



College Council

Meeting Minutes for May 11, 2023

Time: 12:50 pm to 1:50 pm

Zoom Link: <https://rccd-edu.zoom.us/j/89430971091?pwd=S0tqanhGdXV2Z1pxU1NCODZPNy9WUT09>

Meeting ID: 894 3097 1091 Passcode: 175285

Council Members (total# 19)

Ms. Natalie Aceves, Dr. Hayley Ashby, Ms. Kimberly Bell, Ms. Zina Chacon, Dr. Michael Collins, Ms. Patricia Gill, Ms. Vivian Harris, Ms. Azadeh Iglesias, Dr. Tenisha James, Ms. Ashlee Johnson, Ms. Ruth Leal, Dr. Kaneesha Tarrant, Ms. Leona Vassale, Ms. Patty Worsham and Dr. Sigrid Williams

Ex-officio Members:

Dr. Monica Green (Administrator), Dr. Virgil Lee (Faculty), Paula Barerra-Partida (CPROS), Vacant (ASNC Rep)

Council Members Not Present:

Ms. Makenna Ashcraft, Dr. Courtney Buchanan, Dr. Jason Parks, and Mr. Jethro Midgett

Guest(s):

Mr. Eric Doucette, Mr. Juan Gonzalez, Ms. Ashley Etchison, Ms. Trisha Hodawanus, Ms. Charise Allingham, Dr. Greg Aycock, Ms. Caitlin Busso, Dr. Virgil Lee, Ms. Denise Terrazas and Ms. Brittnee Quintanar

Recorder:

Ms. Desiree Wagner

Quorum: # 10

Subject to Brown Act: No

1. Call to Order

- Time: 12: 51pm

2. Action Items

2.1 Approval of Agenda (Sigrid Williams/ Leona Vassale)

- Dr. James Motioned to Move the guided pathways to item 4.7
- Approved by consensus.

2.2 Approval of April 6, Meeting Minutes (Dr. James/ Leona Vassale)

- Approved by consensus.

2.3 Guided Pathways School Reorganization Proposal (Kimberly Bell/ Azadeh Ingles)

- The Academic Senate approved it to move forward on May 1st. The proposal would move four Schools to 8 Schools and Counseling. It proposes to have nine academic department chairs. The process was collaborative as the team leads met with all constituent groups and focused on all impacted areas of the college being mindful of the impact of classified professionals' work. Students were invited to the meeting and their feedback was included.
- Vote: Approved, 1-Abstention.

2.4 SPGM Addendum for 2021-2022 (Kimberly Bell/ Tenisha James)

- Ashlee Johnson: No redlines
 - Ambiguity of the definitions
 - Co-Chairs of IEGC are auditing the process.
 - Cover page- conflicting disagreements
- Further discussion needed in regards to the process and language in the SPGM. A presentation with the timeline and contents of the addendum was provided.
- Dr. Sigrid Williams: MOTIONED to table this item. Kimberly Bell Seconds the motion.
- SPGM Addendum for 2021-2022 Item has been tabled to next meeting.

3. Discussion Items

3.1 College Council Survey of Effectiveness Review

- Vivian Harris presented the results.
- No additional discussion took place.

3.1 SPGM Update Process

- Ashlee Johnson wanted to open the discussion regarding the ambiguity of the process. Continue the dialog.
- Dr. James recommended to agenize this item until the IEGC Co- Chairs finalize their audit.

3.2 Ex-Officio Membership

- Ms. Ruth Leal opened the discussion on the charge, definition, and expectation.
- Ms. Azadeh Iglesias: I was an ex-officio member previously. I was under the impression I was there to listen and provide feedback if needed. Without voting rights, but I was listed on the membership list and did receive meeting invitations. It was stated at the time to provide more involvement to council meetings. This was prior to the full implementation to the SPGM if I'm not mistaken.
- Dr. Sigrid Williams recommendation: An ex-officio member should be reporting out to their group. Unlike someone from the general public that does not have any responsibility to report to anyone.
- The SPGM provides guidance on voting rights and quorum in regards to ex-officio members but there is a great need to discuss and provide clarity on what membership rights or role these members have. The discussion included the role as an advisory role per Robert's Rules, having membership rights including voting per Robert's Rules, customizing it to fit the college's governance structure, a reporting liaison role, and other suggestions. This item will remain on the agenda to further discuss and action.

4. Information Items

4.1 KPI 13-15 Review

- Dr. Greg Aycock led a team of presenters (data coaches and operational leads) through the equity focused metrics and our college progress on each. The presentation included Increase the Median annual earnings of all students, increase percent of CTE students employed in their field of study by 3% annually and increase percent of all students who attain a livable wage by 5% annually.
- Takeaways and action plan include:
 - Increase CTEOS survey response, difference in students employed in their field of study vs attaining a livable wage.
 - Increase access to employment services/ apprenticeship.
 - Embedding certifications for wage increases.

4.2 Library Guided Pathways Plan

- Dr. Haley Ashby presented the alignment of the Library GP schools reorganization and the 4 goals.

- The goal is to support the Guided Pathways Schools Reorganization and align it with the new Schools structure.
- Coordinates with Student Success teams.
- Access and improve information literacy instruction.
- Access and improve Library Services.

4.3 Equity Data Usability Project Report

- Ms. Ashlee Johnson provided a report; NAC approval
- The work is being done to update the process to assess instructional areas and how to use the data to improve equitable teaching and learning.

4.4 Student Engagement & Learning Community College Hour

- Dr. James presented the College CAP hour for the college. The proposal recommended the use of College Hour on Tuesday or Thursday each month.
- This item is going to Academic Senate for vote and approval and this item will be going out to the members as an electronic vote.
- Approved by consensus.

4.5 Document Control Project Team Proposal

- Dr. James presented the Document Control project team proposal.
- This item is going to Academic Senate for vote and approval and this item will be going out to the members as an electronic vote.
- Approved by consensus.

4.6 Pathways and Enrollment Management Workgroup

- The team will participate in a yearlong academy which will help with strategic enrollment management. The report included a 1-page recommendation and calendar of deliverables for this year.

4.7 Guided Pathways 2022-2026 Work Plan

- Dr. James A brief overview was provided regarding the Guided Pathways Workplan 2022-2026. It outlines the operational work of implementation and meeting local goals. Plan updates will come to CC in the 2023-2024 year.
- Any questions can be directed to Dr. James.

5. Good of the Order

5.1 DSPC Update: April 21st meeting Canceled – No Report

6. Future Agenda Topics

6.1 Audio/ Video Recordings of Council Meetings

7. Adjournment

- Ms. Ashlee Johnson Motioned to extend the meeting by 10 minutes, Dr. James seconded the motion.
- 2:01 pm

Next Meeting

Date: September 14th

Time: 12:50pm- 1:50pm

School Reorganization Proposal



Prepared by:

Brittnee Amberley Quintanar, Counselor

Melissa Bader, Professor

Caitlin Busso, Institutional Research Specialist



NORCO
COLLEGE

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School Reorganization Proposal

Executive Summary

The Norco College School Reorganization proposal is the culmination of a two-year project. The proposed outcomes of this project are two-fold: the four existing Guided Pathways (GP) Schools would be expanded to eight schools centered on Career and Academic Pathways (CAPs) with a supporting Counseling Department under three divisions. This new structure would replace departments in the operational and strategic structures at Norco College. The Guided Pathways & Equity Project Team puts forward this proposal to the Academic Senate for initial implementation of this new structure for the 2023-2024 academic year. Estimated costs and suggested implementation timeline are provided.

- Recommend–Cohesive Operational & Student-Facing Structure
- Recommend–Three (3) Divisions with Dean Support
- Recommend–New eight (8) School structure (plus counseling)

NOTE: Department operational guidelines, Senate Representation, Curriculum voting procedures, and all other areas of representation are part of current practices outlined in either the Faculty Association Agreement, Norco College Faculty Senate Constitution and Bi-laws or the Curriculum Handbook.

PROPOSED DEPT CHAIR STRUCTURE	
Academic Chairs/6.6 reassign time	
1. Natural Sciences, Health & Kinesiology (1.0)	}
2. Math, Engineering, Computer Science & Game Development (0.8)	
3. Visual & Performing Arts (0.6)	}
4. Humanities & World Languages (1.0)	
5. Social & Behavioral Sciences (1.0)	}
6. Applied Technologies & Apprenticeships (0.5)	
7. Business & Management (0.6)	}
8. Human & Public Services (0.3)	
9. Counseling (0.8) - Dean of Student Services	

1

2

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Vision Statement

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



Guided Pathways

In 2015¹ Norco College embarked on a Completion Initiative Summit to address the low transfer and success rates of students attending Norco College. Over the 2016-2017 school year Norco College engaged in numerous activities to examine best practices in relationship to success and retention for student populations, identify practices which would provide maximum impact to college structures to clarify pathways for students, as well as create academic pathways for students. To do so, the college identified and define instructional meta-majors and implemented a four-school structure:

1. Arts & Humanities
2. Business & Management
3. Science, Technology, Engineering and Math
4. Social & Behavioral Sciences

Students needed a simplified initial pathway, so Trailheads were established for each new school, providing suggested first term courses to get new students on the right path from day one. Further pathway maps were created for each ADT degree, building on the successful approach of Career and Technical Education programs which offer a clearly

¹ <https://www.norcocollege.edu/committees/gpw/Documents/Supporting/The-Road-to-Transformation-An-Overview-of-Norco-Colleges-Completion-Initiative-2015-2018.pdf>

defined rotation of classes with a defined timeframe for completion. After an initial rollout of the new four school structure in the Fall of 2017, marketing/branding were developed for each school. Norco College's award-winning program Summer Advantage utilized the four Schools for incoming students as well as a "What's Your School?" media and branding campaign with website revision and additional marketing events. A few school-based meetings for faculty and events for students were hosted, but as there were no formal requirements or clarified support to host these events, they were limited to large scale events such as Welcome Day and Summer Advantage, or small groups such as Spanish Language alumni/graduation celebrations organized by the faculty in those areas or the model CTE events, which had been going on prior to the Completion Initiative.

Supplementary to our College efforts, Guided pathways was adopted in 2017 by the CCCCCO as the standard of care to increase student equity, retention, and success. Norco College were early adopters of the complementary guided pathways framework, and in 2017, Norco College became one of the twenty California Guided Pathways Project schools. This work guided and highlighted the critical questions for our college during these early transition years.

The identification of Schools was a large part of the initial work of the Completion Initiative; however, those Schools represented an exterior structure/student-facing structure. That was a decision made as an intermediary step. Systems change is hard. According to the Road to Completion documentation, "The Completion Initiative was not envisioned as a mere tweak or slight adjustment to an existing system; it presented Norco College with a complete disruption of that system. While the student experience has already improved with the creation of schools, this change hasn't penetrated the school's institutional side. An eventual shift from traditional academic departments to a focus on each of the four schools hasn't happened, and that is probably a comfort to concerned faculty—as Campo explained (see page 16). To move closer to that governance structure, many say will involve the faculty union and discussion about the department chair role/scope."² While this separation of School and Department was intentional, it was intended to serve a purpose for a time. However, school-based programming was peripheral to the operational structure, and while it was eventually integrated into strategic planning structures, there were little discernable outcomes improvement attributable to this structure as outside of special programs or grant funded work was not integrated into the functions of the college.

² p. 22 <https://www.norcocollege.edu/committees/gpw/Documents/Supporting/The-Road-to-Transformation-An-Overview-of-Norco-Colleges-Completion-Initiative-2015-2018.pdf>

Norco College has continued to research and investigate success frameworks in addition to the work completed during the California Guided Pathways Projects (CAGP I and II) which promote methodologies of questioning and improving practices, structures and policies to increase student success: The RP Group's Student Support Redefined³ and Completion by Design's Loss Momentum Framework⁴. All of this research encourages redesign and restructuring around the student experience. Community-making and one-point of contact for students help promote success. Locally, one of the initial Guided Pathways & Equity (now Student Equity and Achievement) Project teams focused on Program to Career (2019-2020). One of their recommendations was to "Build relationships and a community with students within their program of study / academic pathway."⁵ This recommendation closely aligns with much of the research on why students, stay, succeed and complete their education at community college.

In March of 2020, campus closed due to the COVID-19 pandemic. Operating in a fully online environment for nearly two years made school-based programming and student engagement even more challenging. Efforts around enrollment, retention, and nurturing students became paramount. Building online community became not only a focus for students, but for the entire college community.

With a full return to campus, during the 2021-22 academic year Norco College Guided Pathways faculty lead Melissa Bader engaged in a podcast series and brown bag sessions to reopen campus conversations regarding career and academic pathways for students. After the first brown-bag session, a survey was sent out to establish a desire to explore a revision of the schools. Of the 54 respondents, 90.7% surveyed supported an exploration of Schools revision. As a result of these discussions, a proposal was submitted to Academic Senate to establish a special project team for 2023-24 to further explore a possible school restructuring. Academic Senate approved this request and on April 22, 2022, a NOR-ALL email was sent to solicit applications for a faculty coordinator. Brittnee A. Quintanar, (Associate Counselor/Instructor) was selected to co-lead the project team with Melissa Bader (Professor of English).

As outlined in the project team charter (refer to Appendix 1), the Guided Pathways and Equity Project Team's purpose was to guide continued implementation of the Norco College Guided Pathways plan; specifically championing conversations across all college

³ <https://rpgroup.org/Portals/0/CollegeFacultyStaffandAdmins/StudentSupportRedefined-10WaysEveryoneCanSupportStudentSuccess-January2014.pdf>

⁴ <https://www.completionbydesign.org/s/cbd-lmf>

⁵ p.2 <https://www.norcollege.edu/committees/gpw/Documents/Charters/Program-to-Careers-Project-Team-Final-Report-05-28-2021-NC.pdf>

constituents regarding development of a new school structure that more closely aligns with career pathways to increase student engagement, sense of belonging, and career development opportunities via meaningful Career and Academic Pathway (CAP) events.

Project team members:

- Melissa Bader (GP faculty lead)
- Brittnee Quintanar (GP faculty lead)
- John Moore (GP liaison)
- Marissa Illiscupidez (GP liaison)
- Zina Chacon (GP liaison)
- Erin Spurbeck (GP liaison)
- Kiandra Jimenez (GP liaison)
- Caitlin Busso (GP liaison and data support)

Project team administrative support:

- Quinton Bemiller, Dean of Arts, Humanities & Social Sciences
- David Schlanger, Interim Dean of Student Services
- Tenisha James, Interim Vice President of Planning & Development

(cont. next page)

GUIDED PATHWAYS

at California Community Colleges

Principles of Guided Pathways

The Guided Pathways Model creates a highly structured approach to student success that:



Provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success.



Integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.



Four Pillars of Guided Pathways



Create clear curricular pathways to employment and further education.



Help students choose and enter their pathway.



Help students stay on their path.



Ensure that learning is happening with intentional outcomes.

Timeline & Feedback

Project team members engaged in numerous conversations across all college stakeholders to solicit substantive feedback. These do not represent the vast number of emails, conversations, zoom and phone calls between stakeholders.

Fall 2022

- 10/28/2022 GP Project Team
- 11/4/2022 APC
- 11/9/2022 Counseling Department
- 11/15/2022 Math Department
- 11/15/2022 SBS Department
- 11/15/2022 BEIT Department
- 11/15/2022 Communication Dept
- 11/17/2022 AWHL Department
- 11/28/2022 ENE Faculty
- 11/30/2022 Counseling Department
- 12/1/2022 Science/KIN Department
- 12/1/2022 GAM & CIS Faculty
- 12/13/2022 GP Project Team

Spring 2023

- 2/10/2023 Faculty Flex
- 2/24/2023 GP Project Team
- 2/28/2023 ADJ Faculty
- 3/6/2023 ECE Faculty
- 3/7 & 3/8/2023 Club Rush
- 3/8/2023 Management
- 3/13/2023 CSEA's Classified Senate
- 3/21/2023 SBS Department
- 3/24/2023 ASNC
- 3/30/2023 Town Hall
- March 2023 ENG/GUI courses
- 4/5/2023 Counseling Department
- 4/17/2023 Academic Senate
- 4/18/2023 Communication Dept
- 4/18/2023 Math Department
- 4/18/2023 BEIT Department
- 4/18/2023 AWHL Department
- 4/19/2023 Counseling Department
- 4/20/2023 Science/KIN Department
- 5/1/2023 Academic Senate
- 5/11/2023 College Council

Constituent Feedback

As previously listed in the timeline of meetings, the Guided Pathways Project Team members solicited extensive feedback from all college constituencies throughout the course of the 2022-23 academic year. Highlights of feedback to a school reorganization are documented below.

Student Feedback

On March 24 Melissa Bader presented an overview of the school reorganization and student success team model to the ASNC general meeting. In many ways, Guided Pathways frameworks are intended to improve the student experience without being overt to students. In this presentation, Professor Bader explained how Guided Pathways has been working at Norco College and how the expansion of Schools would create opportunities for students for community, resources and access to success initiatives. The minutes from that meeting note Senator of Campus Relations - Desiree Valdez saying, "Guided Pathways is meant to provide the support students need to succeed. We have actively been working to clear barriers for students to succeed."⁶

With consultation from the Office of Institutional Effectiveness, an anonymous online survey was developed to establish a baseline of student's current understanding of "schools" at Norco and solicit feedback on desired services. The 12-question survey took students an average of 3 minutes to complete. On March 7 & 8, 2023 GP project team members canvassed students during club rush briefly outlining the purpose of the student survey. After club rush the online survey was shared by project team members with their ENG/GUI courses. In addition, solicitation for survey participation was also shared on Norco College social media accounts, the STEM Canvas pathways page and the TRiO student newsletter. Responses from 111 students were captured.

Results of the student survey are outlined below.

- 58% of students indicated they knew which school their major was in, 26% were unsure and 16% indicated they did not know.
- When asked about a variety of 'Schools' related events and services, students indicated the highest interest in:
 - Meeting professionals in their Career & Academic Pathway
 - Meeting with faculty advisors linked to their Career & Academic pathway

⁶ <https://www.norcollege.edu/committees/asnc/Documents/ASNC%20Minutes%2003.24.2023.pdf>

- Academic counseling linked to their Career & Academic pathway
- A large majority of students surveyed (86%) indicated they would like 1-2 or 3-4 Career & Academic Pathway events each semester.
- Students were also asked about their highest academic goal, their profession of interest and their major. The results are below.

<i>What is your long-term academic goal? (select only one; your highest aspirational goal)</i>	Count	Percent
<i>Prepare for transfer at Norco and earn a bachelor's degree after transfer.</i>	52	46.8%
<i>Earn a graduate degree after my bachelor's degree (e.g. master's, doctorate)</i>	39	35.1%
<i>Obtain an associate degree and join or return to the workforce.</i>	9	8.1%
<i>Obtain a certificate and join or return to the workforce.</i>	4	3.6%
<i>Acquire/update job skills and/or pursue educational development</i>	1	0.9%
<i>I am unsure at this time.</i>	6	5.4%

<i>What is your long-term career goal/profession of interest? Top 5</i>	Count
<i>Health Care (Doctor, Nurse, etc.)</i>	26
<i>Engineer (Mechanical, Electrical, etc.)</i>	16
<i>Teacher/Professor</i>	14
<i>Psychologist/Psychiatrist/Therapist</i>	11
<i>Undecided</i>	7

<i>What is your current major at Norco College? Top 5</i>	Count
<i>Engineering</i>	13
<i>Psychology</i>	13
<i>Biology</i>	12
<i>Early Childhood Education</i>	8
<i>Undecided</i>	8

Classified Professional Feedback

One March 13, 2023, GP faculty leads presented an overview of the proposed school reorganization and student success team model at CSEA's Classified Senate to engage in conversation as to how these changes may impact various classified staff positions. Feedback obtained during this meeting included:

- Caution not to unintentionally create silos for students. Preference for central hubs (e.g., Transfer Center services, Career services) where students are served by subject matter experts.
- Students need continuity and consistency no matter which office they engage with. Must ensure that student success teams/schools utilize common language/messaging to students.
- If the school reorganization and implementation of student success teams requires hiring additional classified professionals, please create permanent, full-time positions so that current classified professionals have the opportunity to apply for new positions and pursue professional growth opportunities. Traditionally, many new positions have been flown as part-time or temporary, which restricts current full-time employees from applying so as to not lose their financial and health benefits.
- Renaming budget codes to reflect new school codes-**Possible Solution:** *in consultation with the Vice President of Business Services, the renaming of budget codes is recommended to take place with the required common course numbering transition as this work will require all courses to be evaluated and redefined within the system.*
- Request for a detailed time-bound plan for transitioning classified professional assignments (e.g., IDS, lab technicians, education advisors, student success coaches, administrative assistants, clerks, etc.) outside of peak workload periods.

Faculty Feedback

As documented on page 9, guided pathways project team members solicited extensive feedback from discipline and counseling faculty several times throughout the 2022-23 academic year. Highlights of discipline faculty feedback are documented below:

- Do not separate health science/KIN pathways from natural sciences because there is a lot of course overlap required for students pursuing these career pathways.
- Do not separate art-based game development programs from game programming. Keep all game development programs together with computer science.
- Develop **School of Math, Engineering, Computer Science & Game Development** because there is a lot of course overlap required for students pursuing these career

pathways. This school would be more meaningful for both faculty and students than the current BEIT department structure.

- Separate engineering technical certificate programs from transfer-bound pre-engineering students. This means assigning ENE FTE faculty to the new **School of Math, Engineering, Computer Science & Game Development** and having all other ENE FT/PT faculty assigned to the new **School of Applied Technologies & Apprenticeships**.
- Put graphic design with the new **School of Visual & Performing Arts** and hire a full-time graphic design faculty to revitalize this program and develop ADT.
- The three suggestions below were brought to the current SBS Department meeting:
 - 1) Several faculty questioned throughout various meetings in-person, and two anonymous faculty comments were left on the GP proposal feedback survey, suggesting that the economics discipline faculty should be relocated to the **School of Business & Management** as most programs offered within this school require economics coursework and this would make more sense to students in terms of their career and academic engagement.
 - 2) Similarly, suggestions were made to move history discipline faculty/programs from the School of Social & Behavioral Science to a modified School of History, Culture & Languages.
 - 3) Similarly, ADJ and ECE faculty suggested that psychology and sociology disciplines consider moving to the new **School of Human & Public Services**, understanding that there is a lot of cross-over in career pathways for students.

In response to the above suggestions, as subject-matter experts, SBS Department faculty feel that the current disciplines housed under SBS do address students' career pathway needs (outside of those requiring graduate school).

- Math and communication faculty voiced concerns that moving to the new proposed school structure would increase their workload if they will be required to attend two meetings (discipline and new school).
- "CTE" programs (e.g., early childhood education, administration of justice, electrician apprenticeship, etc.) require additional program oversight above and beyond traditional "GE" disciplines (e.g., psychology, history, math, etc.). Examples of additional duties required of "CTE" discipline faculty include:
 - Apprenticeship programs
 - IE Technical Trade Center (IETTC) planning workgroup
 - Interdisciplinary planning across CTE programs
 - Perkins grant work
 - Discipline and regional advisory boards
 - IE Desert Regional Consortium (IEDRC) faculty liaison
 - CNUUSD CTE Expo

- Dual enrollment and community outreach
- Workforce and economic development
- CTE advocacy
- City of Corona internships
- CTE job fairs
- ECE specific: STOKOE Center plus two additional off-site teaching locations for ECE faculty
- ADJ specific: public safety district hiring committees, Chancellor's Public Safety Task Force, City of Norco CERT program, POST/CCC Public Safety workgroup (AB 89), FEMA programs, etc.
- Career & Technical Education programs currently and have historically required extensive preparation and maintenance of relationships as well as updating of curriculum and programs to maintain industry standards. Career Education faculty feel strongly that to ensure the unique lens and voice of CTE discipline faculty has equal representation across all college councils, and as a result of the extra workload historically placed upon "CTE" discipline faculty, it is strongly recommended to:
 - Assign a Dean of Career Education to account for the volume of CTE programs/disciplines currently offered at Norco College.
 - Organize traditionally "CTE" disciplines (e.g., administration of justice, business, early childhood education, apprenticeship programs) into separate schools from traditional "GE" disciplines.
 - If the proposed Dean and Schools structure cannot be implemented, current Career Education faculty leads should be identified and should be provided with an annual stipend to compensate for the additional workload.

Highlights of Counseling faculty feedback are documented below:

- Full-time counseling faculty are already stretched thin. How can we realistically take on more work by being designated a point person for a School? Will we be required to split ourselves three ways (e.g., general counseling, school assignment, and special program/project reassign time)?
- Research shows, and our STEM faculty confirmed at APC on 11/5/22, that designated/specialized persons (like prior STEM Counselor), increased student success outcomes for students. This decreased mixed messaging for students and increased collaboration on course scheduling and articulation issues between designated STEM counselor and STEM faculty.
- Need to clearly outline and define expectations of discipline faculty vs. counseling faculty to ensure more discipline faculty engagement with students' career development.
- Once success teams are identified and assigned to one of the eight (8) schools, the counselors would like to become a voting representative for their school if said

school chooses to elect them. This shifts the counselor role from passive liaison to taking on a more active “embedded” role. If a school-based counselor is nominated as voting representative they will be cognizant that their vote is representative of their school assignment, not solely their counseling lens. This was previously done when the counseling discipline was housed within the SBS department prior to 2022-23.

- Consider moving college council meetings outside of Tuesday/Thursday college hour because counselors and discipline faculty will need to be available to attend CAP community events, the majority of which will be held during college hour.

Highlights of Librarian faculty feedback are documented below:

- LIB-1 courses and faculty counts (for reassign time purposes) should remain in the new ***School of Humanities and Languages***.
- As the development of student success teams moves forward in 2023-24, at minimum one FT Librarian will be assigned to each of the three divisions (STEM, Humanities & Social Sciences, and Career Education). When additional librarians are hired, they will reassess school-based assignments.
- Librarians find value in the guided pathways model and providing academic support and information technology services specialized for each schools’ unique needs. Moving forward, librarians would still like to hold voting membership on academic senate and college councils.

Management Feedback

The project team leads presented to Management at their monthly management meeting on March 8th, 2023. The primary feedback focused on questions regarding the strategic load on a small school. At that time, there were recommendations for two very small schools, which have now been combined into one, as well as feedback to clarify the fiscal implications of the proposed changes. The Business area has been very helpful in providing detailed reports for the current Department Chair load as well as potential future costs. Management requested additional details on any feedback from students regarding their understanding and interest in the proposed changes. This has been provided in this document as well as in meeting with the management leads for Guided Pathways and Planning & Development.

Management requested a comparison of sister college’s organizational structures and Department Chairs reassign (refer to page 15).

22FALL UNDUPLICATED STUDENT HEADCOUNTS

NORCO (N = 9,958)		MORENO VALLEY (N = 9,102)		RIVERSIDE (N = 19,995)	
1. Visual and Performing Arts	n = 426 (4.3%)	1. Visual and Performing Arts	n = 345 (3.5%)	1. Visual, Performing and Creative Arts	n = 1,344 (6.7%)
2. Humanities and Languages	n = 395 (4.0%)	2. Communications, English and World Languages	n = 261 (2.9%)	2. Languages and Humanities	n = 1,156 (5.8%)
3. Business and Management	n = 1,879 (18.9%)	3. Business, Health, and Human Services	n = 2,136 (23.5%)	3. Business, Information Systems, and Technology	n = 4,204 (21.0%)
4. Social and Behavioral Sciences	n = 1,564 (15.7%)	4. Humanities, Education, Social and Behavioral Sciences	n = 1,485 (16.3%)	4. Social and Behavioral Sciences	n = 2,968 (14.8%)
5. Human and Public Services	n = 764 (7.7%)	Other RCCD School	n = 1,697 (18.6%)	5. Education and Teacher Preparation	n = 1,011 (5.1%)
6. Math, Engineering, Computer Science and Game Development	n = 1,684 (16.9%)	5. Science, Technology, Engineering and Mathematics (STEM)	n = 1,932 (21.2%)	6. Science, Technology, Engineering and Mathematics (STEM)	n = 2,581 (12.9%)
7. Natural Sciences, Health and Kinesiology	n = 2,085 (20.9%)			7. Health-Related Sciences	n = 4,431 (22.2%)
8. Applied Technologies and Apprenticeships	n = 816 (8.2%)	6. Public Safety	n = 1,101 (12.1%)	8. Advanced Technical Arts and Trades	n = 1,945 (9.7%)
Non-Norco programs, unknown, Humanities, Philosophy & Arts AOE	n = 237 (2.4%)	Unknown/non-credit	n = 145 (1.6%)	Undeclared/Other RCCD school	n = 355 (1.8%)

2022-23 FACULTY CHAIR REASSIGN TIME COMPARISON

NORCO (N = 9,958)		MORENO VALLEY (N = 9,102)		RIVERSIDE (N = 19,995)	
1. Visual and Performing Arts	0.6	1. Visual and Performing Arts	0.5	1. Visual, Performing and Creative Arts	0.6 + 0.6 + 0.9 = 2.1
2. Humanities and Languages	1.0	2. Communications, English and World Languages	1.0	2. Languages and Humanities	1.0 + 0.7 + 0.3 + 0.5 + 0.3 = 2.8
3. Business and Management	0.6	3. Business, Health, and Human Services	0.3 + 0.6 = 0.9	3. Business, Information Systems, and Technology	1.0
4. Social and Behavioral Sciences	1.0	4. Humanities, Education, Social and Behavioral Sciences	1.0	4. Social and Behavioral Sciences	0.7 + 0.4 = 1.1
5. Human and Public Services	0.3	Other RCCD School	-	5. Education and Teacher Preparation	0.3
6. Math, Engineering, Computer Science & Game Development	0.8	5. Science, Technology, Engineering and Mathematics (STEM)	0.7 + 0.4 = 1.1	6. Science, Technology, Engineering and Mathematics (STEM)	0.3 + 0.7 + 0.7 + 0.3 + 0.8 + 1.0 = 3.8
7. Natural Sciences, Health & Kinesiology	1.0			7. Health-Related Sciences	
8. Applied Technologies and Apprenticeships	0.5	6. Public Safety	1.0	8. Advanced Technical Arts and Trades	0.8 + 0.3 + 0.3 = 1.4
Counseling	0.8	Counseling	?	Counseling	0.8
TOTAL	6.6	TOTAL	5.5 + counseling	TOTAL	13.3

Recommendations

The proposed outcomes of this project are two-fold: the four existing Guided Pathways (GP) Schools would be expanded to eight schools centered on Career and Academic Pathways (CAPs) with a supporting Counseling Department under three divisions. This new structure would replace departments in the operational and strategic structures at Norco College. To this end, we have three recommendations:

Recommend-Cohesive Operational & Student-Facing Structure

COHESIVE OPERATIONAL & STUDENT-FACING STRUCTURE

Current Structure

- Schools (student-facing)
 - Arts & Humanities
 - Business & Management
 - Social & Behavioral Sciences
 - STEM
- Academic Departments (operational & Strategic)
 - BEIT
 - Science/KIN
 - Math
 - AHWL
 - SBS
- Discipline Meetings

Proposed Structure

- New "schools" would also serve as new Academic departments
 - Academic chair reassignments (contractual)
 - IDS assignments
 - Department meetings
- Each new school would have a Success Team:
 - Discipline Faculty
 - 1 FTE Counseling Faculty
 - 1 FT Ed Advisor/Student Success Coach
 - 4 Peer Advisors (10 hours per week each)

Recommend-Three (3) Divisions with Dean Support

Dean of STEM

- School of Natural Sciences, Health & Kinesiology ($n = 2,085$) 19 FT & 37 PT
- School of Math, Engineering, Computer Science & Game Development ($n = 1,689$) 20 FT & 29 PT

TOTAL students = 3,774
TOTAL faculty = 39 FT/66 PT

Dean of Arts, Humanities & Social Sciences

- School of Social & Behavioral Sciences ($n = 1,564$) 11 FT & 26 PT
- School of Humanities & Languages ($n = 395$) 27 FT (+3 LIB) & 52 PT
- School of Visual & Performing Arts ($n = 426$) 7 FT & 22 PT

TOTAL students = 2,385
TOTAL faculty = 45(+3 LIB)/100 PT

**GUI faculty not included in faculty #*

Dean of Career Education

- School of Applied Technologies & Apprenticeships ($n = 816$) 5 FT & 10 PT + 12 for apprenticeship
- School of Business & Management ($n = 1,873$) 7 FT & 18 PT
- School of Human & Public Services ($n = 764$) 4 FT & 11 PT

TOTAL students = 3,453
TOTAL faculty = 16 FT/39 PT
+ 12 apprenticeship

Recommend–New eight (8) School structure (plus counseling)

CURRENT DEPT CHAIR STRUCTURE Department Chairs/6.1 reassign time	PROPOSED DEPT CHAIR STRUCTURE Academic Chairs/6.6 reassign time
<ol style="list-style-type: none"> 1) Science/KIN (1.0) 2) Math (0.4) 3) Arts, Humanities & World Languages (0.9) 4) Communication (1.0) 5) Social & Behavioral Sciences (1.0) 6) BEIT (1.0) 7) Counseling (0.8) 	<ol style="list-style-type: none"> 1) Natural Sciences, Health & Kinesiology (1.0) 2) Math, Engineering, Computer Science & Game Development (0.8) 3) Visual & Performing Arts (0.6) 4) Humanities & World Languages (1.0) 5) Social & Behavioral Sciences (1.0) 6) Applied Technologies (0.5) 7) Business & Management (0.6) 8) Human and Public Services (0.3) 9) Counseling (0.8)

It is proposed that the New Schools Structure is organized into three Divisions with a Dean for each.

CURRENT DIVISION STRUCTURE	PROPOSED DIVISION STRUCTURE
<ol style="list-style-type: none"> 1) Dean of STEM <ol style="list-style-type: none"> a) Science/KIN dept b) Math dept c) BEIT dept 2) Dean of AHWL & SBS <ol style="list-style-type: none"> a) Arts, Humanities, & World Languages b) Communications c) Social & Behavioral Sciences 3) <u>Associate Dean of CTE</u> 4) <u>Associate Dean of Educational Partnerships</u> 	<ol style="list-style-type: none"> 1) Dean of STEM <ol style="list-style-type: none"> a) School of Natural Sciences, Health & Kinesiology b) School of Math, Engineering, Computer Science & Game Development 2) Dean of Arts, Humanities, & Social Sciences <ol style="list-style-type: none"> a) School of Visual & Performing Arts b) School of Humanities & Languages c) School of Social & Behavioral Sciences 3) <u>Dean of Career Education</u> <ol style="list-style-type: none"> a) School of Applied Technologies & Apprenticeships b) School of Business & Management c) School of Human & Public Services 4) <u>Associate Dean of Educational Partnerships</u>

Estimated Financial Obligation

The process for choosing Academic Chairs (formerly Department Chairs), as well as compensation for such is defined in the Faculty Association Agreement. None of the proposed recommendations impact that agreement. (Note: the RCCD Faculty Association were provided with the proposed naming convention changes, and approved of those suggestions, if implemented, on the April 4th meeting as naming convention changes only for Norco College.)

Academic Chairs reassign time is determined by a calculation of total faculty headcount of each department. The proposed New Schools would utilize the same method. The current Department structure has an overall load of 6.1 with a total annual salary cost of \$823,367 (Appendix 2 does not include partial year payment of .3000 to Marissa Iliscupidez). The actual cost for the New Schools Academic Chairs reassign cost cannot be calculated as each Academic Chair is paid based on their pay rate. The average rate (.1000) for Academic Chairs 2022-2023 is \$13,234. The New Schools proposal would increase Academic Chairs to 6.6 reassign for an *estimated* cost of \$873,444 (Δ \$50,077). Additional cost for Academic Chairs stipend would increase from 7 to 9 total (@ \$7,102.00 each).

According to the RCCD Management/Supervisory Salary Schedule by Title, elevation of an Associate Dean to a Dean would move that cost from V to Z. ⁷The estimated increase, based on step 2 of the Management Pay Scale would increase costs \$25,369. Alternatively, a new Dean Total Cost from the TCO for 2021-2022 \$219,593. Additional costs for admin support for a new dean should be included.

(cont. next page)

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https://www.rccd.edu/admin/hrer/Salary_Schedules/Management%20&%20Supervisory%20Employees/Management_Title.pdf

Strategic Implications

Academic Council Membership

Current Membership

ADMINISTRATORS (5) (recommended expertise)	CLASSIFIED PROFESSIONALS (3) (recommended expertise)	FACULTY (6)* (recommended expertise)**	Students (2)
Vice President Academic Affairs	Representative with knowledge/experience in area of career education programs	Chair or Rep from School of Arts & Humanities	ASNC Representative
Administrator with oversight of School of STEM and School of Business & Management	Representative with knowledge/experience in area of academic learning support	Chair or Rep from School of Science, Technology, Engineering & Math	ASNC alternative (non-voting)
Administrator with oversight of School of Social & Behavioral Sciences and Arts & Humanities	Representative with knowledge/experience in area of instructional scheduling and support	Chair or Rep from School of Social and Behavioral Sciences	
Administrator with oversight of Library and Learning Resource Center		Chair or Rep from School of Business and Management	
Administrator with oversight of CTE or off-site programs		CTE Faculty Rep	
		Distance Education Rep	

*Chair of Chairs represents their School.

**It is recommended that one faculty representative is a Counselor or a Counselor serves as a non-voting, ex officio member.

Increasing the number of schools will impact faculty representation and voting memberships on Academic Council.

SCHOOL REORANIZATION IMPACT ON MEMBERSHIP

ADMINISTRATORS (6)	CLASSIFIED PROFESSIONALS (3)	FACULTY* (9)	STUDENTS (2)
1. Vice President of Academic Affairs 2. Administrator with oversight of: -School of Visual & Performing Arts -School of Humanities & Languages	1. Representative with knowledge/experience in area of career education programs 2. Representative with knowledge/experience in area of academic learning support	1. School of Visual & Performing Arts Chair 2. School of Humanities & Languages Chair	1. ASNC Rep 2. ASNC alternate (non-voting)

<p>-School of Social Sciences</p> <p>3. Administrator with oversight of: -School of Natural & Health Sciences - School of Math, Engineering, Computer Science & Game Development</p> <p>4. Administrator with oversight of: -School of Applied Technologies & Apprenticeships -School of Business & Management -School of Human & Public Service</p> <p>5. Administrator with oversight of: -Library -Learning Resource Center</p> <p>6. Administrator with oversight of: -Dual Enrollment -California Rehabilitation Center</p>	<p>3. Representative with knowledge/experience in area of instructional scheduling and support</p>	<p>3. School of Social & Behavioral Sciences Chair</p> <p>4. School of Natural Sciences, Health & Kinesiology Chair</p> <p>5, School of Math, Engineering, Computer Science & Game Development Chair</p> <p>6. School of Applied Technologies & Apprenticeships Chair</p> <p>7. School of Business & Management Chair</p> <p>8. School of Human & Public Service</p> <p>9. Distance education rep</p>	
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Current SPGM includes the following notations:

*Chair of Chairs represents their School.

**It is recommended that one faculty representative is a Counselor or a Counselor serves as a non-voting, ex officio member.

College Governance

CURRENT REPRESENTATION	FUTURE REPRESENTATION
<p>College Council</p> <ul style="list-style-type: none"> • 8 Faculty • 5 Administration • 5 Classified Professionals • 2 Students 	<p>No changes</p>
<p>Academic Council</p> <ul style="list-style-type: none"> • 6 Faculty • 5 Administration • 3 Classified Professionals • 2 Students 	<p>Academic Council</p> <ul style="list-style-type: none"> • 9 Faculty • 6 Administration • 3 Classified Professionals • 2 Students
<p>Student Support Council</p> <ul style="list-style-type: none"> • 5 Faculty • 5 Administration • 5 Classified Professionals • 2 Students 	<p>No changes</p>
<p>Resources Council:</p> <ul style="list-style-type: none"> • 3 Faculty • 5 Administration • 3 Classified Professionals • 2 Students 	<p>No changes</p>
<p>Institutional Effectiveness & Governance Council</p> <ul style="list-style-type: none"> • 4 Faculty • 4 Administration • 4 Classified Professionals • 2 Students 	<p>No changes</p>
<p>Total Proposed Strategic Planning membership (with duplicated headcount)</p> <ul style="list-style-type: none"> • 26 Faculty (21 +5 duplicated) • 24 Administration (19+5 duplicated) • 24 Classified Professionals (20+4 duplicated) • 10 Students (5 votes) 	<p>Total Proposed Strategic Planning membership (with duplicated headcount)</p> <ul style="list-style-type: none"> • 29 Faculty (24 +5 duplicated) • 25 Administration (20+5 duplicated) • 24 Classified Professionals (20+4 duplicated) • 10 Students (5 votes)

Proposed Program Organization by School

Methodology

To obtain fall 2022 student headcounts, a file with all students enrolled at Norco in Fall 2022 was pulled at census. Students' most recent program of study was matched to the proposed Schools to get a sense of the size of each school. Over 70% of students had a Norco specific program of study and another 20% had another RCCD program of study that was identical to a local Norco program (Example- NAA566/AA566/MAA566 are all Psychology for Transfer CSUGE). The last 10% of students were manually matched to a School until just over 1% remained that could not be categorized (Example- Fire and Police related programs)."

Projected reassign time for new Academic Chairs was calculated using current reports from the District Office and reallocating them based on faculty disciplines. The calculation for Department Chairs can be found in the Faculty Association Agreement⁸ on page 40. This number is recalculated every year and may be adjusted based on the current course offerings and faculty teaching.

Program Code Key	
NAA = AA degree	NAS = AS degree
NCE = Credit Certificate	NCC = Non-credit Certificate

School of Natural Sciences, Health & Kinesiology		
CAP	Program Code	Program Name
Biological Sciences	NAS767	Biology for Transfer CSUGE
Biological Sciences	NAS768	Biology for Transfer IGETC
Biological Sciences	NCE894	California Naturalist Certificate
Health Sciences		Health Sciences courses & faculty (no programs)
Health Sciences	NAA890	Kinesiology for Transfer CSUGE
Health Sciences	NAA891	Kinesiology for Transfer IGETC
Health Sciences	NAA498	Kinesiology, Health & Wellness
Health Sciences	NAA498B	Kinesiology, Health & Wellness - Plan B
Health Sciences	NAA498C	Kinesiology, Health & Wellness - Plan C
Physical Sciences	NAS769	Chemistry for Transfer IGETC
Physical Sciences	NAS893	Environmental Science for Transfer IGETC
Physical Sciences		Geography courses & faculty (no programs)
Physical Sciences		Physical Science courses & faculty (no programs)
Physical Sciences	NAS638	Physics for Transfer CSUGE
Physical Sciences	NAS640	Physics for Transfer IGETC
22FALL FACULTY COUNT 19 FT & 37 PT		PROJECTED REASSIGN TIME REQUIRED = 1.0
BIO FT=5, PT=12; CHE FT=4, PT=7; GEG FT=2, PT=2; PHS FT=1, PT=0; PHY FT=2, PT=4; HES FT=2, PT=2; KIN FT=4; PT=10		
22FALL UNDUPLICATED STUDENT COUNT 1,690 + 395 Math & Science AOE		n = 2,085

⁸ https://www.rccd.edu/admin/hrer/Documents/agreements/Faculty_Association_Agreement.pdf

School of Math, Engineering, Computer Science & Game Development		
CAP	Program Code	Program Name
Computer Science	NAS522	Business Information Worker
Computer Science	NAS522B	Business Information Worker
Computer Science	NAS522C	Business Information Worker
Computer Science	NCE522	Business Information Worker
Computer Science	NCE803	CIS-C++ Programming
Computer Science	NAS728	CIS-Computer Programming
Computer Science	NCE728	CIS-Computer Programming
Computer Science	NAS728B	CIS-Computer Programming - Plan B
Computer Science	NAS728C	CIS-Computer Programming - Plan C
Computer Science	NCE809	CIS-Java Programming
Computer Science	NAS650	Computer Science for Transfer IGETC
Computer Science	<i>pending</i>	Data Science
Computer Science	<i>pending</i>	Data Science
Computer Science	<i>pending</i>	Data Science – Plan B
Computer Science	<i>pending</i>	Data Science – Plan C
Computer Science	<i>pending</i>	Python programming
Computer Science	<i>pending</i>	Python programming
Computer Science	<i>pending</i>	Python programming – Plan B
Computer Science	<i>pending</i>	Python programming – Plan C
Engineering	NAS763	Pre-Engineering
Engineering	NAS764	Pre-Engineering CSUGE
Engineering	NAS765	Pre-Engineering IGETC
Game Development	NAS972	3D Game Modeling and Animation
Game Development	NCE972	3D Game Modeling and Animation
Game Development	NAS972B	3D Game Modeling and Animation - Plan B
Game Development	NAS972C	3D Game Modeling and Animation - Plan C
Game Development	NAS971	Game Concept Art
Game Development	NCE971	Game Concept Art
Game Development	NAS971B	Game Concept Art - Plan B
Game Development	NAS971C	Game Concept Art - Plan C
Game Development	NAS685	Game Design
Game Development	NCE685	Game Design
Game Development	NAS685B	Game Design - Plan B
Game Development	NAS685C	Game Design - Plan C
Game Development	NAS970	Game Development Core
Game Development	NCE970	Game Development Core
Game Development	NAS970B	Game Development Core - Plan B
Game Development	NAS970C	Game Development Core - Plan C
Game Development	NAS691	Game Programming
Game Development	NCE691	Game Programming
Game Development	NAS691B	Game Programming - Plan B
Game Development	NAS691C	Game Programming - Plan C
Math	NAS493	Math & Science
Math	NAS493B	Math & Science - Plan B
Math	NAS493C	Math & Science - Plan C
Math	NAS719	Mathematics for Transfer CSUGE
Math	NAS720	Mathematics for Transfer IGETC
22FALL FACULTY COUNT 20 FT & 29 PT		PROJECTED REASSIGN TIME REQUIRED = 0.8

MAT FT=12, PT=18; CAT FT=1, PT=0; CIS FT=3, PT=1, CSC FT=0, PT=7; GAM FT=3, PT=3, ENE FT=1

22FALL UNDUPLICATED STUDENT COUNT 1,294 + 395 Math & Science AOE n = 1,689

School of Visual & Performing Arts		
CAP	Program Code	Program Name
Art	NAA742	Art History for Transfer CSUGE
Art	NAA743	Art History for Transfer IGETC
Art	NAA496	Fine & Applied Arts
Art	NAA496B	Fine & Applied Arts - Plan B
Art	NAA496C	Fine & Applied Arts - Plan C
Art	NAS647B	Graphic Design - Plan B
Art	NAS647	Graphic Design
Art	NCE647	Graphic Design
Art	NAS647C	Graphic Design - Plan C
Art	NAA693	Studio Arts for Transfer CSUGE
Art	NAA694	Studio Arts for Transfer IGETC
Music	NAA564	Music
Music	NAA564B	Music - Plan B
Music	NAA564C	Music - Plan C
Music	NAA704	Music for Transfer CSUGE
Music	NAA705	Music for Transfer IGETC
Music Industry Studies	NAS684	Music Industries Studies: Audio Production
Music Industry Studies	NAS684B	Music Industry Studies: Audio Production
Music Industry Studies	NCE684	Music Industry Studies: Audio Production
Music Industry Studies	NAS684C	Music Industry Studies: Audio Production - Plan C
Music Industry Studies	NAA645	Music Industry Studies: Performance
Music Industry Studies	NCE645	Music Industry Studies: Performance
Music Industry Studies	NAA645B	Music Industry Studies: Performance - Plan B
Music Industry Studies	NAA645C	Music Industry Studies: Performance - Plan C
		Dance classes & faculty (no program)
		Photography classes (no faculty or programs)
		Theatre courses & faculty (no program)
22FALL FACULTY COUNT 7 FT & 22 PT		PROJECTED REASSIGN TIME REQUIRED = 0.6
AHS FT=1, PT=6; ART FT=2, PT=2; MIS FT=2, PT=2; MUS FT=1 (ED2), PT=11; PHO=0; THE FT=1, PT=1; DAN FT=0, PT=1		
22FALL UNDUPLICATED STUDENT COUNT DECLARED PROGRAM OF STUDY		n = 426

(cont. next page)

School of Humanities & Languages		
CAP	Program Code	Program Name
English	NCC8027	Advanced American College English
English	NCC8028	Beginning American College English
English	NAA648	English for Transfer CSUGE
English	NAA649	English for Transfer IGETC
English		ALR, ILA & JOU courses (no faculty or programs)
English		ESL courses & faculty (no program)
Communication	NAA587	Communication Studies for Transfer CSUGE
Communication	NAA588	Communication Studies for Transfer IGETC
Communication & Languages	NAA495	Communication, Media & Languages
Communication & Languages	NAA495B	Communication, Media & Languages - Plan B
Communication & Languages	NAA495C	Communication, Media & Languages - Plan C
Humanities		Humanities courses & faculty (no program)
Humanities	NAA715	Philosophy for Transfer CSUGE
Humanities	NAA717	Philosophy for Transfer IGETC
Languages		Chinese courses & faculty (no program)
Languages		French courses & faculty (no program)
Languages	NAA707	Spanish for Transfer CSUGE
Languages	NAA708	Spanish for Transfer IGETC
22FALL FACULTY COUNTS 27 FT (+3 LIB) & 52 PT PROJECTED REASSIGN TIME REQUIRED = 1.0 CHI FT=0, PT=1; FRE FT=0, PT=1; SPA FT=2, PT=10; HUM- FT=1, PT=3; PHI FT=1, PT=2; ENG FT=15, PT=22; COM FT=5; PT=10; ESL FT=1, PT=2; LIB FT=1 (+3), PT=1; ALR FT=1, PT=0; JOU=0; ILA=0		
22FALL UNDUPLICATED STUDENT COUNT DECLARED PROGRAM OF STUDY		n = 395

School of Social & Behavioral Sciences		
CAP	Program Code	Program Name
*Guidance		Guidance courses & faculty (no program)
Behavioral Science	NAA566	Psychology for Transfer CSUGE
Behavioral Science	NAA568	Psychology for Transfer IGETC
Social & Behavioral Science	NAA616	Anthropology for Transfer CSUGE
Social & Behavioral Science	NAA618	Anthropology for Transfer IGETC
Social & Behavioral Science	NAA499	Social & Behavioral Studies
Social & Behavioral Science	NAA499B	Social & Behavioral Studies - Plan B
Social & Behavioral Science	NAA499C	Social & Behavioral Studies - Plan C
Social & Behavioral Science	NAA695	Sociology for Transfer CSUGE
Social & Behavioral Science	NAA696	Sociology for Transfer IGETC
Social Science		Ethnic Studies courses & faculty (no program)
Social Science	NAA744	History for Transfer CSUGE
Social Science	NAA745	History for Transfer IGETC
Social Science	NAA754	Political Science for Transfer CSUGE
Social Science	NAA755	Political Science for Transfer IGETC
Social Science	NAA1003	Social Justice Studies for Transfer CSUGE
Social Science	NAA1004	Social Justice Studies for Transfer IGETC
22FALL FACULTY COUNT 11 FT & 26 PT + GUI PROJECTED REASSIGN TIME REQUIRED = 1.0 ANT FT=2, PT=2; ETS FT=1, PT=0; POL FT=2, PT=5; PSY FT=2, PT=8; HIS FT=2, PT=7; SOC FT=2, PT=4; SJS =0		
22FALL UNDUPLICATED STUDENT COUNT DECLARED PROGRAM OF STUDY		n = 1,564

School of Applied Technologies & Apprenticeships		
CAP	Program Code	Program Name
Architecture	NAS983	Architectural Graphics
Architecture	NCE983	Architectural Graphics
Architecture	NAS983B	Architectural Graphics - Plan B
Architecture	NAS983C	Architectural Graphics - Plan C
Construction	NAS906	Construction Management
Construction	NCE906	Construction Management
Construction	NAS906B	Construction Management - Plan B
Construction	NAS906C	Construction Management - Plan C
Construction	NAS532	Construction Technology
Construction	NCE532	Construction Technology
Construction	NAS532B	Construction Technology - Plan B
Construction	NAS532C	Construction Technology - Plan C
Drafting	NAS995	3D Mechanical Drafting
Drafting	NCE995	3D Mechanical Drafting
Drafting	NAS995B	3D Mechanical Drafting - Plan B
Drafting	NAS995C	3D Mechanical Drafting - Plan C
Drafting	NAS539	Drafting Technology
Drafting	NCE539	Drafting Technology
Drafting	NAS539B	Drafting Technology - Plan B
Drafting	NAS539C	Drafting Technology - Plan C
Drafting	NCE796	Engineering Graphics
Drafting	NCE1020	Essential 3D Tour
Drafting	NCE1021	Essential CAD
Drafting	NCE1022	Essential Fusion 360
Drafting	NCE1023	Essential Revit
Drafting	NCE1024	Essential SolidWorks
Electrician	NAS766	Electrician
Electrician	NCE766	Electrician
Electrician	NAS766B	Electrician - Plan B
Electrician	NAS766C	Electrician - Plan C
Electrician	NAS485	Electrician Apprenticeship
Electrician	NCE485	Electrician Apprenticeship
Electrician	NAS485B	Electrician Apprenticeship - Plan B
Electrician	NAS485C	Electrician Apprenticeship - Plan C
Facility Maintenance	NAS771	Facility Maintenance
Facility Maintenance	NAS771B	Facility Maintenance – Plan B
Facility Maintenance	NAS771C	Facility Maintenance – Plan C
Electronics	NAS656	Digital Electronics
Electronics	NCE656	Digital Electronics
Electronics	NAS656B	Digital Electronics - Plan B
Electronics	NAS656C	Digital Electronics - Plan C
Electronics	NCE856	Electronic: Green Technician
Electronics	NAS644C	Sound & Communication Installer Apprenticeship- Plan C
Electronics	NAS644	Sound & Communication Systems Installer Apprenticeship
Electronics	NAS644B	Sound & Communication Systems Installer Apprenticeship - B
Electronics	NCE644	Sound and Communication Systems Installer Apprenticeship
Manufacturing	NCE968	Apprenticeship: Manufacturing Technician 1
Manufacturing	NAS967	Apprenticeship: Manufacturing Technician 2
Manufacturing	NCE967	Apprenticeship: Manufacturing Technician 2
Manufacturing	NAS967B	Apprenticeship: Manufacturing Technician 2 - Plan B
Manufacturing	NAS967C	Apprenticeship: Manufacturing Technician 2 - Plan C

Manufacturing	NCE966	Computerized Numerical Control (CNC) Operator
Manufacturing	NCC8019	Computerized Numerical Control Operator
Manufacturing	NCE865	Conventional Machine Operator
Manufacturing	NCC8039	Industrial Automation
Manufacturing	NCE737	Industrial Automation
Manufacturing	NAS737	Manufacturing Technology - Industrial Automation
Manufacturing	NAS737B	Manufacturing Technology - Industrial Automation - B
Manufacturing	NAS737C	Manufacturing Technology - Industrial Automation - C
Manufacturing	NAS655	MFG -Computer Numerical Control Programming
Manufacturing	NCE655	MFG -Computer Numerical Control Programming
Manufacturing	NAS655B	MFG -Computer Numerical Control Programming - Plan B
Manufacturing	NAS655C	MFG -Computer Numerical Control Programming - Plan C
Supply Chain	NAS924	Supply Chain Automation
Supply Chain	NCE924	Supply Chain Automation
Supply Chain	NAS924B	Supply Chain Automation - Plan B
Supply Chain	NAS924C	Supply Chain Automation - Plan C
22FALL FACULTY COUNT 5 FT & 10 PT + 12 for apprenticeship PROJECTED REASSIGN TIME = 0.5 ARE FT=0, PT=2; CON FT=1, PT=2, CRP=0, DFT FT=2, PT=1; ELC=0; ELE/ENE FT=1, PT=4; ELE/ENE Apprenticeship = 12; GIS=0; MAN FT=1, PT=1, SCA=0, SCT=0		
22FALL UNDUPLICATED STUDENT COUNT DECLARED PROGRAM OF STUDY		n = 816

School of Business & Management

CAP	Program Code	Program Name
Accounting	NCC8009	Accounting Basics for Small Business
General Business	NAA494	Administration & Information Systems
General Business	NAA494B	Administration & Information Systems - Plan B
General Business	NAA494C	Administration & Information Systems - Plan C
General Business	NCE858	Bus Adm: Individual and Small Business Income Tax Preparer
Accounting	NCE859	Bus Adm: Small Business Accounting
Accounting	NCE860	Bus Adm: Small Business Payroll Accounting
Accounting	NAS523	Bus Admin-Accounting Concentration
Accounting	NCE523	Bus Admin-Accounting Concentration
Accounting	NAS523B	Bus Admin-Accounting Concentration - Plan B
Accounting	NAS523C	Bus Admin-Accounting Concentration - Plan C
General Business	NAS524	Bus Admin-General Business Concentration
General Business	NCE524	Bus Admin-General Business Concentration
General Business	NAS524B	Bus Admin-General Business Concentration - Plan B
General Business	NAS524C	Bus Admin-General Business Concentration - Plan C
Management	NAS521	Bus Admin-Management Concentration
Management	NCE521	Bus Admin-Management Concentration
Management	NAS521B	Bus Admin-Management Concentration - Plan B
Management	NAS521C	Bus Admin-Management Concentration - Plan C
Real Estate	NAS527	Bus Admin-Real Estate Concentration
Real Estate	NCE527	Bus Admin-Real Estate Concentration
Real Estate	NAS527B	Bus Admin-Real Estate Concentration - Plan B
Real Estate	NAS527C	Bus Admin-Real Estate Concentration - Plan C
Entrepreneurship	NCE861	Business Admin-Entrepreneurship Getting Started
General Business	NAS1001	Business Administration 2.0 for Transfer CSUGE

General Business	NAS1002	Business Administration 2.0 for Transfer IGETC
Logistics	NAS580	Business Administration-Logistics Management
Logistics	NAS580B	Business Administration-Logistics Management - Plan B
Logistics	NAS580C	Business Administration-Logistics Management - Plan C
Logistics	NCE580	Business Administration-Logistics Management concentration
General Business	NCC8012	Customer Relations
General Business	NCC8013	Emerging Leaders
General Business	NCC8014	Enterprise Communication
Entrepreneurship	NCE977	Entrepreneurial Essentials
Entrepreneurship	NCE978	Entrepreneurial Foundations
Entrepreneurship	NCE979	Entrepreneurship and the Team
Entrepreneurship	NCE864	Entrepreneurship: Legal and Finance
General Business	NCC8015	Financial Literacy
Logistics	NAS579	Logistics Management
Logistics	NCE579	Logistics Management
Logistics	NAS579B	Logistics Management - Plan B
Logistics	NAS579C	Logistics Management - Plan C
Entrepreneurship	NCC8035	Non-Credit Entrepreneurial Essentials
Entrepreneurship	NCC8036	Non-Credit Entrepreneurial Foundations
Entrepreneurship	NCC8037	Non-Credit Entrepreneurship and the Team
Real Estate	NCE854	Real Estate Salesperson and Transaction
General Business	NCE536	Retail Management, WAFC
General Business	NAS536	Retail Management-WAFC
General Business	NAS536B	Retail Management-Wafc - Plan B
General Business	NAS536C	Retail Management-Wafc - Plan C
General Business	NCC8016	Sales Techniques
General Business	NCC8011	Social Media for Business
General Business	NCC8038	Successful Career Transitions
General Business	NCC8017	Workplace Essentials

		Economics classes & faculty (no program)
		Work experience classes (no faculty or program)

22FALL FACULTY COUNT 7FT & 18 PT **PROJECTED REASSIGN TIME REQUIRED = 0.5**
 ACC FT=2, PT=4; APP FT=0, PT=1; BUS FT=3, PT=6; ENP FT=0, PT=0; MAG FT=0, PT=1; MKT FT=0, PT=0; PDS FT=1 (ED2), PT=1; RLE FT=0; PT=3; WKX FT=0, PT=0; ECO FT=1, PT=2

22FALL UNDUPLICATED STUDENT COUNT DECLARED PROGRAM OF STUDY **n = 1,873**

School of Human & Public Services		
CAP	Program Code	Program Name
Administration of Justice	NAS504	Administration of Justice
Administration of Justice	NCE504	Administration of Justice
Administration of Justice	NAS504B	Administration of Justice - Plan B
Administration of Justice	NAS504C	Administration of Justice - Plan C
Administration of Justice	NAS642	Administration of Justice for Transfer CSUGE
Administration of Justice	NAS643	Administration of Justice for Transfer IGETC
Administration of Justice	NCE1041	Crime Scene Investigation
Education	NAA885	Child and Adolescent Development for Transfer CSUGE
Education	NAA886	Child and Adolescent Development for Transfer IGETC
Education	NAS544	Early Childhood Education
Education	NCE544	Early Childhood Education
Education	NAS544B	Early Childhood Education - Plan B
Education	NAS544C	Early Childhood Education - Plan C

Education	NAS529	Early Childhood Education for Transfer CSUGE
Education	NAS530	Early Childhood Education for Transfer IGETC
Education	NCE795	Early Childhood Education-Assistant Teacher
Education	NCE797	Early Childhood Education-Twelve Core Units
Education	NAS601	Early Childhood Intervention
Education	NCE601	Early Childhood Intervention
Education	NAS601B	Early Childhood Intervention - Plan B
Education	NAS601C	Early Childhood Intervention - Plan C
Education	NCC8033	Family Child Care Provider
22FALL FACULTY COUNT 4 FT & 11 PT		PROJECTED REASSIGN TIME REQUIRED = 0.3
ADJ FT=2, PT=6; ECE FT=2, PT=5		
22FALL UNDUPLICATED STUDENT COUNT DECLARED PROGRAM OF STUDY		n = 764

As new non-credit, certificate, and associate programs are developed and implemented, some schools and/or disciplines may experience substantial growth. A proposal to split into a smaller school may be submitted to Academic Senate and administration for review in the event that a single discipline or area feel their student headcount or programs have grown enough to warrant division from the current proposed eight (8) school structure, the following metrics are recommended for consideration:

- Unduplicated student headcount of students with declared programs of study offered by the subject discipline/school
- FTES for student enrollments in discipline/school courses
- FT and PT faculty headcounts for discipline/school faculty
- Ability to have commensurate college council participation. Currently the [**Norco College 2020-2025 Strategic Planning and Governance Manual**](#) includes school-based faculty representatives on Academic Council.

Implementation Timeline

Suggested Implementation Timeline Activities

Spring 2023–

- Academic Senate & Management Approval.
- Elect new Academic Chairs for new Schools.
- Choose new strategic representatives and appoint through Academic Senate.
- Begin hiring process for any new positions.
- Schools Activity Toolkit completed and presented to Senate.
- New Schools meeting May 30th with planning for initial kick-off event.

Fall 2023–

- Implementation of new structure i.e., Schools meetings rather than Departments.
- Plan Schools events with support and Toolkit (Project Team Deliverable).
- Develop new budget codes in conjunction with new common numbering system adjustments.

Spring 2024–

- Integrate new Schools into Enrollment Management plan with FTES and FTEF plans for growth linked to budget and course offerings.
- Create Schools yearly communication plan with accompanying events.
- Integrate Schools-based and CAP-based outcomes into Program Review with links to communication and events planning as well as Success Team interventions and support programs.

This report represents the continued conversations around actualization of Guided Pathways & Equity frameworks into the systems at Norco College. This work could not be continued without the dedication and hard work of the Project Team, the Institutional Effectiveness support from Caitlyn Busso, our Project Administrators Dr. Tenisha James, David Schlanger, and Dr. Quinton Bemiller, and all the college partners who gave their feedback and suggestions. We understand this work is in progress and, essentially, will never be finished, but we will continue to work hard and ask the difficult questions to create equitable accessible structures in which our students can succeed.

Appendix 1



Guided Pathways & Equity Project Team

2022-23

This Charter is established between the Guided Pathways and Equity Project Team and the Guided Pathways Leadership Group to structure the process and planned outcomes included herein during the 1-year period of the 2022-2023- academic year.

Purpose
This Guided Pathways and Equity Project Team is a one-year project team that will guide continued implementation of the Guided Pathways plan; specifically, leading the work pertaining to development of a new “school” structure that more closely aligns with career pathways to increase student engagement, sense of belonging, and career development opportunities via meaningful Career & Academic Pathway (CAP) community events.

Charge
<p>The charge of this project team is to coordinate and facilitate the direct efforts of:</p> <ul style="list-style-type: none"> • EMP Goal 2(<i>Success</i>) <i>Implement Guided Pathways framework</i> and overlapping efforts through Guided Pathways • EMP Goal 3(<i>Equity</i>) <i>Close all student equity gaps</i> • EMP Goal 4; Objective 4.1 - Increase percentage of employees who complete Guided Pathways training from 5% to 65% (305 out of 472 employees). <p>This project team also acknowledges results and recommendations from the HOTEQ Equity Audit conducted in 2021-22, which suggest developing student programming around community, identity, and social justice related issues outside of the context of established learning communities welcomes students who are not as engaged or connected but would like to be.</p>

Guiding Principles and Assumptions

The College's efforts in adopting a guided pathways model and moving forward in our completion initiative is a topic of discussion in nearly every meeting and is woven through the fabric of our planning processes in transforming our institution. The college aligns all strategic goals/objectives with a council, committee, or workgroup. The culture of the college promotes consensus building to support decision making in leveraging existing programs and initiatives in resource allocation and program enhancements. This group will guide the directed efforts to integrate Guided Pathways and Equity at the college through the use of data, holistic assessment, state assessments (SOAA, CAGP), and the Quality Focus Essay in the 2020 Accreditation Document to guide its efforts.

Scope & Expected Deliverables

The scope of the 2022-23 Guided Pathways and Equity Project Team is to advance our Student Equity and Guided Pathways work. This project team will be led by two faculty Co-Chairs, supported by a small tactical team to work towards specific outcomes related to Equity and Guided Pathways. The project will run from September 2022 through June 2023. The team will develop:

- Project Charter outlining objectives, scope, and deliverables
- A plan of action to solicit intentional feedback across all college constituency groups regarding possible reorganization of existing "school" structures into more meaningful Career and Academic Pathways (CAPs).
- A plan of action for development of regularly scheduled CAP community events to increase student engagement, sense of belonging, and career development within their field of study. This will include a proposed strategic communication plan, along with administrative and fiscal support needed for full implementation across all CAPs. This plan of action will be developed in collaboration with student leaders and Career Center leadership.
- Present a proposal to Academic Senate, Faculty Association, Student Support Council regarding new Career and Academic Pathways (CAPs) with specific suggestions for implementation and proposed annual activities for CAPs to promote community, as well as provide a structure for success teams integration into CAPs.
- Final Report of recommendations including any fiscal implications.

Membership

The Project Team will be comprised of 8 members (or as specified by the overseeing committee/council) inclusive of representatives of all primary constituency groups and assigned or appointed by their respective representative bodies OR defined membership based upon expertise, title, functional area of responsibility, etc. Please clarify if all members are voting members or if there are advisory members (e.g., such as a second/alternative non-voting ASNC representative).

Faculty Project Leads: Melissa Bader & Brittnee Quintanar

Instructional faculty reps: Kiandra Jimenez, John Moore, Marissa Illiscupidez, Zina Chacon, Erin Spurbeck

Classified Professional rep: Caitlin Busso

Additional Support provided by Guided Pathways Leadership: Tenisha James, Quinton Bemiller

Meeting Time/Pattern

The Project Team meets monthly on last Friday at 9:30 and as needed with representative bodies on campus. Contact the Co-Chairs or designated facilitator to place an item on a future agenda.

Roles of Chairs and Members

The Co-Chairs are accountable to Guided Pathways and Equity to ensure continuity of dialogue between governance tiers. Co-Chairs are responsible for preparing agenda and facilitating meetings of the Guided Pathways Project Team 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 project team that can help to achieve the charter deliverables and facilitate dialogue of proposed changes to the existing Guided Pathways Schools structure. Members are expected to actively attend and participate in all meetings, deliberations, and decision-making processes of the project team. While representing the perspectives of the constituency group to which they belong members are expected to engage in effective dialogue with peers with the intention of finding consensus on all issues that come before Guided Pathways and Equity.

Meeting Procedures and Expectations

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

Meeting agendas are issued in advance of meeting times. Meeting agendas are organized to achieve milestones established in the charter and prioritize actions pending, actions required, and problem solving to move the work of the group forward. Either minutes or notes are taken to record the groups progress OR a final summary report is to be submitted/posted.

Members endeavor to:

- appropriately prepare for meetings based on the meeting agenda.
- arrive promptly and stay for the duration of entire meetings.
- 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.

Appendix 2

Department Chair Cost by Department (Salary, Fixed, H&W)

Reassign Cost- Department Chairs			
BEIT		FY 2023/24	
55,767.60	40%	60,301.51	63,919.60
12,742.90		14,984.92	18,708.68
11,031.60		11,583.18	12,162.34
79,542.10		86,869.61	94,790.61
Co-Chair			
59,848.00	40%	64,713.64	68,596.46
13,675.27		17,073.57	21,316.35
11,031.60		11,583.18	12,162.34
84,554.87		93,370.39	102,075.15
Co-Chair BEIT			
50,168.80	40%	54,247.52	57,502.37
11,463.57		14,312.27	17,868.87
13,021.36		13,672.43	14,356.05
74,654		82,232.22	89,727.29
Dept. - Chair			
38,929.50	30%	42,094.47	44,620.14
8,895.39		11,105.90	13,865.71
9,177.24		9,636.10	10,117.91
57,002		62,836.47	68,603.75
Co-Chair			
51,726.85	35%	55,932.24	59,288.18
11,819.59		14,756.75	18,423.81
11,393.69		11,963.37	12,561.54
74,940.13		82,652.37	90,273.53
Co-Chair			
11,506.20	10%	12,441.65	13,188.15
2,629.17		3,282.51	4,098.22
1,063.43		1,116.60	1,172.43
15,198.80		16,840.77	18,458.80
Co-Chair			
33,167.81	25%	35,864.36	38,016.22
7,578.85		9,462.19	11,813.54
8,138.35		8,545.27	8,972.53
48,885.01		53,871.81	58,802.29
Co-Chair			
30,375.00	20%	32,844.49	34,815.16
6,940.69		8,665.45	10,818.81

6,510.68		6,836.21	7,178.02
43,826.37		48,346.15	52,811.99
<hr/>			
Asst dot Chair			
47,170.80	40%	51,005.79	54,066.13
10,778.53		13,456.99	16,801.05
13,021.36		13,672.43	14,356.05
70,970.69		78,135.21	85,223.24
<hr/>			
Chair COMM			
79,724.40	60%	86,205.99	91,378.35
18,217.03		22,743.96	28,395.83
16,547.76		17,375.15	18,243.91
114,489.19		126,325.10	138,018.09
<hr/>			
Chair A&H			
85,825.80	60%	92,803.44	98,371.64
19,611.20		24,484.58	30,568.99
19,532.04		20,508.64	21,534.07
124,969.04		137,796.66	150,474.71
<hr/>			
Chair Counseling			
64,857.00	50%	70,129.87	74,337.67
22,907.49		28,600.00	35,707.11
13,789.80		14,479.29	15,203.25
101,554.29		113,209.17	125,248.03
<hr/>			
Dot Chair			
64,369.50	50%	69,602.74	73,778.90
14,708.43		18,363.48	22,926.80
16,276.70		17,090.54	17,945.06
95,354.63		105,056.75	114,650.77
<hr/>			
dot Chair SBS			
74,810.00	50%	80,892.05	85,745.58
17,094.09		21,341.97	26,645.44
16,276.70		17,090.54	17,945.06
108,180.79		119,324.55	130,336.08
<hr/>			
Asst Dot Chair			
23,949.80	20%	25,896.92	27,450.73
8,459.07		10,561.15	13,185.59
5,262.00		5,525.10	5,801.36
37,670.87		41,983.17	46,437.68
<hr/>			
1,131,793		1,248,850	1,365,932



2021-2022 Addendum to the Strategic Planning and Governance Manual

This Addendum to the Strategic Planning and Governance Manual 2021-2025 (SPGM) is for the 2021-2022 academic year. It modifies and supplements specified sections in the SPGM as stated in each Amendment. It is agreed that wherever there is any conflict between this Addendum and the SPGM, the language in the Amendment will supersede the SPGM. It adds new and revised documents to the Appendix of the SPGM.

Per the SPGM page 3, “When edits/enhancements need to be made to the manual, they will be added in the form of an addendum to the existing manual. This will provide evidence of continuous improvement in the governance process over time for accreditation bodies and other agencies that are interested in ongoing evolution of the college’s institutional effectiveness. Recommended edits/enhancements to the SPGM can be forwarded to and considered by the IEGC annually every spring. Any addendum to the Strategic Plan and Governance Manual will be recommended by the Institutional Effectiveness and Governance Council and approved by the College Council.”

On August 26, 2021, the Institutional Effectiveness & Governance Council (IEGC) approved that all amendments and edits of the SPGM will be effective immediately unless otherwise stated. Addendums to the SPGM will be posted on the college website annually in spring.

Amendment to the SPGM Pages 68-69

Proposal Process

Proposals to committees and Leadership Councils follow a similar process. Proposals to committees may originate within the committee or may come from individuals or groups. The committee shall consider all proposals brought to it in good faith and may only consider proposals that are related to its charge, as defined in its charter. If approved by the committee, then the proposal will be either implemented by the committee or forwarded to a Leadership Council and/or the Academic Senate for consideration, if necessary. The Leadership Council co-chairs shall consider all proposals brought forward in good faith and shall confer to determine if the proposal should be added to the agenda as submitted or referred to a different governance entity with a more germane scope. Once a proposal is submitted to a Leadership Council, the Council shall deliberate and act in accordance with parliamentary procedure ([Robert's Rules of Order 12th ed. 2020 xlvii](#)). If the proposal is accepted, then it will be either implemented by the Leadership Council or forwarded to the College Council and/or the Academic Senate for consideration, if necessary. If the proposal is denied, then it will be returned with feedback, and no further action will be taken on the proposal by the Leadership Council. Proposals can be resubmitted to a governance entity at any point.

Appeals Process of Committee/Council Decisions

Decisions made by a committee or Leadership Council can be appealed either due to a breach of process or on the merits of the proposal content.

Process Appeals

This appeals process applies to situations in which an individual or group does not agree with a decision on a proposal made by a committee/Council during the course of its evaluation of the proposal.

1. The individual or group that disagrees with the decision shall appeal in writing the decision to the senior Council. The written appeal shall consist of a) the formal decision of the junior entity, b) written justification/rationale for why it is believed the proposal merits a third-party review including any alleged breach of process, and c) a request for the senior Council to consider hearing the appeal as an agenda item.
2. Upon receipt of the appeal, the Council co-chairs shall convene to form an appeals committee to consider the appeal in good faith. If one or more of the co-chairs of the Council is also a co-chair of the committee/Leadership Council that denied the proposal, then a designee for each co-chair will be appointed by the respective constituent group to serve on the appeals committee. If more than one of the co-chairs of the College Council are also co-chairs of the committee/Leadership Council that denied the proposal, then designees for those co-chairs will be appointed by their respective constituent groups to serve on the appeals committee. Those appointees will be selected from the other Council co-chairs. Thus, the appeals committee will be comprised of one administrator, one faculty member, and one classified professional.
3. The committee/Council that denied the proposal shall also provide a written report to the appeals committee (or College President) outlining the process that was followed and the reason the proposal was denied.

4. The appeals committee has the authority to determine one of the following on behalf of the senior Council:
 - a. deny the appeal, thereby upholding the lower entity's decision, and no further consideration will be given to the proposal.
 - b. Recommend modifications to the proposal and suggest that the modified proposal be resubmitted to the original committee/Council.
 - c. Approve the appeal, in which case the decision by the committee/Council that originally denied the proposal is overturned, and the proposal is approved.
5. If the appeal pertains to a decision made by the College Council, then the College President shall hear the appeal following steps 1 and 3 above.
6. All appeals-related decisions are subject to approval/denial by the College President.

(From SPGM, pages 68-69)

Approved by the Institutional Effectiveness & Governance Council on August 26, 2021



Amendment to the SPGM Page 64

Norco College's leadership councils are led by a faculty, classified professional, and administrative co-chair. Per the SPGM page 64, "The co-chairs work collaboratively, transparently, and as a team to ensure that the duties of the three chairs are shared."

The co-chairs share responsibility, including but not limited to, setting meetings and agendas; to facilitate the meetings; to work with the recorder in posting agendas, minutes, and handouts to the college listserv, on the college website, and the council SharePoint site; to clearly identify council recommendations/decisions and action items for the council; to forward the actions of the council to the appropriate council or office; to work in the spirit of collegiality through consensus; and ensure that the decision-making process is clear and transparent. All communications are made to all three co-chairs demonstrating inclusivity with a high level of transparency.

Approved by the Institutional Effectiveness & Governance Council on February 24, 2022

Reaffirmation of Constituency Groups' Right of Appointment to Governance Entities

Norco College affirms that “constituency groups derive their roles and responsibilities through Government Code, California Education Code Title 5, the California Code of Regulations, board policy and accompanying administrative regulations, and job descriptions” (Strategic Planning & Governance Manual p.57). In alignment with our Strategic Planning & Governance Manual (SPGM) all charters should note if it is a governance entity. The appointment rights of the five Norco College representative employee groups (SPGM p.57) are expanded upon below.

Norco College Academic Senate

The Norco College Academic Senate (NCAS) is the official legislative body representing faculty in college governance. NCAS has the authority per Title 5 Sections 53203 to appoint faculty representatives to serve on governance entities. Title 5 Section 53200 and Board Policy 2005 ensure the right of the Academic Senate to participate in community college governance. See pages 59-60 in the Strategic Planning & Governance Manual (SPGM).

Administration

The College Administration is the primary constituent group responsible and accountable for supervising the operation of or formulating policy regarding the instructional or student services program of the college or district. Administrators (management) has the authority per Accreditation standards IV.A.3 and IV.A.4 as well as Education Code §87002(b) to appoint managers to serve on governance entities. For college governance entities where a constituent representative is warranted/requested, Norco College administrators shall be appointed by the Executive Cabinet. See SPGM pages 51-53 and 57.

Associated Students of Norco College

The Associated Students of Norco College (ASNC) is the official legislative body responsible for providing effective student government. ASNC has the authority per Education Code 70902.a7 to appoint student representatives to serve on governance entities which may include councils, committees, task forces, project teams/workgroups, etc. so that students' voices can be represented through the planning process. Board Policy 3400 and Title 5 Section 51023.7, define students' right to participate in community college governance. See pages 53-54 in the SPGM.

California School Employees Association

The California School Employees Association Chapter 535 (CSEA) is the exclusive representative of classified employees in the Riverside Community College District. CSEA 535 has the authority per Title 5, section 51023.5(a)(7), California Education Code Section 70901.2(a) and 70902; Government Code Sections 3540 et. seq., 3543.2) to appoint classified professionals to serve on governance entities which may include councils, committees, task forces, project teams/workgroups, etc. Classified Professionals are guaranteed the right to participate in community college governance per Title 5 §51023.5(a)(4) and (6) and RCCD BP 1510. See pages 52 and 54 in the SPGM.

Confidential Employees

Confidential Employees of Riverside Community College District are determined by the Board of Trustees as specified in Board Policy 6240 and in accordance with applicable law (GC 3540.1(c)). Their participation in district governance is coordinated through an identified RCCD confidential representative. Their participation in college governance is mutually determined by the employee and their supervisor.



Leadership Council Co-Chair Rotation Guideline

Norco College's leadership councils are led by a faculty, classified professional, and administrative co-chair. The following is a resource and helpful guideline on how the co-chairs may implement sharing the co-chair duties.

Meeting Facilitator Rotations

- 1) Co-Chair: Academic Co-Chair
- 2) Co-Chair: Classified Professional Co-Chair
- 3) Co-Chair: Administrative Co-Chair

Meeting Notes Rotation

- 1) Co-Chair: Administrative Co-Chair
- 2) Co-Chair: Academic Co-Chair
- 3) Co-Chair: Classified Professional Co-Chair

September – Month 1

October – Month 2

November – Month 3

February – Month 1

March – Month 2

April – Month 3

May – Month 1

Note: The following academic year will begin on Month 2 with the rotations continuing to provide an equitable distribution of duties.

Approved by the Institutional Effectiveness & Governance Council on February 24, 2022.



Charter for [Group Name]

[academic year]

This Charter is established between the [Group Name] and the [sponsoring Senate or Council] to structure the process and planned outcomes included herein during the [duration dates of charter in years/terms] period of the [year-year] academic/calendar year(s). *(Councils = 5-year Charter; Committees, Project Teams, Workgroups, etc. = 1-year Charter)* [Replace all bracketed text with entity-specific language.]

Purpose

[State the overall responsibility and context for the work of the group.]

Charge

[Identify and describe the primary work to be accomplished within the context of the overall goals of the college including specific EMP goal/objective alignment or as part of a particular strategic initiative (e.g., access, equity, success). This section establishes clear expectations, tasks, and responsibilities of the group. Clarify topics within their overall purview and/or delineates the areas of their work so that they are not duplicating the efforts or services being provided or performed effectively by other governance groups and/or other areas/offices/organizations/people within the college community.]

Equity

Identify and describe how your group's charge aligns with the goals and support the RCCD definition of Equity and Norco College's commitment to closing institutional equity gaps in alignment with the current Student Equity Plan (2019-2022).

Guided Pathways

Identify and describe how your group's charge aligns with the goals and support the Loss-Momentum Framework developed by the Completion by Design initiative, and/or the Guided Pathway pillars, that helps the college identify where students meet their greatest obstacles to persistence and completion.

Guiding Principles and Assumptions

[Identify the guiding principles and assumptions that should guide this group's efforts. State if there are other entities (within the district or external to RCCD) that the group collaborates with . Include any accreditation standards, state laws, federal guidelines, reporting mandates, etc. Also state if there is any associated budget with their groups' charge.]

Scope & Expected Deliverables

[Specify the parameters and requirements within which the body will work as well as expected deliverables, products, or outcomes from the work.]

Membership

[Description of the number and composition of the members based on recommended subject area knowledge and experience and the constituency group it represents.]

The [group] will be comprised of [number] members () Inclusive of representatives of all primary constituency groups and assigned or appointed by their respective representative bodies OR defined membership based upon expertise, title, functional area of responsibility, etc. Please clarify if all members are voting members or if there are advisory members (e.g., such as a second/alternative non-voting ASNC representative).

- [Role/Perspective/Expertise] [Chair] – [Constituency]
- [Role Perspective/Expertise] [Co-Chair] – [Constituency]
- [Role/Perspective/Expertise] – [Constituency]
- [Role/Perspective/Expertise] – [Constituency]

Meeting Time/Pattern

[Specify meeting days/times or the general pattern or schedule. See examples below.]

Meeting Time/Pattern

The [proposed body] meets weekly on [day] at [time] in [location]. The [proposed body] meets monthly on the [(first, second, etc.) (day of month)] at [time] in [location]. Contact the Chair/Co-Chair(s) or designated facilitator to place an item on a future agenda.

Roles of Chairs and Members

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

[How information will be disseminated to representative/constituency groups] All governance entities must specify within this Charter how information will be disseminated to representative/constituency groups. In each of the five Councils, it is recommended that a chair (or a designated delegate) shall prepare a brief summary of each Council meeting and send it to the College community within 24 hours of the meeting to fulfill transparent communication reporting.

Meeting Procedures and Expectations

The Chair(s), and members of this governance entity will adhere to meeting and governance best practices as follows:

Meeting agendas are issued in advance of meeting times. Meeting agendas are organized to achieve milestones established in the charter and prioritize actions pending, actions required, and problem solving to move the work of the group forward. Either minutes or notes are taken to record the group's progress OR a final summary report is to be submitted/posted.

Members endeavor to:

- appropriately prepare for meetings based on the meeting agenda.
- arrive promptly and stay for the duration of entire meetings.

Meeting Procedures and Expectations

- participate in a problem-solving approach where the interests of all participants are considered in developing proposals and recommendations and, where appropriate, distinguish between constituency versus college-wide perspectives.
- welcome all ideas, interests and objectives that are within the scope of the charter.
- actively listen to engage in respectful and constructive dialogue.
- work with a spirit of cooperation and compromise leading to authentic collaboration.
- move forward once a consensus-based decision has been made.
- follow through on tasks that are committed to outside of scheduled meetings.

NOTE: This is a template; feel free to modify it to fit your group's needs. Replace all bracketed text with entity-specific language. Post on the appropriate Council/Senate webpage and Governance Webpage once approved.



GUIDED PATHWAYS: 2022-26 Work Plan Development Template

Deadline to Submit in NOVA: June 1, 2023
Questions? Please contact guidedpathwaysinfo@cccco.edu

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Guided Pathways 2022-26 Work Plan Template

Note to Project Leads:

Thank you for taking the time to review the Guided Pathways Work Plan Template. This document is intended to provide a space for your college to develop answers to questions provided in the Guided Pathways 2022-26 Work Plan present in NOVA. Questions provided in this Work Plan differ from the functionality of the NOVA version in two distinct ways:

- 1) Areas marked 'Selection' will be for your college to select as a 'Radio Button,' meaning selecting one answer, and answering the Sub-Questions that follow. This will dramatically decrease the workflow present in this Template; please plan answers accordingly.
- 2) Copy-pasting information from this Template to NOVA may have some issues with the amount of text copied over; please limit answers in this template to '5000 Characters' – this is between 700 – 1250 words. Minimize the chances of this situation occurring by copy pasting smaller chunks of text.

This work plan is designed to ensure meaningful communication and intentional partnerships across your campus. Please design with cross-campus collaboration in mind.

As always, the Chancellor's Office is available to assist you. Please contact us at guidedpathwaysinfo@cccoco.edu if you require assistance navigating this work plan. Additionally, an introductory Webinar and Monthly Office Hours will be announced later, information will be distributed via the Guided Pathways Listserv – Please contact the Chancellor's Office using the above email address if you do not have access to the Listserv.

General Guidance Text:

Details:

Welcome to the Guided Pathways 2022-26 Work Plan in NOVA!

As your Guided Pathways team navigates this plan, please review the 2022-25 Student Equity Plan, your college's most recent Guided Pathways Scale of Adoption Assessment (SOAA), and other holistic student support efforts and equity initiatives on your campus as references to influence the development of this plan. You are encouraged to also work with your Student Equity Plan team to establish which populations they identified as experiencing Disproportionate Impact (DI) on your campus with available Student Equity Plan data and align efforts with these vulnerable student populations in mind.

Your Workflow fields include Contacts and the Work Plan. The Guided Pathways Program at the Chancellor's Office should have provided you with a Work Plan template via Listserv or through your college's Guided Pathways Regional Coordinator; please use the template as your initial starting point, cross reference your answers in the document with their respective locations in NOVA, and work with your Guided Pathways team to determine the stakeholders that should review your completed plan.

For contacts, you are required to add contacts who will view this Work Plan and you are encouraged to provide alternate Project Leads.

If you have questions related to this Work Plan, please contact the Guided Pathways program team at guidedpathwaysinfo@cccoco.edu

Contacts:

Enter your college's primary Project Lead contact. Project Leads may add in as many alternate Project Lead contacts as your college deems necessary. Your college is required to add additional 'Viewers' to this project. Please consider which campus representatives, from Students to Administration, your college would like to review the Guided Pathways Work Plan. The completion of this Work Plan is the primary factor to 'Complete' this section in NOVA, but conversations about holistic student supports, the need to continue Guided Pathways, KPI-informed continuous improvement; and the System's commitments mentioned in the Work Plan, should be considered a campus-wide imperative for Guided Pathways program.

Guided Pathways 2022-26 Work Plan:

[Education Code](#) requirements for 2022-26 Guided Pathways funds include 1) development of a work plan, and 2) reporting on programmatic benchmarks. This information is required per education code and completing this section completes the legislative requirements for colleges in their Guided Pathways efforts. Completion of these questions reinforces the need to continue Guided Pathways, KPI-informed continuous improvement, and the System's commitment to 1) engage in institutional change that improves student outcomes and closes achievement gaps; 2) identify and eliminate student friction points; 3) assume everything can and should change; and 4) work together to change student outcomes.

Work Plan questions focus on two areas: metric-centered planning aligned with your college's Student Equity Plan and integrating Guided Pathways elements across campus programs. Questions for these sections may have overlapping answers; and, if needed, your college may use similar or exact, repeated content for multiple, related questions.

We encourage your college to answer questions and develop planning with the same emphasis on 'populations experiencing disproportionate impact' as your college's Student Equity Plan. Please keep the populations identified by your college as 'experiencing disproportionate impact' in your Student Equity Plan-related data as the foundational populations for Guided Pathways-informed efforts and integrations described in this Work Plan and beyond.

To View the Launchboard mentioned throughout this Work Plan, visit:

<https://www.calpassplus.org/Launchboard/Student-Success-Metrics-Cohort-View>

Details (Landing Page):

Helper Text: In the description section below, you may summarize your plan, provide your overarching outcomes based on this plan design, and/or provide a short description of your college's Guided Pathways journey so far. This is **Optional**.

Work Plan Content:

Question Group: Successful Enrollment

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful in the enrollment process.

Helper Text:

Using data available in Launchboard and related local data, consider what 'successful enrollment' means for entering students at your college and the definition provided with Launchboard data.

Successful Enrollment is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in a selected year.

Use this definition and your college's local goals and ideas about Successful Enrollment to determine an accurate percentage.

Selections:

Less than 50% complete / 50% to 75% complete / More than 75% complete

Sub Questions:

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process?

Helper Text: As Guided Pathways work should be active and ongoing, what has your college identified as structural issues in need of addressing over the course of this four-year Guided Pathways cycle?

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward?

Helper Text: N/A

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

With Successful Enrollment in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Successful Enrollment equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

Yes

Selection Sub-Questions:

Please describe the continuous improvement process at your college towards advancing this goal.

Helper Text: N/A

What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?

Helper Text: N/A

In Progress

Selection Sub Questions:

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Helper Text: N/A

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Helper Text: N/A

Question Group: Persistence: First Primary Term to Secondary Term

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful persisting from their First Primary Term to Secondary Term.

Helper Text:

Using data available in Launchboard and related local data, consider what 'Persistence' means for entering students at your college and the definition provided with Launchboard data.

Persistence: First Primary term to Secondary Term is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among enrollments by cohort students, the course success rate in their first year from first term.

Use this definition and your college's local goals and ideas about Persistence to determine an accurate percentage.

Selections:

Less than 50% complete / 50% to 75% complete / More than 75% complete

Sub Questions:

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process?

Helper Text: As Guided Pathways work should be active and ongoing, what has your college identified as structural issues in need of addressing over the course of this four-year Guided Pathways cycle?

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Persistence work remains an institutional priority moving forward?

Helper Text: N/A

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

With Persistence: First Primary Term to Secondary Term in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Persistence: First Primary Term to Secondary Term equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

Yes

Selection Sub-Questions:

Please describe the continuous improvement process at your college towards advancing this goal.

Helper Text: N/A

What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?

Helper Text: N/A

In Progress

Selection Sub Questions:

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Helper Text: N/A

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Helper Text: N/A

Question Group: Completed Transfer-Level Math & English

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successfully completing Transfer-level Math & English in their first year.

Helper Text:

Using data available in Launchboard and related local data, consider what 'Completion of Transfer-level Math & English' means for entering students at your college and the definition provided with Launchboard data.

Completed Transfer-level Math & English is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among students in the cohort, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the district.

Use this definition and your college's local goals and ideas about Transfer-level Math & English completion to determine an accurate percentage.

Selections:

Less than 50% complete / 50% to 75% complete / More than 75% complete

Sub Questions:

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process?

Helper Text: As Guided Pathways work should be active and ongoing, what has your college identified as structural issues in need of addressing over the course of this four-year Guided Pathways cycle?

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer-level Math & English work remains an institutional priority moving forward?

Helper Text: N/A

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

With Transfer-level Math & English in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of ‘Transfer-level Math & English Completion’ equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

Yes

Selection Sub-Questions:

Please describe the continuous improvement process at your college towards advancing this goal.

Helper Text: N/A

What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?

Helper Text: N/A

In Progress

Selection Sub Questions:

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Helper Text: N/A

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Helper Text: N/A

Question Group: Transfer

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are successful in their transfer to a four-year institution.

Helper Text:

Using data available in Launchboard and related local data, consider what 'Transfer' means for entering students at your college and the definition provided with Launchboard data.

Transfer is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3 year cohort, 5 years after for 4 year cohort and 7 years after for 6 year cohort.

Use this definition and your college's local goals and ideas about Transfer to determine an accurate percentage for what Transfer means.

Selections:

Less than 50% complete / 50% to 75% complete / More than 75% complete

Sub Questions:

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process?

Helper Text: As Guided Pathways work should be active and ongoing, what has your college identified as structural issues in need of addressing over the course of this four-year Guided Pathways cycle?

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer work remains an institutional priority moving forward?

Helper Text: N/A

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

With Transfer in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Transfer equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

Yes

Selection Sub-Questions:

Please describe the continuous improvement process at your college towards advancing this goal.

Helper Text: N/A

What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?

Helper Text: N/A

In Progress

Selection Sub Questions:

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Helper Text: N/A

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Helper Text: N/A

Question Group: Completion

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are completing their college journeys.

Helper Text:

Using data available in Launchboard and related local data, consider what 'Completion' means for entering students at your college and the definition provided with Launchboard data.

Completion is defined by the Student Success Metrics Dashboard in Launchboard as follows: EITHER among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3, 4, or 6 years.

Use this definition and your college's local goals and ideas about Completion to determine an accurate percentage.

With your Student Equity Plan in mind, your college may also select distinct areas of Completion your college would like to discuss for this metric area.

Selections:

Less than 50% complete / 50% to 75% complete / More than 75% complete

Sub Questions:

Which areas of Completion does your college identify as Less than 50% complete?

Helper Text: Check all that apply. Additional, optional space will be provided if your college would like to distinguish between areas of completion.

Check Boxes:

Adult Education/Noncredit Completion

Certificate Completion

Degree Completion

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process?

Helper Text: As Guided Pathways work should be active and ongoing, what has your college identified as structural issues in need of addressing over the course of this four-year Guided Pathways cycle?

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward?

Helper Text: N/A

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

Optional:

Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:

With Completion in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Transfer equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

Yes

Selection Sub-Questions:

Which areas of Completion does your college wish to discuss for this selection?

Helper Text: Check all that apply. Additional, optional space will be provided if your college would like to distinguish between areas of completion.

Check Boxes:

Adult Education/Noncredit Completion

Certificate Completion

Degree Completion

Please describe the continuous improvement process at your college towards advancing this goal.

Helper Text: N/A

What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?

Helper Text: N/A

Optional:

Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:

In Progress

Selection Sub Questions:

Which areas of Completion does your college wish to discuss for this selection?

Helper Text: Check all that apply. Additional, optional space will be provided if your college would like to distinguish between areas of completion.

Check Boxes:

Adult Education/Noncredit Completion

Certificate Completion

Degree Completion

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Helper Text: N/A

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Helper Text: N/A

Optional:

Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:

Question Group: Student Equity and Achievement (SEA) Program Integration

Using the scale below, describe your college's progress integrating SEA Program with Guided Pathways to achieve KPI Metrics.

Helper Text: Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here.](#)

Selections:

Starting Integration / Integration in Progress/ Fully Integrated**

Sub-Questions:

What are some present challenges that have impacted integration/ reaching full integration/ Leaning into continuous improvement principles, what are the milestones of full integration for your college? Please provide an example of an action your college is taking right now for this integration

Helper Text: Expanded answers are acceptable. Please list, if possible.

What are the actions your college has taken / plans to take to overcome these challenges/ What did your college learn from this process?

Helper Text: Consider this question as your planning space for integration of this programmatic area on your campus over the next four years.

--

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college/ What Is your college’s plan to continuously improve to optimize and sustain the integration?

Helper Text: With your college’s commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)
Immediate:
Intermediate:
Long-Term:

Question Group: Associate Degree for Transfer (ADT) Integration

Using the scale below, describe your college’s progress integrating ADT Program with Guided Pathways to achieve KPI Metrics.

Helper Text: Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college’s progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here.](#)

Selections:

Starting Integration – Integration in Progress – Fully Integrated**

Sub-Questions:

What are some present challenges that have impacted integration/ Leaning into continuous improvement principles, what are the milestones of full integration for your college? Please provide an example of an action your college is taking right now for this integration

Helper Text: Expanded answers are acceptable. Please list, if possible.

What are the actions your college has taken / plans to take to overcome these challenges?

Helper Text: Consider this question as your planning space for integration of this programmatic area on your campus over the next four years.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Helper Text: With your college’s commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)
Immediate:
Intermediate:
Long-Term:

To optimize and sustain the integration, what is your college’s plan to continuously improve?

Helper Text: What steps need to be taken to achieve an integration with sustainable continuous improvement and evaluation cycles better than what is already present at your college?

Question Group: Zero Textbook Cost to Degree (ZTC) Program Integration

Using the scale below, describe your college’s progress integrating ZTC Program with Guided Pathways to achieve KPI Metrics.

Helper Text: Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus

structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here](#).

Selections:

Starting Integration – Integration in Progress – Fully Integrated**

Sub-Questions:

What are some present challenges that have impacted integration?

Helper Text: Expanded answers are acceptable. Please list, if possible.

What are the actions your college has taken / plans to take to overcome these challenges?

Helper Text: Consider this question as your planning space for integration of this programmatic area on your campus over the next four years.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Helper Text: With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)
Immediate:
Intermediate:
Long-Term:

How will your college evaluate these listed outcomes?

Question Group: California Adult Education Program (CAEP) Integration

Using the scale below, describe your college's progress integrating CAEP with Guided Pathways to achieve KPI Metrics.

Helper Text: Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college’s progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here](#).

Selections:

Starting Integration – Integration in Progress – Fully Integrated**

Sub-Questions:

What are some present challenges that have impacted integration/
What are some present challenges that affect reaching full integration/
Leaning into continuous improvement principles, what are the milestones of full integration for your college? Please provide an example of an action your college is taking right now for this integration

Helper Text: Expanded answers are acceptable. Please list, if possible.

What are the actions your college has taken / plans to take to overcome these challenges?

Helper Text: Consider this question as your planning space for integration of this programmatic area on your campus over the next four years.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Helper Text: With your college’s commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)
Immediate:
Intermediate:
Long-Term:

To optimize and sustain the integration, what is your college's plan to continuously improve?

Helper Text: What steps need to be taken to achieve an integration with sustainable continuous improvement and evaluation cycles better than what is already present at your college?

Question Group: Strong Workforce Program (SWP) Integration

Using the scale below, describe your college's progress integrating SWP with Guided Pathways to achieve KPI Metrics.

Helper Text: Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: [Click here](#).

Selections:

Starting Integration – Integration in Progress – Fully Integrated**

Sub-Questions:

What are some present challenges that have impacted integration/
What are some present challenges that affect reaching full integration/
Leaning into continuous improvement principles, what are the milestones of full integration for your college? Please provide an example of an action your college is taking right now for this integration?

Helper Text: Expanded answers are acceptable. Please list, if possible.

What are the actions your college has taken / plans to take to overcome these challenges/ What are the actions your college has taken / plans to take to overcome these challenges/

Helper Text: Consider this question as your planning space for integration of this programmatic area on your campus over the next four years.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Helper Text: With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one

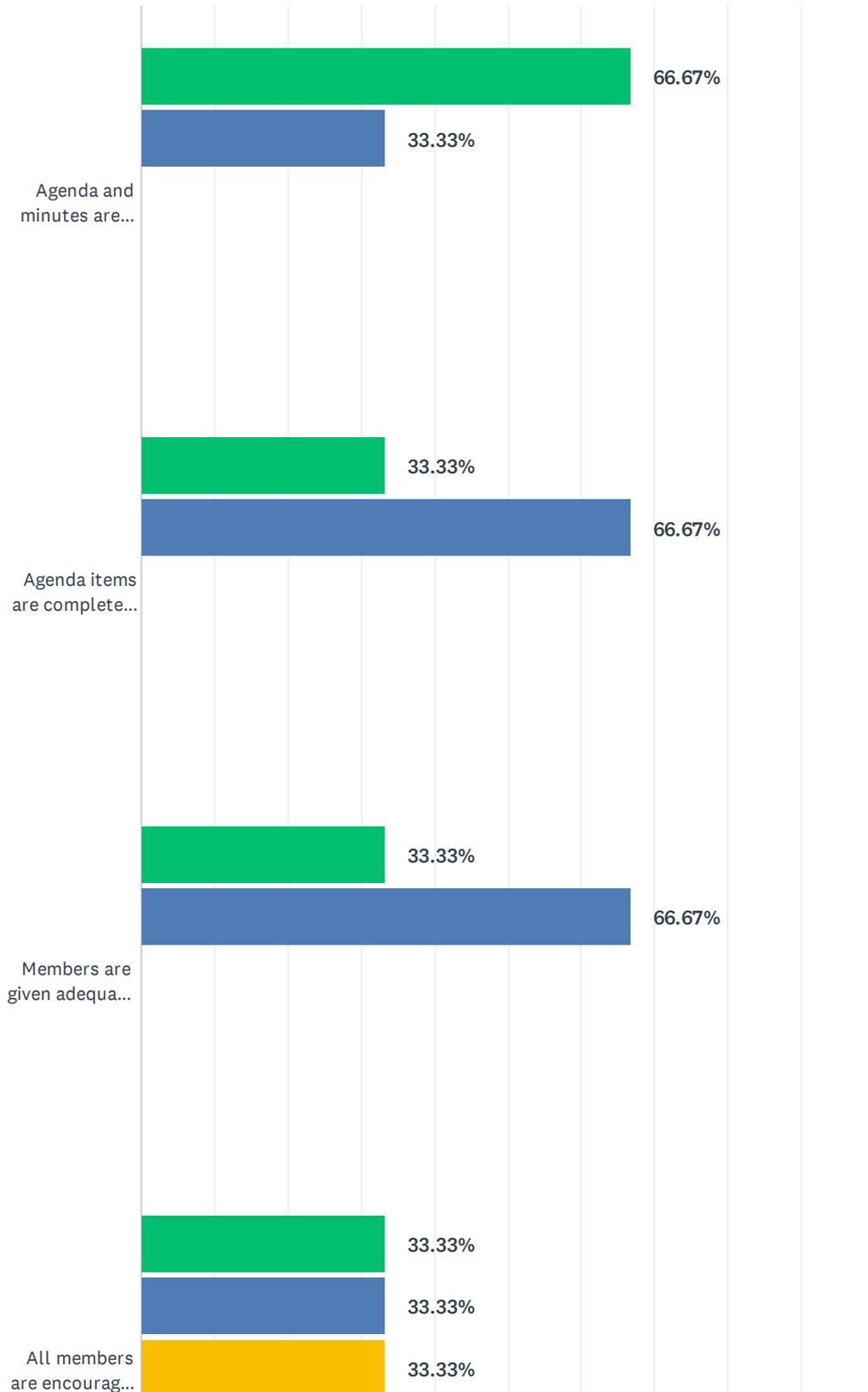
year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.
This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)
Immediate:
Intermediate:
Long-Term:

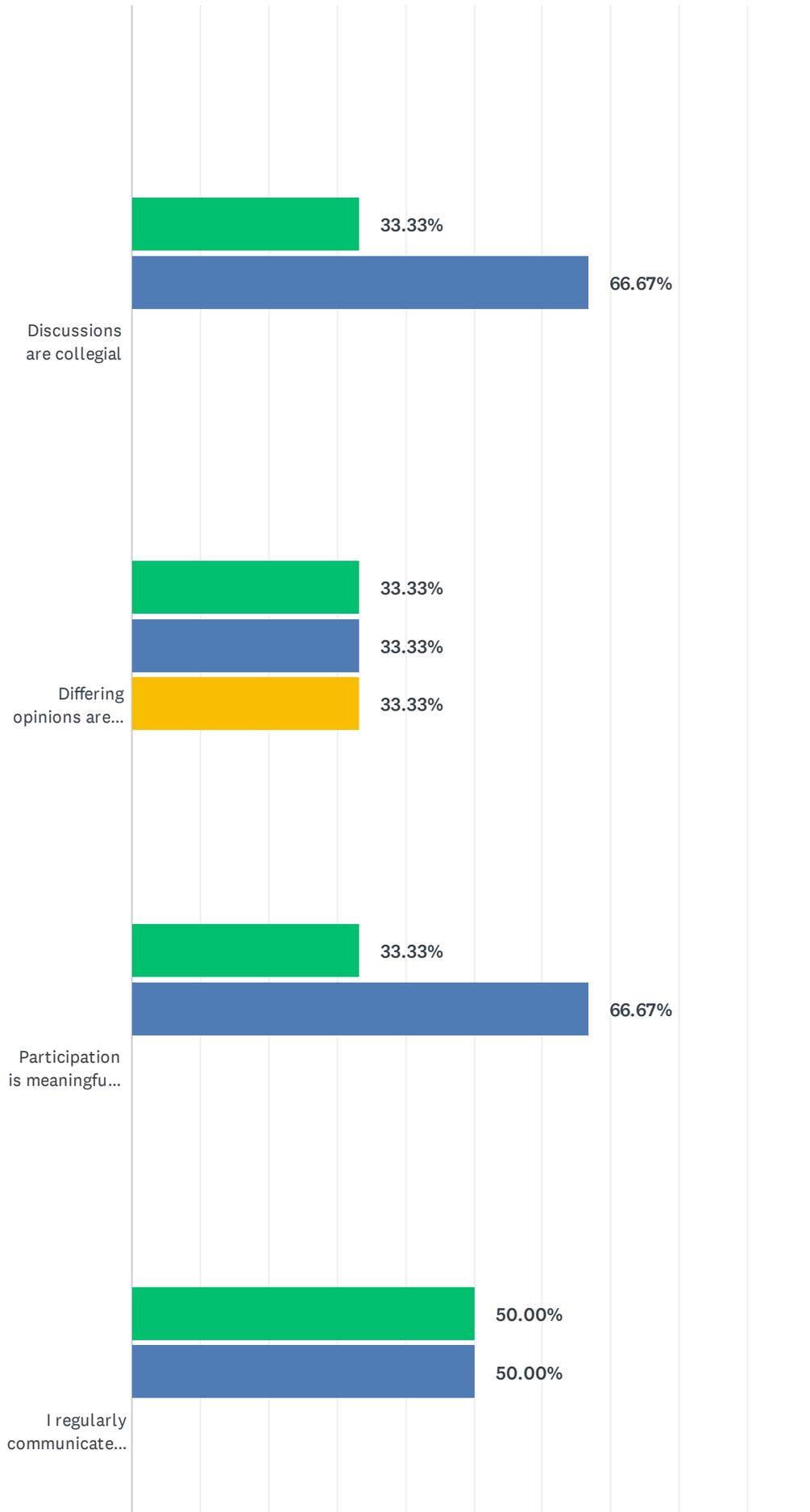
DRAFT

Q2 Please rate your level of agreement with the following statements for the governance entity selected above:

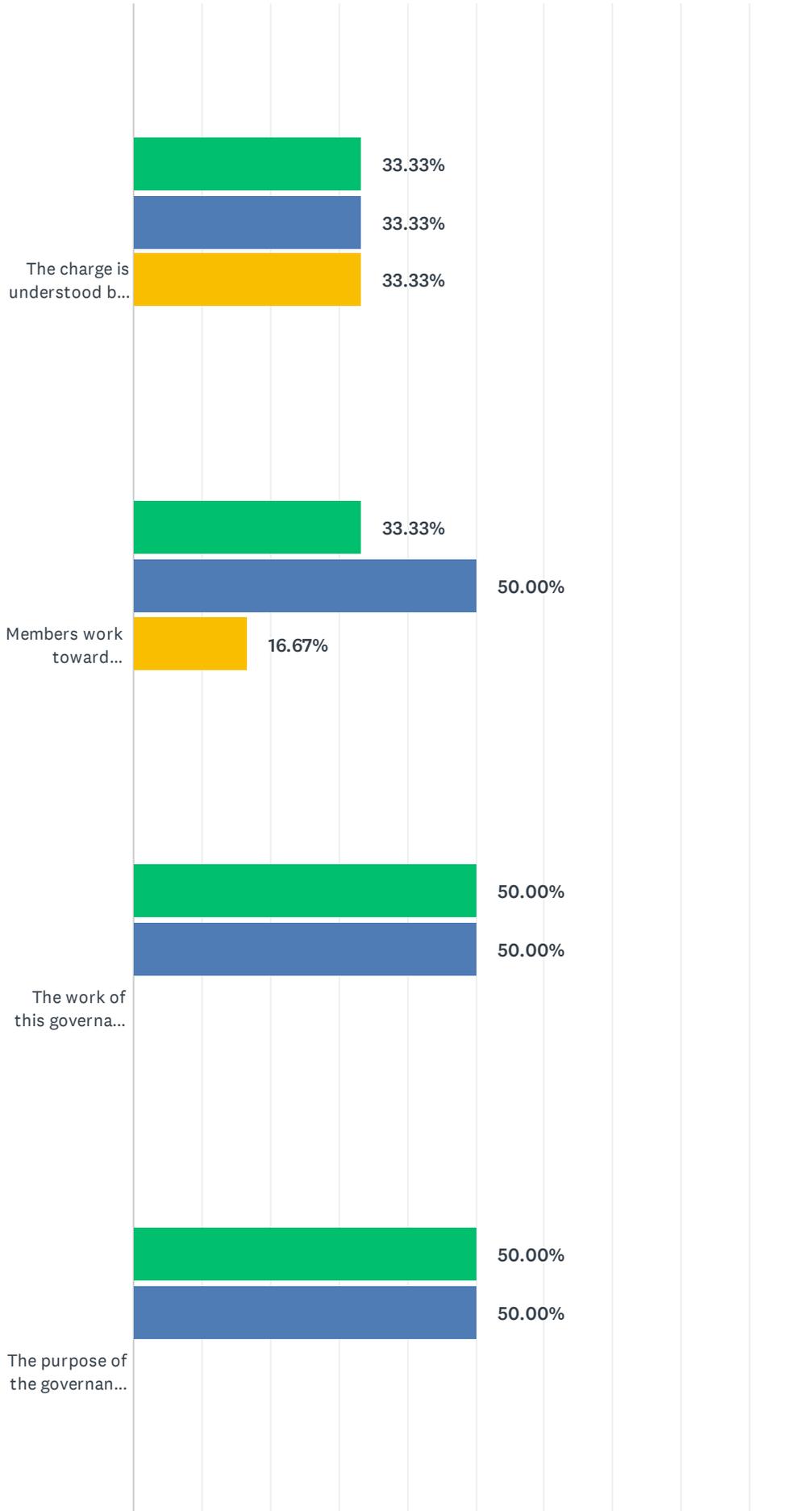
Answered: 6 Skipped: 0



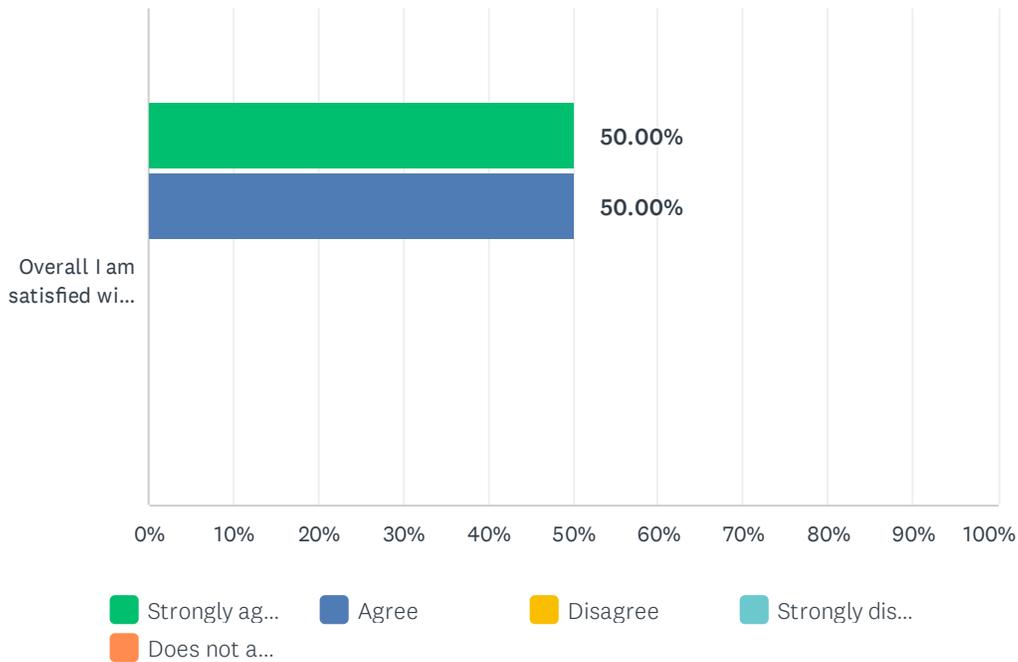
Councils and Committees Survey of Effectiveness



Councils and Committees Survey of Effectiveness



Councils and Committees Survey of Effectiveness



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DOES NOT APPLY	TOTAL
Agenda and minutes are provided far enough in advance of meetings	66.67% 4	33.33% 2	0.00% 0	0.00% 0	0.00% 0	6
Agenda items are completed within the meeting time	33.33% 2	66.67% 4	0.00% 0	0.00% 0	0.00% 0	6
Members are given adequate information to make informed recommendations or decisions	33.33% 2	66.67% 4	0.00% 0	0.00% 0	0.00% 0	6
All members are encouraged to be actively involved	33.33% 2	33.33% 2	33.33% 2	0.00% 0	0.00% 0	6
Discussions are collegial	33.33% 2	66.67% 4	0.00% 0	0.00% 0	0.00% 0	6
Differing opinions are respected	33.33% 2	33.33% 2	33.33% 2	0.00% 0	0.00% 0	6
Participation is meaningful and important to me	33.33% 2	66.67% 4	0.00% 0	0.00% 0	0.00% 0	6
I regularly communicate with members of the constituent group I represent regarding key issues discussed and actions taken during meetings	50.00% 3	50.00% 3	0.00% 0	0.00% 0	0.00% 0	6
The charge is understood by the members	33.33% 2	33.33% 2	33.33% 2	0.00% 0	0.00% 0	6
Members work toward fulfilling the charge	33.33% 2	50.00% 3	16.67% 1	0.00% 0	0.00% 0	6
The work of this governance entity has made an impact on its assigned EMP Goals or KPIs	50.00% 3	50.00% 3	0.00% 0	0.00% 0	0.00% 0	6
The purpose of the governance entity aligns well with the college mission	50.00% 3	50.00% 3	0.00% 0	0.00% 0	0.00% 0	6
Overall I am satisfied with this governance entity's performance	50.00% 3	50.00% 3	0.00% 0	0.00% 0	0.00% 0	6

Q3 Is there something that you would recommend to help the committee function more effectively?

Answered: 1 Skipped: 5

#	RESPONSES	DATE
1	The College Council is a strategic planning body and appreciate members taking operational items through the appropriate channels. I appreciate the shift in College Council that has taken place and look forward to expanded engagement of all members.	3/23/2023 2:51 PM



KEY PERFORMANCE INDICATORS 13, 14, AND 15

COLLEGE COUNCIL

MAY 11, 2023



NORCO
COLLEGE



PRESENTERS



- Institutional Effectiveness Office:
 - Greg Aycock
 - Caitlin Busso
 - Charise Allingham

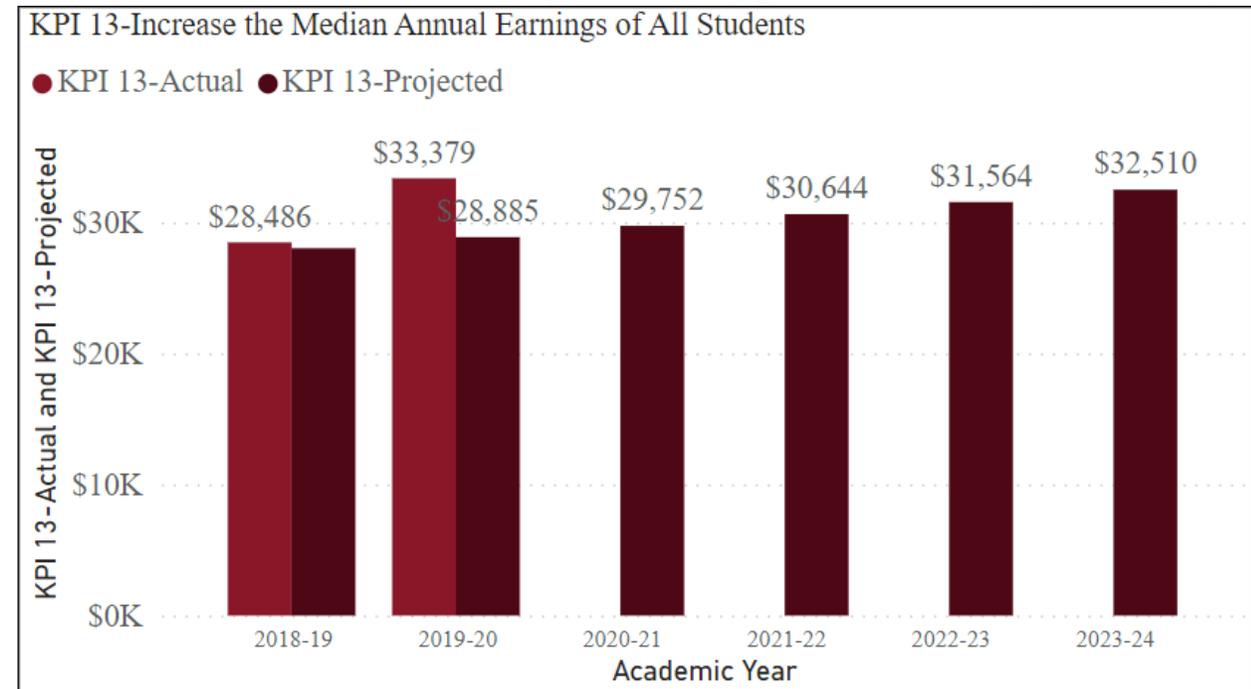
- Data Coaches:
 - Eric Doucette
 - Ashlee Johnson
 - Brittnee A. Quintanar

- Conveners:
 - Ashley Etchison
 - Juan Gonzalez

KPI 13: INCREASE THE MEDIAN ANNUAL EARNINGS OF ALL STUDENTS

Highlights
2019-20

- Actual
=\$33,379
- Projection
=\$28,885



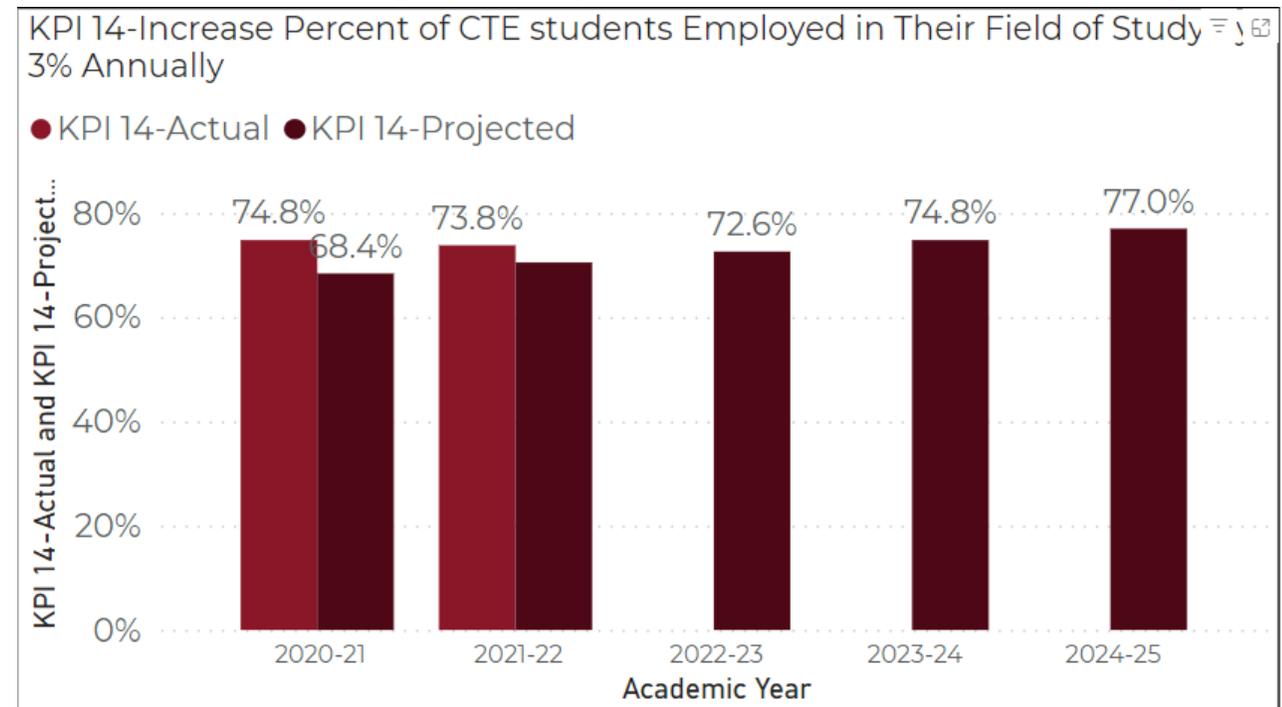
KPI 14: INCREASE PERCENT OF CTE STUDENTS EMPLOYED IN THEIR FIELD OF STUDY BY 3% ANNUALLY

Highlights 2021-22

- Actual = 73.8%
- Projection = 70.5%

Trend

- 2018-2019 Actual (baseline)=64.5%



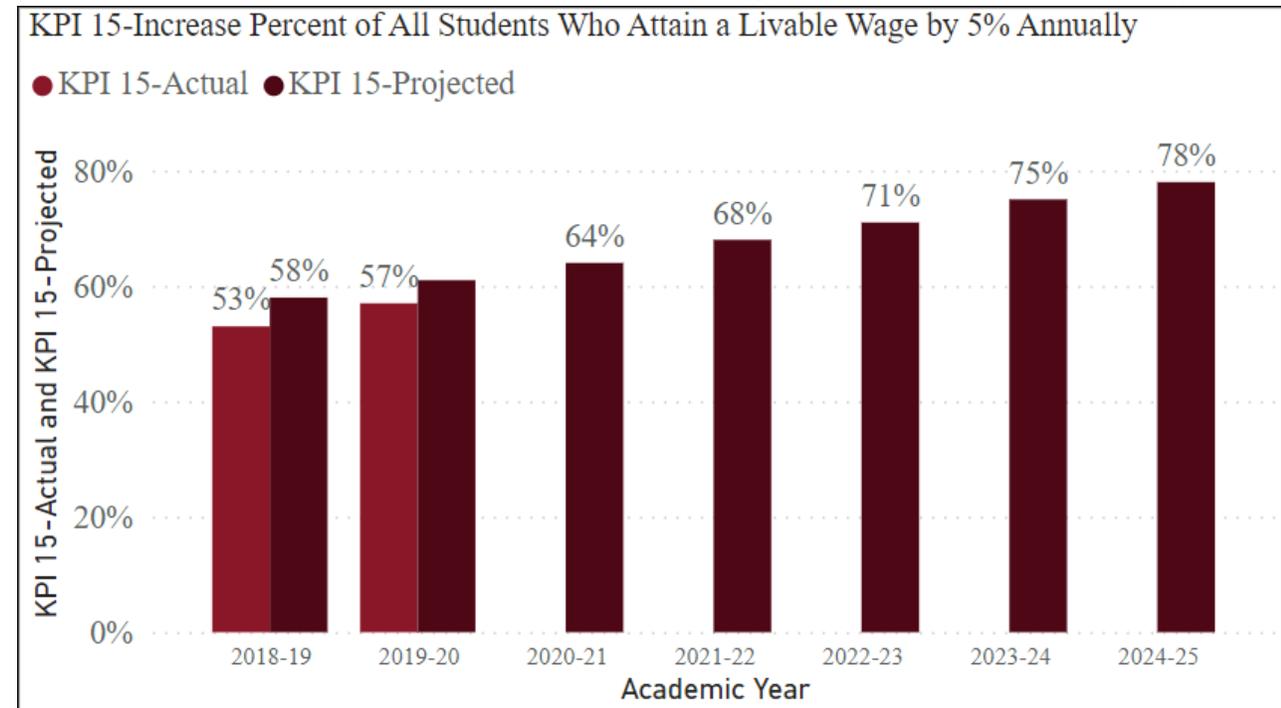
KPI 15: INCREASE PERCENT OF ALL STUDENTS WHO ATTAIN A LIVABLE WAGE BY 5% ANNUALLY

Highlights 2019-20

- Actual = 57%
- Projection = 61%

Concerns

- Below projection, but increase from last year



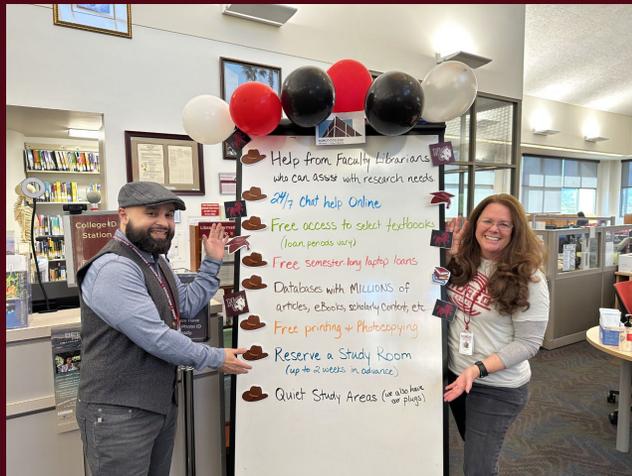
TAKEAWAYS & ACTION PLAN

- CTEOS Survey – 2019-2020 data
 - Increase CTEOS Survey Response
- Difference in students employed in their field of study vs attaining a livable wage
- Increasing access to employment services/Apprenticeship
 - Employment Placement Coord./Apprenticeship Director
 - NC Connect/Job Speaker
 - Regional Goals
- Embedding Certifications for wage increases



WILFRED J. AIREY LIBRARY

Guided Pathway Action Plan 2022-2024



Presented by Ms. Vivian Harris, Associate Professor, Library & Dr. Hayley Ashby, Professor, Library

GP SCHOOLS REORGANIZATION

Feedback provided to the GP Team and incorporated into the Proposal:

1. Library courses and faculty counts should be located in the new School of Humanities and Languages
2. As student success teams move forward in 2023-2024, at least one full-time librarian will be assigned to each of the three divisions; the library will reassess assignments as new library faculty are hired
3. Library faculty support providing academic support, instruction, and services customized to each schools' unique needs.
4. Librarians would still like to hold voting membership on academic senate and college councils.

COMMUNICATION PLAN

Presenting information at the following meetings:

- ✓ Guided Pathways Leads – April 27, 2023
- ✓ Interim Vice President, Academic Affairs – May 4, 2023
- College Council – May 11, 2023
- Communications Department – May 16, 2023
- Library & Learning Resources Center Advisory Committee – May 25, 2023
- Academic Senate – Fall 2023

Also, sharing information through:

- Brochures, Flyers, & Posters
- Library Events
- Website & Social Media

GOAL I

Align the Library with the Proposed Schools Reorganization:

- Determine status of library faculty positions (currently 3 FT with 1 FT hire in process)
- Assign library faculty to divisions (3) and schools (8)
- Define roles and responsibilities for Library Liaisons
- Establish contact with schools

GOAL 2

Coordinate with Student Success Teams to:

- Review language on Student Success Team graphics
- Create a list of library events and dates
- Market library events to targeted schools
- Determine other ways library can support Student Success Teams

GOAL 3

Assess and Improve Information Literacy Instruction:

- Review and potentially expand library curriculum (e.g., non-credit, additional courses)
- Discuss options for pairing or customizing library courses for specific schools
- Complete Library/Information Literacy Modules in Canvas
- Develop additional custom Library Guides and materials

GOAL 4

Assess and Improve Library Services:

- Review library service area outcomes through a GP lens
- Review library statistics and data to identify trends in library usage
- Work with IE to gather data on the impact of library usage on student success
- Determine how library services could be better aligned with schools

Norco College

College CAP Hour Proposal (Bemiller/Campo):

It is proposed that Norco College adopt a **College CAP** (Career and Academic Pathways) **Hour**. Each month during Fall and Spring semesters, one College Hour per month would be officially designated as College CAP Hour. During these College CAP Hours, no governance meetings, department meetings, council meetings, workgroup meetings or any other business meetings would be scheduled. Instead, one hour would be fully dedicated to activities which support and promote Career and Academic Pathways.

Examples of CAP Hour activities may include student club/organization meetings which align with specific disciplines or Schools. For example, American Medical Student Association, Art Club, Clear Perspectives: Publication, Philosophical and Psychological Affairs Club, Pre-Law & Political Science Club, etc. Another example of a CAP Hour activity might be Informational Sessions on specific programs/subjects, such as Anthropology, Biology, Chemistry, Drafting, Economics, Engineering, Geography, etc. During these Informational Sessions, students could have access to Counselors, Educational Advisors, Discipline Faculty/Faculty Advisors, guest speakers, alumni, representatives from transfer institutions, etc. to learn more about opportunities in a particular field of study. One last example of CAP Hour activities could include cross-disciplinary activities, where students from various academic programs come together for real-world applications of learning and creating, such as a STEAM event, where art students and science students collaborate.

Outside-of-the-classroom experiences, a.k.a. experiential learning, or “sticky spaces” are recognized as an important component of Pillar Four of Guided Pathways. These experiences promote student retention and success and will facilitate one of the key purposes of Schools at Norco College, which is to help students find community within their academic areas. Guided Pathways resources and planning will help to support implementation of Schools activities; however, we need the time and space blocked out on our College Calendar monthly. The Deans of Instruction and Department Chairs have already identified designated rooms for almost every discipline/program at Norco College, which helps to create spaces on campus that students can identify as their “home room”. The next step is to institutionalize CAP Hour at our college.

NORCO COLLEGE DOCUMENT CONTROL SYSTEM

Presented by

Dr. Hayley Ashby, Professor Library, Accreditation Faculty Co-Chair

Dr. Tenisha James, Interim Vice President, Planning & Development



NORCO
COLLEGE

DOCUMENT CONTROL TEAM

Lead:

Dr. Tenisha James, Interim Vice President, Planning & Development

Faculty:

Dr. Hayley Ashby, Professor Library, Accreditation Co-Chair

Dr. Anthony Farmand, Associate Faculty

Classified Professionals:

Ms. Charise Allingham, Administrative Assistant III, Institutional Effectiveness

Ms. Desiree Wagner, Administrative Assistant IV, Planning and Development

WHAT IS THE PURPOSE OF DOCUMENT CONTROL SYSTEM?

To draft a document control system for Norco College which will improve accuracy and access to important documents. This system will be instrumental to maintain document integrity and traceability as we evolve and grow.



No more digging around in filing cabinets!

DOCUMENT CONTROL SYSTEM DEFINED



- A document control system is a group of interrelated processes, workflows, and software products used in the production and management of documentation within an organization. A document control system (synonymously referred to as a document control process, document management system, document control, or document control procedure) sets the framework for how documents are approved, stored, updated or amended, how changes are tracked, how and where documents are published (internally or externally), and how documents are replaced, archived, and made obsolete.
- A document control system supports our efforts to advance our Educational Master Plan through increased efficiency in the organization of strategic and organizational documents to support continuous institutional improvement and alignment as outlined in our Strategic Planning and Governance Manual.

STRATEGIC ALIGNMENT

1. EMP Objective 8:3 – Revise governance process – formalize all unwritten governance processes for more effective implementation of the Educational Master Plan
2. The SPGM p.82, “Establish and maintain a Document Control System that includes a repository, establishes responsibilities, and ensures accurate organizing, routing and tracking of documents.”
3. EMP Core Commitment: Integrity – Maintaining an open, honest, and ethical environment.
4. Improvement Plan 2: Governance & Decision-making Making Processes & Procedures



RESEARCH & PROCESS

- Discussed and documented existing document control practices and procedures
- Identified external laws, regulations, and requirements that impact document control practices (e.g., accreditation, FERPA, ADA, etc.)
- Determined the scope of the document control system (i.e., public v. confidential)
- Researched best practices from other educational institutions, organizations, associations, CA state resources, Library of Congress, National Archives, and ebooks
- Researched technology tools currently used within the District and investigated other possible solutions
- Developed a table of contents and drafted a Document Control Manual

DOCUMENT CONTROL SYSTEM PART I

Introduction

- ❖ Purpose
- ❖ Definition
- ❖ Strategic Alignment

Document Inventory

- ❖ Scope of Inventory
- ❖ Types of Documents
- ❖ Document Locations
- ❖ Document Inventory Form

Retention Scheduling

- ❖ Guidelines and Requirements
- ❖ Document Lifecycle and Stages
- ❖ Retention Schedules
- ❖ Retention Periods

NORCO COLLEGE
Charter for [Group Name]
[DATE]

This Charter is established between the [Group Name] and the [Overseeing Senate or Council] to structure the process and planned outcomes included herein during the [duration dates of charter in years/terms] period of the [year-year] academic/calendar year(s). (Councils = 5-year Charter; Committees, Project Teams, Workgroups, etc. = 1-year Charter) (Replace all bracketed text with entity-specific language.)

[State the overall responsibility and context for the work of the proposed body. It is here that it should be made clear to what overseeing body the proposed body is making recommendations and from what body they are taking direction and/or by what body their work is being coordinated.]

Purpose

[Identify and describe the primary work to be accomplished within the context of the overall goals of the college including specific EMP goal/objective alignment or as part of a particular strategic initiative (e.g. access, equity, success). State the connections specifically to equity and/or Guided Pathways. This section establishes clear expectations and sets boundaries for topics within their overall purview and/or delineates the boundaries of their work so that they are not duplicating the efforts or services being provided or performed effectively by other governance groups and/or other areas/offices/organizations/people within the college community.]

Charge

[Identify the guiding principles and assumptions that should guide this group's efforts. State if there are other entities (within the district or external to RCCD) that need to be consulted or considered. Include any accreditation standards, state laws, federal guidelines, reporting mandates, etc. Also state if there is any associated budget with their groups' charge.]

Guiding Principles and Assumptions

[Specify the parameters and requirements within which the body will work as well as expected deliverables, products, or outcomes form the work.]

Scope & Expected Deliverables

Membership

[Description of the number and composition of the members based on role/perspective/expertise and constituency group.]

[prised of [number] members (or as specified by the overseeing representatives of all primary constituency groups and respective representative bodies OR defined membership based area of responsibility, etc. Please clarify if all members are voting members (e.g. such as a second/alternative non-voting ASNC

[rtise] [Chair] – [Constituency]
[rtise] [Co-Chair] – [Constituency]
[rtise] [Constituency]
[rtise] [Constituency]

Meeting Time/Pattern

[The general pattern or schedule. See examples below.]

[ly on [day] at [time] in [location]. The [proposed body] meets [day of month] at [time] in [location]. Contact the Chair/Co-Chair to place an item on a future agenda.]

Roles of Chairs and Members

[table to [the overseeing body] to ensure continuity of dialogue Chairs are responsible for preparing agenda and facilitating based on best practices and guidelines for effective

[holders with important expertise and perspectives relevant to [proposed body] that can help to achieve the [proposed body/s] strategic charge). Members are expected to actively attend and participate in decision-making processes of the [proposed body] in effective dialogue with [proposed body] peers with the [proposed body] on all issues that come before the [proposed body].

Operating Procedures and Expectations

[The governing entity will adhere to meeting and governance procedures outlined in the charter and prioritize actions pending, actions required, in advance of meeting times. Meeting agendas are organized to reflect the priorities in the charter and prioritize actions pending, actions required.]

DOCUMENT CONTROL SYSTEM

PART II



Document Management

- ❖ Storage and Organization
- ❖ Naming Conventions
- ❖ Revision Procedures
- ❖ Automation
- ❖ Backup and Restoration

Access Control

- ❖ Roles and Responsibilities
- ❖ Types of Access

Disposition of Documents

- ❖ Disposition Decision Workflow
- ❖ Archiving Documents
- ❖ Document Deletion

Appendix

- ❖ Acronym Abbreviation List & Glossary
- ❖ Templates
- ❖ Training
- ❖ System Maintenance



NORCO
COLLEGE

QUESTIONS?

THANK YOU FROM THE
DOCUMENT CONTROL PROJECT TEAM!

- ❖ DR. TENISHA JAMES
- ❖ DR. HAYLEY ASHBY
- ❖ DR. ANTHONY FARMAND
- ❖ CHARISE ALLINGHAM
- ❖ DESIREE WAGNER



NORCO COLLEGE

Document Control System

DRAFT



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Introduction

Norco College embarked on a two-year process in 2017 to develop the 2030 Educational Master Plan (EMP), which was Board approved in 2019. Our new strategic plan required rethinking our current participatory governance processes and procedures, which ultimately led to the creation of the Norco College Strategic Planning and Governance Manual (SPGM) adopted in the 2020-2021 academic year. Our commitment in developing an SPGM was to emphasize responsibility, transparency, collaboration, and inclusivity. Our structure includes a variety of operational groups and committees that report to our four Leadership Councils and Academic Senate, which submit approved recommendations to College Council and Executive Cabinet, ultimately, with final decision-making authority by the President, Chancellor, and Board of Trustees. Our four leadership councils include Academic Council, Institutional Effectiveness and Governance Council, Resources Council, and Student Support Council.

The Institutional Effectiveness and Governance Leadership Council (IEGC) is charged with the coordination and recommendations for functions related to planning, mission, academic quality, institutional effectiveness and integrity, leadership and governance as outlined in the SPGM. As such, a critical role in the IEGC charge is to ensure that our governance structure is formalized to ensure responsibility and transparency. In the Spring of 2023, a workgroup of IEGC was formed to create a Document Control System to establish responsibility, support continuous improvement, and ensure accuracy of governance documentation, including the routing and tracking of documents. The proposed Document Control System aims to improve productivity within our participatory governance structure through improved documentation quality, compliance, and security to support our institutional effectiveness efforts.

Purpose

To draft a document control system for Norco College which will improve accuracy and access to important documents. This system will be instrumental to maintain document integrity and traceability as we evolve and grow.

Definition

A document control system is a group of interrelated processes, workflows, and software products used in the production and management of documentation within an organization. A document control system (synonymously referred to as a document control process, document management system, document control, or document control procedure) sets the framework for how documents are approved, stored, updated or amended, how changes are tracked, how and where documents are published (internally or externally), and how documents are replaced, archived, and made obsolete.

A document control system supports our efforts to advance our Educational Master Plan through increased efficiency in the organization of strategic and organizational documents to support continuous institutional improvement and alignment as outlined in our Strategic Planning and Governance Manual.

Strategic Alignment

- EMP Objective 8:3 – Revise governance process – formalize all unwritten governance processes for more effective implementation of the Educational Master Plan
- The SPGM p.82, “Establish and maintain a Document Control System that includes a repository, establishes responsibilities, and ensures accurate organizing, routing and tracking of documents.”
- EMP Core Commitment: Integrity – Maintaining an open, honest, and ethical environment.
- Improvement Plan 2: Governance & Decision-making Making Processes & Procedures

Document Inventory

Scope of Inventory

The documents in the College's inventory are public documents in either printed or electronic form that fall into one of the following categories:

- College/District Publications – Materials used to communicate with the public about college activities, instructional offerings, services, and resources. For Example, college catalogs, academic calendars, and brochures.
- Strategic Planning Documents – Materials associated with strategic planning entities that are externally responsive and future oriented. For example, council meeting minutes, strategic plans, and accreditation reports.
- Governance Documents – Materials connected to participatory governance groups concerned with addressing operational issues. For example, Academic Senate agendas, President's Regular Updates, and department meeting minutes.

Types of Documents

Documents included in the inventory may be locally generated and apply specifically to the College or may be developed district wide and pertain to all RCCD colleges.

These documents may include the following types of materials in a variety of file formats:

- Plans
- Reports
- Processes
- Charts
- Fact Books
- Scans
- Agendas
- Notes
- Minutes
- Charters
- Presentations
- Handbooks
- Catalogs
- Schedules
- Calendars
- Forms
- Manuals
- Guides
- Brochures/Flyers
- Newsletters
- Proposals
- Program Reviews
- Syllabi

Document Locations

Documents within the scope of the inventory may reside in a physical or electronic location and may be housed locally in an office or on an individual computer or stored globally online or in an electronic repository.

Possible locations include:

- College website
- District website
- SharePoint
- Teams
- Email
- Shared folders
- Personal computers
- Department/Area offices

Document Inventory Form

An efficient document management program relies on a regular assessment of what documents exist, where the documents are stored, how often the documents are updated, and how the documents are used.

Each department or area should periodically complete a document inventory form to provide specific details on the documents it creates, maintains, and stores.

The information collected from inventory forms is used to establish and maintain a Document Retention Schedule that will ensure the overall accuracy, currency, and integrity of college materials.

The Document Inventory Form requests the following information:

- Date Inventory Prepared
- Department/Area Maintaining the Documents
- Person Responsible for Documents
- Building and Room Number
- Phone Number and/or Email
- Document Title
- Document Description
- File Location
- Media Type
- Years Covered
- Reference Status (Active, Semi-Active, or Inactive)
- Remarks

[Example of Inventory Worksheet](#)

Retention Scheduling

Retention scheduling is the process of determining the status or life of documents from initial creation to final disposition. Scheduling should take into consideration the purpose of the document and federal, state, and local regulatory requirements.

Guidelines and Requirements

Document control procedures must consider current regulations to ensure compliance with the law and external requirements. Best practices should also guide the creation and maintenance of documents for internal and public use.

Accreditation

Regional and programmatic accreditation requires that the College provide evidence that demonstrates the institution's alignment with established standards. Accreditation evidence is consistent with the mission and may be used to demonstrate continuous improvement by documenting ongoing assessment, planning, and decision-making practices.

Document control procedures including the consistent use of acronyms, file naming conventions, file organization, and archiving facilitate the discovery and utilization of evidence for accreditation purposes.

Accreditation evidence may include:

- Institutional fact books
- Institutional environmental scans
- Institutional reports
- Institutional presentations
- College catalogs
- Planning documents
- Program reviews
- Faculty handbooks
- Student handbooks
- Meeting agendas
- Meeting minutes
- Survey results
- Assessment results

Americans with Disabilities Act (ADA)

<https://www.ada.gov/topics/intro-to-ada/>

Create documents with accessibility in mind to ensure that your content can be read and understood by as wide an audience as possible. An accessible document is a document created to be as easily readable by a low-vision or non-sighted reader as a sighted reader.

Well-designed, accessible files accelerate the distribution of information. Providing accessible electronic documents allows a greater variety of users to obtain information regardless of their individual needs.

Word document accessibility:

<https://support.microsoft.com/en-us/office/make-your-word-documents-accessible-to-people-with-disabilities-d9bf3683-87ac-47ea-b91a-78dcacb3c66d>

PDF accessibility:

<https://helpx.adobe.com/acrobat/using/create-verify-pdf-accessibility.html>

Alt Text:

Alt properties enable screen readers to read the information about images contained in digital documents.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their children’s education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student (“eligible student”). The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99.

Resources:

- i. [Resources for Post-Secondary School Officials](#)
- ii. [FERPA 101: for Colleges and Universities](#)
- iii. [FERPA 201: Data Sharing under FERPA](#)

Personally Identifiable Information (PII)

[The U.S. Department of Labor defines PII](#) as “Any representation of information that permits the identity of an individual to whom the information applies to be reasonably inferred by either direct or indirect means. Further, PII is defined as information: (i) that directly identifies an individual (e.g., name, address, social security number or other identifying number or code, telephone number, email address, etc.) or (ii) by which an agency intends to identify specific individuals in conjunction with other data elements, i.e., indirect identification. (These data elements may include a combination of gender, race, birth date, geographic indicator, and other descriptors). Additionally, information permitting the physical or online contacting of a specific individual is the same as personally identifiable information. This information can be maintained in either paper, electronic or other media.”

(<https://www.dol.gov/general/ppii#:~:text=Further%2C%20PII%20is%20defined%20as,with%20other%20data%20elements%2C%20i.e.%2C>)

Personal Information as defined by RCCD:

[RCCD FERPA Information](#)

For more information and a list of Directory Information Please see [RCCD Board Policy 3040 – Student Records, Directory Information and Privacy](#) ([https://www.rccd.edu/bot/Board_Policies/Chapter 3 - Student Services/3040.pdf](https://www.rccd.edu/bot/Board_Policies/Chapter_3_-_Student_Services/3040.pdf))

Health Insurance Portability and Accountability Act (HIPAA)

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a federal law that required the creation of national standards to protect sensitive patient health information from being disclosed without the patient's consent or knowledge.

<https://aspe.hhs.gov/reports/health-insurance-portability-accountability-act-1996>

Acronyms

Use Abbreviations and Acronyms that the reader can quickly recognize.

Be sure to spell out the word/words of an abbreviation/acronym when used in the body of the text the first time and put the acronym in parenthesis. Do not put the acronym in parenthesis if the acronym will not be used again in the document.

Example: Accreditation Commission for Community and Junior Colleges (ACCJC)

Link to the [Acronym list](#)

Brand Guide

(Insert -Why to refer to the Brand Guide)

Typography

- Century Gothic
- Avenir
- Monserrat
- Raleway
- Relation

Link to [Norco College Brand Guide](#) (should sections be included in the Appendix?)

Document Lifecycle and Stages

Document management involves the control of documents from initial development or receipt through final disposition.

A document's lifecycle refers to its movement through three stages, which define the document's status. These stages are active, semi-active, and inactive.

STAGE	DEFINITION	ACTIVITIES
Active	Support the College's current governance and planning functions, processes, projects, and initiatives	Creation, distribution, and use
Semi-Active	No longer used for current activities, but may be referenced and must be retained due to external requirements	Digitize, store, and move
Inactive	No longer required for current activities and no longer needed for external requirements	Archive or delete

Retention Schedules

Retention schedules are an essential component of a document control system as they identify the document to be managed and specifies how long it is to be retained. The retention schedule should consider the purpose of the document and its relevance to external requirements.

A retention schedule provides instruction and guidance on how to maintain documents and is compiled and updated by a document controller.

The benefits of establishing and implementing a document retention schedule:

- Helps ensure compliance with external retention requirements for all documents regardless of format.
- Identifies documents that may have privacy or security concerns.
- Identifies who is responsible for maintaining documents to ensure the integrity of information.
- Reduces storage of active documents to allow for the disposition of inactive, duplicate, or obsolete material.
- Establishes a timeframe for documents to be transferred from active to inactive storage.
- Provides direction for the deletion of records.

The following steps guide the development of a document retention schedule:

1. Plan and communicate – Identify roles and responsibilities and develop an action plan to create a retention schedule.
2. Analyze college functions – Determine relevant college processes using strategic planning documents and organizational charts.
3. Conduct a records inventory – Use the established inventory template to record information about institutional documents to be included in the repository.
4. Document all internal and external requirements – Determine which documents meet college obligations and external compliance.

5. Determine retention periods – Use the records inventory and recommended retention timeframes for internal/external requirements to establish retention periods.
6. Prepare draft retention schedules – Use the established retention schedule template to develop a retention schedule.
7. Review, approve, distribute, and train – Broadly communicate the schedule, address feedback, and revise as necessary; provide training on how to implement the schedule at all levels.

Document controllers should review the retention schedule annually. The schedule may remain in effect as long as the nature, content, and functional usefulness of the documents is the same.

Document retention schedules should be updated under the following conditions:

- Changes in the purpose of the document
- Changes in internal/external requirements
- Changes in the nature of the college function or process formalized in the document
- Changes in the way the document is used by college employees to perform their work
- Changes in the organization of the document or series of documents, including the aggregation (compiling content in separate documents) or disaggregation of content (separating content in one document)
- Changes resulting from modifications to the protocols for the document control system

Retention Periods

The retention period refers to the length of time that a document is stored in the College’s repository based on its usefulness in support of operational functions, strategic planning, and external requirements.

The following criteria determine the value of the document to the institution and should guide the retention period:

- Operational – The usefulness of a document in reference to the regular functions and responsibilities of college business
- Strategic – The usefulness of a document in supporting institutional planning and processes
- Legal – The usefulness of a document in demonstrating compliance with laws, regulations, federal/state codes, contracts, grants, accreditation, and other external requirements
- Research – The usefulness of a document in providing information for institutional research purposes
- Historical – The current or future usefulness of a document in recording and preserving the history of the College

The table below provides suggested retention periods based on retention criteria:

RETENTION CRITERIA	RETENTION RANGE
Operational	1-5 years
Strategic	5-10 years
Legal	10 years
Research	5-10 years
Historical	Indefinitely

Document Management

Storage and Organization

Storage and organization are key components of effective document management. To manage large volumes of documents efficiently, it is essential to have a well-organized system for storing and retrieving them. This can involve creating a system of folders and subfolders, using consistent naming conventions, and establishing metadata standards for indexing and categorizing documents. It is also important to consider factors such as security, accessibility, and scalability when developing a storage and organization system. This can involve implementing security measures to protect sensitive documents, ensuring that documents can be accessed easily by authorized personnel, and ensuring that the system can accommodate growing volumes of data over time.

By developing a well-organized system for document storage and retrieval, Norco College can improve efficiency, reduce errors, and enhance the overall quality of document management processes. By following these steps, Norco College can create an efficient and effective system for storing and organizing documents, enabling easy retrieval and use of important information when needed.

It must be noted that Controlled, Personally Identifiable Information (PII) storage and organization is a critical aspect of any organization's data management strategy. PII includes any information that can be used to identify an individual, such as their name, social security number, date of birth, or address. It is essential to ensure that PII is stored securely and organized in a way that limits access to only authorized individuals. This includes implementing security measures such as encryption, access controls, and regular monitoring and auditing of PII storage systems. Effective organization of PII also involves establishing clear policies and procedures for the creation, handling, and retention of PII documents. By implementing controlled PII storage and organization practices, Norco College can mitigate the risk of data breaches and protect the privacy of their employees and students.

Effective storage and organization are critical components of document management. To ensure that documents can be easily accessed and utilized when needed, it is essential to establish a consistent and efficient system for storing and organizing documents. The following steps can be taken to complete storage and organization for document management:

Choosing a storage solution: Determine the best storage option based on the needs of the organization. Physical storage, such as file cabinets or boxes, may be suitable; however, the preferred solution is digital storage using cloud-based solutions such as shared-drive or on-premises servers.

Develop a standardized naming convention: Create a consistent naming convention for documents to ensure that they are easily identifiable and searchable. This can include the date, document type, and a unique identifier.

Categorize documents: Group documents into logical categories based on their purpose or content. This can be done by creating folders or tags that make it easy to locate documents.

Establish an indexing system: Create an index or table of contents that provides a quick reference guide to the location of documents within the storage system.

Implement access controls: Establish policies and procedures to control access to documents to ensure that only authorized individuals can view or modify them. This can include password protection, encryption, and user permissions.

Naming Conventions

The use of a universal naming convention is important to ensure consistency, improve findability/ searchability and offer transparency. Overall, the use of a universal naming convention will keep Norco's important documents organized.

Best practices when naming a file:

- Keep the file name short but meaningful (under 25 characters)
- Include any unique identifiers, e.g., project title, committee acronym, source.
- Ensure the purpose of the document is quickly and easily identifiable.
- Be consistent.
- Include only alphanumeric characters, avoid special characters and spaces
 - No spaces, periods, slashes, backslashes, underscores
 - Separate with dashes only.
 - Use camel case to distinguish words (using a capital when words are not separated by a space i.e. CollegeCatalog) or Pascal case (all words start with a capital, no spaces)
- Make use of consistent, relevant elements.
 - Use acronyms and abbreviations when able.
- Add date to end of file name in one of the following formats:
 - YYYYMMDD
 - YYYY
 - YYYY-YY
 - YYSemester (YYSUM, YYFAL, YYWIN, YYSPPR)
- File Naming Convention structure
 - Source-ContentTitle-Date (Who-What-When)
 - Examples
 - NC-StrategicPlan2021-24 (Norco College Strategic Plan 2021-2024)
 - NC-CollegeCatalog2022 (Norco College Catalog 2022)
 - NAC-Minutes230308 (Norco Assessment Committee Minutes March 8, 2023)
 - NC-FLEX-Agenda-22FAL (Norco College FLEX Agenda Fall 2022)

Best Practices when naming a folder:

- Be consistent.
- Use concise wording.
- Write out full names; avoid using acronyms.
- Use subfolders to logically organize documents (e.g., document type, academic year).

Revision Procedures

See [Archiving Documents](#) for details on how to archive a document when revisions are made.

Automation

Automation can play a crucial role in improving the efficiency and effectiveness of document management. To implement automation effectively, Norco College should consider the following steps:

Identify areas for automation: Determine which areas of document management could benefit from automation. This could include document capture, indexing, storage, retrieval, and distribution.

Evaluate automation solutions: Evaluate different automation solutions to determine which one best meets the needs of the organization. Consider factors such as cost, ease of implementation, scalability, and integration with existing systems.

Develop a roadmap: Develop a roadmap for implementing automation, taking into account the resources required, timelines, and dependencies on other projects or initiatives.

Establish data standards: Establish data standards to ensure that automated processes produce consistent, high-quality data. This can include defining metadata fields, file naming conventions, and data entry rules.

Train staff: Train staff on how to use the automated systems effectively. Provide guidance on how to enter data, use the system, and troubleshoot issues.

Monitor and optimize: Monitor the automated systems regularly to ensure they are working as expected. Optimize the systems as needed to improve performance and address any issues that arise.

By implementing automation effectively, Norco College can streamline document management processes, reduce errors, and improve data quality. This can ultimately lead to increased productivity, improved customer service, and reduced costs.

Backup and Restoration

Effective backup and restoration are critical components of document management. To ensure that important documents are protected from loss or corruption, it is essential to implement a backup and restoration plan that meets the needs of the organization. The following steps can be taken to implement backup and restoration for document management:

Determine critical data: Identify the documents and data that are critical to the organization's operations and must be backed up regularly. This can include records, contracts, and other important documents.

Develop backup procedures: Develop procedures for backing up critical data. This may involve selecting a backup technology, such as tape, disk, or cloud-based solutions, and determining backup frequency and retention policies.

Test backup procedures: Test backup procedures regularly to ensure that backups are complete, and that data can be restored in the event of a disaster or data loss.

Establish restoration procedures: Develop procedures for restoring data in the event of a data loss or corruption. This may involve determining restoration priorities, such as restoring critical data first, and selecting a restoration technology, such as file-level restoration or disaster recovery.

Test restoration procedures: Test restoration procedures regularly to ensure that data can be restored quickly and accurately in the event of a disaster or data loss.

Maintain and update procedures: Maintain backup and restoration procedures regularly and update them as necessary to ensure that they remain current and effective.

By following these steps, Norco College can establish an effective backup and restoration plan that protects critical data and ensures that important documents are available when needed.

Access Control

Roles and Responsibilities

Keep in mind laws and regulations when creating documents for internal and public use.

Roles

A document controller oversees all controlled documents for the College, making sure everyone is on the same page when they need to be. The controller also creates, designs, and maintains the architecture for document processes and procedures and enforces the proper chain of action and document identification. The controller goes through all documents and makes edits, updates, and checks for accuracy. Once this process is complete, the controller approves the document and distributes it to the correct people ensuring proper labeling, numbering, and accessibility to employees. When needed, the controller archives and maintains a secure storage space for these documents.

Examples of roles that may be designated as the document controller:

- Co-chair
- Administrative Assistant
- Recorder

Responsibilities

- Manage and maintain all controlled College documents.
- Update documents, forms, and templates.
- Manage and maintain document control process systems.
- Take charge of all document identification, filing, and uploading to the college website.
- Frequently conduct document audits confirming they are current and accurately reflect recorded evidence.
- Ensure revised documents are accessible.
- Assist with communication during external audits.
- Conform to College and District enforced specifications and document control process and procedures.
- Attend trainings on document processes to ensure correct handling of documents from the ground up.
- Oversee document through its entire lifecycle (from creation to disposition).
- Check and edit incoming documents and prepare for distribution.
- Create document filing and organizing systems that are both effective and efficient.
- Ensure proper organization and security of documents (paper and electronic).
- Log document requests and help retrieve documents as needed for employees.
- Make available, notify, and distribute documents to relevant recipients.
- Confirm delivery of documents to proper personnel.
- Collaborate and communicate with managers and project leaders.

Document Control Structure (Examples)

Document Control Structure for College Governance					
College President	Administrator Co- Chair	Classified Professional Co- Chair	Faculty Co- Chair	Student	Document Controller
Full Access to Documents	Full Access to Documents	Read Only Access to Documents	Read Only Access to Documents	Read Only Access to Documents	Full Access to Documents

Document Control Structure for Departments					
College President	Administrator	Classified Professional	Faculty	Student	Document Controller
Full Access to Documents	Full Access to Documents	Read Only Access to Documents	Read Only Access to Documents	Read Only Access to Documents	Full Access to Documents

Types of Access

Full Access

Full access permission has full authoring permissions and can do anything with the document that an author can do, including set expiration dates for content, prevent printing, and give permissions to users.

Read Only Access

Read-only helps prevent unintentional changes you make to the document from being saved. Read-Only mode does not allow you to make any changes to the document, preventing you from inadvertently saving changes.

Disposition Of Documents

Disposition Decision Workflow

See [Retention Schedules](#) and [Retention Periods](#) sections

Archiving Documents

Archiving Documents is the process in which static (fixed/unchanged) documents are stored until they need to be accessed in the future. The process of archiving documents is important for keeping a historical record and for evidence of continuous improvement for important review processes such as accreditation.

Archive Norco College documents when new versions are created, and/or when a document is no longer required for current activities and no longer needed for external requirements (valid or used). See [Retention Schedules](#).

How to archive a document:

1. Add 'Inactive' to the beginning of the file name.

- a. Example: Inactive-NAC-Charter-2020-21

Save the file as a PDF/A

- b. PDF/A is an ISO-standardized version of the Portable Document Format (PDF) Specialized for use in archiving and long-term preservation of electronic documents. PDF/A identifies a 'profile' for electronic documents that ensures the document can be reproduced exactly the same way using various software in years to come. PDF/A documents are 100% self-contained, all of the information necessary for displaying the document, in the same manner, is embedded in the file.

Save to the Archive folder within the same folder structure as the original location.

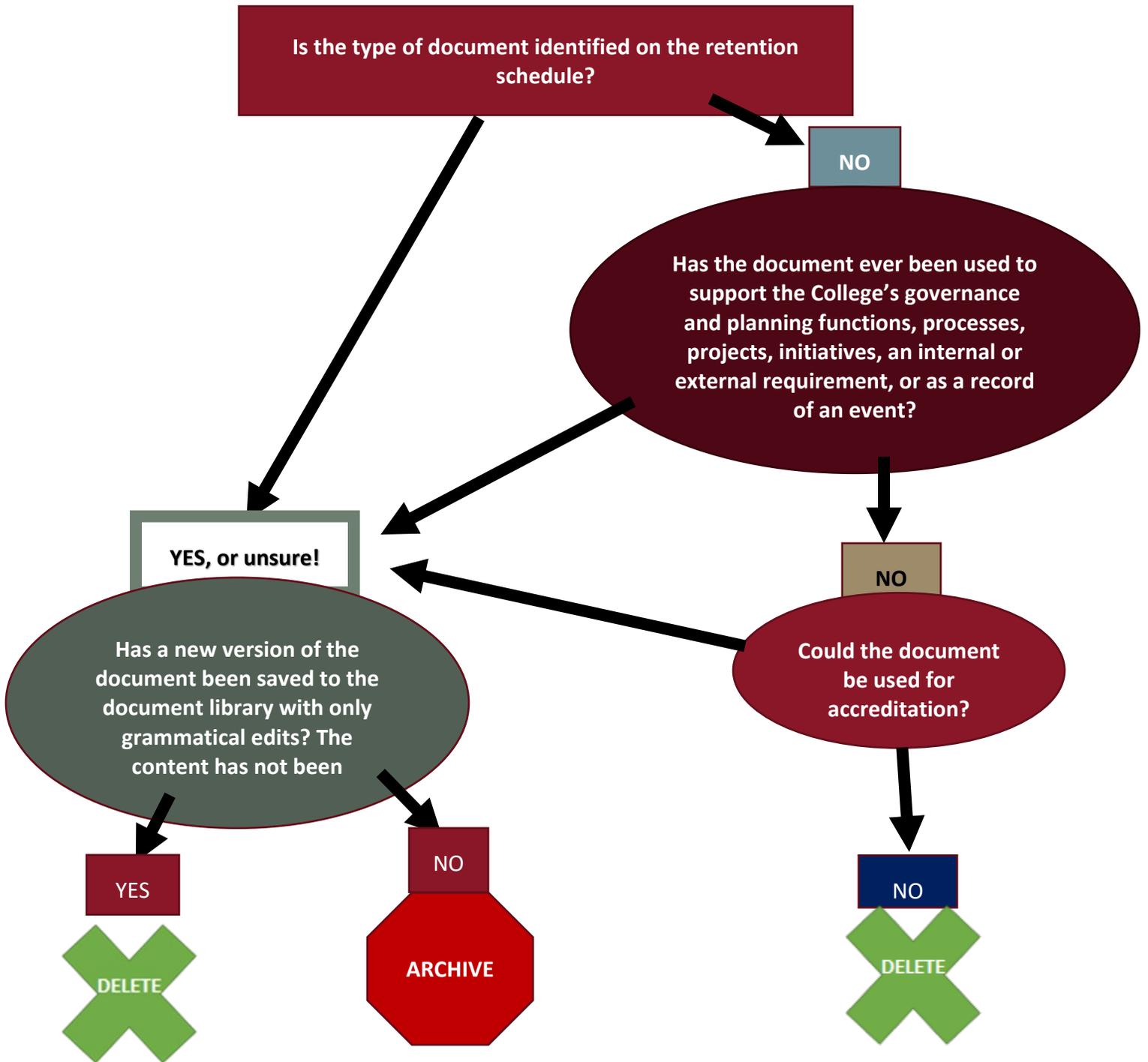
- c. Example: Archive NAC Supporting Documents

Document Deletion

Deleting documents will permanently remove them from the document inventory. Take caution to not delete documents without checking the retention scheduling section for guidance on what documents need to be retained.

See Retention Schedule for suggested document retention periods. Use the flowchart below to determine if a document should be deleted or archived.

Retention or Deletion Flowchart:



Appendix

Acronym Abbreviation List

College/District Departments, Committees, Programs and Processes

AC – Academic Council	CARE – Cooperative Agencies Resources for Education
ACE – Accelerated, Certificate and Employment	CC – College Council
ADT – Associate Degree for Transfer	CCCAA – California Community College Athletic Association
AHWL-Arts, Humanities and World Languages	CI – Completion Initiative
ALO – Accreditation Liaison Officer	CI-D – Course Identification Numbering System
AOE – Area of Emphasis (Degree)	CJPC – Career and Job Placement Center
AP-Administrative Procedures	CML – Communications, Media and Languages
APC – Academic Planning Chairs	CNUSD – Corona Norco Unified School District
A&R- Admissions and Records	COC – Circle of Change Leadership Conference
AS-Academic Senate	COR – Course Outline of Record
ASCCC – Academic Senate of the California Community Colleges	CPROS- Classified Professionals (staff)
ASNC – Associated Students of Norco College	CSEA 535 - California School Employees Association Chapter 535
ASRCCD – Associated Students of Riverside Community College District	CTA – California Teachers Association
ASRCC - Associated Students of Riverside Community College	CTE – Career & Technical Education
ASMVC - Associated Students of Moreno Valley College	CWI – Center for Workforce Innovation
BAM – Budget Allocation Model	DBAC – District Budget Advisory Council
BEIT - Business, Engineering and Information Technology	DCC – District Curriculum Committee
BIRT – Behavioral Intervention and Resource Team	DE - Distance Education
BOT – Board of Trustees	DEIA – Diversity, Equity, Inclusion and Accessibility (Committee)
BP – Board Policy	DEMC – District Enrollment Management Committee
BS – Basic Skills	DOI - Dean of Instruction
CAI – Common Assessment Initiative	DRC - Disability Resource Center
	DSP – District Strategic Plan

DSPC – District Strategic Planning Council
 EC – Education Code
 ECE – Early Childhood Education
 EOPS - Extended Opportunity Programs and Services
 EMP – Educational Master Plan
 FLEX - Flexible Calendar Program
 FMP – Facilities Master Plan
 FMTF – Function Map Task Force
 FYCP – Five Year Construction Plan
 FYSI – -Foster Youth Success Initiative
 FYSS – Foster Youth Support Services
 GELO – General Education Learning Outcome
 GC – Government Code
 GP – Guided Pathways
 GSA – Gender Sexuality Awareness Club
 HACU – Hispanic Association of Colleges and Universities
 HRER – Human Resources and Employee Relations
 HSCE- High School Concurrent Enrollment
 ICC – Inter-Club Council
 IDS – Instructional Department Specialist
 IE - Institutional Effectiveness
 IEAC – Inland Empire Athletic Conference
 IEGC – Institutional Effectiveness and Governance Council
 IEP – Institutional Effectiveness and Planning
 IGETC – Intersegmental General Education Transfer Curriculum
 IMC – Instructional Media Center
 INST- Instruction
 IOI – Improvement of Instruction
 IR – Institutional Research
 ISS – Institutional-Set Standards
 JFK/JFKMCHS – John F. Kennedy Middle College High School
 KPI – Key Performance Indicators
 LLRCAC – Library and Learning Resource Center Advisory Committee
 LGA – Local Goal Alignment
 LGBTQ+ - Lesbian, Bisexual, Gay, Transgender, Questioning
 LLRC – Library and Learning Resource Center
 LLRCC – Library and Learning Resource Center Committee
 LFM – Leading from the Middle
 LMP- Logistics Management Program
 LO – Learning Outcome
 LRC - Learning Resource Center
 MAP – Military Articulation Platform
 MC – Marketing Committee
 MLA – Management Leadership Association
 MMAP – Multiple Measures Assessment Project
 MVC – Moreno Valley College
 NAC-Norco Assessment Committee
 NAS (NCAS) – Norco College Academic Senate
 NC – Norco College
 OAC – Orientation, Assessment, Counseling
 OEC – Orange Empire Conference (Athletic Conference within which Norco College previously

competed)
PAB – President’s Advisory Board
PD - Professional Development
PDC- Professional Development Center
PDC – Faculty Professional Development Committee
PLO – Program Learning Outcome
RC – Resource Council
RRO – Robert’s Rules of Order
PR – Program Review
PRC - Program Review Committee
RCC – Riverside City College
RCCD - Riverside Community College District
RJT – Racial Justice Taskforce
ROP – Regional Occupational Programs
RR - Resource Request
SA – Summer Advantage
SBS - Social and Behavioral Sciences
SE - Student Equity
SEP – Student Educational Plan
SFS – Student Financial Services
SI – Supplemental Instruction
SLO – Student Learning Outcome
SP – Strategic Plan
SPGM- Strategic Planning and Governance Manual
SS – Student Services
SSS – Student Support Services
SSC – Student Support Council
SSCCC – Student Senate for California Community Colleges

SSS/SSS RISE-TRIO- Student Support Services/
Realizing Individual Success through Education
SSSP – Student Success and Support Programs
STEM – Science, Technology, Engineering and Math
SWOT – Strengths, Weaknesses, Opportunities and Threats
SWP – Strong Workforce Program
TC – Technology Committee
TLC – Teaching and Learning Committee
TSS – Technology Support Services
VFS – Vision for Success
VPAA - Vice President, Academic Affairs
VPBS - Vice President, Business Services
VPPD – Vice President, Planning & Development
VPSS - Vice President, Student Services

Norco College Buildings

ATEC – Applied Technology Building
CACT – Center for Applied Competitive Technologies
CRC - College Resource Center
CSS – Center for Student Success
HUM – Humanities
IT – Industrial Technology
LIB – Library
LRC – Learning Resource Center
NOC or OC – Operations Center
PDC – Professional Development Center
SC - Soccer Complex
SSV – Student Services

ST – Science and Technology

STEM – Stem Center

THTR – Theater

VRC – Veteran’s Resource Center

WEQ – West End Quad

Glossary of Terms

AB 1725 Comprehensive California community college reform legislation passed in 1988 that covers community college mission, governance, finance, employment, accountability, staff diversity, and staff development.

Abstention A member who declines to vote. The abstention is not counted in anyway – it has no bearing on the outcome. A member is required to abstain if they have a financial conflict of interest in the outcome of a vote.

Academic Year Period of time schools use to measure a quantity of study. Academic year can vary from school to school and even from educational program to educational program at the same school, but generally refers to July 1 through June 30.

Accreditation The review of the quality of higher education institutions and programs by an association comprised of institutional representatives. The Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) accredits California's community colleges.

Academic Senate The Academic Senate represents the faculty in academic and professional matters. The Roles of College Constituencies section of the Strategic Planning and Governance Manual further describes the role of faculty.

Ad Hoc Committee A committee created by a council or standing committee to address and make recommendations on a particular subject as needed and meets until a task is completed. The members need not be from a council or standing committee.

Administration Synonymous with management, this term is used to describe one of our five constituency groups defined by duties/job descriptions.

Adopted Budget Legislatively required that each District adopt a fiscal year budget by September 15th unless a statewide extension, as a result of a budget impasse, is enacted.

Advisory Group A group that makes recommendations and/or provides key information and materials to a position, program, group, or operational unit.

Allocation The division or distribution of resources according to a formula or plan.

Agenda The schedule of the meeting. The order of business, including reports of officers, committees, individual members, and action items.

Amendments A minor change or addition designed to improve a text, plan, or piece of legislation.

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

Budgeting and Accounting Manual (BAM) The BAM has the authority of regulation in accordance with Title 5 Section 59011 of the California Code of Regulations (CCR), is distributed as part of the Board of Governors' responsibility to define, establish, and maintain the budgeting and accounting structure and procedures for the California Community Colleges as defined in California Education Code (EC) Section 70901.

Cabinet An administrative body led by the President that meets regularly to address administrative tasks. Synonymous with Executive Cabinet.

California Community College Chancellor's Office (CCCCO) The California Community Colleges is the largest higher education system in the nation. The system is comprised of 72 districts, 116 colleges and enrolls more than 2.9 million students. Community colleges provide basic skills education, workforce training and courses to prepare students to transfer to four-year universities. Colleges also provide opportunities for personal enrichment and lifelong learning. The Chancellor's Office operates under the direction of the state chancellor who is guided by the Board of Governors. The Chancellor's Office is charged with providing leadership, advocacy and support of the California Community Colleges. Serving as the administrative branch of the California Community Colleges system, the Chancellor's Office is also responsible for allocating state funding to the colleges and districts. Located in Sacramento, the Chancellor's Office includes the offices of the chancellor and vice chancellors who oversee the work of ten major divisions. Website: www.cccco.edu.

California School Employees Association (CSEA) Chapter 535 The exclusive collective bargaining representative of Classified Professionals in the classified service employees unit in the Riverside Community College District for matters on salaries, benefits, and working conditions as well as the appointing body of classified representatives on committees and governance groups.

California Teachers Association/Faculty Association (CTA/FA) Selected by the faculty of the Riverside Community College District as its sole collective bargaining agent under the provisions of Senate Bill 160, representing the faculty on salaries, fringe benefits, and working conditions, as well as the appointing body of faculty representatives on hiring and other decision making committees that directly affect faculty working conditions.

CCCCO MIS Data Mart A database program maintained on the Chancellor's Office website (Data Mart) that enables external users to query student and staff MIS data and generate aggregated reports by college, district or statewide.

Census The date in a semester in which students' enrollment is counted for funding purposes. The census date in primary terms (fall and spring) is based on 20% of the meeting pattern for courses scheduled less than 18 weeks.

Center An off-campus site administered by a parent college that offers programs leading to certificates or degrees that are conferred by the parent institution. Centers must be approved by both the CCCC and ACCJC through a substantive change.

Charter A written constitution or description of an organization's functions designed to communicate transparently the scope, duration, purpose, and deliverables of a particular strategic planning entity.

Chief Executive Officer A term used to describe a multi-college district chancellor or the superintendent/president of a single-college district.

Civility Formal politeness and courtesy in behavior or speech

Classified Professional District employees in the classified employees service unit in job classifications listed in the CSEA Chapter 535 collective bargaining agreement, Article 1.A.. This term is used to describe one of our five constituency groups. Classified professionals is the agreed upon term at Norco College for the collective body referenced in Ed Code and policy as "staff" or "classified staff."

Co-Chair/Chair A person in charge of a meeting or organizational entity; often jointly with another co-chair(s).

Completion The action or process of finishing something.

Committee: A group composed of a variety of individuals representing college constituent groups and has a charge that has been approved by a council or the college president

Confidential Staff – A group of employees comprised of Executive Administrative Assistants to the Board of Trustees, Chancellor, Vice Chancellors, and College Presidents, as well as select Human Resources positions. Confidential employees that are part of the classified service and their employment is consistent with the provisions of classified employees.

Consensus A general agreement reached without a formal vote. Everyone agrees. No objection. Also called “general consent” or “without objection.”

Consultation The mechanism for system-wide shared governance through which the Chancellor confers on policy issues with institutional and interest group representatives prior to making his recommendations to the Board.

Council A group of constituency representatives designated or selected to perform specific functions on behalf of the College with a defined scope/purview as documented within the SPGM and their individual charters.

Course Outline of Record (COR) A Course Outline of Record defines the content, objectives, methods of instruction and evaluation, sample textbooks, and instructional materials for a course. CORs are filed with the California Community College State Chancellor’s Office.

Demographic A particular sector of a population.

Disciplines Curricular subject matter areas designated by the Board of Governors (relying on the work of the Academic Senate) and used in establishing minimum qualifications for faculty.

Distance Education/Distance Learning Classes and other educational services offered via the Internet or other technological means of teaching/learning remotely.

Dual Enrollment Program in which high school students earn college credit during high school hours or extended hours. College courses are offered on the high school campus or online. Dual Enrollment courses are closed courses only offered to high school students. Dual Enrollment courses are Free to high school students.

Education Code (EC) The body of law that regulates education. Other laws that affect colleges are found in the Government code, Public Contracts code, Penal Code and others.

Effectiveness The degree to which something is successful in producing a desired result; success.

Enrollment Management The term used to describe processes related to setting priorities for and continuing student enrollment.

Equity The quality of being fair and impartial.

Ex-officio Those members of board, council, or committee appointed by virtue of another position or expertise. May be voting members or non-voting. Must be specified in the appointment.

Expenditures Payment of cash or cash equivalent for payroll, goods or services or a charge against available funds in settlement of an obligation.

Faculty The teaching employees of the college, or of one of its departments or divisions, viewed as a body. Classified by job descriptions, the faculty are one of the five constituencies of the college.

Fiscal Year A 12-month period to which the annual operating budget applies and at the end of which a government determines its financial position and the results of its operations. For governmental agencies in the State of California, it is the period beginning July 1 and ending June 30. Some special projects or grants use a fiscal year beginning October 1 and ending September 30, which is consistent with the federal government's fiscal year.

Full-Time Equivalent Faculty (FTEF) The total number of full- and part-time faculty based on full teaching workload, not headcount. 1.0 FTEF = One faculty member teaching 100% or their contractual workload for a primary term (fall or spring). If the contractual full-time term workload is 15 lecture hours per week, an instructor teaching 5 three-unit lecture classes would be = 1.0 FTEF. One lecture hour per week equals $1/15^{\text{th}}$ (.6667 FTEF); three lecture hours per week equals $3/15^{\text{ths}}$ (.2 FTEF). The lab calculation varies based on the level of preparation and grading associated with the lab activity.

Full-Time Equivalent Students (FTES) A measurement used to convert part-time and full-time student contact hours into full-time equivalent study load. One FTES represents 525 total student contact (class) hours. One FTES typically represents one student taking 15 units of coursework for two primary 16.4 week terms ($15 * 2 * 17.5 = 525$)/525=1.0 FTES. FTES are the primary measure by which state apportionment funding (and base workload) is allocated to districts.

RCCD operates on a compressed 16-week calendar, altering the calculation of FTES for a standard full-length primary term course, using a value called the Term Length Multiplier (RCCD's is 16.4):

$\text{FTES} = (\text{Weekly Student Contact Hours}) * (\text{Term Length Multiplier}) / 525.$

$\text{FTES} = (\text{Weekly Student Contact Hours}) * 16.4 / 525$

Full-Time Faculty Obligation (FON) The number of FTEF (full-time equivalent faculty) a district is required to maintain under the California Education Code requirements, which aims to achieve a full-time to part-time faculty percentage ratio of 75/25. Districts that fail to maintain a minimum FON are assessed a penalty equivalent to the statewide cost of 1.0 FTEF for each FTEF short of the FON.

General Education A required pattern of courses covering a breadth of subjects thought to be useful for all college students regardless of major. The RCCD general education courses are defined in the College Catalog.

General Fund The fund used to account for the ordinary operations of the district. It is available for any legally authorized purpose not specified for payment by other funds.

Germane Relevant to a subject under consideration

Goals the object of a person's ambition or effort; an aim or desired result.

Governance having authority to conduct the policy, actions, and affairs of a state, organization, or people.

Headcount The actual number of students enrolled. This is also known as unduplicated enrollment.

Key Performance Indicator (KPI) A quantifiable measure identified with specific goals and objectives for the purpose of evaluating the college's success.

Learning Outcomes

- **Service Area Outcome (SAO)** An assessment measure by campus units that do not provide direct instruction to students yet do provide services that influence student success in achieving

learning outcomes. SAOs align with SLOs and may be measured indirectly through unit-designed surveys, performance indicators, and other achievement-based measurement tools.

- **General Education Learning Outcome (GELO)** Measurable outcomes of knowledge, skills, abilities students should master as a result of their overall college experience. At Norco, GELOs are synonymous with Institutional Learning Outcomes (ILOs).
- **Program Learning Outcome (PLO)** Measurable outcomes of knowledge, skills and abilities acquired by completing a series of courses associated with a specific degree, certificate or program.
- **Student Learning Outcome (SLO)** Measurable outcomes of knowledge, skills and abilities acquired by completing a course, or other campus services.

Majority At least one more than half. If a vote results in a tie there is no majority and the proposal does not pass.

Management – Synonymous with Administration (see above)

Management Information System (MIS) Refers to computer-based systems that manage student, fiscal and other information. The CCC MIS database is comprised of unit record student and employee data from all colleges in the system.

Minutes The recorded (written, video, recorded) memorialization of action taken at a meeting. Should include all action items motions and the results of every decision/vote. Also members present, date, start time, end time.

Methodology A system of methods used in a particular area of study or activity.

Network A collaborative hub of individuals often representing different groups brought together to coordinate efforts, exchange information and facilitate calendar planning.

Objectives A thing aimed at or sought; tactics intended to reach a larger goal

Operational The routine functioning and activities of a department, unit, division, or individual employee.

Operational Group: A unit, team, department, division, or cross-functional team collaborating to execute routine functioning in support of our strategic plans. Creating college-wide plans is strategic; carrying out and implementing the tactics thereto are operational.

Overseeing To watch and manage a job or activity; having some degree of responsibility

Participatory Governance The practice of involving faculty, classified professionals, students and administrators in policy discussions and institutional planning at the local and state levels.

Pell Grant A federal financial aid program that provides funds to low-income students to help pay their educational expenses.

Planning Team A group that convene various employees year-round from multiple departments and disciplines to discuss tactical and operational plans for a specific event, objective, or initiative.

Professional Development Refers to employees developing and improving their skills to better meet the needs of their job duties, to further their development, and to acquire new perspectives/abilities.

Program A determination for program review and assessment purposes. An instructional program is any program of study that leads to a degree, transfer degree, or California Community College State Chancellor's Office recognized certificate of achievement. A non-instructional program is any

offering/initiative with an on-going, clearly identified budget code, parameters, or defined scope.

Program Review Program Review is a process for continual evaluation, self-study, and improvement to ensure that our students are well-prepared and well-served to assist them in successfully achieving their further academic, career, and professional endeavors. It is the central process at the college where each academic and support department identifies goals and resource needs for program improvement.

Project Team A small, organized group of people who perform shared/individual tasks of a specifically defined charter/project/objectives. Synonymous with a workgroup, project teams focus on short-term projects (up to 1-year) targeting a specific metric, outcome, or issue.

Staff This term is commonly used two ways. **1.** A more general term referencing all employees and constituency groups of the Riverside Community College District including faculty, classified, confidential, and management positions. **2.** As referenced in California Education Code and Board Policy referring to members of the classified employee group (locally referred to as classified professionals).

Standing Committee A permanent committee of the Academic Senate intended to consider all matters pertaining to a designated subject that meets on a regular basis.

Strategic Relating to the identification of long-term or overall aims and interests and the means of achieving them.

Student a person who is studying at Norco College; the focus of our mission.

Student Success The primary definition of student success is the completion of a course, degree, certificate, or program of study that leads to transfer or career success.

Student Success and Support Programs (SSSP) A categorical program that enhances student access to the California Community Colleges and promotes and sustains the efforts of credit students to be successful in their educational endeavors.

Success The accomplishment of an aim or purpose. Success in an academic course is a grade of D or higher.

Task Force A constituency-represented group created to address a special college-wide subject/issue and meets until the subject/issue is resolved.

Title 5 The section of the California Administrative Code that regulates community colleges. The Board of Governors adopts Title 5 regulations.

Title IX The Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. It states that: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Title V A federally funded grant program of the Higher Education Act (HEA). Created in 1998 to assist certain colleges and universities in improving the higher education of Hispanic students in the United States.

Town Hall Open convening's that allow college leadership to address everyone in the Norco College community for the purpose of conveying significant plans and/or getting input on issues impacting the college.

Quorum minimum number of members required to conduct a meeting. Any action taken without quorum is null and void.

Templates

(List with links to templates on the website or direct link to webpage with current templates?)

Suggested templates:

Charter

Report of Effectiveness

Minutes

Notes

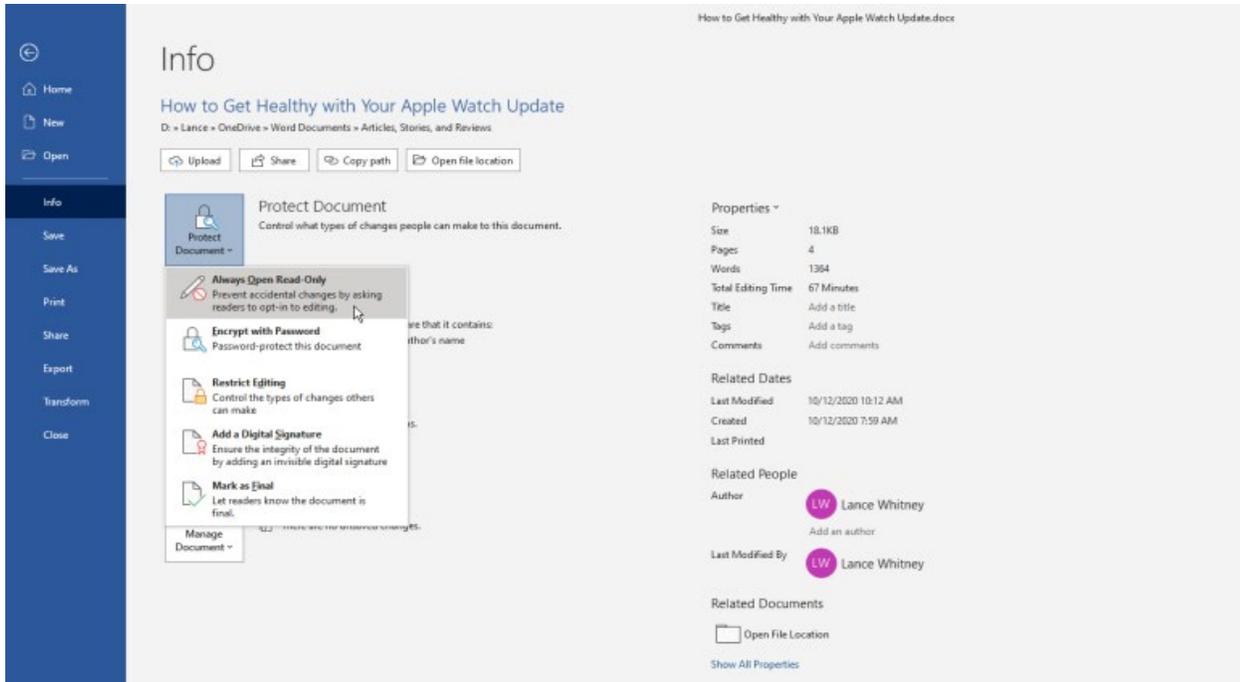
Agendas

Regular reports

Worksheets – Retention Schedule, Document Inventory

Guides – Document Security Instructions from Types of Access

Read Only

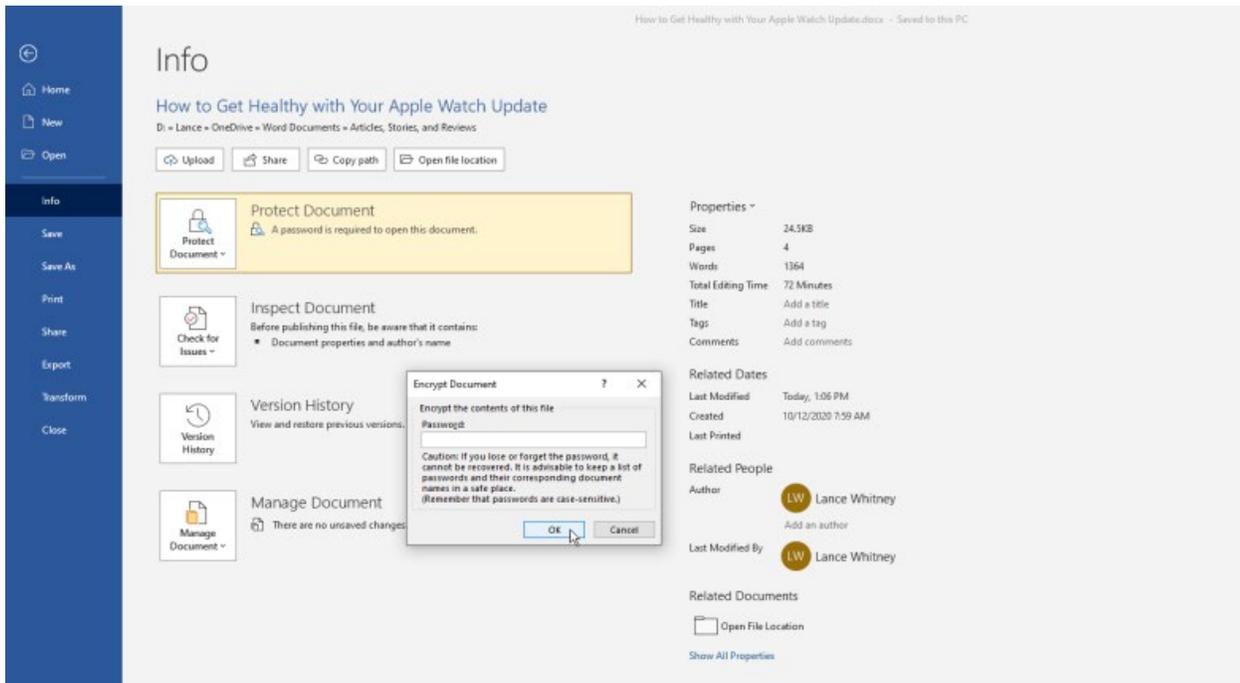


You can ensure no one else can edit a document by making it read-only. Open **File > Info > Protect Document** to view your security options. From the Protect Document menu, select **Always Open Read-Only**. Now just save the document, close it, then reopen it again.

Word flashes a message that the author would like you to open this as read-only, unless you need to make changes. Click Yes to open the document in read-only mode. Of course, anyone can say no and open the document in edit mode. The goal is to make it easier for people to open the document as read-only to mitigate the chances of making unintended changes.

To remove the read-only restriction, open the document in edit mode. Click the File menu, go to **Info > Protect Document > Always Open Read-Only**.

Password Encryption

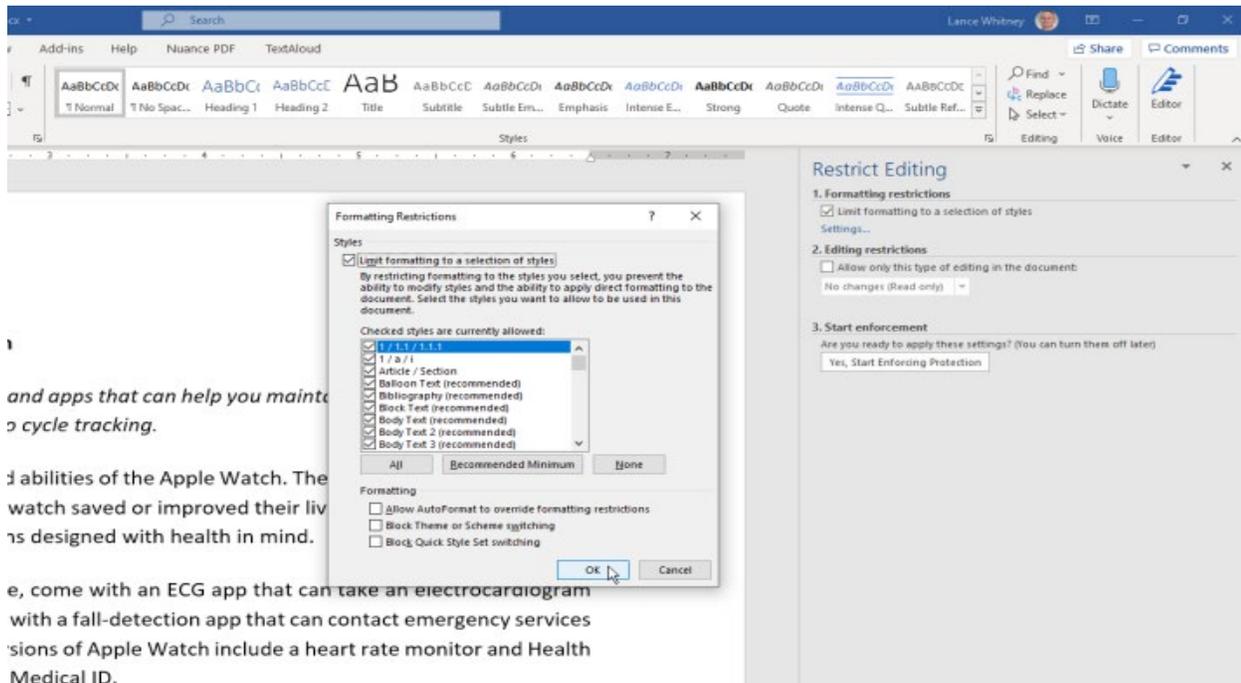


You can encrypt a document with a password by going to **File > Info > Protect Document** and choosing the Encrypt with Password option. Word will prompt you to create a password for the document. Be sure to use a complex but memorable password because there's no way to retrieve or reset the code if you forget it.

Now save the document, close it, and reopen it again and Word will prompt you (and anyone else) to enter a password to access the document.

To remove the password, click the File menu, go to Info, and select Protect Document, then click Encrypt with Password. A pop-up window will appear where you can delete the obscured password, then click OK. Resave and close the document, and the next time you open it, you won't be asked for a password.

Restrict Format Editing



and apps that can help you maintain cycle tracking.

abilities of the Apple Watch. The watch saved or improved their lives designed with health in mind.

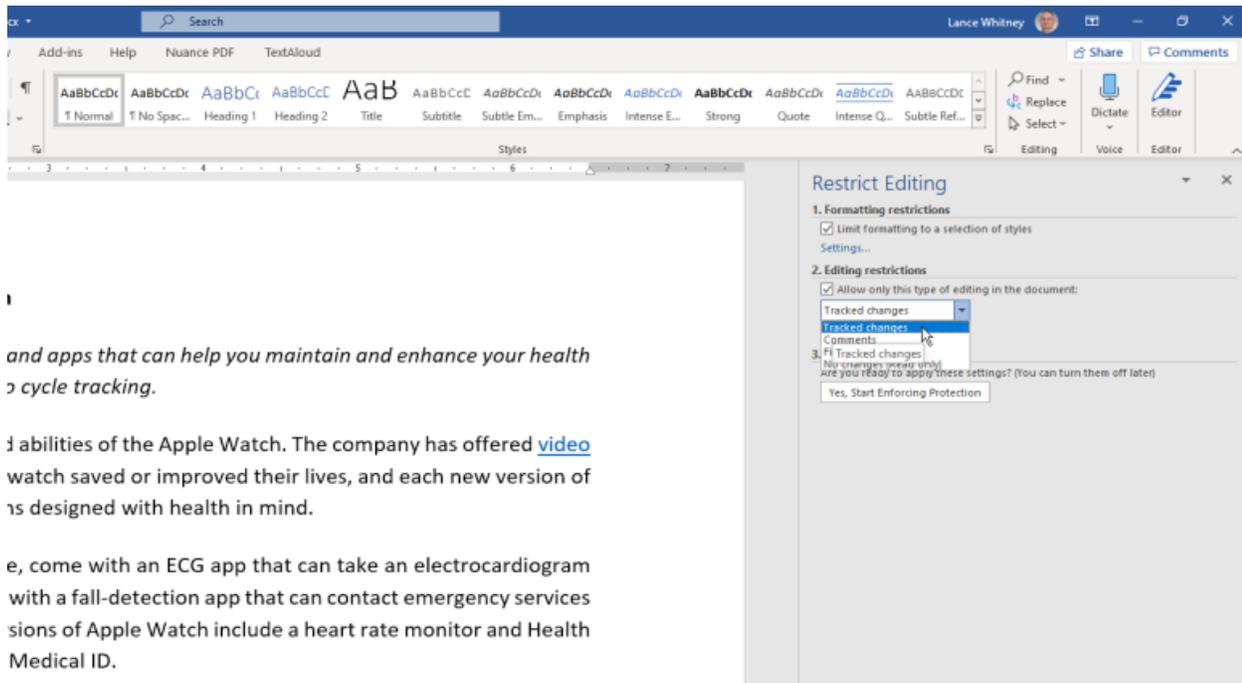
come with an ECG app that can take an electrocardiogram with a fall-detection app that can contact emergency services. Features of Apple Watch include a heart rate monitor and Health Medical ID.

You can limit the ways in which your document can be edited. Click **File > Info > Protect Document** and select Restrict Editing. Your document then displays a Restrict Editing pane on the right-hand side of the document for formatting and editing restrictions. Here, you can give people permission to read your document, select what parts they can edit, and choose how they do it.

Check the box next to “Limit formatting to a selection of styles” to prevent people from changing the formatting of your document. Click Settings to open a Formatting Restrictions pop-up window, which shows all style changes that are allowed by default. You can keep that as is, change it to the Recommended Minimum, or change it to None. If you're not sure which setting to pick, choose Recommended Minimum.

You can also check any of the three options under Formatting to allow AutoFormat to override formatting restrictions, block the ability to switch themes or schemes, and block the ability to switch QuickStyle Sets. If you're not sure, leave these three settings unchecked. Click OK to close the Formatting Restrictions window.

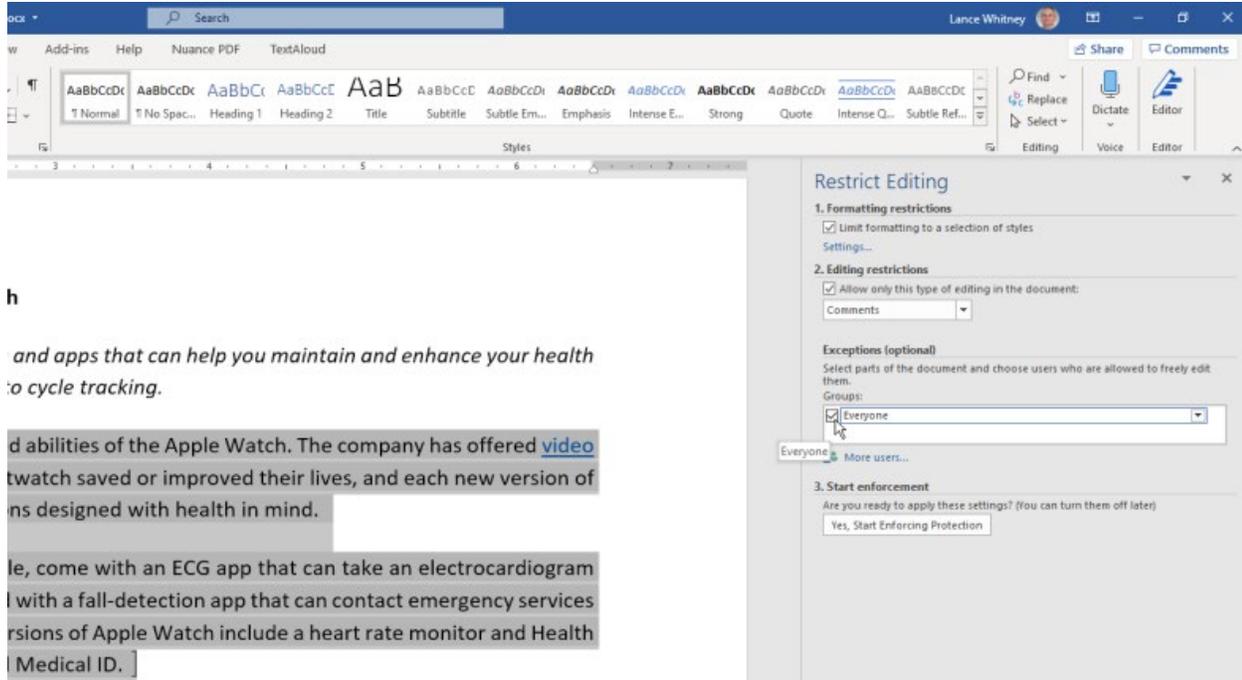
Restrict Content Editing



Under Editing Restrictions, check the box next to “Allow only this type of editing in the document” to set how readers can change content in the document. Click the drop-down menu underneath to choose between four options:

- **Tracked changes** turns on Track Changes in the document and restricts all other types of editing.
- **Comments** allows readers to insert comments in your document without making any modifications.
- **Filling in forms** lets readers fill in forms you have created but not change the content of the forms.
- **No changes (Read only)** puts your document in read-only mode so no changes can be made.

Editing Exceptions



h

and apps that can help you maintain and enhance your health to cycle tracking.

d abilities of the Apple Watch. The company has offered [video](#) twatch saved or improved their lives, and each new version of ns designed with health in mind.

le, come with an ECG app that can take an electrocardiogram l with a fall-detection app that can contact emergency services rsions of Apple Watch include a heart rate monitor and Health Medical ID.

Restrict Editing

- 1. Formatting restrictions**
 - Limit formatting to a selection of styles
 - Settings...
- 2. Editing restrictions**
 - Allow only this type of editing in the document:
 - Comments
- Exceptions (optional)**

Select parts of the document and choose users who are allowed to freely edit them.

Groups:

 - Everyone

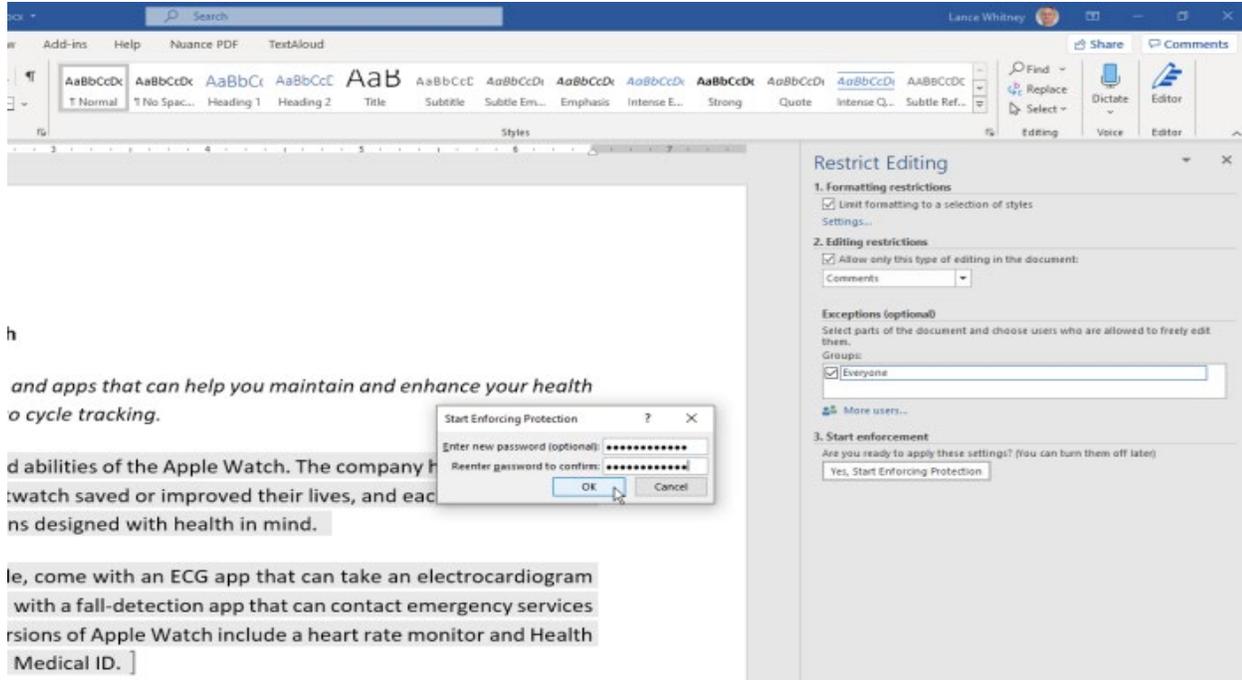
Everyone More users...
- 3. Start enforcement**

Are you ready to apply these settings? (you can turn them off later)

Yes, Start Enforcing Protection

If you check the option for Comments or No changes (Read only), you can create exceptions for people to be able to edit certain parts of your document. In the Exceptions section, check the box for Everyone and select any parts of the document that you want to be editable.

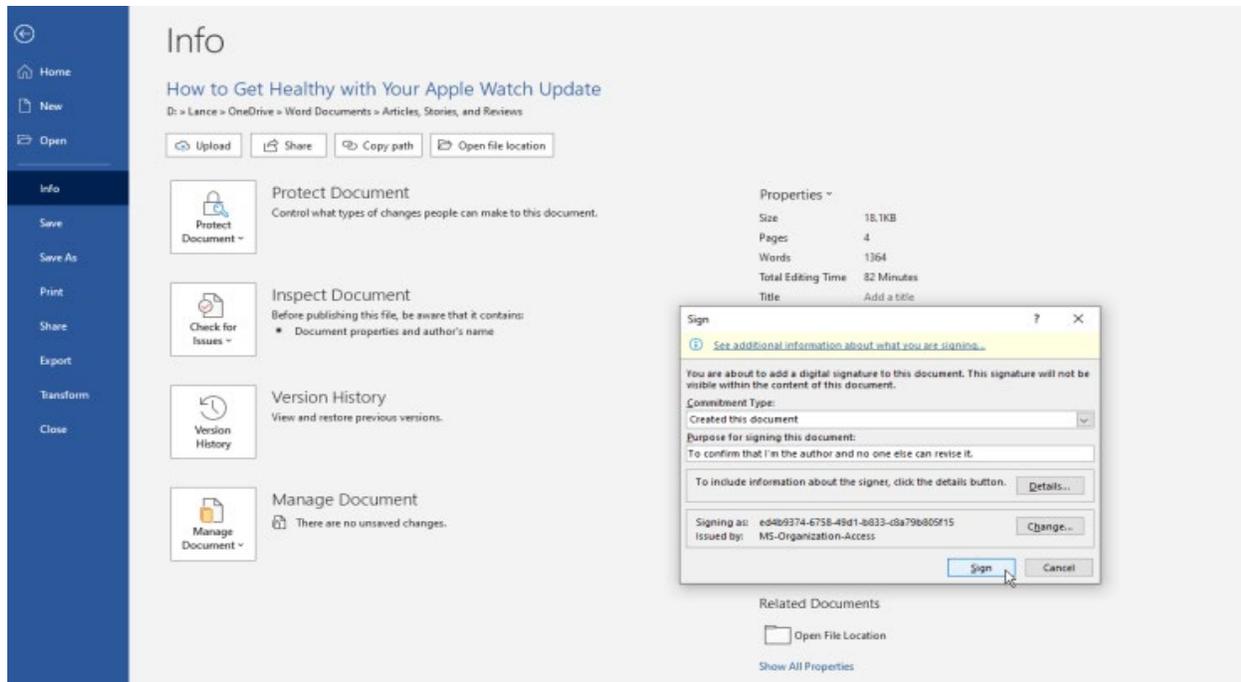
Enforce Protection



Once everything has been set, click “Yes, Start Enforcing Protection,” then type and retype a password and click OK. Save the document, close it, then reopen it to see the editing controls on the top ribbon have been grayed out. If you allowed editing in certain sections of the document, click in that area and the controls become accessible again.

To turn off the protection, click the Review tab and click the Restrict Editing icon. Click the Stop Protection button at the bottom of the Restrict Editing pane, then enter the password and click OK. Uncheck the options for Formatting and Editing restrictions that appear on the pane.

Add Digital Signature



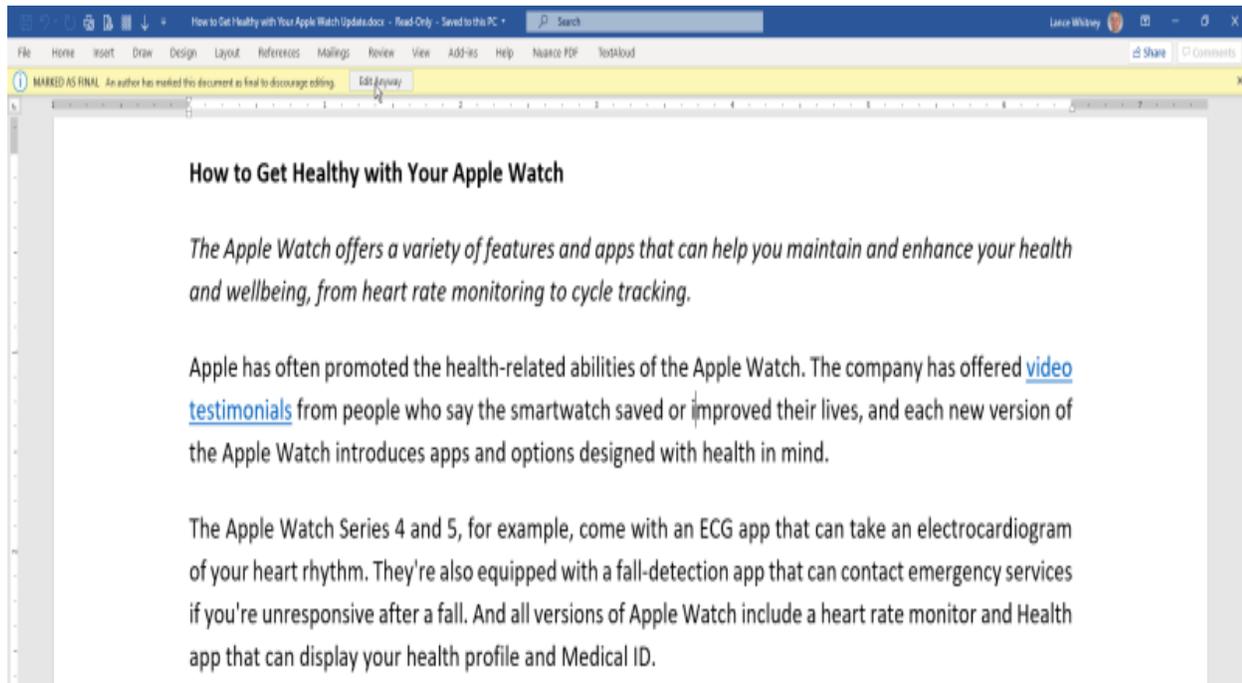
To protect your document with a digital signature, open **File > Info > Protect Document** and select **Add a Digital Signature**. This tells people who read your document that you and no one else signed it, indicating that you were the last person to revise and save it.

To create a digital signature, you'll need a signing certificate. The first time you do this, Word flashes a message asking if you want to set up a digital signature. Click **Yes**, and a Microsoft support page will pop up to help you find a digital ID. Try the links for the various providers to get a digital ID. Then, click the “**Add or remove a digital signature in Office files**” link. Scroll down the page to learn how to add a digital signature.

After you have the digital ID, return to the **Protect Document** button and again click **Add a Digital Signature**. Fill out the necessary fields and click the **Sign** button. You may be asked to confirm the digital signature, then click **OK**.

Your document is now digitally signed and made read-only. Word explains that the document has been signed and marked as final and that if anyone tampers with it, the signatures become invalid. Anyone who opens the document will see the notice of your digital signature.

Mark As Final



Instead of using a digital signature, you can still mark the document as final in a more unofficial way. Open **File > Info > Protect Document** and choose Mark as Final. Word will inform you that the document is now final and will be saved. By marking a document as Final, you disable typing, editing, and proofing capabilities and a message will appear to any reader that the document has been finalized.

When someone opens the document, they will see a message at the top of the screen informing them of the file's status. However, a reader can still make changes to the document if they click the Edit Anyway button. When that button is clicked, they can then edit and re-save the document.

The ultimate goal of this option is not to prevent anyone from editing the document but to tell readers that it is the recommended final version. If someone still wants to edit the document further, their actions will be recorded. When a document is marked as Final, then edited again, the original person who locked it is still shown as the author, while the other person will be saved as the one who last modified the document.

Training

(Discuss the need for training to implement document control to ensure consistency and proficiency in performing the associated functions; training would be coordinated through Instructional Technology Specialist; training would also be coordinated with the provider of the technology solution adopted for document control purposes; in addition to in person trainings, instructional guides and videos will be posted to the website)

System Maintenance

(Insert draft here- Refers to the overall maintenance of the document control system in terms of ensuring that file/folder names follow conventions, files/folders are properly organized, and that guidelines and requirements are followed; annual audit conducted during the summer to maintain the integrity of the document control system by ensuring that conventions are followed and documents are up to date; **who is the master document controller? Could we expand the part-time admin assistant position in the library to full-time and include the responsibilities for supporting training and overall maintenance of the document control system? This could be the master document controller.**)

