Student Support Council

Minutes for May 25, 2023

12:50-01:50pm

Location: Information Technology Building (IT), Room 110

Committee Members (total:16)

Meeting Participants

Committee Members Present

Natalie Aceves (co-chair), Melissa Bader, Samantha Cannon, Lilia Garcia, Elizabeth Lopez, Lisa Martin, Daniela McCarson, Jethro Midgett (co-chair), John Moore, David Schlanger, Kaneesha Tarrant (co-chair), Kimberly Thomas

Committee Members Not Present

Janelle Brekke, Mark DeAsis, Dominique Voyer, Leticia Martinez, Romi Mathews

Recorder

Monica Esparza

1. Call to Order

- Time 12:57pm

2. Action Items

2.1 Approval of Agenda

- MSC Moore/McCarson
- Approved by consensus.

2.2 Approval of Meeting Minutes from April 27, 2023

- MSC Moore/Martin
- Approved by consensus.

2.3 1st Fall Meeting Date-August 24th or September 28th-

- MSC Martin/Tarrant

- Approved by consensus-First meeting date will be September 28th.

2.4 Academic Counseling and Career Development Center Name Change

- MSC Martin/Tarrant
- Approved by consensus.

Questions arose regarding the name change; website, flyers, campus signage. Once approved by Dr. Monica Green, all marketing, website, college catalog and campus signage will be updated appropriately.

Additional questions were asked about previous career services (i.e. job search, resume writing, etc.)., and also if this would affect Student Employment. Employment services will be provided through the Employment Placement Coordinator, who is no long only serving CTE – they are set to serve all students in this capacity. Student Employment will still be housed under financial services; however, there is collaboration between the areas as student employment will post jobs on the Employment Placement Services job board.

3. Discussion Item

3.1 School Reorganization Approval and Operational Impact

- Operational changes are coming. Student Support Council was provided document: Engagement Centers Redesigned and Reimagined at Norco College.
  - The classified professionals that are supporting the engagement centers at Norco College will be moving to the 2nd floor of student services and will be absorbed into the counseling department.
  - Outreach services will fall under DOSS; there is discussion as to how various jobs can provide outreach as it is in the job description of multiple titles.
  - The following departments are planned to be housed on the Second floor of the Student Services Building which will be known as Academic Counseling & Career Development Center, pending approval of President Dr. Green:
    - Counseling and Advising
    - Transfer Center
    - Outreach
  - There are plans to also update the first floor of student services, allowing for a formal welcome center. Admissions and Records and Student Financial Services will maintain on the first floor of the student services building.

  - Engagement center staff will be vacating ST 108, this room will become dedicated space for CAP events.
    - It was suggested that the room should have flexible furniture (like in IT 110) to allow for a modality of events.
    - The goal is to keep this a student-centered space.
  - ST017 will become the Basic Needs and Wellness Center.

- It was shared that communication about changes would be appreciated, as it has caused stress on the Classified professionals that are currently in the areas. It was shared that it has caused stress for faculty as well. Understanding that the ideas and timelines may change, open communication regarding potential changes would alleviate tension and allow for transparency.
- The operational changes will be presented at the Townhall with Dr. Green on June 1 during college hour.
    - It was asked if service areas could shut down to attend and provide feedback; or at least have a zoom option to be able to participate.
    - In the past, a zoom link was provided; Verification is needed to see if this is still in practice.
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3.2 Survey of Effectiveness

- Results shared by Dr. Kaneesha Tarrant. During the review there were several "disagrees" and "strongly disagrees" on some survey questions.
    - Discussion about meeting modality, and/or if more discussion time is needed – co hairs can prepare an agenda that can allow for that.
    - It was suggested to have the SSC purpose on the agenda to remind all members why they are here.
    - It was also suggested that the first meeting in Fall the members revisit the purpose as a council to re-energize the membership.
    - In addition, SSC can revisit the questions on the survey to ensure they are up to date.

4. Information Items

4.1 Charters

- Revisiting charters every year is not necessary. Workgroups and committees will only bring forth charters for approval if they are new, or if they are a charter in place that have made substantial changes.

4.2 Equity Audit Summary

- Plans are in place to implement activities from the Equity Audit Summary during the Fall 2023 and Spring 2024 semesters.

4.3 Norco Advantage Outcomes

- Norco Advantage outcomes were shared, follow up has been taking place to connect with Norco Advantage participants, and register students in classes. Norco Advantage will be an effort lead by the DOSS and Counseling faculty, which will entail collaboration from multiple departments.

4.4 Commencement

- Commencement is June 9 at 6PM. As of May 23rd, 270 cap and gowns have been ordered from the bookstore. If a student needs a cap and gown and does not have the funds, please send them to Kimberly Thomas in the Basic Needs and Wellness Center.

4.5 Confirmation of meeting recordings

- All meetings will be resuming to in-person, and these meetings will not be recorded.

5. Good of the Order

A scholarship for the beautiful Marissa Iliscupidez is now in place. Details on how to contribute will be coming soon.

6. Adjourn:

- Time 01:43 pm

Next Meeting:

Fall Semester 2023
Time: 12:50pm
Location: TBD

School Reorganization Proposal

Prepared by:
Brittnee Amberley Quintanar, Counselor
Melissa Bader, Professor
Caitlin Busso, Institutional Research Specialist

NORCO COLLEGE

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School Reorganization Proposal

Executive Summary

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

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

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

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

Vision Statement

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

Guided Pathways

In 2015[1] Norco College embarked on a Completion Initiative Summit to address the low transfer and success rates of students attending Norco College. Over the 2016-2017 school year Norco College engaged in numerous activities to examine best practices in relationship to success and retention for student populations, identify practices which would provide maximum impact to college structures to clarify pathways for students, as well as create academic pathways for students. To do so, the college identified and define instructional meta-majors and implemented a four-school structure:

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

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

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

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

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

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

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

Norco College has continued to research and investigate success frameworks in addition to the work completed during the California Guided Pathways Projects (CAGP I and II) which promote methodologies of questioning and improving practices, structures and policies to increase student success: The RP Group's Student Support Redefined[3] and Completion by Design's Loss Momentum Framework[4]. All of this research encourages redesign and restructuring around the student experience. Community-making and one-point of contact for students help promote success. Locally, one of the initial Guided Pathways & Equity (now Student Equity and Achievement) Project teams focused on Program to Career (2019-2020). One of their recommendations was to "Build relationships and a community with students within their program of study / academic pathway."[5] This recommendation closely aligns with much of the research on why students, stay, succeed and complete their education at community college.

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

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

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

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

[4] https://www.completionbydesign.org/s/cbd-lmf

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

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

Project team members:

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

Project team administrative support:

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

(cont. next page)

GUIDED PATHWAYS
at California Community Colleges

Principles of Guided Pathways

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

- Provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success.
- Integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.

Four Pillars of Guided Pathways

Create clear curricular pathways to employment and further education.

Help students choose and enter their pathway.

Help students stay on their path.

Ensure that learning is happening with intentional outcomes.

Timeline & Feedback

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

Fall 2022

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

Spring 2023

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

Constituent Feedback

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

Student Feedback

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

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

Results of the student survey are outlined below.

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

[6] **https://www.norcocollege.edu/committees/asnc/Documents/ASNC%20Minutes%2003.24.2023.pdf**

- Academic counseling linked to their Career & Academic pathway

- A large majority of students surveyed (86%) indicated they would like 1-2 or 3-4 Career & Academic Pathway events each semester.

- Students were also asked about their highest academic goal, their profession of interest and their major. The results are below.

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

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

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

Classified Professional Feedback

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

- Caution not to unintentionally create silos for students. Preference for central hubs (e.g., Transfer Center services, Career services) where students are served by subject matter experts.

- Students need continuity and consistency no matter which office they engage with. Must ensure that student success teams/schools utilize common language/messaging to students.

- If the school reorganization and implementation of student success teams requires hiring additional classified professionals, please create permanent, full-time positions so that current classified professionals have the opportunity to apply for new positions and pursue professional growth opportunities. Traditionally, many new positions have been flown as part-time or temporary, which restricts current full-time employees from applying so as to not lose their financial and health benefits.

- Renaming budget codes to reflect new school codes-**Possible Solution:** *in consultation with the Vice President of Business Services, the renaming of budget codes is recommended to take place with the required common course numbering transition as this work will require all courses to be evaluated and redefined within the system*.

- Request for a detailed time-bound plan for transitioning classified professional assignments (e.g., IDS, lab technicians, education advisors, student success coaches, administrative assistants, clerks, etc.) outside of peak workload periods.

Faculty Feedback

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

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

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

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

  In response to the above suggestions, as subject-matter experts, SBS Department faculty feel that the current disciplines housed under SBS do address students' career pathway needs (outside of those requiring graduate school).
- Math and communication faculty voiced concerns that moving to the new proposed school structure would increase their workload if they will be required to attend two meetings (discipline and new school).
- "CTE" programs (e.g., early childhood education, administration of justice, electrician apprenticeship, etc.) require additional program oversight above and beyond traditional "GE" disciplines (e.g., psychology, history, math, etc.). Examples of additional duties required of "CTE" discipline faculty include:
    - Apprenticeship programs
    - IE Technical Trade Center (IETTC) planning workgroup
    - Interdisciplinary planning across CTE programs
    - Perkins grant work
    - Discipline and regional advisory boards
    - IE Desert Regional Consortium (IEDRC) faculty liaison
    - CNUSD CTE Expo

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

Highlights of Counseling faculty feedback are documented below:

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

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

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

Highlights of Librarian faculty feedback are documented below:

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

Management Feedback

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

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

22FALL UNDUPLICATED STUDENT HEADCOUNTS

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

2022-23 FACULTY CHAIR REASSIGN TIME COMPARISON

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

Recommendations

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

Recommend–Cohesive Operational & Student-Facing Structure

COHESIVE OPERATIONAL & STUDENT-FACING STRUCTURE

Current Structure

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

Proposed Structure

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

Recommend–Three (3) Divisions with Dean Support

Dean of STEM	Dean of Arts, Humanities & Social Sciences	Dean of Career Education
• School of Natural Sciences, Health & Kinesiology (*n* = 2,085) 19 FT & 37 PT • School of Math, Engineering, Computer Science & Game Development (*n* = 1,689) 20 FT & 29 PT	• School of Social & Behavioral Sciences (*n* = 1,564) 12 FT & 28 PT • School of Humanities & Languages (*n* = 395) 27 FT (+3 LIB) & 52 PT • School of Visual & Performing Arts (*n* = 426) 7 FT & 22 PT	• School of Applied Technologies & Apprenticeships (*n* = 816) 5 FT & 10 PT + 12 for apprenticeship • School of Business & Management (*n* = 1,873) 6 FT & 16 PT • School of Human & Public Services (*n* = 764) 4 FT & 11 PT
TOTAL students = 3,774 **TOTAL faculty = 39 FT/66 PT**	**TOTAL students = 2,385** **TOTAL faculty = 46(+3 LIB)/102 PT** **GUI faculty not included in faculty #*	**TOTAL students = 3,453** **TOTAL faculty = 15 FT/37 PT + 12 apprenticeship**

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

CURRENT DEPT CHAIR STRUCTURE Department Chairs/6.1 reassign time	PROPOSED DEPT CHAIR STRUCTURE Academic Chairs/6.6 reassign time
1) Science/KIN (1.0) 2) Math (0.4) 3) Arts, Humanities & World Languages (0.9) 4) Communication (1.0) 5) Social & Behavioral Sciences (1.0) 6) BEIT (1.0) 7) Counseling (0.8)	1) Natural Sciences, Health & Kinesiology (1.0) 2) Math, Engineering, Computer Science & Game Development (0.8) 3) Visual & Performing Arts (0.6) 4) Humanities & World Languages (1.0) 5) Social & Behavioral Sciences (1.0) 6) Applied Technologies (0.5) 7) Business & Management (0.6) 8) Human and Public Services (0.3) 9) Counseling (0.8)

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

CURRENT DIVISION STRUCTURE	PROPOSED DIVISION STRUCTURE
1) Dean of STEM a) Science/KIN dept b) Math dept c) BEIT dept **2) Dean of AHWL & SBS** a) Arts, Humanities, & World Languages b) Communications c) Social & Behavioral Sciences 3) ***Associate*** **Dean of CTE** 4) **Associate Dean of Educational Partnerships**	**1) Dean of STEM** a) School of Natural Sciences, Health & Kinesiology b) School of Math, Engineering, Computer Science & Game Development **2) Dean of Arts, Humanities, & Social Sciences** a) School of Visual & Performing Arts b) School of Humanities & Languages c) School of Social & Behavioral Sciences **3) Dean of Career Education** a) School of Applied Technologies & Apprenticeships b) School of Business & Management c) School of Human & Public Services 4) **Associate Dean of Educational Partnerships**

Estimated Financial Obligation

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

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

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

(cont. next page)

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

Strategic Implications

Academic Council Membership

Current Membership

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

*Chair of Chairs represents their School.
**It is recommended that one faculty representative is a Counselor or a Counselor serves as a non-voting, ex officio member.

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

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

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

Current SPGM includes the following notations:

*Chair of Chairs represents their School.

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

College Governance

CURRENT REPRESENTATION	FUTURE REPRESENTATION
College Council • 8 Faculty • 5 Administration • 5 Classified Professionals • 2 Students	**No changes**
Academic Council • 6 Faculty • 5 Administration • 3 Classified Professionals • 2 Students	**Academic Council** • 9 Faculty • 6 Administration • 3 Classified Professionals • 2 Students
Student Support Council • 5 Faculty • 5 Administration • 5 Classified Professionals • 2 Students	**No changes**
Resources Council: • 3 Faculty • 5 Administration • 3 Classified Professionals • 2 Students	**No changes**
Institutional Effectiveness & Governance Council • 4 Faculty • 4 Administration • 4 Classified Professionals • 2 Students	**No changes**
Total Proposed Strategic Planning membership (with duplicated headcount) • 26 Faculty (21 +5 duplicated) • 24 Administration (19+5 duplicated) • 24 Classified Professionals (20+4 duplicated) • 10 Students (5 votes)	**Total Proposed Strategic Planning membership (with duplicated headcount)** • 29 Faculty (24 +5 duplicated) • 25 Administration (20+5 duplicated) • 24 Classified Professionals (20+4 duplicated) • 10 Students (5 votes)

Proposed Program Organization by School

Methodology

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

Projected reassign time for new Academic Chairs was calculated using current reports from the District Office and reallocating them based on faculty disciplines. The calculation for Department Chairs can be found in the Faculty Association Agreement[8] on page 40. This number is recalculated every year and may be adjusted based on the current course offerings and faculty teaching.

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

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

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

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

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

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

School of Visual & Performing Arts		
CAP	**Program Code**	**Program Name**
Art	NAA742	Art History for Transfer CSUGE
Art	NAA743	Art History for Transfer IGETC
Art	NAA496	Fine & Applied Arts
Art	NAA496B	Fine & Applied Arts - Plan B
Art	NAA496C	Fine & Applied Arts - Plan C
Art	NAS647B	Graphic Design - Plan B
Art	NAS647	Graphic Design
Art	NCE647	Graphic Design
Art	NAS647C	Graphic Design - Plan C
Art	NAA693	Studio Arts for Transfer CSUGE
Art	NAA694	Studio Arts for Transfer IGETC
Music	NAA564	Music
Music	NAA564B	Music - Plan B
Music	NAA564C	Music - Plan C
Music	NAA704	Music for Transfer CSUGE
Music	NAA705	Music for Transfer IGETC
Music Industry Studies	NAS684	Music Industries Studies: Audio Production
Music Industry Studies	NAS684B	Music Industry Studies: Audio Production
Music Industry Studies	NCE684	Music Industry Studies: Audio Production
Music Industry Studies	NAS684C	Music Industry Studies: Audio Production - Plan C
Music Industry Studies	NAA645	Music Industry Studies: Performance
Music Industry Studies	NCE645	Music Industry Studies: Performance
Music Industry Studies	NAA645B	Music Industry Studies: Performance - Plan B
Music Industry Studies	NAA645C	Music Industry Studies: Performance - Plan C
		Dance classes & faculty (no program) Photography classes (no faculty or programs) Theatre courses & faculty (no program)

22FALL FACULTY COUNT 7 FT & 22 PT **PROJECTED REASSIGN TIME REQUIRED = 0.6**

AHS FT=1, PT=6; ART FT=2, PT=2; MIS FT=2, PT=2; MUS FT=1 (ED2), PT=11; PHO=0; THE FT=1, PT=1; DAN FT=0, PT=1

22FALL UNDUPLICATED STUDENT COUNT DECLARED PROGRAM OF STUDY *n* = 426

(cont. next page)

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

School of Social & Behavioral Sciences		
CAP	**Program Code**	**Program Name**
*Guidance		Guidance courses & faculty (no program)
Behavioral Science	NAA566	Psychology for Transfer CSUGE
Behavioral Science	NAA568	Psychology for Transfer IGETC
Social & Behavioral Science	NAA616	Anthropology for Transfer CSUGE
Social & Behavioral Science	NAA618	Anthropology for Transfer IGETC
Social & Behavioral Science	NAA499	Social & Behavioral Studies
Social & Behavioral Science	NAA499B	Social & Behavioral Studies - Plan B
Social & Behavioral Science	NAA499C	Social & Behavioral Studies - Plan C
Social & Behavioral Science	NAA695	Sociology for Transfer CSUGE
Social & Behavioral Science	NAA696	Sociology for Transfer IGETC
Social Science		Ethnic Studies courses & faculty (no program)
Social Science	NAA744	History for Transfer CSUGE
Social Science	NAA745	History for Transfer IGETC
Social Science	NAA754	Political Science for Transfer CSUGE
Social Science	NAA755	Political Science for Transfer IGETC
Social Science	NAA1003	Social Justice Studies for Transfer CSUGE
Social Science	NAA1004	Social Justice Studies for Transfer IGETC
		Economics classes & faculty (no program)
22FALL FACULTY COUNT 12 FT & 28 PT + GUI		**PROJECTED REASSIGN TIME REQUIRED = 1.0**
ANT FT=2, PT=2; ETS FT=1, PT=0; POL FT=2, PT=5; PSY FT=2, PT=8; HIS FT=2, PT=7; SOC FT=2, PT=4; SJS =0; ECO FT=1, PT=2		
22FALL UNDUPLICATED STUDENT COUNT DECLARED PROGRAM OF STUDY		***n* = 1,564**

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

Manufacturing	NAS967B	Apprenticeship: Manufacturing Technician 2 - Plan B
Manufacturing	NAS967C	Apprenticeship: Manufacturing Technician 2 - Plan C
Manufacturing	NCE966	Computerized Numerical Control (CNC) Operator
Manufacturing	NCC8019	Computerized Numerical Control Operator
Manufacturing	NCE865	Conventional Machine Operator
Manufacturing	NCC8039	Industrial Automation
Manufacturing	NCE737	Industrial Automation
Manufacturing	NAS737	Manufacturing Technology - Industrial Automation
Manufacturing	NAS737B	Manufacturing Technology - Industrial Automation - B
Manufacturing	NAS737C	Manufacturing Technology - Industrial Automation - C
Manufacturing	NAS655	MFG -Computer Numerical Control Programming
Manufacturing	NCE655	MFG -Computer Numerical Control Programming
Manufacturing	NAS655B	MFG -Computer Numerical Control Programming - Plan B
Manufacturing	NAS655C	MFG -Computer Numerical Control Programming - Plan C
Supply Chain	NAS924	Supply Chain Automation
Supply Chain	NCE924	Supply Chain Automation
Supply Chain	NAS924B	Supply Chain Automation - Plan B
Supply Chain	NAS924C	Supply Chain Automation - Plan C

22FALL FACULTY COUNT 5 FT & 10 PT + 12 for apprenticeship PROJECTED REASSIGN TIME = 0.5

ARE FT=0, PT=2; CON FT=1, PT=2, CRP=0, DFT FT=2, PT=1; ELC=0; ELE/ENE FT=1, PT=4; ELE/ENE Apprenticeship = 12; GIS=0; MAN FT=1, PT=1, SCA=0, SCT=0

22FALL UNDUPLICATED STUDENT COUNT DECLARED PROGRAM OF STUDY *n* = 816

School of Business & Management

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

Entrepreneurship	NCE861	Business Admin-Entrepreneurship Getting Started
General Business	NAS1001	Business Administration 2.0 for Transfer CSUGE
General Business	NAS1002	Business Administration 2.0 for Transfer IGETC
Logistics	NAS580	Business Administration-Logistics Management
Logistics	NAS580B	Business Administration-Logistics Management - Plan B
Logistics	NAS580C	Business Administration-Logistics Management - Plan C
Logistics	NCE580	Business Administration-Logistics Management concentration
General Business	NCC8012	Customer Relations
General Business	NCC8013	Emerging Leaders
General Business	NCC8014	Enterprise Communication
Entrepreneurship	NCE977	Entrepreneurial Essentials
Entrepreneurship	NCE978	Entrepreneurial Foundations
Entrepreneurship	NCE979	Entrepreneurship and the Team
Entrepreneurship	NCE864	Entrepreneurship: Legal and Finance
General Business	NCC8015	Financial Literacy
Logistics	NAS579	Logistics Management
Logistics	NCE579	Logistics Management
Logistics	NAS579B	Logistics Management - Plan B
Logistics	NAS579C	Logistics Management - Plan C
Entrepreneurship	NCC8035	Non-Credit Entrepreneurial Essentials
Entrepreneurship	NCC8036	Non-Credit Entrepreneurial Foundations
Entrepreneurship	NCC8037	Non-Credit Entrepreneurship and the Team
Real Estate	NCE854	Real Estate Salesperson and Transaction
General Business	NCE536	Retail Management, WAFC
General Business	NAS536	Retail Management-WAFC
General Business	NAS536B	Retail Management-Wafc - Plan B
General Business	NAS536C	Retail Management-Wafc - Plan C
General Business	NCC8016	Sales Techniques
General Business	NCC8011	Social Media for Business
General Business	NCC8038	Successful Career Transitions
General Business	NCC8017	Workplace Essentials
		Work experience classes (no faculty or program)

22FALL FACULTY COUNT 6 FT & 16 PT **PROJECTED REASSIGN TIME REQUIRED = 0.5**

ACC FT=2, PT=4; APP FT=0, PT=1; BUS FT=3, PT=6; ENP FT=0, PT=0; MAG FT=0, PT=1; MKT FT=0, PT=0; PDS FT=1 (ED2), PT=1; RLE FT=0; PT=3; WKX FT=0, PT=0

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

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

Education	NAS544C	Early Childhood Education - Plan C
Education	NAS529	Early Childhood Education for Transfer CSUGE
Education	NAS530	Early Childhood Education for Transfer IGETC
Education	NCE795	Early Childhood Education-Assistant Teacher
Education	NCE797	Early Childhood Education-Twelve Core Units
Education	NAS601	Early Childhood Intervention
Education	NCE601	Early Childhood Intervention
Education	NAS601B	Early Childhood Intervention - Plan B
Education	NAS601C	Early Childhood Intervention - Plan C
Education	NCC8033	Family Child Care Provider
22FALL FACULTY COUNT 4 FT & 11 PT ADJ FT=2, PT=6; ECE FT=2, PT=5		**PROJECTED REASSIGN TIME REQUIRED = 0.3**
22FALL UNDUPLICATED STUDENT COUNT DECLARED PROGRAM OF STUDY		***n* = 764**

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

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

Implementation Timeline

Suggested Implementation Timeline Activities

Spring 2023–

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

Fall 2023–

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

Spring 2024–

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

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

Appendix 1

NORCO COLLEGE

Guided Pathways & Equity Project Team

2022-23

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

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

Charge
The charge of this project team is to coordinate and facilitate the direct efforts of: • EMP Goal 2*(Success) Implement Guided Pathways framework* and overlapping efforts through Guided Pathways • EMP Goal 3*(Equity) Close all student equity gaps* • EMP Goal 4; Objective 4.1 - Increase percentage of employees who complete Guided Pathways training from 5% to 65% (305 out of 472 employees). This project team also acknowledges results and recommendations from the HOTEP Equity Audit conducted in 2021-22, which suggest developing student programming around community, identity, and social justice related issues outside of the context of established learning communities welcomes students who are not as engaged or connected but would like to be.

Guiding Principles and Assumptions

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

Scope & Expected Deliverables

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

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

Membership

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

Faculty Project Leads: Melissa Bader & Brittnee Quintanar
Instructional faculty reps: Kiandra Jimenez, John Moore, Marissa Illiscupidez, Zina Chacon, Erin Spurbeck
Classified Professional rep: Caitlin Busso
Additional Support provided by Guided Pathways Leadership: Tenisha James, Quinton Bemiller

Meeting Time/Pattern

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

Roles of Chairs and Members

The Co-Chairs are accountable to Guided Pathways and Equity to ensure continuity of dialogue between governance tiers. Co-Chairs are responsible for preparing agenda and facilitating meetings of the Guided Pathways Project Team based on best practices and guidelines for effective facilitation.

Members are recognized as stakeholders with important expertise and perspectives relevant to the strategic charge of the project team that can help to achieve the charter deliverables and facilitate dialogue of proposed changes to the existing Guided Pathways Schools structure. Members are expected to actively attend and participate in all meetings, deliberations, and decision-making processes of the project team. While representing the perspectives of the constituency group to which they belong members are expected to engage in effective dialogue with peers with the intention of finding consensus on all issues that come before Guided Pathways and Equity.

Meeting Procedures and Expectations

The Co-Chairs, and members of this governance entity will adhere to meeting and governance best practices as follows:
Meeting agendas are issued in advance of meeting times. Meeting agendas are organized to achieve milestones established in the charter and prioritize actions pending, actions required, and problem solving to move the work of the group forward. Either minutes or notes are taken to record the groups progress OR a final summary report is to be submitted/posted.
Members endeavor to:

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

Appendix 2

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

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

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

Engagement Centers Redesign and Reimagined at Norco College

May 17, 2023

INTRO: Engagement Centers are seen as a key element of the RCCD blueprint for Guided Pathways. Norco College initially responded with the creation of two Engagement Centers to support our four (4) school model. This required converting a highly used conference room (ST-107) and English classroom (ST-108).

PROBLEM: Conceptually we envisioned students gathering in these spaces, delivery of counseling services, and success teams utilizing these spaces; however, this has not taken place. While our design was a major enhancement from the former approach of mostly contactless onboarding and a lack of personalized / need-based services, the new "networked support" design fell short of creating an onboarding support system that was long-term, career-focused, and inclusive of discipline faculty engagement. Furthermore, matriculation services were fragmented as students needed to navigate between the siloes of Counseling and the Transfer Center in SSV, the Career Center in CSS, and the Engagement Centers in ST.

SOLUTION: Guided Pathways literature on non-academic student supports stresses the importance of designing college experiences that develop strong social relationships, help students overcome obstacles, strengthen student commitment through career planning, and teach college competencies related to student success. Similarly, the literature on advising reform emphasizes the importance of eliminating siloes by merging career, advising, and enrollment services, guiding students through effective decision-making, identifying a networked single point of contact for each student, and integrating advising throughout the student's college career. ATD's *Holistic Student Supports Redesign Toolkit* and Phase Two Advisory's *Student Success Teams Guidebook* also advocate for the above measures and encourage services that are strategic, sustained, integrated, proactive, and personalized.

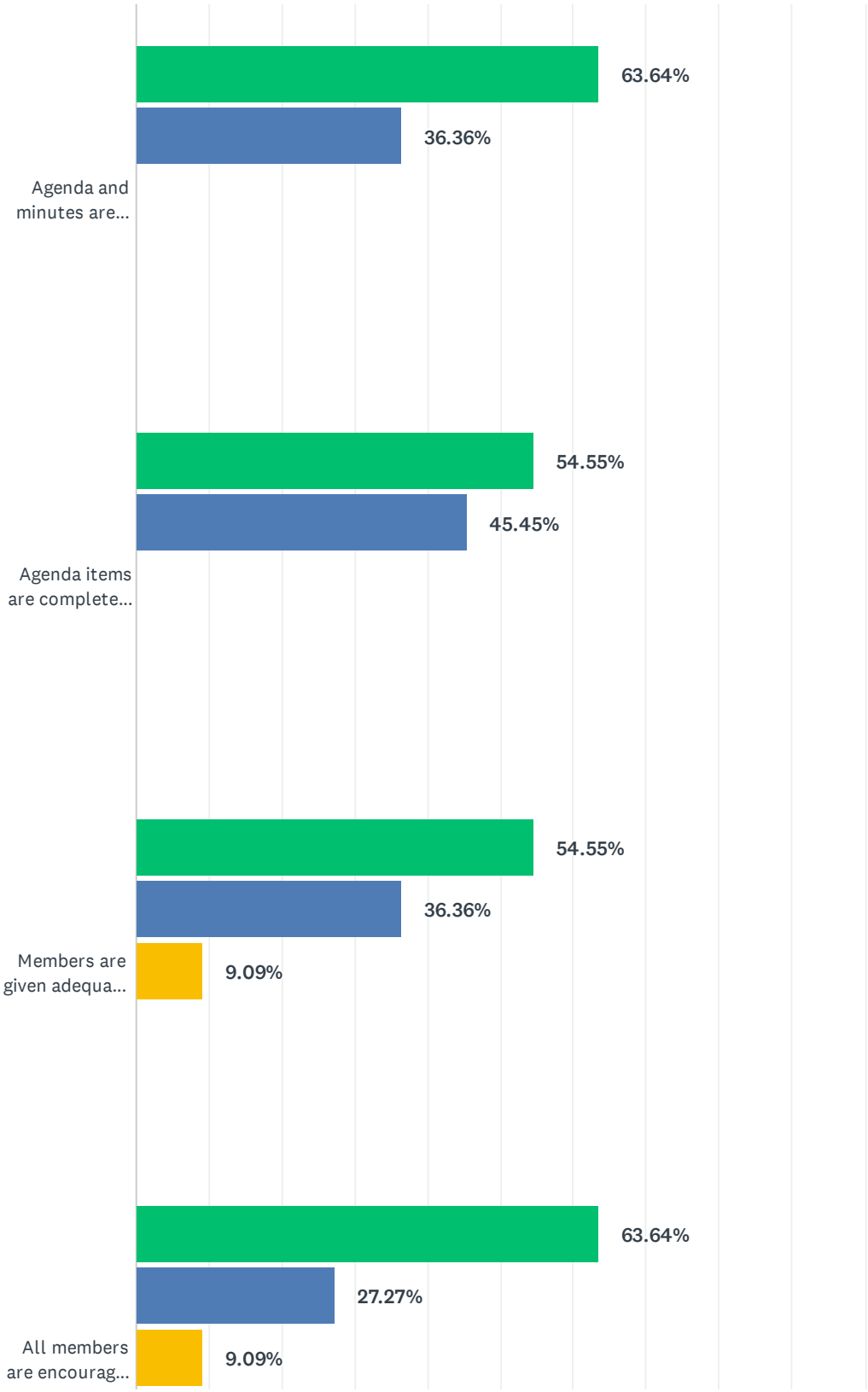
As the college prepares to move to an eight (8) school model, our college does not have the physical resources (e.g. facilities and staff) to replicate additional Engagement Centers as they currently exist at MVC and RCC; however, our college has reimagined how to implement Engagement Centers that aligns with recommended Guided Pathways principles and practices as well as the RCCD blueprint.

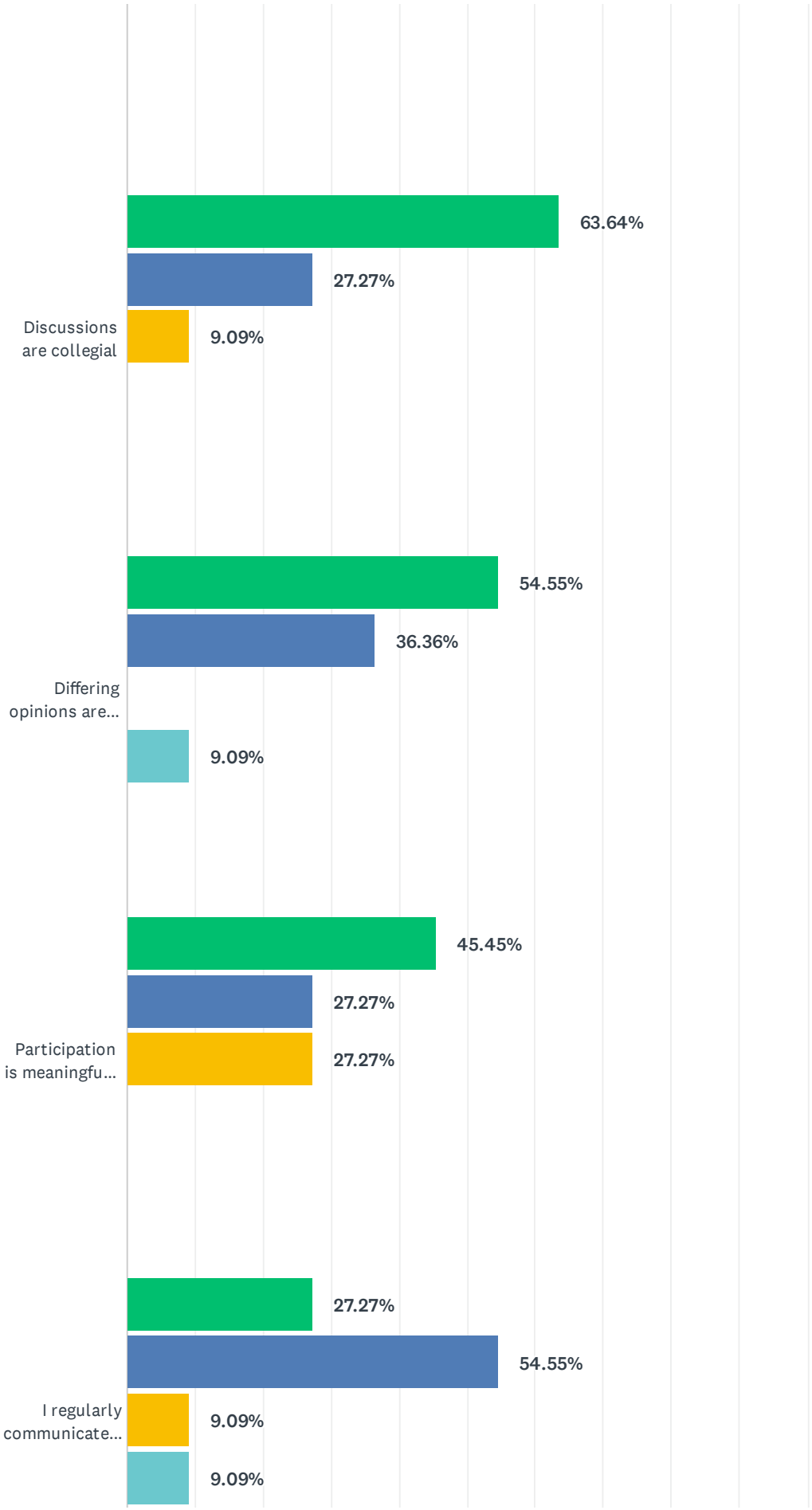
The proposal below provides a timeline to operationalize the Guided Pathways School Reorganization from 4 schools to 8 schools, moving from 2 Engagement Centers to 8 school-based engagement spaces, alignment of counseling and advising services, and changes to the current Engagement Centers.

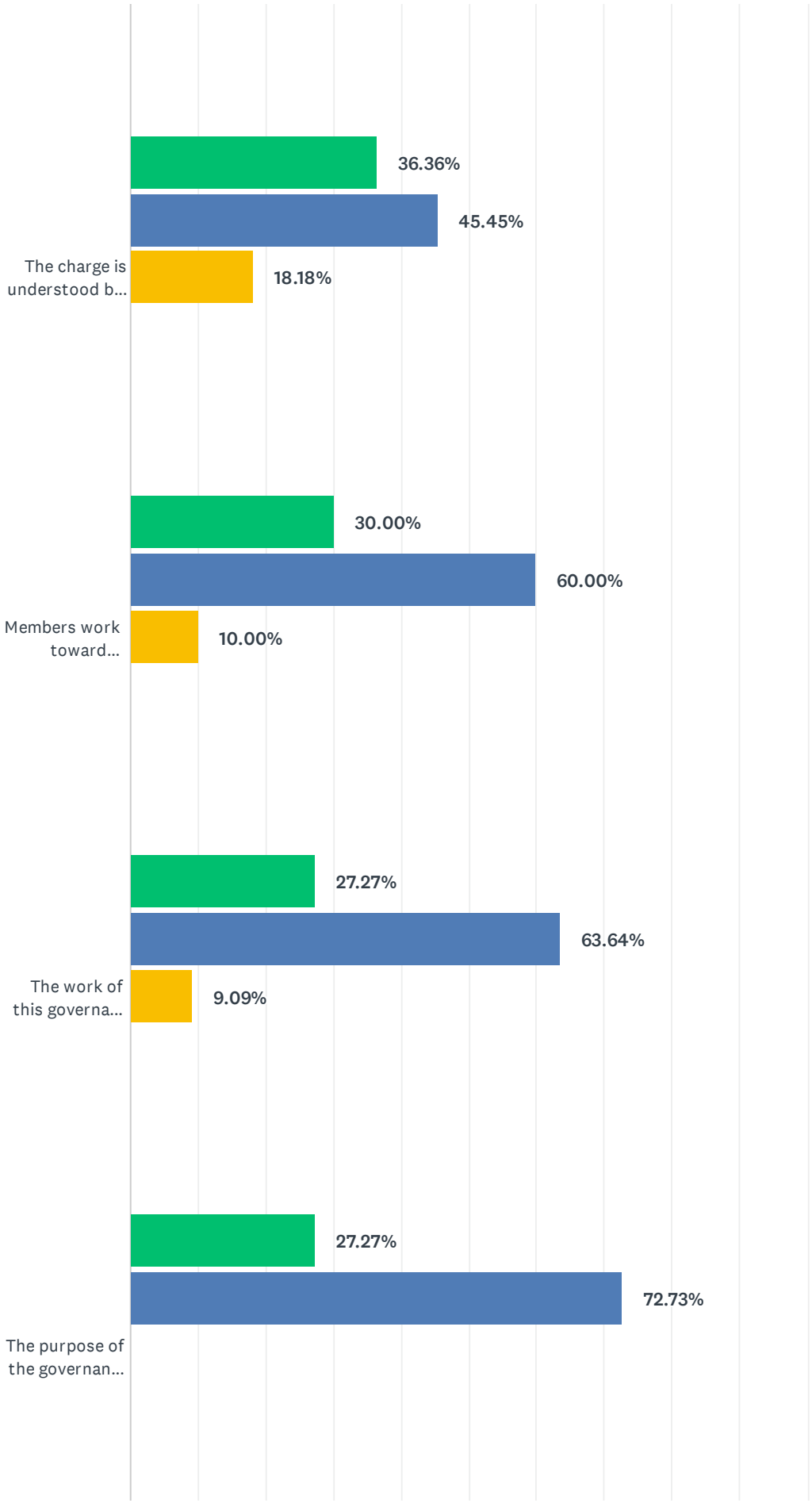
- ST-107 would become the Basic Needs Engagement Center
- ST-108 would become the Engagement Center for All
- SSV 1st Floor would become the Welcome Center
    - Admissions and Records
    - Student Financial Services
- SSV 2nd Floor would become the Academic Counseling and Career Development Center (pending approval by College President)
    - Counseling and Advising (including career, academic, and financial planning)
    - Transfer Center
    - Outreach
- School-based Engagement Locations (need to confirm with DOIs)
    - Each school contains multiple Career and Academic Pathways (CAPs)

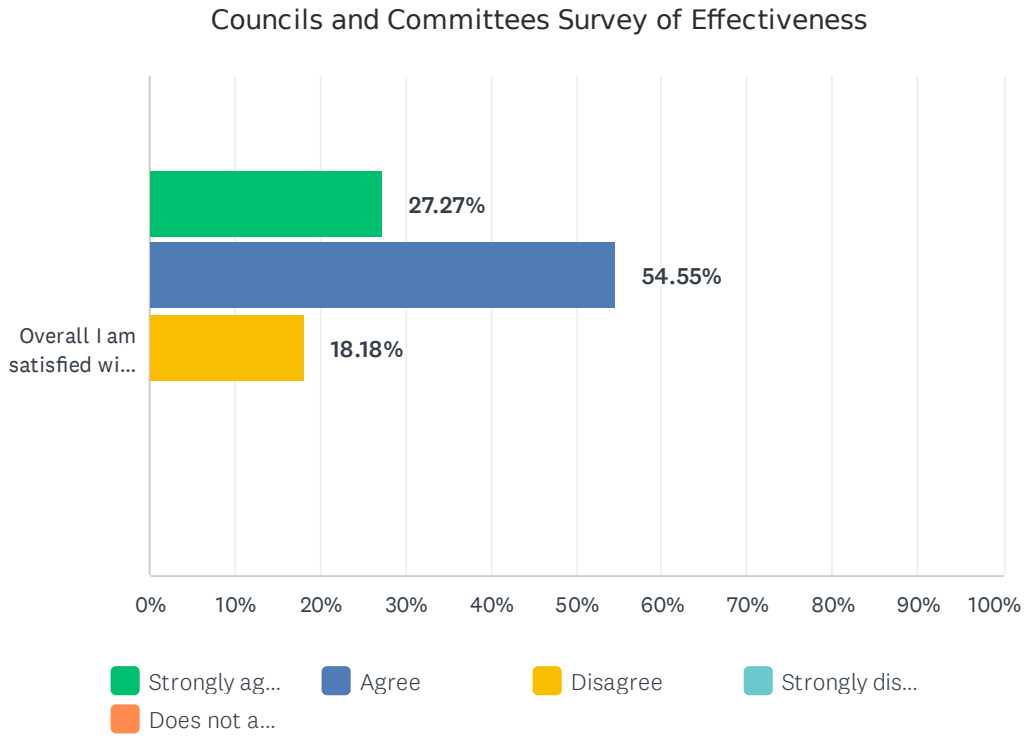
Q2 Please rate your level of agreement with the following statements for the governance entity selected above:

Answered: 11 Skipped: 0




63.64%
27.27%
Discussions are collegial
9.09%
54.55%
36.36%
Differing opinions are...
9.09%
45.45%
27.27%
Participation is meaningfu...
27.27%
27.27%
54.55%
I regularly communicate...
9.09%
9.09%


36.36%
45.45%
The charge is understood b...
18.18%
30.00%
60.00%
Members work toward...
10.00%
27.27%
63.64%
The work of this governa...
9.09%
27.27%
72.73%
The purpose of the governan...



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DOES NOT APPLY	TOTAL
Agenda and minutes are provided far enough in advance of meetings	63.64% 7	36.36% 4	0.00% 0	0.00% 0	0.00% 0	11
Agenda items are completed within the meeting time	54.55% 6	45.45% 5	0.00% 0	0.00% 0	0.00% 0	11
Members are given adequate information to make informed recommendations or decisions	54.55% 6	36.36% 4	9.09% 1	0.00% 0	0.00% 0	11
All members are encouraged to be actively involved	63.64% 7	27.27% 3	9.09% 1	0.00% 0	0.00% 0	11
Discussions are collegial	63.64% 7	27.27% 3	9.09% 1	0.00% 0	0.00% 0	11
Differing opinions are respected	54.55% 6	36.36% 4	0.00% 0	9.09% 1	0.00% 0	11
Participation is meaningful and important to me	45.45% 5	27.27% 3	27.27% 3	0.00% 0	0.00% 0	11
I regularly communicate with members of the constituent group I represent regarding key issues discussed and actions taken during meetings	27.27% 3	54.55% 6	9.09% 1	9.09% 1	0.00% 0	11
The charge is understood by the members	36.36% 4	45.45% 5	18.18% 2	0.00% 0	0.00% 0	11
Members work toward fulfilling the charge	30.00% 3	60.00% 6	10.00% 1	0.00% 0	0.00% 0	10
The work of this governance entity has made an impact on its assigned EMP Goals or KPIs	27.27% 3	63.64% 7	9.09% 1	0.00% 0	0.00% 0	11
The purpose of the governance entity aligns well with the college mission	27.27% 3	72.73% 8	0.00% 0	0.00% 0	0.00% 0	11
Overall I am satisfied with this governance entity’s performance	27.27% 3	54.55% 6	18.18% 2	0.00% 0	0.00% 0	11

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

Answered: 0 Skipped: 11

#	RESPONSES	DATE
	There are no responses.	