



# **Program Review - Overall Report**

**2024 - 2027**

**Instructional: Accounting**

## Overall Trends

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What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?

Overall, students in (**Accounting** courses) have been (**increasing/decreasing/about the same**) from **63.3%** to **59.8%** in success and (**increasing/decreasing/about the same**) from **84.1%** to **90.9%** in retention over the past 3 years.

The students in **accounting** courses have **increased/decreased/stayed about the same** in their rate of receiving less than passing (DF) grades during this time.

The number of students who have declared a major in **accounting** went from **345** to **435** in 3 years. This represents **increased/decreased/flat** growth for this program. Of these students, **20.33%** have met with a counselor and developed an educational plan.

The number of students who have completed a degree or certificate in **Business: Accounting** program went from **6** to **9** in 3 years. This represents **increased/decreased/flat** growth for this program. In the most recent year (or whatever year is appropriate), **9** students graduated. The expected number of students who should get a degree would be approximately **86** (20% of Program of Study number in most recent year). The gap in the pipeline is approximately **77** more students to graduate with a degree or certificate.

Please add any relevant documents here.

## Disaggregated Student Subgroups

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Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?

In terms of student subgroups in **accounting** courses, **Hispanic females and African American males and females** are showing gaps in success that are concerning. And **Hispanic females** are showing gaps in retention that are concerning.

If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?

By analyzing the data, we observed disparities in equity among specific student subgroups, particularly in courses conducted through online instruction.

To address equity gaps in online instructions, we are encouraging all accounting faculty to complete the DE Camp Recertification, with a particular emphasis on the equity module. This step aims to enhance the quality of online education and contribute to the reduction of disparities identified through data analysis.

## Data Review

*In addition, the department will encourage all accounting faculty members (whether they teach online or in-person) to participate in specific professional development training programs, including those focused on Teaching Men of Color and addressing Racial Microaggressions, to foster a more inclusive and supportive learning environment.*

*Establish a partnership with CalCPA to enhance student engagement and representation by inviting working professionals from diverse backgrounds to discuss various career options in the accounting field within the classroom setting.*

*Implement a standardized discipline-wide resource insert that includes essential information such as the LRC tutoring hours, instructor-student interaction hours, and available Disability Resource Center (DRC) resources. This initiative aims to provide students with accessible support and ensure that they are aware of the resources available to them, contributing to a more equitable learning experience.*

**Please add any relevant documents here.**

## DE Recertification

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### Program/Unit Goal

100% Completion of DE Recertification for all faculty teaching in discipline

### Goal Cycle

2024 - 2027

### What are you doing now in support of this goal?

*In compliance with Title 5, Section 55208 (b) and the RCCD Administrative Procedure 2105, all faculty teaching online courses are required to have completed distance education (online) training in the last 3 years. Online teaching certification is valid for three (3) academic years from the completion date of the certification requirements*

### What are your plans (3-year) regarding this goal?

*To address equity gaps in online instructions, our goal over the next 3 years is to ensure all faculty teaching online courses are certified, recertified, or take an equivalency pathway.*

*RCCD offers an in-district online teaching certification course called Course Design Camp. It is a self-paced, 4-module course focused on course development, design, facilitation, and equitable learning outcomes for all student groups. There are no course start/end dates or assignment due dates, allowing for the completion of online teaching requirements throughout the year. **NOTE:** Sixteen (16) hours of FLEX credit is available to Faculty who complete RCCD Course Design Camp*

*We are encouraging all accounting faculty to complete the DE Camp Recertification, with a particular emphasis on the equity module. This step aims to enhance the quality of online education and contribute to the reduction of disparities identified through data analysis.*

### Please add any relevant documents here.

[Screenshot 2024-02-12 at 12.24.46 PM.png](#)

### Mapping

Educational Master Plan (2020-2025): ( )

- 2025 Objective 2.1 - KPI 4 (Academic Affairs):
- 2025 Objective 2.2 - KPI 5 (Academic Affairs):
- 2025 Objective 3.1 - KPI 8 (Student Services):
- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2025 Objective 3.3 - KPI 10 (Student Services):
- 2025 Objective 3.4 - KPI 11 (Student Services):
- 2025 Objective 3.5 - KPI 12 (Student Services):
- 2030 Goal 3: Equity:
- 2030 Goal 4: Professional Development:

### Evidence

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#### Evidence Date

03/15/2024

**Please provide any assessment data or other evidence that supports this Program/Unit Goal.**

## Success Rates by Discipline & Course Disaggregated by Race/Ethnicity

Clear Selections

**Year**

2018-19

2019-20

2020-21

2021-22

2022-23

**Term**

Summer 2020

Fall 2020

Winter 2021

Spring 2021

Summer 2021

Fall 2021

Discipline-Level: MAT, SOC, CON, ADJ, GUI, ART, GEG, ...

Course-Level: MAT-1A, SOC-2, CON-70, ADJ-3, SOC...

**College**

MVC

NC

RCC

**Discipline**

All

Gender	Enrolled	Success	Success Rate	DI	Close Gap
<b>Female</b>	<b>51,881</b>	<b>36,726</b>	<b>70.8%</b>	<b>0</b>	<b>0</b>
African American	3,184	1,993	62.6%	1	259
Asian	5,270	4,400	83.5%	0	0
Hispanic	31,300	21,240	67.9%	1	1225
Native American	106	74	69.8%	0	1
Pacific Islander	136	79	58.1%	1	17
White	9,726	7,413	76.2%	0	0
Two or More	1,867	1,308	70.1%	0	8
Unknown	292	219	75.0%	0	0
<b>Male</b>	<b>39,823</b>	<b>27,888</b>	<b>70.0%</b>	<b>0</b>	<b>292</b>
African American	2,511	1,472	58.6%	1	306
Asian	5,194	4,178	80.4%	0	0
Hispanic	21,593	14,660	67.9%	1	720
Native American	102	57	55.9%	1	15
Pacific Islander	181	113	62.4%	1	15
White	8,488	6,221	73.3%	0	0
Two or More	1,376	944	68.6%	0	26
Unknown	378	243	64.3%	1	24
<b>Unknown</b>	<b>730</b>	<b>503</b>	<b>68.9%</b>	<b>0</b>	<b>12</b>
African American	48	17	35.4%	1	17
<b>Total</b>	<b>92,434</b>	<b>65,117</b>	<b>70.4%</b>	<b>0</b>	<b>0</b>

Is there a resource request associated with this Goal?

No

If yes, please provide a short description.

Please add any relevant documents here.

### Professional Development Trainings & Memberships

#### Program/Unit Goal

Pursue and maintain professional development trainings and memberships

#### Goal Cycle

2024 - 2027

#### What are you doing now in support of this goal?

*In support of this goal, the faculty participates in professional development trainings throughout the year such as Fall/Spring Flex and various disciplined-specific conferences such as:*

- California Community College Association for Occupational Education (CCCAOE)
- Accreditation Counsel for Business Schools and Programs (ACBSP)
- Faculty Women of Color in Academia National Conference
- National Alliance for Partnership in Equity (NAPE)

#### What are your plans (3-year) regarding this goal?

*Over the next 3 years, our goal is to pursue and maintain professional development trainings that can help faculty foster a more inclusive and supportive learning environment representative of the students we serve. These trainings include continued*

## Program/Unit Goals

attendace to existing trainings/conference and participation and/or memberships to the following:

- *California Community College Association for Occupational Education (CCCAOE)*
- *Accreditation Counsel for Business Schools and Programs (ACBSP)*
- *Faculty Women of Color in Academia National Conference*
- *National Alliance for Partnership in Equity (NAPE)*
- *Teaching Men of Color Certificate*
- *Racial Microaggressions Certificate*
- *Teachers of Accounting at Two-Year Colleges (TACTYC)*
- *National Association of Black Accountants (NABA)*
- *CALCPA*

**Please add any relevant documents here.**

### Mapping

Educational Master Plan (2020-2025): ( )

- 2025 Objective 3.1 - KPI 8 (Student Services):
- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2025 Objective 3.3 - KPI 10 (Student Services):
- 2025 Objective 3.4 - KPI 11 (Student Services):
- 2025 Objective 3.5 - KPI 12 (Student Services):
- 2025 Objective 4.2 (Planning and Development):
- 2025 Objective 4.3 (Academic Senate):
- 2030 Goal 3: Equity:
- 2030 Goal 4: Professional Development:

### Evidence

#### Evidence Date

03/15/2024

**Please provide any assessment data or other evidence that supports this Program/Unit Goal.**

**Is there a resource request associated with this Goal?**

Yes

**If yes, please provide a short description.**

Attendance to various conferences and paid membership

**Please add any relevant documents here.**

## Increase & Maintain Community Partnerships

### Program/Unit Goal

Establish and maintain industry partnerships

### Goal Cycle

2024 - 2027

**What are you doing now in support of this goal?**

## Program/Unit Goals

*In support of this goal, the department has consistently partnered with local organization to strengthen existing*

*relationships and build new partnerships. Over the previous years, we have continued our ongoing partnership with Community Action Partnerships of Riverside to complete taxes for the community. Doing so allows our income tax students hands-on practical experience preparing individual income tax returns. Additionally, the program allows us to market our business programs to the community.*

*Moreover, we have increased the number of industry partners who have participated in industry advisory council meeting held by the Riverside's Tri-colleges. In addition, we have consistently attended the California Community College Association for Occupational Education (CCCAOE) conference to assist support industry needs.*

**What are your plans (3-year) regarding this goal?**

*Over the next 3 years, we plan to:*

- Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry*
- Make strides in our relationship with local Chambers of Commerce and identify needs of small business owners in our community to help design and deliver courses that will help grow their companies*
- Continue to grow and strengthen our existing relationships*
- Establish a partnership with CalCPA to enhance student engagement. In pursuing this relationship, it would allow the college to invite working professionals from diverse backgrounds to discuss various career options in the accounting field within the classroom setting.*
- Establish relationships with Accounting departments at local feeder schools(4-year universities/colleges)*
- Attend discipline-specific and business-related conferences to develop collaborative partnership with minority organization*

**Please add any relevant documents here.**

[Helping People Changing Lives..pdf](#)

[School of B&M Advisory Meeting Agenda 8-25-23.pdf](#)

### **Mapping**

**Educational Master Plan (2020-2025): ( )**

- 2025 Objective 6.2 (Planning and Development):**
- 2030 Goal 6: (Community Partnerships) :**

### **Maintain Certification for CTEC Program**

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#### **Program/Unit Goal**



Maintain CTEC Program

**Goal Cycle**

2024 - 2027

**What are you doing now in support of this goal?**

*Currently, we offer a course that allows students to become a certified income tax preparer through the State of California and prepares them to volunteer for VITA (CAP). ACC -67 U.S. and California Income Tax Preparation. Norco College is approved to offer continue offering this course until June 30, 2025.*

**What are your plans (3-year) regarding this goal?**

*Over the next 3 years, our goal is to continue to offer the certification/course to students. To do so, we must apply for renewal and update our curriculum to be in compliant with CTEC guidelines. This process is rigorous and requires manpower above and beyond what can be done during the course of the semester. In addition, representatives are required to attend the annual Provider Task Force meeting once every 3 years in Sacramento. Failure to meet these requirements will result in the revocation of a provider's approval status per the provisions of policy CP25-Provider Task Force meeting.*

**Please add any relevant documents here.**

[NORCO COLLEGE 6228 \(2\).pdf](#)

[CTEC QE Approval letter for Norco College 6228.pdf](#)

**Mapping**

Educational Master Plan (2020-2025): ( )

- 2025 Objective 5.1- KPI 13 (Student Services):
- 2025 Objective 5.2 - KPI 14 (Academic Affairs):
- 2025 Objective 5.3 - KPI 15 (Student Services):
- 2025 Objective 7.2 (Academic Senate):
- 2030 Goal 5: Workforce and Economic Development:
- 2030 Goal 6: (Community Partnerships) :
- 2030 Goal 7: Programs:

**Evidence**

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**Evidence Date**

03/15/2024

**Please provide any assessment data or other evidence that supports this Program/Unit Goal.**

**Is there a resource request associated with this Goal?**

Yes

**If yes, please provide a short description.**

Special Projects for renewal and travel to mandatory meeting

**Please add any relevant documents here.**



**1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?**

Members in my area have participated in a variety of webinar/trainings such as Employing Equity Minded and Culturally Affirming Teaching, Introduction to Prisons, Mindful Practices. 2021-2022: Black Ally Training, Supporting Undocumented Students, CORA Course Design for Racial Equity and Equitable Placement. 2022-2023: Dismantling Structural Racism, I Don't See Color, Supporting Foster Youth, NAPE conference. 2023-2024: Guided Pathways Equity Summit, Distance Education Recertification which addresses DEI in the classroom. In addition, we have participated in college-sponsored professional development with various equity-related.

**2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?**

One member of our area mentioned, "Based on what I learned from these trainings, I redesigned my classes starting with the discussion boards assignments. I rewrote the instructions to include supportive, nurturing, bias free, and equitable language. Additionally, I redesigned these assignments so that they would have a sequential flow that strives to develop a community of learners. In the second posting (after the proverbial self-introduction posting), students share a personal story of a challenge they faced. This post is completely unrelated to the course content. The intention is to develop a place where students can connect on a human level, see the collective faces of the class and bond over shared experiences. I also redesigned my end of the course Term Project to include a section that asks students to review, evaluate, analyze and comment on the DEI practices of a publicly traded company. The intention here is to not only familiarize students with reading an Annual Report but to learn about corporate DEI initiatives. Students learn that these aren't just terms thrown around in everyday vernacular but rather they are practices that develop, enhance, support and sustain an organization.

Moreover, another member in our area stated, "One approach I've adopted from these training sessions involves inviting students to engage in course governance by reviewing the syllabus. This practice empowers students within the course and involves them in decision-making. Furthermore, I've instituted a late-work policy that eliminates the need for students to directly contact me. This approach is significant as it removes feelings of guilt and shame associated with submitting late work, enabling students to still earn points and eliminating the "all or nothing" mentality.

Additionally, as time permits in the semester, I have implemented a career exploration class session in line with the Guided Pathways training.

**3. What additional equity-related professional development/trainings do you seek to better support your area?**

We plan to update DE certifications, participate in equity-related trainings and conference to further support students and the college's mission.

I will continue with the trainings offered to me by the college. Additionally, I will continue to revise my online courses with a phase 2 focus on ensuring I have course wide bias free and equitable language.

**Please add any relevant documents here.**

[2023\\_Fall\\_FLEX\\_Agenda\[1\].docx](#)

[2024\\_Spring\\_Flex\\_Day\\_Schedule\\_of\\_Events\\_\(final\)\[1\].docx](#)

[Fall\\_Flex\\_2021\\_Schedule\\_of\\_Events\[1\].docx](#)

[Fall\\_Flex\\_2022\[1\].docx](#)

[Schedule\\_of\\_Events\\_-\\_Achieving\\_Equity\\_in\\_Guided\\_Pathways\\_Summit\[1\].docx](#)

[Spring\\_Flex\\_2021\\_Agenda\\_Final\[1\].docx](#)

[Spring\\_Flex\\_2023\\_Schedule\\_of\\_Events\[1\].docx](#)

**Are all your courses current (within four years)?**

No

**What percentage of your courses are out of date?**

More than 25%

**If you have courses that are not current, are they in the curriculum process?**

Yes

**For out of date courses that are not already in progress of updating, what is your plan?**

For the accounting courses with the DE portion, perhaps this is a new requirement that was not made aware of. Can I be provided with a link or document that states the Distance Education requests must be updated? I would also like to know when this requirement was instituted and how often Distance Education requests must be updated.

**Do you have proposals in progress for all the DE courses you intend to file?**

No

**Do you require help to get your courses up to date?**

Yes

**Please add any relevant documents here.**

[Accounting Discipline Minutes\\_Sept 8 2023.docx](#)

**Outcome Mastery**

**Date**

03/14/2024

**Observation**

**What did you notice?**

Overall, mastery of the assessed accounting SLOs have been above 70%.

**Course(s)**

ACC-1A, ACC-1B, & ACC-62

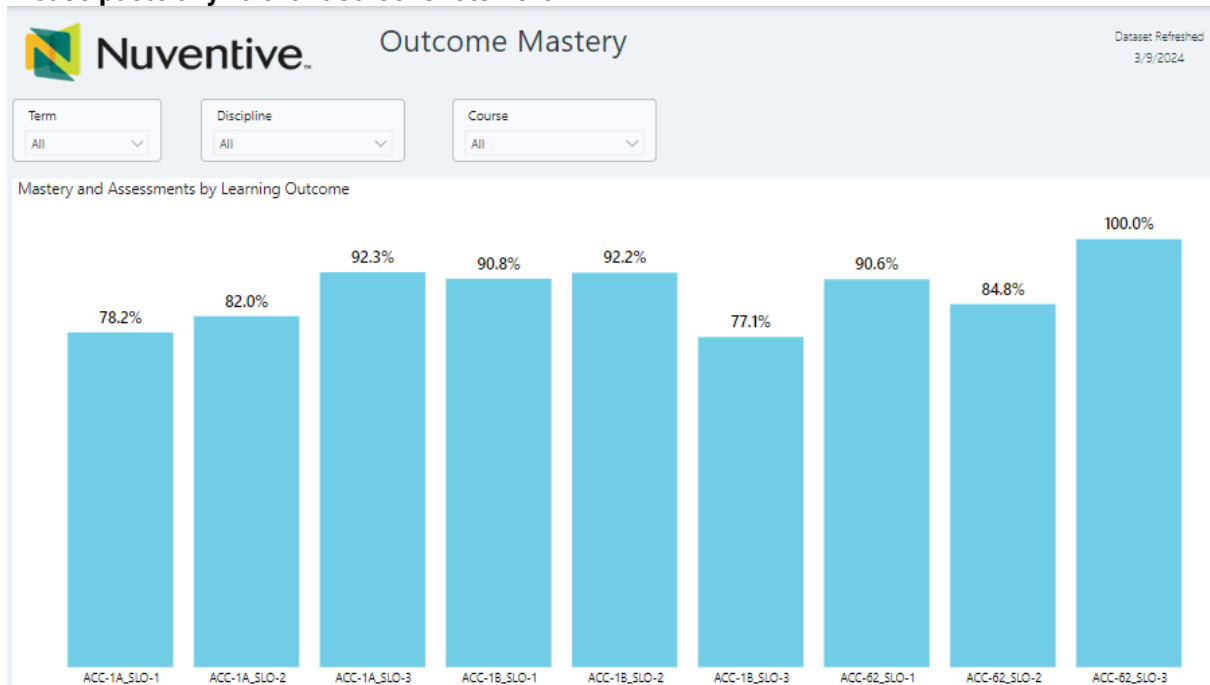
**SLO(s)**

ACC-1A\_SLO-1, ACC-1A\_SLO-2, ACC-1A\_SLO-3, ACC-1B\_SLO-1, ACC-1B\_SLO-2, ACC-1B\_SLO-3, ACC-62\_SLO-1, ACC-62\_SLO-2, ACC-62\_SLO-3

**Discussion/Analysis**

While we are pleased with the successful results, there is always room for improvement. For example, there are a few SLOs in both ACC-1A and ACC-1B that can stand to be improved upon as these two courses are taken most frequently in the discipline. The plan for improvement includes consistent and regular assessments of these student learning outcomes that allows faculty to reflect, discuss, and modify accordingly.

Please paste any relevant screenshots here.



Please add any relevant documents here.

**Outcome Mastery by Demographics**

**Date**

03/14/2024

**Observation**

**What did you notice?**

Students aged between 25-29 are encountering difficulties with mastery concepts. In addition, students from African American and Hispanic backgrounds are lagging their counterparts.

**Course(s)**

ACC-1A, ACC-1B, & ACC-62

**SLO(s)**

ACC-1A\_SLO-1,ACC-1A\_SLO-2, ACC-1A\_SLO-3, ACC-1B\_SLO-1, ACC-1B\_SLO-2, ACC-1B\_SLO-3,ACC-62\_SLO-1, ACC-62\_SLO-2, ACC-62\_SLO-3

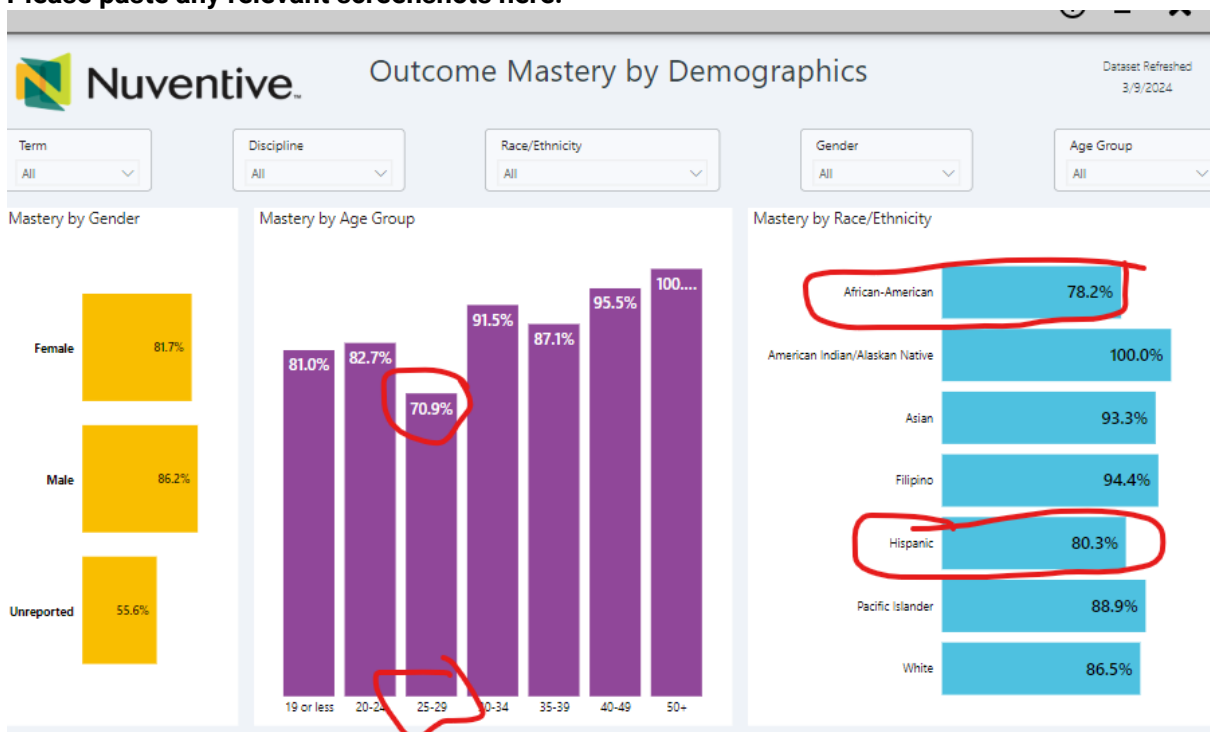
**Discussion/Analysis**

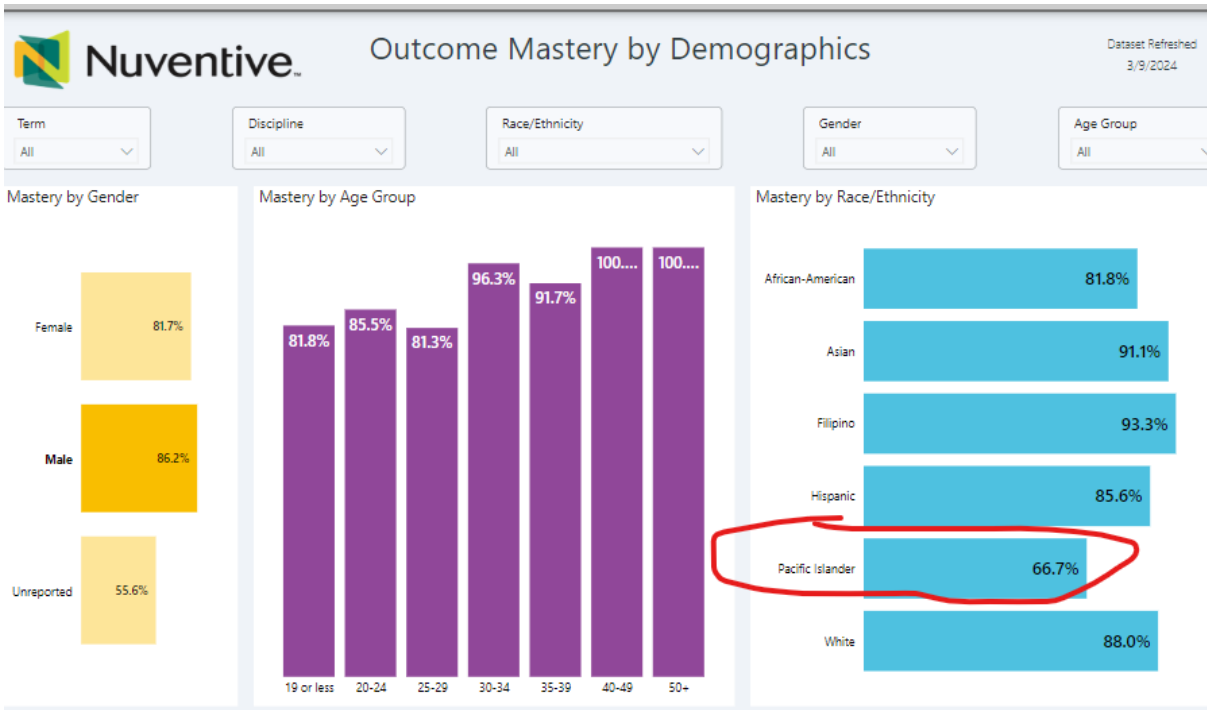
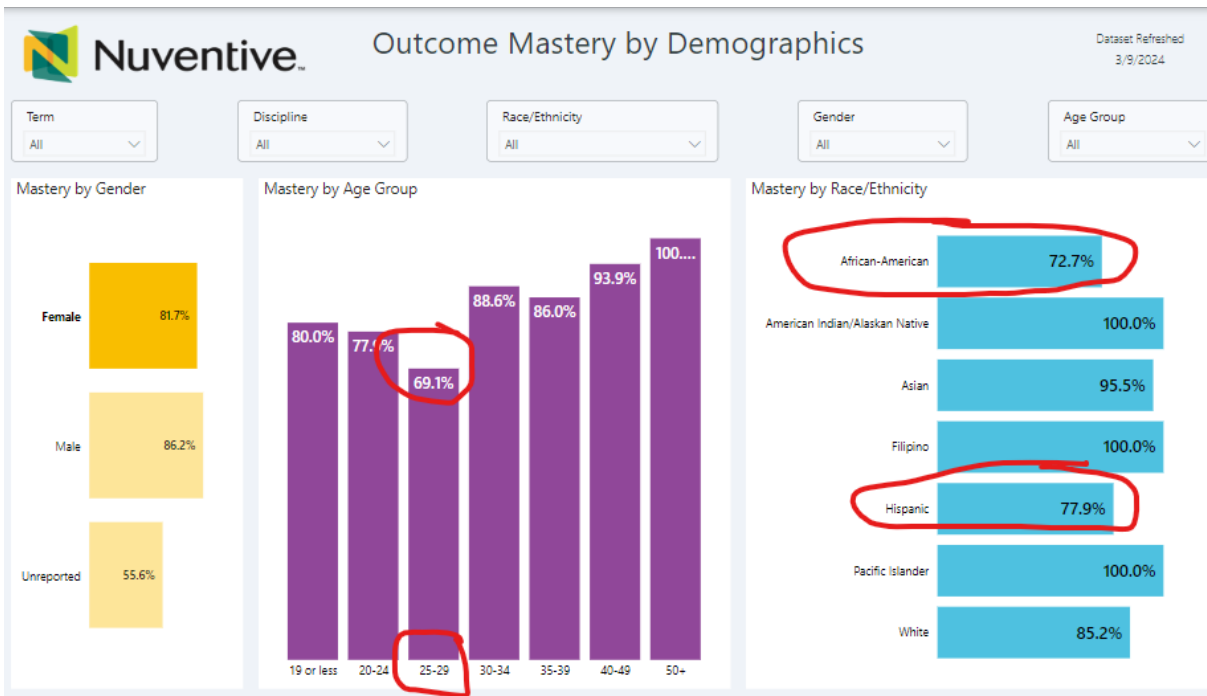
There are small variances in the mastery of student learning outcomes between females and males.

When examining mastery by age group, it becomes apparent that students aged between 25 and 29 tend to encounter more difficulties with concepts compared to other age groups in the data. Furthermore, we observe that students from African American and Hispanic backgrounds are falling behind in comparison to their peers. Among the entire female population, 69.1% of those aged between 25 and 29 tend to encounter difficulties in mastering concepts. Additionally, the data indicates that female students from African American (72.7%) and Hispanic (77.9%) backgrounds are trailing behind their counterparts by

Among male students, those of Pacific Islander descent are notably lagging behind their counterparts in mastering concepts.

Please paste any relevant screenshots here.





Please add any relevant documents here.

## CTEC Certifications

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### Resource Year

2024 - 2027

### What resources do we already have?

None

### What resources do you need?

CTEC Renewal and travel to mandatory annual meeting in Sacramento

### \$ Amount Requested

8,000

### Resource Type

BUDGET: Request Ongoing Funding (Support, Mktg)

### Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

EMP Goal 5, EMP Goal 6, EMP GOAL 7; Over the next 3 years, our goal is to continue to offer the certification/course to students. To do so, we must apply for renewal and update our curriculum to be in compliant with CTEC guidelines. This process is rigorous and requires manpower above and beyond what can be done during the course of the semester. In addition, representatives are required to attend the annual Provider Task Force meeting once every 3 years in Sacramento. Failure to meet these requirements will result in the revocation of a provider's approval status per the provisions of policy CP25-Provider Task Force meeting.

### This request for my area is Priority #:

1

### Is this request

Revised

### Mapping

Educational Master Plan (2020-2025): ( )

- 2025 Objective 5.3 - KPI 15 (Student Services):
- 2025 Objective 6.1 (Academic Affairs):
- 2025 Objective 6.2 (Planning and Development):
- 2025 Objective 7.2 (Academic Senate):
- 2030 Goal 5: Workforce and Economic Development:
- 2030 Goal 6: (Community Partnerships) :
- 2030 Goal 7: Programs:

Instructional: Accounting: (.)

- Increase & Maintain Community Partnerships: .
- Maintain Certification for CTEC Program : .

## Memberships

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### Resource Year

2024 - 2027

### What resources do we already have?

none

### What resources do you need?

Membership to National Association of Black Accountants (NABA) & Teachers of Accounting at Two-Years Colleges (TACYTC)

### \$ Amount Requested

165

### Resource Type

BUDGET: Request Ongoing Funding (Support, Mktg)

**Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.**

Establish a partnership with CalCPA to enhance student engagement. In pursuing this relationship, it would allow the college to invite working professionals from diverse backgrounds to discuss various career options in the accounting field within the classroom setting. In addition, obtain memberships with the National Association of Black Accountants (NABA) and Teachers of Accounting at Two Year Colleges.

Attend discipline-specific and business-related conferences to develop collaborative partnership with minority organization.

**This request for my area is Priority #:**

2

**Is this request**

New

**Mapping**

Educational Master Plan (2020-2025): ( )

- 2025 Objective 3.1 - KPI 8 (Student Services):
- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2025 Objective 3.3 - KPI 10 (Student Services):
- 2025 Objective 6.1 (Academic Affairs):
- 2025 Objective 6.2 (Planning and Development):
- 2030 Goal 3: Equity:
- 2030 Goal 4: Professional Development:
- 2030 Goal 6: (Community Partnerships) :

Instructional: Accounting: (.)

- Increase & Maintain Community Partnerships: .
- Professional Development Trainings & Memberships: .
- Outcome Mastery by Demographics: .



**Resource Request**

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**What resources do we already have?**

none

**Potential Funding Source(s)**

FPDC,Department Regular Funding,CTE: Strong Workforce Project (SWP),Equity

**What resources do you need?**

Travel to annual conference-National Association of Black Accountants (NABA)

**Request related to EMP goal or Assessment?**

EMP Goal 6,EMP Goal 5,EMP Goal 4

**\$ Amount Requested**

3,500

**Resource Type**

FACULTY: Professional Development

**The evidence to support this request can be found in:**

Program/Unit Goals,Equity

**This request for my area is Priority #:**

2

**Professional Development Activity Funding Request Application**

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**Attendee and Activity Information**

**Has this professional development request been discussed and approved by your department chair?**

**Date of Request**

**Activity Date(s)**

**Attendee Name**

**Position**

**Discipline**

**Name of Activity and Organization/Sponsor**

## Faculty Professional Development Requests

Link to Activity Website

Location

City, State

Have you sought any other co-sponsorship (other internal and/or external funding)?

If yes, list source and total dollar amount.

Estimated Costs (\$)

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Registration

What is included with Registration?

Air Travel or Mileage (65.5 cents/mile)

Hotel (tax included)

Airport Parking

Ground Transportation

Meals (\$75/day maximum)

Hotel Parking

Incidentals

Total Costs

Justification for Funding Request

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Select the categories of professional development that best support your request. (Check all that apply)

Briefly describe the objective of the activity and how it will benefit you and the work you do for the college. If this activity aligns with the objectives of any special programs, grants, or plans (e.g., Equity, AB 705, Guided Pathways, STEM, etc.) please explain.

How do you plan to share the information gained from the activity to your department/division? See "Dissemination Plan Ideas" document for ways to disseminate information and check all that apply.

## Faculty Professional Development Requests

Briefly explain your selection above.

Is there anything else you would like to add?

**Approve and Submit**

Proof of approval is uploaded, ready to submit?

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Please upload proof of approval for travel from your department chair or Dean.

## For Administrative Use Only

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Funding Status

Notes

2024 - 2027

## Resource Request

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**What resources do we already have?**

None

**Potential Funding Source(s)**

FPDC, Department Regular Funding, CTE: Strong Workforce Project (SWP), Equity

**What resources do you need?**

Teachers of Accounting at Two-Year Colleges (TACTYC) annual conference

**Request related to EMP goal or Assessment?**

EMP Goal 4, EMP Goal 5, EMP Goal 6

**\$ Amount Requested**

2,500

**Resource Type**

FACULTY: Professional Development

**The evidence to support this request can be found in:**

Program/Unit Goals

**This request for my area is Priority #:**

1

## Faculty Professional Development Requests

### Professional Development Activity Funding Request Application

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#### Attendee and Activity Information

---

Has this professional development request been discussed and approved by your department chair?

Date of Request

Activity Date(s)

Attendee Name

Position

Discipline

Name of Activity and Organization/Sponsor

Link to Activity Website

Location

City, State

Have you sought any other co-sponsorship (other internal and/or external funding)?

If yes, list source and total dollar amount.

Estimated Costs (\$)

Registration

---

What is included with Registration?

Air Travel or Mileage (65.5 cents/mile)

Hotel (tax included)

Airport Parking

Ground Transportation

## Faculty Professional Development Requests

Meals (\$75/day maximum)

Hotel Parking

Incidentals

Total Costs

### Justification for Funding Request

Select the categories of professional development that best support your request. (Check all that apply)

Briefly describe the objective of the activity and how it will benefit you and the work you do for the college. If this activity aligns with the objectives of any special programs, grants, or plans (e.g., Equity, AB 705, Guided Pathways, STEM, etc.) please explain.

How do you plan to share the information gained from the activity to your department/division? See "Dissemination Plan Ideas" document for ways to disseminate information and check all that apply.

Briefly explain your selection above.

Is there anything else you would like to add?

### Approve and Submit

Proof of approval is uploaded, ready to submit?

Please upload proof of approval for travel from your department chair or Dean.

### For Administrative Use Only

Funding Status

Notes

2024 - 2027

### Resource Request

What resources do we already have?

none

## Faculty Professional Development Requests

### Potential Funding Source(s)

FPDC, Department Regular Funding, CTE: Strong Workforce Project (SWP), Equity

### What resources do you need?

Faculty Women of Color in Academia National Conference

### Request related to EMP goal or Assessment?

EMP Goal 4, EMP Goal 6

### \$ Amount Requested

2,700

### Resource Type

FACULTY: Professional Development

### The evidence to support this request can be found in:

Program/Unit Goals

### This request for my area is Priority #:

3

## Professional Development Activity Funding Request Application

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### Attendee and Activity Information

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Has this professional development request been discussed and approved by your department chair?

Date of Request

Activity Date(s)

Attendee Name

Position

Discipline

Name of Activity and Organization/Sponsor

Link to Activity Website

Location

City, State

Have you sought any other co-sponsorship (other internal and/or external funding)?

## Faculty Professional Development Requests

If yes, list source and total dollar amount.

### Estimated Costs (\$)

---

Registration

What is included with Registration?

Air Travel or Mileage (65.5 cents/mile)

Hotel (tax included)

Airport Parking

Ground Transportation

Meals (\$75/day maximum)

Hotel Parking

Incidentals

Total Costs

### Justification for Funding Request

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Select the categories of professional development that best support your request. (Check all that apply)

Briefly describe the objective of the activity and how it will benefit you and the work you do for the college. If this activity aligns with the objectives of any special programs, grants, or plans (e.g., Equity, AB 705, Guided Pathways, STEM, etc.) please explain.

How do you plan to share the information gained from the activity to your department/division? See "Dissemination Plan Ideas" document for ways to disseminate information and check all that apply.

Briefly explain your selection above.

Is there anything else you would like to add?

### Approve and Submit

---

Proof of approval is uploaded, ready to submit?



## Faculty Professional Development Requests

Please upload proof of approval for travel from your department chair or Dean.

### For Administrative Use Only

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Funding Status

Notes

## Faculty Hiring Resource Requests

**Program Review Reflections**

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**What would make program review meaningful and relevant for your unit?**

The current process in place does a great job of capturing the meaning of program review.

**What questions do we need to ask to understand your program plans, goals, needs?**

Everything was covered

**What types of data do you need to support your program plans, goals, needs?**

All data was available; nothing comes to mind

**If there are any supporting documents you would like to attach, please attach them here.**

**Submission**

---

**All parts of my Program Review have been completed and it is ready for review.**

Yes

# Success Rates by Discipline & Course Disaggregated by Race/Ethnicity

Clear Selections



**Year**

2018-19

2019-20

2020-21

2021-22

2022-23

**Term**

Summer 2019

Fall 2019

Winter 2020

Spring 2020

Summer 2020

Fall 2020

**College**

MVC

NC

RCC

**Discipline**

ACC

**Instruction Type**

Hybrid

Non-Online

Online

**Course**

Select all

ACC-1A

ACC-1B

ACC-55

ACC-62

ACC-65

ACC-66

ACC-67

ACC-801

ACC-802

ACC-803

**Support Course**

No

Discipline-Level: ACC

Gender	Enrolled	Success	Success Rate	DI	Close Gap
<b>Female</b>	<b>2,226</b>	<b>1,298</b>	<b>58.3%</b>	<b>1</b>	<b>124</b>
African American	176	90	51.1%	1	18
Asian	234	173	73.9%	0	0
Hispanic	1,291	695	53.8%	1	133
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	443	291	65.7%	0	0
Two or More	64	35	54.7%	0	4
Unknown	12	10	83.3%	0	0
<b>Male</b>	<b>1,801</b>	<b>1,157</b>	<b>64.2%</b>	<b>0</b>	<b>0</b>
African American	94	42	44.7%	1	16
Asian	247	196	79.4%	0	0
Hispanic	944	563	59.6%	0	15
Native American	Masked Data			0	
Pacific Islander	Masked Data			0	
White	415	300	72.3%	0	0
Two or More	63	39	61.9%	0	0
Unknown	26	13	50.0%	0	3
<b>Unknown</b>	<b>20</b>	<b>6</b>	<b>30.0%</b>	<b>1</b>	<b>7</b>
African American	Masked Data			0	
<b>Total</b>	<b>4,047</b>	<b>2,461</b>	<b>60.8%</b>	<b>0</b>	<b>0</b>

Course-Level: ACC-1A, ACC-1B, ACC-62, ACC-55, A...

Gender	Enrolled	Success	Success Rate	DI	Close Gap
<b>Female</b>	<b>2,226</b>	<b>1,298</b>	<b>58.3%</b>	<b>1</b>	<b>124</b>
African American	176	90	51.1%	1	18
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African American	Masked Data			0	
<b>Total</b>	<b>4,047</b>	<b>2,461</b>	<b>60.8%</b>	<b>0</b>	<b>0</b>



**School of Business & Management  
Industry Advisory Meeting Minutes  
Friday, August 25, 2023 8:00am - 9:30am**



Room: OCC 116 & ZOOM, <https://rccd-edu.zoom.us/j/81975365771>

Attendees:

Industry Advisors		
Name:	Organization:	Email:
John Garcia	SoCal Gas	<a href="mailto:jgarcia4@socalgas.com">jgarcia4@socalgas.com</a>
Amanda Wells	City of Eastvale	<a href="mailto:awells@eastvaleca.gov">awells@eastvaleca.gov</a>
Emma David Lechuga	Achieve Education Training Institute	<a href="mailto:delechuga@yahoo.com">delechuga@yahoo.com</a>
John Petersen	DiGerolamo Family Insurance	<a href="mailto:jp@dfiinsurance.com">jp@dfiinsurance.com</a>
Jessica Brown	CFO City of Fontana	<a href="mailto:jbrown@fontana.org">jbrown@fontana.org</a>
Yvonne Leonard (on Zoom)	Real Estate Broker	<a href="mailto:yfleonard@gmail.com">yfleonard@gmail.com</a>
Julie Kennicutt (on Zoom)	Budget Manager City of Corona	<a href="mailto:Julie.kennicutt@coronaca.gov">Julie.kennicutt@coronaca.gov</a>
Cristina Flores	CNUSD, K12 Pathways Coordinator	<a href="mailto:cristina_flores@jusd.k12.ca.us">cristina_flores@jusd.k12.ca.us</a>
Norco College Personnel		
Adam Martin (on Zoom)	Faculty, Norco College, Entrepreneurship	<a href="mailto:Adam.Martin@norcocollege.edu">Adam.Martin@norcocollege.edu</a>
John Alpay	Faculty, Norco College, Business Law & Real Estate	<a href="mailto:John.Alpay@norcocollege.edu">John.Alpay@norcocollege.edu</a>
Eric Doucette	Faculty, Norco College, Business Administration	<a href="mailto:Eric.Doucette@norcocollege.edu">Eric.Doucette@norcocollege.edu</a>
Dana White	Faculty, Norco College, Accounting	<a href="mailto:Dana.White@norcocollege.edu">Dana.White@norcocollege.edu</a>
Patty Worsham	Faculty, Norco College, Business Administration & Accounting	<a href="mailto:Patty.Worsham@norcocollege.edu">Patty.Worsham@norcocollege.edu</a>
Ashley Etchison	Dean of Instruction-Career Education	<a href="mailto:Ashley.Etchison@norcocollege.edu">Ashley.Etchison@norcocollege.edu</a>
Stephanie Karnes	CTE Projects Specialist	<a href="mailto:Stephanie.Karnes@norcocollege.edu">Stephanie.Karnes@norcocollege.edu</a>

- Meeting commenced at 8:00AM.**
- Welcome and Introductions**-Name, Industry, Title, # Years at Company. Eric Doucette led introductions.
  - Roundtable introductions of in-person attendees including Norco College BUS faculty and industry professionals.
  - Introductions of online attendees via Zoom: Entrepreneurship Norco faculty Adam Martin, Julie Kennicutt, and Yvonne Leonard.
- History and Vision of Norco College** -Patty Worsham, Business faculty



- a. Norco College is a two-year public institution of higher education, one of three colleges in the Riverside Community College District. Norco College started as a campus of RCC and established as its own campus in January 2010.
  - b. Proudly serving the cities of Norco, Corona, Eastvale, Jurupa Valley, Temescal Valley, and surrounding communities.
  - c. Campus culture, Guided Pathways and Diversity, Equity, and Inclusion initiatives, institutional practices, and continuous improvement.
4. **Purpose of the Advisory Committee**-Adam Martin, Business faculty
- a. Purpose and goal of our advisory committees, consistency in regular meetings and value of industry feedback for our programs and curriculum.
5. **ACBSP Accreditation**-Eric Doucette, Business faculty
- a. **Norco College is currently in the accreditation process with ACBSP, the “Accreditation Council for Business Schools and Programs”.**
  - b. Riverside City College is also accredited.
  - c. **Advisory Council feedback important in our next steps and upcoming ACBSP site visit with our advisory on October 12, 2023 at 12 noon.**
6. **Description of Degrees and Certificate programs**
- a. General Business-Eric Doucette and Patty Worsham, faculty
    - i. Norco faculty discussed our Associate Degrees and Associate Degrees of Transfer (ADT) in Business and the importance of this degree. **Our largest number of completers in General Business are ADT’s.**
    - ii. More math concentration in our pathways. Guided Pathways for a map for students with course sequencing.
  - b. Accounting-Dana White & Patty Worsham, faculty
    - i. Dana gave updates on full accounting courses and popularity of in-person courses. Our Volunteer Income Tax Preparation (VITA) program is held annually and helps our community with tax preparation and submission every year starting in March.
    - ii. **Dana White asked the committee if there are internship opportunities with an AA/AS degree in accounting?**
      1. **Jessica Brown, City of Fontana, responded that there are opportunities for students with an AA/AS degree as an “Accounting Technician” and has current openings.** City of Fontana is having a hard time recruiting. She shared existing career pathways in these entry level positions of Accounting Technician or Clerk are available currently. City of Fontana needs students with governmental accounting course experience. There is a practical connection and flow for the accounting and analyst skill sets and knowledge. Analyst positions are hard to fill because they require a lens for financial accounting (historical lens) and budgeting (future lens).
      2. John Garcia, SoCal Gas, looking for professional skill sets including an intellectual curiosity with candidates that look at the data/process and ask “why”. They hire in multiple disciplines.
      3. **Action Item:** Connect our Employment Placement Coordinator, Paula Barrera Partida with Jessica, Amanda and John to post job opportunities for students.
  - c. Management & Entrepreneurship Programs-Adam Martin, faculty
    - i. **Adam talked about Norco College’s Entrepreneurship program and our stackable certificates and the development and launch of an Associates degree in Entrepreneurship.** Blend of hard and soft skills that allow students to explore. Also talked about the development of our entrepreneurship center to help students foster and grow their business ideas.
    - ii. Emma David Lechuga, Achieve Education Training Institute reinforced the importance of High School students being introduced to entrepreneurship and innovative thinking.



- d. Real Estate-John Alpay, faculty
    - i. John explained the program and some upcoming changes.
    - ii. **Jessica Brown said the City of Fontana’s Economic Development Department would be a great employer as students can use their skills in land contracts, real estate, principles, law, and capital improvement.**
    - iii. Yvonne Leonard gave feedback on **the need for appraisers in the real estate career field. Yvonne recommended curriculum so students can gain knowledge in housing policy, community engagement, community involvement and responsible social media.** Additionally, skills in where to find data resources would be great for students to have. **Recommendation: Need courses in global real estate**, so perhaps Norco College could some way add an entry-level global course into our Real Estate General Business concentration and certificate. The field is facing some issues with Artificial Intelligence and how to effectively use it, so students will need to be aware of this issue and ability to understand data security. **This could be an entirely new certificate for Norco College.**
  - e. Logistics- Patty Worsham, faculty
    - i. Overview of program, and regional needs for Logistics Management students in logistics, warehousing and automation. **Norco College has great partnerships with Eibach, Amazon, and Target and this has created successful career pipelines for our students and ability for employers to send their employees to Norco College to upskill and earn additional certification.**
    - ii. Enrollment needs to continue to grow and inform students of these existing career pathways with our partnering businesses.
    - iii. Cristina Flores, K-12 Pathways Coordinator confirmed High Schools want to team up more with Norco College and High Schools are teaching courses to bridge to Community Colleges.
7. **Q&A-Discussion with Industry Advisors**
- a. Emma Lechunga, from Achieved Education and Training Institute asked “Does Norco College have a strong Concurrent Enrollment Program?”
    - i. Ashley Etchison, Career Education Dean and faculty confirmed we have a strong Concurrent Enrollment program, Dual Enrollment Program, and articulation agreements with several High Schools with a strong integration of Career Pathways into each industry.
    - ii. Patty Worsham shared that her son was a great example of Concurrent Enrollment Program as her son graduated from Norco College with more than 1 degree as well as a High School diploma.
  - b. Jessica Brown asked about High School students and exposure to curriculum at K-12. Cristina Flores, Corona-Norco Unified School District K-12 Pathways coordinator responded that High Schools have CTE programs and curriculum that create pathways for learning in concentrations in business and management and other CTE programs so students are prepared to continue career learning at post-secondary institutions.
  - c. John Garcia, SoCal Gas, asked “Do you maintain contact with your graduates?”
    - i. Patty Worsham, faculty, responded that there is email communication, post-graduation surveys that go out. We want to formalize the relationship with more students to increase engagement and employment in their field.
    - ii. John Garcia added they can hire students for internships as soon as they are accepted to their 4-year university program. Bachelor and Master’s degree program students qualify for entry level positions in technology, business, accounting, sales.
8. **Final Remarks and Action item: Invitations for advisory for ACBSP Visit Meeting: 12:00pm on October 12, 2023 in Room OCC102.**
9. **Meeting adjourned at 9:27am.**





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## 2022 PERIODIC REVIEW NOTICE

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February 1, 2022

**NORCO COLLEGE**  
**2001 THIRD STREET**  
**NORCO, CA 92860**  
**ATTN: Dana White**

**RE: 2022 Periodic Review for NORCO COLLEGE – Provider #6228**

Dear Provider:

In order to continue your status as a CTEC approved education provider, you are required to submit course materials and all administrative paperwork for your three-year periodic review on or before **June 30, 2022**. Providers offering both continuing education (CE) and qualifying education (QE) must submit both types of courses for review every three years. **Our records show that NORCO COLLEGE offers QE courses.**

The following course must be submitted for review:

- **Qualifying Education course # 6228-QE-0016**

All course materials and administrative paperwork must be **submitted electronically to [tboldish@ctec.org](mailto:tboldish@ctec.org)**. **Access to self-study courses offered online, must be provided with instructions as to how to retrieve the course material.** This access will only be used by reviewers to verify the bona fide nature of the online delivery platform. Once a complete packet has been received, the materials will be sent to the curriculum reviewer. The curriculum reviewer will review the course for compliance with CTEC standards. **Course materials will not be reviewed until a complete application has been received.**

**All CTEC courses are required to be current according to CP32 – Course Update Guidelines.**

**As a final reminder, your status as a CTEC approved provider expires at midnight on June 30, 2022. CTEC has 60 days to review materials submitted for periodic review. If those materials are not received by the June 30<sup>th</sup> deadline, your status as an approved provider is terminated as of July 1, 2022.**

If you do not wish to continue as a CTEC approved provider, please submit a written notification to CTEC requesting to be removed from the approved education provider list.

We look forward to receiving your application. Please direct any questions you may have to Tabitha Bolkish at (877) 850-2832 or via e-mail [tboldish@ctec.org](mailto:tboldish@ctec.org). Thank you for your part in providing quality education for the tax preparer community.

Sincerely,

Lee Reams Sr., BSME, EA  
Chair, Curriculum Provider Standards Committee  
California Tax Education Council (CTEC)

**The following separately identified documents must be submitted in the following sequence:**

- CTEC Curriculum Provider Application Form (CE attached).
- Application fee
  - QE Periodic Review fee \$1,000
  - NO FEE – PUBLIC UNIVERSITIES AND COLLEGES

Check made payable to CTEC - Mail to:

CTEC  
P.O. BOX 2890  
SACRAMENTO, CA 95812  
ATTN: TABITHA BOLKISH

- Completed CE application checklist.
- Signed Provider Compliance Form.
- IRS Approval letter
- Complete digital copy of the course syllabus.
- Student course-taking instructions – Providers must provide students with clearly written course-taking instructions that identify the steps a student must take from start to finish to complete the course.
- Online course access ID and password to be used by the CTEC reviewer with clear set of access instructions.
- Question and answer key for the review questions, including an explanation of why each answer is right or wrong.
- Question and answer key for the final exam questions, including an explanation of why each correct answer is correct.
- If the word count method was used to determine the course education credits, a complete course syllabus must be submitted in Microsoft Word format.
- Copy of the course evaluation form.
- Copy of the curriculum provider’s refund policy.
- Copy of the curriculum provider’s policy regarding course(s) update.
- Actual sample of completion certificate.

All providers are required to familiarize themselves with the current policies prior to submitting an application for approval. All CTEC policies can be found on the CTEC website at [Provider Policies - CTEC](#)

Incomplete submissions **may** be granted a 10-day extension of the June due date. When an application is missing information which is then submitted at a later date, a \$250 fee would be required to cover administrative fees. The \$250 administrative fee would be required with **each** corrective submission.


If your application packet is not received by the June 30<sup>th</sup> deadline, you will be notified, by certified mail, that your provider status has been revoked and you must, within 10 business days, provide CTEC with a list of students currently enrolled in your course(s) whose completion had not, as of the date of revocation, been posted to CTEC records. The list must include the student’s name, address, CTEC number and the CTEC course number. The students listed will be allowed to complete the course(s) for credit. Once the student successfully completes the course(s), the revoked curriculum provider must report the successful completion date directly to CTEC staff. Staff will post the credits to the student’s account.



## Community Action Partnership Riverside County IN-KIND GIFT / VOLUNTEER REPORT

**Instruction:** Complete form as each service rendered or donation received. Program Manager maintains form on file until requested by Management.

Donating Agency/Institution/Individual: Norco College		
Address:  2001 3 <sup>rd</sup> Street Norco, CA 92860		
Contact Person: Dana White	Title:	
Phone: (909) 918-7059	Fax:	E-mail Address: Dana.white@norcocollege.edu
Program/Purpose (Identify Program service/donation is being utilized)  VITA		
Item/Service Description (i.e., Volunteer hours, office space, cash donation)  Tax Preparation		
Date(s) Received/Rendered: Every Monday, Tuesday and Thursday from February 13 <sup>th</sup> to April 6 <sup>th</sup> , 2023. 11:00 AM to 3:00 PM / 1:00 PM to 4:00 PM		
SERVICE	ITEM	
Total Number of Days <u>21</u> or Hours <u>69</u>	Quantity <u>(1) ROOM / office</u>	
Fair Market Value: Hourly Rate: \$ <u>95.00</u> Daily Rate: \$ _____ Flat Rate: \$ _____	Fair Market Value Per Unit: \$ <u>1,000</u>	
Total Fair Market Value: \$ <u>6,555</u>	Total Fair Market Value: \$ <u>1,000</u>	

 _____ Authorized Signature	<u>9/14/23</u> _____ Date
<u>Dana White-Jackson</u> _____ Name (please print)	<u>Asst. Professor Act</u> _____ Title

Return this Form to:  
Community Action Partnership Riverside County  
2038 Iowa Avenue, Suite B-102  
Riverside, CA 92507



October 25, 2022

Norco College  
2001 Third Street  
Norco, CA 92860  
**Attn: Dana White**

**Re: Correction - 2022 Periodic Review Qualifying Education Face-to-Face course – Provider #6228**

Dear Ms. White:

As requested in our correspondence dated August 11, 2022, CTEC has received and reviewed the revised information submitted by Norco College, regarding the above referenced course, and has determined that the information submitted corrects the deficiencies identified during CTEC's initial review. **Your status as a CTEC approved education provider is, therefore, approved on condition you continue to abide by all CTEC education standards for this and other courses you offer.**

CTEC has the authority under CP28 to review, by audit, additional courses you offer. Maintaining your status as an approved curriculum provider is dependent upon conforming to the policies, procedures and standards of the California Tax Education Council, including Chapter 14 (Sections 22250-22259) of the California Business & Professions Code, which can be found on our website.

Tax law is constantly changing and any significant omission, related to the currency of the subject matter of the course, will cause a course to be disqualified. **All CTEC courses are required to be current according to CTEC policy CP32 – Course Update Guidelines.**

- **Your CTEC Provider number is 6228.**
- **You are authorized to offer Qualifying Education (Face-to-face courses).**
- **This approval automatically expires on June 30, 2025.**

Thank you for your continuing efforts to provide quality education to the tax preparer community. If you have any questions or concerns, please contact Tabitha Bolkish in the CTEC office.

Sincerely,

Lee Reams Sr., BSME, EA  
Chair, Curriculum Provider Standards Committee  
California Tax Education Council (CTEC)

## RCCD College Accounting Discipline Discussion Agenda

Date: Friday, September 8, 2023  
Time: 3:30 PM – 4:00 PM  
**Location: Zoom**  
Facilitator: Jennifer Corr

Attendees: Patty Worsham, Dana White, Andrea Stoll, Jennifer Corr

Our meeting commenced at 3:30 PM on Zoom.

Approval of the Agenda: Jen asked for a motion to approve. Patty approved Dana seconded. Motion carried by consensus.

### **Curriculum Updates:**

1. ACC 67 US and California Income Tax Preparation (A. Stoll) - Andrea is updating
  - a. Discuss Ethics SLO
    - i. We discussed the need for adding an Ethics SLO and also in the Course Content in the Course Outline of Record.
    - ii. Andrea agreed to update ACC 67 by updating the Course Content.
    - iii. Andrea agreed to update the textbook.
  - b. We discussed adding the Equity SLO to ACC 67. Patty noted that we should include it and update the Course Content to update the COR.

**Dana made a motion to include the ethics content in the course content of ACC 67 and include the Equity SLO. Andrea seconded. No further discussion or abstentions. Motion carries by consensus.**

2. The following courses are up for curriculum minor modifications in our accounting discipline. In addition to the standard minor modifications, Jen would like to add the equity student learning outcome to our courses and an advisory to ACC 1A.

### **The Equity SLO is worded as follows:**

**Students will develop the ability to evaluate diverse perspectives and discuss the complexity of differing viewpoints as they relate to the accounting profession in an equity-based environment.**

1. ACC 1A modifications – Andrea updating
  - a. Add ACC 55, Applied Accounting/Bookkeeping, as an advisory to ACC 1A, Principles of Accounting I. Patty agreed that the course makes sense as an advisory.
  - b. Update textbook to Warren 16<sup>th</sup> edition
  - c. Add Equity SLO to the student learning outcomes.
  - d. Update the Course Content to include: Professional accounting associations and their commitment to diversity and equity.
2. ACC 1B modifications – Andrea updating
  - a. Update textbook to Warren 16<sup>th</sup> edition
  - b. Add Equity SLO to the student learning outcomes.
  - c. Update the Course Content to include: Professional accounting associations and their commitment to diversity and equity.
3. ACC 62 Payroll Accounting modifications – Jen updating
  - a. Update textbook editions
  - b. Andrea suggested adding the Labyrinth Publishing textbook to ACC 62. We will revisit at another time.
  - c. Add Equity SLO to the student learning outcomes
  - d. Update the Course Content to include: Professional accounting associations and their commitment to diversity and equity.
4. ACC 66 Non-Profit and Governmental Accounting modifications – Jen updating
  - a. Textbook updates
  - b. Add Equity SLO to the student learning outcomes.
  - c. Update the Course Content to include: Professional accounting associations and their commitment to diversity and equity.

**Jen made a motion to update ACC 1A, ACC 1B, ACC 62, and ACC 66 as described above, but not including the Labyrinth textbook in ACC 62 for now. Patty motioned to approve. Dana seconded. No further discussion or abstentions. Motion carries by consensus.**

Our meeting ended at 4:14 PM.