



Minutes
Norco Academic Senate Meeting
On April 6, 2026
1:30 - 3:30 PM | CSS-217 & via [Zoom](#)

Meeting called to order at 1:34 PM.

1. Attendees

Officers, Senators, Alternates, and Committee Chairs & Liaisons: Laura Adams, John Alpay, Darnell Bing, Michael Bobo, Meghan Chandler, Erin Deck, Jacob Drainville, Vivian Harris, Marie Hicks, Hussam Mobin, Sandra Popiden, Nancy Quiñones, Dan Reade, Tim Russell, Jim Thomas, Sigrid Williams, Patty Worsham

Guests: Hayley Ashby, Quinton Bemiller, Janelle Brekke, Monica Green, Arezoo Marashi, Ana-Marie Olaerts

2. Approval of [Agenda](#)

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

3. Approval of Minutes Moved to the April 20, 2026 Meeting

M/J. Alpay, S/M. Hicks

4. [Comments from the Public](#)

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

- No Report

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

- The Senate ratified Deshonna Harsch appointment as IEGC Faculty Co-Chair, replacing Ashley Johnson, with her term running through the end of the next academic year.
M/J. Alpay, S/L. Adams; Approved by Consensus

7. Action Item: [AP 2235 - Equity in CPL: Removing the 12-Unit Course Completion and Transcription Barrier for Non-AP/IB/and Military JST Credits](#) (S. Williams)

- Sigrid presented a proposal to remove the 12-unit credit and transcription barrier for non-APB students in CPL (AP 2235), noting that all three colleges had previously agreed this change was necessary to eliminate obstacles to CPL implementation.
- Expanding CPL (Credit for Prior Learning) pathways and transcription processes at the district level
- Sigrid and CPL team presented data showing that removing this requirement would align CPL processes uniformly across all methods (including AP, CLEP, and JSTs) and would help the district maintain its leadership position in CPL implementation. The proposed change would maintain safeguards by requiring

students to be currently enrolled in the district, while still allowing them to receive immediate credit for their prior learning.

- The proposed change would maintain safeguards by requiring students to be currently enrolled in the district, while still allowing them to receive immediate credit for their prior learning.
- M/E.Deck,S/M.Hicks; Approved by Consensus

[\(Senate #5\)](#)

8. **Information Item: [Norco Teaching Institute Fall 2025 Cohort Report](#) (D.Reade)**

- The group confirmed that students must complete 12 units within the district to earn an associate degree, with safeguards in place to prevent students from completing requirements outside the district.
- NTI presentation shared results from its first cohort, which included 21 faculty members across four modules focusing on creating welcoming environments, active learning strategies, alternative assessment strategies, and humanizing syllabi; The presentation reported high satisfaction levels from participants and found that 50% had already implemented changes in their courses that semester, with an additional 31% planning to implement changes in the following semester.
- Key feedback included reducing duplication between online and in-person modules, increasing immediate reflection opportunities, and addressing the low completion rate of the portfolio project.
- Lana Borisova, Bibiana Lopez, Sarah Nafzgar, et al, will begin recruiting for Fall 2026 NTI cohort following spring break; opportunities will be communicated via email, Senate, and TLC.

[\(Senate #6\)](#)

9. **Action Item: [Updates to RCCD DE AP 2105](#) (S. Popiden)**

- The Senate approved aligning the college's AP2105 documentation with ACCJC's modifications to the Quality Continuum Rubric, specifically regarding substantive interaction elements.
- Second, they reviewed proposed language for adding communication and monitoring requirements to the syllabus shell, which would require faculty to outline how they will initiate contact with students and monitor student engagement.

The Senate approved both items on first read without requiring formal motions due to their committee origins.

M/M. Hicks, S/E. Deck to waive the second read. Approved by consensus

[\(Senate #5\)](#)

10. **Action Item: [Adding Communication and Monitoring Language to the Syllabus Shell](#) (P. Worsham)**

- The Senate approved the recommendation made by APC and waived the second read.
M/M. Hicks, S/E. Deck to waive second read; Approved by consensus

11. **Discussion Item:** [Access to Disaggregated Course-Level SLO Data to Support Equity and Student Success](#) (H. Ashby, L. Adams)

- The Senate reviewed the draft document on the appropriate use of assessment results for equity
- It was emphasized that this would not be used for evaluation purposes but instead as a tool to help faculty members improve their SLOs
- This document will be shared at APC for discussion at their next meeting
- Senators were asked to get feedback from their departments and bring questions/feedback to the next Senate meeting.

[\(Senate #1,8, &11\)](#)

12. **Action Item:** [2025-26 Update to the DAS Constitution and Bylaws](#) (D. Reade)

- The District Academic Senate is composed of only three members.
- The recommendation that they received from the General Counsel (and what is reflected in this proposed changes) are to increase the size of the District Academic Senate to 7 members.
Those 7 members would be the local Senate presidents, the local Senate vice presidents, and then a third member that would rotate between the three colleges, and would be aligned with whichever college holds the current presidency.
- Item was tabled.

[\(Senate #7\)](#)

13. **Discussion Item:** [Standard of Care Definition](#) (K.Tarrant)

- Dr. Tarrant shared that the Student Support Council is updating the Student Support Council charter and composition to institutionalize ownership of the standard of care initiative.
- Dr. Tarrant shared that in conversation, the seven themes that emerged were the following; We want to make sure that we're intentional, holistic, and providing personalized support to our students; Students should have seamless navigation and reduced barriers to their experience here at Norco College.
 - We are working on a hybrid combination of in-person or online services, and so that's one example of if we're able to understand that we're working towards equitable support for our students; that we have a three-year goal in mind in terms of helping them complete their time here; Are there things that we're doing that are actually serving as barriers to students?; Trying to eliminate all of those sorries, so that whenever a student comes, they have a single point of contact, which is going to be our ed advisors, our educational resource advisors.

[\(Senate #5&11\)](#)

14. **Officer Reports**

A. Secretary/Treasurer (Erin Deck)

- myself, Kim, and Dan will be attending the 2026 Spring Up Plenary this coming week.

- B. Vice-President (Dan Reade)
 - There will be two elections coming up after spring break
 - The first is for another two-year term for part-time faculty senate rep
 - Distinguished Faculty Speaker will be from Norco (2027 Commencement Speaker)
 - IE & Governance Council recruiting FT faculty tri-chair
- C. President (Kimberly Bell)
 - No report

15. College Reports

- A. Associated Students Senate Representative (H. Mobin)
 - Last Friday, ASNC held their Step Up to Leadership event for all the clubs, held workshops, and served as an opportunity for the clubs to get to know each other.
 - ASNC will be hosting a Barber Shop event after Spring Break w/ free haircuts for students.
- B. President (Monica Green)
 - We are fully aware of what our space issues are on this campus by reports that have been received; One of the district strategic planning goals has to do with annual analysis of space district-wide; The three colleges had space optimization studies done and the reports were received in February of 2025; It looked at how we're using existing spaces, classrooms, labs, offices, and measuring occupancy and frequency and efficiency, and it didn't change any of the scheduling or space assignments; This was looking at terms, '23 Fall - '24 Spring and it showed classroom and lecture efficiency at 45%, and laboratory efficiency at 168%.
 - In our fall of 2024 schedule, we had 579 classes, and what it told us was that if we change the course location of 83 of those sections, that's a 14% change. That would increase our space utilization.
 - This also has to do with our ability to acquire state funding, so we have to maintain efficiency rates.
 - The space and utilization optimization report will be presented at the board committee tomorrow, but will send the reports to our Academic Senate President and Vice President so that we continue the conversation.
 - I've been asked to serve on the Corona Regional Medical Center Board, and that collaboration is important as we, one, represent the college, but, also work as we develop our science and allied health
 - Programs; Those meetings are monthly during our leadership councils
 - This fall, we hope to bring on 14 new Full-time faculty members; Recruitments are underway, interviews, are happening, and, final interviews, through the end of spring, and hopefully not into summer this year.
 - We have a new HR liaison, Jacqueline Moran-Holguin; Graciela is helping to facilitate the recruitment of full-time faculty as Jacqueline is being trained.
- C. Interim Vice President of Academic Affairs (Quinton Bemiller)

- On March 25th, I sent an email out to all the faculty. It was a joint email with Dr. Ppiden and Senate President Kim Bell, related to all the details of DE certification; Please help share it with our associate faculty and any others in your department that might need that information.
- The cybersecurity email went out and although the deadline of March 31st has passed, it is mandatory; Everyone must complete it, including students, staff and faculty; There's two trainings, one's really short, one's about 45 minutes.
- There is an MOU for faculty, to be paid, essentially a stipend, it's a couple of hours for their work on SAM, the standardized accounting, method that we're moving towards; I sent an email about that as well; Remember, it's a couple of hours per faculty per course, so since the curriculum is shared district-wide, if you've been collaborating with your counterparts at the other two colleges, be in touch with them about how you want to divide up the pay for this work.
- For enrollment, as of today, we're at 93.7% of our target; In the Mustang memo that I sent out this morning, I mentioned that our low point was right after census, which is to be expected; We saw a 2.63% drop at Census and we've come back up from that low point, 3.5%, just because of the enrollments for late start classes; we're actually in our third week of a three-week Late Start push; We are reaching out through Student Services, primarily to students who have applied but didn't register, students who enrolled in a first 8-week course but not a second 8-week course, and students who are registered for less than 12 units; we've also added a number of Late Start sections to meet demand for the GED courses for students.
- I attended, along with President Green, the Honors Conference at UC Riverside and I just wanted to congratulate, first and foremost, our Honors students who are doing amazing work; It was so impressive to see their presentations, to see them interacting with other students from other colleges; It was a huge event and I wanted to especially congratulate Cameron Young, and Adriana Moreno for their leadership of the Honors Program, and also our Honors faculty; There was quite a few of them there, even Michael Bobo was there, and it was just great to see everybody and have a full day focused on scholarship and academia, it was very inspiring, so congratulations.

D. Vice President of Planning and Development (Tenisha James)

- No Report

E. Vice President of Student Services (Kaneesha Tarrant)

- There was a little snafu with sending out the Students of Distinction information from Dr. Romero, so there should be a new email that may have already gone out with that information, with a new deadline.

16. **Standing Committees & Liaisons Reports**

A. Academic Senate Standing Committees: APC, Assessment, CMAC, Curriculum, DE, FPDC, Library/LRC, Program Review, TLC

Academic Senate Liaisons: Accreditation, CSEA, CTE, DBAC, DEMC, DSPC, GLSA, DSSC, Guided Pathways, LGBTQ+ Advocates, Prison Education Program, Equity, PGSL

17. Meeting adjourned at 3:17 PM.

Senate President Ratifications 4.6.26

Deshonna Harsch – IEGC Faculty Co-Chair SP26-SP27

Equity in CPL: Removing the 12-Unit Course Completion and Transcription Barrier ...

Academic Senate
In Person & Via Zoom



RCCCD

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COLLEGE DISTRICT



NORCO
COLLEGE



CPL Then | CPL Now

- MAP began as the Military Articulation Platform
- Progressed into Mapping Articulated Pathways
- Included in Vision 2030
- Written into law with ongoing funding in October 2025
 - Signed by Governor Newsom
- Includes several ongoing sprints:
 - Veterans Sprint
 - Statewide Credit Recommendations for Industry Credentials
 - Apprenticeship Sprint
 - Coming Soon - ...



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Responsibilities of the Institutions

California Code of Regulations:

- Title 5, Section 55050, subsections (a), (d), (j), and (k)
- Governs credit by examination and prior learning assessment

U.S. Department of Veterans Affairs:

- Title 38 Code of Federal Regulations
- School Certifying Official (SCO) Handbook

California Legislation

- AB 123

California Community Colleges Chancellor's Office (CCCCO):

- Vision 2030



Chancellor Christian's 7 Strategies

1. Prioritize resources to implement CPL ...designating a CPL coordinator and CPL counselor.
2. **Eliminate any unnecessary obstacles to CPL.**
3. Support your discipline faculty experts to participate in MAP CPL evaluations.
4. Record all CPL transactions in MAP so we can share articulations.
5. Ensure that each CTE program identifies CPL opportunities/known to industry & workforce partners.
6. Engage with your local CSU to create 2+2 pathways with embedded CPL.
7. Share what you learn along the way.



<https://youtu.be/IDKn4pYXMJg>

Expanding CPL Pathways/Transcription

Discipline Faculty

- Learn from peer institutions, adopt best practices, and integrate processes that maintain academic integrity while honoring prior learning.

Counseling Faculty

- Stay current with approved articulations, ensuring students receive accurate guidance on where CPL best fits within their educational plans.

Classified Professionals

- Engagement centers, admissions, financial aid, and evaluations staff gain tools to communicate CPL opportunities and apply credits accurately.

2025 CPL Regional Meetings (OC & SD)

Last year representatives from all three colleges agreed that a double standard existed in how CPL was transcribed, particularly disadvantaging working adults who seek CPL through industry credentials, demonstrating an urgent need for consistent, equitable treatment across all CPL types.



CPL Regional Participants

MVC (2 in OC + 8 in SD)

- Arelene Serrato, Evaluator *
- FeRita Carter
- Adan Navas, MVC AS President
- Sandra Martinez, Dean Enrollment Services
- Leslie Alarcon, Veterans Counselor
- Nidia Fernandez, Counselor

NC (3 OC + 15 in SD)

- Quinton Bemiller, Interim VPAA
- Sonia Gonzalez, Dean A&R
- Kimberly Bell, Counselor and AS President
- John Moore, Counselor
- Ted Jackson, Counselor
- Ana Manaog, Evaluator
- Jeremy Lunasco, Evaluator
- Arlena Allende, Evaluator
- Rachel Hoffman, Health Srvc
- Leah Pineda, Admin. Spclst
- Sigrid Williams, Faculty *
- Janelle Brekke, Counselor *

RCC (4 OC)

- Ellen Brown-Drinkwater, Counseling
- Jeanine Gardner, Evaluations
- Vivian Ygloria, Counselor
- Lizette Tenorio, VRC Cord,

* Represents MAP Team attendee

Barrier and Equity Issue

Eligibility for and Limitations on Credit for Prior Learning

- The student must be currently enrolled and in good standing in the District, and have completed not less than 12 units or 50% of certificate coursework at Riverside Community College District with an overall grade point average of at least 2.0 (C). This requirement does not apply to Advanced Placement and other approved standardized examinations.
- The student must have previously earned credit or noncredit from the District or be currently registered in the District
- The course(s) to be considered are listed in the current college Catalog of the student's home college

Ongoing Districtwide Collaboration

- Monthly meetings
- Planning for Fall Districtwide CPL Flex
- Ongoing discussion on processes
- Inclusion of AO's in the process
- Ongoing equity issue with the current barriers in AP 2235



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Benefits and Broader Accessibility w/CPL

- **Benefits:** It accelerates degree completion, reduces educational costs, and acknowledges the value of experiential learning.
- **Broader Accessibility:** CPL makes higher education more affordable, encouraging enrollment and retention, particularly among working adults and veterans.



Barriers to Completing Educational Goals

- Family obligations (28%)
- Job and school conflict (22%)



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Proposed Change to AP 2235

- Remove the 12-unit completion requirement for all CPL methods beyond AP, IB, CLEP and JSTs
- Justification: 10+1 (Standards or Policies Regarding Student Preparedness and Success)
 - Ensure equitable, timely transcription
 - Remove the barrier for working adults who may have limited course-taking capacity
 - Honor their existing knowledge
 - Provides a sense of belonging/motivation
 - Support their completion goals

ASCCC Resolution 103.03, Spring 2025

Ensuring Access and Equity: Removing Residency Barriers for Credit for Prior Learning (CPL)

Whereas, ...minimum unit attainment should not obstruct the timely recognition and awarding of credit for prior learning ...

Resolved, ... recommend that colleges eliminate barriers to awarding credit for prior learning (CPL) by removing unit residency requirements ...

Referred to the ASCCC Executive Committee to take action and report back at the Fall 2026 Plenary Session



Thank you for letting us join you today.

What questions can we answer?



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NORCO TEACHING INSTITUTE

FALL 2025 AND NEXT STEPS

NORCO COLLEGE ACADEMIC SENATE PRESENTATION – APRIL 6, 2026



NORCO
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- Fall 2025 cohort
 - Four modules
 - Establishing a Welcoming Environment
 - Active Learning Strategies
 - Alternative Assessment Strategies
 - Humanizing Your Syllabus
 - 21 participants, both full-time and part-time faculty.



NORCO TEACHING INSTITUTE



- Modules consisted of both in-person and online materials.
- Topics and materials were chosen to meet the following standards:
 - Research-based.
 - Every module contained links to sources used to develop materials.
 - Practical and applicable
 - Use of “grab-and-go” gifts to provide participants ways to immediately implement ideas into classes.
 - Equity-focused
 - Every module contained equity-informed techniques to support diverse student groups.

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- Assessment at end of 1st Cohort
 - All participants asked to complete an end-of-cohort survey.
 - 16 participants took part in the survey.
 - Questions focused on participants' knowledge both before and after participation, participants' ratings of NTI and the covered topics, and participants' use of NTI ideas in their own classes.



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1. Overall, how satisfied were you with the following aspects of NTI?
 - a) In-person sessions – 69% very satisfied.
 - b) Online modules – 81% very satisfied.
 - c) Opportunities for collaboration – 88% very satisfied.
 - d) Facilitation and support – 88 % very satisfied.
 - e) Relevance to your teaching – 75% very satisfied.
2. To what extent did NTI increase your knowledge or understanding of practices related to the following areas?
 - a) Creating a Welcoming Environment – 44% significant increase.
 - b) Active Learning Strategies – 56% significant increase.
 - c) Active Assessment Strategies – 44% significant increase
 - d) Humanizing Your Syllabus – 44% significant increase.

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3. What was your experience with these techniques before NTI?
 - a) Welcoming Environment – 38% familiar but had not used them/unfamiliar.
 - b) Active Learning Strategies – 51% familiar but had not used them/unfamiliar.
 - c) Alternative Assessment Strategies – 63% familiar but had not used them/unfamiliar.
 - d) Humanizing Your Syllabus – 51% familiar but had not used them/unfamiliar.

4. How have you applied what you learned in NTI so far?
 - a) I have already made changes in my course this semester (Fall 2025) – 50%
 - b) I plan to make changes next semester – 31%
 - c) I am still exploring how to implement ideas – 19%
 - d) I do not plan to make any changes at this time – 0%

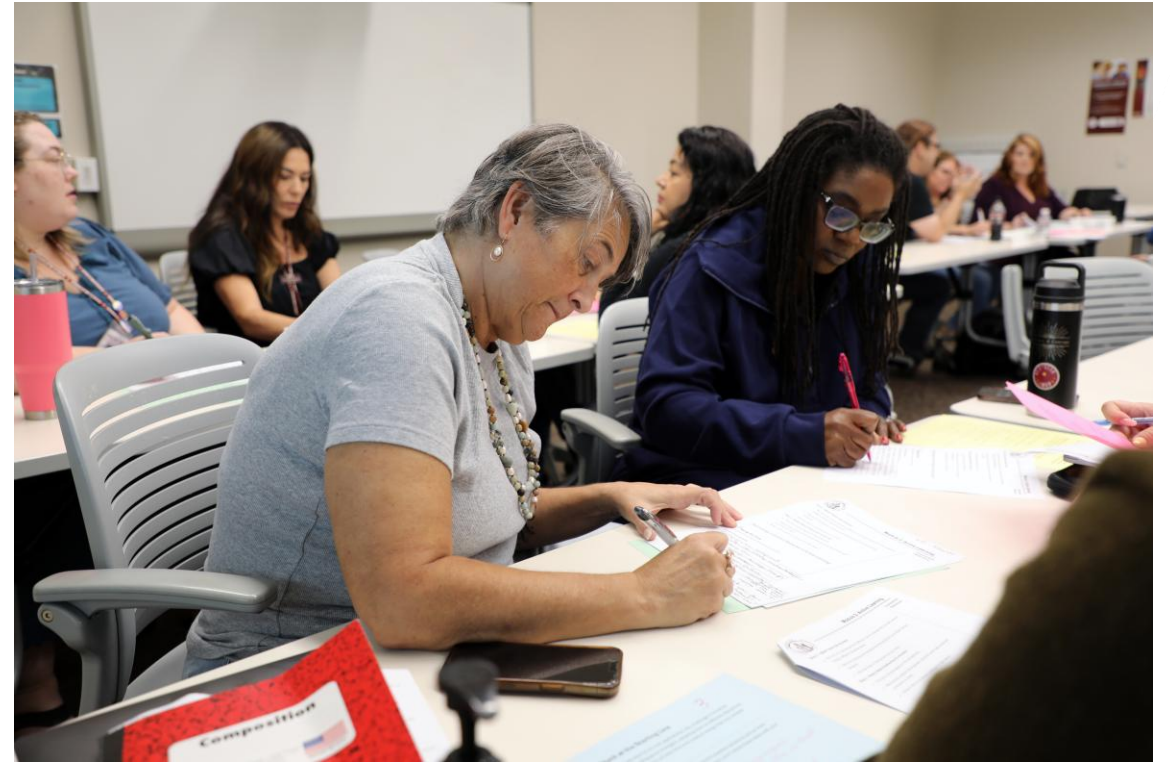
NORCO TEACHING INSTITUTE

- “All modules were very valuable. The research, readings, gifts and examples used are applicable for my courses. I learned a lot. The creating a welcome environment helped me with making my module more personal. I revised my home page, added an anonymous survey, and I incorporated the name coach. I also liked the examples of active learning and made some modifications to an assignment.”
- “I loved the information on active learning strategies. I took a lot out of that session. I also really enjoyed the module materials for all of the assignments, particularly the idea of metacognitive questions, beginning activities to create welcoming environment online, and ways to change certain aspects of the syllabus to meet inclusive language.”



NORCO TEACHING INSTITUTE

- What would you tell a colleague who is considering joining a future NTI cohort?
 - “Absolutely try it. Collegial support.”
 - “Join it immediately if you want to grow.”
 - “DO IT!”
 - “I will encourage them to enroll, especially if teaching on line. Many PT professors work independently and hardly have opportunities to reflect and practice with colleagues.”



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- Plans for revision
 - Reduce duplication between Canvas and in-person materials and activities.
 - Promote opportunities for more immediate reflection and implementation of techniques.
 - Reassess Portfolio project.
 - Provide support for a broad range of faculty from different disciplines.
 - Provide support for faculty at different levels of experience.
- We are currently working to begin recruiting for our next cohort to take place in Fall 2026.

NORCO TEACHING INSTITUTE

- The Team

- Lana Borissova
- Bibiana Lopez
- Sara Nafzgar
- Dan Reade

- Thank You To...

- Dr. Tenisha James
- Desiree Wagner
- Dean David Schlanger
- Danielle Elizondo
- Dr. Gustavo Ocegüera
- Ruth Leal
- Executive Cabinet
- And our amazing first cohort!

BP 2105 DISTANCE EDUCATION

References:

Title 5 Section 55200 et seq.; U.S. Department of Education Regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; and 34 Code of Federal Regulations Section 602.17.

The Chancellor, in consultation with the District Academic Senate, shall establish procedures to ensure effective Distance Education programs exist.

Date Adopted: April 18, 2023

Revised: N/A

AP 2105 DISTANCE EDUCATION

References:

Section 504 of the Rehabilitation Act;
Americans with Disabilities Act;
Title 5 Sections 55200 et seq.;
34 Code of Federal Regulations Section 602.17 (U.S. Department of Education
Regulations on the Integrity of Federal Student Financial Aid Programs under
Title IV of the Higher Education Act of 1965, as amended);
ACCJC Accreditation Standard II.A.11

The Distance Education Department, in collaboration with the colleges' distance education committees, is the official District entity that supports distance education at the colleges. This includes, but is not limited to, technology infrastructure, faculty technology training, reporting, and regulatory compliance.

Definition: Distance education means education that uses technology to deliver accessible instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructors(s) either synchronously or asynchronously with the assistance of the RCCD approved Learning Management System (LMS). In this context, the term "accessible" means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally, and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.

(1) For purposes of this definition, an instructor is an individual responsible for delivering required course content and who meets the qualifications for instruction established by an institution's accrediting agency.

(2) The District has processes in place through which it establishes that a student who registers in a course offered via distance education is the same student who academically engages in the course or program. The District will make clear in writing that institutions must use processes that protect student privacy and notify students of any projected additional student charges associated with verification of student identity at the time of registration or

enrollment (BP/AP 5040 Student Records, Directory Information and Privacy). The District may utilize one or more of these methods to authenticate or verify the student's identity:

- (i) secure credentialing/login and password; or
- (ii) proctored examinations; or
- (iii) new or other technologies and practices that are effective in verifying student identification.

Instructor Contact:

(1) Any portion of a course conducted through distance education includes regular and substantive interaction between the instructor(s) and students, (and among students as described in the course outline of record), either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voicemail, email, or other activities. 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:

- (i) Providing direct instruction ~~via synchronous or asynchronous methods~~;
or
- (ii) Assessing or providing feedback on a student's coursework; or
- (iii) Providing information or responding to questions about the content of a course or competency; or
- (iv) Facilitating a group discussion regarding the content of a course or competency; or
- (v) Other instructional activities approved by the institution's or program's accrediting agency.

(2) An institution ensures regular interaction between a student and an instructor(s) by, prior to the student's completion of a course or competency:

- (i) Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
- (ii) 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.
- (iii) For purposes of calculating instructional time in the context of asynchronous distance education, a week of instructional time is any week in which:

- (1) The District makes available the instructional materials, other resources, and instructor support necessary for academic engagement and completion of course objectives; and
- (2) The District expects enrolled students to perform educational activities demonstrating academic engagement during the week.

(3) Student-to-student interaction

- (i) Instructors will provide opportunities for regular and substantive interaction among students. Interaction is designed to facilitate interaction with and about course content.
- (ii) Unstructured student-to-student interaction should be facilitated by the instructor using a variety of tools and methods available to accommodate a variety of cultures and communication styles.

Curriculum Approval:

For any portion of the instruction in a new or existing course that is to be provided through distance education, the course outline of record or a distance education addendum to the course outline of record shall address how course outcomes will be achieved in a distance education mode and how the portion of instruction delivered via distance education meets the requirement for regular and substantive interaction as specified in “Instructor Contact” section above.

The course design and all course materials must be accessible to every student including students with disabilities. The distance education course outline of record or addendum shall be approved according to the district’s adopted curriculum approval procedures.

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedure 2020 Program, Curriculum, and Course Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

Course Approval: When approving distance education courses, the Vice-Chancellor, Educational Services, or designee, will certify the following:

- **Course Standards:** Consistent standards of course rigor and content are applied to the distance education courses as are applied to face-to-face classroom courses.
- **Course Determinations:** Determinations and judgments about the consistency and alignment to existing standards of the distance education course structure were made with the full involvement of the curriculum committee approval procedures.
- **Instructor and Student Interaction:** Each section of the course that is delivered through distance education will include regular and substantive interaction

between instructor and students, as well as among students, either synchronously or asynchronously.

- The manner in which face-to-face class (seat) time will be effectively replaced in a distance education format has been addressed.
- Course compliance with Section 508 to ensure the electronic and information technology accessibility needs of individuals with disabilities has been addressed.

Addendum to Course Outline

An addendum to the official course outline of record may be made if any portion of the instruction of a new or existing course is provided through distance education. The addendum, if submitted, must be approved according to the District's curriculum approval procedures. The addendum or course outline of record must address the following:

- How course outcomes will be achieved in a distance education mode;
- How the portion of instruction delivered via distance education provides regular and substantive contact between instructors and students; and
- How the portion of instruction delivered via distance education meets the requirements of the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act of 1973.

Duration of Approval: All distance education courses approved under this procedure will continue to be in effect unless there are Major Modifications made to the Course Outline of Record.

Authentication of Student Identity

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education course is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy, level of technology required to activate the authentication process, and estimated additional student charges associated with verification of student identity, if any.

The District's chief instructional officer shall utilize one or more of these methods to authenticate or verify the student's identity:

- secure credentialing/login and password for the LMS;
- proctored examinations (determined by department); or
- new or other technologies and practices that are effective in verifying student identification.

The District's chief instructional officer shall establish procedures for providing a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any, to each student at the time of registration.

The District requires no additional fees for the authentication methods listed above. If an individual faculty member requires face-to-face proctoring at an off-campus site, any potential or associated fees will be stated in the course syllabus and should be noted in the schedule to alert students to these costs prior to registration.

The faculty teaching distance education courses shall authenticate student identification over the period of the course. Opportunities to authenticate include but are not limited to:

- Systematic monitoring and tracking of student work
- Remote online proctored exams using District furnished resources
- Synchronous oral examinations using an approved photo ID
- In-person proctored exams with photo ID check
- Synchronous or asynchronous video activities using an approved photo ID
- Other technologies or procedures specified by faculty in their course syllabus and approved by the department.

Legal Issues in Online Classes:

Webcam Use During Live Synchronous Online Classes: While there is no express prohibition against faculty requiring students to attend live online synchronous classes with their cameras on, an indiscriminate cameras-on requirement risks violation of student privacy rights under the California Constitution, and potentially implicates other federal and state privacy and civil rights laws. However, if there are circumstances where full audio and visual student participation is essential to instruction and assessment, a carefully tailored cameras-on requirement is appropriate. Requirements of camera usage for students should be limited to showing individual student faces and should avoid requirements of scanning surrounding environments.

Real-Time Captioning During Live Synchronous Online Classes: An auxiliary aid or service is required if the class includes deaf or hearing-impaired students to ensure they are able to participate in their educational program. In most cases, this requirement will be satisfied by the provision of real-time captioning in live, synchronous online classes. However, the District should give "primary consideration" to the choice of aid or service requested by deaf or hearing-impaired students, and weigh such requests against the burdens they would impose upon instruction.

Local District Standards for Quality Distance Education Instruction:

Faculty Certification to Teach Online: Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with the requirements of this procedure, local district policies, accrediting agencies, and negotiated agreements. Faculty requesting or required to teach courses developed for online or hybrid delivery are expected to complete RCCD Distance Education Department online teaching certification training that includes course development, course design, course facilitation, and equity considerations within the learning management system. Enforcement of the certification requirement shall be done by the Vice-President of Academic Affairs or their designee, as a result of a process approved by the Academic Senate and the office of the Vice-President of Academic Affairs.

Non-Evaluative Peer Online Course Review: The voluntary review of courses designed for fully online and hybrid delivery should be completed by a certified team that provides mentorship and support to faculty. The courses are reviewed using industry-recognized, quality-course-design standards which include but are not limited to Quality Matters, the Online Learning Consortium Quality Scorecard, or the CVC-OEI Rubric.

Office of Primary Responsibility: Vice Chancellor, Educational Services & Strategic Planning

Administrative Approval: June 15, 2009

Revised: July 30, 2012

Revised: June 16, 2015 (References and Titles only)

Revised: March 15, 2021

Revised: January 23, 2024

Formerly: 4105

Communication & Monitoring Plan (CMP)

Ways I Will Initiate Interaction with You: Weekly announcements, providing feedback on assignments, facilitating discussions, and periodic Canvas Inbox messages.

Ways You Can Contact Me: For general questions, use the Q&A Discussion board and/or announcement comments so that everyone benefits from the answer. For personal questions, use the Canvas Inbox or attend Student Office Hours. You can expect replies within approximately 48 hours on weekdays.

Ways You Can Interact with Classmates: Discussion board replies, peer feedback activities, Canvas Groups, and Canvas messaging.

Monitoring and Outreach: I will review course activity regularly. If I see a pattern of inactivity or challenges in the course, I'll reach out. If needed, I'll recommend campus support resources.

Note to faculty: Modify the language as needed to reflect the practices in your course for each of the four areas. This is in addition to the more robust CMP page that should appear in Canvas. A template is available in Canvas for that.



Defining the Standard of Care

2025: IEPI Partnership Resource Team



California
Community
Colleges



Services include

- Technical assistance
- Partnership Resource Teams
- Communities of Practice
- IEPI Seed Grants
- Reports and Resources

Learn more: IEPI.CCCCO.EDU

PRT Recommendations

Standard of Care

- Define the Standard of Care
- Clarify roles and responsibilities
- Case management

Data and Technology

- Assessment and data governance

Communication

- Market tutoring services

Engagement

- Revamp Early Alert

STANDARD OF CARE

Define the Standard of Care

Clarify roles and responsibilities

Case management

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.

Workgroup Composition



Kimberly Bell
Academic Senate President



Arezoo Marashi
Academic Support Coordinator



Nelly Parada
Educational Resource Advisor Program



Hortencia Cuevas
Director, Student Support Services



David Schlanger
Dean, Student Services



Sonia Gonzalez
Dean, Enrollment Services



Vivian Harris
Associate Professor, Library Services



Dr. Quinton Bemiller
Interim Vice President, Academic Affairs



Dr. Tenisha James
Vice President, Planning and Development



Damon Nance
Dean, Technology and Learning Resources



Sean Davis
Associate Professor, Counseling



Dr. Kaneesha Tarrant
Vice President, Student Services

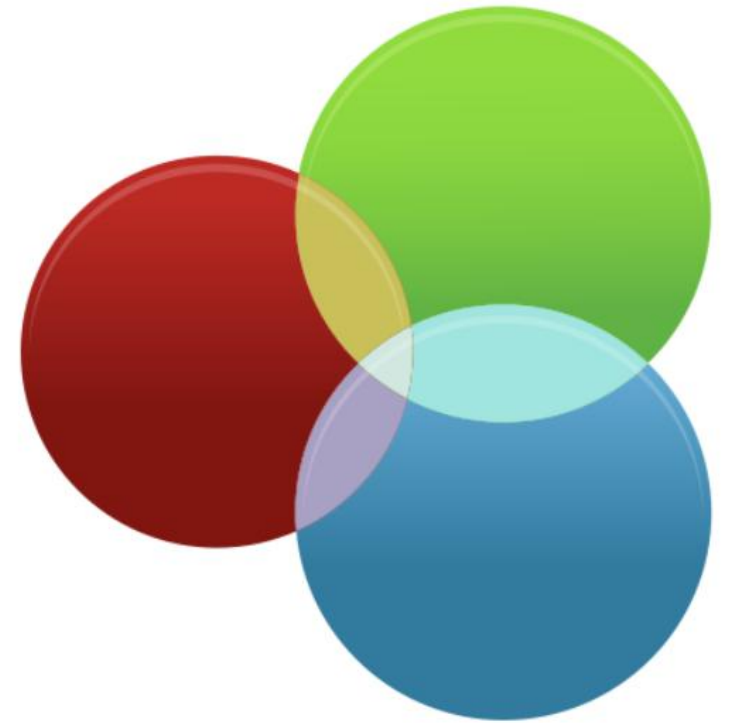
Standard of Care Prompts

- **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**



Standard of Care Defined

At Norco College, our Standard of Care means every student is welcomed and provided equitable support through coordinated services to ensure clear pathways to complete their academic and career goals within three years.

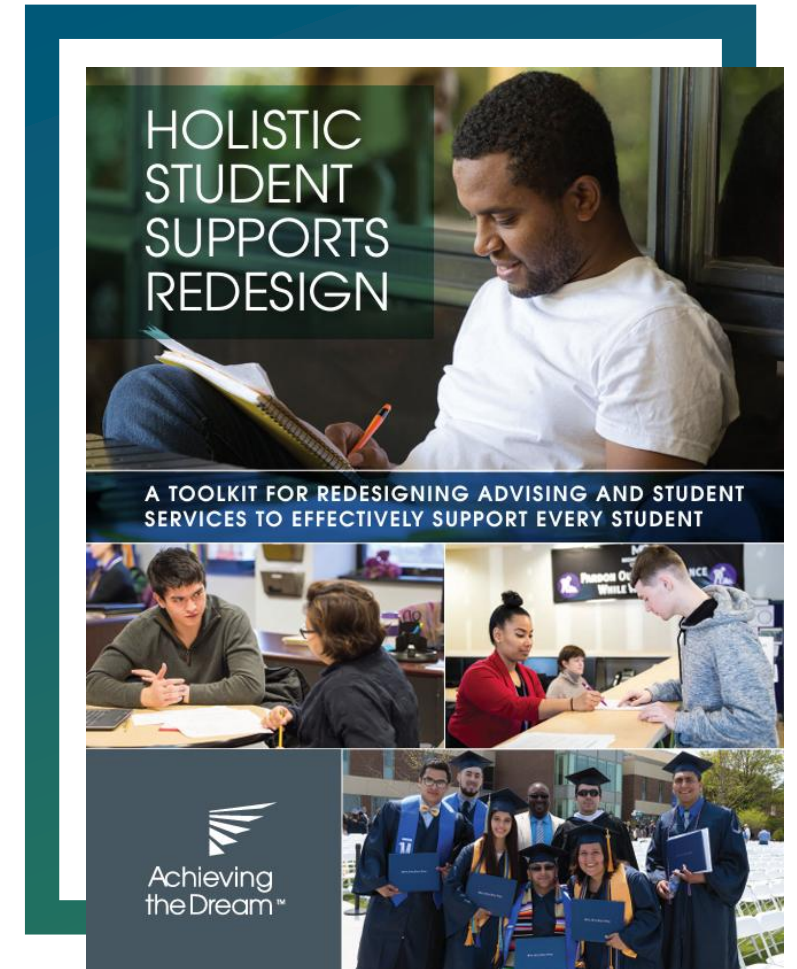
Questions?



NEXT STEPS

Spring 2026 Timeline

- **Student Support Council – February 26, 2026**
- **Academic Senate – March 2, 2026**
- **College Council – March 12, 2026**
- **Executive Cabinet – March 18, 2026**



Norco Assessment Committee

Academic Senate Report

Meeting Date: March 18, 2026

Prepared by: NAC Co-chairs

Action Items

- Approval of Agenda and February 18, 2026 Minutes
- Approval of the 2024-2025 Annual Assessment Report
- First read of the Assessment Handbook drafted by a subgroup of NAC through a Winter Special Project; NAC members were asked to take the draft to their respective areas/schools to get feedback especially on questions the handbook may not answer
- Approval of the *Appropriate Use of Assessment Results* document which is included in the Assessment Handbook and will be shared at APC on April 10, 2026 and taken to Academic Senate

Discussion Items

- No Project Team updates as they have not met yet this semester

Information Items

- Reviewed the course outcome assessment form in Nuventive that is now available for full-time faculty to pilot in place of completing the Microsoft Form; contact the NAC co-chairs if you are interested in participating in the pilot and giving feedback on your experience
- Status update on the request for Academic Senate approval to show section level, course SLO data in Nuventive dashboards; NAC members were asked to discuss with their areas/schools the pros and cons of providing part-time faculty with access to Nuventive, including access level (i.e., view only v. full edit)
- Program Learning Outcome Schedules were requested on December 16, 2025 via email with a March 14, 2026 due date; only three chairs have submitted their schedules; NAC members were asked to check on the status of these schedules along with the course SLO schedules that are outstanding
- NAC faculty co-chair would like to begin succession planning with anyone who is interested in moving into the faculty co-chair role.

APPROPRIATE USE OF ASSESSMENT RESULTS TO SUPPORT STUDENT SUCCESS & EQUITY

Appropriate Use

Assessment results are intended to support inquiry and improvements to teaching, learning, and services with a focus on closing equity gaps. Assessment data should inform collaborative discussion, and guide innovation and actions that strengthen student success.

Outcomes assessment is not controlled scientific research. Student learning is influenced by many factors beyond the control of any single person, including prior preparation, course modality, scheduling, student responsibilities outside of school, and broader institutional or social conditions. Because these variables cannot be isolated, assessment results should not be used to attribute student achievement to an individual employee, course section, program, or service.

Assessment is most effective when individuals engage with results openly and honestly. If assessment results were used in ways that create fear of negative consequences, people may feel pressure to alter results, disengage, or avoid experimenting with new teaching strategies or service approaches. Maintaining assessment as a safe space for inquiry and improvement encourages authentic reflection, meaningful dialogue, and innovation that benefits students.

Consistent with faculty contract language, full-time faculty are expected to participate in assessment¹, but assessment results are not part of the scope of the review during the faculty evaluation process². Participation in assessment is not required for part-time faculty and cannot be used for evaluation or employment³ decisions. Part-time faculty can be compensated for up to three hours of optional discipline-directed assessment activities per academic year⁴.

Faculty Requests for Disaggregated Assessment Data

To close equity gaps effectively, faculty have requested access to course-level and section-level data for each individual course SLO, disaggregated by relevant student groups. In addition to the protections in the Faculty Contract, the College's assessment technology platform, Nuventive, also provides safeguards. Faculty are able to view disaggregated discipline-level outcomes data only for their own instructional unit within Nuventive. Faculty need to be able to examine their own course-level data to understand patterns in student learning and engage in informed discussions with discipline colleagues about potential improvements. Access to this level of detail supports a strong culture of assessment, built upon shared understanding and mutual respect for our agreements, that encourages honest reflection, collaborative dialogue, and thoughtful innovation in teaching and learning to better serve our students.

¹ 2021 – 2024 Faculty Association Agreement, XI.B.1, Faculty Expectations, p. 46.

² 2021 – 2024 Faculty Association Agreement, XI.D, Evaluation Procedures, p. 48-58.

³ 2021 – 2024 Faculty Association Agreement, X.D.3, For Associate Faculty, p. 56.

⁴ 2021 – 2024 Faculty Association Agreement, X.Q.5, Associate Faculty, p.28.

GUIDELINES FOR HOW ASSESSMENT RESULTS SHOULD AND SHOULD NOT BE USED

Assessment Purpose	Appropriate Uses of Assessment Results	Inappropriate Uses of Assessment Results
Improving Student Learning	<p>✓ Identify specifically where students may be experiencing learning challenges within courses, programs, or individual outcomes.</p>	<p>✗ Use assessment data to evaluate or judge individual faculty performance.</p> <ol style="list-style-type: none"> Assessment results are NOT part of the scope of review in the faculty evaluation process. Assessment results CANNOT be considered during employment/re-employment decisions.
Faculty Dialogue & Reflection	<p>✓ Support collaborative discussions among faculty within a discipline about student learning and instructional strategies.</p>	<p>✗ Attribute student outcomes to a single instructor or section.</p> <ol style="list-style-type: none"> Assessment results are NOT part of the scope of review in the faculty evaluation process. Assessment results CANNOT be considered during employment/re-employment decisions.
Equity-Focused Inquiry	<p>✓ Examine disaggregated data to identify equity gaps and determine where targeted interventions may help students succeed.</p>	<p>✗ Draw conclusions about student groups without examining context or supporting evidence.</p>
Curriculum & Instructional Improvement	<p>✓ Pinpoint specific course outcomes or areas of curriculum where adjustments may improve learning.</p>	<p>✗ Require broad course or program redesign without understanding where learning gaps originate.</p>
Evidence-Based Decision Making	<p>✓ Use shared assessment evidence to inform decisions about pedagogy, curriculum, and program improvement.</p>	<p>✗ Use assessment results to rank instructors, courses, or departments.</p>
Program & Course Alignment	<p>✓ Coordinate improvements across courses or sections using discipline-level evidence and discussion.</p>	<p>✗ Treat assessment as a compliance activity rather than a process for improvement.</p>

Curriculum report to the Norco Senate April 6, 2026

Nothing new, just reminders:

1. The new launch deadline for inclusion in the 2026-27 catalog is June 5. All course and program proposals must be launched in curricunet by June 5.
2. The state Chancellor's Office, in consultation with ASCCC, is pausing the release of Phase III templates.

Accreditation Liaison Report to Senate

Date: 04/06/2026 | Liaison: Laura Adams

Progress Since Our Last Meeting

- The rough draft of the (N)ISER is complete
- VPs, Councils, committee chairs have been asked to review sections relevant to their areas and provide feedback

What's Coming Up Next

- Ongoing Evidence collection and verification throughout the draft
- Revision in response to feedback
- Developing a systematic process to ensure RSI, collaboration with DEC

Where We Could Use Faculty Input

- Send your improvement narratives to the Accreditation Team; The ISER needs stories about changes to teaching and learning that were inspired by evidence.
- For example: changes made after reviewing SLO assessment data, Program Review outcomes data, or student feedback.

FYIs

- ACCJC DE review will be based on Spring 2026 courses. You still have time to enhance RSI.
- Please submit your learning outcome assessment schedules to Charise Allingham.
- If your department or discipline wants small-group training on SLO assessment or RSI in DE classes, please reach out.

Academic Senate Report

Committee Name: PG&SL

Meeting Date: 3/9/26 (Special Meeting)

Faculty Reporting: Dr. Estrella Romero & Sara Nafzgar

Update:

I. **Admin Co-Chair Transition**

- a. Thank you Dr. Zai and Kat Coh for years of service on the committee
- b. Welcome Graciela Caringella and Mabel Diaz

II. **Brown Act**

- a. Working to ensure Brown Act Compliance.
- b. Spring meetings will be held in CAADO (District Office) and via Zoom. They are open to the public.

III. **AP6160(A) Revision Update**

- a. The workgroup met this winter to discuss recommended edits based on feedback from AS and PG&SL committee members.
- b. PG&SL Committee members, the DAS President, Vice Chancellor Few, Associate Vice Chancellor Zai, and General Counsel Keith Dobbys participated.
- c. The committee expects it be finalized soon.
- d. The committee is discussing the creation of a rubric.

IV. **March Meeting Faculty Requests**

- a. The committee reviewed three professional growth plans submitted by faculty.
- b. The committee reviewed six salary reclassification requests.

V. **Future deadlines**

- a. Sabbatical Leaves: May 15th for the following spring semester only
- b. Professional growth/salary reclassification: 3/24, 5/5, 5/19
- c. See email from Graciela Caringella or [PG&SL page](#) for details and links