



Minutes
Norco Academic Senate Meeting
On May 12, 2025
1:30 - 3:30 PM | CSS 217 & via [Zoom](#)

Meeting called to order at 1:32 PM.

1. Attendees

Officers, Senators, Alternates, and Committee Chairs & Liaisons: Laura Adams, Maria Adams, John Alpay, Hayley Ashby, Michael Bobo, Meghan Chandler, Araceli Covarrubias, Jacob Drainville, Noel Evangelista, Vivian Harris, Marie Hicks, Dan Reade, Erin Spurbeck, Jim Thomas, Steff Warsinski, Patty Worsham, Sigrid Williams

Guests: Quinton Bemiller, Monica Green, Tenisha James, Lisa Nelson, Sandra Popiden, Nancy Quiñones, Khosrow Rad, Daniel Turrubiarres, Kaneesha Tarrant, Cameron Young

2. Approval of [Agenda](#)

M/J. Alpay, S/M. Adams; Approved by Consensus

3. Approval of Minutes for [May 5, 2025](#)

M/J. Alpay, S/E. Spurbeck; Approved by Consensus

4. Comments from the Public

None

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

- Town Hall on May 20, 2025, with a Zoom option 2:30-3:30pm; focus will be on the upcoming negotiations; details in the email that was sent out
- Complete the Sexual Harassment Training; one hour of FLEX credit for full time faculty; part time faculty are compensated as part of the six hours of professional development they can submit
- Distance Education MOU has been signed; chairs should schedule classes regardless of faculty completing the training; MOU expires June 2026; submit certification for DE training from outside RCCD to the District DE Office

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

- None
- At next meeting, the Senate will ratify the Transfer Advisory Committee appointments, so please submit names; looking for a representative from each school; open meeting (once a semester), so individuals can alternate; currently, it is one voting member per school

7. **Information Item:** [Norco Teaching Institute](#) (D. Reade)

- Presentation of new teaching institute two years in the making
- Equity and evidence focused with practical techniques you can use in your class
- First round in Fall 2025 (in-person) on Fridays 10am-12pm
- Looking for 20 participants – full-time and part-time participants
- Equity FLEX and \$500 stipend for completion of a portfolio
- Complete the sign-up form using the QR Code in the presentation

8. **Information Item:** [Event and Catering Procedures](#) (C. Young, D. Turrubiarres)

- Procedures have been implemented this Spring 2025 Semester
- Reflect a right of refusal for catering for student clubs and activities
- Wanting to make the Academic Senate aware and will be taking concerns to Resources Council
- Prism student members attended the Senate meeting today to support these concerns
- A letter has been drafted expressing concerns and questions about these procedures with clubs that have signed on

- Faculty must submit information regarding the catering, which is additional work
 - Some clubs have been discouraged to submit catering requests because of the change, which impacts students who are food insecure and rely on these events for food
 - Board policy is not equally executed across the district
 - Ultimately would like to modify the procedure and compromise to adopt a model like RCC with the removal of some of the sign offs
9. **Action Item:** [Biomedical Electronic Repair Equipment Certificate \(First Read\)](#) (K. Rad)
- Requesting a vote from the Senate for the purposes of curriculum; approved unanimously
 - Refer to the presentation for an overview of the new program
 - Some items have been purchased using Perkins funding, and other equipment needs were sent to the Dean, Career and Technical Education
 - Following Senate, this request will go back to the Curriculum Committee and to administration for approval
- M/M. Hicks, S/J. Drainville; Approved by Consensus
10. **Action Item:** [CRC Faculty Coordinator Job Description \(First Read\)](#) (L. Nelson)
- Tabled
11. **Information Item:** [RCCD Distance Education Support for Faculty](#) (S. Bushell)
- Postponed to June 9, 2025, meeting
12. **Action Item:** [Regular and Substantive Interaction \(RSI\) Pre- Accreditation Check](#) (H. Ashby and T. James)
- ACCJC has updated the distance education rubric that the peer evaluation teams use to determine if colleges meet the RSI requirements; the new ACCJC Standards have been fully implemented
 - The Accreditation Leadership Team facilitated a Standard Self-Reflection Activity with the Distance Education Committee and provided feedback, which identified RSI as an area for improvement
 - Requesting the Academic Senate facilitate the development of a regular RSI evaluation process for the College, with follow up RSI training and resources
 - The Senate would charge the Distance Education Committee with developing the process and conducting the review in coordination with the faculty association
 - The RSI Review would not be focused on individual faculty, but look at the results collectively to determine how the College is doing with RSI prior to the accreditation team's evaluation
 - The Senate approved the concept, and the Senate President will work with the DE chair to iron out the details
- M/J. Alpay, S/M. Hicks; Approved
13. **Action Item:** [2025-28 Student Equity Plan \(First Read\)](#) (T. James)
- First read of the plan; see presentation slides
 - Specific template with requirements with specific metrics and methodology
 - Same as last year with two new components: 1. Student Educational Plan data and 2. Vision 2030 alignment and coordination
 - Hispanic/Latinx students' disproportionate impact was exceeded by American Indian/Alaskan Native students; small population, but requires an intensive focus to detail support and interventions for these students
 - Important to note that 72% of first-generation students are Hispanic/Latinx
 - Communication and empathy are barriers to equity
 - Action plan includes activities for summer bridge events, first year experience, equity professional development, equity coordination and planning
 - Look at actual plan that follows the presentation slides
 - Second Read on June 9, 2025

14. **Action Item:** [2025-30 Strategic Planning & Governance Manual \(Second Read\)](#) (T. James)
- No formal presentation; working through taking the SPGM through the governance/planning groups for review and approval
 - Coordinating with the other colleges and the district on how the NC SPGM aligns with the district plan
 - Will be adding a KPI related to financial aid over the summer based on Vision 2030 outcomes and alignment; changes will be to Chapter 2; change will come back in Fall
 - May be also making internal updates to processes in Chapter 4
 - Revision control processes built into the SPGM
 - Some concern expressed at LGBTQ+ students not being more visible in the SPGM; open to suggestions to incorporate more information based on specific recommendations; LGBTQ+ Advocates could provide input by the end of the Spring 2025 Semester
- M/D. Reade, S/J. Drainville; Approved unanimously
15. **Action Item:** [Mission, Vision, and Core Commitments \(Second Read\)](#) (T. James)
- Already provided the overview, so the focus is on the feedback received and the changes made
 - Mission statement feedback – remove deficit-minded language (“no matter their path”) and revise; left focus on “diverse students” (individual) rather than changing focus to “diverse student body” (institutional); received suggestion to use “improve” instead of “change” but the context is positive
 - Discussion about the difference between “diverse,” “unique,” and “all students;” a few senators noted that students who do not fit into a diversity group (e.g., African American, Latinx) might feel excluded based on the mission statement; other senators noted that “diverse students” is an inclusive term that denotes everyone
 - The Vice President, Planning and Development will be taking the proposed mission, vision, and core commitments to ASNC to get student feedback; Senate asked to postpone action to get the student perspective
 - Item will come back to the June 9, 2025, Senate meeting for action
16. **Information Item:** [2025-2026 Strategic Space Planning Update](#) (M. Green or designee)
- Six of eight dialogue sessions are completed
 - See the presentation – not much has changed
 - Needing to move forward with construction of some areas to ensure that faculty offices are available for the faculty members arriving at the start of the Fall 2025 Semester
 - Just to get through 2025-2026; already beginning to look at needs for 2026-2027
 - Looking at some office sharing arrangements for the Health Center to allow for appropriate space for mental health counseling (taking advantage of current position vacancies until filled)
 - Some signage to reflect changes; website also needs to be updated
17. **Officer Reports**
- A. Secretary/Treasurer (Hayley Ashby)
- No Report
- B. Vice President (Dan Reade)
- No Report
- C. President (Kimberly Bell)
- District Enrollment Management Retreat on Scaling Guided Pathways on May 30, 2025; please RSVP if you have been invited to attend
 - Attended the Vision 2030 Convening with aligning the outcomes across the region and state; it was helpful to have some dedicated time to work on this task

- Working with administration on the work that needs to be done while following the process for engaging Academic Senate

18. **College Reports**

- A. ASNC (Noel Evangelista)
 - NOMU on Friday, May 16, 2025, from 5-10pm
 - Over 300 participants in the ASNC elections; results will be shared soon
 - ASNC is a resource, so if you need anything please ask
- B. President (Monica Green)
 - As we go into next year, we need to think about planning for Corona site; major discussion and naming; will work with Senate on requests coming, which are fast moving
- C. Interim Vice President of Academic Affairs (Quinton Bemiller)
 - Get your Flex report in and get your activities submitted by Commencement to ensure they are approved by the June 30, 2025, deadline; reach out to chair or Claudia Figueroa
 - May be some disruption in enrollment with the courses impacted by common course numbering in EduNav
 - At 16% of target for Summer and 10% of target for Fall
- D. Vice President of Planning and Development (Tenisha James)
 - Institutional Effectiveness and Planning Survey is open until June 7, 2025, so please take the survey as part of the College's evaluation process
 - Please encourage all faculty, especially part-time faculty to take the survey
- E. Vice President of Student Services (Kaneesha Tarrant)
 - IT has extended priority registration for Group 1
 - Thank you for reporting through "Just Report It" link on the college website to provide support for students; most reports are related to mental health concerns
 - Virtual presentation on "[Know the Signs](#)" to assist students in distress on May 22, 2025, from 2-4pm
 - District-wide workgroup convening to discuss student debt
 - Standard of Care Team will work on the Institutional Innovation and Effectiveness Plan on May 20, 2025; the plan will come to the Senate on June 9, 2025

19. **Standing Committees & Liaisons Reports**

- A. Academic Senate Standing Committees: APC, Assessment, CMAC, Curriculum, DE, FPDC, LGBTQ+ Advocates, Library/LRC, Program Review, TLC
- B. Academic Senate Liaisons: Accreditation, CSEA, CTE, DBAC, DEMC, DSPC, Guided Pathways, Prison Education Program, District Safety and Security, Equity, PGSL

20. Meeting adjourned at 3:42 PM.



NORCO TEACHING INSTITUTE

Teaching for Teachers, by
Teachers.

NTI – A NEW PD OPPORTUNITY FOR NORCO FACULTY

- Coming Fall '25 – the first cohort of NTI!
 - Developed by Norco Faculty, for Norco Faculty
 - Lana Borissova, Mathematics
 - Bibiana Lopez, Mathematics
 - Sara Nafzgar, Communication Studies,
 - Dan Reade, English
- Equity-Centered Pedagogy with a Focus on Practical, Evidence-Based Teaching Techniques



NTI – A NEW PD OPPORTUNITY FOR NORCO FACULTY

- Fall '25 Schedule - All sessions on Fridays, 10:00AM-12:00PM
 - 9/5 - Creating a Welcoming Environment
 - 9/26 - Humanizing Your Syllabus
 - 10/17 - Active Learning
 - 11/7 - Alternative Grading Strategies
 - Each session consists of the following:
 - Pre-session work on Canvas, including readings, reflection activities, and discussion.
 - In-person section with focus on applying pedagogical techniques to participants' classrooms.
 - Post-session reflection and curricular development, including "grab-and-go" gifts to facilitate easy application of pedagogical techniques to classroom.
-

NTI – A NEW PD OPPORTUNITY FOR NORCO FACULTY

- Cohort #1 – This Could Be You!
 - Currently planning for 20 participants.
 - Full-time and part-time.
 - Compensation
 - 12 hours of equity FLEX (requested)
 - \$500 stipend for completing and submitting portfolio at end of sessions.



NTI – A NEW PD OPPORTUNITY FOR NORCO FACULTY

- Interested?
 - Take 1 minute to complete the form using the link or QR code.
 - **<https://forms.office.com/r/sgYcWMWkhb>**
 - We hope you join us for this exciting opportunity!



The recent event and catering procedures update do not align with the values and commitments espoused at Norco College. While I differ on what I consider to be an interpretation of the board policy associated with the mandate in right of refusal for the catering services, most of my concerns are rooted in costs, culture, and student activity in relation to Section 2.

The concerns I have are:

- Events organized by student clubs will only seek snack-related food due to cost (as club funds cannot sustain long-term usage of food services for catering events).
 - Food-insecure students who may be reliant upon club activities for supplemental meals may no longer be able to.
- Student activity may be pushed from on-campus to more off-campus events.
- Students will be asked to trade the cultural enrichment of food for what food services can comparably provide.
- Students may not be provided with the same standard of expectation they would have for off-campus cultural foods.
 - There will be a reduction in multicultural experiences and events on campus and/or the ability to attract students into participation will be reduced.
- ASNC may need to deny more student events as the cost of covering catering through the corral will drain their funds quicker.
- In keeping section 2's requirements in seeking outside catering, it will drive away future catered events due to the additional steps placed on the requestor.
- The overreach in using the funds from the associated student body to support and sustain food services—effectively removing the independence and will of the student body.

Due to these concerns, the questions I have are:

- Is this specific policy being implemented district-wide or is it college-specific?
 - RCC does not currently have this policy and ASRCC has confirmed they can bring in outside catering if their business insurance, food handler's card, and more are provided in advance.
- Which board policy specifically states the usage of funds from ASNC must follow the procedures outlined in this document?
 - BP 3400 states under section D, Use of District/College Facilities/Posting and Distribution of Literature, "Each College will follow Board Policies and Administrative Procedures 3550 Speech: Time, Place and Manner, for information on posting and distribution of literature and 5700 Use of Facilities **for information on the issue of permitting chartered organizations to use**

District/College facilities for meetings". This does not include, nor reference, BP 5700, subsection VII, for the usage of food services for catering events, just for usage of college facilities for meetings.

- BP 5700, Section VII, states "Groups wishing to use College Food Services for catering an event may do so. Information on how to arrange catering will be provided at the time of booking. Use of outside caterers is prohibited unless specifically approved by the College Food Services".
 - In other locations of this BP (notably, the "Priority Use of District Facilities), it distinguishes a separation between student clubs, organizations, and "other groups and associations". Are student clubs, programs, and the associated student body being grouped into the same category as outside non-profits, organizations, and otherwise? Why would student clubs and organizations for Section VII be included under the word "Groups" with this distinction made?
 - Groups wishing to use college food services infers there is an option available to event organizers. If students do not wish to use college food services and seek outside catering for various reasons, but are being denied, then this monopolizes control over student government because the choices are to be required and use the corral or have no food at the event (affecting not just the event organizers, but students who rely on these events).
- Use of the District's facilities and grounds will be only for the purposes described by the California Legislature in Education Code Section 82537(a). These purposes include use by associations "formed for recreational, educational, political, economic, artistic, or moral activities" of the District in order to "engage in supervised recreational activities" or "meet and discuss from time to time, as they may desire, any subjects and questions which in their judgment appertain to the educational, political, economic, artistic, and moral interests of the citizens of the communities in which they reside." (Education Code Section 82537(a))
 - Would the engaging in "supervised recreational activities" not include the consumption of food under the supervision of a student club advisor or program coordinator?
- For dishes that are cultural in origin, if the corral identifies an ability to provide a comparison dish lacking the exact ingredients used in the dish to reflect the culture, or in the process in creating such a dish, what is the recourse?
 - Is the position that "close enough" is "good enough"?

I am hoping for a compromise that can resolve some of the concerns provided here. I am asking that ASNC be removed from the catering procedures mandate to provide the furthest accessibility and support from the student body toward their own student population using

their own student funding. I am proposing that, as a compromise, events funded by ASNC follow the model at RCC in which food handler's information, health information, and business insurance be provided by outside caterers to be approved to protect the college and the students who partake.

Signed,

Cameron Young

Daniel Turrubiarres

Norco College Internal Events and Catering Procedures

Section 1:

ROOM/SPACE RESERVATION

1. Before you start planning your event, check the Norco Events Calendar to make sure your event does not conflict with a currently scheduled event.
2. Submit a room/space reservation through 25 Live, make sure you add your request for equipment (Resources) needs at the same time for media equipment, tables, chairs, trash cans, canopies, etc, AND please include your layout in the request. **Please wait for Facilities approval before you continue with your planning.**
3. Once approved by Director of Facilities & VP of Business Services, event will be approved in 25Live.

Interior (Inside Events)

- a. Notice: 1-2 weeks for larger events, and +2 days for smaller events. (*Excludes large events like NOMU, Commencement, etc.)
- b. We will need a diagram/sketch of the space, noting the desired layout of items supplied by Facilities.
- c. Provide a list of the items and quantities needed.
- d. If there is food involved with the event, additional trashcans will be required.
- e. Provide the set-up and breakdown times along with the time frame for the event.
- f. Any special needs.

Exterior (Outside Events)

- a. Notice: 1-2 weeks for larger events with **5-10 canopies**, and +2 days for smaller events with **1-4 canopies**. (*Excludes large events like NOMU, Commencement, etc.)
- b. We will need a diagram on the campus map or area sketch noting the desired layout of items supplied by Facilities.
- c. Provide a list of the items and quantities needed.
- d. If there is food involved with the event, additional trashcans will be required.
- e. Provide the set-up and breakdown times along with the time frame for the event.
- f. Any special needs.

Section 2:

EVENT AND CATERING PROCEDURES

- All Food Requests utilizing College funds (fund 11, 12, ASNC) must follow the Event & Catering Procedures.
- The Corral has first right of refusal for all potential catering orders for ALL Norco College approved events.
- The Corral needs to be used if food is going to be served to individuals. ♣ Refer to BP 5700 section VII.
- If the corral can't meet the group expectations, Food Services will notify requestor in writing and in a timely manner that the requestor is approved to utilize an outside vendor.
- If request is cancelled less than 48 hours prior to the event, a 30% charge of total catering contract will be charged to the requestor.
- **For any special cultural events food request where the requestor wants to use an outside vendor:**
 - Request needs to be made in writing to food services at least 10 business days prior to the event.
 - Requestor must provide an itemized list (menu items, quantity, prices, and essential supplies/utensils).
 - Food Services will review price and ability to produce and notify requestor *within 3-5 business days*.
 - a) If approved to utilize an outside vendor **or**
 - b) Notify requestor that Food Services has the ability to provide the food for special cultural event.

The Corral will provide food at your event:

1. Please complete section 1 to confirm availability of the room/space where your event is taking place.
2. Requestor to use the catering request excel spreadsheet to produce a catering quote for the desired menu items and submit to FoodServices@norcocollege.edu. The form is located in the [NC Food Services Catering website](#) (catering request form has a drop-down menu and it is linked to the Corral Catering Menu).
3. Upon review of your order, food services will confirm that your order will be fulfilled by providing you with an "E Number".
4. Please note: your order must be received 72 hours in advance to allow for food preparation.
5. Requestor will submit an internal requisition in Galaxy after verifying budget availability. **(Upload Corral quote with E#).**
6. Requestor will provide requisition number to Food Services to ensure payment.

Outside vendor will deliver food to Norco College, upon previous approval from Food Services:

1. Please complete section 1 to confirm availability of the room/space where your event is taking place.
2. Work with Purchasing to make sure the vendor is approved by the District and all needed documentation is on file.
3. Enter a requisition to pay the outside vendor for the catering services provided. **(Upload vendor quote and approval from food services).**
4. In this case, vendor is delivering food and event attendees will serve themselves i.e (box lunches, salads, etc.) Please note: **For liability purposes, all vendors providing services to the college need to have a Certificate of Insurance on file.**
5. Submit signed invoice to Accountspayable@rccd.edu via adobe sign, include the PO number.

Food Trucks /Food Vendors on Campus will provide food at your event upon previous approval from Food Services:

1. Please complete section 1 to confirm availability of the room/space where your event is taking place.
2. Work with Purchasing to make sure the vendor is approved by the District and all needed documentation is on file.
3. Request the following documents from food vendor and submit to Food Services department:
 - a. Food handler Certificates-**Required.**
 - b. General Liability, Worker's Comp and Automobile insurance- **Required.**
 - c. In some instances, vendor will submit a quote with terms and conditions, if this is the case, **follow the A/C transmittal process ASAP** to get the contract signed before the event takes place.
4. Proceed with entering a requisition in Galaxy to pay the food truck vendor. **(Upload vendor quote and approval from business services)**
5. Submit signed invoice to Accountspayable@rccd.edu via adobe sign, include the PO number.

For questions about room/space reservations please contact: Sheri Cologgi, Facilities Administrative & Utilization Specialist at 951-372-7089 or via email at sheri.cologgi@norcocollege.edu

For questions about catering events please contact: Antonio Muniz, Assistant Food Services Manager at 951-372-7141 or via email at antonio.muniz@norcocollege.edu

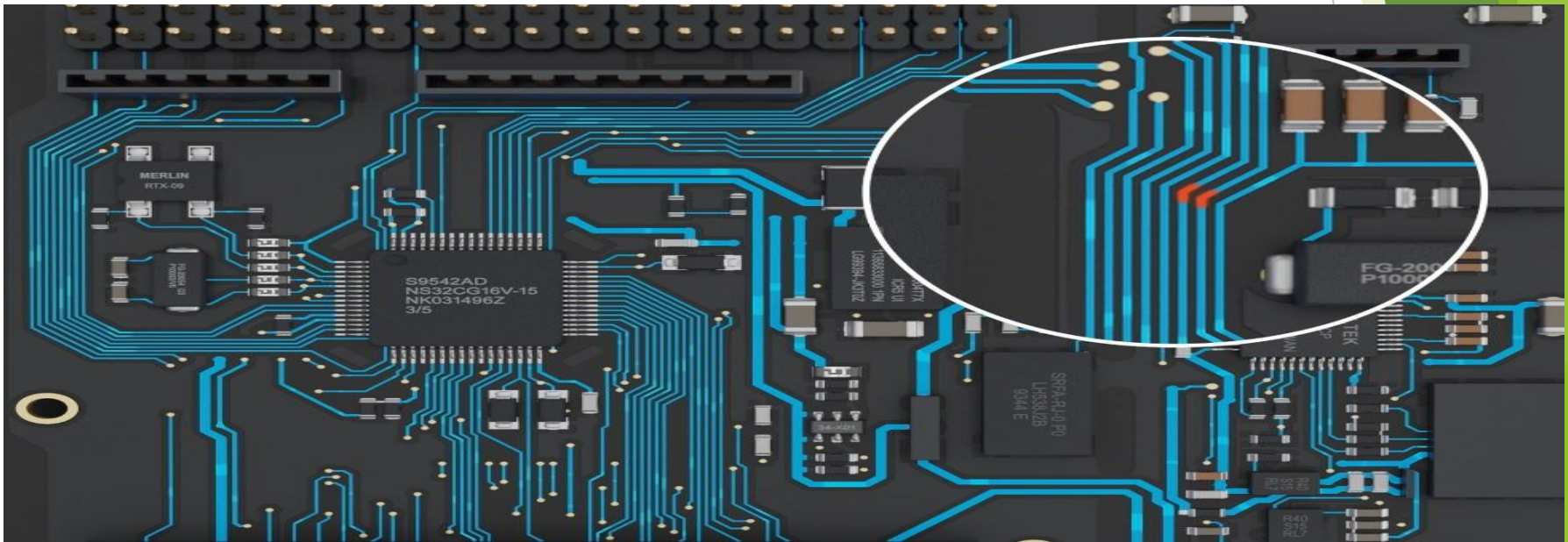
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Norco College's Biomedical Electronic Equipment Repair Certification

By Khosrow Rad

Norco College Electronics Program

Overview of Certificate and Degree Pathways



Certificate Programs

- ▶ Electronics Certificate:
- ▶ Focuses on fundamentals of electronics
- ▶ Includes circuit design, microchip usage, and electron behavior
- ▶ Prepares students for entry-level positions in electronics and related industries

Associate Degree Programs

- ▶ Associate of Science in Electronics:
- ▶ In-depth study of electronics engineering
- ▶ Covers electromagnetic spectrum, integrated circuits, and transistors
- ▶ Prepares graduates for roles like aerospace engineer, broadcast engineer, design engineer, electrical engineer, IT consultant, and network engineer

Additional Information

- ▶ School of Applied Technologies & Apprenticeships:
- ▶ Career-focused education to meet the needs of self-directed adults
- ▶ Consult College Catalog and meet with a counselor for education planning
- ▶ For more information, visit Norco College's website



Norco College's Biomedical Electronic Equipment Repair Certification

Addressing the Need for Skilled Biomedical Technicians
Date and Presenter Information

Statement of Need

Novel Devices Authorized Per Calendar Year 2009 - 2020

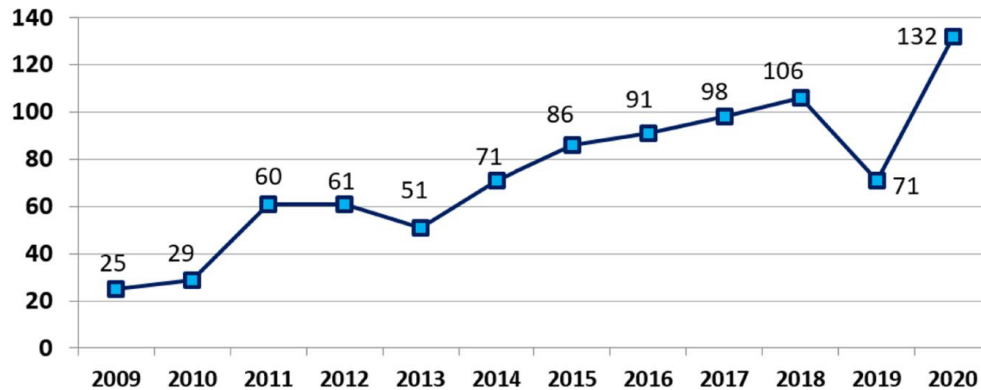


Figure 1. In 2020, original devices included original PMAs, panel track supplement PMAs, De Novos, HDEs, breakthrough 510(k)s, and specific Emergency Use Authorizations (EUs) deemed novel (CDRH 2021).

- ▶ Growing Demand for Biomedical Devices
- ▶ FDA approvals increased from 25 (2009) to 124 (2023)
- ▶ 2020 saw 106 new devices (CDRH data)
- ▶ Shortage of Qualified Technicians:
- ▶ Industry growth with a stagnating workforce
- ▶ increasing demand for technicians with advanced skills

Industry Challenges

- ▶ Challenges in Training and Skills
- ▶ Shortfall in hands-on training
- ▶ Need for knowledge in safety regulations, cybersecurity, medical terminology
- ▶ Program Solution:
- ▶ Norco College's 1-year certification in Biomedical
- ▶ Norco College's two-year AS. Degree

Program Overview

- ▶ Comprehensive Curriculum
- ▶ Hands-on training with real medical devices
- ▶ Focus on regulatory, safety, and technical skills
- ▶ Aligned with industry needs and standards

Program Goals

- ▶ Equip Students with Technical Proficiency
- ▶ 1. Maintenance, troubleshooting, and repair of biomedical devices
- ▶ 2. Understanding Compliance & Safety Standards
- ▶ 3. Biomedical Knowledge Integration
- ▶ 4. Critical Thinking & Problem-Solving
- ▶ 5. Professional Growth in digital technology, cybersecurity, anatomy

Program Objectives

- ▶ Technical Mastery
- ▶ 90% proficiency in maintenance and repair
- ▶ Compliance & Safety:
- ▶ 100% capstone completion on risk assessment
- ▶ Biomedical Instrumentation:
- ▶ Preventive maintenance on advanced equipment
- ▶ Critical Thinking & Problem-Solving:
- ▶ Capstone projects and team problem-solving
- ▶ Professional Development:
- ▶ Resume, interview prep, and certification readiness

Curriculum Overview

- ▶ Core Areas
- ▶ Biomedical Instrumentation
- ▶ Healthcare Compliance
- ▶ Advanced Biomedical Maintenance
- ▶ Electronics and IT Fundamentals

Instructional Methods

- ▶ Hands-On Lab Training
- ▶ Real medical device handling
- ▶ Clinical Internships:
- ▶ Real-world application in healthcare
- ▶ Capstone Projects:
- ▶ Team-based real scenario projects

- ▶ Blended Learning:
- ▶ • In-person and virtual learning

Professional Development for Faculty

- ▶ Industry Collaboration
- ▶ Partnerships with industry for updated knowledge
- ▶ Continuous Learning:
- ▶ Support for advanced certifications and training
- ▶ Pedagogical Training:
- ▶ Digital and virtual tool training for student engagement

Facilities and Resources

- ▶ Planned Enhancements
- ▶ Advanced Medical Device Lab with high-tech diagnostic equipment
- ▶ Testing and Calibration tools
- ▶ Virtual Learning Environment for remote access

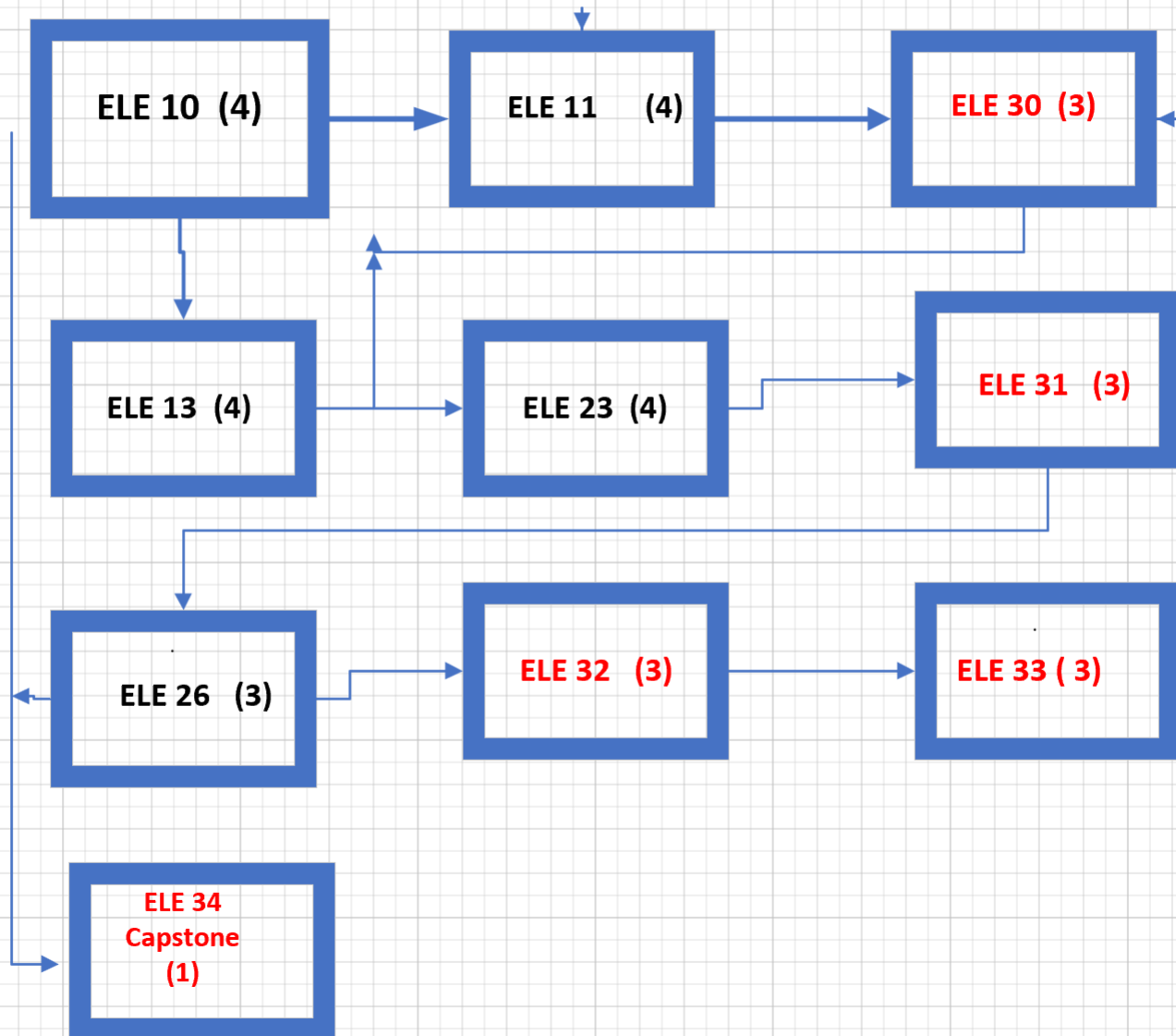
Biomedical Electronic Equipment Repair Program

Equipment Needs Overview

Course	Title	Units	Sequencing
Required Courses ELE 10	33 units Survey of Electronics	4	Fall 1,
ELE 11 or ELC 11	DC Electronics	4	Spring 1
ELE 13 Or ELC 13	AC Electronics	4	Spring 1
ELE 25	Digital Techniques	4	Spring1
ELE 23	Electronic Devices and Circuits	4	Summer 1
ELE 30	Introduction to Biomedical equipment	3	Fall 2
ELE 31	Troubleshooting Theory and Methodology	3	Fall 2
ELE 35	Biomedical life Support equipment troubleshooting and Repair	3	Spring 2
ELE 33	Network Troubleshooting and Methodology	2	Spring 2
ELE 34	Capstone project for Biomedical Equipment	2	Spring 2

Biomedical Electronic Equipment Repair

Red new course



Overview of Courses

Class from Digital Electronic

- ▶ ELE 10 (4 units)
- ▶ ELE 11 (4 units)
- ▶ ELE 13 (4 units)
- ▶ ELE 23 (4 units)
- ▶ ELE 26 (3 units)

Diagnostic and Testing Equipment

- ▶ Oscilloscopes (digital and analog)
- ▶ Multimeters (digital and analog)
- ▶ Function Generators for signal testing
- ▶ Electrocardiogram (ECG) Simulators
- ▶ Defibrillator Analyzers
- ▶ Electrical Safety Analyzers
- ▶ Electrosurgical Analyzer
- ▶ Infusion Pump Analyzers
- ▶ Vital Signs Simulators
 - Patient Simulator Modules
 - Ventilator Test Systems



Tools and Accessories

- ▶ Soldering Stations and De-soldering Kits
- ▶ Electrostatic Discharge (ESD) Mats and Wrist Straps
- ▶ Digital Thermometers
- ▶ Magnifying Lamps or Microscopes
- ▶ Tool Kits (screwdrivers, pliers, cutters)
- ▶ Battery Testers

Computers and Software

- ▶ - Computers with specialized software for diagnostics
- ▶ - Medical Device Communication Interfaces
- ▶ - Software for Biomedical Device Management
- ▶ - Simulation Software

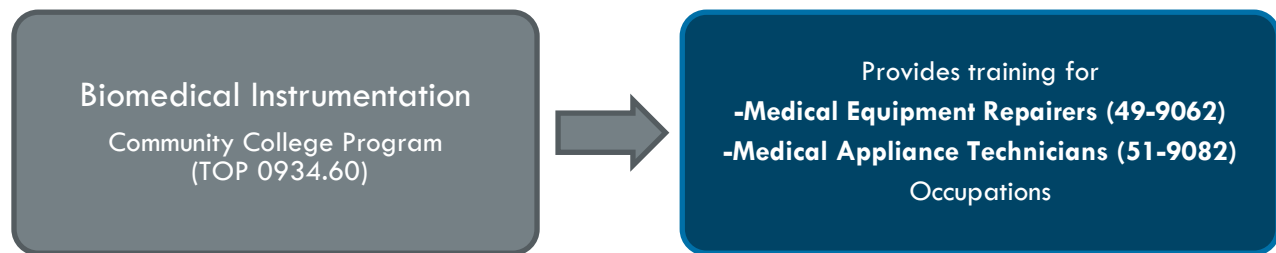
CONCLUSION

- ▶ Impact of Norco College's Certification Program
- ▶ Bridging the workforce gap with skilled technicians
- ▶ Meeting healthcare industry demand for biomedical eng

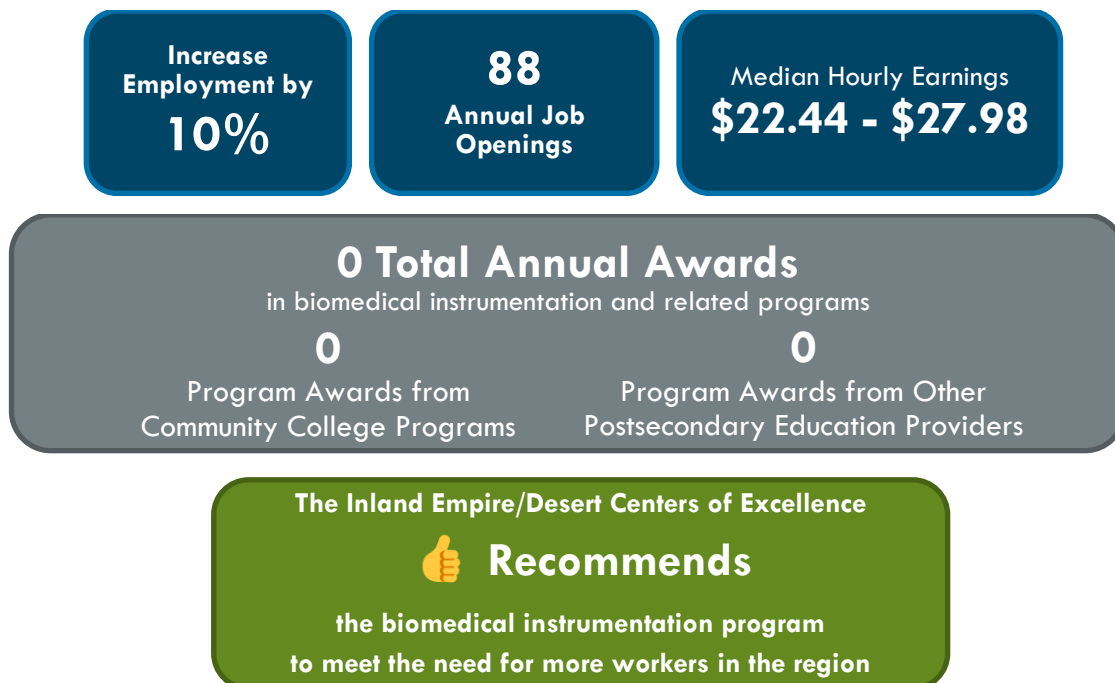
Medical Electronics Technicians/Biomedical Electronic Equipment Repair

Inland Empire/Desert Region (Riverside and San Bernardino counties)

Summary



Over the next five years (2022-2027), employment for the two medical appliance/equipment occupations is projected to:



Introduction

California Community College biomedical instrumentation (TOP 0934.60) programs prepare students for employment through the instruction of operation, maintenance, and installation of devices associated with biomedical measurements and medical life support (Taxonomy of Programs, 2023). The knowledge, skills, and abilities trained by biomedical instrumentation and related programs lead to employment as:

- Medical Equipment Repairers (SOC 49-9062)
- Medical Appliance Technicians (SOC 51-9082)

Job Demand

In 2022, there were 698 jobs for medical appliance/equipment occupations in the Inland Empire/Desert Region. Regional employment for these occupations is projected to increase by 10% through 2027; nearly 100 job openings are projected annually. Exhibit 1 displays the job counts, five-year projected job growth, and job openings in the region.

Exhibit 1. Five-year projections for medical appliance/equipment occupations, Inland Empire/Desert Region, 2022-2027

Occupation	2022 Jobs	2027 Jobs	5-Yr % Change	5-Yr Openings (New + Replacement Jobs)	Annual Openings (New + Replacement Jobs)
Medical Equipment Repairers	468	537	15%	295	59
Medical Appliance Technicians	230	231	1%	145	29
Total	698	768	10%	440	88

Source: Lightcast 2023.3

An online job ad search for medical appliance/equipment occupations included in this report was conducted to reveal the employers seeking these workers, including the median posting duration, earnings information, and in-demand skills. Exhibit 2 displays the number of job ads posted for these occupations over the last 12 months and the median posting duration. Over the last 12 months, there were 247 job ads posted for these medical appliance/equipment occupations in the region.

Exhibit 2. Job ads and posting duration, Inland Empire/Desert Region, December 2022 through November 2023

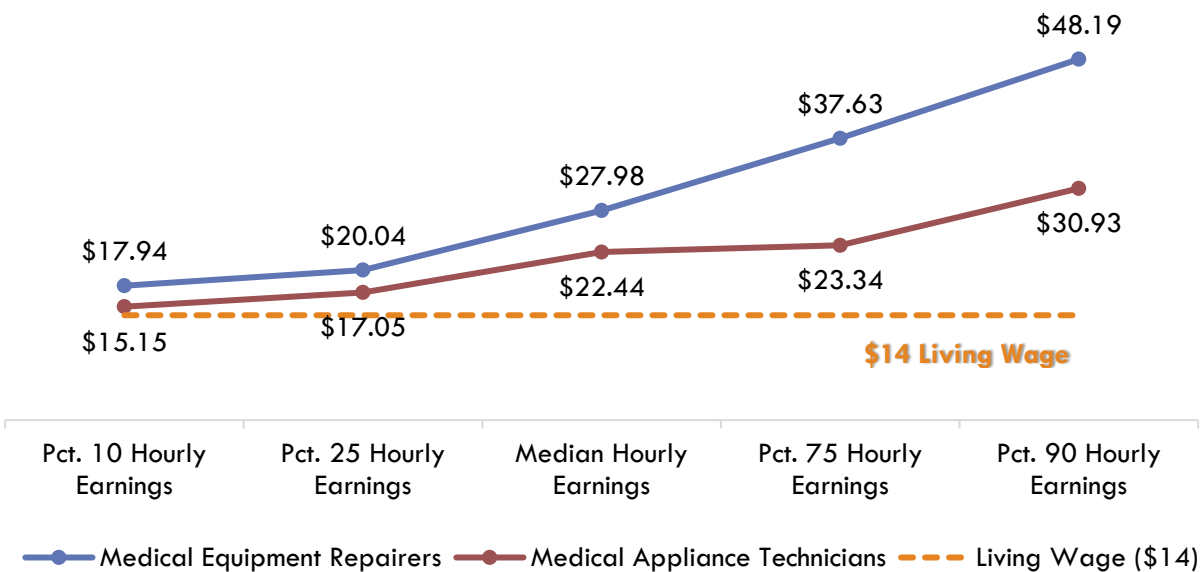
Occupation	Job Ads	Median Posting Duration (Days)
Medical Equipment Repairers	132	27 days
Medical Appliance Technicians	115	24 days
Total	247	--

Source: Lightcast 2023.3

Earnings

The living wage for one adult in the Inland Empire/Desert Region (Riverside and San Bernardino Counties) is \$14 per hour or \$29,120 annually. Exhibit 3 displays the hourly earnings for the two medical appliance/equipment occupations. Notably, both occupations have hourly wages above the regional living wage estimate of \$14/hour.

Exhibit 3. Hourly earnings by percentile for the two medical appliance/equipment occupations, Inland Empire/Desert Region, 2022

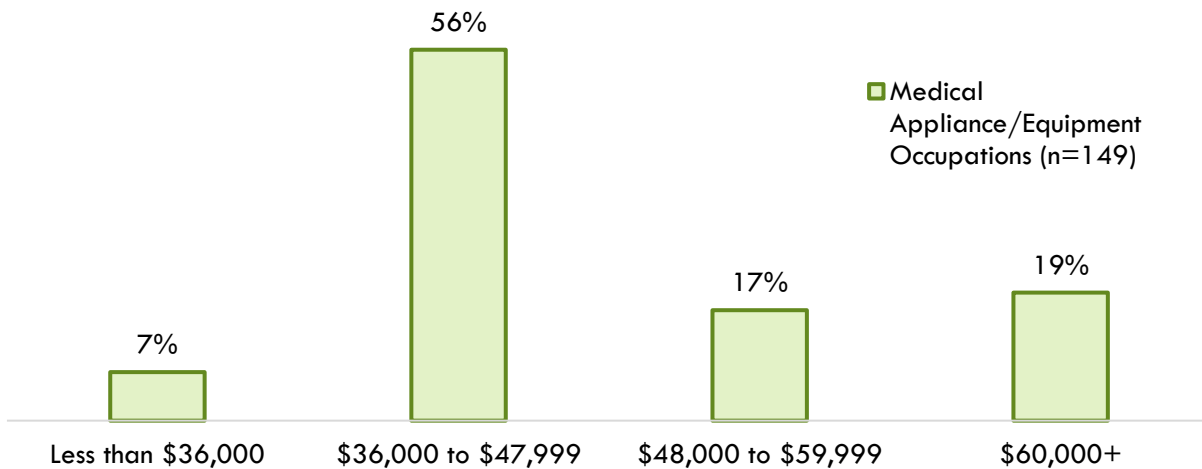


Source: Lightcast 2023.3

Advertised Salary from Online Job Ads

Exhibit 4 displays the regional online advertised salaries for the medical appliance/equipment occupations over the last 12 months. Online job ads salary information reveals that most employers (56%) advertise an annual salary between \$36,000 and \$47,999.

Exhibit 4. Online advertised salaries for the two medical appliance/equipment occupations, Inland Empire/Desert Region, December 2022 through November 2023



Source: Lightcast 2023.3

Online Job Advertisements: Job Titles, Employers, Skills, Education, & Work Experience

Exhibit 5 displays the job titles most frequently used for medical appliance/equipment-related job ads over the last 12 months. Displaying advertised job titles provides insight into the types of positions sought by employers in the region.

Exhibit 5. Job titles most frequently used in medical appliance/equipment-related job ads, Inland Empire/Desert Region, December 2022 through November 2023

Job Titles	Unique Job Ads
Medical Device Assemblers	85
Biomedical Technicians	24
Maintenance Technicians	15
Biomedical Equipment Technicians	14
Medical Equipment Technicians	13
Medical Equipment Delivery Technicians	12
Medical Assemblers	11
General Practitioners	11
Dialysis Equipment Technicians	10
Biomedical Equipment Support Specialists	10

Source: Lightcast 2023.3

Exhibit 6 displays the employers posting the most job ads for the medical appliance/equipment occupations during the last 12 months. Showing employer names provides insight into where students may find employment after completing a program. Aerotek posted the most job ads for the two medical appliance/equipment occupations over the last 12 months.

Exhibit 6. Employers posting the most job ads for the two medical appliance/equipment occupations, Inland Empire/Desert Region, December 2022 through November 2023

Top Employer	Unique Job Ads
Aerotek	45
Kelly Services	14
SMS Staffing	13
Danaher	13
Kaiser Permanente	13
Agiliti Health	11
Adapt Health	11
Universal Health Services	10

Source: Lightcast 2023.3

Exhibit 7 lists a sample of specialized and employability skills employers search for when seeking workers to fill medical appliance/equipment-related positions. Specialized skills are occupation-specific skills that employers request for industry or job competency. Common skills are foundational skills that transcend industries and occupations; this category is often referred to as "soft skills." The skills requested in job ads may be utilized to guide curriculum development.

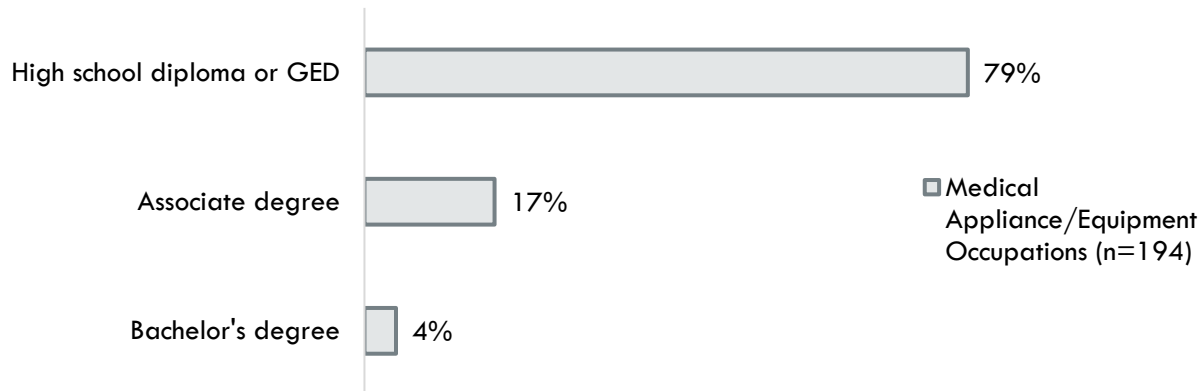
Exhibit 7. Sample of in-demand skills from employer job ads, Inland Empire/Desert Region, December 2022 through November 2023

Specialized skills	Common skills
<ul style="list-style-type: none"> • Medical Devices • Medical Device Assembly • Hand Tools • Soldering • Machinery • Test Equipment • Adhesive Bonding • Mechanical Assembly • Metal Coating • Visual Inspections 	<ul style="list-style-type: none"> • Operations • Communication • Packaging and Labeling • Customer Service • Lifting Ability • Computer Literacy • Management • Troubleshooting (Problem Solving) • Detailed Oriented • Planning

Source: Lightcast 2023.3

Exhibit 8 displays the minimum advertised education requirements for the medical appliance/equipment occupations. According to the Bureau of Labor Statistics, approximately half of incumbent workers in each of these occupations hold a community college-level of educational attainment; "some college, no degree," and an "associate degree." The majority (82%) of employer job ads included minimum education requirements. Most employer job ads (79%) sought a candidate holding a high school diploma or GED as a minimum education level requirement.

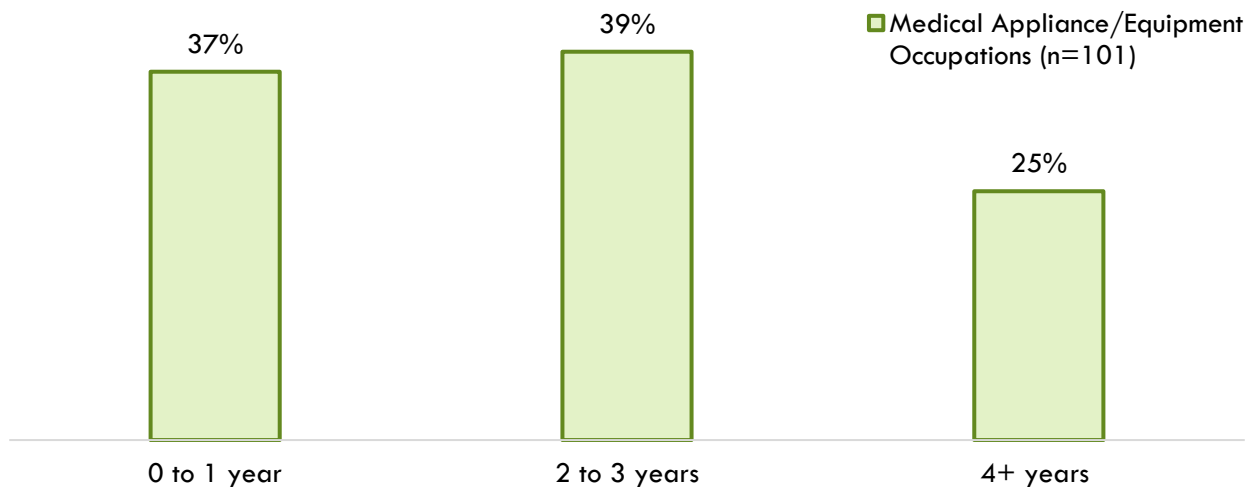
Exhibit 8. Minimum advertised education requirements, Inland Empire/Desert Region, December 2022 through November 2023



Source: Lightcast 2023.3

Exhibit 9 displays the work experience typically required from employer job ads for the medical appliance/equipment occupations. Most employers (39%) listing minimum experience requirements sought candidates with two to three years of previous work experience.

Exhibit 9. Real-time work experience requirements, Inland Empire/Desert Region, December 2022 through November 2023



Source: Lightcast 2023.3

Student Completions and Programs Outcomes

Community College Supply: No award completion data is available for Biotechnology and Biomedical Technology (TOP 0430.00) and Biomedical Instrumentation (TOP 0934.60) programs in the Inland Empire/Desert Region.

California program outcome data may provide useful insight into the likelihood of success for the proposed program. Community college student outcome information based on the selected TOP code and region is provided in Exhibit 10.

Exhibit 10. TOP 0934.60 – Biomedical Instrumentation strong workforce program outcomes, Inland Empire/Desert Region, most recent academic year

Strong Workforce Program Metrics: 0934.60 – Biomedical Instrumentation	Inland Empire/Desert Region	California
Unduplicated count of enrolled students (2021-22)	N/A	89
Completed 9+ career education units in one year (2021-22)	N/A	47%
Students who attained a noncredit workforce milestone in a year (2021-22)	N/A	N/A
Students who earned a degree, certificate, or attained apprenticeship (2021-22)	N/A	21
Job closely related to the field of study (2019-20)	N/A	80%
Median annual earnings (all exiters) (2020-21)	N/A	\$60,972
Median change in earnings (all exiters) (2020-21)	N/A	24%
Attained a living wage (completers and skills-builders) (2020-21)	N/A	81%

Sources: LaunchBoard Community College Pipeline and Strong Workforce Program Metrics

Non-Community College Supply: No award completion data is available for Biomedical Technology/Technician (CIP 15.0401) programs in the Inland Empire/Desert Region.

Summary of Findings & Recommendation

Over the next five years, the two medical appliance/equipment occupations are projected to have 88 annual job openings and increase employment by 10% in the Inland Empire/Desert Region. Both occupations have wages above the living wage estimate, which is \$14 per hour. Over the last 12 months, there were 247 job ads posted for the two medical appliance/equipment occupations in the region.

According to data from the California Community Colleges Chancellor's Office (Datamart) and IPEDS, no community college or non-community college institution in the region conferred any awards in the programs that have historically trained for the occupations included in this report.

Based on the 88 annual job openings (demand) and the zero awards conferred (supply), there appears to be an undersupply in the region. Due to this, the Centers of Excellence finds that there is a regional need for programs that train for the medical appliance/equipment occupations included in this report. Colleges considering this program should partner with applicable employers to document their demand for medical appliance technicians and medical equipment repairers, as well as the skills/certifications required for students to earn a living wage after exiting the program.

Contact

Juan Madrigal
Centers of Excellence, Inland Empire/Desert Region
juan@coeccc.net
December 2023

References

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California Community Colleges Chancellor's Office, Curriculum and Instructional Unit, Academic Affairs Division. (2023). *Taxonomy of Programs, 7th Edition*. Retrieved from <https://www.cccco.edu/-/media/CCCCO-Website/docs/curriculum/final-top-code-manual-2023edit-4-a11y.pdf?la=en&hash=28074BFE9915B49A7688B8BDEF0DB7E55FEB3A2C>

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Appendix: Methodology

Community college student outcome information is from LaunchBoard and based on the selected TOP code and region. These metrics are based on records submitted to the California Community Colleges Chancellor's Office Management Information Systems (MIS) by community colleges, which come from self-reported student information from CCC Apply and the National Student Clearinghouse. Employment and earnings metrics are sourced from California's Employment Development Department's Unemployment Insurance database. When available, outcomes for completers are reported to demonstrate the impact that earning a degree or certificate can have on employment and earnings. For more information on the types of students included for each metric, please see the web link for LaunchBoard's Strong Workforce Program Metrics Data Element Dictionary in the References section (LaunchBoard, 2023a). Finally, employment in a job closely related to the field of study comes from self-reported student responses on the CTE Employment Outcomes Survey (CTEOS) administered by Santa Rosa Junior College (LaunchBoard, 2023a).

Table 1. 2022 to 2027 job growth, wages, entry-level education, training, and work experience required for the two medical appliance/equipment occupations in the Inland Empire/Desert Region (Riverside and San Bernardino Counties combined)

Occupation (SOC)	2022 Jobs	5-Year Change	5-Year % Change	Annual Openings (New + Replacement Jobs)	Entry-Experienced Hourly Wage (10 th to 90 th percentile)	Median Hourly Wage (50 th percentile)	Average Annual Earnings	Entry-Level Education & On-The-Job-Training	Work Experience Required
Medical Equipment Repairers (49-9062)	468	69	15%	59	\$17.94 to \$48.19	\$27.98	\$63,000	Associate degree & Moderate-term	None
Medical Appliance Technicians (51-9082)	230	2	1%	29	\$15.15 to \$30.93	\$22.44	\$49,000	High school diploma or equivalent & Moderate-term	None
Total	698	70	10%	88	-	-	-	-	-

Source: Lightcast 2023.3

Program Outline of Record – Credit Degrees and Certificates

Program Outline

Title: Biomedical Electronic Equipment Repair

Originator: Khosrow Rad

Date 3/10/2025

Department: AT&T/Electronic

College/Learning Pathway/Engagement Center: Choose an item.

☐ **Moreno Valley College**

☒ **Norco College**

☐ **Riverside City College**

(Please note: All degrees and certificates are college specific. If multiple colleges wish to adopt this degree or certificate, a separate proposal and college specific supporting documents are required.)

TOPs Code: 0934.60

CIP Code:

Type of Program:

☒ Certificate of Achievement only

☐ Locally approved certificate (8-units or less) only

☐ Associate Degree only

☐ Certificate of Achievement and Degree

Type of Associate Degree:

☐ Associate of Arts

☐ Associate of Science

This is a:

☒ New certificate/degree*

☐ Modification to an existing certificate/degree

***New programs that require new facilities, positions, capital outlays, or have budgetary impacts must also be approved by Academic Senate and Strategic Planning before being submitted. Has this program been appropriately approved?**

☐ Yes, minutes attached

☐ Approval Pending

☒ No Capital or Budgetary Impacts

If this is a modification to an existing certificate/degree, please specify the changes being made:

(Please be specific! Indicate any changes to title, description, learning outcomes, courses, unit value)

Rationale:

(Please note: This information will be presented to the Board of Trustees.)

The healthcare industry is increasingly reliant on advanced medical technology, creating a strong demand for biomedical equipment technicians (BMETs) who can repair, maintain, and calibrate medical devices. According to the U.S. Bureau of Labor Statistics (BLS), employment for medical equipment repairers is projected to grow by 6% from 2022 to 2032, faster than the average for all occupations. The rise of telemedicine, wearable health devices, and AI-driven diagnostics further amplifies the need for skilled biomedical electronics technicians.

A Biomedical Electronic Equipment Repair Program at Norco College would address industry demand, offer high-paying career opportunities, and expand the college's technical education offerings. The program would benefit students, the local healthcare industry, and the broader community by filling a critical workforce gap while supporting Norco College's mission of providing career-focused, hands-on education.

Required Documentation

Please submit this form and the documents outlined below to your college's Instructional Program Support Coordinator (IPSC) and the District Technical Review committee via TechReview@rccd.edu. Please do not submit your proposal until all of the documentation below is complete.

All Degrees and Certificates

- ☒ Evidence of district-wide discipline communication
- ☒ Department minutes showing approval
- ☐ Narrative (*see following page*)
- ☐ Transfer preparation documentation (*only if applicable*)

Degrees and Certificates of 8 Units or More with Vocational TOPs Codes

In addition to the above, all degrees and certificates of 8 units or more with a vocational TOPs code must include the following to be submitted to the State Chancellor's Office for approval.*

- ☒ Labor Market Information and Analysis (*Required for new programs and modifications.*)
- ☒ Advisory Committee Recommendation (*Required for new programs and may be required for modifications. Check with the curriculum coordinator at your college to determine if a new recommendation is necessary.*)
- ☐ Regional Consortium Recommendation (*Required for new programs only.*)

**Certificates between 8 and less than 16 units can be approved locally or can be submitted to the State Chancellor's Office for approval. Certificates of less than 8 units can only be approved locally. However, locally approved certificates will not appear on student transcripts.*

Program Narrative

Item 1. Program Goals and Objectives

For programs with a vocational TOPs code, must address a valid workforce preparation purpose. For programs with a non-vocational TOPs code, must address a valid workforce preparation, basic skills, civic education, or local purpose. May address transfer preparation if applicable.

Item 2. Catalog Description

Includes program requirements, prerequisite skills or enrollment limitations, program learning outcomes, and information relevant to program goal.

Item 3. Program Requirements

Includes course requirements and sequencing that reflect program goals. For degrees, the GE pattern and calculations used to reach the degree total must be shown following the program requirements table. Course titles and unit values must be exact.

The Biomedical Electronic Equipment Repair program prepares students for entry-level careers in the installation, maintenance, and repair of medical and biomedical electronic equipment used in healthcare settings. The program combines foundational electronics theory with hands-on training in medical instrumentation, emphasizing safety standards, troubleshooting techniques, and compliance with regulatory guidelines such as those set by the FDA and Joint Commission.

Program Requirements:

- Completion of core electronics courses (DC/AC Circuits, Digital Electronics, and Microprocessors)
- Specialized courses in biomedical systems (Medical Instrumentation, Safety & Calibration, and Imaging Systems)
- Hands-on lab experience and an optional industry internship or clinical practicum
- Minimum grade of “C” in all technical courses to progress

Prerequisite Skills or Enrollment Limitations:

- Basic proficiency in mathematics and reading comprehension
- Prior completion of introductory electronics coursework (or instructor approval)
- Physical ability to safely handle tools and sensitive equipment in lab environments
- Enrollment may be limited based on lab space and availability of clinical partners

Student Learning Outcomes: Upon successful completion of the program, students will be able to:

1. Diagnose and repair faults in electronic medical devices using schematics and test equipment.
2. Apply safety and regulatory standards in the servicing of biomedical equipment.
3. Demonstrate proficiency in preventive maintenance and calibration procedures.
4. Communicate effectively with healthcare staff and technical personnel.

5. Maintain accurate service documentation in compliance with industry standards.

Program Goal: To equip students with the technical skills and professional knowledge necessary to become competent biomedical equipment technicians (BMETs), ready to support healthcare technology in hospitals, clinics, and medical equipment manufacturers.

Required Courses: 33____ units

Course	Title	Units	Sequencing
ELE 10	Survey of Electronics	4	Fall 1,
ELE 11 or ELC 11	DC Electronics	4	Spring 1
ELE 13 Or ELC 13	AC Electronics	4	Spring 1
ELE 25	Digital Techniques	4	Spring 1
ELE 23	Electronic Devices and Circuits	4	Summer 1
ELE 30	Introduction to Biomedical equipment	3	Fall 2
ELE 31	Troubleshooting Theory and Methodology	3	Fall 2
ELE 35	Biomedical life Support equipment troubleshooting and Repair	3	Spring 2
ELE 33	Network Troubleshooting and Methodology	2	Spring 2
ELE 34	Capstone project for Biomedical Equipment	2	Spring 2

Total Program Units: 33____ units

Item 4. Master Planning

Must address how the certificate/degree fits in the mission, curriculum, and master planning of the college and higher education in California.

Considering the mission of the college, the Biomedical Electronic Equipment Repair and the Digital Electronic certificate serve the college well by creating more opportunities for student success, such as the “application of emerging technologies” technologies that the community desperately needs so that students can get a head start on their careers. These certificates “provide foundational skills and pathways to technical educational certificates.”

Further, in the years to come, we will develop apprenticeships in the two programs which will meet objective 6.1 “expand access to registered apprenticeships, work experience classes and work-based learning opportunities” and Goal 8 “become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.”

Item 5. Enrollment and Completer Projections

Projection of number of students to earn certificate/degree annually.

Program Outline of Record – Credit Degrees and Certificates

- **San Diego Miramar College (CA):** Their Biomedical Equipment Technology program sees **30-50 graduates annually**.
- **Community Colleges in Other States:** Programs at **Dallas College (TX)** and **Milwaukee Area Technical College (WI)** report **graduation rates of 25-40 students per year**.

Considering Norco College's existing **electronics and engineering technology programs** and the **demand for skilled BMETs**, we assume:

- **Initial Year Enrollment:** 30-40 students (pilot phase)
- **Growth Over 5 Years:** With awareness, industry partnerships, and strong job demand, enrollment could grow to **60+ students per year**.
- **Certificate Track (1-year program):** 60-70% completion rate
- **Associate Degree Track (2-year program):** 50-60% completion rate

Projected Student Completion Per Year

Year	Certificate Completers	Associate Degree Completers	Total Graduates
Year 1	20-25 students	10-15 students	30-40 students
Year 2	25-30 students	15-20 students	40-50 students
Year 3	30-35 students	20-25 students	50-60 students
Year 4	35-40 students	25-30 students	60-70 students
Year 5	40+ students	30+ students	70+ students

Factors Affecting Enrollment & Completion

Job Market Demand: With a growing need for BMETs, students will be motivated to complete the program for strong career opportunities.

Industry Partnerships: Collaborations with local hospitals and medical companies could boost enrollment through internships and job placement guarantees.

Student Interest & Marketing: Outreach to high school STEM programs and current Norco College students in **electronics, engineering, and health sciences** could increase participation

In the first year, Norco College could expect 30-40 graduates, potentially growing to 70+ students annually within five years. This would significantly impact the **local healthcare technology workforce** and the **college's technical program offerings**.

Item 6. Place of Program in Curriculum/Similar Programs

Must address how the certificate/degree fits in college's existing inventory.

The Biomedical Electronic Equipment repair-focused certificate or degree is a strategic addition to the college's inventory. It enhances program offerings, meets workforce demands,

utilizes current resources, and aligns with institutional goals. By adopting this program, the college will better serve students and the community, ensuring graduates are well-prepared for the evolving Medical landscape.

Item 7. Similar Programs at Other Colleges in Service Area

Justification of need for certificate/degree in the region.

The demand for **biomedical equipment technicians (BMETs)** is rising due to the increased reliance on advanced medical technology. The **U.S. Bureau of Labor Statistics (BLS)** projects a **6% job growth from 2022-2032** for medical equipment repairers, faster than the average for other occupations.

- Hospitals, clinics, and medical device manufacturers need trained professionals to **install, maintain, and repair life-saving equipment**, such as ventilators, MRI machines, and defibrillators.
- **An aging workforce** in the field means new technicians are urgently needed to replace retiring professionals.

Item 8. Transfer Preparation Information (if applicable)

If transfer preparation is a component of the certificate/degree, please provide transfer preparation information.

The courses in this proposal are transferable as listed below.



Inland Empire/Desert Regional Consortium
CTE Deans Meeting - Agenda & Minutes
Online via Zoom
April 7, 2025: 1:00 p.m. - 2:00 p.m.

I. Call to order

II. Roll call and confirmation of quorum

Roll Call (Quorum = 8 colleges; 7 votes required to carry any motion)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Laura Alvarado , <i>Barstow Community College</i> | <input checked="" type="checkbox"/> Joyce Johnson , <i>Mt. San Jacinto College</i> |
| <input checked="" type="checkbox"/> Jennifer Rodden , <i>Barstow Community College</i> | <input type="checkbox"/> Marilyn Harvey , <i>Mt. San Jacinto College</i> |
| <input type="checkbox"/> Yolanda Friday , <i>Chaffey College</i> | <input checked="" type="checkbox"/> Ashley Etchison (Chair), <i>Norco College</i> |
| <input checked="" type="checkbox"/> Eric Sorenson , <i>Chaffey College</i> | <input type="checkbox"/> Jaclyn Randall , <i>Palo Verde College</i> |
| <input checked="" type="checkbox"/> Neil Lingle , <i>College of the Desert</i> | <input checked="" type="checkbox"/> Vanessa Thomas , <i>San Bernardino Valley College</i> |
| <input checked="" type="checkbox"/> Gary Plunkett , <i>College of the Desert</i> | <input checked="" type="checkbox"/> Shari Yates , <i>Riverside City College</i> |
| <input checked="" type="checkbox"/> Evelyn Sheffield , <i>Copper Mountain College</i> | <input checked="" type="checkbox"/> Tammy Vant Hul , <i>Riverside City College</i> |
| <input checked="" type="checkbox"/> Dan Word , <i>Crafton Hills College</i> | <input type="checkbox"/> Thea Quigley , <i>Riverside City College</i> |
| <input checked="" type="checkbox"/> Phillip Rawlings , <i>Moreno Valley College</i> | <input checked="" type="checkbox"/> McKenzie Tarango , <i>Victor Valley College</i> |
| <input type="checkbox"/> Eric Anthony , <i>Moreno Valley College</i> | <input checked="" type="checkbox"/> Rick Radcliffe , <i>Victor Valley College</i> |

Additional attendees

- **Lori Sanchez**, *IEDRC*
- **James Meier**, *IEDRC*
- **Charles Henkels**, *LAUNCH*
- **Shannon Moran**, *COE*



III. Program Recommendation

The Inland Empire/Desert Regional Consortium comprises the 12 community colleges in Riverside and San Bernardino counties. The California Community College Chancellor's Office requires that all requests for new CTE program approvals include a recommendation from the "appropriate CTE Regional Consortium" (PCAH 8th Edition, page 26). This recommendation ensures program offerings meet regional labor market needs and do not unnecessarily duplicate programs. The IE/DRC vested responsibility for recommending new programs, programs revisions, and other program matters with its CTE Deans subcommittee. Regional recommendation should occur at the beginning of new program development. Colleges seeking regional recommendation must submit their request online at RegionalCTE.org

Program Title	TOP Code	College	Contact
Certificate: Income Tax Preparer	0502.00	Riverside City College	Shari Yates (Shari.Yates@rcc.edu)

Motion to approve: Philip Rawlings

Second: Neil Lingle

Recommended: YES

Program Title	TOP Code	College	Contact
Certificate: Biomedical Electronic Equipment Repair	0934.60	Norco College	Ashley Etchison (Ashley.Etchison@norcocollege.edu)

Motion to approve: Philip Rawlings

Second: Dan Word

Recommended: YES

IV. LAUNCH Update - Charles Henkels

A. Advancing California Apprenticeship Summit to be held Oct. 7-9 at the Riverside Convention Center. 300+ attendees.

More info: https://bit.ly/LaunchSummit_2025

Task Force being set up. Email Charles at charles@launchapprenticeship.org if interested, with a subject line of ACAS.



V. IEDRC Update - Lori Sanchez

A. Vision 2030 event is May 7-8 at the Ontario Convention Center.

1. Attendee list

a) Barstow, Chaffey, Crafton Hills, MSJC, SB Valley, Victor Valley

2. Breakout topics

B. May Deans meeting (zoom) on May 12.

C. June Deans intensive – Marriott Riverside at the Convention Center on June 4.

D. Faculty Retreat – Huntington Beach May 1-3.

VI. CCCAOE Updates - Dan Word

A. Dan shared [California's Master Plan for Career Education](#).



VII. Approval of April 7, 2025 IEDRC CTE Deans Minutes

Motion to approve: Joyce Johnson

Second: Dan Word

Recommended: YES

Next meeting: May 12, 2025 - 1:00 p.m. - 2:00 p.m., Online via Zoom



Career Education

School of Applied Technologies & Apprenticeship
Advisory Meeting Minutes for Electronics - **Biomedical**

Electronic Equipment Repair

November 18th, 2024 9am-9:45 am

College Faculty: Dr. Rad Khosrow, email: Rad.khosrow@norcocollege.edu

Note taker: Stephanie Karnes, CTE Projects Specialist

Attendees:

<i>Morgan Topper</i>	<i>COO, Universal Health Services, Inc. (Corona-Regional Medical Center)</i>	<i>Morgan.Topper@uhsinc.com</i>
<i>Armando Saldana</i>	<i>PWB/PCB Designer III, Panasonic Avionics Corp.</i>	<i>Armando.Saldana@Panasonic.Aero</i>
<i>Paula Barrera-Partida</i>	<i>Employment Placement Coordinator, Norco College</i>	<i>Paula.Barrera@norcocollege.edu</i>
<i>Stephanie Karnes</i>	<i>CTE Projects Specialist, Norco College</i>	<i>Stephanie.Karnes@norcocollege.edu</i>

1. Welcome and Introductions
2. Overview of Electronics Program presented by Dr. Rad Khosrow
 - a. Norco College currently offers a certificate in Digital Electronics and an associate degree.
 - b. Certificate in Electronics focuses on fundamentals of electronics, circuit design and prepares students for entry-level positions in electronics and related industries.
 - c. Norco College is building upon existing partnerships with Panasonic and looking to expand internship opportunities with Panasonic and other industry partners.
 - d. Associate Degree of Science in Electronics covers electromagnetic spectrum, integrated circuits, and transistors and is a more in-depth study of electronics engineering. Prepares students for roles like aerospace engineer, broadcast engineer, design engineer, and IT consultant.
 - e. Electronics program housed within the School of Applied Technologies and Apprenticeships at Norco College.
3. New curriculum for Biomedical Electronic Equipment Repair Certification program presented by Dr. Rad Khosrow
 - a. One year certificate and 2-year associate degree pathways proposed

- b. Statement of Need presented
 - i. The program meets the demand of healthcare industry for biomedical technicians as the growing demand for biomedical devices has increased and there is a shortage of technicians qualified to repair and maintain with advanced skill sets. (See PowerPoint for exact figures)
 - ii. Need for knowledge in safety regulations, cybersecurity, medical terminology, and advanced hands-on maintenance, troubleshooting, and repair with real medical devices.
 - 1. Norco College is looking for partnerships for donations of medical equipment that we can use for our labs.
 - iii. Inland Empire lacks Biomedical Technician certification programs at the Community College level.
 - iv. Core curriculum areas include biomedical instrumentation, healthcare compliance, advanced biomedical maintenance, and electronics and IT fundamentals. Instructional methods include hands-on lab, clinical internships and capstone projects for problem solving and opportunities for internships built into the capstone with employer partners. (See attached Power Point for course listings and proposed curriculum)
 - v. Planned enhancements include testing and calibration tools, medical devices, and laboratory and classroom resources including computers specialized with software for diagnostics and biomedical software, safety equipment, and lab equipment.
 - vi. Program will need funding support from CTE grants, donation of used equipment, and future grants.
- 4. Discussion on proposed new Biomedical Electronic Equipment Repair program
 - a. Morgan Topper provided crucial feedback confirming the need at Corona-Regional Medical Center and in the healthcare industry.
 - i. *Current position posted: Alaris Infusion pump technician. Corona-Regional Medical Center is looking to expand hiring as hospital regulatory environment created a robust cleaning process that exceeds in-house capabilities.*
 - ii. *Corona-Regional hospital needs to have a biomedical technician in the disciplines that are more challenging from an equipment perspective such as: laboratory, imaging, cath labs, and operating rooms.*
 - iii. *Looking to purchase new chemistry analyzers in January 2025 and would be great for students to learn on and how to troubleshoot and repair as well as the OR beds such as Jackson Pratt table, robot table.*
 - 1. *Hospital beds in general that biomedical technicians would need to understand how to fix*
 - iv. *Happy to partner with Norco College and the curriculum looks ideal*

for the needs of Corona-Regional hospital and perhaps in the future we can work together and create a capstone project into an internship, for student rotations in the hospital in some capacity. And if the capstone project is tied to a specific department or piece of equipment that students could get experience with would be great.

v. *Recommendations for Curriculum-Morgan Topper*

1. *Within imaging, the MRI and CT scan equipment is extremely important life saving and expensive equipment that can not go down. A lot of hospitals contract with GE for repairs for 1 year only and is a common career pathway for biomedical students but Corona Regional would be interested to have more in-house biomedical team members to focus on Cath Lab, MAT lab, Bi-plane, single plane*
2. *Hospitals look for imaging lab and procedural lab experts with expertise in those areas aforementioned as they are crucial to a hospital and patient care.*
3. *Question from Armando-Do we have any extra information about ELE-28 course?*
 - a. *Dr. Rad responded that he is currently updating ELE-28 curriculum and will get input from Armando on description once it's revamped.*

5. Labor Market Indicators Data update presented by Dr. Rad

- i. Data presented from Center of Excellence (COE) to support new program in Biomedical based on local job demand, job titles, job wage/salary info reinforces high wage high skilled jobs in the Inland Empire Desert Region (Report provided as attachment with minutes)

6. Review actions and next steps

- i. Dr. Rad expressed gratitude for the assistance provided by Morgan and Armando and the continued partnership with Corona-Regional Medical Center.
- ii. Dr. Rad to follow up with Josh, the Regional Director at Corona-Regional Medical Center who works with Morgan Topper and Morgan.
- iii. Save the date-March 28, 2025 next Industry Advisory meeting. Save the dates will be sent out soon.

7. Adjournment at 9:45am

PRISON EDUCATION PROGRAM – FACULTY COORDINATOR

ASSIGNMENT START DATE: Fall 2025

FTEF/BASIS: 0.4 (13 hours a week; 208 hours for the semester)

TERM OF ASSIGNMENT: 3 years

PRIMARY ADMINISTRATOR: Kylie Campbell, Associate Dean Educational Partnerships

The Prison Education currently serves over **600 students** per semester at the California Rehabilitation Center (CRC). We provide students with opportunities to obtain their ADT in Business, Sociology, and Communications and/or General Transfer Requirements. The Faculty Coordinator is a highly motivated and dynamic Norco faculty member who provides coordination, planning, and communication efforts related to all aspects of the Prison Education program. This individual will be the liaison for faculty teaching at the CRC.

REQUIRED MINIMUM QUALIFICATIONS:

- Must be a faculty member at Norco College.
- Demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college faculty, staff, and students.
- Ability to develop, organize, motivate, and coordinate groups across the organization.
- Ability to communicate effectively to various audiences both in writing and verbally.

DESIRED QUALIFICATIONS (OPTIONAL):

- Experience working with the Prison Education program of at least one year.
- Be willing to teach inside both full terms and be inside a minimum of 3 days a week.
- Experience facilitating professional development workshops for faculty.
- Experience with related regulations and standards including FERPA guidelines.

DUTIES AND RESPONSIBILITIES:

Educational Program Development

AS 4 Educational Program Development

- Scheduling and Staffing Courses
 - Collaborates with Associate Dean, the Rising Scholars Counselor, and Department Chairs to schedule and staff Prison Education courses, based on a course rotation to ensure students' progress towards ADTs/Transfer Requirements
 - Provides communication avenue between Associate Dean and Rising Scholar faculty for scheduling requests, needs, issues, etc.
 - Recruit and make recommendations with faculty chairs for faculty hires
 - Provide recommendations for growing the program and offerings
- Attend CDCR and Rising Scholars state-wide events and meetings
- Participate in Rising Scholar Advisory Faculty committee and RS Workgroup (chair one, attend both)
- Regularly report to Academic Senate

- Participate and make recommendations in equity, inclusion, and other college strategic efforts and conversations related to the Prison Education Program

Participation in Programmatic Decisions

AS 7 Faculty roles and involvement in accreditation processes, including self-study and annual reports

AS 9 Processes for program review

AS 10 Processes for institutional planning and budget development

- Collaborate with the Rising Scholars team (Counselor, student support, Associate Dean, et al.) to complete annual Program Review and Grant Reports
- Assessment of the program & Accreditation Processes
- Processes for institutional planning and budget development
- Participates in and recommends program vision and goals

Faculty Coordination and Professional Development

AS 8 - Policies for faculty professional development activities

- Serve as the primary resource and advocate for Prison Education faculty
- Facilitate communications and adherence to policy between Norco Rising Scholars faculty and CRC staff, including custody and education.
- Offer Office Hours for Prison Education faculty (2 hours a week)
- Faculty Support Communication:
 - Email Faculty Updates regularly – all changes, requests for submissions, clarifications, information from RS Network and CDCR, CRC policies and issues that arise
- Attend conferences/professional dev opportunities
- Provide and/or facilitate opportunities for faculty professional development:
 - Assist in onboarding new faculty teaching at the CRC
 - Provide training and development opportunities on best practices for teaching methodology for Prison Education Program Faculty: for example, trauma-informed and equity training for this unique student population
 - Maintain and update the Faculty handbook
- Facilitate Approval for materials not embedded and vetted via Canvas Shells.
- Textbook and Instructional Material Recommendations:
 - Work with Faculty discipline experts at Norco in choosing common texts to optimize current inventory

Student Support

AS 5 Standards or policies regarding student preparation and success

- Advocate for student support and services as needed – role of all team members, but specifically services that impact instruction

Other Activities/Decision-making Related to 10+1 Purview

Title 5 § 53200 (b): Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters. In Sections 53200 (c), "Academic and professional matters" mean the following policy development and implementation matters

1. Curriculum including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.



RCCD DE SUPPORT FOR FACULTY

Mission

"RCCD Distance Education strives to be

- accessible to all faculty and staff
- provide responsive, inclusive, and innovative support
- enhance teaching and learning
- support student success in online environments."

Agenda

- Mission
- Current Support
- On - Demand Support
- Upcoming Support

SUPPORT

Current Faculty Support

Spring '25 Ask It! Drop - in Hours



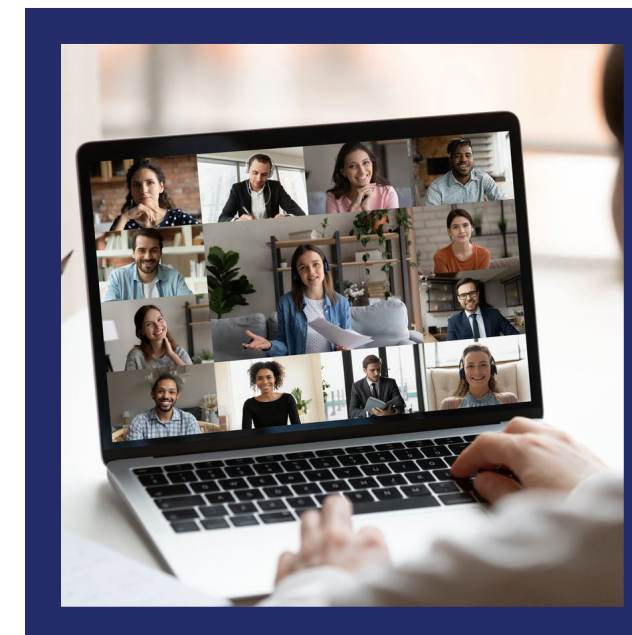
- Mondays 4 - 7 pm
- Wednesdays 1 - 3 pm
- Thursdays 1 - 3 pm

ONE - ON - ONE APPOINTMENTS

- Same/Next - Day
- Canvas Help
- Design Tools

DE WORKSHOPS

- Year - Round
- Canvas/LTI Tools
- Course Design
- AI Tools
- Tips/Strategies



SUPPORT

On-Demand Faculty Support



- Tool Guides
- Design Ideas
- Tips/Strategies

TEMPLATES



- Full Course
- Individual Items
- Import to Canvas
- Pre - built Assessments
- Accessible



- FLEX Presentations
- How - To Tutorials



Upcoming Faculty Support

Summer '25

- Develop FAQ for Resource Shell
- 1:1 Appointments
- New Tool Support
- Accessibility Outreach



Fall '25

- FLEX
 - Workshops
 - Bonus Ask It! weekend hours
 - New Faculty Support
- Ongoing Workshops
- Same/Next - Day 1:1 Appointments
- Weekly Ask It! hours
- On - Demand Tool Support & Templates
- Accessibility Outreach



Requested Action on Regular and Substantive Interaction (RSI)

Proposed by the Accreditation Leadership Team

Student engagement is central to Distance Education (DE) and leads to high-quality learning outcomes, retention, and academic success. Regular and Substantive Interaction (RSI) fosters meaningful, consistent connections between students and instructors, and facilitates peer-to-peer interactions online. Moreover, RSI ensures Norco College's continued alignment with [Accreditation Standards](#), [federal law](#), [state law](#), and [Vision 2030](#) to ensure academic integrity, engagement, and quality education.

The Association of California Community and Junior Colleges (ACCJC) has updated language and developed a [new rubric](#) for assessing the quality of online instruction as it relates to Regular and Substantive Interaction (RSI). ACCJC peer evaluation teams are using this rubric to assess online instruction as part of the comprehensive peer review process.

Norco College is currently engaged in institutional self-evaluation and is preparing its Institutional Self Evaluation Report (ISER) for ACCJC's review in Fall 2026 with a focused site visit in Spring 2027. The Accreditation Leadership Team is evaluating Norco College's alignment with Accreditation Standards to ensure that the College is positively assessed by the peer review team.

Based on the review of ACCJC's updated Standards, the new DE rubric, and information collected through Norco College's [Standard Reflection Activity](#), the Accreditation Leadership Team highly encourages faculty to evaluate and improve RSI strategies in online courses.

The Accreditation Leadership Team specifically recommends that Academic Senate facilitate the following action in accordance with the timeline suggested below:

Action	Timeline
1. Establish and implement a regular review process for assessing RSI in online courses using the updated <i>ACCJC Standards and the Quality Continuum Rubric for Distance Education</i> .	Spring 2025 – Summer 2025
2. Support the development of RSI resources and training for faculty professional development to enhance student engagement in online courses.	Summer 2025 – Fall 2025



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

Dr. Sandra Popiden

Chair of Norco College Distance Education Committee

(NAS Presentation), May 5th 2025

Agenda

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

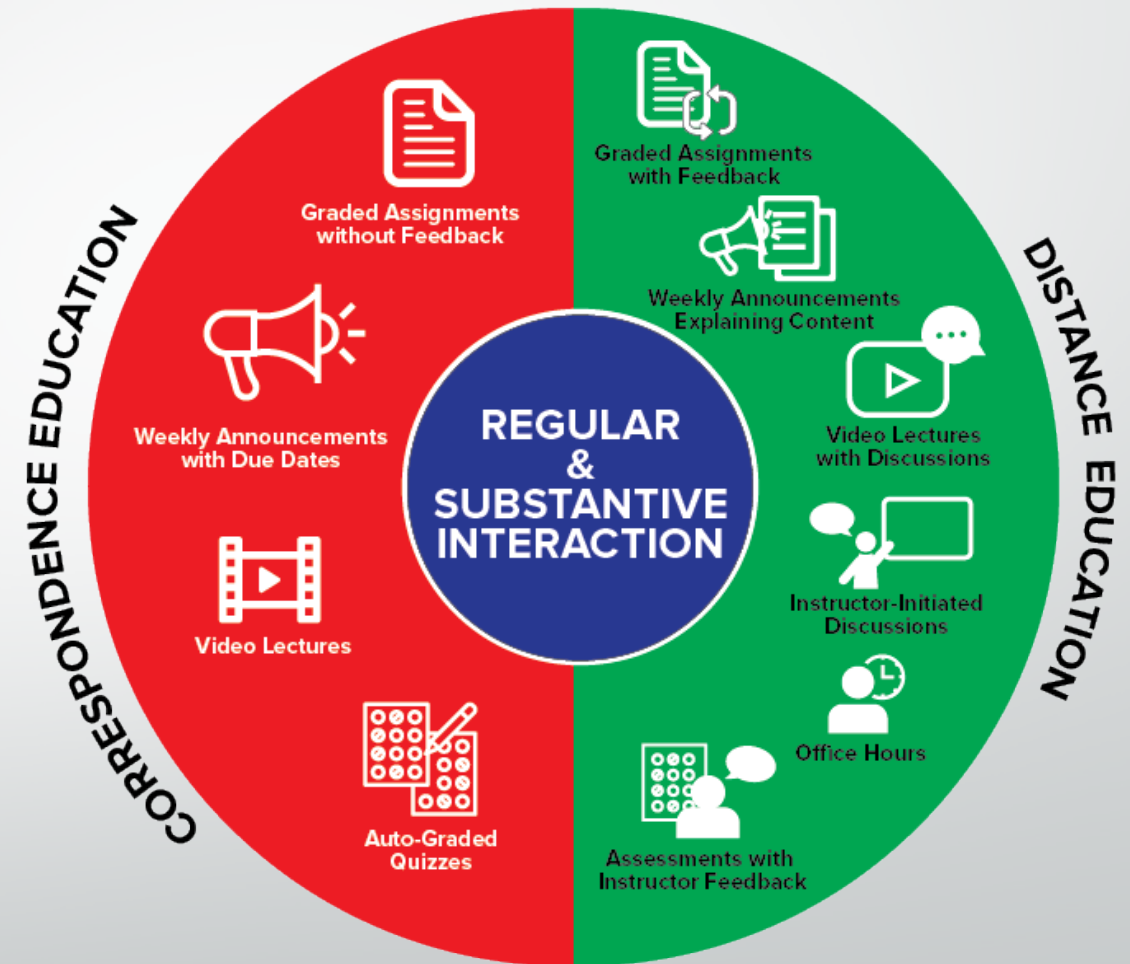


Image Source:

[UAF Center for Teaching and Learning](#)

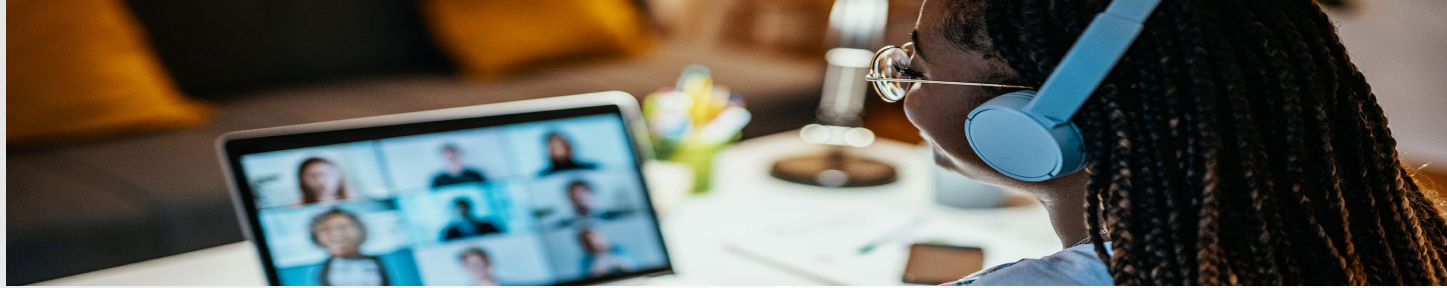
I. What is RSI?

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



[UGRTV Center for Online Learning and Teaching Technology](#)

I. What is RSI?



RSI in DE is the law!

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

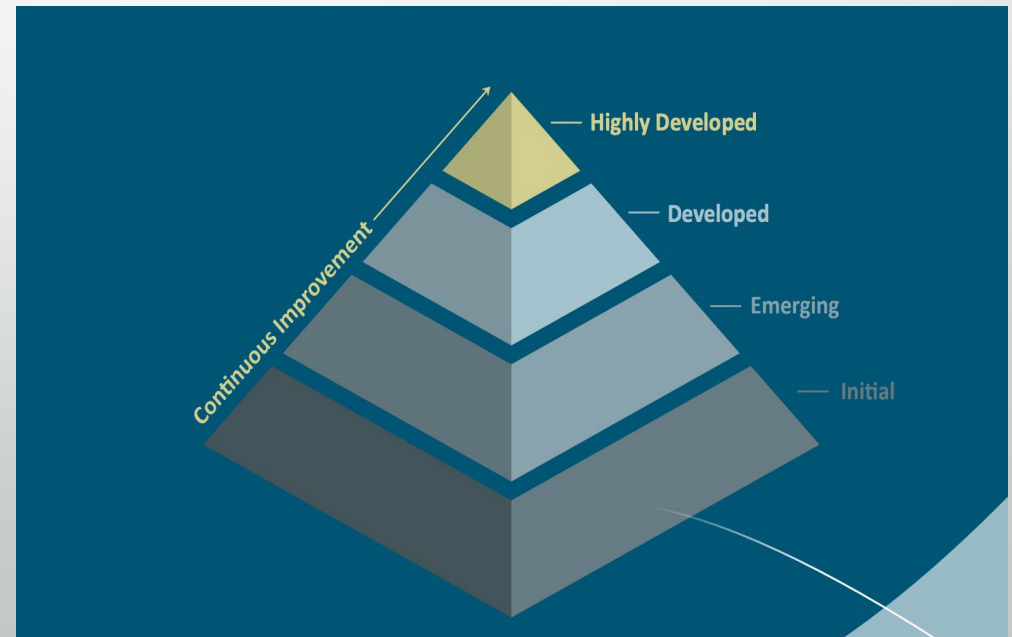
II. What are the Benefits of RSI?

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



III. Preparing for ACCJC RSI Review (2026)

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



III. ACCJC RSI Review (2026)

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



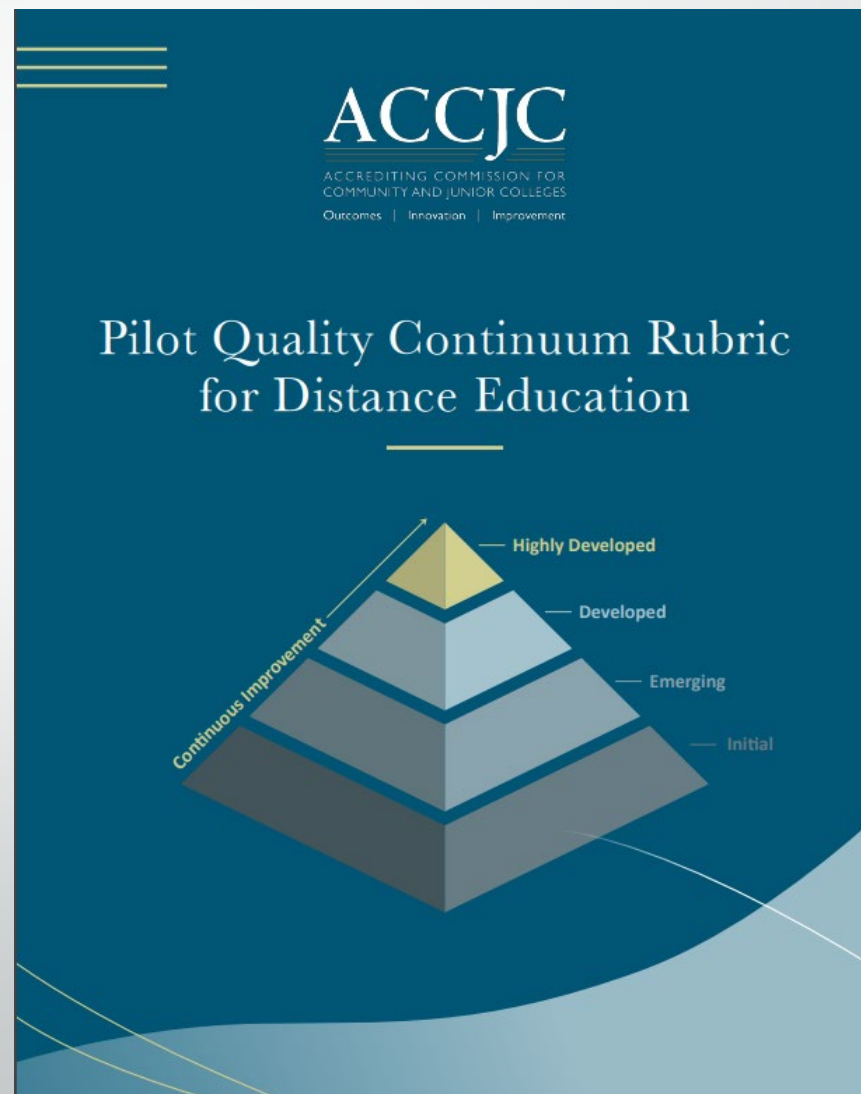
IV. ACCJC Quality Continuum Rubric for DE

Substantive Interaction Methods (at least two of the following)

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

Regulative Interaction (two criteria)

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





Substantive Interaction

is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also **includes at least two of the following:**

A - Providing direct instruction. (Note: this method only applies in synchronous courses.)

Initial →	Emerging →	Developed →	Highly Developed
Synchronous engagement providing lectures or presentations that cover course content.	Synchronous engagement providing lectures or presentations to cover course content. Synchronous facilitation of class discussions, encouraging student participation.	Synchronously incorporates multiple teaching methodologies to facilitate effective direct instruction, such as flipped classrooms, critical thinking, and dialogue on the learning outcomes and competencies.	Synchronously utilizes various media and technologies to facilitate learning and competencies, effective teaching methodologies, and incorporates culturally competent strategies that yield equitable student outcomes.

B - Assessing or providing feedback on a student's coursework.

Initial →	Emerging →	Developed →	Highly Developed
Provides grades with minimal non-automated feedback on some assignments.	Provides meaningful comments on some coursework and assignments. ●	Consistently provides meaningful comments on most coursework and assignments, including constructive feedback and improvements needed to increase content mastery.	Consistently provides prompt, personalized, and detailed feedback on student coursework and assignments, such as written comments, detailed rubrics, audio or video notes, and examples for improvement.

C - Providing information or responding to questions about the content of a course or competency.

Initial →	Emerging →	Developed →	Highly Developed
Provides instructional content, such as video, audio, or recorded presentations or interactive lessons visibly created or mediated by the instructor. Responds to questions pertaining to the course content.	Periodically provides substantive information pertaining to the course content. Periodically encourages participation and questions and responds in a timely manner. Provides reminder announcements regarding course content and learning outcomes.	Frequently provides substantive information from various sources or mediums to engage students with course content. Frequently encourages participation and questions and responds in a timely manner.	Frequently provides substantive information, and announcements beyond reminders that discuss previous topics, trends in assignments, or that highlights key concepts. Frequently encourages participation and questions and responds in a timely manner with detailed information and ideas.

D - Facilitating a group discussion regarding the content of a course or competency.

Initial →	Emerging →	Developed →	Highly Developed
Provides prompts, questions or topics to engage students.	Provides prompts and occasional comments or guidance to students in discussions to ensure focus is on course content and discussion is productive.	Frequently provides comments or guidance in discussions to enhance course content/competency mastery.	Actively participates in discussions to pose questions, propose alternative viewpoints, connect ideas, and encourage struggling students.

E - Other instructional activities approved by the institution's or program's accrediting agency. N/A (ACCJC has currently not approved any additional activities for substantive interaction)

Regular Interaction

between a student and an instructor(s) is demonstrated by the **two following criteria:**

A - Providing the opportunity for substantive interactions with the student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency.

Initial →	Emerging →	Developed →	Highly Developed
Policies and procedures make clear how often and when the instructor will interact with students. Course materials (e.g. syllabi and introductory statements) make clear to students the opportunities for interaction. Interaction expectations are clearly communicated to the students (e.g. in the syllabus), including response times, and explicit participation guidance (e.g. office hours, discussion boards).	Instructor engages with students throughout the term per the institution's policies regarding frequency of postings, feedback, providing information pertaining to course content/competencies, and learning outcomes. Interaction expectations are communicated to the students in multiple ways encouraging students to participate in the opportunities for substantive engagement (e.g. office hours, discussion boards).	Instructor frequently engages students throughout the term. Interactions are predictable and occur in accordance with the length and course content.	Instructor engagement with students yields equitable student outcomes. Interactions are predictable and occur in accordance with the length and course content.

B - Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

Initial →	Emerging →	Developed →	Highly Developed
There is minimal interaction (frequency of postings, feedback, instruction) throughout the term in the course section, or with individual students based on monitoring student engagement and success. Policies and/or procedures create expectations for monitoring student academic engagement and success.	Instructor occasionally engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success. Mechanisms ensure that the policies and procedures pertaining to monitoring student academic engagement and success are followed.	Instructor frequently engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success. Instructor communicates and responds in a timely and prompt manner per institution's policies.	Instructor frequently engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success. Instructor promptly and proactively responds to students in response to observed concerns or at the request of students, to provide necessary support.

V. NC Mock RSI ACCJC Review Process Proposal



1. Stratified Random Sampling

- Two sections randomly selected from each of the 8 NC Schools (16 total sections)
- ACCJC recommends 5% of 100% OL sections be sampled (minimum 15; maximum 50).

2. District DE will sample classes & create Canvas sandbox shells

- Faculty names will be removed and will not be visible to DEC RSI reviewers
- Reviewers have "instructor" level access to sections from previous semesters
- This RSI review is in no way tied to IOI or any other evaluative or administrative process

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

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

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

ACCJC DE Addendum Tool for Peer Reviewers



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

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

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



VI. 5 Benefits of RSI Mock ACCJC Review

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



VII. Actionable Next Steps for OL Faculty

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

1. Online Faculty Accreditation Prep: Self-Check

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

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

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

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

NC Spring FLEX RSI Presentation (2025)



Opportunities to Achieve RSI

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

I. Regular Interactions: Predictable and Proactive

Content Timing

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

Announcement Timing

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

Canvas Tools for Proactive Contact

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

Resources for Students

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

II. Substantive Direct Instruction

Contextualize Content

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

Timing

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

Accessibility

- Check and publish captions
- Check audio quality

Longevity

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

III. Substantive Feedback

Some Options

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

When and How

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

IV. Substantive Information

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

V. Substantive Discussions

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

Special Thanks for Sara Nafzgar and Anya Marquis

For more information and resources, see:

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

Thank You!



Questions?

All feedback is welcome!

Appendix A: ACCJC RSI Resources

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





Appendix B: Excerpt from Accreditation Handbook - DE Review Resources

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

Appendix C: Examples of RSI

Regular & Substantive Interactions

Instructor-led interactions with students must:

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

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

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

Online or in-person office hours

Field trips/labs

Mid-semester check-ins

Study sessions

Internship or Practicum Supervision



CENTER FOR
TEACHING & LEARNING
University of Alaska Fairbanks

Breaking final projects into stages and providing feedback at each stage

Responding to blog posts or presentations

Giving personalized individual feedback

Grading work and answering emails within an established response time

Outreach to students not currently participating

RSI

Provide Direct Instruction

Provide Feedback on Student Work

Provide Course-related Info

Facilitate Group Discussion

Responding to discussion board posts with substantive responses

Participating in social annotation of a reading

Interacting via a chat or video-based discussion tool

Answering questions on a course Q&A board

Sharing news stories and relating them back to the course content

Weekly announcements about course content

Appendix D: How You Can Meet RSI Requirements

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

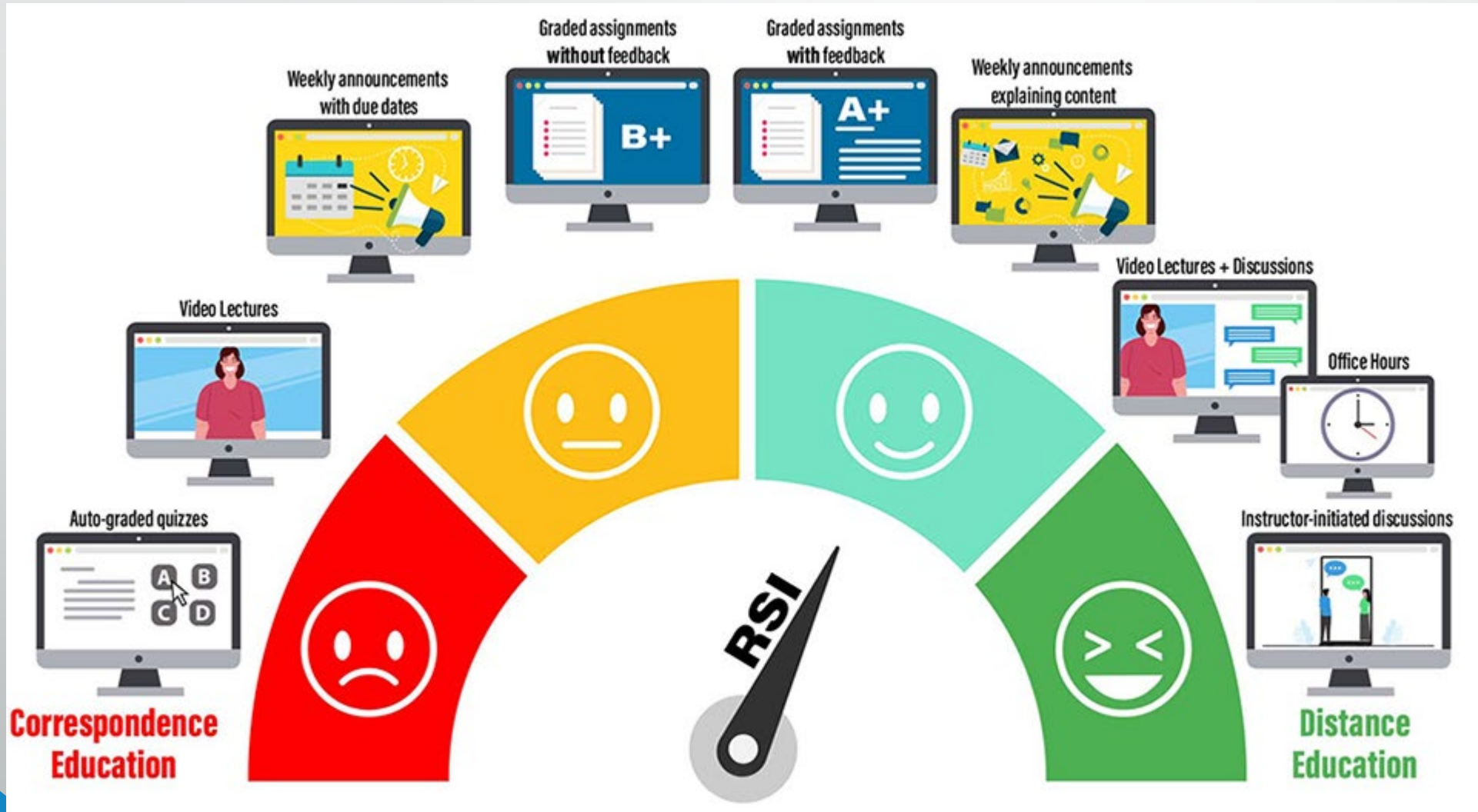
Source: [Intro to RSI: NC State University](#)

How Can I Improve RSI in my Courses?

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

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

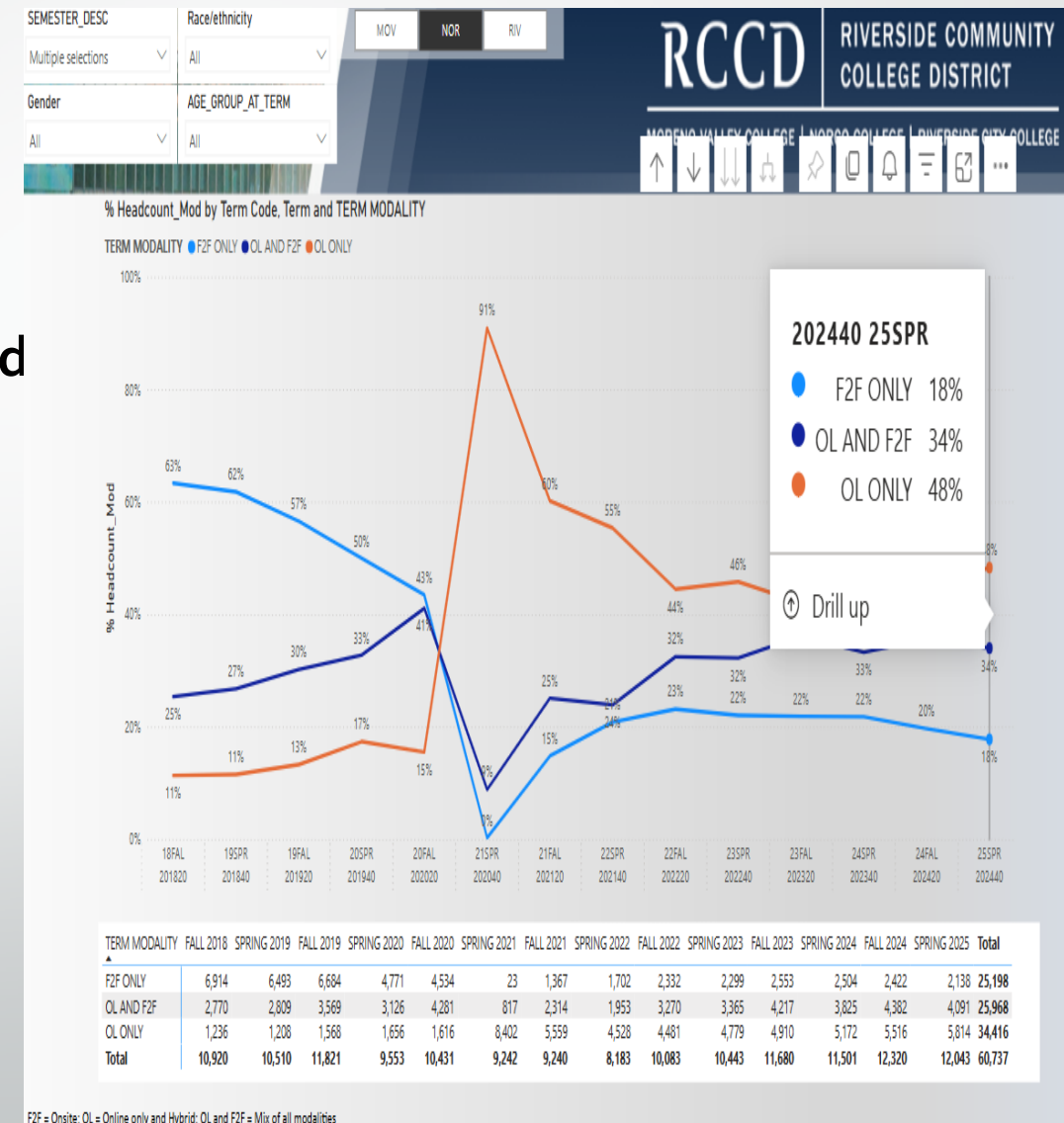
RSI in Course Design and Delivery





Source: [Sunny Empire State University](#)

Appendix E: Norco's 8 Schools & DE Data

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





Appendix F: Other Options for Increasing RSI and Documenting Compliance

- **Syllabus Checklist:**

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

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

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

2025-2028 Student Equity Plan

Leveraging Student Voice to Address Systemic
Equity Barriers

Student Equity Plan Overview & Components

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

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

The SEP Template includes the following required components:

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

Student Equity & Achievement (SEA) Metrics



Successful Enrollment

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

...



Transfer Math & English

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

...



Persisted from Term to Term

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

...



Vision Goal Completion

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

...



Transferred to a 4-Year

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

...

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

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

Student Equity Plan: KPI Progress

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

DI Populations by SEA Metrics

Primary Subgroup: Race/Ethnicity

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

*Limited years available due to new data element
 Bold & Underline = DI in the most recent year
 Highlighted = group with most years of DI

DI Populations by SEA Metrics

Primary Subgroup: Special Population

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

*Limited years available due to new data element
 Bold & Underline = DI in the most recent year
 Highlighted = group with most years of DI

SEP DI Intensive Focus

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

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



No longer the most DI group longitudinally

2022-2025 SEP Inquiry Findings

Student identified the following root causes of equity gaps in the qualitative research inquiry study:



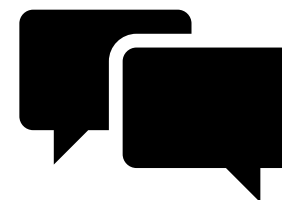
Access to Resources and
Support Services



Financial Barriers



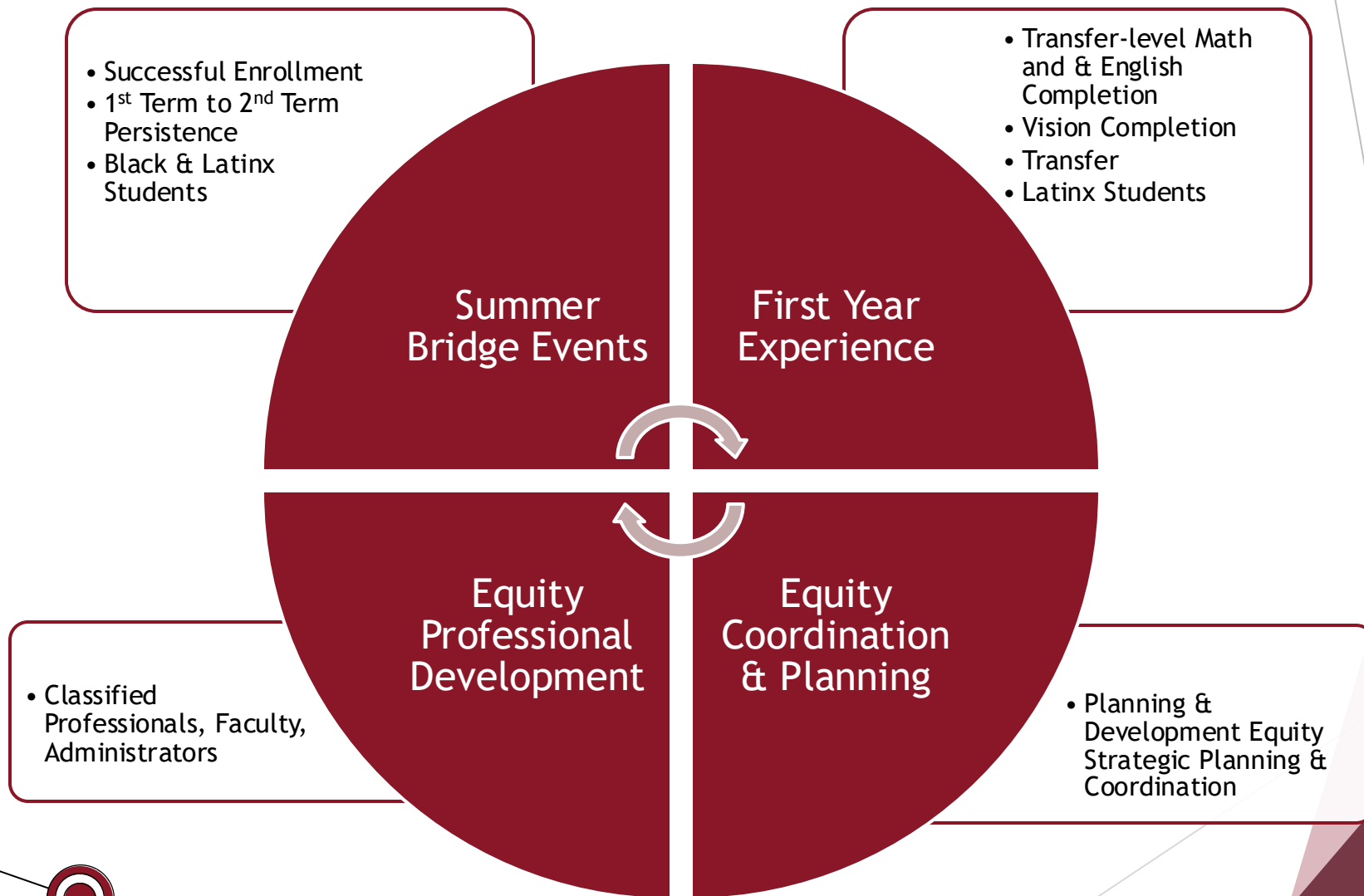
Cultural Barriers and
Sense of Belonging



COMMUNICATION
& EMPATHY



2025-2028 SEP Action Plan



Timeline

First Readings:

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

All-Governance Votes:

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

District-Level Approval:

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

November 30, 2025 – Submission

2025-2028 Student Equity Plan

Executive Summary

Norco College

Contextual Introduction

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2022-2025 SEP Assessment: Uncovering Root Causes of Inequity

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Black/African American Student Equity Gaps

- Enrolling successfully
- Persisting from first to second term

Hispanic/Latine Student Equity Gaps

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

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

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

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

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

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

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

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

-Anonymous Female Student

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

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

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

This whole experience was intimidating at first.

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

-Anonymous Black Student

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

Black/AA Students' Reported Root Equity Causes

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

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

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

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

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

-Anonymous Hispanic/Latine students

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

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

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

I felt like I was in this alone.

-Anonymous Hispanic/Latine students

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

Hispanic/Latine Students:

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

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

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

2025-2028 Disproportionate Impact (DI) Findings

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2025-2028 SEP Action Plan

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

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

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

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

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

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

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

-Anonymous Student Inquiry Recommendations

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

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

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

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

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

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

-Anonymous Student Inquiry Recommendations

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

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

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

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

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

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

-Anonymous Student Inquiry Recommendations

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

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

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

Section II

Our Equity Imperative

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Our Equity Framework

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

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

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

Conclusion: Towards Continuity and Sustainability

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

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

Summary of 2022 – 2025 Goals

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

Summary of 2022 – 2025 Outcomes

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

Strategic Planning and Governance Manual 2025-2030

Hold For Cover Page

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Hold: President's Letter

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Part 1: Planning Overview

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Executive Summary

The **2025-2030 Strategic Plan and Governance Manual (SPGM)** builds upon and extends the planning efforts that began in the 2019-2030 Educational Master Plan (EMP). The EMP defines the vision for the institution in three core directions: Student Transformation, Regional Transformation, and College Transformation. The 2025-2030 Strategic Plan and Governance Manual emphasizes the College's focus on Student Transformation, encompassing Student Access, Student Success, and Student Equity, which is supported by actionable, measurable objectives and clearly defined, formalized processes for evaluation and institutional procedures to enhance institutional effectiveness.

The SPGM is divided into four main parts:

1. **Planning Context:** The context for planning, including state, regional, and local considerations, including an analysis of current progress towards goals.
2. **2025-2030 Strategic Plan:** Reaffirmation of the College's mission, vision, and guiding principles with a focus on how the College's objectives and Key Performance Indicators (KPIs) align with its organizational structures.
3. **Governance Manual:** Structure and procedures for participatory governance, decision-making, and institutional evaluation.
4. **Institutional Effectiveness and Governance Procedures:** Procedures for continuous improvement and innovation in support of strategic goals.

This plan aligns with state-level initiatives, such as the California Community College Chancellor's Office (CCCCO) Vision 2030. It incorporates new accreditation standards to maintain Norco College's focus on continuous improvement and data-driven decision-making. It reflects an institution-wide effort to integrate equity, transparency, and accountability into all aspects of governance and operations. Norco College remains committed to improving and advancing equitable student outcomes for every student at our Institution, a commitment that remains unchanged despite the changing landscape of higher education.

Introduction to Planning

Why Planning Matters

Strategic planning at Norco College is essential for achieving our strategic goals, maintaining accreditation, aligning with community needs, and ensuring sustainable growth. Strategic planning creates a roadmap that guides all areas of the institution toward our college mission and vision while fostering continuous improvement.

- Planning gives us a future vision for Norco College while simultaneously providing opportunities for reflection and evaluation of our current performance.
- Planning guides what we do and why we do it.
- Planning helps prepare the college for future challenges and opportunities by effectively and efficiently leveraging finite resources to achieve goals and objectives.
- Planning aligns our governance structures and operational units with our Mission, Vision, and Core Commitments.
- Planning facilitates coordination, informs resource allocation, improves decision-making, and emphasizes preparedness for change.

The Strategic Plan

1. Reaffirms the Norco College Mission, Vision, and Core Commitments to positively transform the lives of students and our community.
2. Articulates the college's strategic priorities.
3. Serves as a means for evaluating progress and innovation in the achievement of equitable student outcomes through measurable and ambitious Key Performance Indicators and Objectives
3. Guides college-wide planning and data collection.
5. Clearly defines institutional procedures for decision-making, assessment, and evaluation.
6. Centers student equitable outcomes through alignment with the California Community Colleges system and district priorities in student access, student success, and student equity.

Planning Context

Planning at Norco College operates within the context of state, regional, and district factors that influence College operations and strategic initiatives. The College faces challenges and opportunities shaped by regional workforce demands, state policies, and shifting demographics. The College is well-positioned to continue fulfilling its mission of providing high-quality education and meeting the needs of its diverse student population while responding to external pressures. These external factors continue to guide and inform planning at the College, enabling the institution to be responsive and proactive in transforming the lives of students, employees, and the community through academic and economic development. Strategic planning and data-driven decision-making are critical to navigating and responding to the challenges and opportunities in the near and distant future.

State-Level Considerations

The California Community College Chancellor's Office (CCCCO) is committed to combatting income inequality and supporting the social and economic mobility of its two million students statewide. Priority initiatives from the CCCCCO include but are not limited to Guided Pathways; Student Equity; Diversity, Equity, Inclusion, and Accessibility (DEIA); Workforce Development; and Dual Enrollment. These system-wide priorities are clearly articulated in Vision 2030: A Roadmap for California Community Colleges with three goals: Equity in Success, Equity in Access, and Equity in Support. These goals are supported by advocacy for legislative changes that impact the student experience across the state. Examples of impactful legislation include, but are not limited to, AB 705/1705 (Transfer Level English and Math Access and Success), AB 111 (Transfer Pathways), AB 928 (Cal-GETC), and AB 132 (Transfer Success Pathways UC/CSU). Additionally, notable legislation includes AB 1111 (Common Course Numbering). This legislation is reinforced by a legislatively mandated change in the funding model for California community colleges, as outlined in the Student-Centered Funding Formula. The new funding formula emphasizes student success metrics, such as completion, transfer, and equity outcomes.

The system-wide shift toward online education post-pandemic presents one of the most significant opportunities and challenges in transforming teaching and learning environments and enrollment

patterns. In response to the increasing demand for online education across the system, the CCCCCO released a Vision 2030 Online Teaching and Learning Work Plan outlining a strategic system-wide approach to increasing and improving access, success, and support to quality online programs of study. Priorities include building and growing student-centered systems and strengthening professional development. This work plan includes a system-level perspective for the identification, pilot, and adoption of Artificial Intelligence (AI) tools to support the online teaching and learning environment directly. It is clear from the perspective of the CCCC Office that strategic planning and investments must be made in online education and in the technological infrastructure to support Vision 2030 goals.

Norco College is equally committed to student transformation. State policy changes, system-wide priorities, and the changing landscape of higher education have informed the College's strategic planning process. The 2025-2030 Key Performance Indicators and Objectives demonstrate an alignment to and support of state efforts to improve student access, equity, and success. This early alignment work began with our Strategic Enrollment Management Plan, which intentionally aligns with Vision 2030, the Guided Pathways Loss Momentum Framework, the Student Equity Plan 2022-2025 target populations, and equitable student outcomes as defined in the Accreditation Standards 2024. The 2025-2030 Strategic Plan and Governance Manual expands and enhances connections to the Education Master Plan with strong alignment to the external future vision for the CCCCCO.

Regional Considerations

Norco College faces dynamic challenges and opportunities in examining the regional factors that impact the institution and district. The region is characterized by a diverse and growing population, with significant increases in Latinx and immigrant communities. There is an increasing need for bilingual programs, community outreach, and enhanced equitable access and support for first-generation student populations and non-traditional students. Additionally, there are ongoing regional and district efforts to increase the college-going rate and high school capture rates across the Inland Empire region. Improving pathways to postsecondary education for non-traditional and high school graduates presents opportunities for Norco College that guide our strategic initiatives and resource allocation.

Riverside County has experienced steady growth in highly skilled workforce sectors, including healthcare, logistics, manufacturing, and construction. Given the region's proximity to major transportation corridors, the logistics sector is a strong and growing workforce industry. To continue meeting the region's economic and workforce demands, the College must be able to meet local employer needs by developing skilled graduates who can fill regional labor shortages.

District Alignment

Norco College aligns with the Riverside Community College District through several key areas that correspond to the district's goals of enhancing access, student equity, student success, and

workforce development. The College's strategic goals directly support the core pillars of Vision 2030: Equitable Access, Inclusive Success, Economic Mobility, and Innovation.

Access and Enrollment Growth:

- **Vision 2030 Goal:** Expand access to underrepresented populations through innovative enrollment strategies, flexible learning pathways, and early college credit opportunities.
- **RCCD Goal:** The RCCD plan emphasizes increasing access to higher education and lifelong learning opportunities through expanded programs and facilities.
- **Norco College Alignment:** Norco has expanded its dual enrollment and outreach efforts, as reflected in its enrollment and headcount KPIs. By increasing first-time, full-time enrollment and capturing a greater percentage of local high school graduates, Norco aligns with RCCD's goal of universal access.

Equity and Student Success:

- **Vision 2030 Goal:** Close equity gaps in student outcomes through data-informed interventions, student-centered design, and culturally relevant practices.
- **RCCD Goal:** RCCD's strategic vision prioritizes closing equity gaps and ensuring equitable outcomes for underrepresented groups, using data to inform interventions.
- **Norco College Alignment:** Norco tracks specific Key Performance Indicators for reducing equity gaps for disproportionately impacted students. These efforts align with the district's focus on equity-driven strategies and personalized student support.

Workforce Development:

- **Vision 2030 Goal:** Align academic programs with regional labor market demands to provide students with clear, supported pathways to livable-wage careers.
- **RCCD Goal:** RCCD plans to align academic programs with local workforce needs, fostering partnerships with industry leaders to expand CTE programs and address regional economic demands.
- **Norco College Alignment:** Norco's Local Workforce Demand Assessment identifies critical industries such as healthcare, transportation, and construction, guiding the development of workforce programs that meet these regional needs. The College's goal to increase pathways to living-wage career outcomes align with this goal.

Resource Optimization and Community Engagement:

- **Vision 2030 Goal:** Promote institutional sustainability through data-driven planning, diversified funding, and community collaboration.
- **RCCD Goal:** The district emphasizes diversifying revenue streams, enhancing community partnerships, and improving resource allocation to support student success.
- **Norco College Alignment:** Norco has leveraged grant funds to improve student completion rates, expand academic support, and invest in data-driven decision-making, directly supporting RCCD's focus on financial sustainability and effective resource management.

College Alignment

The Norco College Mission, Vision, and Core Commitments align with institutional priorities in Student Transformation, Regional Transformation, and Institutional Transformation as outlined in the 2030 Educational Master Plan. The College's Key Performance Indicators and Objectives serve to communicate institutional progress in achieving college priorities in equitable student outcomes. Norco College fosters a culture of continuous improvement by annually monitoring and tracking college-level data to enhance the college governance structure and operational units, thereby supporting the Mission, Vision, and Core Commitments.

Mission

Norco College inspires a diverse student body through its inclusive, innovative approaches to learning, including pathways to transfer; professional, career, and technical education; certificates; and degrees. We are proud to be a pivotal hub for scholarship, arts and culture, dynamic technologies, and partnerships. Norco College encourages self-empowerment and is dedicated to transforming the lives of our students, employees, and community.

Vision

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

Core Commitments

Access

Providing open admissions and comprehensive educational opportunities for all students.

Equity

Engineering and sustaining an environment where student success is realized by all groups through proportionate outcomes.

Student Success

Being an institution that places high value on the academic and personal success of students in and outside of the classroom and where meeting student needs drives all decisions regarding educational programs and services.

Expertise

Committing to ongoing improvement of teaching, service, and leadership as core institutional skills.

Mutual Respect

Belief in the personal dignity and full potential of every individual and in fostering positive human values in the classroom and in all interactions.

Collegiality

Being a supportive community that is distinctive in its civility, where the views of each individual are respected, humor and enjoyment of work are encouraged, and success is celebrated.

Inclusiveness

Embracing diversity in all its forms — global as well as local — and creating a supportive climate that encourages a variety of perspectives and opinions.

Integrity

Maintaining an open, honest, and ethical environment.

Quality

Achieving excellence in the broad range of academic programs and services provided to students and to the community, fostering an environment of inquiry, learning and culture, and providing professional development opportunities for faculty and staff.

Environmental Stewardship

Being mindful of the impact we have on the environment, as individuals and as a community, and fostering environmental responsibility among our students.

Innovation

Valuing creative solutions and continuing to seek inventive ways to improve instruction and service to students and to the community.

Civic Engagement

Being fully engaged with the local community by listening to needs; establishing programs and partnerships to meet regional needs; forming alliances with other educational institutions to create a continuum of educational opportunities; and communicating information about Norco College programs and services to the external community.

2020-2025 Key Performance Indicators and Objectives

The 2020-2025 Key Performance Indicators (KPIs) reflected Norco College's commitment to student success, equity, and regional impact. They provided a clear framework for assessing progress toward institutional goals and helped the college make informed decisions about resource allocation, student support services, and curriculum development. Measuring performance with KPIs aligns with Norco College's practice of using data to guide continuous improvement and to ensure institutional goals are met. Norco College is making progress on many of its KPIs, particularly in headcount and median earnings, but challenges remain in achieving targets related to degree and certificate completion, transfers, and reducing equity gaps, especially among African American and Latinx students (see Table 1). The Institution is focusing on continuous improvement in these areas.

Table 1. 2020-2025 Goals, Objectives and Key Performance Indicators

2030 EMP Goals	2020-2025 Objectives	2025 KPIs
Goal 1: (Access) Expand college access by increasing both headcount and FTES	1.1: Go from 7,366 to 8,759 total FTES	1
	1.2: Go from 14,624 headcount to 16,581 total headcount	2
	1.3: Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc)	
	1.4: Increase capture rates from feeder high schools by 4% annually	3
Goal 2: (Success) Implement Guided Pathways framework	2.1: Increase the number of degrees completed by 15% annually	4
	2.2 Increase the number of certificates completely by 15% annually	5
	2.3: Decrease AA degree unit accumulation from 88 to 74 total units on average	
	2.4: Increase the number of transfers by 15% annually	6
	2.5: Increase the number of first-time full-time enrolled students from 508 to 900	7
	2.6: Increase the percent of students who receive financial aid from 73% to 81%	
	2.7: Increase the number of students who complete transfer-level math and English by 20% per year	
Goal 3: (Equity) Close all student equity gaps	3.1: Reduce the equity gap for African American students by 40%	8
	3.2: Reduce the equity gap for Latinx students by 40%	9
	3.3: Reduce the equity gap for Men of Color by 40%	10
	3.4: Reduce the equity gap for LGBTQ+ students by 40%	11
	3.5: Reduce the equity gap for Foster Youth students by 40%	12
Goal 4: (Professional Development) Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement	4.1: Increase the percentage of employees who complete Guided Pathways training from 5% to 65% (305 out of 472 employees)	
	4.2: Increase the percentage of employees who complete the Racial Microaggressions certificate from 1% to 60% (285 out of 472 employees)	

2030 EMP Goals	2020-2025 Objectives	2025 KPIs
	4.3: Increase the percentage of faculty who complete the Teaching Men of Color in the Community College certificate from 3% to 40% (125 out of 315 faculty)	
Goal 5: (Workforce and Economic Development) Reduce working poverty and the skills gap	5.1: Increase the median annual earnings of all students	13
	5.2: Increase the percent of CTE students employed in their field of study by 3% annually	14
	5.3: Increase the percent of all students who attain a livable wage by 5% annually	15
	5.4: Establish the Center for Workforce Innovation to create and expand apprenticeships & work-based learning opportunities	
Goal 6: (Community Partnerships) Pursue, develop, & sustain collaborative partnerships	6.1: Establish and expand relationships with regional educational institutions	
	6.2: Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations	
	6.3: Expand partnerships with regional veterans' services and support organizations	
	6.4: Work toward reducing recidivism through incarcerated student education	
	6.5: Position the college's image and reputation as a leading academic institution in the region	
	6.6: Develop regional outreach and recruitment systems	
	6.7: Help establish a distinct regional identity, organization, and communication among our local communities	
	6.8: Stimulate regional arts development	
Goal 7: (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs	7.1: Develop a comprehensive breadth of academic programs	
	7.2: Develop Career & Technical Education programs and industry credentials related to regional needs	
	7.3: Develop and implement a plan for noncredit and noncredit-enhanced programming	
	7.4: Develop and implement a plan for expanded athletics offerings	
	7.5: Add capacity to existing disciplines with a demonstrated need	

2030 EMP Goals	2020-2025 Objectives	2025 KPIs
	7.6: Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom	
	7.7: Build and support academic support services to improve student success	
Goal 8: (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college	8.1: Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real-time	
	8.2: Develop integrated planning processes that include all planning, accreditation self-study, resource allocation, and alignment with district and statewide plans based on the college mission and plans	
	8.3: Revise governance process - formalize all unwritten governance processes for more effective implementation of the Educational Master Plan	
	8.4: Develop, evaluate, and monitor our governance, decision-making, and resource allocation processes on the basis of the college mission and plans	
	8.5: Continue to monitor and adjust the college's organizational chart for effective implementation of the Educational Master Plan	
Goal 9: (Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture	9.1: Plan and advocate for the funding augmentations needed to meet staff requirements to achieve the vision for a more comprehensive college	
	9.2: Develop systems and provide resources to preserve and foster a positive workplace culture for all constituent groups including full-time faculty, part-time faculty, classified professionals, student workers, and managers	
	9.3: Develop a culture that recognizes/thanks employees on a regular basis and celebrates the college's successes	
	9.4: Develop a strategy to maximize the number of classified faculty and managers involved in college governance without compromising mission-critical work	

2030 EMP Goals	2020-2025 Objectives	2025 KPIs
	9.5: Develop strategy to maximize student-faculty time; Resist pulling faculty from students to do administrative work; Evaluate release time	
	9.6: Develop a strategy and work collaboratively with the district to increase the proportion of full-time faculty toward the 75/25 ratio	
Goal 10: (Facilities) Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts	10.1: Plan and advocate for the funding needed to meet facilities growth to achieve the vision for a more comprehensive college	
	10.2: Develop and maintain the Facilities Master Plan	
	10.3: Build out funded projects (amphitheater, Center for Student Success room 217, etc.)	
	10.4: Finish Veterans Resource Center Phase 1 by Spring 2021	
	10.5: By Fall 2020, open Early Childhood Education Center	
	10.6: Develop plans and strategies to capitalize on state facilities funding to maximize local project funding availability	
	10.7: Build 2nd access road	
	10.8: Explore and pursue land acquisition adjacent to college property	
	10.9: Develop and start implementing sustainable campus	
	10.10: Design spaces that intentionally build community	
	10.11: Install immediate/temporary facilities to address current capacity needs by summer 2021	
	10.12: Enhance transportation infrastructure	
	10.13: Develop and implement plans for off-campus facilities for instructional purposes	
Goal 11: (Operations) Implement professional, intuitive, and technology-enhanced systems	11.1: Design an intuitive and simple student onboarding system	
	11.2: Implement intuitive and technology-enhanced CRM (e.g., Salesforce) systems for the entire student life cycle (“from recruitment to alumni”)	

2030 EMP Goals	2020-2025 Objectives	2025 KPIs
<i>Goal 12: (Resources) Develop innovative and diversified resources to build and sustain a comprehensive college and achieve our visionary goals</i>	12.1: Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college	
	12.2: Coordinate with RCCD to establish a BAM that allocates funding equitably	
	12.3: Support General Obligation bond campaign and implementation	
	12.4: Develop 30% of the overall budget from non-general fund revenue sources	

2020-2025 KPI Progress Summary

The 2020-2025 progress trends indicate mixed performance across Key Performance Indicators. In terms of student access, there has been an increasing trend in total FTES (Full-Time Equivalent Students) over the last three years and strong headcount growth exceeding the five-year goal in just four years. However, some areas show declining trends, such as capture rates from feeder high schools, which have dropped from year three to year four and remain below projections. Similarly, the number of degrees completed has shown a downward trend, though it still exceeds the institution's set standard. The number of certificates completed is also declining, falling below the institutional standard, highlighting a potential area of concern. Efforts to reduce the equity gap for African American students have shown improvement, with the gap narrowing from year three to year four. In some cases, the gap has been completely closed, indicating significant progress. Similarly, the equity gap for Latinx students has shown some fluctuation, with a widening of the equity gap from year three to year four. However, it remains below our target to decrease the equity gap by 40%. Overall, while there are positive signs of progress, persistent gaps indicate the need for continued, targeted interventions to ensure sustained improvements in equity across all student demographics. These trends suggest that while overall enrollment and access goals are progressing positively, student success, particularly completion rates, and student equity remain top strategic priorities that require targeted interventions to reverse downward trends.

The 2020-2025 KPI Progress Chart (Table 2) provides a snapshot of the college's progress towards achieving the 15 Key Performance Indicators over the 2020-2025 Strategic Plan and Governance Manual.

Table 2. 2020-2025 Key Performance Indicator Progress Trends

2020-2025 Objective	2025 KPIs	Progress
1.1: Go from 7,366 to 8,759 total FTES	1	Increasing trend in the last 3 years, still below projection
1.2: Go from 14,624 headcount to 16,581 total headcount	2	Increasing trend, exceeding year 5 goal in year 4
1.4: Increase capture rates from feeder high schools by 4% annually	3	Decrease from year 3 to year 4, below projection
2.1: Increase the number of degrees completed by 15% annually	4	Downward trend, still above institution set standard
2.2 Increase the number of certificates completely by 15% annually	5	Downward trend, below institution set standard for 2 years
2.4: Increase the number of transfers by 15% annually	6	Increase in year 4, almost meeting the institution set standard, but less than half of projection

2.5: Increase the number of first-time full-time enrolled students from 508 to 900	7		Increase from year 3 to year 4, still below projection
3.1: Reduce the equity gap for African American students by 40%	8		Gap narrowing from year 3 to year 4, still larger than projected
			Gap completely closed in year 4 compared to large gap in year 3
			Large gap in year 4
			Gap consistently smaller than projection
3.2: Reduce the equity gap for Latinx students by 40%	9		Slight widening of gap from year 3 to year 4, larger than projection
			Gap larger than projected in year 4
			Gap consistently larger than projection
			Gap completely closed in year 4
3.3: Reduce the equity gap for Men of Color by 40%	10		Gap consistently smaller than projection
			Gap completely closed in year 4
			Gap narrowing from year 3 to year 4, slightly higher than projected
			Gap completely closed
3.4: Reduce the equity gap for LGBTQ+ students by 40%	11		Gap completely closed in year 4
			Gap completely closed in year 4
			Gap completely closed
			Growth in gap from year 3 to year 4, larger than projection
3.5: Reduce the equity gap for Foster Youth students by 40%	12		Growth in gap from year 3 to year 4, larger than projection
			Gap completely closed
			Growth in gap from year 3 to year 4, still below projection
			Gap completely closed in year 4
5.1: Increase the median annual earnings of all students	13		Consistently exceeding year 5 goal
5.2: Increase the percent of CTE students employed in their field of study by 3% annually	14		Exceeding projection
5.3: Increase the percent of all students who attain a livable wage by 5% annually	15		Increasing trend, still below projection

Key: Green indicates the annual metric goal was met; red indicates the goal was not met.

For more information regarding annual targets and outcomes achieved, please see the KPI dashboard at <https://norcocollege.edu/sd/ie/ir/index.html>.

Part 2: 2025-2030 Strategic Plan

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2025-2030 Strategic Plan

The 2025-2030 Strategic Plan for Norco College serves as a roadmap to address the evolving needs of its students and community, supporting the College's Educational Master Plan goals. At the heart of this plan is the College's ongoing commitment to student access, success, and equity as part of its mission to inspire and transform the lives of the diverse students it serves. The strategic plan aims to cultivate a culture of continuous improvement, enabling the college to remain agile, data-driven, and focused on enhancing student outcomes and institutional effectiveness. This is achieved by fostering a culture of accountability, collaboration, and responsiveness.

The 2025-2030 Strategic Plan reaffirms Norco College's Mission, Vision, and Core Commitments, as well as its commitment to data-driven decision-making, strategic operational alignment in support of our goal and mission, and institutional effectiveness and governance to ensure the college can continually evolve to meet the needs of its diverse students while striving for excellence in educational outcomes. By focusing on transformation at the student, regional, and institutional levels, the 2025-2030 Strategic Plan positions Norco College as a leader in equitable education and workforce development. This document not only charts a path forward but also establishes a culture of continuous improvement and collaboration.

2025-2030 Objectives and Key Performance Indicators Summary

The Norco College 2025-2030 Objectives and Key Performance Indicators (KPIs) serve as a strategic framework for measuring institutional effectiveness and tracking progress toward achieving the college's long-term goals (see Table 3). The KPIs provide a data-driven approach to improving student success, equity, and institutional performance.

The 2030 Objectives and KPIs focus on eight key areas:

1. Enrollment and Student Access
2. Student Completion & Transfer
3. Equitable Student Success
4. Professional Development
5. Workforce Alignment
6. Institutional Effectiveness & Governance
7. Campus Facilities & Infrastructure
8. Fiscal Resources & Sustainability

Table 3. 2025-2030 Objectives and Key Performance Indicators

2030 EMP Goals	2025-2030 Objectives	2030 KPIs
Goal 1: (Access) Expand college access by increasing both headcount and FTES	1.1 Meet or exceed district-set targets for college FTES	1
	1.2 Increase annual headcount by 3% annually	2
	1.3: Increase capture rates from feeder high schools by 4% annually	3
Goal 2: (Success) Implement Guided Pathways framework	2.1 Increase course success rate across all course modalities by 5% by 2030	4
	2.2 Increase Completion of Transfer-Level Math and English by first-time students by 5% annually	5
	2.3 Increase First-term to Second-Term Persistence of first-time students by 3% annually	6
	2.4 Increase the percentage of first-time students who complete a degree or certificate in three years by 3% annually	7
	2.5 Increase the percentage of first-time students who transfer to a four-year institution in three years by 3% annually	8
Goal 3: (Equity) Close all student equity gaps	3.1 Eliminate equity gaps for Black/African American students	9
	3.2 Eliminate equity gaps for Hispanic/Latinx students	10
Goal 4: (Professional Development) Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement	4.1 Provide opportunities for professional learning that support equitable student outcomes in a variety of modalities	

2030 EMP Goals	2025-2030 Objectives	2030 KPIs
Goal 5: (Workforce and Economic Development) Reduce working poverty and the skills gap	5.1 Ensure alignment of academic programs with living wage careers	11
	5.2 Increase student enrollment in career pathways aligned with living-wage careers	12
Goal 6: (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college	6.1 Establish meaningful and ambitious goals in support of the college mission to ensure quality, continuous improvement, and innovation through the review and assessment of disaggregated data related to equitable student achievement	
	6.2 Engage in clear and effective governance practices that provide opportunities for meaningful participation and inclusion of relevant constituencies to inform institutional decision-making	
Goal 7: (Facilities) Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and the arts	7.1 Leverage facilities funding to maximize local project funding availability	
	7.2 Implementation of Sustainable Campus Components	
	7.3 Enhancement and design of spaces that intentionally build community in support of the college mission to improve equitable student success	
	7.4 Enhance transportation infrastructure	
Goal 8: (Resources) Develop innovative and diversified resources to build and sustain a comprehensive college and achieve our visionary goals	8.1 Coordination with RCCD to refine the Budget Allocation Model (BAM) that allocates funding equitably to support the fulfillment of the college mission	
	8.2 Identify and pursue grants and private donations that support our strategic goals, college mission, and vision statement	

2025-2030 Strategic Alignment

2025-2030 Strategic Alignment to Operational Divisions

Norco College's Strategic Goals for 2030 are aligned with the institution's divisional structure, ensuring clear accountability and collaboration in achieving institutional priorities. Each division is responsible for implementing specific objectives that contribute to the overall mission of student success, equity, and institutional excellence. Table 4 provides the division alignment to the 2030 strategic goals and objectives.

The four divisions at Norco College work collaboratively to achieve the Mission, Vision, Core Commitments, and institutional priorities through operational leadership in key areas aligned with the KPI's and Objectives:

- **Academic Affairs** is focused on enrollment growth and student success, overseeing efforts to increase FTES, headcount, and course success rates. This division also plays a key role in improving student completion and transfer outcomes
- **Business Services** is responsible for physical and fiscal resource management, including facilities development, transportation, budget allocation, and sustainable infrastructure improvements, all of which support student success and institutional sustainability.
- **Planning & Development** leads equity, institutional effectiveness, and professional development, working to eliminate achievement gaps, support governance participation, and provide learning opportunities that enhance student outcomes.
- **Student Services** supports student access, persistence, and workforce alignment, ensuring students receive the necessary academic, financial, and career resources to complete their programs and transition to four-year institutions or living-wage careers through a comprehensive Standard of Care.

Table 4. Division Organization and Alignment to 2025-2030 Key Performance Indicators and Objectives

Division	EMP Goals	Objectives
Academic Affairs	Goal 1: Access Goal 2: Success	1.1 Meet or exceed district-set targets for FTES 2.1 Increase course success rate by 5% 2.2 Increase Completion of Transfer-Level Math and English by first-time students by 5% annually
	Goal 5: Workforce	5.1 Align academic programs with living-wage careers
Business Services	Goal 7: Facilities	7.1 Maximize facilities funding 7.2 Implement Sustainable Campus Components 7.3 Enhance student spaces 7.4 Improve transportation
	Goal 8: Resources	8.1 Refinement of the Budget Allocation Model (BAM)
Planning & Development	Goal 3: Equity	3.1 Eliminate equity gaps for Black/African American students 3.2 Eliminate equity gaps for Hispanic/Latinx students
	Goal 4: Professional Development Goal 6: Effectiveness Goal 8: Resources	4.1 Expand professional learning for student outcomes 6.1 Set and assess ambitious student success goals 6.2 Strengthen governance & participation 8.2 Secure grants & private funding
Student Services	Goal 1: Access Goal 2: Success	1.2 Increase annual headcount by 3% 1.3: Increase capture rates from feeder high schools by 4% annually 2.3 Increase First-term to Second-Term Persistence of first-time students by 3% annually 2.4 Increase 3-year degree/certificate completion by 3% annually 2.5 Increase 3-year transfer rate by 3% annually
	Goal 5: Workforce	5.2 Increase student enrollment in career pathways to living-wage careers

By strategically aligning divisions with the 2025-2030 goals, Norco College ensures collaborative implementation, resource optimization, and continuous improvement in advancing student success, equity, and operational efficiency.

2025-2030 Strategic Alignment to Leadership Councils

The 2025-2030 Strategic Plan is guided by a structured governance framework that aligns institutional goals with the leadership councils responsible for key decision-making and action. Each council plays a distinct role in advancing student success, institutional effectiveness, resource management, and governance, ensuring continuous improvement and alignment with ACCJC Accreditation Standards.

- **College Council** serves as the overarching body that integrates the work across all leadership councils, ensuring institutional progress toward strategic goals and the College mission by making recommendations to the Executive Cabinet and College President.

- **Academic Council (AC)** oversees instructional programs and library, ensuring equitable access and success by maintaining high academic standards across all modes of delivery.
- **Institutional Effectiveness & Governance Council (IEGC)** is responsible for institutional quality, governance, and strategic planning, providing oversight for institutional effectiveness and governance procedures related to program review, assessment, document control, and data governance.
- **Resources Council (RC)** focuses on human, physical, technological, and financial resource management, ensuring alignment with facilities planning and fiscal sustainability, including budget allocation models.
- **Student Support Council (SSC)** prioritizes enhancing the quality of student support services and student engagement, ensuring that services align with students' diverse educational needs and contribute to improved success outcomes.

By aligning ACCJC Accreditation Standards with the College's strategic goals and operational responsibilities, these leadership councils ensure that Norco College operates effectively, equitably, and sustainably in pursuit of our 2030 vision. This structure promotes collaborative governance, data-driven decision-making, and continuous institutional improvement to serve students and the community better.

College Council

The College Council oversees and directs the common work of the leadership councils, monitors institutional progress toward achieving college goals, and provides recommendations to the Executive Cabinet and the College President (see Figure 1).

ACCJC Accreditation Standard	Goal/Objective	Example Task
1.3 1.5	Key Performance Indicators 1-15	Review, discuss, and provide recommendations on institutional progress towards achieving its mission and goals to support continued improvement through the regular review of meaningfully disaggregated data.

Figure 1. Alignment of College Council to Accreditation Standards, 1.3 and 1.5, and KPIs with an example task.

Academic Council

The Academic Council (AC) coordinates, discusses, and makes recommendations regarding strategic functions, plans, and activities related to instructional programs and the library. The AC provides leadership and is responsible for ACCJC Standard 2 (focusing on Standards 2.1, 2.2, 2.3, 2.5, and 2.6) while serving as a communication link to the rest of the college regarding strategic and operational matters associated with the Academic Council's assigned EMP objectives (see Figure 2). The AC works collaboratively with the Academic Senate to make recommendations to the College Council and the Vice President of Academic Affairs.

ACCJC Accreditation Standard	Goal/Objective	Example Task

2.2	(1) Access (2) Success	Review and evaluation of the design and delivery of academic programs across all modes of delivery that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.
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Figure 2 Alignment of Academic Council to Accreditation Standard 2.7 and Goals 1 and 2 with an example task.

Institutional Effectiveness & Governance Council

The Institutional Effectiveness & Governance Council (IEGC) coordinates, discusses, and makes recommendations regarding strategic functions, plans, and activities related to mission, academic quality, institutional effectiveness, institutional integrity, leadership, and governance. The IEGC provides leadership and is responsible for ACCJC Standards 1 and 4 while communicating with the rest of the college regarding strategic and operational matters associated with the IEGC Council's assigned EMP objectives (see Figure 3). The IEGC makes recommendations to the College Council and the Vice President of Planning & Development.

ACCJC Accreditation Standard	Goal/Objective	Example Task
1.4 4.3	(6) Effectiveness, Planning and Governance	Review, evaluate, and provide recommendations on processes and procedures of institutional effectiveness (i.e., program review, assessment, institution-set standards, etc.) and governance structure and procedures (i.e., decision-making and participation).

Figure 3. Alignment of Institutional Effectiveness and Governance Council to Accreditation Standards 1.4 and 4.3, and Goal 6 with an example task.

Resources Council

The Resources Council (RC) coordinates, discusses, and makes recommendations regarding strategic functions, plans, and activities related to human, physical, technological, and financial resources. The RC provides leadership and retains responsibility for ACCJC Standard 3 while communicating with the rest of the college regarding strategic and operational matters associated with their assigned EMP objectives (see Figure 4). The RC makes recommendations to the College Council and the Vice President of Business Services.

ACCJC Accreditation Standard	Goal/Objective	Example Task
3.6	(7) Facilities (8) Resources	Review and provide recommendations on resource allocation and budget development practices, including the Budget Allocation Model (BAM) for the college/district and policies to guide fiscal management related to reserves.

Figure 4. Alignment of Resources Council to Accreditation Standard 3.6 and Goals 7 and 8 with an example task.

Student Support Council

The Student Support Council (SSC) coordinates, discusses, and makes recommendations regarding strategic functions, plans, and activities throughout student support services. The SSC provides leadership and retains responsibility for ACCJC Standard 2 (focusing on Standards 2.4, 2.7, 2.8, and 2.9) while serving as a communication link to the rest of the college regarding strategic and operational matters associated with their assigned EMP objectives (see Figure 5). The SSC makes recommendations to the College Council and the Vice President of Student Services.

ACCJC Standard	Goal/Objective	Example Task
2.8	(2) Success (3) Equity	Review, evaluate, and provide recommendations regarding continued improvements in effectively supporting students' unique educational journeys through comprehensive student support and engagement.

Figure 5. Alignment of Student Support Council to Accreditation Standard 2.8 and Goals 2 and 3 with an example task.

2024 Accrediting Commission for Community and Junior Colleges Standards

Norco College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) and the Western Association of Schools and Colleges (WASC), a recognized agency by the Council for Higher Education Accreditation and the U.S. Department of Education.

Norco College accreditation details can be found online at norcollege.edu via the Accreditation link on the homepage footer.

Part 3: Governance Manual

DRAFT

Executive Summary

The Governance Manual outlines the governance structures of the College and the District. The Manual's purpose is to provide clear explanations of those structures, to describe the role of each constituent group at the college, and to outline clear policies and procedures to guide the college's functions. The Manual consists of the following sections:

1. An overview of the values and commitments that guide governance structures and decision-making at the college.
2. Descriptions of the primary governance entities and constituent groups at the district and college.
3. Guiding principles and expectations for communication and decision-making for councils, committees, and other college governance entities.
4. Charter requirements for governance entities and current lists of active councils and committees.

Governance Overview

Participatory Governance

Norco College seeks to operate through a framework of participatory governance. At Norco, participatory governance is understood to mean a philosophy and structure which provides each constituent group, through their representatives, the opportunity to participate in the College's planning process; the College-wide creation and implementation of initiatives; and the development, review, and revision of policies and procedures that guide the goals and function of the College. In practice, this philosophy and structure are accomplished by the creation and operation of councils, committees, and other groups that encourage collegiality and cooperation, facilitate effective and purposeful communication, and resolve issues in mutually supportive ways, all with a mission-focused approach.

To facilitate these goals, the college's constituent groups are encouraged to adhere to the following General Principles in their communications, engagement with colleagues, and service to students.

Guiding Principles of Participatory Governance at Norco College:

1. All decision-making is based on the recognition that Norco College and the Riverside Community College District exist to serve students through educational efforts that improve student outcomes and address historical equity gaps.
2. All constituent groups have a vested interest and a role in ensuring that Norco College fulfills its mission as defined by the state legislature, the State Board of Governors, and the Board of Trustees of the Riverside Community College District.
3. Planning and decision-making are most effective through mutual agreement, which is achieved by active participation and collegial interaction among all constituent groups.
4. The most effective way to develop policies and procedures is to ensure opportunities for involvement from the constituent groups affected by the implementation of said policies and procedures.
5. Representatives of constituent groups involved in the participatory/shared governance process are expected to keep their respective groups informed of the proceedings and recommendations of governance groups.

1. All members of the college community are welcome to attend governance meetings as guests to provide input and participate in dialogue. Additionally, individuals not serving as representatives may share concerns with the elected representatives of their constituent groups, anticipating that their views will be represented in governance councils, committees, and other groups.

The graphic below (see Figure 6) outlines the participatory governance structure at Norco College, illustrating the decision-making hierarchy from leadership councils to district-level governance. It highlights the four key leadership councils—Academic Council, Institutional Effectiveness and Governance Council, Resources Council, and Student Support Council—whose recommendations inform the Academic Senate and College Council. These bodies then communicate with the College President, who collaborates with the Chancellor’s Cabinet and the District Strategic Planning Council. Ultimately, the Board of Trustees oversees district-wide decision-making. This participatory governance structure ensures broad input from faculty, classified professionals, managers, and students, supporting strategic planning and operational decisions.

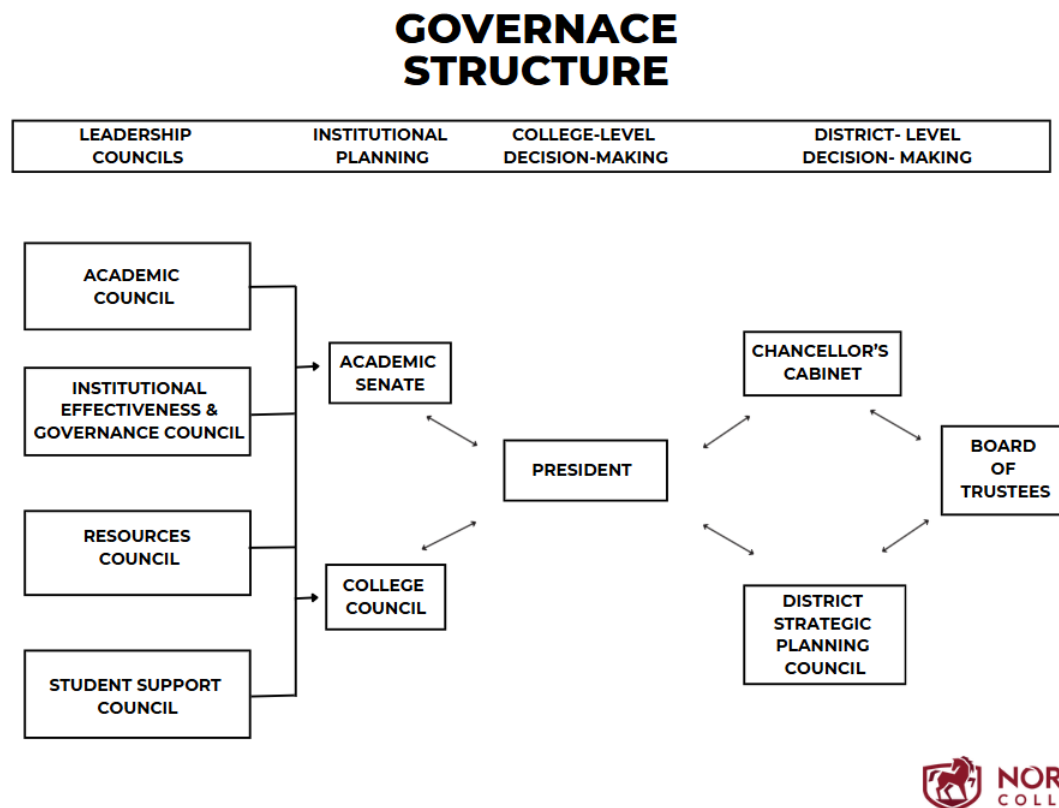
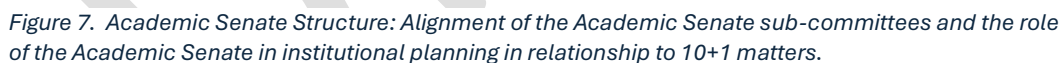


Figure 6. Governance Structure: Alignment of the four leadership councils to the institutional planning bodies, Academic Senate and College Council, and their relationship to decision-making at the college and district level

The Academic Senate serves as a key representative body at the College, receiving input from multiple Senate Subcommittees, including the Assessment Committee, Curriculum Committee, Distance Education Committee, Program Review Committee, and others focused on academic planning, teaching, and program review. The Academic Senate then forwards recommendations

All Senate Sub-Committees share alignment with College Leadership Councils. Assessment Committee, Program Review Committee, Faculty Professional Development Committee, and Teaching and Learning Committee align to IEGC. Academic Planning Chairs, Curriculum Committee, Distance Education Committee, LGBTQ+ Committee, and Library and Academic Support Committee align to Academic Council.



Norco College contains various groups that serve as part of participatory governance and contribute to its operation and strategic development. The following definitions are intended to help orient newcomers to the college and assist those seeking to establish new groups in identifying how their proposed group might fit into the College's existing structures. Please note that some groups may deviate from specific elements of these definitions, and these definitions are provided only as guidance. Additionally, please note that other participatory or shared governance entities within the college, established by legislation, the Education Code, collective bargaining, or other outside agencies (e.g., Academic Senate, CTA, CSEA), may contain groups that follow different definitions.

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features:

- a. Councils are primarily responsible for decision-making and recommendations related to the college's strategic vision.
 - b. Voting membership comprises representatives from all significant constituent groups at the college: administration, faculty, classified professionals, and students.
 - c. Voting members are specifically identified and selected by their constituent groups. Only those individuals specifically identified and selected can serve as voting members.
 - d. Councils meet on a regular schedule. They publish agendas in advance of meetings and produce minutes of the meetings.
 - e. Councils are established bodies that do not need to be regularly reaffirmed or reconstituted to continue their work. They have a charter that is reviewed regularly.
2. **Committees** – Committees at Norco are generally defined as bodies that contain the following features.
- a. Committees are primarily responsible for decision-making and recommendations related to the operational functions of the College.
 - b. Voting membership varies across college committees and standing committees of the Academic Senate. Standing committees of the Senate are commonly composed of representatives of just one or two major constituent groups. Voting members on college committees are typically identified
 - c. Committees meet on a regular schedule. They publish agendas in advance of meetings and produce minutes of the meetings.
 - d. Committees are generally constituted by a higher organizing body (e.g., committees of councils, committees of the Academic Senate, etc.). A committee's continued existence is at the behest of its higher-organizing body. Committees have a charter that is reviewed regularly and reaffirmed by their higher-organizing body.
3. **Operational Groups** - Advisory Groups, Networks, Planning Teams, Project Teams, Taskforces, and Workgroups.
- a. The above groups are generally constituted on an ad-hoc basis to complete a specific task or review a particular issue.
 - b. The above groups may or may not have voting membership, depending upon a specific group's needs.
 - c. The group itself determines membership: membership may be open to all, limited to specific constituent groups, or limited to particular individuals or expertise as identified by the group or by the body creating the group.
 - d. The above groups are encouraged to generate agendas, but doing so is not required. They are also encouraged to produce notes (rather than minutes) and share these notes as appropriate.
 - e. The above groups typically do not require a charter, although they can create one if desired. They generally exist until their task is complete and then disband.

Council and Committee Structures

Norco College utilizes a common council and committee structure for most decision-making and recommending bodies at the college. This common structure helps establish greater clarity about the college's processes and governance structures, which in turn facilitates easier access to

governance structure and overall broader participation. These common structures establish clear expectations about how Councils and Committees will function, enabling College members to participate more easily in Council and Committee activities.

Common Council and Committee Structures including the following elements:

- Chair/Co-Chair System
- Membership Appointments
- Student Participation

Chair/Co-Chair System

In recognition that the councils, committees, and other groups at the college have different functions, needs, and requirements, this manual does not establish direct requirements for how the chairs/co-chairs of each council, committee, or other group should be chosen or operate, with some exceptions (see below). Instead, this manual provides the following guidelines to assist councils, committees, and other groups with establishing more effective governance procedures.

- Councils and Committees with membership from multiple constituencies are encouraged to adopt a co-chair/tri-chair system.
 - Norco College has a long tradition of shared leadership among administrators, classified professionals, and faculty. Co-chair/tri-chair systems honor this tradition and help to provide all constituency groups with a voice in the College's Council and Committee leadership structures.
- Councils and Committees that include membership from multiple constituencies and adopt a co-chair/tri-chair system are encouraged to follow these guidelines:
 - When a particular constituency holds chair positions, the voting members of the Council or Committee who are part of that constituency are responsible for selecting the relevant chair.
 - Co-chairs/tri-chairs should serve two-year terms with no term limits.
 - Co-chairs/tri-chairs should serve in staggered terms to help prevent an entire Council or Committee's leadership changing simultaneously.
 - If a co-chair/tri-chair resigns their position before the end of their term, the Membership Appointment authority or the Council or Committee voting members of the relevant constituent group shall select an individual to finish the remaining term.
 - Councils/committees should maintain a document detailing the terms of chairs/co-chairs.
- In all cases, Council and Committee chairs/co-chairs are considered voting members of their groups and are counted for the purposes of quorum.

Participants

The following entities represent primary participatory governance groups and organizations at Norco College and Riverside Community College District. The descriptions here provide an overview of each group, their roles in the governance and strategic planning of the College and District, and bodies that serve as representatives of each group.

Board of Trustees

- **Description:** The Riverside Community College District (RCCD) Board of Trustees is the governing body responsible for overseeing the district's operations, policies, and fiscal health. Comprising seven elected members, each representing distinct areas within the

district, the Board plays a key role in setting the strategic direction of the district. Trustees work to ensure that the district's colleges, Riverside City College, Moreno Valley College, and Norco College, are aligned with the needs of students, faculty, staff, and the broader community.

- **Role in College Governance:** The RCCD Board of Trustees is tasked with major governance responsibilities, including approving district policies, adopting budgets, hiring and evaluating the Chancellor, and overseeing the allocation of resources to ensure effective service delivery to students. The Board's functions also include setting long-term goals, approving strategic plans, and ensuring compliance with state and federal regulations. Trustees hold regular meetings to review and make decisions regarding academic programs, financial allocations, and district operations. They represent the interests of the community and work closely with district leadership to foster an inclusive, equitable educational environment for all students.
- **Relevant Bodies:** Key relevant bodies representing the RCCD Board of Trustees in operational and strategic decision-making include the Chancellor's Cabinet, the District Planning Council, and the Faculty Senate. These entities work collaboratively with the Board to ensure that decisions reflect the needs and priorities of the district's stakeholders. The Faculty Association, Academic Senate, and the California School Employees Association (CSEA) also play crucial roles in advocating for the perspectives of classified professionals and faculty in decision-making.

Chancellor

- **Description:** The Chancellor is the chief executive officer of the Riverside Community College District (RCCD), responsible for the overall administration and leadership of the district's three colleges—Riverside City College, Moreno Valley College, and Norco College. Appointed by the Board of Trustees, the Chancellor is responsible for implementing board policies, managing daily operations, and overseeing the academic, financial, and strategic direction of the district. The Chancellor serves as the primary liaison between the Board of Trustees, faculty, classified professionals, administration, students, and the community.
- **Role in College Governance:** The Chancellor plays a pivotal role in the governance of RCCD, ensuring that district goals and policies are carried out effectively. Responsibilities include overseeing the district's academic and administrative functions, developing budgets, managing human resources, and advancing the strategic priorities set by the Board of Trustees. The Chancellor works closely with college presidents and other senior administrators to ensure alignment with the district's mission, vision, and strategic plans. Additionally, the Chancellor represents RCCD in interactions with government agencies, community stakeholders, and external partners, advocating for the district's interests and securing resources for its growth and development.
- **Relevant Bodies:** Key relevant bodies for the Chancellor in operational and strategic decision-making include the Chancellor's Cabinet, the District Planning Council, and the President's Cabinet at each of the three colleges. These bodies work closely with the Chancellor to ensure alignment of district-wide goals with the needs of the colleges. Other significant bodies include the Faculty Senate, the Classified Employees Union, and the student government associations, which provide valuable input on faculty, classified professional, and student perspectives in decision-making.

President

- **Description:** The President of Norco College is the chief executive officer of the college, responsible for overseeing all aspects of the college's operations and implementing policies set by the Riverside Community College District (RCCD) Board of Trustees and the RCCD Chancellor. As the primary leader of Norco College, the President ensures alignment with the college's mission, vision, and strategic priorities while promoting academic excellence, student success, and community engagement. The President reports directly to the RCCD Chancellor and works closely with faculty, classified professionals, administration, students, and external partners to advance the college's goals.
- **Role in College Governance:** The Norco College President has a critical leadership role in the governance of the college, ensuring the effective execution of district-wide initiatives while addressing the unique needs of Norco College. The President is responsible for academic, financial, and administrative management, including overseeing curriculum development, student services, faculty hiring, and budget allocation. The President also serves as the primary spokesperson for the college, advocating for resources and community support, and representing the college in district-wide meetings. Additionally, the President collaborates with the Chancellor and other college presidents to ensure that Norco College's goals are aligned with district objectives, and they foster a campus culture of inclusion, collaboration, and innovation.
- **Relevant Bodies:** Key relevant bodies for the Norco College President in operational and strategic decision-making include the President's Cabinet, which consists of senior leadership within the college, as well as the College Council, which represents various campus constituencies. Other relevant bodies include the Faculty Association, Academic Senate, California School Employees Association (CSEA), and Associated Students of Norco College (ASNC), which serve as important representatives of faculty, classified professionals, and students in the decision-making process.

Administration

- **Description:** Managers and administrators at Norco College play a critical role in the daily operations and overall administration of the college. This group includes department heads, deans, and other senior leadership positions responsible for the oversight and management of academic affairs, business services, planning and development, and support services. These individuals work under the direction of the college president and collaborate with faculty, staff, and students to ensure that the college's mission, vision, and strategic goals are met. Managers and administrators are responsible for managing resources, developing programs, and ensuring the college functions efficiently and effectively.
- **Roles in College Governance:** Managers and administrators are responsible for the execution of policies, procedures, and programs within their respective departments or areas. Their roles include managing budgets, allocating resources, supervising staff, and ensuring compliance with district policies and state regulations. They are integral to the strategic decision-making process, providing input on academic planning, student services, and operational improvements. Managers and administrators also serve as key liaisons between the faculty, staff, and senior leadership, ensuring that communication flows effectively across the college.
- **Relevant Bodies:** Relevant bodies for managers and administrators in operational and strategic decision-making include the College Cabinet, which consists of senior leadership, and the College Council, which engages key stakeholders in the planning and decision-

making processes. Managers and administrators also work closely with college stakeholders ensuring that decisions reflect the perspectives and needs of faculty, classified professionals, and students across the college. These groups collaborate to support institutional goals and ensure the effective operation of the college.

Faculty

- **Description:** The primary role of faculty is to teach and support students. Faculty at Norco College are comprised of full-time and part-time educators, all of whom make important contributions to student success and the college mission as a whole.
- **Roles in College Governance:** Faculty also serve in college governance. Faculty roles in governance are focused around the “10+1” which represent major areas in which faculty provide recommendations to the College’s administration and the Board of Trustees. In matters related to education, including grading, curriculum, and program development, the College’s administration and the Board of Trustees have agreed to primarily rely upon faculty recommendations. In matters related to governance, including college and district structures, program review, budgeting, and institutional planning, the College’s administration and the Board of Trustees have agreed to consult with faculty as part of college and district decision-making processes.
- **Relevant Bodies:** Faculty are primarily represented by two governance entities. For matters related to academics and institutional governance, faculty are represented by the Norco College Academic Senate and its standing committees. In district matters regarding academics and institutional governance, faculty are represented by the District Academic Senate. For matters related to workplace conditions, including compensation, work hours, and professional evaluations, faculty are represented by the California Teachers Association.

Classified Professionals

- **Description:** Classified professionals at Norco College, represented by the California School Employees Association (CSEA), are integral members of the college community, supporting various administrative, technical, and service functions across the campus. This group includes office staff, custodians, maintenance workers, library assistants, and other non-academic employees who contribute to the daily operations and support of students, faculty, and staff. Classified professionals are essential to maintaining a smooth and efficient campus environment, ensuring that the college’s facilities, services, and administrative functions run effectively.
- **Roles in College Governance:** Classified professionals at Norco College, represented by CSEA, play a crucial role in participatory governance by contributing to the decision-making processes that impact college operations and services. In addition to fulfilling their core responsibilities—such as providing clerical, technical, and maintenance support—CSEA members participate in college committees and councils, offering valuable input on policies, procedures, and campus initiatives. Their involvement ensures that the perspectives and needs of classified staff are considered in strategic planning and operational decisions. By collaborating with college leadership, faculty, and administrators, classified professionals help shape a more effective and inclusive college environment, advocating for improvements in work conditions and supporting initiatives that enhance student success and institutional efficiency.
- **Relevant Bodies:** Relevant bodies for classified professionals at Norco College include the CSEA Chapter, which represents their interests in negotiations, policy discussions, and campus-wide decisions. The CSEA chapter works closely with college administrators and

leadership to ensure that classified employees have a voice in key decisions affecting their roles and the overall functioning of the college

Students

- **Description:** Students shall be defined as currently enrolled students in good standing with the District who are appointed to serve as representatives of the student body by the Associated Students of Norco College (ASNC), in accordance with 5 CCR § 51023.7. The student must list Norco College as their official home campus.
- **Roles in College Governance:** Students shall “participate in [the] formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures” (5 CCR § 51023.7a1). To prepare students for participation, it shall be the role of ASNC to appoint students, train students on their role and responsibilities, and establish initial communication between the committee leadership and the students. It shall be the role of students to communicate with committee members, review all meeting materials in preparation for meetings, participate actively in meetings, and provide reports to the ASNC Senate after every meeting. Voting rights for students shall be defined in the committee charter.
- **Relevant Bodies:** The relevant bodies of students include the Associated Students of Norco College, the Associated Students Organizations (also known as ASRCCD) as outlined in Board Policy 3400, and the Student Senate for the California Community Colleges (SSCCC) in accordance with 5 CCR § 50002.

Membership Appointments

For Councils, Committees, and other groups where a constituent representative is warranted/requested, the following Membership Appointment procedures shall be used:

- Administrative appointments shall be determined by the President and Executive Cabinet.
- Classified Professional appointments shall be determined by CSEA Chapter 535.
- Faculty appointments shall be determined by the Norco College Academic Senate.
- Student appointments shall be determined by the Associated Students at Norco College (ASNC).

Individuals or groups seeking appointments should contact the relevant appointment-making body for more information on that body’s policies and procedures.

Student Participation

As students and student success are a primary focus of the College, the College values and encourages student participation in the development of college policies and procedures that significantly impact students. Moreover, students’ right to participate in developing college policies and procedures that impact them is outlined in the California Education Code and current Accreditation standards.

Student participation is primarily achieved by having students serve as Council and Committee members. To better facilitate and encourage student participation, all College members are encouraged to observe the following recommendations:

- College employees should recognize and appreciate the uniqueness of student members’ experience at and with the College.

- College employees should take care to ensure abbreviations, acronyms, and other jargon are clear to student members.
- College employees should encourage and solicit student participation. All efforts should be made to ensure that student participation is valued and that student participants are welcomed.
- The Office of Planning and Development will include student leaders in the Annual Governance Orientation for all College Co-Chairs and encourage mentorship of student appointees by Council Co-Chairs in collaboration with ASNC Leadership.

The first Guiding Principle of the College holds that the College and District “exist to serve students through educational efforts that improve student outcomes and address historical equity gaps.” Successful adherence to this Guiding Principle requires that all college members work to create environments in which students feel welcome to actively participate in the College’s Councils, Committees, and other groups.

Communication & Decision-Making

Principles of Communication

A participatory governance structure requires effective communication with and between the groups that contribute to the college's operational and strategic success. All groups are encouraged to follow the Principles of Communication to ensure that college members are aware of decisions, the decision-making process, and other ongoing efforts and initiatives.

These Principles of Communication are heavily based upon the requirements of The Ralph M. Brown Act (“the Brown Act”), legislation that governs public access to legislative meetings in the state of California. While only certain bodies at the College are officially governed by the Brown Act (ex: Norco College Academic Senate), it still serves as a guide for best practices in communication with the College, the District, and the public at large. Please note that groups subject to the Brown Act, i.e. Academic Senate, may have requirements above and beyond the principles listed below.

Norco’s Principles of Communication ask all governance entities at the college to regularly keep and make publicly accessible the following documents and communication methods:

- Agendas
- Minutes
- Websites

Agendas

Councils and committees should publicly publish their agendas at least three days (including weekends) prior to a meeting. Publication and contents of agendas should follow these guidelines.

- Agendas should be published as widely as is practical. In general, agendas should be, at the very least, sent via email to the College as a whole.
- Agendas can be modified before the approval of the agenda, except for Action Items. Last-minute agenda changes should be minimized to ensure meeting transparency.
- **Agendas should include the following information:**
 - The name of the Council or Group.
 - The meeting date, time, expected duration, and location, including physical and virtual location information as appropriate.
 - How many members must be present to achieve quorum.

- Whether the group is subject to the Brown Act.
- **Agendas should include the following elements:**
 - Approval of Agenda/Approval of Minutes
 - Comments from the Public/For the Good of the Order: specific opportunity for interested parties to share their positions on issues of interest to the group.
 - Action Items.
 - These are proposals upon which the group intends to make a decision.
 - Groups are encouraged to use the principle of first reading and second reading. Groups are encouraged not to decide on an item the first time the item appears before the group. Exceptions may be made as appropriate for particularly uncontroversial or uniformly supported actions.
 - **Action items should not be added to an agenda after its publication.**
 - In those extreme circumstances in which an action item must be added to an agenda after its publication, a revised draft of the agenda should be published, with specific effort made to clarify the exact nature of the revision.
 - **Action items should not be added to the agenda during a group's meeting.**
 - Adding an action item at a group's meeting defeats a primary goal of the Brown Act: to ensure that all interested parties are aware of an upcoming decision and can voice their respective positions on the decision.
 - Information/Discussion Items.
 - These are proposals or other forms of group business that will be shared and discussed, with no intent to act.
 - Agendas may optionally include the following:
 - The group's mission statement and purpose.
 - A link to the group's website.
 - Attachments to decision-making and other relevant material.
 - Any other information that facilitates good communication and full participation of all interested parties.

Visit the [Norco College Governance Resources webpage](#) to access a sample agenda and agenda template.

Minutes

The previous version of the Strategic Planning & Governance Manual distinguished between minutes and notes. To clarify and simplify the college's governance procedures, the idea of notes is being removed unless enshrined in existing bylaws. Instead, all councils, committees, and other groups should generate and publish minutes of their meetings.

As a general guiding principle, minutes are expected to represent a full meeting record and be brief yet accessible.

- "Full record" means that minutes should include decisions reached and a summary of the deliberation surrounding those decisions. Minutes should also include summaries of information and discussion items.

- “Brief yet accessible” means that minutes should be succinct summaries of relevant decisions, discussions, and information items but detailed enough that readers who were not present at the meeting can still develop a strong sense of the meeting’s contents.

This focus on more detailed minutes serves several purposes. First, it facilitates stronger communication with the college. Second, it enables a greater understanding of the decisions made and the decision-making process. Finally, it provides valuable evidence necessary for accreditation and other governance purposes.

The contents of the minutes should follow these guidelines.

- **Minutes should include the following information:**
 - The name of the Council or Group.
 - The meeting date, time, and location, including both physical and virtual location information as appropriate.
 - The names of all individuals present at the meeting.
 - Councils, committees, and groups with set membership rolls may distinguish between members and visitors.
 - Councils, committees, and groups with set membership rolls may identify absent members.
 - All members, including those absent, may offer corrections to the meeting minutes and vote on their approval.
- **Minutes should include the following elements:**
 - A description of any decisions that were made. The description of each decision should include the following elements:
 - A description of the decision.
 - The names of the group members who made and seconded the motion to approve the decision.
 - A brief yet accessible summary of any discussions surrounding the decision.
 - Whether the decision was made by consensus or voting.
 - If the decision was made by voting, vote totals (yes, no, abstain) should be included.
 - A description of information/discussion items.
 - For items that involved discussion, groups may determine on their own whether to include the names of the individuals who participated in the discussion.
 - A brief yet accessible description of any issues raised during Comments from the Public/For the Good of the Order.
 - Any other information or details deemed necessary for individuals who did not attend the meeting to understand the meeting’s contents.

The publication of minutes should follow these guidelines:

- Members of the group should have the opportunity to review and offer revisions to minutes before official publication.
- Minutes for one meeting should be considered and approved at the next meeting.
- The minutes should include, as an appendix, any documents or presentations that were shared at the meeting.
- Once approved with any revisions, minutes should be published on the group’s website. Approved minutes may also be published by other means (e.g., email) as appropriate.

- Draft minutes may be distributed before approval when necessary. However, the draft status of said minutes should be clearly marked.
- Any documentation presented at the meeting must be added to the meeting minutes as an appendix (no links).
- Meeting minutes and agendas need to be submitted to the college's document control platform for historical record.

Visit the [Norco College Governance Resources webpage](#) to access details regarding the procedures for Document Control, as well as a sample of meeting minutes and meeting minutes template.

Websites

All Councils and Committees of the College are expected to maintain websites related to their group. While other groups should determine on their own whether a website is necessary, in general, groups are encouraged to establish and maintain websites to facilitate communication and openness. Previously, there have been no guidelines on what websites should contain. These guidelines aim to establish a more uniform, college-wide approach to website development and maintenance.

Website Guidelines

All College group websites are expected to have the following elements. Please note that these elements are considered only a starting point and that groups can and likely should include additional information beyond these guidelines to carry out the group's charge best.

The expected elements consist of the following:

- Name.
- A description of the group's purpose and/or the group's mission statement.
- The regular meeting dates, times, and locations, including physical and virtual as appropriate.
- Contact information.
 - The primary contact will likely be the chair or co-chairs.
 - Contact information should include how to submit items for the group's agendas.
- Meeting Schedule
- Committee Members
 - Group Membership should be updated at least annually and ideally at the beginning of each semester.
 - Chairs/co-chairs should be clearly identified.
 - If a group's membership is based on representation from particular College communities, those affiliations may be included (i.e., the Student Representative may be identified as such, or the Representative from a particular School or constituent group may be identified as such).
 - A statement regarding how group members are selected or who is welcome to join the group.
- Planning Documents
 - Group Charter
 - Reports
- Archived Agendas and Minutes

Responsibility for Website Updates

All groups with a website should assign a person or team to be formally responsible for updating the website (either directly or by working with College or District IT to implement the updates). While this responsibility will commonly fall to the chair/co-chairs, any group member can perform this task. The person/team assigned should expect to perform the following duties:

- Review the website at the beginning of each semester to identify needed updates.
Examples of common updates include:
 - Changes to group roster or membership.
 - Changes or updates to meeting days, times, and locations.
 - Changes to any linked documents, guides, or other resources provided to the community.
- Perform a monthly review and update of the council/committee website to ensure documentation is uploaded and accessible. This includes agendas with documentation and meeting minutes.
- At the conclusion of each term (Fall and Spring), work with the College or District IT for assistance and support as needed to ensure the site is fully functional and up to date.

Principles of Decision-Making

The following section outlines the basic decision-making procedures that bodies governed by this manual are to use. While individual councils, committees, and other groups may modify some decision-making procedures to suit particular circumstances, they are generally encouraged to follow the procedures outlined below. Using uniform decision-making procedures enables easier participation by new members and establishes standard expectations about how governance groups will operate.

This section covers the following areas:

- Consensus and Voting
- Quorum Requirements

Consensus and Voting

Consensus

All college bodies are encouraged to use consensus as their primary method of decision-making. This focus aligns with the College's guiding principles and encourages constituent groups to engage openly and honestly, prioritizing compromise to resolve disagreements.

Consensus is characterized by the following five elements:

1. Collaboration: The group develops proposals with input from all interested group members.
2. Inclusion: The group includes all appropriate constituencies in its discussions and seeks to identify relevant voices that might be missing.
3. Participation: All interest group members contribute to the discussion. The group solicits contributions from all members and seeks to identify any voices that may not have been heard yet.
4. Agreement Seeking: The group makes a concerted attempt to reach a complete agreement that is satisfactory to all group members

5. Cooperation: Decisions may incorporate individual concerns but are designed to benefit the whole group. Personal preferences do not override the needs and interests of students, the College, the District, and other constituent bodies.

It is important to remember that consensus does not mean nor require full endorsement by all members of a given decision. Consensus almost always involves compromise; reaching consensus most often means that all group members agree that they can support a decision while also acknowledging that members may hold reservations about certain parts of the decision. Consensus requires the group to attempt to hear members' perspectives for mutual understanding and to strive for compromise.

Councils, committees, and other groups are encouraged to use the following best practices to reach consensus:

- Clarification of the Issue: At the outset of the discussion, the group works to identify the issue being considered and the details of any proposals.
- Discussion/Dialogue: Participants combine their insights and knowledge to develop a broader and collective understanding of the issues.
- Participation: Council, committee, or workgroup members accept responsibility for attending meetings, designating a substitute when unable to participate, contributing to the discussion, and following up on action items. Committee chairs are expected to schedule meetings to maximize participation.
- Support: Once a consensus is reached, all group members are expected to support the decision-making process.
 - At the same time, groups are encouraged to share, through their minutes, the differing viewpoints that were expressed and to forward all viewpoints to the next decision-making level to give a complete picture of the issues considered.

Voting

For decisions where consensus is not achievable, voting should be used to make a decision. Groups are asked to use the following principles when voting:

- Chairs and co-chairs of Councils and Committees are considered voting members and encouraged to participate.
 - Advisory groups, task forces, and other entities are encouraged to treat chairs and co-chairs as voting members but can adopt different rules as appropriate.
- Voting should be public, with all group members expressing their votes openly. Secret ballots should be used only on rare occasions.
 - One notable area where secret ballots may be preferable is votes to elect officers or members of a particular group or other situations in which members are chosen for particular roles. If possible, such decisions should also be reached via consensus.
- Vote totals (e.g., for, against, and abstain) should be recorded and included in a group's minutes.
- **Electronic voting is not allowed for groups subject to the Brown Act. Groups not subject to the Brown Act can use electronic voting as appropriate. E-voting procedures are detailed in Institutional Effectiveness and Governance Procedures for groups not subject to the Brown Act, including all Leadership Councils and Committees.**
 - Groups subject to the Brown Act may use electronic means to conduct elections (e.g., Academic Senate may use electronic voting to elect officers or other representatives).

- Once a vote is taken, all group members are expected to support the decision-making process.
 - At the same time, groups are encouraged to share the differing viewpoints that were expressed through their minutes and to forward all viewpoints to the next decision-making level in order to give a full picture of the issues considered.

Quorum Requirements

Councils and committees are required to establish quorum to make decisions, whether those decisions are reached by consensus or voting. Unless otherwise stated in a group's charter or by-laws, quorum is 50% + 1 of the group's voting membership (please see Electronic Voting Procedures for groups not subject to the Brown Act).

Chairs and co-chairs are counted towards the determination of quorum.

If a group does not establish quorum, it may not hold votes or make decisions on action items, but it can still discuss the items on its agenda, and the group should still take minutes of the meeting.

Council/Committee Templates

The following pages contain charters for Councils and Committees representing all standing bodies active in the college at the time this edition of the Strategic Planning and Governance Manual was published. While this list and the descriptions will be updated annually as necessary, readers are encouraged to contact any listed body directly for more current information.

Please find up-to-date council and committee information online at the Norco College governance website.

This section includes the following:

- Charter Requirements
- List of Councils and Committees

Charter Requirements

Charters at Norco College serve two purposes:

- Charters serve as a central location for basic information about each Council and Committee.
- Charters provide a central organizational document to help orient the efforts of Councils and Committees regarding their contributions to the operational and strategic efforts of the college.

All charters contain the following elements:

- Name of Council/Committee
- Description: a 25-50 word overview (brief and descriptive) of the Council/Committee's mission or central charge.
- Brown Act: identification of bodies subject to the Brown Act
- Meeting Schedule: regularly occurring meeting schedule
- Chair/Co-Chairs (include constituent group when relevant)

- Reports and Recommends to: the governance entity or office that the council or committee reports and submits recommendations to
- Required Reports and Updates: specific reports and updates related to institutional effectiveness and strategic goals
- Key Performance Indicators/Goals: specific KPIs or Goals that the Council/Committee has been assigned and the specific KPIs or Goals that the Council/Committee has chosen to pursue.
- ACCJC Accreditation Standards: alignment to specific standards that guide the committee or council's work
- Equity Focus: a brief statement about how it will contribute to the development of equity at the college, including but not limited to equity-focused efforts, populations, or initiatives.
- Edition Date: date of their most recent revision and dates of previous versions of the charter.
- Link: Provide URL to site with Membership Roster.

Refer to the Charter Procedures (under Governance Procedures) prior to making changes to any of the above charter elements.

List of Councils and Committees

Councils

- [Academic Council](#)
- [College Council](#)
- [Institutional Effectiveness & Governance Council](#)
- [Resources Council](#)
- [Student Support Council](#)

Committees

- [Academic Planning Chairs](#) [Senate]
- [Academic Senate](#) [Senate]
- [Assessment Committee](#) [College]
- [Associated Students of Norco College \(ASNC\)](#) [College]
- [Course Materials Affordability Committee](#) [College]
- [Curriculum Committee](#) [College]
- [Distance Education Committee](#) [College]
- [Diversity, Equity, Inclusion & Accessibility Committee](#) [College]
- [EOPS/CARE Advisory Committee](#) [College]
- [Faculty Professional Development Committee](#) [Senate]
- [Foster Youth Success Committee](#) [College]
- [Grants Advisory Panel](#) [College]
- [LGBTQ+ Advocates Committee](#) [College]
- [Library and Academic Support Committee](#) [Senate]
- [Marketing Committee](#) [College]
- [Program Review Committee](#) [Senate]
- [Safety Workgroup](#) [College]
- [Scholarship Committee](#) [College]
- [Teaching & Learning Committee \(TLC\)](#) [Senate]
- [Transfer Advisory Committee](#) [College]

Consider labeling Committees as [College] or [Senate] to make distinguishing each Committee's position easy.

Table 5. Council and Committee Charter Template.

Name of Council/Committee
Description (25-50 words):
Brown Act (Yes or No):
Meeting Schedule:
Chair(s):
Reports and Recommends to:
Required Reports and Updates:
Key Performance Indicators/Goals:
ACCJC Accreditation Standard(s):
Equity Focus:
Edition Date:
Link to council/committee site with Membership Roster: www.norcocollege.edu/

College Meeting Calendar

Visit the [Norco College Governance Resources](#) webpage to access the Standing Meetings Calendar.

Part 4: Institutional Effectiveness and Governance Procedures

DRAFT

Executive Summary

Norco College has developed a comprehensive and integrated framework for institutional effectiveness and governance designed to support continuous improvement, strategic alignment, and equitable student outcomes. Through a series of interconnected procedures and governance structures, the college ensures that institutional planning, resource allocation, and decision-making are transparent, data-informed, and mission-driven.

At the core of this framework are five Leadership Councils—Academic, Student Support, Resources, College Council, and the Institutional Effectiveness & Governance Council (IEGC)—which collectively guide the implementation and assessment of the college’s strategic goals. Each council engages in regular self-evaluation through the Reports of Effectiveness, contributing to a cycle of continuous improvement that aligns planning with operational outcomes.

The chapter details the following procedures:

- **Mission, Vision, and Core Commitments Review** occurs every five years and involves broad stakeholder input to ensure alignment with student needs, equity goals, and accreditation standards.
- **Institutional Climate Assessments**, administered in years one and four of each planning cycle, provide insights into employee and student experiences, informing priorities and identifying progress areas.
- **Strategic Planning and Governance Manual Revisions** are governed by a documented process to ensure accuracy, consistency, and broad participation in governance practices.
- The **Program Review Process** links program evaluation with strategic planning and resource prioritization, using disaggregated data to inform equity-centered decisions.
- **Electronic Voting Procedures** ensure operational continuity when quorum is not met, supporting transparency and inclusivity.
- **Governance Self-Evaluation Procedures** guide councils and committees through a structured review of their function, purpose, and impact on institutional goals, including charter reauthorization.
- **Evaluation of Institutional and Governance Procedures** in year three ensures that planning, resource allocation, and institutional effectiveness processes remain relevant, efficient, and strategically aligned.

Each of the procedures is provided in the following template:

- **Purpose:** Explains why the procedure is needed
- **Scope:** Defines what areas the procedures apply to
- **Timeline:** Describes when the tasks will occur
- **Procedures:** Detail how the tasks will be carried out
- **Instructions:** The actions required to complete the procedure

Together, these procedures reflect Norco College’s commitment to shared governance, equity, and institutional excellence. The integration of continuous feedback, stakeholder engagement, and strategic alignment ensures that the college is well-positioned to adapt, improve, and fulfill its mission.

Institutional Procedures

Mission, Vision, and Core Commitments Review Procedures

Purpose: The purpose of the Mission Statement, Vision, and Core Commitments Review (MVCC) Procedure is to ensure that Norco College has a clearly defined mission that reflects its character, values, organizational structure, and unique student population as required by the ACCJC Accreditation Standards. Regularly reviewing the Mission Statement, Vision, and Core Commitments allows College constituents to reaffirm the College's commitment to providing equitable educational opportunities and outcomes for all students.

Scope: The Mission, Vision, and Core Commitments Review Procedure requires the participation of all College constituencies in reviewing and revising the Mission, Vision, and Core Commitments (MVCC), ensuring they reflect the character, values, and structure of the College and the unique student population it serves.

Timeline: Every five years (beginning in the 2024-2025 academic year), the Vice President of Planning & Development and the Accreditation Faculty Co-Chair will lead the review and revision of Norco College's Mission Statement, Vision, and Core Commitments in the Spring Terms of 2025 and 2030. The procedure will align with the evaluation of the strategic planning process and the update of the Strategic Planning and Governance Manual.

Procedure: Led by the Vice President of Planning & Development and the Faculty Accreditation Co-Chair, the College will undergo a process of reviewing and revising the College mission, vision, and core commitments every five years. This includes broad feedback from institutional stakeholders. Academic Senate and College Council provide input and final recommendations to the College President. The College President initiates district approval via the District Strategic Planning Committee, the Board of Trustees, and the Chancellor.

Instructions:

1. **Initiate the Mission, Vision, Core Commitments (MVCC) Review Process:** Develop/launch a college-wide survey with support from the Office of Institutional Effectiveness in year four of a five-year strategic plan to collect college-wide input to review the current MVCC and propose revisions to the MVCC.
2. **College-Wide Survey Data Review:** The VPPD will collect and engage in initial data review and sensemaking with the Office of Institutional Effectiveness.
3. **Distribute MVCC Review Feedback and Revisions:** Share college feedback and proposed revisions of MVCC to the College community.
4. **Newly Revised MVCC Distributed for College Approval:** The newly revised MVCC will be presented at all college leadership councils, including Academic Senate and College Council, as an action item for approval. Academic Senate and College Council will provide a formal recommendation of the MVCC to Executive Cabinet and the College President.
5. **District Review and Approval:** The College President will forward the approved draft to the District Strategic Planning Committee, the Chancellor's Cabinet, and finally, the Board of Trustees for approval.
6. **Adoption and Communication:** The College President will distribute the revised approved mission statement, vision, and core commitments to the Norco College

community, while the Office of Planning and Development will provide guidance on updating the college's print and online documentation.

Assessment of Institutional Climate Procedures

Purpose: The evaluation of one or more aspects of the institutional climate through a validated instrument. The goal of the institutional climate assessment is to gather data on the perceptions and experiences of college employees and students, ensuring a positive, inclusive, and productive environment. If there is a desire to compare to other institutions in or outside the district, the instrument to be used should be a third-party instrument constructed for this purpose.

Scope: The procedures cover the selection, dissemination, and use of climate survey results.

Timeline: In every five-year cycle of an approved strategic plan, the Assessment of Institutional Climate will be completed in the Spring semesters of year one and year four of the planning cycle. In this way, the initial results of the climate survey will be available to inform all other institutional procedures for areas of improvement, and the year four results will indicate whether improvements have been achieved.

Procedures: The assessment of the institutional climate is led by the Office of Institutional Effectiveness in collaboration with the IEGC co-chairs and members to facilitate the selection, dissemination, and use of climate surveys in years one and four of the five-year strategic plan to inform and guide improvements in planning and institutional effectiveness.

Instructions:

1. **Selection of the Climate Survey:** The Office of Institutional Effectiveness will identify and select a validated climate survey based on a review of technical specifications and input from the IEGC Chairs and/or IEGC members.
2. **Dissemination of the Survey:** If purchased from a third party, the survey will be sent to all members of the stakeholder group for which it is designed or in accordance with third-party-established guidelines.
3. **Communication of Survey Results:** The results of the climate survey will be shared at an IEGC meeting in the following Fall semester of year two, highlighting areas for improvement. The results of the year four climate survey will be shared in the Fall semester of year five, identifying whether areas of improvement have made progress over the previous three years and if new areas for improvement have emerged. The results of both climate surveys will be posted on the Institutional Research website.
4. **Use of Results:** Results will inform and guide institutional procedures and planning processes. Climate survey results in year four will identify whether interventions identified from the year one survey have made an impact. If these areas of improvement persist or if new areas emerge, they may inform the creation of the next strategic plan.

Strategic Planning and Governance Manual Revision Procedures

Purpose: Ensure the quality, accuracy, integrity, and transparency of the Strategic Plan and Governance Manual by describing the process for making revisions, updates, and improvements.

Scope: Revision control procedures for updating the Strategic Plan and Governance Manual (SPGM).

Timeline: Throughout the five-year SPGM, members of any governance entity or bargaining unit may request updates or changes to the document by following the instructions provided. Alternatively, any institutional member may submit updates or improvements to the SPGM through the SPGM Improvement Form, which should be sent directly to the IEGC Co-Chairs.

Procedures: Requests to revise or update the SPGM are submitted to the IEGC co-chairs (by a governance entity or through the Improvement Form), who will initiate and facilitate the document control and revision procedures.

Instructions:

1. **Content Update Request:** Members of any governing entity identify procedures or content that requires a revision or update in the SPGM.
2. **Submit for Review:** A request is submitted to the IEGC co-chairs to initiate the document revision process. The IEGC co-chairs will review and document via a shared Revision Log, which the IEGC Meeting Recorder will maintain.
3. **Draft Revise:** IEGC co-chairs will send a Watermarked Draft Word document of the revised/updated section to the requestor.
4. **Submission of Track Changes:** The requester will provide track changes via redlining to the section and submit final draft to IEGC co-chairs for review and approval.
2. **Revision Recommendation:** The IEGC co-chairs will present the finalized revision as an Action Item to IEGC for consideration.
3. **Approval:** IEGC co-chairs will submit the recommended revisions to College Council for review and approval.
4. **Revision Control:** Once College Council approves the SPGM updates, the IEGC co-chairs and meeting recorder will archive the old section, and the document will be submitted via the document control platform with a revision number and date.

Program Review Process

One of the primary processes for facilitating continued improvement at Norco College is the Program Review process. Program Review ensures continuous improvement and alignment with the college's mission, strategic goals, and the Educational Master Plan (EMP). Through the Program Review process College stakeholders systematically evaluate instructional programs, support services, and administrative units to assess effectiveness and make improvements that will impact student success and equity. This systematic evaluation of all program units within the college guides resource allocation and aligns with accreditation Standards and the college's commitment to data-driven decision-making. The Program Review Process has four components: 1. Report on

current goals; 2. Set new goals; 3. Align program goals with college strategic goals; 4. Determine how the college can help the unit achieve its goals (through resource allocation or improvements to process and procedure). Each year, programs can make annual updates to their Program Review through resource requests and assessment updates. Diagram 1 provides an overview of the Annual Resource Request and Prioritization process.

Details regarding the Comprehensive Program Review Process, including the Annual Resource Request and Prioritization Process, can be found online at www.norcocollege.edu/committees/prc/.

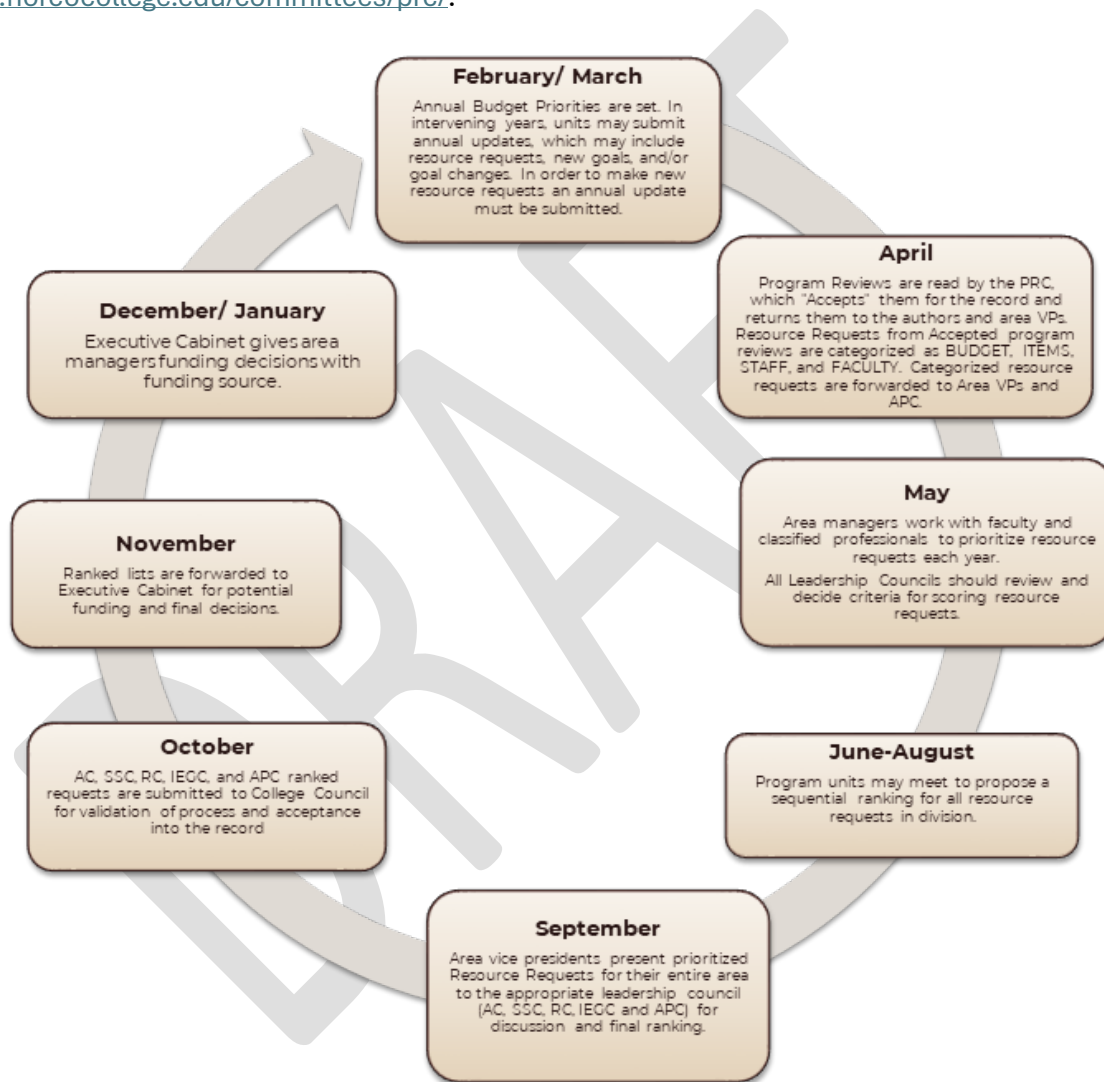


Figure 8 Program Review: Annual Resource Request and Prioritization Process as a cyclical annual process.

Governance Procedures

Electronic Voting Procedures for Leadership Councils

Purpose: To encourage participation, support transparency, and ensure consistency across the leadership councils in decision-making. Electronic voting (e-voting) protocols provide flexibility to ensure all constituents, regardless of work location, can participate in college governance, and decision-making is timely and responsive.

Scope: These protocols allow for e-voting on agendized action items from leadership council meetings at which quorum is not met. These e-voting procedures may not be used for any other purpose. The e-voting protocols exclude agendas and meeting minutes. E-voting procedures are not applicable for governance entities that are subject to the Brown Act (i.e. Academic Senate).

Timeline: Within three business days following any leadership council meeting where quorum is not met, an e-vote can be initiated for any agendized action item from that meeting. Once initiated, council members will be provided at least five business days to vote electronically on that item.

Procedures: The leadership council co-chairs will initiate e-voting procedures. Although council attendance is encouraged and expected for all appointed members, e-voting provides councils with the opportunity to conduct business when the 50% +1 quorum meeting requirements (both in-person and virtual attendees) are not met. Any action item from such a council meeting may be acted upon via the electronic voting procedures below.

Instructions:

5. **Establish Quorum:** The leadership council co-chairs establish that voting is suspended due to a lack of quorum at the regularly established council meeting.
6. **Initiate E-Vote:** Within three business days following a council meeting in which a quorum was not met, the council co-chairs may initiate an e-vote on any action item from that meeting.
7. **Distribute E-Vote to Members:** The leadership council, co-chairs and/or meeting recorder, will distribute separate messages for each item for which an e-vote is sought. Each item shall include the relevant documentation for the action item.
8. **Discuss and Collect E-Votes:** All appointed leadership council members, including council co-chairs, will have five business days to submit their comments and e-vote.
9. **E-Vote Reporting:** After an e-vote, the co-chairs and meeting recorder will send an E-Vote Report to the members listing each member's vote and summarizing the outcome of the vote. A passing vote requires a majority vote (50% +1) of voting members.
10. **Add to Meeting Minutes:** The E-Vote Report will be added to the agenda and meeting minutes of the next meeting.

Charter Procedures

Purpose: To ensure that each governance charter provides accurate and up-to-date information to orient the efforts of the council or committee regarding their contributions to the operational and strategic efforts of the College through regular review and examination of the charter.

Scope: Governance entities can create new charters at any time during the five-year strategic planning cycle. All governance entities shall seek reauthorization of existing charters in years two and four of the five-year strategic planning cycle as part of the Governance Self-Evaluation and Continuous Improvement Process.

Timeline: Each governance entity conducts an annual internal review of its charter for updates and revisions, led by the chair or co-chairs. In years two and four of the five-year strategic planning cycle, each governance entity will participate in the Governance Self-Evaluation and Continuous Improvement Procedures, which includes a formal and in-depth review of the charter in response to the Report of Effectiveness.

Procedures: Charter procedures define the required charter elements as well as the process for review and updating charters. The first set of instructions is for the creation of new charters, followed by the procedures for the reauthorization of existing charters.

New Charter Instructions:

1. **Creation of New Charter:** Any member of a constituent group at the college may propose a new council, committee, or other group that aligns with and supports the College's strategic goals. The following charter elements are required:
 - Name of Council/Committee
 - Description: A 25-50 word overview (brief and descriptive) of the Council/Committee's mission or central charge.
 - Meeting Schedule
 - Chair/Co-Chairs (include constituent group when relevant)
 - Membership: names of members and relevant constituent groups (e.g., faculty, classified professionals, etc.) from which each membership is drawn.
 - Key Performance Indicators/Goals: Specific KPIs or Goals that the Council/Committee has been assigned and the specific KPIs or Goals that the Council/Committee has chosen to pursue.
 - Equity Focus: A brief statement about how it will contribute to the development of equity at the college, including but not limited to equity-focused efforts, populations, or initiatives.
 - Edition Date: Date of their most recent revision and dates of previous versions of the charter.
 - Support Staff: Support staff assigned to the Council/Committee
2. **Feedback and Approval:** The new charter will be presented to the appropriate governance entity (i.e. one of the four leadership councils or Academic Senate) ~~authorizing body~~ to examine and discuss mission alignment and strategic goal alignment, as well as compliance with institutional effectiveness procedures.

3. **New Charter Recognition:** New charters are subject to additional approval from the following entities:
 - a. **Norco College Academic Senate:** Councils, committees, or other groups that impact 10+1 matters as defined by the Educational Code.
 - b. **Office of the President:** Councils, committees, or other groups that direct Norco College employees' time and effort. The Office of the President may also delegate charter approval authority to relevant leadership councils.

Reauthorization of Existing Charter Instructions:

1. **Review Charter Elements:** Each governance entity will annually review the following charter elements to ensure accuracy in composition and purpose, led by the chair/co-chairs.
 - Name of Council/Committee
 - Description: A 25-50 word overview (brief and descriptive) of the Council/Committee's mission or central charge.
 - Brown Act: identification of bodies subject to the Brown Act
 - Meeting Schedule: regularly occurring meeting schedule
 - Chair/Co-Chairs (include constituent group when relevant)
 - Reports and Recommends to: the governance entity or office that the council or committee reports and submits recommendations to
 - Required Reports and Updates: specific reports and updates related to institutional effectiveness and strategic goals
 - Key Performance Indicators/Goals: Specific KPIs or Goals that the Council/Committee has been assigned and the specific KPIs or Goals that the Council/Committee has chosen to pursue
 - ACCJC Accreditation Standards: alignment to specific standards that guide the committee or council's work
 - Equity Focus: A brief statement about how it will contribute to the development of equity at the college, including but not limited to equity-focused efforts, populations, or initiatives.
 - Edition Date: Date of their most recent revision and dates of previous versions of the charter.
 - Link: Provide URL to site with Membership Roster.
2. **Discuss and Document:** The members will discuss the composition and purpose of the council or committee alongside their Report of Effectiveness and document any recommended revisions to the charter via meeting minutes. Groups are encouraged to engage in dialogue and reflection to continuously improve their efforts.
3. **Feedback and Approval:** Charter revisions and recommendations will be presented to the group's governing body to examine and discuss mission alignment and strategic goal alignment, as well as compliance with institutional effectiveness procedures. Minor changes require reporting to the authorizing body, while major changes require approval from the authorizing body.
 - a. **Minor Changes:** Changes that do not require approval include:
 - i. Meeting schedule and location

- ii. Changes in members or co-chairs
 - 1. Per Senate bylaws, approval is required if a Senate committee wishes to name a non-faculty member as a co-chair.
- b. **Major Changes:** Changes that require approval include:
 - i. The identity of support staff for Senate committees as required by Academic Senate bylaws
 - ii. Group Name
 - iii. Group Purpose
 - iv. Membership structure
 - v. Strategic alignment
 - vi. Change in authorizing body
- 4. **Charter Reauthorization:** Once the authorizing body approves the revised updates and changes, the charter is reauthorized and formally recognized as a governance entity. Any group that does not seek reauthorization or is not granted reauthorization should no longer convene.

Governance Self-Evaluation & Continuous Improvement Procedures

Purpose: The universal self-evaluation and continuous improvement process amongst all governance entities at Norco College.

Scope: The procedures include instructions related to the self-evaluation of all governance entities for the purpose of strengthening alignment to strategic priorities and continued improvement.

Timeline: In every five-year cycle of an approved strategic plan, the self-evaluation and continuous improvement procedures are to be completed in years two and four of the five-year plan cycle.

Procedures: Facilitated by council or committee co-chairs, with IEGC co-chairs' support and oversight by College Council. The evaluation and improvement procedures will be initiated in the Fall semester of years two and four of the five-year strategic plan to support the college Mission, Vision, and Core Commitments through continuous improvement procedures in governance aligned with Accreditation Standards.

Instructions:

1. **Complete the Survey of Effectiveness:** Each council or committee will distribute the Survey of Effectiveness and facilitate survey completion in the Fall semester of years two and four of the five-year strategic plan.
2. **Discuss, Decide, and Improve:** At the last fall meeting of the term, council or committee members will document discussions and decisions regarding survey results, charter alignment, and recommended improvements, along with actions that ensure compliance with institutional procedures.
3. **Document Improvements and Revisions:** Improvements are documented by refining and revising the council or committee Charter.

4. **Feedback & Approval** (if necessary): A council or committee representative will present findings, plans, and updated charters to the governing body in the Spring semester of years two and four (In the case of the College Council, it will present its finding, and improvement plans to the Institutional Effectiveness and Governance Council (IEGC)). The council or committee will adjust improvement plans in collaboration with feedback from the oversight governance body. If necessary, councils or committees should obtain approval for significant changes to their organizational structure or purpose.
5. **Finalize Improvement Plan:** Prepare the Report of Effectiveness (ROE) in the Spring semester of years two and four, and present and distribute the ROE to the oversight governing body as an agenda item, as well as in the council/committee minutes, agenda, and posted public information. Updates, revisions, and improvements should be reflected in the council/committee charter.
6. **Charter Reauthorization:** The approved and updated charter is reauthorized with an updated Edition Date.
7. **Take Action:** Take action to improve institutional effectiveness, including, but not limited to, governance training and refinement of charter purview and strategic alignment.

Evaluation of the Institutional and Governance Procedures

Purpose: The evaluation of the institutional procedures regarding strategic planning and decision-making procedures.

Scope: The procedures include activities relating to institutional effectiveness and planning, including program review, resource allocation, decision-making, and compliance with institutional procedures.

Timeline: In every five-year cycle of an approved strategic plan, the evaluation of the institutional and governance procedures should be completed in the Fall semester of year three of the planning cycle.

Procedures: Led by IEGC co-chairs and facilitated by council or committee co-chairs. The Institutional Effectiveness Planning Survey (IEPS) is distributed college-wide. All college employees are encouraged to participate. Following the IEPS administration in the Fall of year three, the IEGC co-chairs will initiate the evaluation of the institutional effectiveness and governance procedures in the Spring semester of year three.

Instructions:

1. **Review of the Planning and Decision-Making Procedures:**
 - The IEGC co-chairs will review the following planning documents
 - Review of the timeline for all institutional effectiveness and governance procedures
 - Review of annual progress in KPI targets as presented to College Council
 - Institutional Effectiveness and Planning Survey

- Reports of Effectiveness
- Review of the Mission, Vision, and Core Commitments Review Procedures and adherence to those procedures
- Review of the charters for all Leadership Councils and College Council
- The IEGC co-chairs will review decision-making processes via a sampling of the following documents
 - Program Review and Resource Prioritization documentation as presented to College Council from each of the leadership councils.
 - President's Memorandum: The President's Memorandum is distributed by the President's Office at the conclusion of each academic year. The memorandum communicates the alignment between the college's budget priorities and approved resource allocations, as well as decision updates that have college-wide impact that were recommended through the governance process.
 - Regular Update (RU): All members of the college community can submit items for inclusion in the Regular Update, which is released bi-monthly during the Fall and Spring terms, and once a month during Winter and Summer terms. The information collected documents the College's work to achieve our strategic priorities as well as documentation of evidence for continued improvement in support of accreditation. The RU is shared internally and publicly.
- 2. **Discuss, Decide, and Improve** Document discussions, decisions, and recommended improvements with actions, including alignment and compliance with institutional procedures at the March meeting of the Spring semester of year three to IEGC as a first read.
- 3. **Feedback & Approval** (if necessary): The leadership councils present findings and plans to the College Council as a first read at the April meeting of the Spring semester of year three, with a second read and action to be taken in the May meeting. Adjust improvement plans in collaboration with feedback from the council. Obtain approval if needed for major changes to planning and decision-making.
- 4. **Finalize Improvement Plan:** Prepare a final report documenting the findings and recommendations from College Council at the May meeting of the Spring semester of year three to IEGC. Present and distribute the report to the oversight governing body as an agendaized Information Item and in the council/committee minutes, agenda, and posted public information.
- 5. **Take Action:** Engage in action steps to improve institutional effectiveness, including, but not limited to, constituency-based governance training and revisions/updates to the council's purview and alignment as identified in the charter. Improvements will be used to inform the next strategic plan.

MISSION, VISION, AND CORE COMMITMENTS REVIEW



Office of Planning & Development

MVCC Survey Questions

Visionary:

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

Reflective Question:

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



MVCC Survey Participants

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

Participants

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

86 Unduplicated Participants

Distribution Details:

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



Thematic Analysis

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



1

Identified recurring sentiments or themes

Noted points of emphasis

2

3

Pinpointed notable divergences

MVCC Framework

Future College Fieldbook by Daniel Seymour

Mission is purpose-centered,
emotionally connected, and
usable

Vision reflects structural tension,
emotional contagion, and
differentiation

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

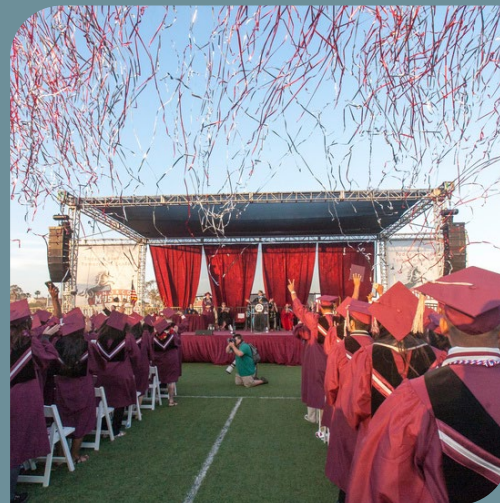


Norco College MVCC Survey Feedback

Drafted each statement using the following criteria:



Centered on
students and
action



Common
Language



Inclusive



Concise



Memorable



ACCJC Standard 1.1

The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students.

Review Criteria:

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



Draft Vision Statement

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



Draft Mission Statement

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

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



Draft Core Commitments

N-O-R-C-O

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



Next Steps

Spring 2025 Timeline

First Readings:

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

All- Governance Votes:

- May 12, 2025 – Academic Senate
- May 16, 2025 (Tentative) – Associated Students of Norco College
- May 22, 2025 – Leadership Councils

Electronic Vote:

- May 23 – May 30, 2025 - College Council

District - Level Approval:

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



2025 -2026 Strategic Space Planning for a Growing Campus

DRAFT



NC



Principles

- Compliance with Collective Bargaining Agreement
- Compliance with grant agreements
- Prioritize minimizing impact to student and academic support services
- Repurpose/maximize existing space, including Stokoe



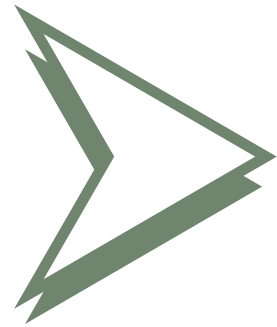
Assumptions

- Provide private office space to accommodate 20 faculty recruitments for the fall 2025
- Increase the use of telework where appropriate
- No added square footage until 2027
- Maintain college facilities cap load efficiency to be competitive for state-funded projects ✿

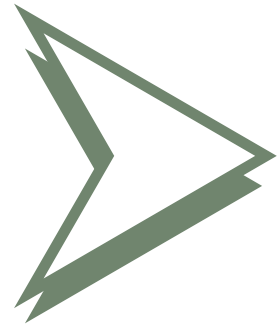


Challenges

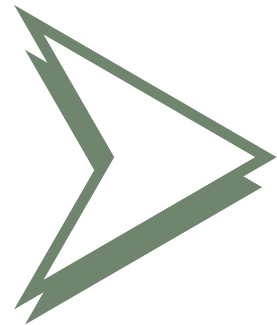
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Added 54 faculty members over the past 10 years, with only the VRC and Stokoe serving to offset the space deficit.



Identify swing space implications due to CACT demolition and STEM renovation.

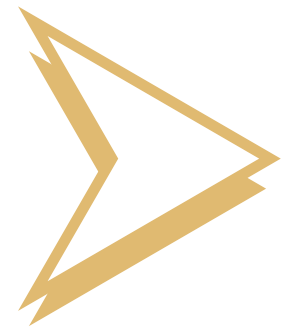


Increased demand for counseling space for mental health services and equity programs.

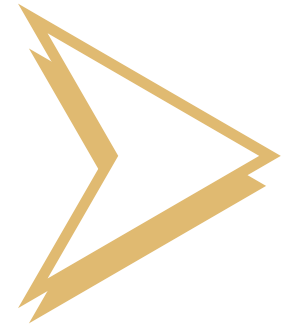


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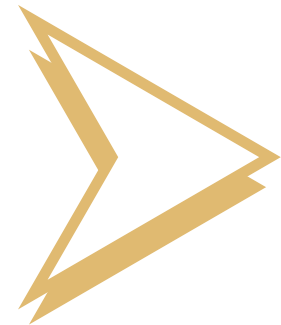
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Loss of dedicated Mental Health Counseling & Equity Counseling Space (unresolved).



The rededication of space to build out new offices (Art Gallery, ATEC 219).

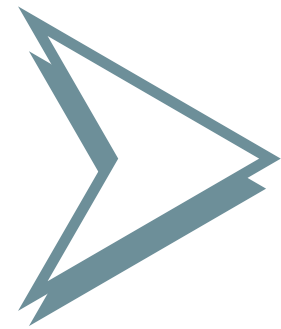


Reduction in already limited conference room space (OC-102, IT-201 repurposed).

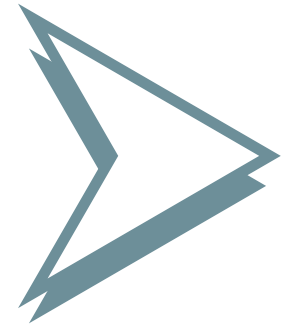


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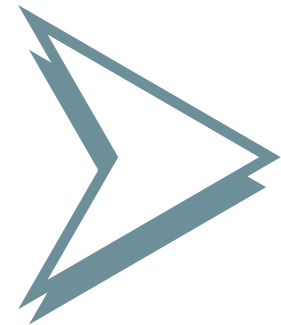
NC



Identifying and coordinating flexible on-site space for teleworking employees.



Disruption in Student Services to reduction and reallocation of services and programs.



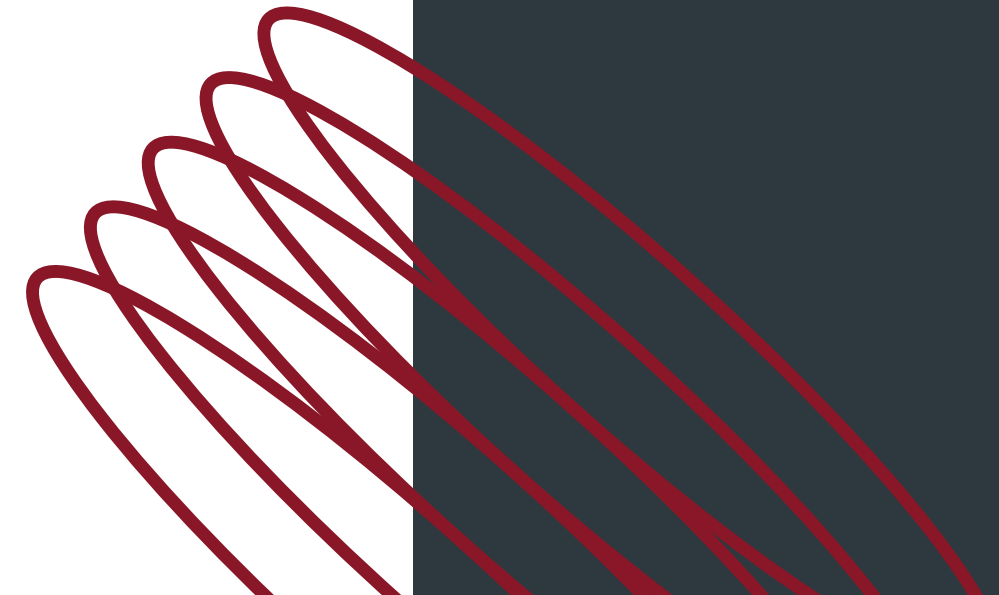
Budget implications of building out new office & outfitting them appropriately.



Space Highlights

NC

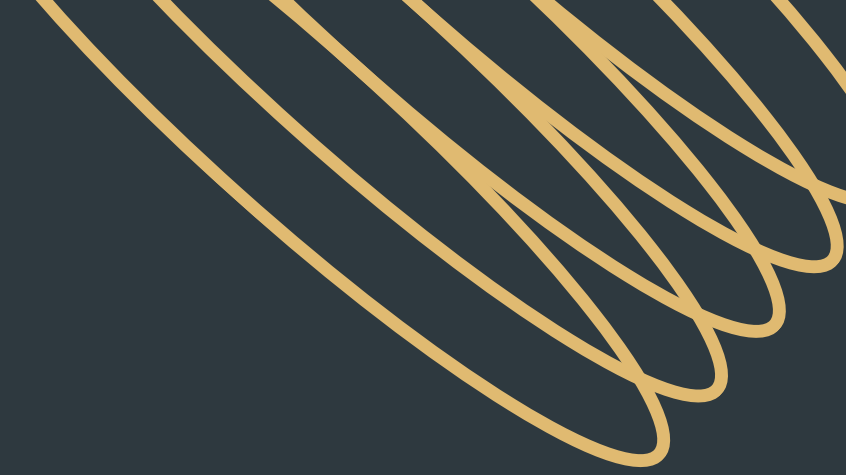
- Welcoming new FT Faculty with offices in 25FAL
- Increase square footage of Unity Zone
- Provide space for Rising Scholars
- Operationalize Stokoe
- DRC testing room established
- Brought on new programs:
 - College Corps
 - Title V Grant
- Building state -of-the-art manufacturing program



Faculty Offices

ATEC-216	Existing Available Faculty Space	PORT-A105	Existing Available Faculty Space	SSV-107 A	Existing Available Faculty Space (Counseling)
ATEC-219**	Convert to Faculty Office (Math)	ST-118A**	New Construction (Jun-Aug)	VRC-109	Convert to Faculty Office
ATEC-221	Existing Available Faculty Space	ST-118 B**	New Construction (Jun-Aug)	WEQ-9 A	Existing Available Faculty Space
CSS-203	Convert to Faculty Office (Rising Scholars Counselor)	ST-118 C**	New Construction (Jun-Aug)	WEQ-9 B	Existing Available Faculty Space
HUM-106 B	Existing Available Faculty Space	ST-118 D**	New Construction (Jun-Aug)	WEQ-9 F	Existing Available Faculty Space
IT-201	Convert to Faculty Office	ST-118 E**	New Construction (Jun-Aug)	** In progress	
LRC G-114B	Convert to Faculty Office	STEM-103**	Convert to Faculty Office		
PORT-A101	Existing Available Faculty Space	Stokoe B-212	Existing Available Faculty Space		

Office/Program Moves



CSS-216	Student Success Coordinator + Rising Scholars	LRC-Associate Faculty Meeting Space	Student Success Coordinator, Unity Zone	ST-108	College Corps Director
Facilities Yard	Rocketry	LRC - G-114A*	Dean, Technology & Learning Resources	STEM-301 STEM-304	MESA Coordinator/ Counselor Office + Center 500ft
HUM-101	Associate Faculty Meeting Space	OC Workstations	UB Administrative Specialist/Swing Space (Sat/Sun UB Classroom IT-208)	STOKOE	Apprenticeship Director
HUM-102*	DRC Testing Room	OC-102	Manager Swing Space (To Be Scheduled)	SSV-117	Director, Academic Advising
LIB-Front Desk Workstation	VPPD Administrative Coordinator	OC-110	Dean, Institutional Effectiveness	TBD	Mental Health Counseling
LIB-223	VPPD/Director of Grants				

*Move complete



Process to Inform College Community

NC



Individual Meetings - Mar 2025

Face to face communication with impacted managers and teams.



Operational/Leadership Council Meetings - Mar/Apr 2025

Operation team meetings with VP teams, Academic Senate, & College/Leadership Councils discussion.



College Governance - May/Jun 2025

Discussion items at College/Leadership Councils & End of the Year memo.

Timeline

STEM Construction
June - December 2025

CHP&K Construction
July 2025 - August 2027

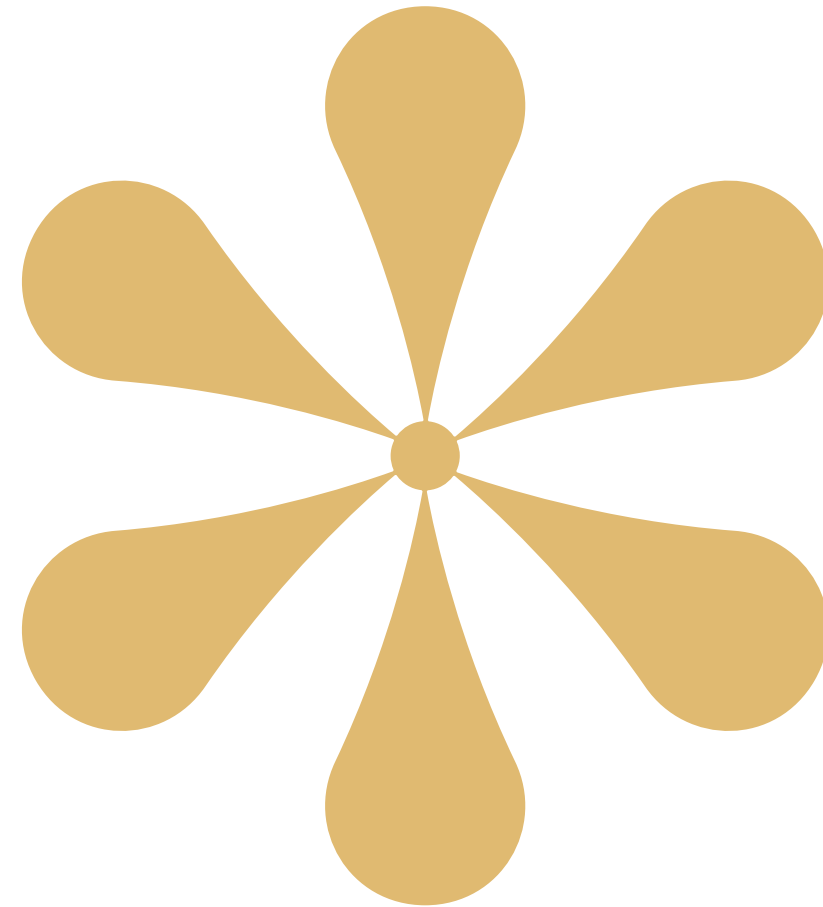
ST-118 A-E Construction
Summer 2025

ATEC-219 Conversion
Summer 2025

Regular “Office Shuffle”
Process before end of
Spring term.

Spring 2025 term - Upward Bound, Rising
Scholars, Unity Zone, MESA, VPPD Office, College
Corps, Rocketry, Dean of Technology & Learning
Resources, Director of Grants

**Want to know
more about
Cap/Load
Efficiency?**



Why Be Efficient with our Space Utilization?

- Norco College's ability to successfully be awarded state capital outlay funds weighs heavily on enrollment (WSCH), effective scheduling, efficient use of facilities or capacity/load ratio, etc.
- **Effective course scheduling is critical.** If more sections of a course are scheduled than students need, enrollment per section is typically lower than the potential enrollment set by the maximum section capacity and/or the capacity of the classroom, which creates inefficiency.
- Inefficient scheduling reduces our ability to compete for State funds for new facilities at Norco College.



Capacity/Load Ratio!

The instructional capacity/load ratio (cap load) is a measure of space **utilization efficiency** according to Title 5 community college space standards.

- Is the totaled capacity of a space type divided by the actual or projected usage of the space.
 - Compares the square footage the College has in relation to the College's enrollment indicates it needs
 - Compares the number of students to seats available (Capacity Load Ratio)
- Capacity load ratios are measured for different categories of space, including laboratory, lecture/classroom, office, library, and audio/visual support spaces.
 - > **100%** indicate an **excess** of space
 - < **100%** indicate a **deficiency** of space and may qualify the College for state capital outlay funding for a more efficient use of space.

APC Meeting Highlights – May 9, 2025

4.2 POCR Local Implementation (Gray/Popiden)

- The Senate has approved moving forward with local POCR (Peer Online Course Review) implementation.
- The goal is to have 20% of our courses quality-badged by June 2026.
- Norco currently has only 4 certified reviewers, which is insufficient to meet the target.
- There is a clear need for faculty training, compensation (ranging from \$600 to \$1,500), and a more defined process.
- Notably, there are funding inconsistencies across the district; both MVC and RCC have paused their POCR efforts due to limited resources.

4.3 RSI Rubric Review (Adams)

- RSI (Regular and Substantive Interaction) is a critical accreditation requirement.
- To meet compliance, courses must fulfill at least two of four RSI criteria: direct instruction, feedback, student questions, and course discussions.
- Strong emphasis is being placed on thorough documentation—this includes course announcements, office hours, and communication plans.
- ACCJC will be evaluating Fall 2025 courses for RSI compliance.

4.4 Enrollment Efficiency Targets (Bemiller)

- Departments are being encouraged to improve enrollment by applying the “3-week rule,” which aims to fill courses before the term begins.
- Courses with low caps must be fully enrolled by Day 1 to avoid cancellation.
- The overarching goal is to improve enrollment efficiency compared to last summer and fall.

4.5 Classroom Space Efficiency (Bemiller)

- Identified peak classroom usage times are MW 12–2 PM and T/Th 9–10 AM.
- Lab classroom efficiency is currently at 165%.
- Department chairs are urged to strategically schedule to maximize classroom utilization.

FPDC Report | 05.12.25

Fall FLEX Submissions

Thank you all for your wonderful Fall FLEX proposals! For those of you who submitted a proposal, please keep an eye out for an e-mail about scheduling in the next few weeks as it is important to have a draft schedule in place before faculty go off-contract for summer.

By-Laws

The committee is almost finished reviewing and approving our By-Laws, which means the FPDC will be operating on an established set of shared procedures. Our hope is that this will result in more transparency, efficiency, and accountability between the committee chairs, members, and NC faculty.

Catering Budget Concerns

Rising food costs and the return to in-person FLEX and First Fridays has resulted in an increase in the portion of our budget that we must allocate to food and catering costs, which cuts into our general fund at the expense of faculty travel. Catering at FLEX days and First Fridays boosts morale and contributes to faculty feeling valued and supported by the institution, which is important. However, the FPDC membership hopes to work with administration to secure a separate line of funding for food costs so that FPDC can focus its budget on strictly supporting faculty professional development endeavors (travel and visiting speakers) rather than catering.



**Accreditation Leadership Team
Summary of Standard Reflection**

Name of Committee: Distance Education Committee

Committee Chair/Co-Chairs: Sandra Popiden, Courtney Doussett

Date of Activity: November 14, 2024

Accreditation Leadership Team Members: Tenisha James, Hayley Ashby, Charise Allingham, Desiree Wagner

Standard: 2.6 The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

Reflection Questions	Information Heard/Submitted	Feedback	Possible Evidence	Revisit
1. What do we do to align with the Standard?	A. DEC reviews data on course delivery modes and ratios B. Student surveys gather information on preferences for modality C. Program review process includes disaggregated assessment data and equity sections D. Distance education professional development promotes equitable student learning and achievement E. Concerned that distance education is not explicitly mentioned in college goals, plans, mission, and reports	A. Monitor developments in the area of RSI and ACCJC's Pilot Quality Continuum Rubric for DE B. Review and update as necessary the DEC Charter C. Review and update the DE Handbook and DE Checklist D. Make sure all DE documents are up to date on the committee webpage	A. DEC Meeting Minutes discussing ACCJC Rubric B. DEC Charter C. Updated DE Handbook and Checklist	Yes
2. Where do we think we align with the Rubric for Institutional Alignment and Transformation?	Developed – Teaching in multiple modalities, professional development and training; equity a component of FLEX and DE Camp, developing a POCR process; English and Math Communities of Practice; support for new technologies and apps; Mustang Track; offering accelerated courses	In agreement with DEC's self-identified alignment on the ACCJC rubric based on rationale provided		No

Reflection Questions	Information Heard/Submitted	Feedback	Possible Evidence	Revisit
3. What opportunities do we have to stretch ourselves to deepen our practices to impact equitable student outcomes?	<ul style="list-style-type: none"> A. More professional development, FLEX, CCC resources and training B. Develop and implement POCR process C. Increase focus on accessibility D. Develop DE IOI form for PT and FT Faculty 	<ul style="list-style-type: none"> A. Enhance professional development and training especially on RSI including presentations for faculty at FLEX, TLC Brown Bags, APC, Academic Senate B. Develop a plan with action steps and a timeline to move POCR process forward C. Identify gaps in accessibility and resources to bridge those gaps D. Determine necessary changes to the existing DE IOI draft form and the process for gaining approval through shared governance and the faculty association 	<ul style="list-style-type: none"> A. DE presentations B. Meeting Minutes where DE reports are given C. POCR plan D. DE IOI Form Draft and Meeting Minutes documenting discussion 	Yes
4. How does our reflection and learning inform our institutional plans for action, improvement, and/or innovation?	<ul style="list-style-type: none"> A. Include DE in strategic planning, reports, and goal-setting college and district wide B. Coordinate with the Office of Institutional Effectiveness to monitor and report equity gaps C. Update data dashboards to track DE trends D. Develop a DE Strategic Plan similar to RCC and MVC 	<ul style="list-style-type: none"> A. Identify areas where DE could be better aligned to goals in the Strategic Plan and recommend inputs/changes B. Invite the Office of Institutional Effectiveness to a DE meeting to report on equity gaps C. Identify what additional data needs to be displayed in data dashboards and consult with the Office of Institutional Effectiveness on feasibility D. Coordinate with Planning and Development on the creation of a DE Strategic Plan 	<ul style="list-style-type: none"> A. Recommended additions to the Strategic Plan related to DE B. DEC Meeting Minutes where OIE reports C. Screenshots of data dashboards D. DE Strategic Plan or integration into College's Strategic Plan 	Yes

5/12/2025. Rising Scholars Program -- Faculty Coordinator report:

For the last year, RS has undergone significant and exciting changes. We have completed LFM and come out with a strong configuration to institutionalize.

Last fall, the RS Advisory Committee was replaced by the RS Work Group under the College Counsel. Its membership is diverse stake holders from the institution and its primary goal is to bring college resources to our RS inside students, who are otherwise unable to access them. Interim Associate Dean, Kylie Campbell and (former LFM lead) Dr. Jessica Dobson co-chair the RS Work Group.

This left a vacuum as the RS Advisory Committee was always majority faculty. We (faculty) tried a few other ways to organize but ultimately renamed and reframed the RS Advisory Committee as “The RS Faculty Advisory Committee,” and we will continue under this heading with lots of faculty enthusiasm. I am the current lead, and leadership moving forward will fall to the RS Faculty Coordinator. Our first goal is to create suggested guidelines for classroom policy and management inside in a manner that prioritizes faculty and student rights and responsibilities based on parity with outside students and faculty. We have many other plans, but that’s where we are currently focused.

Our faculty inside are among the hardest working group of educators I have encountered, and I want to thank the Senators for considering them and their students in the decisions that the body makes.

Norco College Space Utilization Analysis

- **Office Cap/Load** = square feet of office “type” space/FTEF
 - NC has an Office Cap/Load of 81% as of Fall 2025 (81% of what is needed)
- **Instructional Classroom Space Utilization**
 - NC has 32 on-campus classroom lecture spaces totaling 31,722 ASF and is capable of hosting approximately 50,273 lecture WSCH.
 - The 2024 the on-campus WSCH generated totaled approximately 22,993 lecture WSCH
 - This results in a **46% WSCH efficiency.**
- **Instructional Lab Space Utilization**
 - NC has 20 on-campus class labs with a totaling 24,920 ASF and is capable of hosting approximately 9,216 lab WSCH.
 - This results in a **165% WSCH efficiency.**

