NORCO COLLEGE

x

Minutes
Norco Academic Senate Meeting
On December 8, 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, Kim Bell, Darnell Bing, Michael Bobo, Meghan Chandler, Erin Deck, Marie Hicks, Ashlee Johnson, Brian Johnson, Dan Reade, Jody Tyler, Jim Thomas

    Guests: Charise Allingham, Hayley Ashby, Quinton Bemiller, Ashley Etchison, Monica Green, Arezoo Marashi, Roger Perez, Kaneesha Tarrant

2. Approval of Agenda
    M/J. Thomas, S/J. Tyler; Approved by Consensus

3. Approval of Minutes for November 17, 2025
    M/M. Hicks, S/E. Deck; Approved by Consensus

4. Comments from the Public

5. **CTA Report** (Araceli Covarrubias, Norco College Faculty Association Vice President & Michelle Ramin, Norco College Faculty Association Representative)
    - The District Benefits Committee is interviewing companies for a new third-party benefits administrator, due to ongoing communication and issue-resolution problems with the current provider, HNAS.
    - A faculty member contacted Araceli about PG&SL issues and was directed to reach out to the Academic Senate, as PG&SL falls under Senate purview.

6. **Officer Reports**
    A. Secretary/Treasurer (Erin Deck)
        - No Report
    B. Vice-President (Dan Reade)
        - Voting for the Distinguished Faculty Speaker for the 2026–27 school year will take place next semester.
        - Please share with your schools and departments. The vote will occur in the spring; more details to follow.
    C. President (Kimberly Bell)
        - A new proposed timeline was presented to DAS and voted on the following day, with a preliminary report provided. The proposal shifts the curriculum launch deadline from October/November to the end of spring, effective Spring 2026.

- SAAM/CCN curriculum changes resulted in over 200 major modifications this fall, with projections of 325+ changes next year. The revised timeline aims to improve review efficiency, allowing curriculum analysts to address minor errors over the summer and distribute approvals more evenly throughout the fall. This should also reduce extended meeting times seen recently.
- The tentative submission deadline is the last day of instruction (June 5). Additional details will be confirmed as needed.
- Please share this information with your disciplines and departments.

7. **College Reports**
   A. Associated Students Senate Representative
   - In collaboration with the LRC they are hosting a Study Jam this week; will be held in the upper lounge of the CSS building. Snacks, coffee, and hot chocolate will be provided, and tutors will be available to support students.
   B. President (Monica Green)
   - Five new faculty positions were allocated to Norco College as part of a district-wide total of 16 (5 Norco, 5 MVC, 6 RCC). Looking ahead to the 2026–27 academic year, recruitment is planned for 14 positions. A new district directive will apply to all three colleges: only disciplines meeting an efficiency standard will qualify for new faculty hires, though the specific standard has not yet been defined. The current process has outgrown existing structures and will be revised collaboratively.
   - Academic Senate forwarded six ranked positions. Approved hires moving forward include DRC Counselor (mandated and urgent), ETS instructor, ENE faculty (high efficiency, district-wide critical need), and MOC Counselor/Coordinator (special program funded through SEA/HERF). ART/Ceramics will not move forward due to lack of curriculum and facilities, and a General Counselor position will not proceed as counseling ratios already meet district Standard of Care defined ratio of 500:1 based on FTES.
   - Of the 14 planned new faculty positions, four are new, five are from failed searches, two are one-year temporary positions, and three are replacements (English, Math, Library Science). Space constraints remain a concern, with six additional faculty offices needed.
   - APC will continue refining the efficiency and program review process. Power BI efficiency data is available, and a workgroup meeting is scheduled for December 17th to establish timelines and communication to faculty.
   C. Interim Vice President of Academic Affairs (Quinton Bemiller)
   - Winter 2026 FTES is at 74.8%, Spring 2026 at 42.6%, and Fall 2025 enrollment at 96%. To meet the annual FTES target of 73.7%, overproduction will be needed in Winter and Spring. Enrollment is currently about 100 students higher than this time last year.

- Appreciation was shared for faculty efforts across campus, including Erin Deck and Ted Jackson for significant CPL work, and Adam Martin for coordinating 14 faculty engaged in ZTC special projects. Additional details will be shared at Spring Flex.
- While one funding source ended related to AB 1705, some new AB 1705 funding has been received and will support planning, professional development, and communities of practice. John Alpay and Star Romero are leading work on expanding 6- and 8-week courses, with a focus on creating clear shortened-course pathways to complete a degree; to be presented at Spring Flex.

    D. Vice President of Planning and Development (Tenisha James)
- No Report
    E. Vice President of Student Services (Kaneesha Tarrant)
- No Report

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

- District DE Workgroup: Caroline Hutchings, Melissa Wilson
- Burden Free Access Workgroup: Adam Martin

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

9. **Action Item: [Access to Disaggregated Course-Level SLO Data to Support Equity and Student Success](#)** (A.Johnson or designee)
- This item was presented as a first read and did not require a motion. NAC proposed changes to how learning outcomes assessment data is collected and stored; using Canvas for data collection and Nuventive for later evaluation.
- Faculty feedback has highlighted the need for more granular, disaggregated data at the individual course level. The proposal would retain course-level (not faculty-level) outcomes data, visible only within disciplines, with assurances that the data would not be used for evaluations. Program-level outcomes may be developed in the future.
- Concerns were raised about potential misuse of data in IOI evaluations. While achievement, success, and retention data are already available in dashboards, contract language limits the evaluative use of such data. The current request is for section-level data without faculty names, but concerns remain about evaluative implications.
- Departments and disciplines are asked to review and discuss this proposal. The item will return in the spring for possible action. Faculty may contact Ashlee Johnson with questions or clarification.
[(Senate #1,8, &11)](#)

10. **Action Item: [2025 Update to the DAS Constitution and Bylaws](#)** (K.Bell or designee)
- John Alpay reviewed the DAS constitution and bylaws and provided recommendations. DAS will work with legal counsel over the winter to review all

proposed changes. Substantive revisions will return through the formal process with a first and second read.

- Revisions are being slow-rolled to align with negotiations and to clarify DAS membership. Currently, having only three senate presidents' limits discussion due to Brown Act constraints. Expanding membership would allow more work to occur without violating open-meeting rules.
- A proposal suggests expanding DAS to seven members (an odd number). The DAS President would serve a one-year rotating term among the colleges and hold dual roles at the district and home college level. The seventh member (Secretary/Treasurer) would rotate in alignment with the DAS President's college.
- Delays were due in part to time constraints and the need to fully vet additional considerations, including potential compensation or recognition for college Senate Vice Presidents.
  (Senate #7)

11. **Action Item: Norco College Standard of Care Update** (K.Tarrant, D.Schlanger or designee)

- Presented by Dr. Tarrant and David Schlanger, with a continued focus on meeting student needs
- Two Title 5 grants (PACES and Échale Ganas) are in place, with implementation planning underway
- Work is ongoing to define a shared Standard of Care (SoC); a consensus definition is expected soon following PRT team involvement
- Tutoring SoC efforts include a transition to SARS, real-time website updates, targeted spring marketing, and planned faculty and student focus groups
- Student support models discussed included backend coordination (pre-2018), networked support through engagement centers, and a future goal of a networked single point of contact
- Faculty contributions to the Standard of Care were highlighted at APC, emphasizing that this reflects existing faculty work rather than new expectations, with more clarity and training coming in spring (including Element 451 if required)
- Case management efforts focus on personalized student support, with new case note templates developed over the summer, currently being piloted, and a debrief forthcoming; systems integration includes Colleague, SARS, and Element 451
- RCCD's Student Care Hub and Early Alert initiatives were reviewed, with a faculty workgroup developing deliverables and a feedback loop
- Outcomes include full transition to SARS and improved accessibility of the LRC website
- Norco College Faculty tutoring survey - https://www.surveymonkey.com/r/Faculty-Tutoring-Fall-2025 ; more faculty responses needed
  (Senate #11)

12. **Standing Committees & Liaisons Reports**

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

13.   Meeting adjourned at 3:21 PM.

Ratification of Senate Appointments 12.8.25

Caroline Hutchings – District DE Workgroup

Melissa Wilson – District DE Workgroup

Adam Martin – Burden Free Access AP Workgorup

Access to Disaggregated Course-Level SLO Data to Support Equity and Student Success

The Core Argument

Our current assessment system can show that a student subpopulation is struggling at the program level, but it cannot identify where the breakdown occurs. Faculty get a broad signal but no diagnosis. That forces departments to guess, redesign too much, or revise multiple courses without knowing which area needs intervention.

To close equity gaps effectively, faculty need access not only to course-level results, but to SLO data disaggregated at the level of each individual course SLO, broken down by relevant student groups. This level of detail is required to identify the specific outcomes and courses where students are struggling.

The data already exists; the change being proposed is to allow discipline faculty to access the data. Faculty already have the option to see success and retention data filtered to the course and semester level, so for consistency faculty should also be able to view assessment data by course and semester to permit informed conversations about assessment results and make data-driven decisions about instructional improvements.

Where the Data Will Live

The data will appear in Nuventive, the secure platform the College already uses for Program Review, Learning Outcomes Assessment, and to document evidence for accreditation. This is the same infrastructure faculty already use; we are simply making its existing capabilities more useful.

Why Faculty Can Trust This

Two institutional commitments guide this work. These safeguards are built into both policy and platform.

1. **SLO data is not used for faculty evaluation.** Contract language prohibits it, and the College will adhere to that fully.
2. **Access stays within the discipline.** Faculty will only see disaggregated course-level SLO data for their own instructional unit in Nuventive.

The Limitations of Program-Level Data

Program-level results can tell us that a group of students is struggling with a Program SLO, but not:

- which course contributes most to the gap
- which course-level SLO students are missing
- whether the issue is isolated to one section, outcome, modality, or student group

Example: Program SLO #3 appears across five different courses. If students struggle at the program level, faculty cannot see whether the issue arises from Course A, Course C, or a single SLO assessment in Course E. The result is broad, inefficient revision and unnecessary workload.

Disaggregated course-SLO data solves this. Faculty can immediately identify where the gap originates and focus their improvement efforts efficiently.

What Course-Level Data Disaggregation Enables

Providing this level of detail in Nuventive allows departments to:

- pinpoint exactly where a learning gap originates

- make targeted, efficient modifications to instruction and curriculum
- coordinate improvements across sections with shared evidence
- strengthen equity-focused interventions
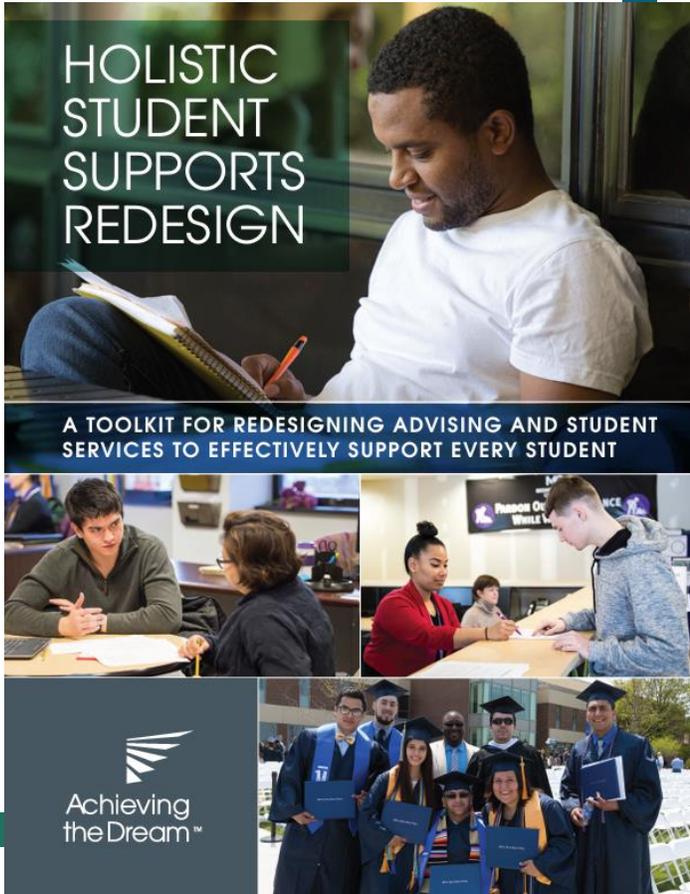- avoid unnecessary course- or program-wide redesigns

This turns assessment into a tool that directly supports pedagogy and student success—not just compliance.

Standard of Care
Academic Senate Update

NORCO
COLLEGE

December 8, 2025
originally presented November 13, 2025 - PRT Update

Holistic Student Supports Redesign

Toolkit

Evidence-based, practitioner-tested tools, tips, and guides to assist colleges with the planning and execution of a personal, seamless and comprehensive student experience.

ATD Holistic Student Support Redesign Toolkit (2018)

Equity in the Guided Pathways Approach

Achieving the Dream found that colleges see the greatest gains in equity outcomes when they promote a personalized experience in which all students:

1. Are supported in achieving their goals through intentional and early development of **academic, career, and financial plans.**

2. Have to **tell their "story" only once** and are not running from office to office to get answers.

3. Are proactively connected with supports targeted to their **individual needs** so they enter college fully prepared to learn.

4. Feel confident that **faculty, staff, and administrators** are invested in their success.

WHAT HAVE WE DONE TO GET HERE?

Federal Title V DHSI Programs

U.S. Department of Education Title V, Part A
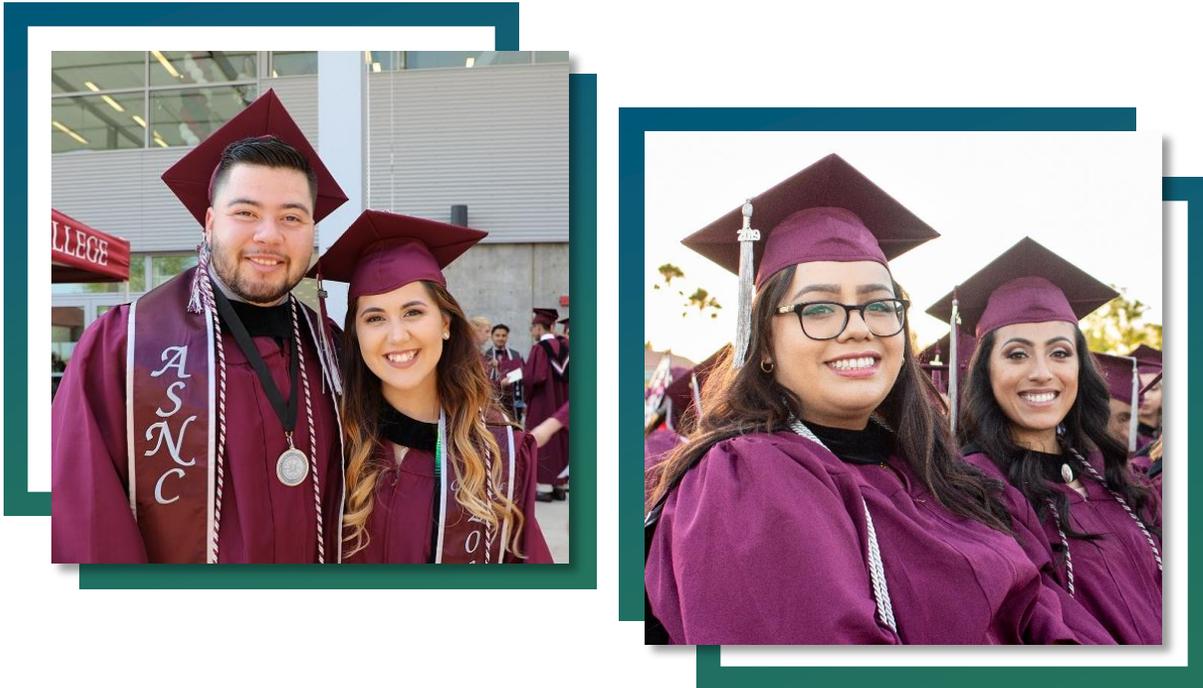
PROGRAM DESCRIPTION:

The Developing Hispanic-Serving Institutions (DHSI) Program provides grants to assist HSIs to expand educational opportunities for, and improve the attainment of, Hispanic students. These grants also enable HSIs to expand and enhance their academic offerings, program quality, and institutional stability.

Title V "PACES" Grant: 2019 – 2024
Pathways to Access, Completion, Equity, and Success

ACADEMIC PATHWAYS

Meta-majors
Degree, Transfer, & Career Maps
Predictable Course Scheduling
Website Development

FINANCIAL LITERACY

New Student Financial Education
Financial Peer Coaching
Online Financial Tools
Social Media Campaign

PROFESSIONAL DEVELOPMENT

Equity-based Pedagogy Training
Guided Pathways Seminars
Financial Support Trainings

STUDENT SUCCESS TEAMS

Case Management
Financial Education
Ed Advisor & Success Coach

ENHANCED ONBOARDING

Orientation in English & Spanish
Career Planning for All Students
Reduced Timeline for AOC

EQUITY ANALYSIS

Evaluate Equity in Services
Expand Recruitment Methods
Improve Retention Strategies

Title V "Échale Ganas" Grant: 2024 – 2029

FAMILY ENGAGEMENT	Involve family members and significant others in the college process to enhance career, academic, and financial support.
SUMMER BRIDGE	A weeklong summer experience involving orientation, career exploration, a campus tour, academic counseling, and workshops.
FIRST YEAR + PROGRAM	Extended support through the first year (and beyond) involving advising, networking, and connections to support programs.
FREE TUITION FOR 2 YEARS	Full-time enrollment incentive: enrollment fee waivers for all first-time full-time students for their first two years of college.
INFORMAL MENTORING	Provide access to an online registry of mentors, including peer advisors, alumni, faculty, and local professionals to help guide NC students.
PROFESSIONAL DEVELOPMENT	Equity-focused professional learning opportunities for faculty who teach first-year math and English courses.

Implementation Timetable

Year 1 Activities

- ☑ Hire project personnel
- ☑ Purchase Student Success Network software (*Implementation*)
- ☑ Design high school outreach activities
- ☑ Implement faculty professional development - Norco Teaching Institute (*Implementation*)
- ☑ Design Summer Bridge (*Pilot*)
- ☑ Design FYP (First-Year Plus) Program

WE ARE HERE

August   September   October

Year 2 Activities (UNDERGOING REVISION)

- ❑ Implement high school outreach activities
- ❑ Implement Summer Bridge (Summer 2026)
- ❑ Implement FYP Program (Fall 2026)
- ❑ Provide personalized counseling and advising to students
- ❑ Provide informal mentoring to students
- ❑ Provide opportunities for parents of Hispanic/Latinx students to learn more about higher education
- ❑ Provide opportunities for parents of Hispanic/Latinx students to connect and support one another
- ❑ Offer Guidance 47A course
- ❑ Implement transfer activities

WHERE DO WE GO NEXT?

Standard of Care Definition

Workgroup Purpose

- Review existing holistic student support models
- Collect input
- Draft and finalize
- Define metrics and outcomes for the Standard of Care

Key Components of Holistic Student Supports

Now that you have begun to think about the equity and college culture considerations for beginning holistic redesign work, let's explore the key components of holistic student supports. These components form the basis of the structural and process redesign necessary to implement an inclusive and scalable plan for student success. Colleges should pay close attention these areas as the practical application of holistic interventions depends on coordinating many elements within a college ecosystem.

Intentional Focus on Services, Delivery, and Connections

Achieving the Dream defines "supports" as the cohesive suite of services that help students address the academic and nonacademic factors vital to success. Traditionally, great effort has been made to identify and enhance discrete services or interventions for different aspects of a student's experience or to address an isolated need. By contrast, holistic student supports embody an intentional focus on the types of services (not just quantity), the ways in which those services are delivered, and how students connect to the services.

Services

Services must be aligned with student needs, so an institution must understand who its students are, their responsibilities outside the classroom, the life factors they are juggling, and the strengths they bring to their college experience. Key services are academic advising and planning, transfer advising, student-focused scheduling, career coaching and planning, workforce training, financial coaching and planning, benefits access, and transportation and child care assistance. But a diverse array of services is, in itself, insufficient.

Delivery

A one-size-fits-all approach to delivering supports does not acknowledge the diversity of students' needs, experiences, strengths, and personalities. Colleges must employ a blend of methods that fall into two categories. High-touch services are offered in intensive one-on-one advising, coaching, or counseling sessions that provide a specific service or support to a targeted set of students, often in conjunction with short- and long-term goal setting.

Low-touch services are core supports that reach a wider range of students, typically through large-scale orientations, first-year student success courses, or technology applications. They are meant to operate in concert with one another. Low-touch services can help identify students in need of high-touch services. For example, a student success course with financial content could include a self-assessment to identify a student's possible need for more intensive financial coaching.

Connections

Students' need for some services is almost universal, and colleges can meet it broadly and systemically—for example, through mandatory orientations or financial education courses and workshops. Other services are a critical need for a subset of students, such as one-on-one financial coaching or access to emergency aid. The essence of a holistic student supports approach is a culture shift in which colleges intentionally design and offer services both broadly and strategically to equitably, so that students can access each service when they need it most.

Connecting students to short-term services, such as food pantries, can have a significant immediate impact. They also are entry points: A food pantry staff member, trained in needs assessment, can introduce students to other short-term services, such as transportation vouchers and child care subsidies—and to long-term services—like public benefits referrals, financial literacy classes, and financial coaching—that could help them persist, complete, and achieve financial stability.

Considering the integration and interaction of short-term and long-term services is important in making sure that they do not add burdens to their already complex lives. The approach recognizes that students often do not know what they need, yet with timely education and coaching, they can build lasting confidence in their life skills.

Standard of Care Prompts

- What does "care" look and feel like for students at Norco College?

- What should every student be able to expect from us?

- How do our current practices meet these expectations? Where do we have room for improvement?

- How can we measure whether students feel cared for and supported?

- What is the singular outcome/goal for the Standard of Care? How will we know that we've met our goal?

Themes

1. Intentional, Holistic, Personalized Support
2. Seamless Navigation and Reduced Barriers
3. Relationship-Centered Care
4. Equity is Foundational
5. District and Cross-Campus Collaboration
6. Accountability through Assessment
7. Clarity of Purpose and Student Outcomes

Next Steps

- Ex: At Norco College, our Standard of Care means that every student _____ , _____, and _____.

    - What we do
    - How we do it
    - To what outcome

Tutoring and Academic Support Workgroup

Fall 2025 Activities

- **Tutoring Standard of Care Workgroup** convened consisting of faculty, staff, student tutors and administration

- **Academic Support Roles** discussed and defined

- **Tutoring Support Surveys and Focus Groups** for students and faculty being finalized in collaboration with Institutional Research

- **Marketing Strategies for Tutoring in** ongoing discussion and development

- **Workgroup will continue to meet throughout Spring 2026**
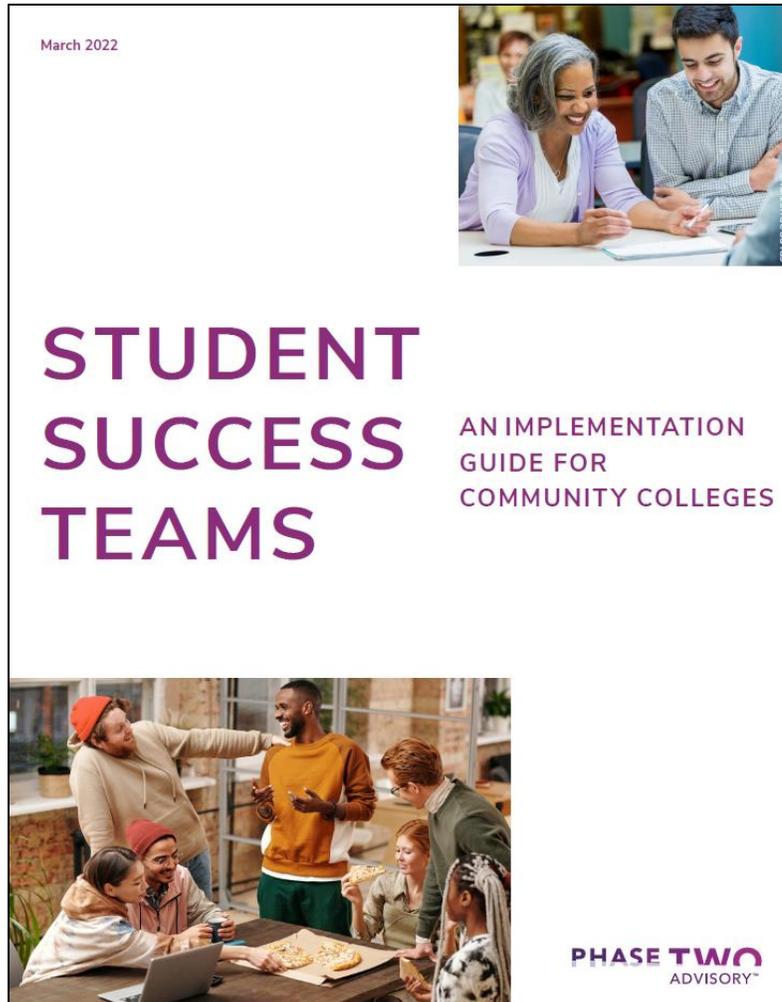
Fall 2025 Activities

- **LRC Website Update** to increase access, ease of use, visability and real time updating of tutoring schedules

- **Transition to SARS** software for tutorial services in alignment with other Student Services departments

- **Targeted Marketing Strategies for Tutoring**
  - **Welcome to the LRC Video**
  - **FREE Tutoring Flyers**

Student Success Teams

Cohort-based Student Success Teams

PURPOSE | IMPACT

ROOTED IN EQUITY + STUDENT EXPERIENCE

BACKEND COORDINATING
Work behind the scenes to coordinate support for students as a group; help streamline and improve programming and policies.
Students do not always know there is a team working behind the scenes on their behalf. The team's impact is felt in smoother policies, stronger programming, and engaging activities and workshops.

Through 2018

NETWORKED SUPPORT
Create an easily identifiable network of people students can go to for a variety of supports; build communication channels across team members to streamline and integrate their activities.
Team members are listed in a student's portal. Students receive targeted messaging from members of their team. When students reach out, the team member they contact has information to guide the conversation.

2019 – Present

NETWORKED SINGLE POINT OF CONTACT
Provide personalized, holistic case management; ensure the single point of contact has access to behind-the-scenes data and resources to enable holistic engagement.
Students have a single "go to" for questions and concerns, and that person reaches out to regularly. That person helps to connect students to others as necessary with a warm hand off and follows up to ensure support was received and student issues are resolved.

Goal for the SoC

Faculty Contributions

Some of the ways Faculty contribute to Standard of Care:

- Mentor students in your role as subject matter expert
- Provide insights into professional careers in your discipline
- Create student-centered schedules and course rotations
- Apply 10+1 areas in support of students (Curriculum, Grading, Professional Development, etc.)
- Promote equitable access and success
- Connect students to services
- Coordinate with Academic Counseling

Case Management

A Framework for Advising Reform

Personalized Support: Case Management

Personalized support is fundamentally about tailoring student services to students' unique interests, motivations, and needs to ensure that they receive the resources that will help them succeed. Not all students will require the same type or level of support at the same time. Thus, personalized support requires developing an understanding of students as individuals.
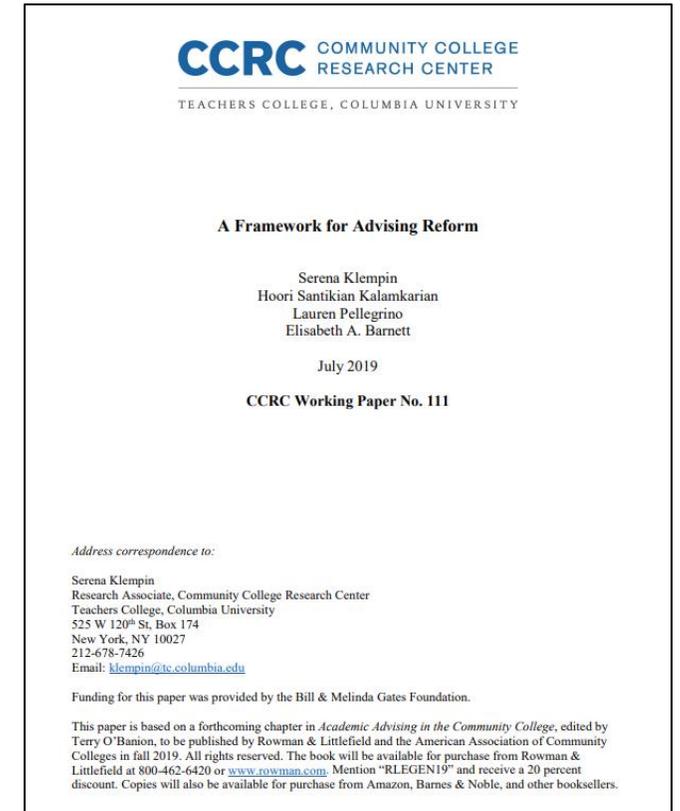
**A Framework for Advising Reform
CCRC Working Paper No. 111**

Foundations for Case Management

Structural Dimension:

- *"Implement guidelines for assigning students to advisors."*
- *"Use a technology tool that gives advisors easy access to pertinent student information such as education plans, course grades, alerts raised by faculty members, and shared case notes."*

Assignments by School

Colleague <—> SARS Element451

Process Dimension:

- *"Advisors typically use technology to document the main issues discussed, make referrals to other student services, and follow up on whether students use the services."*

Case Note Templates

Attitudinal Dimension:

- *"Colleges implementing the model should thus foster an institutional culture that prioritizes individualized student support as a key mechanism for promoting student success."*

Standard of Care Definition

Case Note Templates

Special project completed Summer 2025

First testing cycle 11/5/25 - 12/3/25

Five initial templates created:

1. General Counseling Appointment
2. Student Education Plan (SEP)
3. Transcript Evaluation
4. Academic Renewal
5. Readmit Contract

Non-academic Assessments

"*In a personalized case management model, advisors are assigned to work with the same students over time and given access to a comprehensive record not only of students' academic standing but also of any existing case notes or results of nonacademic assessments (e.g., results from surveys about career interests or from questionnaires about interests in student services).*"

Element 451 Student Profile Labels:

- Student needs (food, housing, transportation, technology, employment, etc.)

- Program membership (EOPS, Umoja, athlete, student parent, etc.)

- Career development (values, skills, interests, abilities, personality, goals, etc.)

Element 451

RCCD's Student Care Hub

- **Central Hub:** Element451 provides a shared case management system so authorized staff can see key student interactions, referrals, and follow-up in one place.

- **Closed-Loop Support:** Staff document, track, and resolve cases (e.g. counseling, basic needs) with clear ownership and timelines to align with our Standard of Care.

- **Proactive Outreach:** Alerts and targeted campaigns help identify students who may need support early, so we can intervene before issues impact enrollment or success.

- **Equity-Minded Metrics:** Dashboards show response times, case resolution, and outcomes by student group to monitor consistency, close gaps, and improve services across RCCD.

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Early Alert

Early Alert Workgroup

- Academic Senate faculty appointments (5)

- Deliverables:
  - **Read** "Five Recommendations for Community Colleges to Equitably Implement Early Alert Systems" and discuss.
  - Expand **early alert topics** beyond just tutoring and counseling to also include basic needs, class disturbance, and other faculty-identified issues.
  - Make sure the system includes a **feedback loop** mechanism that notifies the faculty member when the alert has been addressed.

- Convening November 18th

Next Steps

Outcomes

- Aligned operational hours for SSV building and Student Services Division

- Five (5) Counseling case notes templates created

- Clarification of roles and responsibilities (Counselors and Educational Resource Advisors)

- Number of Tutoring and LRC overall visits increased 34% from Fall 2024 to Fall 2025

- Unduplicated number of students using Tutoring and LRC services increased 18% from Fall 2024 to Fall 2025

Spring 2026 +

- Ongoing training

- Surveys and focus groups

- 2030 EMP Goals Implementation

- Element 451 and Case Management

- Marketing and communication efforts

- Revisit technology needs

- Data dashboard development

Questions?

Norco Assessment Committee Report

Submitted to Academic Senate

Meeting Date: November 19, 2025

Prepared by: Co-chairs

Action Items

- Approval of Agenda and October 15, 2025 Minutes – Approved by consensus.
- Canvas Dashboards
  - Course & Section-Level Filtering: Committee approved updating Canvas outcomes reports to allow filtering down to section level for improved data analysis.
  - Rationale: Supports equity, accreditation, and identification of course-level issues.
  - Concerns: Faculty evaluation concerns, small sample sizes, and outliers.
  - Follow-up: Co-chairs will confirm if Academic Senate approval is required and submit for approval if needed.

Discussion Items

- Assessment Priorities Timeline: Draft timeline shared to align with accreditation recommendations. Focus on data collection in Fall 2025 and analysis in Spring to close the loop before submitting the Institutional Self Evaluation Report (ISER). Suggested language for handbook: Use 'Assessment' as umbrella term with steps: Planning → Data Collection → Analysis.
  - Follow-up: Co-chairs will draft unified communication on assessment expectations.
- Course SLO Form in Nuventive: Draft form created to document analysis, actions, and improvements at SLO level. Will be shared for feedback and implemented in Spring. Discussion on whether form is required per SLO or optional.
  - Follow-up: Charise to share draft form ASAP.
- Program Schedules: Legacy team working on planning and collecting schedules for assessment.
- Spring FLEX: Volunteers needed for working session.

Information Items

- Course Schedules: Reminder to submit.
- Assessment Workgroup: Participation of NAC members requested; special projects for Winter on specific subgroup tasks proposed

2026 Riverside Community College District Curriculum Calendar

January 2026

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January

1	Legal Holiday/Day of Observance
19	Legal Holiday/Day of Observance

February 2026

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

February

13	Legal Holiday/Day of Observance
16	Legal Holiday/Day of Observance
24	College Curriculum Committee

March 2026

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

March

3	Tech Review and DCC
10	College Curriculum Committee
17	Tech Review and DCC
24	College Curriculum Committee
31	Legal Holiday/Day of Observance

April 2026

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

April

7	Tech Review and DCC
13-19	Spring Break
21	Tech Review and DCC
28	College Curriculum Committee

May 2026

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May

5	Tech Review and DCC
12	College Curriculum Committee
19	Tech Review and DCC
25	Legal Holiday/Day of Observance
26	College Curriculum Committee

June 2026

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

June

2	Tech Review and DCC
5	*Launch Deadline - All Courses and Programs*
12	Deadline for Department Chairs and Facilitators
19	Legal Holiday/Day of Observance

July 2026

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

July

3	Legal Holiday/Day of Observance

August 2026

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August

September 2026

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

September

1	Tech Review and DCC
7	Legal Holiday/Day of Observance
8	College Curriculum Committee
15	Tech Review and DCC
22	College Curriculum Committee

October 2026

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

October

2	June Submission Clean Up Deadline*^
6	Tech Review and DCC
9	Jun Sub Clean Up Dept Chair/Facilitator Deadline*
13	College Curriculum Committee
20	Tech Review and DCC
27	College Curriculum Committee

November 2026

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

November

3	**Tech Review - Last Possible***
10	**College Curric/Special DCC - Last Possible***
11	Legal Holiday/Day of Observance
16	Chancellor's Cabinet - Last Possible*
17	Tech Review and DCC
23-27	Classes not in session

December 2026

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

December

1	Tech Review and DCC
1	Board Committee - Last Possible*
8	College Curriculum Committee
8	Board Regular Meeting - Last Possible*

*Anticipated dates. Final dates TBD.

^Clean-Up Proposals are those impacted by proposal submissions in June, such as cross-listed counterparts, program modifications due to title changes or unit increases, etc.

TR/DCC meet 1st 3rd Tues; College Comm. meet 2nd 4th Tues

No mtngs: 1st week of term, finals week, or WIN/SUM

Program Review Committee Report

Meeting Date: November 20, 2025

Actions

Agenda and October 23 Minutes: Approved by consensus.

Checklist for Annual Update:

- Implemented as a guidance document for annual updates.
- Aligned with Nuventive structure.
- Will remain a living document for future revisions.

Discussion Items

Program Review Cycle:

- Proposal to shift from a 3-year to a 5-year cycle to align with the college's strategic plan.
- Committee members to begin discussions within their areas and gather feedback.
- Formal proposal to be presented to Academic Senate and stakeholders in Spring 2026.

Program Review Evaluation Plan:

Timeline:

- Completion of the evaluation targeted for Spring 2026.
- Updates and revisions to the Program Review Template in Summer 2026.
- Final implementation in Fall 2026.

Key Focus Areas for PRC Members:

- Review guiding questions and resources prior to meetings for productive discussions.
- Evaluate data needs for dashboards and reports.
- Emphasize program review content quality over Nuventive structural format.

Goal:

- To improve the process and ensure it meets the college's evolving needs.

Information Items

APC Faculty Request Form Workgroup:

- Reviewing and rebuilding the form in Nuventive.
- Tim Russell serves as PRC representative and will provide updates.

Faculty Impact Survey:

- Committee members are encouraged to complete and promote participation.
- Tutoring survey is also currently available to faculty via email and students via email and text to improve services.

25.12.08 Accreditation Liaison Report to NAS

Regular & Substantive Interaction (RSI) Workgroup

- 51 total engagements with faculty
  - 44 FT Faculty, 7 PT Faculty
  - Participation by department:
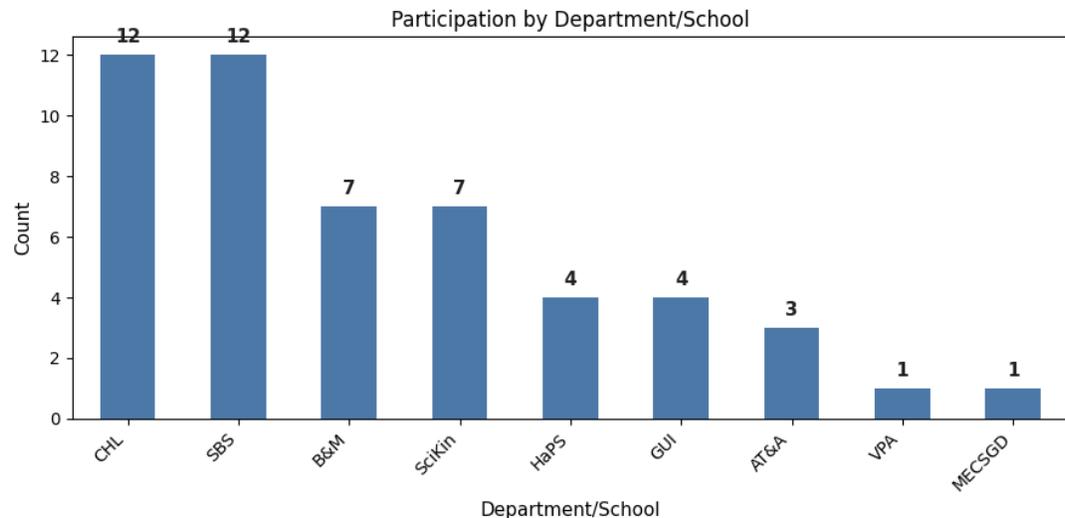
- Resources created:
  - [DesignPlus templates](#) that can be imported directly to your Canvas course,
  - [Canvas Commons](#) modules with examples from multiple disciplines (search "Norco RSI" and filter to view modules),
  - [RSI Self-Check form](#), and
  - [Materials on the RSI tab of the DEC website](#).
- **Reminder**: Faculty should review RSI practices and make any desired improvements **before Spring 2026.** ACCJC will sample courses from that term.

Student Learning Outcome (SLO) Assessment

- Supporting NAC as they implement an action plan to improve the SLO assessment process in alignment with ACCJC standards
- Assessment will be a major area of emphasis for the Spring 2026 semester

ISER

- Continuing evidence collection and drafting