to new data element

Bold & Underline = DI in the most recent year

Highlighted = group with most years of DI

2025-2028 New DI Populations

Group	Metric (recent year only)	Cohort (denominator)	Current Count (numerator)	Number to Close Gap
Non-Binary	Vision Completion	4	0	1
LGBTQ	Vision Completion	193	14	10
LGBTQ	Persistence	113	58	14
Amer Indian/ Alaska Native	Transfer Eng/ Math	5	0	1
Amer Indian/ Alaska Native	Vision Completion	7	0	1
Amer Indian/ Alaska Native	Transfer	2	0	1
Unknown Ethnicity	Successful Enrollment	204	14	26
Unknown Ethnicity	Transfer Eng/ Math	82	5	8
Unknown Ethnicity	Vision Completion	90	2	10
Hispanic/Latino	*1st Yr Comp SEP (Spring 24)	250	59	15

**New data element in 2025-2028 SEP*

SEP DI Intensive Focus

- ▶ Primary groups showing disproportionate impact the greatest number of years

Group	Metric Number	Metric Description	Students to fully close gap (most recent year available)
Black/African American Students 6% of FTCS 4% of First Gen students	1	Successful Enrollment	28/405
	3	Persistence	9/95
Hispanic/Latinx Students 62% of FTCS 72% of First Gen Students	2	Compl Transfer Eng/Mat	86/1073
	4	Vision Completion	18/1519
	5	Transfer	47/523



No longer the most DI group longitudinally

Black Student Outcomes



WHICH BLACK / AFRICAN AMERICAN STUDENTS DID WE ASK?

We included a representative sample of

- New students as of SU2023 or FA2023
- Ongoing students (continuously enrolled before SU2023)
- Those who applied in SU2023 or FA 2023 but chose* to
 - Enroll in another two-year community college
 - Not to enroll anywhere

We identify these students as "potential students"

"I woke up feeling tired and having some pain. I felt like I had a productive day, but I was tired physically and emotionally" - Potential Student

"I also wish I knew how accessible tutors were, I didn't know it was free and actually thought you had to pay" - Ongoing Student

"I just would like to have a clear pathway to the AS degrees available, which has been difficult finding online" - New Student

Norco College 2023-2024 SEP Research Findings Student-Identified Barriers and Recommendations Onboarding & Retention

	BARRIERS	RECOMMENDATIONS
Enrollment	<ul style="list-style-type: none"> • Lack of true financial aid knowledge • Inability to communicate with parents the importance /security of tax information. • Strain of financial disbursement after school begins. • Getting started tools (e.g., Canvas, MyPortal, WebAdvisor) not intuitive for those below a Living Wage. • Do not understand enrollment steps. • Unaware of what classes to enroll in • Unable to schedule counseling appointments. 	<ul style="list-style-type: none"> • Clarifying what different financial aid deadlines mean for potential students (E.g., Pell grant). • Provide detailed cost estimates, explain process, and clarify financial aid letters. • Provide simple verbiage about importance and security of tax information. • Create a checklist/quick start guide (of different sites/systems) to improve enrollment navigation. • Improve online accessibility to enrollment. • Communicate (or eliminate) counseling midnight rule. • Empathy training for support staff.
Persisting from 1 st to 2 nd Semester	<ul style="list-style-type: none"> • Lack awareness of existing support services • Current modes of communication (student services, events, academic/career paths) do not reach them. • Lack sense of belonging on campus - many expected but did not have any opportunities for online engagement in/outside their courses. • Paying for unused books/materials • Nonprogram/nonconnected students receiving conflicting information from counselors. • Nonprogram/nonconnected students say some instructors cannot teach. 	<ul style="list-style-type: none"> • Communicate HOW to access available free student services early and often. • Communicate events, opportunities to connect including who can join and HOW. • Use multi-mode communications to reach students where they are. • Improve website user experience including self-service information on academic/career paths (this is enrollment and persistence) • Orientation on how to use Canvas, submit assignments and take tests w/o timing out. • Support service hours/modes should consider students needs. • Effective teaching training for instructors. • Empathy training for instructors and staff. • Consistent communication of transfer courses.

Latinx Student Outcomes



WHICH HISPANIC/LATINX STUDENTS DID WE ASK?

We included a representative sample of

- New students as of SU2023 or FA2023 and ongoing students (continuously enrolled before SU2023)

and students who

- Successfully completed math and English
- Successfully completed math but not English
- Successfully completed English but not math
- Completed neither math nor English successfully

"The load needs to be a normal amount because students have lives, families, job stress and other classess. To me it was a very stressful class and I would not retake it if I could" - Ongoing Student on English Course

"I don't know anything about trying to get into a four-year college, and also, I understand attending a four-year college has a much higher tuition rate"
- Ongoing Student on Transfer

Norco College 2023-2024 SEP Research Findings Student-Identified Barriers and Recommendations Momentum & Graduation

	BARRIERS	RECOMMENDATIONS
Complete Transfer-level Math 1 st Yr.	<ul style="list-style-type: none"> • Unaware they should complete transfer-level math their 1st year. • Math instructors who do not use Canvas. • Students expected math support course to be tutoring/homework help. 	<ul style="list-style-type: none"> • Communicate everywhere students go for info about course selection AND why they should complete it their 1st year. • Consistent canvas use by instructors.
Complete Transfer-level Eng. 1 st Yr.	<ul style="list-style-type: none"> • Unaware they should complete transfer-level English in their 1st year. • Unexpected heavy workload and poor communication on course expectations 	<ul style="list-style-type: none"> • Communicate everywhere students go for info about course selection AND why they should complete it their 1st year. • Communicate expectations in advance.
Attaining Vision Goal by 3 rd Yr.	<ul style="list-style-type: none"> • Uncertainty on potential paths • Students feel they are left to figure things out on their own. • Students lack clarity on how to schedule counseling appointments. 	<ul style="list-style-type: none"> • Improve communication around alternative and accelerated options. • Improve website self-service information on academic/career paths. • Communicate (or eliminate) counseling midnight rule.
Successful Transfer to 4-Yr	<ul style="list-style-type: none"> • Students uncertain what transferring would entail. • Students unaware where to go to get transfer questions answered. 	<ul style="list-style-type: none"> • Communicate existing support services. • Alleviate fears by communicating answers to common transfer questions. • Advertise resources and clubs. • Offer opportunities to explore career pathways.

2025-2028 Action Plan



- Alignment of strategic goals and equity metrics
- **College Reorganization to align equity programs under Planning & Development**
- Equity Summer Bridge and FYE with Title V Grant

Strategic Planning

Professional Development

- LFM Team: Faculty Impact Study
- **Faculty Teaching Institute**
- Proposal for Caring Campus
- Annual DEIA Summit

- Website, with a focus on self-service
- Enrollment Management: A&R Collaboration with Academic Affairs
- **Joint Student Support Operational Group of SS and PD**

Communication

Timeline

First Readings:

- Thursday, April 24, 2025 – All Leadership Councils
- Monday, May 5, 2025 – Academic Senate
- Thursday, May 8, 2025 – College Council

All-Governance Votes:

- Monday, May 12, 2025 – Academic Senate
- Thursday, May 22, 2025 – All Leadership Councils
- Thursday, September 4, 2025 – College Council

District-Level Approval:

- Friday, September 19, 2025 – District Strategic Planning Council
- Monday, October 13, 2025 – Chancellor's Cabinet
- Monday, November 3, 2025 – Board of Trustees

November 30, 2025 – Submission

Q & A

2025-2028 Student Equity Plan

Executive Summary

Norco College

Contextual Introduction

“There’s no greater agony than bearing an untold story inside you.”

-Maya Angelou, *I Know Why the Caged Bird Sings*

We proclaim equity work is collective work. Norco College (NC) believes equity does not belong to one person or one designated group of our college. Equity is more than a principle we follow; it is the mutual respect we carry for our shared community. As equity champions and practitioners, we intentionally ground this Student Equity Plan (SEP) in the communal truth and belief that student stories live within every statistic and we must not only tell the statistical accounts, but we must also tell the narrative truths, which demand that we recount the lives that exist inside the statistics. The stories and quotes centered throughout this plan were gathered through a holistic, culturally relevant and responsive qualitative inquiry process with current and potential students—for us these stories do not exist outside of the data, they are the data. Throughout this plan, we invite you to experience the lives of our students, as their stories direct, shape, and challenge our former and future equity strategies and initiatives. Through incorporating their stories, we invite you to listen intently, as we did, ensuring their stories do not remain untold, but instead become catalyst for shared work improving student equity here at Norco College and beyond.

**All names and identifying information have been changed and fictionalized to protect the privacy of the respondents.*

It’s 8:10 am on the first day of the fall semester. Isaac has just turned right onto Mustang Circle and is stuck in the long line of cars dropping students off at the roundabout. The baby was stirring in the back when Dawn grabbed her purse and a notebook before getting out, “I’m not going to be long; they said if I go talk to someone, I could maybe add the class before it starts tomorrow and get financial aid. Give me like 30 minutes, tops.”

“What if she wakes up and starts hollering,” Issac glanced at the car seat in the rearview mirror, anxious to get the car moving and Amara sleeping soundly.

“Just pick her up or something; I won’t be long, I got work in two hours,” Dawn closed the door and rushed up the stairs towards the first building she saw.

While he waited and kept the car idling, Issac pulled out his cell phone, trying to finish enrolling. He kept refreshing the screen, but he kept arriving at the same issue—he couldn’t figure out what to do next. “Man, this is easy, and I’m over here stuck on step

one, can't get past Go. Ain't no way I'm ready for nobody's college; I don't care what Dawn talking about."

In Pedley, a few miles away, Sarah and Javier, sat at the dining room table in their Abuelo's house. Sarah was translating the instructions of Abuelito's newest heart medication, as Javier went through a catalog of classes for Norco College. While Sarah was nearing the end of her six-year journey, Javier was just beginning his. Despite the different turns and trials their paths will take, both journeys will be equally challenging.

"Ay, Hermana, ven aca. Which one of these classes do I got to pick?"

"Javi, pick whatever they told you to," Sarah said while counting out pills for their abuelito's organizer. "I got an hour to finish Abuelito's meds, get ready for work, and make Gio's lunch."

"No me dijeron nada. They just gave me this sheet with a bunch of classes and said take them cuando quiero, whenever."

Javier was tired of Sarah getting on him about working, talking about he needed to think about his future. Apa taught him to work, like him and Ama, but Sarah's chiding him like a second mother was driving him crazy. Ever since Abuelita died she's been acting as if she was his mom, telling him he needs to think about what's next.

"Well, just don't take an English class yet, especially not like the one I had. Teacher kept giving everyone zeros and everybody was just dropping."

"I'm'a just pick anything, then."

"I mean, if they didn't tell you nothing else, just pick whatever, but at least get started, Javi."

These are not random or exceptional experiences and stories. Issac and Dawn, Javier and Sarah are reflections of the systematic barriers students have navigated while undertaking a path toward upward mobility at NC. Instead of asking our students to continue bearing the agony of their untold stories of struggle and working through our well-meaning but misguided intentions, through the 2025 – 2028 Student Equity Plan (SEP), NC moves beyond acknowledging the systematic barriers and challenges that have perpetuated persistent equity gaps for our disproportionately impacted (DI) students, but we also commit to centering our students' stories, speaking truth to our power to change inequities, and working intentionally to dismantle the burdens they've carried. By focusing on and drawing from students' lived experiences in their own voices, we aim to turn their day-to-day realities into catalysts for institutional change rooted in our holistic, culturally relevant and responsive data inquiry processes, which will now drive our decision-making.

While these are distinctly personal experiences—we know their uniqueness is deeply familiar to greater populations of DI students NC has endeavored to serve. Their four experiences represent

what data has told us time and time again: without rooting our work in an “equity minded mode of thinking,” our efforts will continue to support, uphold, and foster inequitable systems that burden the current and future dreams and lives of our students.

For students like Isaac and Sarah, NC’s shift was desperately needed and did not arrive soon enough:

“What you mean you ain’t gonna go?” Dawn asked Isaac. He was halfway out of the car, dressed in his Chipotle uniform, ready to take on his late shift. “We was supposed to do this together.”

“I can’t be bothered with that right now, Dawn. Not while Amara is so young and needs so much. I mean, I tried but if I can’t get the most simplest part right, it must not be for me. Plus, we can’t afford to pay for both of us, so you just keep going.”

“They said I might not have to pay if I can qualify for something else, but I just didn’t get it in this time.”

“If you can’t get help and you doing everything right, then what you think it will look like for me?” Isaac kissed Amara on the forehead, then Dawn, “Don’t worry, I’m a make manager soon.”

“Isaac we too old to be working with teenagers, we got to do something else.” Dawn felt like she was failing him and their baby. She never imagined they’d be seven years after graduation and still working, barely making ends meet.

Meanwhile, across town Sarah and Javier were enduring their own challenges. Sarah was struggling in a math class during her sixth year; it was one of the last classes she needed to finally graduate.

“I’m struggling in this class,” Sarah confided in her work best friend, Ana. “It don’t feel like anyone is helping me understand the subject better. Problems are written on a white board and we just work on the problems, but no one is helping us with our mistakes really. The professor don’t make designated time to go over homework problems. I think I’m going to have to drop it.”

“What if you got a tutor; I’m sure they have tutors you can hire,” Ana said.

“That’s the thing, I can’t afford it, but if I drop or don’t pass the class, I won’t graduate and it’s already been six years. Me and Gio can’t live con mis papás por simple.” Sarah sighed and tried not to tear up. She couldn’t afford to lose it at work and put her job in jeopardy.

Javier, having felt alone and unguided through the class selection process, found himself unsure about how his progress was unfolding.

Javier, quickly climbed the stairs towards Mr. Johnson's office; he was nervous and his tendency during times like this was to move fast. It was like the faster his heart pumped blood through his valves, the faster his feet beat the stairs through the stairwells. He landed at the top, and realized arriving sweaty with his heart-racing might not send the right message to Mr. Johnson, and he was desperately trying to impress him. He wanted to show he had the potential to become a CPA.

"You gotta slow down and breathe," Javier told himself. He counted to five with his eyes closed, while slowing down his breath. Soon as he felt his heart rate settle, he did a quick smell check of his armpits, before opening the door and exiting the stairwell to see what the boss wanted.

"Good Afternoon, Sir," Javier announced his arrival.

"Javier! Come in Son," Mr. Johnston stood, walking towards the door. He shut the door and continued, "I wanted to talk to you about your progress at school, Norco, right? We have a junior-level position coming up and I think you'd be excellent for it, but you'll need an Associate's degree, or at least an Accounting certificate."

"Yes, sir; I'm currently at Norco." Javier sat up a bit taller, his Apa was always on him about standing and sitting tall, proud, showing he was deserving. Now, more than ever, he wanted to show that.

"I thought so. How's it going? When do you think you'll have your degree or even a certificate?" Mr. Johnston grabbed the job description he printed for Javier and sat at the edge of his desk.

"It's going well. I'm somewhat confident I'm working towards my goal, but I don't have a date. I've done the coursework on the sheet they gave me and attended a few meetings of the Business club. But I don't know the exact steps towards completing the certificate or degree."

"Have you met with a counselor, yet?" Mr. Johnston looked a bit confused, "My daughter is completing her last year at Riverside City, she's been there two years and is ready to transfer. Her counselor was key to her getting through so fast."

"No, sir. I've never been able to get an appointment with an advisor; they're always booked."

"Oh, you don't know the Midnight Rule. The trick is to sign up at midnight; that's when all the new appointments become available." Mr. Johnston shook his head in a bit of dismay, "It's an odd trick to the system; wonder why no one's told you already."

Issac, Dawn, Sarah, and Javier are not experiencing isolated or unique experiences; we've uncovered that for DI students at NC, enrolling, gaining financial aid, or finishing in three years is not a matter of effort. Many DI students at Norco are navigating a system that was never

properly designed to ensure their success. Unfortunately, our research has uncovered that when Black students like Isaac suspend the enrollment process, they do not come back to us and abandon college all together. Sarah and Dawn represent varied but common situations as many of our Black/AA and Hispanic/Latine women students: They are more likely to report burnout and express little time to care for themselves with the burdens they carry for both their families and their extended family. Javier is like many of our DI Hispanic/Latine students—they feel left to figure things out on their own and without clarity of how to schedule counseling appointments they're left to navigating the system without completing a vision goal and understanding their next steps.

We acknowledge these experiences have persisted as part of a larger arc of social, racial, gender, ability, class, sexual, and historic matrices of inequities that have impacted the larger systems and structures of academia, including our institution. Despite our best intentions and efforts, it has taken time to understand, uncover, and develop NC's current approach to student equity. Over the past two SEP cycles, covering six years, NC has moved through phases of awareness and intentional but misguided action, to researching and identifying root causes through student-centered inquiry, to coalescing key college constituents to develop data-driven actionable steps. While we celebrate the incremental strides we have made towards change, we recognize to understand where we currently stand and where we must go, we must begin by reflecting on how we arrived here. Equity work at NC has not been a static endeavor, it has evolved over planning cycles with pivots marked by reflection, deeper listening, and learning how to better serve students as equity champions and practitioners. During each cycle we have dug deeper, constantly moving towards uncovering and identifying the root causes of our systematic inequities and uncovering our blind spots. Our hope moving forward is to shorten the path between intention and impact and creating lasting institutional cultural change.

Operating from a place of critically engaged agency and hope turned inwards, during the previous 2022-25 SEP cycle, NC engaged with inquiry activities that better aligned with our pursuit of achieving the target outcomes outlines in the 2022-25 SEP, resulting in significant insight into the systematic causes that root and perpetuate the equity gaps identified in Black/AA and Latine students. Qualitative inquiry research uncovered the most tenacious gaps have been driven by a synthesis of systematic challenges that impede students' success: persistent access barriers, support insufficiently tailored to disproportionately impacted (DI) students, and demographically misaligned communication.

We locate ourselves in the current moment by reflecting, not as an accounting of what we have done, but to acknowledge, address, and identify what still must be done.

2022-2025 SEP Assessment: Uncovering Root Causes of Inequity

Norco College (NC) approached the 2022-2025 Student Equity Plan (SEP) with a sharp focus on dismantling institutional barriers that disrupt efforts to close equity gaps. Through a keen emphasis on utilizing data-driven decision making while implementing and undertaking equity efforts and initiatives, NC took action to ascertain the root causes that lay at the foundation of continued inequitable outcomes for its Disproportionately Impacted (DI) Black/AA and Hispanic/Latine students. NC arrived at this decision following the 2019-2022 Student Equity

Plan Review by University of Southern California's Center for Urban Education (CUE), where it was noted the SEP included minimal details regarding how the plan's activities were derived, how the plans were proposed to make a difference for Black/AA and Hispanic/Latine students, and finally, details outlining how the implementation and evaluation of the proposed activities would occur were lacking. With Black/AA and Hispanic/Latine students accounting for 65% of NC's student population and targeted interventions and support confined to historically unfunded/under-funded special programs (Puente and Umoja), NC committed to focusing its efforts on examining the institutional policies, practices, and processes that perpetuated inequitable outcomes for both DI populations during the 2022-25 Student Equity Plan cycle.

Instead of continuing with activities and initiatives without a grounded understanding for our equity gaps' causes, NC took a step back to reflect and engage with holistic, culturally relevant and responsive inquiry activities that uncovered what rooted our inequitable outcomes in each of the five metrics for the student equity plan designated by the California Community Colleges Chancellor's Office (CCCCO).

Successful Enrollment: percentage of first-time in college students who applied and enrolled in the same year in a primary term*

Transfer-level math and English: percentage of first-time in college students who completed transfer-level math and English in the first year*

Persistence: percentage of first-time in college students who enrolled in the subsequent semester*

Vision Goal Completion: percentage of first-time college students who completed a degree or certificate in three years**

Transfer: percentage of first-time in college students who transferred to a four-year institution within three years**

**first-time college students who were credit enrolled, excluding special admit students*

*** first-time college students who were credit enrolled who earned 12+ units any time in three years and exited the California Community College system, excluding special admit students*

Following a review of the 2019 – 2022 SEP, NC composed a project team of faculty, staff, and administrators to develop the 2022 – 2025 SEP. This SEP focused on data-driven decision-making to determine the root causes of enduring inequitable outcomes for DI students of color. Using longitudinal data, NC utilized its Office of Institutional Effectiveness to generate a disproportionate impact (DI) study using the Percentage Point Gap-1 (PPG-1) methodology to identify equity gaps across the five metrics.

In Winter 2023, NC hired an equity-centered research consultant to help develop and lead inquiry activities to investigate the leading causes of the equity gaps for the DI students identified and prioritized by the College in the 2022-2025 Student Equity Plan (see Figure 1).

Figure 1. 2022-2025 Student Equity Plan DI Groups by Metrics with Three-Year Action Plan

Metric	Successful Enrollment	Transfer English & Math	Persistence	Vision Completion	Transfer
Population	Black/ African American	Hispanic/Latinx	Black/ African American	Hispanic/Latinx	Hispanic/Latinx
DI	7/7	4/10	6/9	3/7	6/6
Goal	Decrease equity gap by 40% by 2025				
Action Plan:	Implement inquiry-based process to identify and eliminate equity gaps				
Year 1 (2022-23)	Using an action research lens, create and launch equity-minded inquiry teams for each metric. Teams will assess and evaluate practices, policies, and culture that may be contributing to equity gaps, and make recommendations to close equity gaps.				
Year 2 (2023-24)	Pilot recommendations, collect quantitative and qualitative data, evaluate efficacy of intervention(s) and make adjustments, or pivot if necessary				
Year 3 (2024-2025)	Implement changes, collect data, evaluate efficacy, and finetune intervention(s). Changes will be operationalized until gap is reduced by 40%.				

Subsequently, in Spring 2023, faculty, staff, and students were recruited to serve on a Student Equity Plan Inquiry (SEPI) project team that aligned with the DI study generated by the Office of Institutional Effectiveness. Team members were selected and/or appointed in consultation with Academic Senate and California School Employee Association (CSEA) appointment procedures with support from Executive Leadership. The initial team was comprised of 12 faculty, 12 classified professionals, and eight students, and an administrative team consisting of managers and Institutional Research. They focused their efforts on gaining a better understanding of equity gaps for Black/AA students and Hispanic/Latine students which were broken down accordingly based on our DI findings:

Black/African American Student Equity Gaps

- Enrolling successfully
- Persisting from first to second term

Hispanic/Latine Student Equity Gaps

- Successfully completing transfer-level Math and English in their 1st year
- Attaining their vision goal (degree or certification completion) by their 3rd year
- Transferring to a four-year college (independent of degree completion) by their 3rd year.

In the summer of 2023, team members completed a two-day comprehensive training on qualitative research methods and conducted a comprehensive assessment of student support services and instructional practices using the “action research” method. The team also provided key feedback to the researcher on the design and implantation of the inquiry study. Following the work generated in the summer, in Fall 2023 the researcher conducted rigorous representative sampling to find students from various categories for the study. Once identified, the researcher held two 3-day confidential, online interactive surveys with students, using multimodal cognitive methods to conduct 45-60 minutes of activities daily with participants, yielding approximately 10,000 minutes of data interactions.

In keeping with our efforts to promote equitable outcomes, participants were compensated for their participation and allowed to respond and engage with the researcher during times that fit their schedules and in modalities they were already comfortable and proficient utilizing. The inquiry process was designed to meet respondents where they were, and to properly compensate them for their time and emotional investment. Finally, all student respondents were offered supportive services in response to any needs that arose during their reflections.

Acting as a deeper analysis of the previously identified equity gaps, the inquiry work conducted by the independent researcher worked to uncover what causes lie at the root of our DI student population's persistent gaps. It revealed to us that

1. Access to resources and support services such as academic advising, tutoring, financial aid, and mental health services were poorly tailored to, communicated to, and routinely inaccessible to Black/Latine students. Students often lacked knowledge of the resources available or did not know how to successfully secure support.
2. Students expressed a lack of belonging and cultural affirmation within the greater campus atmosphere, including the campus at large and within instructional and supportive spaces. Without a sense of cultural belonging and space to be authentically represented and appreciated, DI students expressed sentiments of burn-out and disengagement. Alongside a lack of a sense of belonging and cultural affirmation, students identified this lack was couple with a lack of empathy across campus entities they routinely interacted with.
3. DI students faced tremendous financial barriers (resources to secure course material and textbooks, lack of financial aid system knowledge, struggles with living expenses, and family financial obligations demanding greater work burdens) associated with attending college that led to greater financial and mental stress, leading to early drop-out.
4. Students identified a lack of effective, consistent, and timely communication as ongoing barriers and challenges to sustained success. Our qualitative inquiry highlighted a disconnect between resources students reported needing and desiring, and their awareness these resources already exists.

Following the study, during Winter 2024, the Inquiry team participated in a six-hour presentation that synthesized the findings of the research inquiry, as well as student and researcher identified recommendations.

My typical day would consist of waking and sliding out of bed trying to not wake the baby—wake my siblings for school—serve breakfast—my daughter wakes up and I change her and get her ready for the day—she goes with her day, and I take my siblings to school before heading to my morning class...I go to class and after I head to work, after work I pick up the kids...I then drop the kids off with my daughter's father and then head to my night class. The next day is a bit different, but mostly the same. Sometimes I have time to make dinner.

I wake up feeling tired and having some pain. I felt like I had a productive day [yesterday], but I was tired physically and emotionally.

-Anonymous Female Student

The inquiry moved beyond producing data, it revealed truths and uncovered the burdens our students carried. For example, Dawn's account highlights the burden Black female students often carry caretaking for their families and extended families while working and navigating school; they reported often feeling tired when they wake up and throughout their day. When reflecting about their experiences unsuccessfully navigating Norco College, Black respondents, both male and female, often blamed themselves for their lack of success. They routinely described arduous systems as "easy," even when they were unsuccessful at navigating the "easy" elements.

More precisely, our inquiry respondents helped us identify the following root causes to the persistent equity gaps, helping us to see where we have failed to dismantle the systems and processes that hinder their success and perpetuate equity gaps.

Isaac's decision to abandon the process of attending college was not rare, in fact, many Black students found the process arduous; it was also not a reflection of his deficient—it was reflective of ours.

This whole experience was intimidating at first.

I had a lot of questions that needed to be answered. I didn't have a lot of luck reaching an advisor and finally gave up.

-Anonymous Black Student

Our Black/AA respondents helped us to understand the following,

Black/AA Students' Reported Root Equity Causes

- **Lack of True Financial Aid Knowledge:** Potential and new students described themselves as knowledgeable about financial aid, but most were applying for key aid post-deadlines; additionally, despite their family income placing them below a living wage, their post-deadline applications were leading to disqualification for key grant money, such as the Pell Grant.
- **External Barriers to Financial Aid:** Students routinely identified parents who were unwilling to share tax information and an inability to communicate the importance and security of sharing this information, resulting in them not completing the FAFSA and securing aid.
- **Non-Intuitive Onboarding Technology and Tools:** New and potential students below a living wage more frequently detailed difficulty navigating Getting Started Tools; additionally, new and potential students expressed lack of clear communication on how to use Getting Started Tools, resulting in barriers to enrollment and/or difficulties navigating their first and early experiences at Norco.
- **Gatekeeping Counseling Rules:** Continuing students identified a lack of communication regarding when counseling appointments became available (midnight), resulting in only students "in the know" or part of special programs securing counseling appointments. The counseling "midnight rule" serves as a barrier to many new students enrolling and discourages continuing students from re-enrolling/persisting.
- **Lack of Awareness of Support Services:** Many new and continuing students were unaware of supportive student services beyond financial aid and counseling.

- Limited Communication of Student Services: The number one response from students was a lack of communication about existing services, their purposes, costs, and how to access them.
- Limited Communication of Campus Events: Students also expressed limited communication about campus events, groups, and activities.
- No Sense of Belonging on Campus and a Lack of Empathy: Most new and continuing Black/AA students expressed feeling like they do not belong and feel out of place on campus. Students also expressed a lack of empathy from faculty and supportive staff.
- Lack of Information/Clarity about Courses and Paths: Students reported a lack of self-serve information that allows them to identify which courses to enroll in to successfully navigate their academic path.

Meanwhile, our Hispanic/Latine students like Javier might eventually make it successfully to their second year, but as they progressed, they also struggled along an unclear path, arbitrarily picking classes without guidance, and not feeling confident in the transfer process. Often using the terms advisor and counselor interchangeably, they showed us that independent of their student status (new/ongoing) or their living wage, first generation status, or program status, their knowledge or lack thereof was rooted in not having first-hand experiences with our counselors, leading to subsequent equity gaps, like vision attainment. In fact, our research showed us many of Hispanic/Latine students, especially younger students, did not have clear academic or career goals.

“Honestly, I don’t know I’m still figuring my life out, but probably something simple that makes money, nothing special but I’m thinking about the proven ways, like real estate, restaurants, laundromats, maybe learn how to fix cars, or do taxes since I’m majoring in accounting.”

“I don’t know anything about trying to get into a four-year college, and also, I understand attending a four-year college has a much higher tuition rate.”

-Anonymous Hispanic/Latine students

Like most DI Hispanic/Latine students, Javier struggled to find his way through a clear path.

I could have used the hand holding in the beginning, where I was learning how to apply for classes and what classes I should take. Norco could have helped me with that by providing a step-by-step basis on what I should do and any important information for me.

Unfortunately, had to navigate my career plan by myself. I didn’t have help...I had to research a lot.

I felt like I was in this alone.

-Anonymous Hispanic/Latine students

Our Hispanic/Latine respondents helped us to understand the following:

Hispanic/Latine Students:

- **Obstacles to Math/English Completion:** Students expressed a lack of knowledge and awareness about when they should complete Math/English courses. Students also identified they were not told why (greater chance of success) they should complete these courses first.
- **Obstacles to Vision Goal Attainment:** Students expressed feeling left to figure out things alone, and a lack of “hand-holding” in the step-by-step process, resulting in a need to do a lot of research to figure out how to navigate their career plan.
- **Counseling Clarity Lacking:** Students reported a lack of knowledge and clarity regarding the process of scheduling counseling appointments—most are not aware of the “midnight rule.”
- **Lack of Understanding/Knowledge about Transferring:** Students identified a main barrier to transferring to a four-year college is not knowing and understanding what the process would entail; they also reported having questions about four-year institutions, but not knowing where or how to get answers to their questions.
- **Lack of Awareness of Existing Support:** When considering transferring and transfer equity, students expressed a lack of awareness about the existing supportive services available to them.

In summation, by approaching the persistent equity gaps DI Black/AA and Hispanic/Latine students face with a holistic inquiry that married quantitative data from NC’s Office of Institutional Effectiveness and culturally relevant and response qualitative research from an outside consultant during the 2022 – 2025 SEP cycle, NC was able to better understand the institutional causes that have systematically impacted identified student populations and recommend institutional and cultural changes:

- To systematically overhaul and enact institutional change that is lasting and effective, NC will need to improve the ways it communicates and delivers pertinent information to the targeted DI student populations.
- NC has done a great job of creating and implementing many student-serving services, resources, and tools students need to succeed, but the way they are communicated and delivered are reinforcing existing equity gaps instead of removing them. At the core of next steps for NC is to completely overhaul and redesign the ways these services are not only communicated, but also designed, implemented, and delivered to targeted student populations.

2025-2028 Disproportionate Impact (DI) Findings

For the 2025-2028 Student Equity Plan, the CCCCCO requires the use of the PPG-1 methodology. The PPG-1 methodology removes the outcome rate of the primary subgroup from the reference group to determine DI. The outcome rate of the primary subgroup is compared to the outcome rate of all other cohort students, rather than comparing the outcome rate of the primary subgroup to the outcome rate of all cohort students. For example, the Percentage Point Gap minus one (PPG-1) methodology compares the persistence rate of Hispanic/Latinx students to the persistence rate of all non-Hispanic/Latinx students. For a detailed explanation of PPG-1, please

visit The California Community Colleges Chancellor's Office (CCCCO) publication [CCCCO Percentage Point Gap Minus One \(PPG-1\) Methodology Notes \[2022\]](#). The CCCCCO now provides annual PPG-1 student equity plan data.

Norco College utilizes the PPG-1 methodology to examine longitudinal DI across student groups. The numbers highlighted in yellow in the table below (see Figure 2) indicate the student populations identified with the highest number of years of DI when data are disaggregated by ethnicity as required by the CCCCCO. The numbers in parentheses at the top of each column, next to each metric, indicate the number of years of data made available.

Figure 2. Norco College DI Populations by Equity Metric for Racial/Ethnic Student Groups

Primary Subgroup	#1 Successful Enrollment (9)	#2 Completed Eng/Mat (11)	#3 Persist (10)	#4 Vision Completion (8)	#5 Transfer (7)
American Indian/Alaska Native	2	5	1	<u>3</u>	<u>3</u>
Asian	1	0	0	0	1
Black/AA	<u>7</u>	3	4	0	0
Filipino	0	0	0	0	0
Hispanic/Latinx	0	<u>6</u>	<u>1</u>	2	<u>6</u>
Multiple Values Reported	1		0	0	
Pacific Islander or Hawaiian Native	3	2	0	2	4
Two or More Races	0	3	2	2	0
Unknown/Non-Respondent	<u>8</u>	5	1	<u>4</u>	1
White	5	0	0	0	0

**Bolded and underlined counts indicate that DI was found in the most recent year available*

Black/AA students are identified as having the highest number of years with DI in the first-year outcomes (Successful Enrollment and Persistence), and Hispanic/Latinx students are identified as having the highest number of years with DI in two of the completion outcomes (Transfer English/Math Completion, and Transfer). American Indian/Alaska Native students are newly identified as having the highest number of years of DI in Vision Completion, which Hispanic/Latinx students previously held.

Additionally, Norco College examined DI across student populations as recommended by the student equity plan (see Figure 3). The DI subgroups included Gender, First-Generation, Individuals with Disabilities, Foster Youth, Veterans, LGBT, and Perkins eligible students.

Figure 3: Norco College DI Populations by Equity Metric for Special Populations

Primary Subgroup	#1 Successful Enrollment (9)	#2 Completed Eng/Mat (11)	#3 Persist (10)	#4 Vision Completion (8)	#5 Transfer (7)
Female	3	1	1	0	0
Male	0	2	2	<u>5</u>	<u>3</u>
Multiple Values Reported	1				
Non-Binary*	0	3 (of 4)	0	<u>1</u> (of 1)	
Unknown/Non-Respondent	<u>6</u>	0	0	2	0
First Generation	-	<u>9</u>	<u>6</u>	<u>3</u>	<u>5</u>
DSPS	-	2	0	0	1
Foster Youth	-	<u>4</u>	<u>2</u>	<u>4</u>	0
Veteran	-	2	0	0	0
LGBT*	-	2	<u>3</u>	<u>3</u>	0
Perkins	-	1	0	0	<u>2</u>

*Bolded and underlined counts indicate that DI was found in the most recent year available

The table above indicates disproportionate impact among gender, first-generation, and Foster Youth students. The College will continue supporting these groups through existing programs and services such as the Asian American Native Hawaiian Pacific Islander (AANHPI) Student Achievement Program, the Basic Needs Resource Center, Men of Color Scholars Program, MESA, Phoenix Scholars, the Unity Zone, and Umoja.

Moving forward, Norco College will continue to prioritize an intensive focus on Black/AA and Hispanic/Latinx students per the 2025-2028 Student Equity Plan requirements. These students represent 75% of all First-Generation students and 68% of all First-Time College students at Norco College (see Figure 4).

Figure 4. Intensive Focus DI Groups by Metric with Number of Students to Close the Gap

Group	Metric Number	Metric Description	Students to fully close gap (most recent year available)
Black/African American Students 6% of FTCS 4% of First Gen students	1	Successful Enrollment	28/405
	3	Persistence	9/95
Hispanic/Latinx Students 62% of FTCS 72% of First Gen Students	2	Compl Transfer Eng/Mat	86/1073
	4	Vision Completion	18/1519
	5	Transfer	47/523

**American Indian/Alaska Native newly identified as DI in Vision Completion*

The current student equity will build on and continue the work from our 2022-2025 student equity plan, which prioritized uncovering the root causes of inequity for Black/AA and Hispanic/Latinx students. With continued focus on these same student populations, planned activities are in direct response to the qualitative research findings of our 2022-2025 plan. The planned activities are aimed at addressing systemic barriers to equity through structural changes and improvements. Additionally, the Office of Planning and Development will provide leadership, integration, and coordination of equity services and programs to ensure support of all DI students, including American Indian/Alaska Native, male-identifying students, first-generation students, Non-Binary students, and Foster Youth.

2025-2028 SEP Action Plan

While previous years' plans (2019 – 2022) were well-intentional, they were not intentionally focused on the racial groups with the highest DI, resulting in equity efforts that were primarily focused on student services and programs but lacked involvement of instructional faculty, staff, and students. There was little focus on driving decision with data that analyzed the rooting causes of inequitable outcomes, resulting on persistent high levels of DI for Black/AA and Hispanic/Latine students.

NC utilized the most recent SEP cycle (2022 – 2025) to utilize holistic inquiry to map out all services, activities, structures, and cultural practices to ascertain and get at the root of inequitable causes and outcomes for Black/AA and Hispanic/Latine students. Following the recommendations of our constituents (faculty, staff, students) and the Inquiry Consultant, NC has developed the following action plans that will inform the campus community's investments in services and initiatives targeted to have the greatest impact in closing equity gaps for Black/AA and Hispanic/Latine student populations:

1. **Targeted Summer Bridge Event(s) for Black Students:** One of NC's key initiatives targeting Black Student Success will be a summer bridge event that prioritizes DI student participation, with targeted outreach to Black students. The proposed event will provide access to resources in academic support in both Math and English, counseling and career assistance, while also providing social and emotional support to foster students' transition into college. Summer Bridge will provide workshops on financial literacy/financial aid, career exploration, and build a sense of community, belonging, and preparedness through peer and staff engagement. By providing students with relevant tools they need to succeed before they begin their first semester, Summer Bridge intends to significantly improve the enrollment, retention, and success rates of DI Black student populations. By facilitating a collaborative approach between student services, academic affairs, and equity programming, this approach to early intervention addresses both academic and non-academic barriers from the inception to close the equity gap of enrollment and persistence for Black students.

"I think it's confusing because I don't think I ever got a comprehensive overview, or if I did it was overshadowed by the mountainous barrage of information that is college."

"I'd say maybe a short "quick start" guide that lists all the different sites/systems we use and what they are used for."

"I believe that consolidating resources in a single location would greatly enhance navigation for students of all ages."

"The thing that Norco should have done better in those pre-enrollment experiences is to make students feel like they're on the journey together not just picking classes for another student."

-Anonymous Student Inquiry Recommendations

2. **First-Year Experience (FYE) Program for Hispanic/Latine Students:** NC intends to target persistent gaps experienced by Hispanic/Latine Students with a key initiative, the First-Year Experience (FYE) program, specifically designed for DI Hispanic/Latine student populations. FYE will offer specialized academic advising and counseling, English and Math learning communities, and culturally relevant programming to support students and families during students' first year at NC. The program is intended to help foster a sense of belonging by creating a supportive community for Hispanic/Latine students, connecting them with faculty, staff, and peers who share similar experiences and cultural backgrounds. This initiative and action step will support increased engagement, higher retention rates, and better completion of transfer-level courses in the first year with a culturally relevant and response cohort approach.

"Show statistics as to why it would be helpful to take these courses [English and Math] first."

“Show orientation videos from students who are currently in school or recently graduated that could give real advice from a student perspective.”

“More math and English courses would need to be available to accommodate larger numbers of first-year students taking both math and English.”

“Norco could maybe offer a support group or something of the similar sort that could like meet once every month to make sure everyone is making progress towards their academic goals”

“It’s not easy to find a community, because there is not a lot of signage...we have opportunities here but it kind of feels like gatekeeping in that you gotta know someone to get that opportunity.”

-Anonymous Student Inquiry Recommendations

3. **Enhanced Communication and Outreach Strategy:** In direct response to the identified barriers around access to resources and support, NC has recognized its need to develop strategic communication strategies as a student equity priority. As a result, NC will develop a comprehensive communication plan to ensure all students, especially Black and Latine students, are regularly informed of available services and opportunities to support their success. The plan will include regular updates via text, email, and targeted social media, as well as campus-wide workshops and events that promote financial aid literacy, registration processes, and supportive services. We anticipate an increase in awareness will foster higher student participation in key services, resulting in improved persistence and completion rates for DI and all students.

“I think that there should maybe be a monthly webinar on how to get started with enrolling, registering, exploring pathways? I feel that there aren’t enough advertisement regarding career pathways and more generalized career paths are always offered.”

“Have a less standardized response to my new enrollment to create a more tailored experience and encourage understanding or question asking.”

“Norco could send emails encouraging students to receive support services.”

“They should make these support services clearer on the website...put like a direct link to each service.”

“Posting weekly about the services available on Norco CC Instagram...a banner, electronic sign, etc. that displays clearly what will be going on that month.”

-Anonymous Student Inquiry Recommendations

Building off the feedback obtained from NC's 2022-2025 SEP Review, NC took a step back from creating activities and initiatives without a deep understanding of the root causes that perpetuate equity gaps for our DI Black/AA and Hispanic/Latine students. We discovered that data-driven decision making must inform our equity work and that to dismantle the systems that disproportionately impact our Black/AA and Latine students we must engage in a holistic process of gathering data to inform our actions. NC further discovered that this inquiry process is only holistic and generative if we mined data not only from the Office of Institutional Effectiveness, but also if we practiced qualitative data procedures in a culturally relevant and responsive way. Finally, NC discovered that we have a wealth of equity practitioners within our constituents, who are not only key stakeholders in our equity goals but are also actively engaged and ready to develop and implement equity work and initiatives.

Moving forward, NC will ensure continuity between SEPs by ensuring all actions and initiatives are data-driven; our key constituents (faculty, staff, students) remain a key part of inquiry, development, and implementation; and we continue to foster an environment where equity is everybody's work. To achieve this NC developed institutional actions, approaches, and processes informed by the quantitative and qualitative research gathered that were garnered by the SEP inquiry groups. The comprehensive report developed by the consultant as well as the results and recommendations from the students and inquiry group has been used as a "blueprint" in the development of our targeted, equity-minded intervention to close equity gaps for Black/AA and Hispanic/Latine students. The interventions will be piloted in the forthcoming SEP cycle, along with continuing the annual Equity Summit piloted during the current SEP cycle.

By undertaking the forementioned institutional actions and initiatives that have been rooted in holistic and culturally responsive data-driven inquiry, NC is taking significant strides towards closing equity gaps. Through addressing both academic and non-academic barriers, fostering a sense of belonging and a culture of empathy, and improving access to resources, NC is not only meeting its equity goals but also cultivating a more inclusive and supportive campus environment. These efforts represent a fundamental cultural shift at NC towards creating an equitable, student-centered educational experience for all students, especially those from DI communities. This shift is rooted in the belief that equity is everybody's work and is in alignment with NC's core commitment to Access, Equity, Inclusiveness, and Student Success.

Section II

Our Equity Imperative

While the challenges we have confronted to effectively serve the educational needs of all our students are great, Norco College is poised to face them head-on and with a renewed commitment to closing racial equity gaps. To achieve this goal, the inquiry project teams have acted with a sense of urgency and have avoided being ambiguous about our equity imperative. Norco College has continued to focus its efforts on closing equity gaps for historically minoritized students, specifically Black/AA and Hispanic/Latinx students. While these student groups account for 65% of our populations, targeted interventions and support for Black/AA and Hispanic/Latinx students have been confined to historically unfunded/under-funded special programs, such as Puente and Umoja, which we have worked systematically to move towards a more holistic, campus wide intervention and support strategy. Like many institutions, Norco College historically provided a one-size fits all approach to student success. This race-blind approach failed to recognize the embedded structural racism that American institutions of higher education were founded on when Black Americans were denied the right to an education. We recognize that if we continued as we did in the past, we maintain and perpetuate the legacy of historical oppression on minoritized students by making invisible our collective institutional responsibility for equitable outcomes for all students, especially for Black/AA and Hispanic/Latinx students.

We boldly stand in correction and take agency and accountability for dismantling our systems and cycles of oppression at our institution.

Our focus on racialized students is based on critical race theory, which asserts that race is the most significant factor in determining educational outcomes. While class and gender intersect to help explain variances in education, race continues to be most powerful in predicting school experience and performance.¹ Our equity priority aims to address our lack of institutional knowledge and practice as agents of racial equity.

Our vision for our equity work is defined by the following concepts:

- Race Consciousness
- Intentional in its Focus
- Student Centered
- Institutional Expectations
- Data Driven
- Continuous Evaluation

Our work will continue to be inwardly focused to systematically address institutional structures and culture that impede equitable outcomes. Sylvia Hurtado argues that the

¹ Ladson-Billings, Gloria, and William F. Tate. "Toward a critical race theory of education." *Teachers college record* 97.1 (1995): 47.

campus racial climate must be addressed through the 1. Inclusion of students, faculty, staff, and managers from minoritized backgrounds; 2. Curriculum that reflects the experiences of minoritized students; 3. Targeted programs and support for minoritized students; and, 4. A mission statement that reflects a commitment to equity.² Specifically, our work seeks to engage in deep inquiry, action, and evaluation in transforming the attitudes, processes, systems, and climate that pose barriers to minoritized students.

The college's previous equity efforts have been primarily focused on creating programs and providing services for DI students. The college has also supported professional development for faculty, staff, and administrators, but few faculties have been involved in planning and implementing equity efforts focused on instructional practices. We have also not taken into consideration the systemic institutional barriers that may be contributing to inequitable outcomes. Moving forward, our faculty, staff, and administrators are committed to working collectively with each other and students to ensure access and success for minoritized students by approaching our pedagogical and organizational practices through an "equity-minded" lens. According to CUE, equity-mindedness refers to,

*The outlook, perspective, or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes and are willing to assume personal and institutional responsibility for the elimination of inequity.*³

By adopting an "equity-minded mode of thinking" as our method of examining student outcomes, we acknowledge that our practices and policies are the main contributors to inequities as opposed to blaming our students for these outcomes. Norco College is committed to utilizing (and updating as needed) and drawing from the inquiry of our policies, practices, processes, and culture to highlight and dismantle the root causes that are contributing to persistent inequitable outcomes, particularly for racial groups. We also commit to addressing equity gaps as described by Bensimon, Dowd, and Witham, "a normative standard for all aspects of the institution, from resource allocation to assessment to strategic planning" (2016).⁴ Additionally, we recognize that we can no longer expect an office, department, committee, or those who were involved in developing this plan to close equity gaps. Equity work is a campus wide effort, and everyone has a role and responsibility in helping to close equity gaps.

² Hurtado, S. (1992). The campus racial climate: Contexts of conflict. *The Journal of Higher Education*, 63.5, 539-569.

³ Pena, E.V., Bensimon, E.M., Colyar, J. (2006). Contextual Problem Defining: Learning to Think and Act from the Standpoint of Equity. *Liberal Education*, 92, 48-55.

⁴ Bensimon, E.M., Dowd A.C., and Witham, K. (2016). Five Principles for Enacting Equity by Design. *Association of American Colleges & Universities*, 19, 1-8.

Our Equity Framework

Our approach to doing campus wide equity work is guided by the “[Five Principles for Enacting Equity by Design](#).” According to Bensimon, Dowd, and Witham (2019), these principles provide the blueprints that leaders and practitioners need to build equity by design. Table 1 provides a summary of these five principles.

Table 1. Five Principles for Enacting Equity by Design	
Principle 1	Clarity in language, goals, and measures is vital to effective equitable practices. Clarity in language means that practitioners must not only notice but also name the specific racial/ethnic groups that are experiencing equity gaps and avoid being race blind. Terms such as “at-risk” and “underrepresented minorities” defuse the differences in circumstances experienced by Black/AA, Hispanic/Latinx, Asian American, and American Indian populations.
Principle 2	‘Equity-mindedness’ should be the guiding paradigm for language and action. Equity minded practitioners recognize and assume responsibility for inequities. They recognize that inequities may have been created by existing institutional practices and policies. They also acknowledge that they have the power to make changes.
Principle 3	Equitable practice and policies are designed to accommodate differences in the contexts of student’s learning-not to treat all students the same. Practitioners must not confuse equity with equality. Equity gaps cannot be eliminated by treating everyone equally. Policies and practices must recognize and accommodate differences for minoritized students to level the playing field.
Principle 4	Enacting equity requires a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness. Equity-minded practitioners must be willing to continually disaggregate data and conduct inquiry to learn if interventions are working or not working, and why.
Principle 5	Equity must be enacted as a pervasive institution-and system-wide principle. To successfully close equity gaps, institutions must consider equity as the norm for all aspects of the institution. Administrators, staff, faculty, and trustees must demonstrate equity-mindedness not only through language and reasoning, but also in resource allocation, assessment, and strategic planning at the local and district level.
	Source: Bensimon, E.M., Dowd A.C., and Witham, K. (2016). Five Principles for Enacting Equity by Design . <i>Association of College and Universities</i> , 19, 1.

These principles for enacting equity by design are similar in theory and design to institutional and structural recommendations contained in the 2021-22 Equity Audit conducted by HOTEPC Consultants. They also mirror many of the recommendations previously made by our Guided Pathways and Student Equity project teams, as well as the Racial Justice Task Force we piloted on campus from 2020 - 2023.

Conclusion: Towards Continuity and Sustainability

NC's institutional actions, namely the Summer Bridge Event for Black/AA, First-Year Experience for Hispanic/Latine students, and endeavors to overhaul and enhance our communication and outreach strategies will make significant strides toward closing equity gaps. By addressing both academic and non-academic barriers, fostering a sense of belonging, and improving access to resources, NC is not only meeting its equity goals but also cultivating a more inclusive and supportive campus environment. These efforts represent a fundamental cultural shift at NC toward creating an equitable, student-centered educational experience for all students, especially those from DI communities.

Over the course of the 2022 – 2025 SEP cycle, NC made a significant decision to elevate, highlight, and center student voices and we are making significant strides towards strengthening our strategic communication and outreach efforts. These initiatives have been crucial in ensuring that our equity actions are grounded in the lived experiences and needs of the DI Black/AA and Hispanic/Latine student populations we are tasked to serve. The insights garnered through our holistic quantitative and qualitative research study have been instrumental in shaping more culturally responsive, targeted strategies. Moving forward, these efforts are central to our 2025 – 2028 SEP and build off the goals and outcomes outlined in our 2022 – 2025 SEP:

Summary of 2022 – 2025 Goals

- Developing and Conducting Inquiry Activities that uncover the root of inequities instead of launching new activities, programs, and interventions without understanding why they exist and persist.
- Securing outside financial support to cover consulting fees for an independent consultant for our equity inquiry.
- Assembling a team of equity champions and practitioners that represented the greater campus community of constituents, including faculty, staff, managers, and students.
- Drawing from the inherent wealth of knowledge of our constituents, including students, to develop, implement, analyze, and make recommendations towards dismantling equity gaps.

Summary of 2022 – 2025 Outcomes

- Spring of 2024, the research consultant developed a comprehensive report summarizing the inquiry activities implemented, including the results and recommendation for closing equity gaps.
- Fall 2024 – Winter of 2025, key constituents developed a “blueprint” from the inquiry research with targeted, equity-minded interventions to close equity gaps for Black/AA and Hispanic/Latine DI populations.
- Spring 2025, Finalizing and aligning strategic plans in preparation for piloting and evaluating the blueprint's efficacy and outcomes during the next SEP cycle, 2025 – 2028.

MISSION, VISION, AND CORE COMMITMENTS REVIEW



Office of Planning & Development

MVCC Survey Questions

Visionary:

- In a sentence or two, please describe why Norco College exists?
- Explain in one to two sentences what will be unique about Norco College in 2030 and set us apart from other colleges.
- What five words would you use to describe the collective [or fundamental] values or beliefs that will help the College achieve it's goals in the future.
- What five words best describe our College's main priorities for achieving our purpose and future goals?

Reflective Question:

- In one or two sentences, describe how the current Mission Statement inspires our work at the College.
- In one or two sentences, explain how the current Vision Statement describes a compelling future state for the College.
- Explain in one to two sentences how the Core Commitments have guided our work at the College.



MVCC Survey Participants

For every survey question, there were 27 - 35 unduplicated responses.

Participants

- Faculty: 46 (53%)
- Classified Professionals: 27 (31%)
- Management: 10 (12%)
- ASNC Students: 3 (3%)

86 Unduplicated Participants

Distribution Details:

- Method: Email with SurveyMonkey link
- Audience: NOR- ALL
- Initial Email Sent: April 1, 2025
- Reminder Sent: April 8, 2025
- Survey Closed: April 11, 2025



Thematic Analysis

Thematic analysis of the survey results for the mission, vision, and core commitments statements included the following process:



1

Identified recurring sentiments or themes

Noted points of emphasis

2

3

Pinpointed notable divergences

MVCC Framework

Future College Fieldbook by Daniel Seymour

Mission is purpose-centered,
emotionally connected, and
usable

Vision reflects structural tension,
emotional contagion, and
differentiation

Core Commitments align with the concept of
"Lift", reflect authenticity, support
interconnectedness, call for emotional positivity,
build momentum, and ensure ongoing
improvement

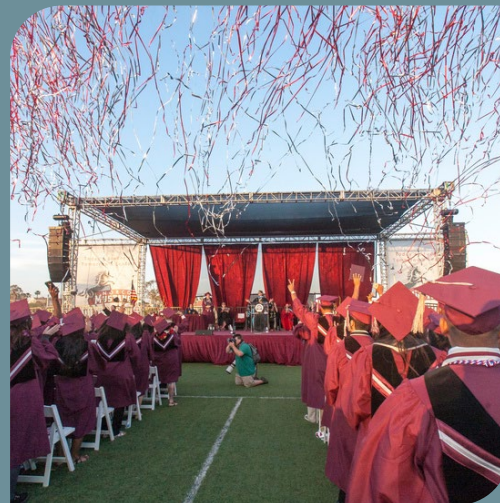


Norco College MVCC Survey Feedback

Drafted each statement using the following criteria:



Centered on
students and
action



Common
Language



Inclusive



Concise



Memorable



ACCJC Standard 1.1

The institution has established a clearly defined 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 outcomes for all students.

Review Criteria:

- The institution's mission appropriately reflects the community and students it serves.
- The institution's mission appropriately reflects the nature and structure of the institution (public, private, non - profit, corporate, etc.).
- The institution's commitment to equitable educational outcomes is informed by an understanding of the characteristics and needs of its students.
- The institution's mission demonstrates alignment with ACCJC's Policy on Social Justice.



Draft Mission Statement

Version 1: Norco College is an open access college that supports every learner —no matter their path. We help diverse students grow, succeed, and change their lives through education.

Final Version: Norco College is an open - access college that supports every learner on their educational path. We help diverse students grow, succeed, and change their lives through education.



Draft Vision Statement

We see a future where
every student thrives and
our region rises with them.



Draft Core Commitments

N-O-R-C-O

1. **Nurture Students First** : We center student success in every decision and action.
2. **Open Doors to Equity** : We remove barriers and expand access for all.
3. **Rise Together** : We collaborate across campus and community to lift each other up.
4. **Commit to Integrity** : We follow through, own our impact, and build trust.
5. **Own Our Growth** : We learn, adapt, and lead with creativity and purpose.



Next Steps

Spring 2025 Timeline

First Readings:

- April 21, 2025 – Academic Senate
- April 24, 2025 – Leadership Councils
- May 8, 2025 – College Council
- May 9, 2025 – Associated Students of Norco College

All-Governance Votes:

- May 12, 2025 – Academic Senate (postponed to June 9th)
- May 23, 2025 – Associated Students of Norco College (**Approved**)
- May 22, 2025 – Leadership Councils (**Approved**)

Electronic Vote:

- May 23 – May 30, 2025 - College Council

District-Level Approval:

- May 16, 2025 - DSPC
- June 2, 2025 - Chancellor's Cabinet
- June 17, 2025 - Board of Trustees



Norco College is an open - access college that supports every learner on their educational path. We help diverse students grow, succeed, and change their lives through education.

Student Feedback (ASNC 05/23/2025)

- Students appreciate the mission centered on student pathways, highlighting the importance of guiding students throughout their journeys.
- Strong support for "diverse students" as an inclusive term representing students from various backgrounds, learning abilities, and ages.
- Students expressed that the new mission is an improvement compared to the current version.



Program Development Process

Purpose

This document is an internal guide for developing new programs at Norco College, designed to increase transparency and formalize the process of new program development. It provides a clear and achievable pathway from concept to curriculum launch, ensuring alignment with the college's mission, vision, Educational Master Plan (EMP), and strategic priorities.

Step 1. Concept Development & Initial Review

1.1 Scan RCCD Programs

- Scan existing RCCD programs and determine if the proposed program duplicates a program offered at one of the other colleges.
- If so, develop a justification for a local need at Norco College (e.g. regional demand, access, specialization).

1.2 Align with the Mission, Vision, & EMP of Norco College.

- Review the Mission and Educational Master Plan (EMP)
- Describe how the proposed program supports these institutional priorities. Where possible, be concrete and specific.

1.3 Consult with College Discipline and Department Members

- Discuss the proposed program with discipline and department members.
- Request approval of the program concept and document the approval with meeting minutes or an electronic vote over email.

1.4 Consult with the College President

- Schedule a meeting with the College President to request an informal endorsement of the program concept.
- Present the concept and rationale for the new program. Be prepared to explain the need for the program and its alignment to the College Mission & EMP.

Step 2. Complete the Program Development Packet

2.1 Engage the Program Review Committee

- Email the Program Review Chair to request time on an upcoming agenda. Present the initial concept and rationale to the committee.
- Receive the Program Development Packet along with guidance on the next steps, required consultations, and documentation.
- The Program Development Packet will explicitly lay out the information and consultations needed to create a new program, including documentation of required ifaculty through the program development process, ensure broad consultation, and increase transparency. It is not submitted to the Curriculum Committee.

2.2 Complete the Program Development Packet

- Provide the information required by the packet to formally document the details of the proposed program, including:
 - Basic Information: program name, sponsor, contact information.
 - Expected Credential (certificate, local degree, or associate degree for transfer)
 - Need & Justification with Data: a brief narrative that describes the need for the program and provides data to support that need (e.g. labor market, academic transfer, regional)
 - Consultation with Dean of Workforce Development (for CTE programs) or Dean of Instruction (for Academic Programs)
 - Alignment with Norco College's Strategic Plans. This alignment should be expressed through concrete links to these institutional planning documents.
 - List of courses that will be included in the program. Identify which courses already exist and which courses need to be added.
 - Consultation with the Articulation Officer to identify what curriculum is offered in other programs in California, what we can offer at Norco College, and where the program will transfer (for ADTs).
 - Budgetary Impact & Resource Needs. Describe any costs required to launch and sustain the program. These costs may include resource needs, faculty hiring, building requests, or land use.
 - Consultation with Business Services.
 - Organizational Fit. Description of where the program will be housed within the discipline and school structure.
 - Consultation with Academic Planning Chairs (APC)
 - CTE proposals must also include:
 - Advisory Committee recommendation
 - Regional Consortium recommendation

Step 3. Local Approval Process

3.1 Return the Completed Packet to the Program Review Committee

- Email the Program Review Chair to submit the packet and request time at an upcoming meeting.
- The Program Review committee will review the packet to ensure that the idea is sound, the program is achievable, and that the required consultations have taken place.

3.2 Request Approval from the Academic Senate

- The Program Review Chair will complete the Request for an Agenda Item and upload the Program Development Packet
- The Program Review Chair and program sponsor will present the program at the Academic Senate for an initial read.
- The Academic Senate will vote on the proposal at the following meeting.

3.3 Request Approval from the Academic Council

- The program sponsor will request placement on an upcoming Academic Council meeting agenda, provide the Program Development Packet for review, and present the new program for a vote.

Step 4 Curriculum Submission & Final Approvals

4.1 Curriculum Submission

- Faculty members responsible for curriculum can launch the curriculum proposals for the program and any new courses, along with supporting documents, in CurricUNET.

4.2 Curriculum Approvals

- The proposal is reviewed and approved by the Norco College Curriculum Committee.
- The proposal is forwarded to:
 - District Curriculum Committee (as an information item)
 - Board of Trustees (for formal approval)
 - State Chancellor's Office

4.3 Program Implementation

- Once approved, the program will be published in the next catalog cycle and can be offered to Norco College students.

Program Development Process - Consultation Checklist

Step	Purpose	Complete	Date
1. College Discipline	Approval of Concept	<input type="checkbox"/>	Click or tap to enter a date.
2. School	Approval of Concept	<input type="checkbox"/>	Click or tap to enter a date.
3. College President	Approval of Concept	<input type="checkbox"/>	Click or tap to enter a date.
4. Program Review Committee	Begin Program Development Packet	<input type="checkbox"/>	Click or tap to enter a date.
5. Articulation Officer	Identify curriculum needs, compare to similar programs in the state, determine transferability	<input type="checkbox"/>	Click or tap to enter a date.
6. Business Services	Identify initial and ongoing costs of the proposed program	<input type="checkbox"/>	Click or tap to enter a date.
7. Advisory Committee*	Recommendation	<input type="checkbox"/>	Click or tap to enter a date.
8. Regional Consortium*	Recommendation	<input type="checkbox"/>	Click or tap to enter a date.
9. Academic Planning Council	Determine where the program will be housed in the discipline and school structure of Norco College	<input type="checkbox"/>	Click or tap to enter a date.
10. Program Review	Submit Program Development Packet	<input type="checkbox"/>	Click or tap to enter a date.
11. Academic Senate	Program Approval	<input type="checkbox"/>	Click or tap to enter a date.
12. Academic Council	Program Approval	<input type="checkbox"/>	Click or tap to enter a date.
13. Curriculum Committee	Submit proposal and all supporting documents	<input type="checkbox"/>	Click or tap to enter a date.

*For CTE programs only

Program Development Packet

Section A: General Information

1. **Proposed Program Name:** Click or tap here to enter text.
2. **Sponsor Name(s):** Click or tap here to enter text.
3. **Primary Sponsor Contact Information**
 - **Phone:** Click or tap here to enter text.
 - **Email:** Click or tap here to enter text.
4. **Proposed Credential Type** Choose an item.

Section B: Program Description & Justification

Before completing this section, program sponsors must consult with either the Dean of Workforce Development (for CTE programs) or the Dean of Instruction for the appropriate academic unit.

5. **Dean** Click or tap here to enter text. **Date of Consultation:** Click or tap to enter a date.
6. **Need & Justification.** Briefly describe the program and explain how it meets the needs of our community, workforce, region, and students.
Click or tap here to enter text.
7. **Supporting Data.** Describe data that document these needs and justifies program development.
Click or tap here to enter text.

Section C: Alignment with Strategic Plans

8. **How does the proposed program align with the Norco College Mission, Vision, and Core Commitments?**
Click or tap here to enter text.
9. **How does the proposed program align with the Norco College Educational Master Plan (EMP)?**
Click or tap here to enter text.

Section D: Curriculum Planning

Before completing Section D, program sponsors must consult with the Articulation Officer.

10. **Articulation Officer:** Click or tap here to enter text. **Date of Consultation:** Click or tap to enter a date.

11. **List the names of courses that need to be added, if any.**

Click or tap here to enter text.

12. **List the names of existing courses that will be part of the proposed program.**

Click or tap here to enter text.

13. **Target transfer institutions (for ADTs):**

Click or tap here to enter text.

Section E: Facilities & Resource Impacts

Before completing Section E, program sponsors must consult with Business Services.

Use this section to identify and describe resources needed to implement the proposed program. For each element that is required, provide an estimated cost and description of what is needed.

14. **Business Services Contact:** Click or tap here to enter text. **Date:** Click or tap to enter a date.

15. **Does the program require new space or buildings?** Yes ☐ No ☐

- Estimated Cost: Click or tap here to enter text.
- Description: Click or tap here to enter text.

16. **Does the program require specialized equipment or software?** Yes ☐ No ☐

- Estimated Cost: Click or tap here to enter text.
- Description: Click or tap here to enter text.

17. **Will the program have ongoing operational costs?** Yes ☐ No ☐

- Estimated Cost Per Year: Click or tap here to enter text.
- Description: Click or tap here to enter text.

18. **Will the program require hiring additional faculty members?** Yes ☐ No ☐

- Estimated Cost: Click or tap here to enter text.
- Description: Click or tap here to enter text.

Section F: Organizational Considerations

Before completing Section F, program sponsors must consult with the Academic Planning Chairs (APC) Committee.

19. **Date of APC Approval:** Click or tap to enter a date.

20. Identify where this program fits in the Norco College organizational structure.

- **Discipline:** Click or tap here to enter text.
- **School:** Click or tap here to enter text.
- **Dean:** Click or tap here to enter text.

DRAFT

DE Sub-Committee Mock Review Process Proposal

1. Stratified Random Sampling

- Three sections to be randomly selected from each of the 8 NC Schools (total 24 sections).
- 24 total sections would be 5% based on the calculation of the [488 OL sections in F 2024](#)
- Use of random numbers generator and a master list of all 100% OL courses categorized and then sampled by 8 NC Schools.
- ACCJC recommends 5% of 100% OL sections be sampled (minimum 15; maximum 50).
- Stratified sampling allows for the greatest generalizability, accuracy, and applicability of the process for all schools.
- Faculty will be informed that their course has been randomly selected to help gauge the college's level of RSI - in preparation for the upcoming ACCJC accreditation RSI audit.
- Faculty will be asked to give their permission to review the RSI in their courses prior to access and have the option to opt-out and be replaced with another randomly selected faculty member.

2. District DE will Sample Classes & Provide Access to Archived Fall 2024 Courses

- Faculty will be informed that their names and specific courses / disciplines of participants will NOT be reported out to NC DEC, Norco Academic Senate, or administrators.
- Only aggregate college-level results will be shared.
- Reviewers have "instructor" level access to selected courses from previous concluded semesters (ie. Fall 2024).
- This RSI review process is an institutional college-level assessment, NOT individual faculty members' courses. It is in no way tied to IOI or any other evaluative or administrative process.

3. DEC sub-committee will conduct the RSI review (2-3 DEC faculty) based on the

[Protocol for ACCJC Review \(2024\)](#) and [Addendum to Protocol for ACCJC Review \(2024\)](#)

4. DEC RSI reviewers will utilize the [ACCJC DE Assessment Tool for Peer Reviewers \(2024\)](#) to determine if NC meets the 85% threshold for RSI in the sample of course sections it reviews

5. NAS will receive report of our aggregate NC level information



Preparing for the ACCJC Accreditation Visit A NC DE Review Process to Strengthen and Deepen RSI in Online Courses

Dr. Sandra Popiden

Chair of Norco College Distance Education Committee

(NAS Presentation), June 9th 2025

Agenda

- I. What is RSI?
- II. What are the Benefits of RSI?
- III. Preparing for ACCJC RSI Review (2026)
- IV. ACCJC Quality Continuum Rubric for DE
- V. NC RSI Mock ACCJC Review Proposal
- VI. 5 Benefits of NC RSI Mock ACCJC Review
- VII. Actionable Next Steps for OL Faculty

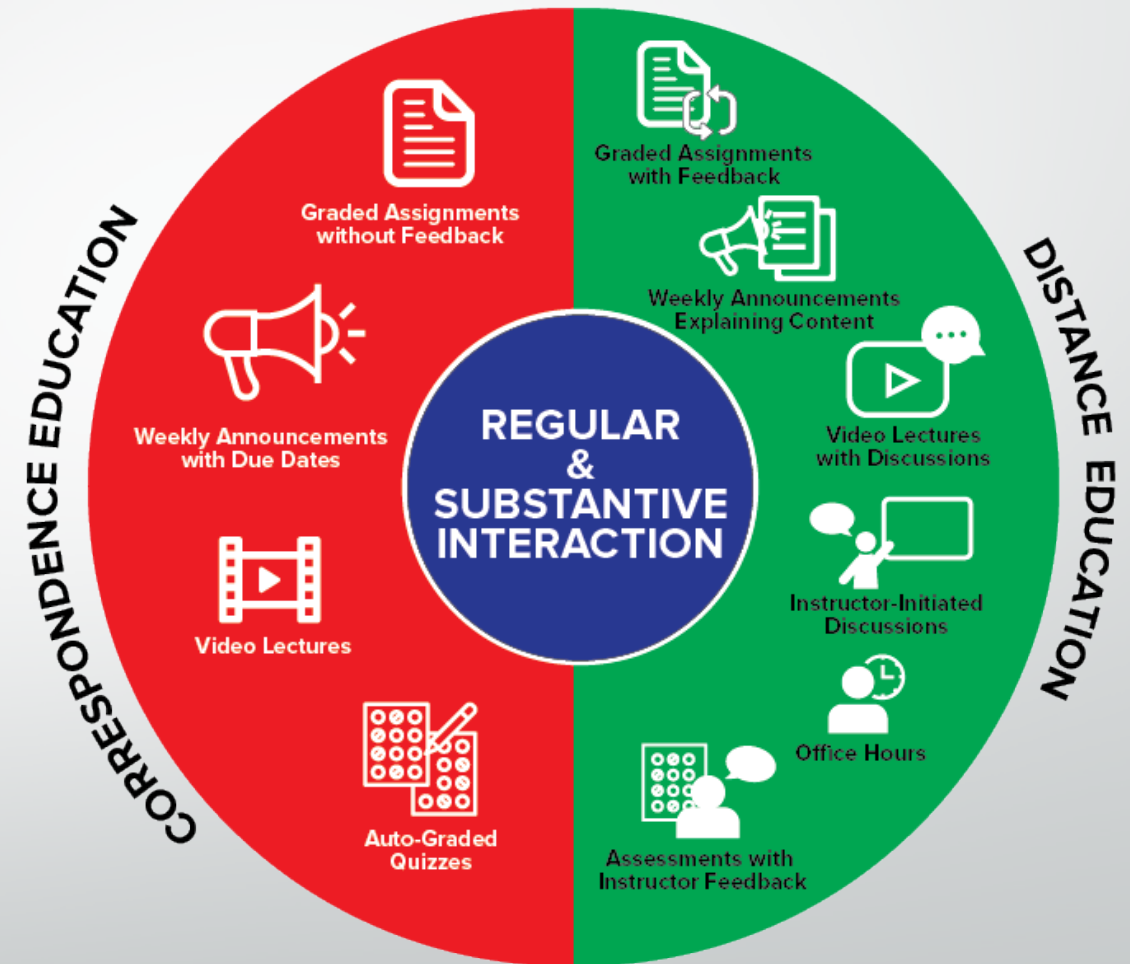


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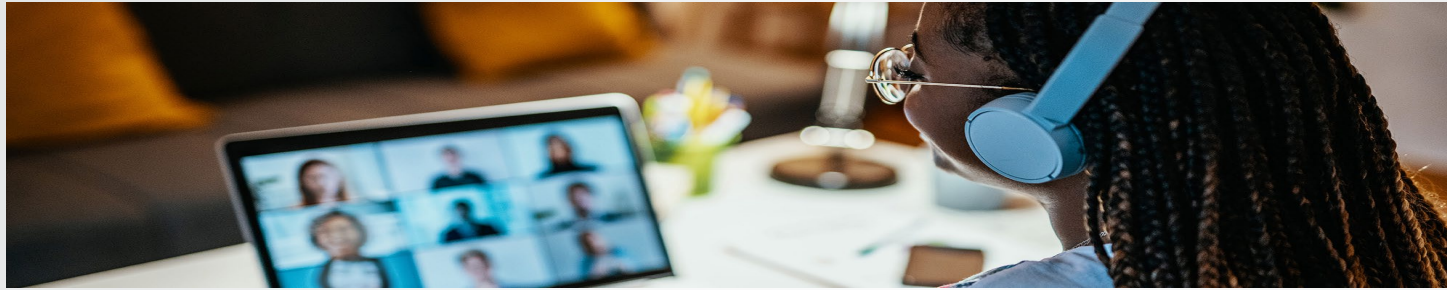
[UAF Center for Teaching and Learning](#)

I. What is RSI?

- **Regular and Substantive Interaction (RSI)** refers to the active and consistent engagement with students in teaching, learning, and assessment activities consistent with course content.
- Meeting the ACCJC RSI standard requires instructor initiated educational interactions that are predictably scheduled, meaningful, and routine. Such as feedback on course content, competencies, and student progress between instructors and students in [Distance Education](#), either synchronously or asynchronously.



I. What is RSI?



RSI in DE is the law!

- RSI is a [federal requirement](#) tied to student access to Title IV financial aid funds to our institution, as well CA Code of Regulations - Title 5 [§55204](#), a [CCCCO](#), and an [ACCJC accreditation requirement](#) for online classes.
- [ACCJC Accreditation Standard 2.6](#)
 - The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement
 - Review Criteria to Meet RSI AS 2.6 Standard:
 1. *The institution regularly evaluates the effectiveness of its delivery modes and teaching methodologies to supporting equitable student learning and achievement and uses results to guide improvements.*
 2. *Institutions have practices in place to ensure ongoing alignment with federal requirements for distance education and correspondence education, and direct assessment, as defined in ACCJC's Policy on Distance Education and on Correspondence Education and Policy on Competency Based Education (Emphasis Added).*

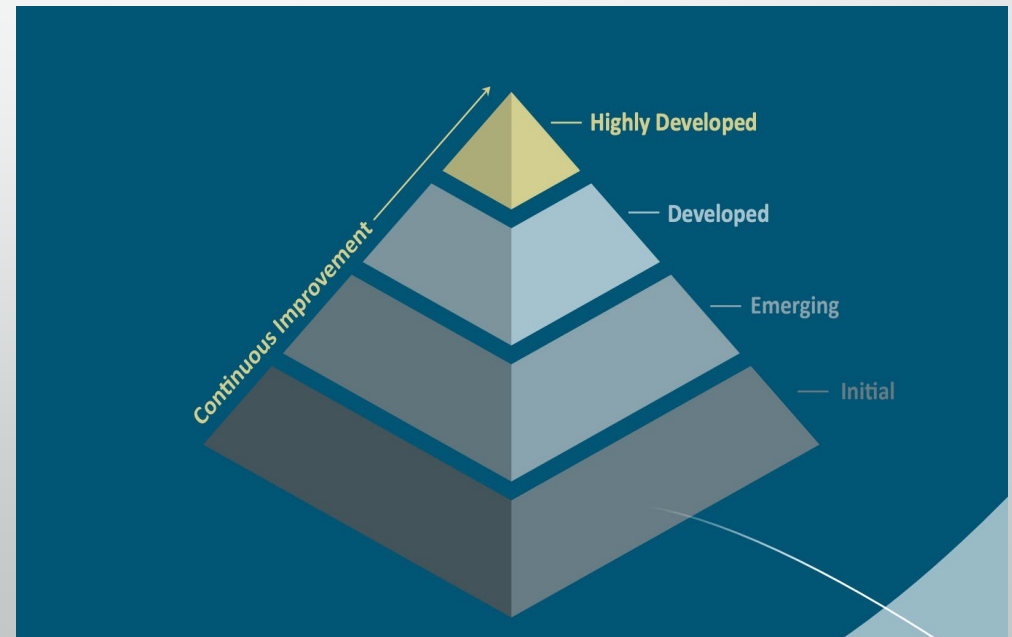
II. What are the Benefits of RSI?

- **RSI Cultivates Meaningful Interactions & Improved Learning Outcomes!**
 - Active and ongoing instructor initiated interaction is a hallmark of effective OL teaching.
 - RSI promotes →
 - Active learning and deeper connection to course content
 - Interactive and meaningful connections and exchanges between the instructor and students
 - Instructor feedback and peer to-peer learning opportunities ([ASCCC 2025](#)).
- RSI is key to →
 - [Effective high quality](#) distance education
 - Fostering [student engagement](#) and [motivation](#)
 - Gauging and [deepening understanding and support](#)
 - Fosters [connections](#) and [community building](#) and achieving [equitable outcomes](#)
 - Enhancing [student success and retention](#), satisfaction and [academic performance](#).
- **RSI involves providing students with predictable access to:**
 - Routine facilitated discussions
 - Substantive and regular announcements
 - Office hours and communication plans
 - Individualized and substantive feedback
 - Peer learning and other forms of collaboration to enhance student engagement



III. Preparing for ACCJC RSI Review (2026)

- RSI is an important component of creating a dynamic, high quality and effective online education that promotes engagement and success for all students.
- [ACCJC's 2025 RSI Rubric](#) is grounded in federal RSI regulations and guidance from Department of Education
 - Initial
 - Emerging
 - Developed
 - Highly Developed



III. ACCJC RSI Review (2026)

- **ACCJC will conduct a review of a sample of Fall 2026 100% online courses**
 - Between 15 and 50 sections to be sampled by ACCJC
 - Sample should include 5% of the total number of distance education sections
 - 85% of sampled sections need to demonstrate RSI to be deemed satisfactory
- **3 possible outcomes:**
 - 1. No Recommendation:**
 - This indicates the institution's RSI practices are already deemed satisfactory and align with ACCJC requirements. No further action or improvements are needed.
 - 2. Recommendation to Improve Quality:**
 - This suggests that while RSI is present, there's room for enhancing its quality and effectiveness. The institution may need to focus on strengthening specific areas, such as the depth of interactions, the clarity of communication, or the frequency of engagement.
 - 3. Recommendation to Meet Standard:**
 - This indicates that the institution's RSI practices do not fully meet ACCJC standards. The institution may need to implement changes, adjust its processes, or address specific concerns outlined by the reviewers to achieve compliance.



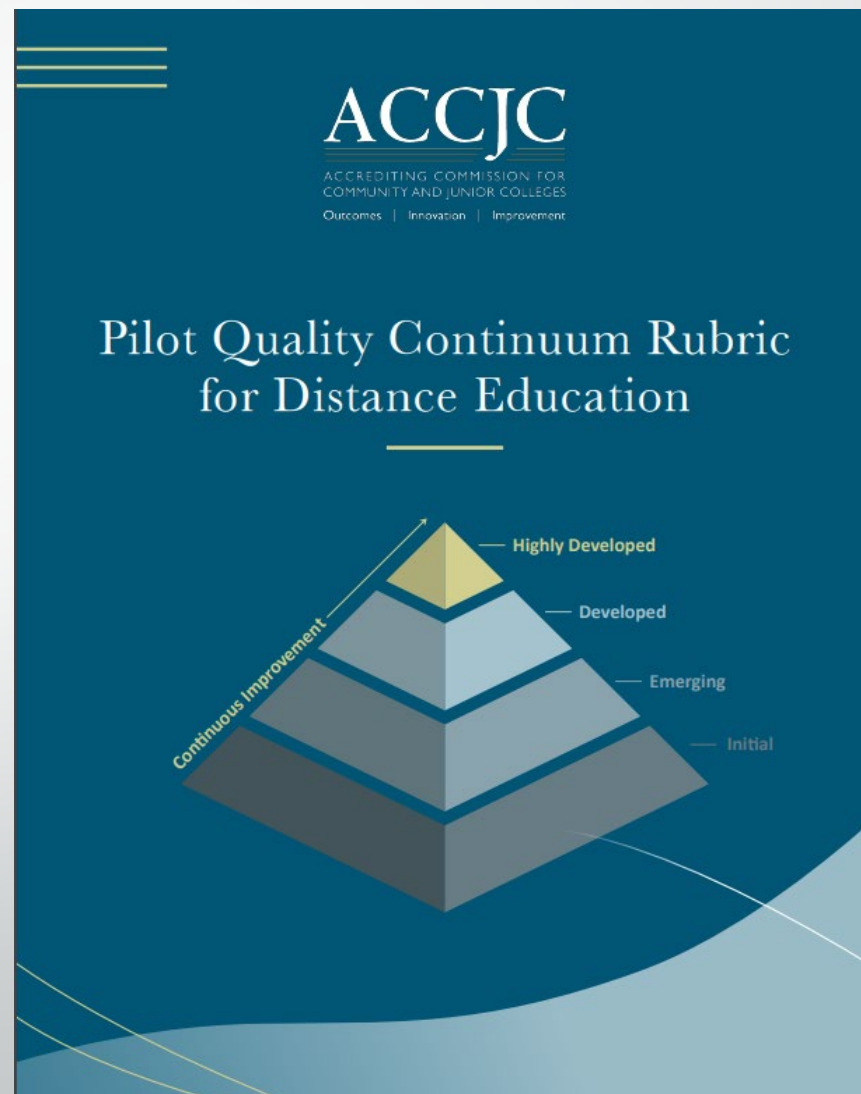
IV. ACCJC Quality Continuum Rubric for DE

Substantive Interaction Methods (at least two of the following)

1. Providing synchronous direct instruction
2. Assessing or providing feedback on student's coursework
3. Providing information or responding to questions
4. Facilitating group discussion
5. Other instructional activities approved by the institution

Regulative Interaction (two criteria)

1. Provide regular, predictable opportunities for substantive interaction aligned with course length and content.
2. Actively monitor student progress to ensure timely, proactive substantive interaction when needed or requested.





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. (Note: this method only applies in synchronous courses.)

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.	Consistently provides prompt, personalized, and detailed feedback on student coursework and assignments, such as 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 substantive 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 substantive 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 substantive 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. 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.

V. NC Mock RSI ACCJC Review Process Proposal



1. Stratified Random Sampling

- Three sections randomly selected from each of the 8 NC Schools (24 total sections)
- ACCJC recommends 5% of 100% OL sections be sampled (minimum 15; maximum 50).

2. District DE will sample classes & provide access to archived Fall 2024 Canvas shells

- Faculty names and course level information will not be reported out to DEC, NAS or administrators
- Reviewers have "instructor" level access to sections from previous semester (Fall 2024)
- This is a college-level RSI review and is in no way tied to IOI or any other evaluative or administrative process

3. DEC sub-committee will conduct the RSI review (2-3 DEC faculty) based on the [Protocol for ACCJC Review](#) (2024) and [Addendum to Protocol for ACCJC Review](#) (2024)

4. DEC RSI reviewers will utilize the [ACCJC DE Assessment Tool for Peer Reviewers](#) (2024) to determine if NC meets the 85% threshold for RSI in the sample of course sections it reviews

5. NAS will receive report of our aggregate NC level information

ACCJC DE Addendum Tool for Peer Reviewers



Please complete this tool to indicate which course sections met or did not meet the expectations for substantive and regular interaction per ACCJC's Policy on Distance Education and Correspondence Education and the Protocol for Distance Education Review.

Note: This document is for internal use by the peer review team only and will not be shared with the college.

Course Section Name	Identify Type of DE: Asynchronous or Synchronous	Substantive Interaction Methods (must be at least two methods)				Regular Interaction (must be both types)			Course section meets substantive and regular policy elements	Course section does not meet substantive and regular policy elements	Notes/Comments
		Direct Instruction	Assessment & Feedback	Provides Information & Responses to Questions	Facilitates Group Discussions	Regular and Predictable Engagement	Monitors success, engages students				
Class A	Asynchronous		X			X	X			X	
Class B	Asynchronous		X	X	X	X	X		X		
Class C	Synchronous	X	X	X		X	X		X		
Class D	Synchronous	X			X	X	X		X		
Class E	Synchronous	X	X	X	X		X			X	
Class F	Asynchronous		X	X		X	X		X		
Class G	Synchronous	X	X		X	X	X		X		
								Total Counts:	5	2	



VI. 5 Benefits of RSI Mock ACCJC Review

- 1.** Stratified randomized sampling procedures maximize the scientific accuracy, reliability, and external validity (generalizability) of the review.
- 2.** The RSI review process provides evidence for RSI [Accreditation Standard 2.6](#)
- 3.** Documents how we review RSI and demonstrates compliance and preparation for the 2026 accreditation cycle and audit.
- 4.** Provides the college valuable evidence regarding our preparedness for the future ACCJC 2026 accreditation visit.
- 5.** Results can also inform our future faculty professional development offerings and the regularization of future RSI Review Processes.



VII. Actionable Next Steps for OL Faculty

Three steps to ensure your courses align with the RSI Rubric:

1. Online Faculty Accreditation Prep: Self-Check

- Start by reviewing the Spring 2025 Flex day [RSI in Online Courses](#) presentation.
- Learn more about the self-assessment RSI checklist, tips to boost student success and retention through RSI, and explore the ACCJC Review Process and timeline

2. Review the [ACCJC RSI Rubric](#) and use the [RSI Self Assessment Tool](#) to evaluate your online courses.

3. Level Up with RCCD District DE Support [Regular Ask It! Hours --- No Registration Needed!](#)

- Mondays: 4–7 pm
- Wednesdays: 1–3 pm
- Thursdays: 1–3 pm
- Check out the RCCD District DE support [appointment calendars](#) if you need help outside these times.
- Also, check out the [RCCD RSI Canvas Learning Module](#), [RCCD Instructors Resources Canvas Shell](#), [Boost Your RSI Module](#), and the [DE Faculty Assist Form](#)

NC Spring FLEX RSI Presentation (2025)



Opportunities to Achieve RSI

The examples below are some ways you can achieve RSI in your online courses.
Choose options that work within your course and content.
Utilizing all examples is not required.

I. Regular Interactions: Predictable and Proactive

Content Timing

- Create consistent content release days
- Create consistent content due dates
- Provide consistent assessment feedback

Announcement Timing

- Publish announcements on consistent days
- Enable student comments on announcements
- Create whole class info/feedback related to assignment trends and inbox questions

Canvas Tools for Proactive Contact

- Utilize 'Message Students Who' gradebook function
- Utilize Inbox for communication
- Utilize People data to assess student engagement

Resources for Students

- Consider a Communication Plan in the intro module and/or on home page
- Provide links to Canvas user guides in intro module and/or at point of need
- Post a 'How to navigate (your) course' video in the intro module and/or on home page
- Share a College Support page in the intro module and/or on home page

II. Substantive Direct Instruction

Contextualize Content

- Provide guided introduction to content through intro pages or videos
- Consider embedded quizzes in video lectures to assess and reward

Timing

- Chunk content and videos into digestible lengths/units
- Indicate length of videos in intros

Accessibility

- Check and publish captions
- Check audio quality

Longevity

- Consider omitting semester, weather, occasion references for reuse of some content
- Recognize when it is time to update recordings, content, data, etc.

III. Substantive Feedback

Some Options

- Video feedback
- Written feedback
- Audio feedback
- Detailed rubrics
- Auto feedback in Canvas assessments
- Feedback in announcements
- Feedback in class discussions

When and How

- Include syllabus and assignment statements for when/where feedback will occur
- Check gradebook settings for hidden vs. automatic release of feedback
- Remind students to adjust Canvas notification settings
- Provide formative and summative feedback through the semester
- Feedback can point to strengths, improvements, reasons, and resources

IV. Substantive Information

- Include content module intros/outros with learning goals
- Provide guided introductions to lecture, video and lesson pages
- Engage in discussion forums with new content and resources to advance the discussion
- Include content-specific information in announcements
- Create a Q & A discussion space

V. Substantive Discussions

- Prompts facilitate student-student, student-instructor and instructor-student interactions
- Maintain a forum presence through the week--add new resources, alternative views, etc.
- Consider providing an example of a discussion post or modeling interaction in the forum

Special Thanks for Sara Nafzgar and Anya Marquis

For more information and resources, see:

- [RCCD DEFT Support Sessions & Appointments](#)
- [RCCD RSI Learning Module \(Canvas\)](#)
- [DE Instructor Resources Canvas Shell](#)
- [RCCD DE Video Library](#)
- [Learn It! CVC - OEI Course Design Rubric - Section B - Video](#)
- [RCCD Distance Education Resources](#)
- [The Norco College Distance Education Committee](#)

Thank You!



Questions?

All feedback is welcome!

Appendix A: ACCJC RSI Resources

- [ACCJC DE Assessment Tool for Peer Reviewers](#)
- [ACCJC Quality Continuum Rubric for Distance Education](#)
- [ACCJC Addendum to the Protocol for Distance Education Review](#)
- [Advancing Quality Education – Regular and Substantive Interaction in Distance Education](#) (ACCJC 2024 Feedback Session)
- [ACCJC Policy on Distance Education and Correspondence Education – Defines RSI](#)
- [ACCJC Accreditation Standard 2.6 \(RSI\)](#)
- [ACCJC RSI DE Review FAQs](#)
- [CVC Archived @ONE RSI Webinars from Spring 2024](#)
- [ASCCC – Navigating Accreditation](#)





Appendix B: Excerpt from Accreditation Handbook - DE Review Resources

- The Commission's [Policy on Distance Education and on Correspondence Education](#) (in compliance with federal regulation [34 CFR § 602.3](#)) specifies that all learning opportunities provided by accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery. For distance education review, ACCJC's resources facilitate quality instruction in distance education, promote equitable student outcomes in the modality, increase clarity of ACCJC and federal expectations for institutions undergoing evaluation, and provide a consistent and objective approach.
- Member institutions and peer review teams should use the following resources designed to support them in engaging in distance education review as part of a comprehensive review.
- [Quality Continuum Rubric for Distance Education](#)
- The Quality Continuum Rubric for Distance Education supports institutions in the continuous improvement process to increase the depth and quality of substantive and regular interaction in distance education and promotes the achievement of equitable student success. It also provides a framework for peer reviewers to provide constructive feedback to the institution on areas where the college could improve or to validate highly developed practices in the Peer Review Team Report in the context of Accreditation Standard 2.6.

Appendix C: Examples of RSI

Regular & Substantive Interactions

Instructor-led interactions with students must:

- Include at least two of these categories,
- Happen regularly throughout the semester,
- Be initiated by the instructor and responsive to student needs

RSI can also include "other instructional activities approved by the institution's accreditation agency" (NWCCU).

Learn more and stay up-to-date on UAF RSI policy at iteachu.uaf.edu/rsi/

Online or in-person office hours

Field trips/labs

Mid-semester check-ins

Study sessions

Internship or Practicum Supervision



CENTER FOR
TEACHING & LEARNING
University of Alaska Fairbanks

Breaking final projects into stages and providing feedback at each stage

Responding to blog posts or presentations

Giving personalized individual feedback

Grading work and answering emails within an established response time

Outreach to students not currently participating

RSI

Provide Direct Instruction

Provide Feedback on Student Work

Provide Course-related Info

Facilitate Group Discussion

Responding to discussion board posts with substantive responses

Participating in social annotation of a reading

Interacting via a chat or video-based discussion tool

Answering questions on a course Q&A board

Sharing news stories and relating them back to the course content

Weekly announcements about course content

Appendix D: How You Can Meet RSI Requirements

Category	Activities that meet RSI	Activities that <i>do not</i> meet RSI
Office Hours	✓ Offer regularly scheduled office hours with students. (R)	✗ Offer office hours with students on request.
Instruction	✓ Lead synchronous class sessions to facilitate direct instruction with students. Or provide pre-recorded lectures or videos, followed by direct instructor-student interaction, like a Q&A discussion board or forum. (S)	✗ Provide pre-recorded lectures or videos that explain course content and include questions that are auto-graded or receive numerical scores.
Announcements	✓ Send regularly scheduled announcements that address key topics and concepts, class progress, and student questions. (R, S)	✗ Send announcements that only cover the general logistics of the course, like class deadlines.
Discussion	✓ Facilitate a discussion forum by moderating and responding to student work within the discussion and/or by providing summative feedback. (S)	✗ Post a discussion forum prompt and assign numerical grades to student work.
Feedback	✓ Provide personalized comments on student work. (S)	✗ Assign activities that are automatically graded, including AI-based comments and scoring.

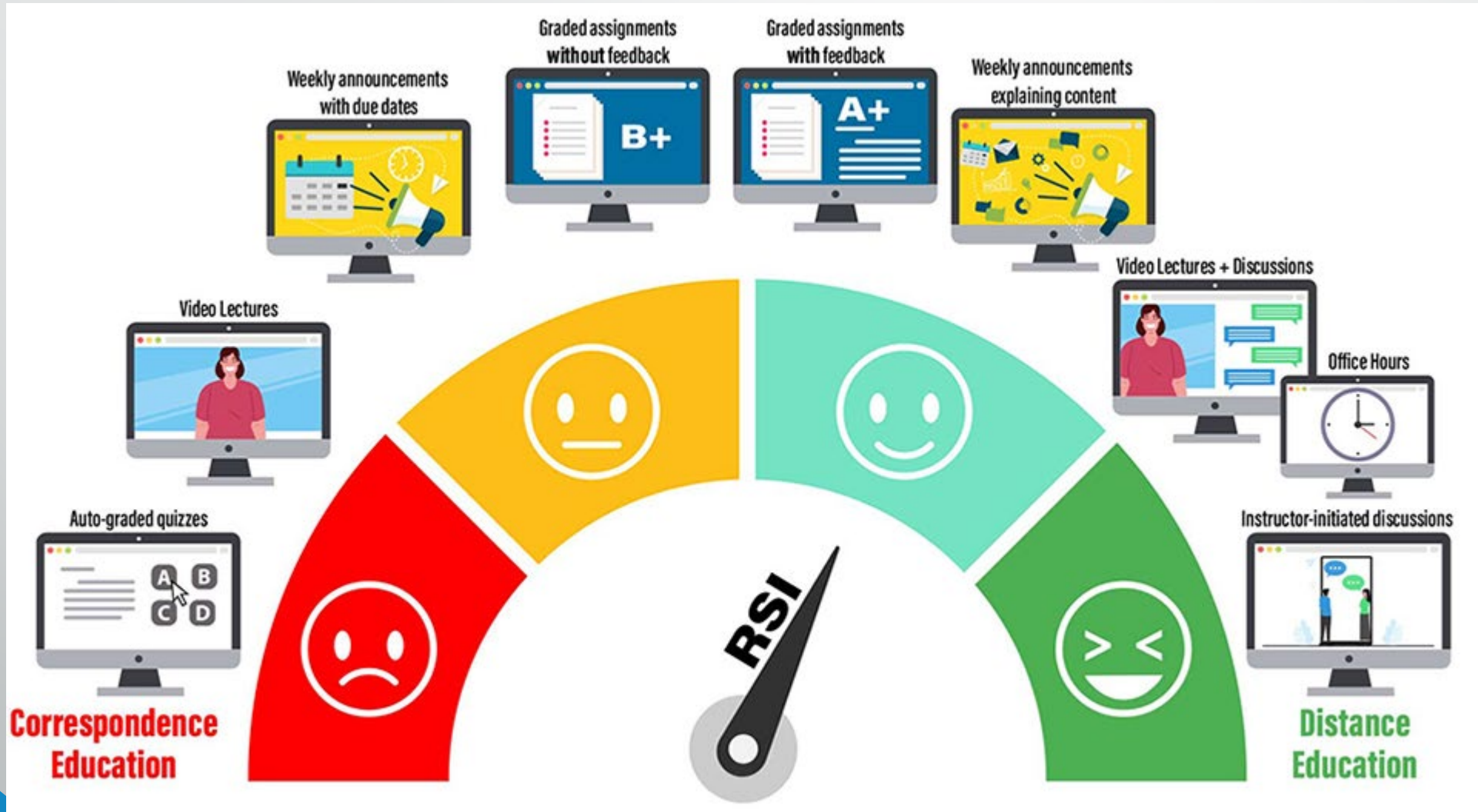
Source: [Intro to RSI: NC State University](#)

How Can I Improve RSI in my Courses?

- **Set Clear Expectations:** Communicate interaction expectations in the syllabus, including response times and explicit participation guidance.
- **Regular Announcements:** Use frequent announcements not just for reminders but also to discuss previous topics, trends in assignments, or highlight key concepts.
- **Timely and detailed feedback:** Provide prompt, personalized, and detailed feedback on student work beyond just assigning grades, including written comments, detailed rubrics, audio or video notes, and examples for improvement.
- **Facilitate Discussions:** Actively participate in online discussions to pose questions, propose alternative viewpoints, connect ideas, and encourage struggling students.
- **Scheduled Online Sessions:** Conduct regular synchronous sessions like review sessions or office hours and incorporate structured lessons when appropriate.
- **Choose Interactive Tools:** Select user-friendly tools that engage learners, facilitate communication, and document interactions for future reference.
- **Mid-Course Feedback:** Gather feedback from students about their experience with the course mid-class and consider making adjustments based on their input.
- **Seek Feedback:** Invite colleagues to observe your course and provide constructive feedback to ensure meaningful interaction.

Source: [The Ohio State University RSI Guidelines](#)

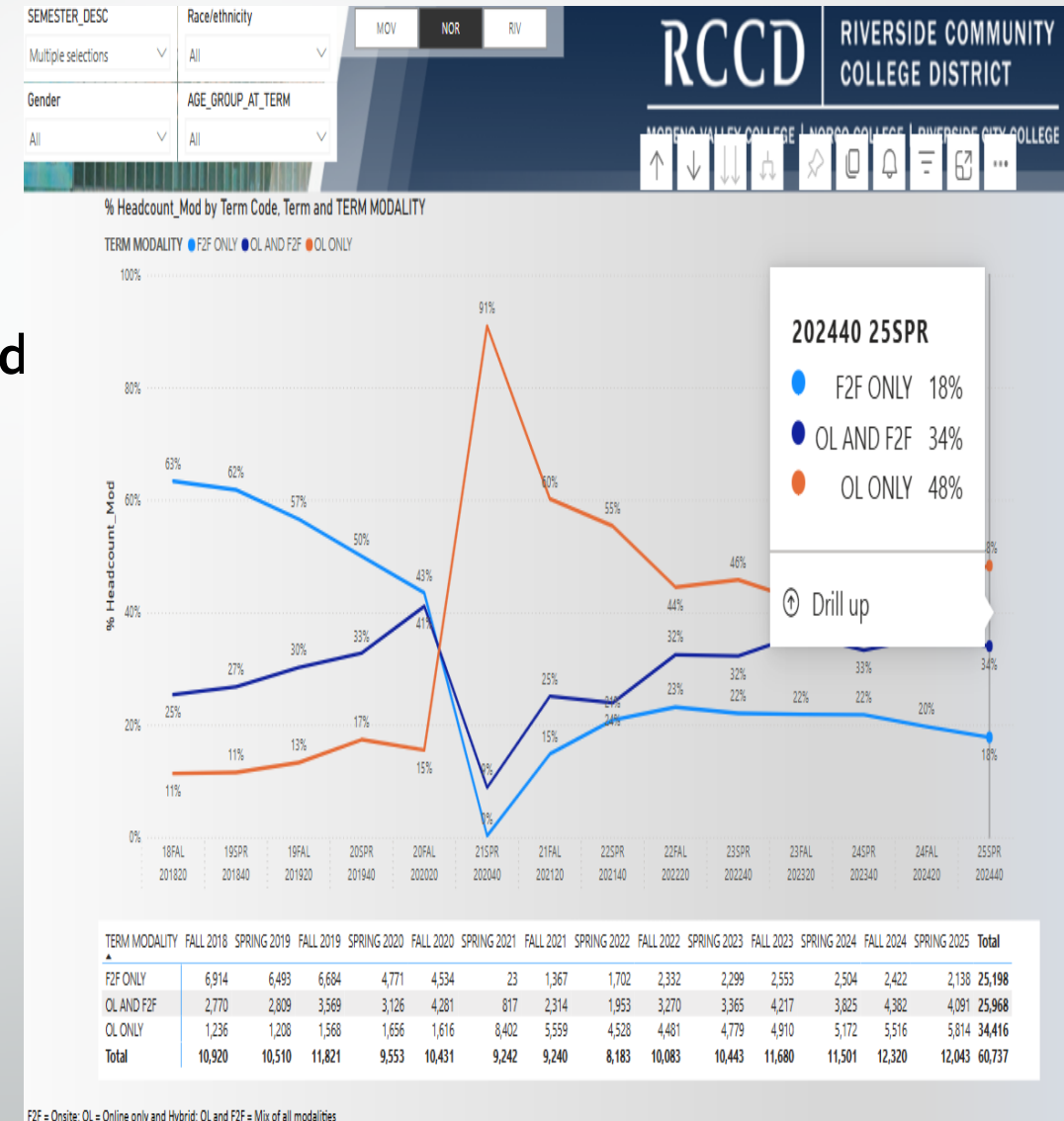
RSI in Course Design and Delivery




Source: [Sunny Empire State University](#)

Appendix E: Norco's 8 Schools & DE Data

1. School of Applied Technologies & Apprenticeships
2. School of Business and Management
3. School of Communication, Humanities and Languages
4. School of Human and Public Services
5. School of Math, Engineering, Computer Science, and Game Development
6. School of Natural Sciences, Health, and Kinesiology
7. School of Social and Behavioral Sciences
8. School of Visual and Performing Arts





Appendix F: Other Options for Increasing RSI and Documenting Compliance

- **Syllabus Checklist:**

- Sample language:
- As your faculty member, I have included the following actions in the course to meet RSI requirements: (select a minimum of two below):
 - Providing direct instruction
 - Providing feedback on student's coursework
 - Providing course-related information or answering questions
 - Facilitating group discussions about content or competencies
 - Other instructional activities

- **Other potential improvements for colleges with ACCJC RSI findings**

- RSI Rubric or Self - Checklist (ie. [MoVal](#))
- Regular RSI sample check process to measure RSI
- [RSI Mentor system](#) and [process](#)
 - Ie. 454 Mt. Sac faculty completed [RSI mentor](#) review
 - Over 1300 Hours of Mentoring Work
- [Regularized RSI professional development training and workshops](#)
- [RSI website](#) and / or [RSI information](#) on college and district DE website
- [RSI Canvas Shell](#) & RSI in DE Recertification Process
- Coordinated communication (emails, bulletins, forums)
- RSI data dashboard
- Inclusion of RSI in Program Review process
- Revise APs and DE Learning Handbook



California Community Colleges

Institutional Effectiveness

Institutional Effectiveness Partnership Initiative Partnership Resource Teams Institutional Innovation and Effectiveness Plan Date: 05/12/2025

Name of Institution: Norco College

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status (for Visit 3) As of Date:
A. Standard of Care	Standard of Care Definition 1. Develop a comprehensive shared definition of the Standard of Care for holistic student support beyond the role of counseling, advising, and tutoring. 2. Establish the standardized operational hours, modalities, and procedures for counseling, advising, and tutoring. 3. Define the case management model and tool(s). Definition Roles & Responsibilities 4. Define the role of Educational Resource Advisors based on revised job description. 5. Define the role of academic support including tutoring, supplemental instruction, study groups, support classes, and embedded tutoring.	A.1.VPSS A.2. VPSS A.3. Dean of Student Services A.4. Dean of Student Services A.5. Dean of Technology and Learning Resources	A.1. December 2025 A.2. Summer 2025 A.3. December 2025 A.4. Summer 2025 A.5. Fall 2025	A.1. Convene workgroup through Student Support Council; review existing holistic student support models; collect input; draft and finalize. Define metrics and outcomes for the Standard of Care. A.2. Convene workgroup to review existing practices; create service delivery protocols; document, train and implement. A.3. Review best practices in case management; define model for Norco College -Case notes, standard check-in counseling process, operational hours and services A.4. Meet and review updated JD with Educational Resource Advisors. A.5. Conduct an inventory of existing tutorial support services; define and document academic support, coordinate with faculty; train and implement.	A.1. Standard of Care definition approved through college governance process. A.2. Document standardized protocols; train staff and pilot new procedures. A.3. Case management model determined and implemented. A.4. Educational Resource Advisors perform roles and responsibilities as outlined in revised JD. A.5. Tutorial support options defined and shared with the college community; feedback collected from students and faculty.	a. b.

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status (for Visit 3) As of Date:
	6. Define the role of instructional faculty. Measuring Success 7. Develop Standard of Care metrics in alignment with institutional KPIs. Resource Considerations 8. Evaluate real world implementation of ratio model.	A.6. VPAA A.7. VPPD A.8. VPSS	A.6. Fall 2025 A.7. Summer 2025 A.8. Spring 2026	A.6. Meet with faculty to gather input; identify responsibilities and tools; coordinate with VC of Ed Services to ensure district-wide consistency. A.7. Build logic model; review KPIs and student success metrics; map Standard of Care metrics to KPIs including data tracking processes. A.8. Assess service delivery vs ratio.	A.6. Faculty roles and responsibilities agreed upon. A.7. Metrics defined and integrated with existing KPIs; data dashboards updated/created A.8. Analysis completed of service delivery	a.
B. Communication	1. Develop marketing strategies to communicate the value of academic advising and services available. 2. Develop strategic communication to normalize the use of tutoring. 3. Utilize the full capacity of Canvas to improve communication with students.	B.1 VPSS B.2 Dean of Technology and Learning Resources B.3 Academic Senate	B.1. Fall 2025 B.2. Fall 2025 B.3. Fall 2025	B.1. Develop messaging; launch and track engagement. B.2. Establish baseline metric; Conduct focus groups with students; create marketing materials for students and faculty; host events, workshops and training. B.3. Convene workgroup; Schedule a demo of Impact	B.1. Campaign materials created and distributed; outcomes measured to determine impact B.2. Increase in use of tutoring services B.3. Implementation plan for existing and/or new features in Canvas	b. c.
C. Engagement	1. Revise the Early Alert system to an anytime alert. 2. Revise the Early Alert response system to include role clarification and feedback loop. 3. Increase engagement with tutorial support services.	C.1. Academic Senate C.2. VPSS C.3. Dean of Technology and Learning Resources	C.1. Fall 2025 C.2. Spring 2026 C.3. Spring 2026	C.1. Convene workgroup through the Academic Senate to revamp early alert process; Approve revised early alert process through Academic Senate. C.2. Define roles and responsibilities of Educational Resource Advisors, CARE network, Counselors and Tutors; establish a faculty feedback loop/process; get demo of Element451. C.3 Review current tutorial services plan for all modalities; implement revised plan for tutorial services.	C.1. Proposal approved through college governance process with timeline for implementation C.2 Implementation of feedback loop. C.3 Implement SARS in tutorial support to collect data.	a. b.

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status (for Visit 3) As of Date:
D. Technology and Data	Technology 1. Develop the functional requirements for the various components of the Standard of Care based on college definition. 2. Assess existing IT systems to support functional requirements. 3. Identify additional tools and support services needed to meet functional requirements. Data 4. Develop and implement a Data Governance manual. 5. Develop a standardized process for data codes, data collection and dissemination. 6. Create data visualization tools (e.g. Power BI) for college and public use.	D.1. AVC D.2. AVC D.3. AVC D.4 VPPD D.5. VPPD D.6.VPPD; AVC Ed Services and IE	Spring 2026	D.1. Workgroup to develop agreed upon set of functional requirements for vetting through college governance process. D.2. Inventory of existing district IT systems including core functionality and current usage. D.3. In consultation with district IT and/or outside consultant determine additional resources. D.4. Define the levels of access in a case management environment D.5. Coordinate with Institutional Effectiveness/IEGC. D.6. Training on MIS data reporting and Vision Aligned Reporting to inform data collection.	D.1. Documentation of functional requirements. D.2. Assessment of current technological systems D.3. Plan created and implemented to utilize new and/or existing tools D.4. Data Governance manual approved. D.5. Identify metrics, build dashboards, train staff and release D.6. Launch of data visualization tools in combination with data governance manual to track progress towards Standard of Care metrics.	a. b.
E. Other (parking lot)	1. Transition Tutorial Services from WOnline to SARS to align with other Student Services departments/programs.	E 1. Dean of Technology and Learning Resources	Summer 2025	E.1. LRC team attend scheduled meetings to preview SARS, ask questions, learn functionality.	E.1. Tutorial Services to implement SARS for Fall 2025	a. b.

Request for IEPI Resources to Support Institutional Innovation and Effectiveness Plan

Applicable Area(s) of Focus (Copy from table above.)	Applicable Objective(s) (Copy from table above.)	Description of Resource Needed (Refer to Action Steps above as appropriate.)	Cost of Resource
A. Standard of Care B. Communication D. Technology and Data	A2. Establish the standardized operational hours, modalities, and procedures for counseling, advising and tutoring. A5. Define the role of academic support including tutoring, supplemental instruction, study groups, support class, embedded tutoring. B2. Develop strategic communication to normalize the use of tutoring. D6. Create data visualization tools (e.g. Power BI) for college and public use.	Training and retreat costs to discuss operational implementation, assign deliverables, and train stakeholders on new processes. Action Steps A.2, A.5, B.2, and D.6. (Estimate based on projected expenses related to supplies and food for 20 people to attend 8 training/retreat events.)	\$10,000
B. Communication C. Engagement	B3. Utilize the full capacity of Canvas to improve communication with students. C1. Revise the Early Alert system to an anytime alert.	Special Projects for faculty to explore, demo, and recommend new Canvas integration tools, such as Impact or early-alert LTIs, that facilitate the communication of kudos, flags, and referrals for students. Action Steps B.3 and C.1. (Estimate based on 5 faculty contributing 20 hours toward each SPR project for a total of 200 hours.)	\$20,000
C. Engagement	C1. Revise the Early Alert system to an anytime alert.	Special Project for an instructional faculty member to serve as an "Intervention Coordinator" to help implement the use of early alert, including a presentation "road show" (including FLEX), one-on-one training, and follow-up with faculty who do not complete early alerts. Action Step C.1. (Estimate based on 5 hours per week for Fall 2025 and Spring 2026 totaling 160 hours.)	\$16,000
A. Standard of Care	A3. Define the case management model and tool(s).	Special Project for a counselor on "Case Management Standardization" to design five case note templates and conduct case management training at FLEX. Action Step A.3. (Estimate is based on 30 total hours during Summer 2025.)	\$3,000
A. Standard of Care	A2. Establish the standardized operational hours, modalities, and procedures for counseling, advising and tutoring.	Special Project for a counselor to serve as a "Case Management Coordinator" to create and maintain case note templates, monitor case management implementation, assess effectiveness, and report on recommendations for continuous improvement. Action Step A.2. (Estimate based on 5 hours per week for Fall 2025 and Spring 2026 totaling 160 hours.)	\$16,000
C. Engagement	C1. Revise the Early Alert system to an anytime alert.	Early-alert Canvas LTI software pilot. Action Step C.1. (Estimate is a guess.)	\$20,000
B. Communication	C1. Develop marketing strategies to communicate the value of academic advising and services available.	Build up Twilio texting license (SARS texting integration) with more texting capacity (so we can include LRC, CTE, Unity Zone, Basic Needs, etc.). Action Step C.1.	\$5,000
A. Standard of Care C. Engagement	A2. Establish the standardized operational hours, modalities, and procedures for counseling, advising and tutoring. A3. Define the case management model and tool(s). C3. Increase engagement with tutorial support services.	Software upgrades for SARS to add functionality related to standardizing use modalities (online integration add-ons for both eSARS and Zoom), communication (text-messaging add-ons), student records access (Colleague data imports), and district-wide case-note data sharing capabilities via API. Action Steps A.2, A.3, and C.3.	\$10,000
D. Technology and Data	D3. Identify additional tools and support needed to meet functional requirements.	Training for district IT personnel to be trained by SARS on all administrative/server-side functions for the system that we normally pay for (but can perform ourselves). Action Step D.3. (Estimate is a guess.)	\$5,000

Applicable Area(s) of Focus (Copy from table above.)	Applicable Objective(s) (Copy from table above.)	Description of Resource Needed (Refer to Action Steps above as appropriate.)	Cost of Resource
B. Communication	B1. Develop marketing strategies to communicate the value of academic advising and services available.	Build an API from Colleague's communications management tool to record all communication blasts in the selected case management system. This would include communications to a student about academic standing, SAP, overdue balances, missing documents, etc., so that advisors can verify which communications have been sent to students. Action Step B.1. (Estimate is a guess.)	\$15,000
B. Communication	B1. Develop marketing strategies to communicate the value of academic advising and services available.	Implement a marketing campaign to raise awareness about the value of counseling and advising, including supplies (copying/printing), refreshments at workshops, and hourly costs for 100 hours of Peer Advisor outreach. Action Steps B.1.	\$2,500
A. Standard of Care C. Engagement	A5. Define the role of academic support including tutoring, supplemental instruction, study groups, support class, embedded tutoring. C3. Increase engagement with tutorial support services.	Caring Campus for CPRS and Faculty	\$70,000
B. Communication C. Engagement	B3. Utilize the full capacity of Canvas to improve communication to students. C1. Revise the Early Alert system to an anytime alert.	OT for programming changes to Canvas	\$7,500
Total IEPI Resource Request (not to exceed \$200,000)			\$200,000

Approval	
Chief Executive Officer	
Name:	
Signature or E-signature:	Date:

Collegial Consultation with the Academic Senate	
Academic Senate President (As applicable; duplicate if needed for district-level I&EP)	
Name:	
Signature or E-signature:	Date:

COMMUNITY CHECK-IN

The Association of Latin@ Advocates for Student Success (ALASS), Unity Zone, Monarch TaskForce and DEIA invites you to a community check-in space in collaboration with our trusted legal service providers, TODEC, on **Tuesday, June 10 from 12:50–1:50 p.m. in IT 101.**

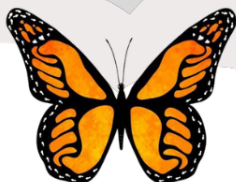
In light of recent immigration enforcement actions, we recognize the stress and uncertainty many of our students and staff are experiencing. This space is meant to provide support, resources, and connection as we process these events together.

Please join us to take a breath, get educated on your rights.

JUNTOS SOMOS MAS FUERTES Y NUESTRA VOZ TIENE PODER.

ZOOM ID: 890 4608 1056

PASSWORD: 066835



DIVERSITY
EQUITY, INCLUSION
& ACCESSIBILITY



From: DEIA-NC <DEIA@norcocollege.edu>

Sent: Friday, June 6, 2025 10:17:15 AM

To: Green, Monica <Monica.Green@norcocollege.edu>; James, Tenisha <Tenisha.James@norcocollege.edu>; Bemiller, Quinton <Quinton.Bemiller@norcocollege.edu>; Tarrant, Kaneesha <Kaneesha.Tarrant@norcocollege.edu>; Collins, Michael <Michael.Collins@norcocollege.edu>; Bell, Kimberly <Kimberly.Bell@norcocollege.edu>; Reade, Dan <Dan.Reade@norcocollege.edu>

Cc: Kerr, Brady <Brady.Kerr@norcocollege.edu>; Figueroa, Claudia <Claudia.Figueroa@norcocollege.edu>; Ferrer, Greg <Greg.Ferrer@norcocollege.edu>

Subject: Diversity Statement

Dear Administrators, Senate President, and Vice President,

As a community college, our mission must reflect the heart of who we are: a place rooted in inclusion, opportunity, and a shared commitment to serving all members of our community. Language matters—deeply. It shapes not only how we define our work, but also how we honor the people we serve.

We recognize that conversations around the mission statement have sparked important dialogue, particularly regarding the removal of so-called “deficit-minded” language and the shift in focus from “diverse students” to broader, less specific phrasing. While we understand the intention behind these revisions, we are concerned that removing language that explicitly affirms our diverse student body dilutes a vital and foundational truth: diversity is not ancillary—it is central to who we are as an institution.

The suggestion that terms like “diverse” might alienate some students misunderstands the power and purpose of the word. Diversity encompasses everyone—it honors the richness of differences in background, experience, identity, and perspective. To recognize diversity is not to exclude, but to affirm the full spectrum of who walks through our doors.

We appreciated that the Vice President of Planning and Development took these proposed changes to ASNC for student input, and we strongly supported the Senate’s decision to postpone formal action until that feedback was received. Students needed to be at the center of this conversation—not just represented, but heard and valued in shaping the message that defined our collective mission.

We remain hopeful that the revised statement will continue to center our commitment to equity and belonging—not as abstract ideals, but as promises made visible through our words and actions.

In solidarity,

The Co-Chairs of the Diversity, Equity, Inclusion, and Accessibility Committee

Greg Ferrer
Co-Chair

Brady Kerr
Co-Chair

Claudia Figueroa
Co-Chair

Library & Academic Support Committee (LASC)

Senate Report for June 9, 2025

1. Library Report
 - a. The Library & Academic Support Committee approved:
 - i. [2024-2025 report of effectiveness](#)
 - ii. [2025-2026 charter](#)
 - b. Presentations and discussions:
 - i. [Library Focus Group Results \(PRISM Club\)](#)
 - ii. Academic Support Open House [scavenger hunt results](#) and [assessment](#)
 - c. Send book purchase recommendations to Vivian Harris via [email](#) or [request form](#)
2. Library Events
 - a. The hybrid Read 2 Succeed Author Event was held on Thursday, May 15, 2025 from 12:50-3pm in CSS-217 and online via Zoom
3. Associate Students of Norco College (ASNC) Report
 - a. Congratulations to Hussam Mobin, the ASNC President for the 2025-2026 academic year
 - b. The Norco College Music & Arts Festival (NOMU) was held on Friday, May 16, 2025 from 6-9pm
4. Learning Resource Center (LRC) Report
 - a. Arezoo Marashi, the new Academic Support Coordinator, started working in the Learning Resource Center on Wednesday, May 21, 2025
5. Writing & Reading Center (WRC) Report
 - a. The final Writing & Reading Center Advisory Committee meeting was held online via Zoom on Friday, May 30, 2025 from 10-11am

DRAFT: Local Senate and District Senate Meeting Dates
F25-SP26

FALL 2025

	<u>District</u>
<u>Local</u>	Aug. 25
Sept. 8 (due to Labor Day)	Sept. 29
Sept. 22	
Oct. 6	Oct. 27
Oct. 20	
Nov. 3	Dec. 1 [due to Nov. 24 holiday]
Nov. 17	
<i>Dec. 8 if needed</i>	

SPRING 2026

	Feb 23
March 2	March 23
March 16	
April 6	April 27
April 20	
May 4	June 1 [due to Memorial Day]
May 18	
<i>June 8 if needed</i>	

Note: Both semesters have 6 local senate meetings, with a cushion end-of-term if additional meeting needed. 4 DAS meetings each term.