

Institutional Strategic Planning Council (ISPC)

May 7, 2014

1:00-3:00 (ST 107)

Attendees:

- **Attendees:**

Ruth Leal (Staff-Instructional Production Specialist*ISPC Chair*)

Diane Dieckmeyer (VP Academic Affairs*ISPC Chair*)

Gail Zwart (CTE & Grants Advisory Rep*ISPC Chair)

Deborah Tompsett-Makin (At-Large)

Melissa Bader (Faculty Rep to District EMTF)

Sheryl Tschetter (Transfer Faculty)

Jocelyn Yow (ASNC-President)

Natalie Aceves (Staff-Educational Advisor)

Ruth Jones-Santos (Staff-College Receptionist)

Lyn Greene (Academic Senate President)

Beth Gomez (VP Business Services)

Monica Green (VP Student Services)

Ana Molina (Staff-Administrative Assistant II)

Celia Brockenbrough (Library Faculty)

Jim Thomas (CTE Faculty)

Andres Elizalde (Basic Skills Faculty)

Jason Parks (Chair of Chairs – APC)

Ruth Smith (Recorder)

- **Absentees:**

Diann Thursby (Staff-Grants Administrative Specialist)

Greg Aycock (Dean of Institutional Effectiveness)

Mark DeAsis (Dean of Admissions and Records)

- **Guests:**

Carol Farrar, Leona Crawford, Sue Lafferty, Paul Parnell, Damon Nance, Jefferson Tiangco, Siobhan Freitas, Wendi Alcazar, Mike Angeles, Koji Uesugi, Gustavo Ocegüera, Cynthia Acosta, Tanya Wilson

Motion by Melissa Bader, second by Sheryl Tschetter to begin the meeting with Item II.B. (Space Modifications). Motion approved.

Approval of Minutes:

Approval of Minutes for April 23, 2014.

Motion by Jason Parks, second by Melissa Bader to approve the minutes from the April 23, 2014 meeting. Motion approved with three abstentions.

I. Action Items:

A. Grant Proposal (Siobhan Freitas)

- Siobhan presented everyone with a packet including information and supporting documents for the Water Quality Project proposal. This is a National Science Foundation Grant.
- The Grant Committee has been reviewed and approved the grant to move forward.
- This is a way to enhance general chemistry for STEM students.
- The grant will provide a way for the students to participate in a meaningful community science project, it shifts the way chemistry is traditionally taught and it offers an opportunity for students, faculty and local water businesses to work together.
- Students will be able to tour a science lab facility at a four year college (UCR).

Motion by Lyn Greene, second by Sheryl Tschetter to approve the grant proposal. Motion approved.

B. Nominations for Faculty/Staff Tri-Chairs (Gail Zwart)

- Faculty nominees – Jim Thomas and Melissa Bader.
- Staff nominee – Ruth Leal.
- Voting for both positions will take place at the next meeting, in two weeks, by paper ballot.
- The new Chairs will be announced at end of the meeting.
- Academic Senate will be holding elections for the transfer faculty position and the CTE/Grants Advisory representative.
- Sheryl Tschetter will continue to replace Andres Elizalde as the basic skills representative.

Motion by Sheryl Tschetter, second by Lyn Greene to accept the following nominations – Faculty Chair/Jim Thomas and Melissa Bader, Staff Chair/Ruth Leal. Motion approved.

C. Distance Education Plan – 2nd Reading (Deborah Tompsett-Makin)

- There have been some minor changes for clarification regarding ADA issues.
- The plan has been approved by the Academic Senate.

Motion by Ruth Leal, second by Lyn Greene to approve the Distance Education Plan. Motion approved.

D. SSSP Plan – 2nd Reading (Monica Green)

- Some minor grammatical changes have been made to the document.
- All concepts remain the same.
- Final version will be accessible on the website.
- Will go to the September Board meeting and then to the State in October.

Motion by Sheryl Tschetter, second by Deborah Tompsett-Makin to approve the SSSP Plan. Motion Approved.

E. Political Science ADT (Lyn Greene)

- Have department approval and Academic Senate approval.
- Going to Tech Review on May 15.

Motion by Jason Parks, second by Melissa Bader to approve the Political Science ADT. Motion Approved.

II. Information Items:

A. Academic Senate Update (Lyn Greene)

- Shared the Academic Senate Mission Statement and the Senate's connections with the college Core Commitments.
- Reviewed accomplishments completed by the senate this past year.
- Discussion on make-up of student success committee. Possible overhaul of senate committee structure and how to motivate faculty to attend committees. Will discuss the situation with the Senate next semester and come back with possible solutions.
- See attached PowerPoint presentation.

B. Space Modifications (Vice Presidents)

- Reviewed the process/timeline for sharing the space modification information with the college.
- Dr. Parnell shared the background for changes and clarification of where funding will come from. Changes are a response to program review requests and the desire to better address student needs.
- Presented PowerPoint of changes that will take place prior to the fall semester. Actual moving will take place during the summer. The PowerPoint presentation will be e-mailed to everyone.
- Presentation included a cost estimate for each change. The costs are being kept to a minimum.

III. Open Hearing

- Jocelyn Yow shared that she recently attended the ASNC General Assembly. While she was there she was asked about Norco's Summer Advantage Program.
- Norco's website portal is almost ready to be tested.
- The Chancellor forums are scheduled, please try to attend and provide feedback.
- Thank you from the English department for the speedy process to fill the much needed English position.

Adjourned – 2:42

This packet is in support of the Water Quality Project Proposal submitted by: Dr. Siobhan S. F. Freitas, Assoc. Prof. of Chemistry

It contains:

- Proposal Abstract
- Proposal Budget
- Evidence of Informing the Math and Science department at Norco College of the Proposal (meeting minutes)
- Evidence of Informing the Chemistry Discipline of the Proposal (meeting minutes), and an email sending out the proposal abstract and a request for comments.
- Email Letters of Support from Chemistry discipline faculty
- Email Letter of Support of by Dr. Phu Tran, Norco Science Chair
- Letter of Support from UCR Chemical-Environmental Engineering professor, Dr. H. Liu, including confirmation of student laboratory tours, research talks to students and interaction of our students with his graduate students
- Confirmation of a Laboratory Tour for students by Babcock Labs, the Professional Water Quality Analysts.
- Further Considerations of this Proposal

Improving Undergraduate STEM Education (IUSE) Grant Proposal National Science Foundation grant

Anticipated Due Date: early July 2014 (the advised due date was Feb.2014, but proposals are still being accepted).

Abstract

The activities described in this proposal should accomplish three main objectives. First, students will participate in the development of a water quality data base for a water source local to the Norco College area. The database will be student generated, and validated through a professional water quality company. For the purposes of these experiments, (~20-30% of the lab sequence) the students will be trained and treated as professional water quality technicians. Training and treating students as chemical technicians, in order to generate a validated data base is a fundamental shift in the way chemistry is traditionally taught. It is expected that this activity based /experiential type of learning will elicit greater attention to the important practical lab techniques taught in any general chemistry lab: correct and safe handling of chemicals/samples, proper experimental technique, correct documentation of data, the proper calibration of equipment, safe waste disposal and the connection of the experiment to the theory discussed in lecture. Being involved in a meaningful scientific endeavor such as developing a baseline of chemical analytes present in a local water source, which is then compared to the results of professional water quality analysts, is also expected to create a greater commitment to the class, generate interest in environmental stewardship, and extend greater interest in the class to students majoring in geology, environmental science and biology. Second, the chemistry discipline seeks to strengthen overall comprehension and retention of fundamental concepts of general chemistry [e.g. concentration, dilution, equilibrium, acid-base chemistry, solubility, the effect of pH on solubility] as a direct result of reviewing past data in context, participation in the collection of new data for the data base, related in-class lab work, and structured group discussion of the data base results. Third, the activities in this proposal that are in addition to the water analysis work (listed below) will create a scientific community for undergraduate STEM majors that will significantly enhance the typical undergraduate science experience. Other anticipated results of these objectives are an increase in STEM student success, retention rates and persistence rates for those students enrolled in these classes.

Key Features:

- Active participation in a meaningful community science project.
- A pedagogical shift in the way that chemistry is traditionally taught (for the purposes of developing the data base, students will be trained and treated as professional chemistry technicians).
- An intercollegiate chemistry community of students, faculty and a local business (the water quality professionals).

Program Components:

In first semester, Chemistry 1A:

- Lab time specifically set aside for discussions and review of previously taken data from a local water source.
- One tour of a science laboratory facility.
- One tour of a four-year college including a tour of science labs and time for a Question and Answer session with one or more graduate students in a STEM field.
- Two community dinners that will bring faculty and students together from all colleges involved in the data collection process.

In the second semester, Chemistry 1B:

- New laboratory experiments focused on proper sampling techniques, proper instrumentation calibration, instrumentation limitations, and correct documentation of data.
- Lab time specifically set aside for discussions of data-base data, and also review the data of other colleges involved and data taken from professionals over the years (e.g. Western Municipal Water District data).
- One science seminar, held at UCR, for all students and faculty involved in the project.
- One poster session involving faculty and students from all colleges involved in the data collection process.
- Two community dinners per year with students and faculty from all colleges involved in the project.

May happen in either semester:

- Additionally, two UCR STEM graduate students will be present during at least one dinner. Each dinner will be close to each of the four activities (two tours, poster session and seminar) so that the attending students have something new to discuss in addition to the common ground they share as trained chemical technicians studying water quality at different locations.
- A UCR graduate student may also come once to each of the participating colleges during a lab session to discuss research and life as a graduate student, effectively giving a seminar during the lab period.

Proposal addresses the following Norco College Strategic Goals, Core Commitments & Objectives:

From the Mission Statement of the College:

"Norco College serves our students, our community, and its workforce by providing educational opportunities... and promoting collaboration. We encourage an inclusive, innovative approach to learning and ...we provide foundational skills and pathways to transfer, career and technical education, certificates and degrees". This proposal is an example of how Norco college fulfills its mission.

This proposal also is an example of living up to our core commitments of trying to improve student success and create environmental stewardship.

- Objective 1 (the creation of a database) is an example of an inclusive and innovative approach to learning, while providing foundational skills and pathways to transfer, and career degrees from the Norco College Mission Statement. (Also Strategic Goals/Objectives 4.6)
- Objective 2 –(strengthen and increase retention of the chemistry knowledge base) Increase student achievement and success: (Strategic Goals/Objectives: 1.1, 1.6, 2.1, 2.2)
- Objective 3 – (The creation of an intercollegiate undergraduate chemistry community) Improve the Quality of student life: (Strategic Goals/Objectives: 2.1, 2.2, 2.6)
- Also Objective 3: - Create effective community partnerships: (Strategic Goals/Objectives: 4.6, 4.8)

Student Population

- Lower division undergraduates enrolled in chemistry major courses: may include first and second semester general chemistry and first and second semester organic chemistry. To start, one section of general or organic chemistry at each institution.

Amount: Please see budget spreadsheet.

Institutional Impact

- Significantly increase the engagement of STEM students in their chemistry courses.
- Create a new professional scientific community at the undergraduate level in the Inland Empire for students and professors.
- Improvement in student success rates, retention rate and persistence rates on average, over the past years at Norco College.

Grant Outcomes

- The creation of a reliable, institutionalized database for local water sources.
- Retention, success and persistence rates for students who wish to transfer to a four-year academic institution will be higher than that of the previous ten years, on average, for students involved in this chemistry sequence.
- The formation of a new network of science students and professors at different colleges, along with interaction of that academic group with active STEM professionals in the chemical / environmental science industry.
- The introduction of environmental science / environmental chemistry and graduate school as career options through activities designed to let students engage with science professionals in their working environment.

Facilities/ Office Space -

- Depends on whether the Outcomes/Assessment position can be filled by current employee or a new hire is required.

Personnel-Classified /Management positions – Please see budget spreadsheet.

Water Quality Project / NSF-IUSE BUDGET SPREADSHEET

This grant will involve either 2 or 3 colleges, and cost has been broken down to reflect that.

	Year 1 2 Coll./3 Coll.	Year 2 2 Coll./3 Coll.	Year 3 2 Coll./3 Coll.	Year 4 2 Coll./3 Coll.	Year 5 2 Coll./3 Coll.
Salaries / Benefits					
Faculty salaries	\$54,000	\$55,620	\$57,289	\$59,007	\$60,777
Outcomes Assessment Specialist	\$15,000	\$15,450	\$15,914	\$16,391	\$16,883
Total Salaries cost	\$69,000	\$71,070	\$73,202	\$75,398	\$77,660
		\$80,340	\$82,750	\$85,233	\$87,790
	\$15,000	\$20,600	\$21,218	\$21,855	\$22,510
	\$69,000	\$98,000	\$103,968	\$107,087	\$110,300
Travel for conferences* *will add in cost of subs if conferences are during teaching times.					
Subtotal - Required NSF conferences	\$22,000	\$22,000	\$22,000	\$22,000	\$22,000
Subtotal: BCCE	\$0	\$3,800	\$0	\$3,800	\$0
Total Travel costs	\$22,000	\$25,800	\$22,000	\$25,800	\$22,000
		\$38,600	\$33,000	\$38,600	\$33,000
Materials and Supplies	\$26,600	\$8,000	\$3,000	\$6,000	\$3,000
		\$12,000	\$4,500	\$9,000	\$4,500
Transportation to Events	\$11,740	\$11,740	\$11,740	\$11,740	\$11,740
		\$17,610	\$17,610	\$17,610	\$17,610
Working Dinners to develop community	\$750	\$750	\$750	\$750	\$750
	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Consultants					
Babcock Labs for Water Analysis	\$3,040	\$3,040	\$3,040	\$3,040	\$3,040
External Evaluator	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Indirect Costs: 37.5% of all direct costs as defined by NSF. The typical annual award for this grant is \$100,000-\$300,000	\$34,125	\$36,326	\$35,701	\$37,949	\$37,373
		\$52,328	\$51,363	\$54,633	\$53,737
Total Cost of Grant per year.	\$187,255	\$176,726	\$169,433	\$180,677	\$175,563
	\$263,895	\$257,038	\$246,001	\$262,490	\$254,707

Math/Science Department Meeting Minutes

Thursday, March 20, 2014, 12:50 pm, IT 208, Phu Tran presiding

Present: Peggy Campo, Teresa Friedrich-Finnern, Siobhan Freitas, Stephen Park, Bob Prior, Deborah Smith, Phu Tran, Stan Tyler, Bev Wimer

Meeting Minutes in Outline Form

- I. Call to Order – P. Tran called the meeting to order at 1:00 PM. S. Tyler volunteered to take minutes.
- II. Approval of Minutes – There were no minutes available to review at the time of the meeting so this action was tabled.
- III. Action Item –
 - A. New Senate Representative Needed – A new senate representative is needed for the Fall 2014 term. Senate meetings are generally from 1:30 to 3:30 PM on the 1st and 3rd Monday of each month. T. Friedrich-Finnern agreed to take on this position pending her teaching schedule for the Fall 2014 term. J. Parks and T. Wallstrom are already attending meeting even though they aren't senate reps so at least we have access to the meeting info first hand. P. Tran pointed out that once our course schedules are set, we may be able to justify changing them a little to accommodate a senate rep from our department.
- IV. Information Items –
 - A. Scheduling Timeline – Summer scheduling is finished. We are offering only 1 section of Chem 2A this summer. The fall scheduling is in progress. We will get the same number of courses as last fall. We are classified as Area B. It was pointed out that we might want to split off Math and Science sometime in the future. Each could get 9 units of scheduling that way.
 - B. Wimer noted that Kinesiology is more appropriately grouped as Health rather than Math or Science. There should be balance of activities and lectures in Kinesiology (Health). P. Tran noted that B. Wimer and T. Wallstrom must jointly decide this for their discipline since they are clearly the most involved and affected by any decisions on Kinesiology. Carol Farrar, Dean of Instruction, could be a tiebreaker to resolve any impasse.

The April 25 scheduling meeting will cover scheduling through Winter 2015. (It includes Summer 2014, Fall 2014, and Winter 2015.)
 - B. Grant Proposal – S. Freitas reported that she will present a proposal to the Grants Committee for an improvement of instruction grant that she wants to submit to NSF. This proposal would involve field and lab experiments in water quality as a significant part of the chemistry laboratory curriculum for our courses. She will be presenting on March 26. [The Norco College grants



committee subsequently approved this proposal on March 26, meaning that they support her effort to write it and submit it to NSF.]

V. Committee Reports –

A. Academic Senate – P. Campo reported that there would be Active Shooter Training on April 4. She also mentioned that the ballots are in everyone's mailbox for the vote to select a commencement speaker for this Spring 2014 graduation ceremony.

B. Curriculum – M. Gutierrez was not available to report on the Curriculum Committee this time. However, it was noted that the Program Review and student Success Committees both need new members. Our Math/Science Department is currently represented on those two committees. T. Friedrich-Fanner mentioned that she might be able to fill in for M. Gutierrez at some of the curriculum committee meetings since Gutierrez has a class conflict with some of them this semester.

C. CTA – There is an issue not yet resolved as to who gets on the hiring committees at our three colleges making up the RCCD. Hiring committees for some disciplines on a given campus may be under-represented by the campus doing the hiring because of a lack of experts in the specific discipline available to serve on the committee that might come from the campus doing the hiring. This brings up questions of fairness and autonomy for the three colleges making up RCCD; i.e. should a college's professors be hired based largely on the recommendations of another college's professors. This issue has yet to be resolved satisfactorily.

D. Assessment – S. Park reported on assessments. The current issue has to do with how assessments are scored in the annual program reviews. Are professors, staff, or administrators the best scorers of assessments? Are we now getting assessed on how well we do our assessments? Program review includes programs and assessments. They are scored separately by the program committee and the assessment committee, respectively.

VI. Other Business –

There was no other business.


VII. At 1:52 PM a motion to adjourn the meeting was seconded and approved. The meeting was then adjourned.



February 7, 2014
Chemistry Discipline Meeting
Minutes
Facilitator: Stacie Eldridge (RCC)

In attendance: Daniel Bernier, Stacie Eldridge, Paul Richardson, Jarrod Williamson, Leo Truttmann, Siobhan Freitas, Stanley Tyler, and Diane Marsh.

2:00 am Meeting Began

1. Norco will be offering Organic Chemistry for the first time this upcoming Spring semester.
2. Curriculum:
 - a. Paul went over major vs. minor modifications. Minor changes are those to textbook changes or sample assignments. Major changes are everything else and can take up to 6 months or more to complete.
 - b. Major modifications need to be done on all COR SLO's correlating them to PLO's. During this process, typos will also be corrected. Paul will do the work.
 - c. The prerequisite for Chemistry 2B was changed to reflect the addition of Chemistry 3, as well as 2A.
 - d. For Chemistry 1AH, the Methods of Instruction need to be more specific as to how different the honors course is compared to Chemistry 1A. Diane agreed to help with this. This also applies to Chemistry 1BH.
 - e. Paul and Leo will modify the Course Content for Chemistry 3.
 - f. Siobhan requested that we add 'chemical reactions' to the SLO 1 for Chemistry 2A.
3.  Siobhan is starting a water quality project and would like to include other institutions and possibly disciplines. Diane would also like to incorporate her 'swallows' project with it. Both would utilize Norco's GC instrument to analyze samples.

Next Discipline meeting TBA.

3:05 pm Meeting adjourned


Siobhan's proposal for water quality project

Freitas, Siobhan

Sent: Monday, April 21, 2014 10:28 PM

To: Eldridge, Stacie; Bernier, Daniel; Grey, Bobbie; Kime-Hunt, Ellen; Richardson, Paul; Truttmann, Leo; Williamson, Jarrod

Cc: Marsh, Diane; Tyler, Stanley

Attachments:  Norco College WQP Abstrac~1.docx (37 KB)[Open as Web Page]

Hi All,

I am emailing for a favor. Attached is my water quality project abstract. It is 2 pages long.

We have a 2-phase grant proposal approval process at Norco and I have passed the first phase.

I have been told that I should really make certain that my discipline is completely aware of the proposal, and presumably that you approve of it.

I am basically asking permission of the college to be able to write and submit a grant proposal. Apparently, one of the issues that has occurred in the past, (in some general sense, I don't know the details) is that discipline members who were not fully informed of a given proposal created problems for the implementation of a grant, once it had been awarded.

I can't really imagine this being the case in chemistry, but I would very much like to make sure that I can tell the next committee that I had made everyone in my discipline aware of my proposal, and had the opportunity to hear feedback / concerns / comments and be able to address them.

So for those of you who are willing, please give a read-through, and if you have any comments, if you approve, if you see any problems or weaknesses, please let me know. Even if you don't care, if you could email and say so, that would be more helpful than no comments at all, as it would create documentation of having received this communication!

thanks!
Siobhan

Note: the Proposal as sent is the same as the abstract submitted to this committee, except that I cut off everything after the Grant Outcomes portion to keep the abstract to two pages.

The Chemistry Discipline has 10 full-time faculty across the 3 colleges. One faculty member at Moreno Valley, two at Norco College and seven at Riverside. I received three responses, all positive.

RE: Siobhan's proposal for water quality project

Kime-Hunt, Ellen

You replied on 4/22/2014 8:32 PM.

Sent: Tuesday, April 22, 2014 5:29 PM

To: Freitas, Siobhan

Sounds great Siobhan,

I used to enjoy doing water quality testing with the students at Norco, I seem to remember the nitrate content would jump after a good rain. We weren't the only ones who noticed it, the paper picked it up. Have you seen those articles? I can't remember if they were in the P.E. or San Bernardino Sun.

Anyway, good luck with it.

Ellen

WQP and IUSE: On Research Based Learning

Marsh, Diane

Sent: Monday, April 28, 2014 12:04 PM

To: Freitas, Siobhan

To: Dr. Siobhan Freitas

From: Dr. Diane Marsh, Moreno Valley College

Hello Siobhan,

I strongly support your proposal and it fits very well with methodology that I am using. For many years I have ended the General Chemistry sequence with a one month simulated research experience that incorporates the content from CHE 1A/1B. This year my Honor's course will be carrying out an authentic research project developing and comparing gravimetric, colorimetric, and electrochemical means of analyzing water samples for metal ions (copper, iron, cobalt, nickel, lead, manganese). We will be using these methods to measure local water quality.

I strongly believe that students are more involved in learning and have better retentions when there is a research project in the laboratory. Laboratory skills, like solution preparation, also improve. Students are more aware of the occupations of scientists as a result.

I look forward to developing scholarly interactions between our students to model activities of professional scientists.

Sincerely,

Dr. Diane F. Marsh

Professor of Chemistry, Moreno Valley College

RE: Quick Q?

Eldridge, Stacie

You replied on 4/30/2014 7:22 AM.

Sent: Tuesday, April 29, 2014 3:00 PM

To: Freitas, Siobhan

Dear Siobhan,

I have read through the proposal and I think it is a worthy effort. First of all, this project will create a much needed change in the lab schedule for 1A/B. Second, it will provide a project that focuses on research and the activities involved. Students are always curious as to how the chemistry they are learning is relevant to real-world applications and this would give them a hands-on answer to that question. Finally, the community college student would get an experience that is typically only afforded to the University student. In addition, the ability to network with professionals in the field and University faculty/graduates is priceless.

Thank you for working on this, Siobhan and I apologize for not getting back to you sooner.

Good luck,

Stacie

Stacie Eldridge, Ph.D.
Associate Professor, Chemistry
Gender & Sexualities Awareness Club Advisor
Riverside Community College
4800 Magnolia Avenue
Riverside, CA 92506
(951) 328-3687

Separately, this is a letter of support from the Norco Science co-chair.

Support for re-assign time from Grant

Tran, Phu

You replied on 4/25/2014 7:19 AM.

Sent: Thursday, April 24, 2014 3:32 PM

To: Freitas, Siobhan

Hi Siobhan,

I support your effort in getting re-assign time for course development from the grant you are writing. I should have no trouble in finding a chemistry adjunct instructor to teach the classes that you would teach without the re-assign time.

Cheers, Phu

Dr. Phu Tran
Associate Professor Physics
Science Department Chair
Riverside Community College District - Norco College



April 28, 2014

Dr. Siobhan Freitas
Assoc. Professor of Chemistry
Norco College
Office: Theater 201
Office Phone: 951-372-7164

Haizhou Liu, Ph.D.
Assistant Professor
Department of Chemical and Environmental Engineering
A239 Bourns Hall
University of California-Riverside
Riverside, CA 92521
haizhou@enr.ucr.edu

Re: Support Dr. Freitas's NSF IUSE Grant Application

Dear Siobhan:

I would be very excited to support your application of the NSF IUSE project. As part of the IUSE project, I will help with the creation of an intercollegiate chemistry and science community at the undergraduate level in Inland Empire of California. My research group at University of California, Riverside (UCR) is focused on aquatic chemistry, water quality, treatment and reuse. Topics of these research areas are directly related to STEM fields.

As part of the planned project activities, my research group, including graduate students and I, will actively participate in students networking events at Norco College (approximately once per quarter). We will chat with Norco undergraduate students about graduate study at UCR and share stories on graduate research. My group will also visit Norco College every semester and give research seminars in your General Chemistry Lab class. Currently I have planned to visit you and give the first seminar in May 2014. In addition, I am very excited to host undergraduate students visits to UCR and give research seminars as well.

We will also host undergraduate students from Norco College and the other colleges involved in the grant project in our lab at UCR every year. We will give the undergraduate students a lab tour at our Department of Chemical and Environmental Engineering, showcase our ongoing research on water chemistry and water treatment, and give research presentations to the undergraduate students.

I am excited for these events and the opportunities to work together with you to enhance undergraduate STEM education.

Best wishes for success with your proposal.

Let me know when I can be of assistance or you need to contact me, please do not hesitate, TEL 951-827-2076, FAX 951-827-5696 and email haizhou@enr.ucr.edu.

Sincerely Yours,

A handwritten signature in black ink, appearing to read "Haizhou Liu".

Haizhou Liu
Assistant Professor


[External Sender] Babcocks Labs Follow Up
Daniel Wing [dwing@babcocklabs.com]

You forwarded this message on 5/2/2014 2:37 PM.

Sent: Thursday, May 01, 2014 6:15 PM

To: Freitas, Siobhan

Cc: cijjima@babcocklabs.com

Attachments:  Pesticide_Info.pdf (62 KB)[Open as Web Page]

Siobhan,

Good afternoon! I've attached a list of the various pesticide/herbicide compounds we can analyze for here as well as the method by which each is tested.

Once you determine which you'd like to include, please respond to Cathy or I with a list of all the parameters you'd like to test for and we'll put together a customized quote for everything.

Also, as I mentioned, we can work on setting up a tour down the road as well.

If you have any questions, please don't hesitate to call.

Have a great evening!

Daniel Wing | Business Development

BABCOCK Laboratories, Inc.

Cell: 951-259-3668

P 951 653 3351 x240 F 951 653 1662

www.babcocklabs.com

The Standard of Excellence for over 100 Years

Other Reasons to Consider this NSF Proposal

The Science is Needed in our Community:

Annually, numerous articles in the Press-Enterprise and in the L.A. Times discuss problems with our environment, including water pollution, in addition to the issue of water shortages.

This project will highlight the importance of good stewardship of our environment (one of our College objectives) and the importance of clean surface and ground water. On April 19, 2014, The Press-Enterprise wrote a story: "**Algae Outbreak**" (front page) that occurred in the Santa Ana river near Colton, that threatens the habitat of an endangered species of fish. It is suspected that this outbreak was due to the dumping of water from a home aquarium into the river. Education is the only antidote to ignorance. We have the ability to educate our students to think beyond an immediate action, and consider further ramifications. They will, in turn, educate their parents, their children and their peers.

On May 2, 2014, an article was published in the Press-Enterprise (front page): "**Thousands of dead fish puzzle Menifee**". There are many theories, and no data. This lake is a man-made lake (as are the lakes in Dos Lagos) and as such, the various governmental agencies have no jurisdiction. Since the man-made lake is not connected to a body of water that is a drinking water source, or a special habitat, no help will be forthcoming unless the stench becomes an air quality issue. This situation is an ideal place for students to take data. In a situation such as the man-made, privately owned Menifee lake, if data were taken by a group of students, like ours, that data would be the only source of baseline information, should a problem occur. Our project really does have the potential to develop a scientific data base that might assist in solving real problems in our community.

Beyond the Science: Our Students Need the Advantage

On April 19, 2014 the L.A. Times published an article "**California students feel UC squeeze : Most campuses take a lesser number of state students even as more get in from elsewhere.**" on the front page. An excerpt of this article: "UC has been trying to enroll more non-Californians for the extra \$23,000 a year those students pay in addition to regular UC tuition. **Officials said they expect that 13% of all undergraduates will be from outside California in the fall, up from 12% this year and just 5% four years ago.** Officials said, however, that no qualified Californian was displaced by an out-of-stater and that all in-state students who met UC eligibility requirements would be offered a spot somewhere in the system, with UC Merced a possibility for those shut out of all other campuses. In general, students must rank in the academic top 9% of their high school class or in the top 9% statewide to be admitted to the system." Community College students are now requesting letters of recommendation for a transfer that is guaranteed under matriculation agreements. Others are aware, even as freshmen, that they should develop a resume if they hope to transfer to the four-year institution of their choice. Students who have the opportunity to become part of this science project will become involved in the entire cycle of the scientific process. It starts by the development of the scientific question, continues with technician-style training with respect to calibration of their equipment, collection of samples in the field, and analysis of their own samples back in the lab. They have the confidence builder of having their results validated by the professionals, and then we return to "science major training" (as opposed to technician training) by viewing the bigger picture: how their results fit into the larger picture of data taken by others, and the interpretation of those results. And the cycle continues: students will help decide on our next scientific question based on the results just obtained by them.

In addition to a greater understanding of the scientific process, our chemistry students will have been exposed to university graduate students and their research, and other community college student peers working on a parallel scientific project. **They will also have the opportunity to present their results to others in our poster session, and potentially at a town-hall meeting.** Under the auspices of this grant, our Norco students will have a strong and unusual qualification to add to their resumes, perhaps giving them the edge they need to be admitted to a UC or the college of their choice.

CRITERIA A (ITEMS #1 and 2 only)

Criteria A. Appropriateness to Mission

The Associate in Arts in Political Science for Transfer degree fulfills the mission of Norco College by offering students academic programs leading to baccalaureate transfer. In the tradition of a liberal arts education, the political science discipline considers the study of politics to be essential to the development of well-rounded academics and competent citizens.

Item 1. Statement of Program Goals and Objectives

The Associate in Arts in Political Science for Transfer degree is a curricular pattern designed specifically to transfer students as Political Science majors with junior status to the CSU system. Though the Associate in Arts in Political Science for Transfer also provides broad general preparation for Political Science majors entering any four-year university, students must consult the specific requirements of any non-CSU campus to which they are applying.

PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

1. Describe, explain, and evaluate American political institutions, political systems, policies and processes.
2. Identify and analyze the major current global and domestic political theories and ideologies.
3. Objectively explain critical issues in American, Comparative and World politics and be able to use theories and debates to argue convincingly in defense of a position, selecting examples to illustrate points and organizing these appropriately.
4. Employ a variety of current social scientific methodologies in the research, analysis and evaluation of data.
5. Demonstrate critical thinking ability including the understanding of alternative explanations and the forming of conclusions from the data presented.

Item 2. Catalog Description

The Associate in Arts in Political Science for Transfer degree is a curricular pattern designed specifically to transfer students as Political Science majors with junior status to the CSU system. Though the Associate in Arts in Political Science for Transfer also provides broad general preparation for Political Science majors entering any four-year university, students must consult the specific requirements of any non-CSU campus to which they are applying. Students earning the Associate in Arts in Political Science for Transfer will be provided with a deep appreciation of the social, economic and cultural dimensions of politics and encouraged to approach all political issues and ideas critically.

<u>Required Courses (18 units)</u>	<u>Units</u>
POL 1/1H*	American Politics 3
LIST A	Choose from the list below 9-10
LIST B	Choose from the list below 6

LIST A Choose three courses from the following (9 units):

POL 2*	Comparative Politics	3
POL 4/4H*	Introduction to World Politics	3
POL 11*	Political Theory	3
SOC 50*	Introduction to Social Research Methods	3
OR		
MAT 12/12H*	Statistics	4

LIST B Choose two courses from the following (6 units)

Any course from List A not already used		
POL 5*	The Law and Politics	3
POL 13*	Introduction to American Foreign Policy	3
ECO 7/7H*	Principles of Macroeconomics	3
HIS 7/7H*	Political and Social History of the US	3

*courses may be double-counted within CSU GE/IGETC

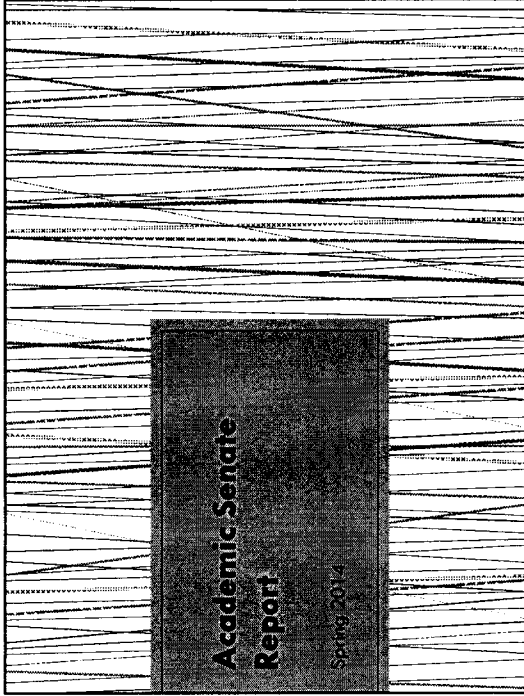
Associate in Arts for Transfer Degree

The Associate in Arts in Political Science for Transfer degree will be awarded upon completion of 60 California State University (CSU) transferable units including the above major requirements, 2-17 units of electives and the Intersegmental General Education Transfer Curriculum (IGETC) or California State University General Education (CSUGE) requirements with a minimum grade point average of 2.0. All courses in the major must be completed with a grade of "C" or better. (Students completing this degree are not required to fulfill the RCCD graduation requirements found in section VII. Additional degree requirements: Health Education and Self Development)

Items 3-21.

No written response is required for Narrative Items #3–21. All ADTs are developed in accordance with SB1440. SB1440 was authorized with alignment and in compliance with Title 5, Chapter 6, Subchapter 2, sections 55100 and 55130. ADTs and corresponding transfer model curriculum (TMC) were developed collaboratively by intersegmental discipline faculty from the community colleges and the CSU. ADTs assist local community colleges in meeting master plan goals of enhancing transfer opportunities for students.

Important Note: Education Code section 66746 subdivision (b) prohibits a community college district from imposing any additional course requirements for a student to be eligible for an ADT, and subdivision (e) prohibits allowing remedial non-collegiate level coursework to be counted toward the units required for an ADT. If the college normally requires students to complete additional graduation requirements to obtain an associate degree, the catalog description must clearly state that the ADT does not require them.



College Mission and Vision

Mission Statement

- Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

Vision Statement

- Norco - creating opportunities to transform our students and community for the dynamic challenges of tomorrow.

Core Commitments

- Norco College is dedicated to following a set of enduring Core Commitments that guide it through changing times and give rise to our Vision, Mission, and Strategic Goals.
 - Mutual Respect.** Belief in the personal dignity and full potential of every individual and in fostering positive human values in the classroom and in all interactions
 - Collegiality.** Being a supportive community that is distinctive in its civility, where the views of each individual are respected, humor and enjoyment of work are encouraged, and success is celebrated
 - Inclusiveness.** Embracing diversity in all its forms — global as well as local — and creating a supportive climate that encourages a variety of perspectives and opinions
 - Integrity.** Maintaining an open, honest, and ethical environment
 - Innovation.** Valuing creative solutions and continuing to seek inventive ways to improve instruction and service to students and to the community
 - Quality.** Achieving excellence in the broad range of academic programs and services provided to students and to the community, fostering an environment of inquiry, learning and culture, and providing professional development opportunities for faculty and staff

Senate Purpose: a mission laid out in Title 5

The Academic Senate shall concern itself with making recommendations to the College President and the District Chancellor and the District Academic Senate, and the College Vice President for Academic Affairs with respect to policy development and the implementation of matters in the following areas:

- curriculum, including establishing prerequisites and placing courses within disciplines
- degree and certificate requirements
- grading policies
- educational program development
- standards or policies regarding student preparation and success
- district and college governance structures, as related to faculty roles
- faculty roles and involvements in accreditation processes, including self study and annual reports
- policies for faculty professional development activities
- processes for program review
- processes for institutional planning and budget development
- other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

The Academic Senate shall consider in good faith any recommendation submitted for Academic Senate action by a member of the faculty, classified staff, associated students government, or administration.

What have we accomplished...

- Better communication of our efforts with "Talking Points" for the Senators as they report back to their constituency
- An open, safe environment for the discussion of challenges that are facing the college, its administration, its faculty, staff and students.
- Great plans: Distance Education Plan and Student Success and Support Program Plan
- Institutionalization and plan for expansion of a full survey of the effectiveness of the Academic Senate and its committees
- Resolution of issues of process, procedure, regulations, definitions and format of Board of Trustee Administrative Policies:

Accomplished (continued)

- Faculty Professional Growth (Full Time Faculty Salary Advancement)
 - Program Viability and Discontinuance
 - Temporary Faculty (One semester; one year)
 - Equivalency Policy
 - Attendance Policy
- And in the realm of possibility:**
- Faculty Hiring (Insert a Resolution to try to move to resolution of issues)
 - Limitations on Enrollments, Pre-Requisitesstill in process