



Minutes
Norco Academic Senate Meeting
On May 18, 2026
1:30 - 3:30 PM | CSS-217 & via [Zoom](#)

Meeting called to order at 1:43 PM.

1. Attendees

Officers, Senators, Alternates, and Committee Chairs & Liaisons: Laura Adams, Maria Adams, John Alpay, Kimberly Bell, Darnell Bing, Michael Bobo, Meghan Chandler, Erin Deck, Jake Drainville, Vivian Harris, Marie Hicks, Jared Evangelista, Ana-Marie Olaerts, Sandra Popiden, Dan Reade, Tim Russell, Jim Thomas, Jody Tyler, Steff Warsinski, Patty Worsham

Guests: Kylie Campbell, Cheryl Cox, Tamara Cummings, Monica Green, Monica Huizar, Mary Isaac, Tenisha James, Arezoo Marashi, Jethro Midgett, Sara Nafzgar, Nancy Quiñones, David Schlanger, Melanie Titterud, Desiree Wagner

2. Approval of [Agenda](#)

- Reorder agenda to swap items 10 and 12
M/J. Alpay, S/M. Hicks; Approved by Consensus

3. Approval of Minutes for [May 4, 2026](#) meeting

Motion passed unanimously to approve the May 4th minutes with corrections.
M/J. Alpay, S/J. Thomas; Approved by Consensus

4. [Comments from the Public](#)

Steff Warsinski statement:

- We stand in unwavering solidarity with our DACA recipients—faculty, classified professionals, and students—who continue to face uncertainty due to the absence of clear institutional policy and protections within Riverside Community College District. These valued members of our community have dedicated years of service, mentorship, scholarship, and care to our colleges. They deserve dignity, stability, and institutional support, not the added trauma of navigating job insecurity and forced reapplication processes for positions they have already faithfully held. RCCD has long claimed a commitment to equity, inclusion, and student-centered values. Those commitments must extend beyond words and into actionable policy. Under California’s “10+1” shared governance framework, outlined in California Code of Regulations Title 5 §53200 and reflected within RCCD Board Policy regarding Academic Senate responsibilities, Academic Senates are granted primary responsibility for making recommendations in areas directly related to academic and professional matters—including policies for faculty roles, hiring processes, professional standards, and institutional planning related to equity and student success. This moment calls for Senate leadership to rise to that responsibility. We urge Academic Senate leadership and the RCCD Board of Trustees to work collaboratively toward the creation of district policy that protects DACA employees from unnecessary displacement and institutional harm. Such policy should include pathways for reemployment protections,

temporary leave or reinstatement options during lapses in federal authorization, and a commitment to refrain from permanently filling positions held by DACA recipients whenever possible. Requiring individuals to endure the gruesome and dehumanizing process of reapplying for positions they have already earned and excelled in is not only inequitable—it is contrary to the compassionate educational values we claim to uphold. DACA recipients are not temporary contributors to our colleges; they are integral to the fabric of our institutions. They are mentors, educators, advocates, counselors, and leaders who have transformed lives across our district. Many of our undocumented and mixed-status students see themselves reflected in these professionals and find hope through their presence. To fail them in this moment would be a failure of our institutional mission.

We call upon Senate to do what is right: advocate boldly, lead courageously, and support the implementation of policies that protect our faculty—full-time and part-time alike—from unnecessary harm rooted in federal instability. Equity must be practiced most fiercely when people are vulnerable. This is one of those moments.

"Rate My Professor" Agenda Request: A request was made to agendize a future discussion regarding the impact of "Rate My Professor" on enrollment and advising, specifically citing issues with fraudulent professor profiles and fake comments within the local chemistry discipline.

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)

Standard of Care – Instructional Faculty Participation

- Sara Nafzger
- Dominique Voyer

GLSA Rep at the district level

- Michelle Ramin

M/J. Alpay; S/M. Hicks

7. **Action Item:** [Noncredit Faculty Lead Duties](#) (P. Worsham)

The college approved a plan to help grow "non-credit" classes (affordable, low-risk courses designed for adult learners and community members facing financial challenges). Right now, too many of these classes are canceled because of low enrollment, so this plan creates a dedicated leader at the college to manage and promote them.

- The 4-Phase Plan:
 - Phase 1: Starts by giving a professor a small amount of release time (20%) from teaching to focus on setting up the program, and pairs them with a student advisor.
 - Phase 2: Increases the leader's time (to 40%–60%) so they can coordinate class schedules, work to stop class cancellations, and build partnerships in the community.

- Phase 3: Makes the role a full-time leadership position to handle big-picture planning and program growth.
- Phase 4: Adds a part-time assistant (50% time) to help the full-time leader handle the paperwork as the program gets bigger.

This position will be paid out of the college's regular budget. Moving from one phase to the next will only happen as student enrollment grows to certain milestone numbers. Because non-credit needs don't stop, this will be a year-round job that includes work during winter and summer breaks. ([Senate #7](#))

8. **Action Item:** [Alignment of RCCD RSI Guidelines with AP 2105 and ACCJC RSI Rubric](#) (2nd Read) (S. Popiden) ([Senate #8](#))

Approved by Consensus

9. **Action Item:** [New Improved Program Planning and Endorsement Process](#) (L. Adams)

- Laura Adams began the project in Spring 2025 at leadership's request to create a structured program planning process before proposals reach Senate or Curriculum.
- Developed a checklist and guide to help faculty work through the planning process; packet and process documents are available in SharePoint.
- First draft was presented in Spring 2025 and revised based on Senate feedback, especially from Brian Johnson.
- Process was created out of institutional need to help complete the necessary preliminary work before curriculum development begins.
- Process protects faculty effort by identifying strategic fit, feasibility, staffing, scheduling, and resource realities early.
- This is not a curriculum process; it focuses on whether Norco should develop the program, while curriculum details would later go through Curriculum processes.
- Academic Senate is the single decision-making body for endorsement under Title 5 §53200; Academic Council receives an informational report.
- President provides strategic and resource context, not approval authority.
- Faculty sponsor owns the process, and incomplete packets will not move forward.
- Section E focuses on feasibility scoping rather than curriculum development.
- Program Review occurs after launch using student outcomes and data.
- Checklist includes 8 steps before Senate endorsement.
- Questions were raised on whether programs lacking strategic alignment or funding could still move forward to Senate.
- Discussion noted the process may not fully apply to baccalaureate program development.
- Faculty were encouraged to bring the process back to their disciplines and schools for additional feedback.
- June meeting is still uncertain due to finals week so the item may return in June or in the fall. ([Senate #4&5](#))

10. **Information Item:** [NC Strategic Plan: Student Services](#)

- The presentation outlines how Norco College's Student Services division is aligning its day-to-day operations with the college's massive Educational Master Plan (EMP) and the broader district goals leading up to the year 2030.
- Key priorities include:

- Increasing enrollment and persistence
 - Expanding basic needs and wellness support
 - Improving degree completion and transfer rates
 - Increasing financial aid access
 - Strengthening career pathway enrollment
- Basic Needs & Wellness services saw major growth:
 - 49% increase in student visits from Fall 2024 to Fall 2025
 - Childcare services increased 220%
 - Mental health services increased 142%
 - Housing insecurity support increased 75%
- Mental Health Services:
 - Responded to 110+ CARE Team referrals
 - Provided 963+ hours of counseling/services to 167 students
 - Engaged over 1,200 students through prevention and wellness activities
- Student Activities strengthened student engagement and support through:
 - 41 active clubs and leadership opportunities
 - Funding for athletics, Umoja, Veterans, Foster Youth, Basic Needs, and other programs
 - Support for transportation, free printing, textbooks, meals, scholarships, and commencement regalia
- Financial Aid expansion:
 - Increased aid recipients from 8,344 students (2022–23) to 11,080 students (2024–25)
 - Financial aid distributed increased to \$22M
 - Expanded outreach, workshops, and FAFSA/CADAA completion efforts
- “Standard of Care” initiative focuses on case management, clearer student support systems, early alerts, and improved communication to boost completion and transfer outcomes.
- Student success outcomes improved:
 - Units to degree completion reduced by 12.5%
 - Hispanic student completion increased 19.2%
 - Overall two-year graduation rates increased from 7.4% to 10.4%
 - Hispanic student transfer rates increased 31.8% since 2019

Career Services expanded support through counselor training, new career tools, CTE support, and plans to train advisors in job search and employment readiness skills.

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

11. Information Item: Student Services: Access (Objective 1.2) (D. Schlanger)

- The college aims to grow its annual student headcount by 3% every year, contributing to a district-wide goal of expanding overall student enrollment by 25% by the year 2030.
- To achieve this growth, the college is using established national toolkits (the *SSIPP Framework* and *Achieving the Dream*) to redesign student support. This framework emphasizes making student services:
 - Strategic (planned out)

- Sustained (lasting throughout the student's journey)
 - Integrated (connected across campus departments)
 - Proactive (reaching out to students *before* they ask for help)
 - Personalized (tailored to individual student needs)
- Embedding college Educational Resource Advisors directly into local feeder high schools on a bi-weekly schedule to help seniors transition to college.
- Sending Admissions & Records staff directly onto local high school campuses (CNUSD) every week to assist students taking college classes while still in high school during peak registration times.
- Launching parent engagement nights to help families understand how to support their college students.
- Launching a brand-new First Year Experience (FYE) program to ensure all incoming students successfully complete a comprehensive, long-term education plan.
- Major progress to date:
 - Outreach events increased from 57 (2023–24) to 115+ events in 2025–26
 - Added 108 dual enrollment support activities
 - Student headcount rebounded 41.7%, growing from 13,808 students in 2021–22 to 19,570 in 2024–25
 - Holistic Student Support survey added to orientation
 - Summer Bridge pilot launched in Summer 2025
- This year's priorities:
 - Embed advisors directly at feeder high schools
 - Provide weekly Admissions & Records support for dual enrollment
 - Launch parent engagement nights
 - Implement First-Year Experience program in Fall 2026 focused on comprehensive education planning

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

12. Information Item: [Tutoring Standard of Care Workgroup](#) (D. Nance)

- The goal is to align tutoring services with the college's master plan to help increase three-year graduation, certificate, and transfer rates by 3% annually. The overarching mission is to eliminate the negative stigma around tutoring and make it an "inescapable," everyday part of a successful student's journey.
- The college put together a dedicated Tutoring Standard of Care Workgroup, bringing together professors, staff, administration, and actual student tutors; to define academic support roles and map out how to best help students.
- Writing Reading Center (WRC) Success: Boasts a 100% student satisfaction rate across more than 3,500 feedback surveys.
- Has served over 4,000 students since opening in 2022, providing specialized assistance for English courses (specifically English 1A), as well as resumes, scholarships, and transfer applications.
- Plans are underway for a Fall presentation to secure more permanent college funding and staffing to keep this space growing.
- Next Steps for Growth (Spring 2026):

- Expanding NetTutor (online tutoring) and creating specialized math and science support groups, specifically targeting foundational and gateway courses like Math 12 and Chemistry 1A.
- Actively holding information sessions and requesting faculty recommendations to hire and train new student peer tutors for the upcoming semesters.

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

****Motion to extend meeting by 10 mins: M/M. Hicks, S/J. Tyler: Approved by Consensus**

13. Information Item: Element 451 Debrief

- Faculty members express widespread confusion over what Element 451 actually does, noting it seems to overlap with tools the college already uses (like MyPortal, Canvas, etc.) and adds another layer of student-facing programs.
- There is deep uncertainty and concern regarding what will be expected or required of instructional faculty using this new platform.
- The platform has already been purchased by the district to serve as a student case-management system.
- Faculty were not included in the implementation group until recently because the district initially focused on sorting student intake data rather than instructional or early alert needs.
- Implementation has been slowed because the district did not realize how differently each individual college sets up its student case management.
- While tech leadership promises Element 451 has better two-way integration capabilities than past failed platforms (like Anthology), it remains unclear exactly what the Canvas and Early Alert integrations will look like.
- A faculty early alert workgroup is currently evaluating various district systems using a strict rubric. They will use their findings to hold the vendor accountable and will report their recommendations in the Fall.
- If you have any feedback regarding the Element 451 presentation, please share with Kim so she can share with the leads.

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

14. Officer Reports

- A. Secretary/Treasurer (Erin Deck)
 - No Report
- B. Vice-President (Dan Reade)
 - Congratulations to Marie Hicks for another 2-year term as the PT Senator
- C. President (Kimberly Bell)
 - No Report- will send out statement

15. College Reports

- A. Associated Students Senate Representative (J. Evangelista)

- The Nomu event held on the 15th was a major success, and a thank-you was extended to everyone who attended.
- The bookstore is offering a special deal where the first 300 students can purchase graduation gowns for just \$50, with the Associated Students of Norco College (ASNC) covering the remaining cost. Faculty and staff are asked to spread the word.

B. President (Monica Green)

- Despite the closure of the California Rehabilitation Center, the team is actively expanding regional support for incarcerated students:
 - The program expects to launch 12 class sections serving roughly 80 students at Ironwood State Prison this fall, coordinating closely with Palo Verde College.
 - The team is reviewing student needs at the California Institute for Men and California Institution for Women (Chino facilities), potentially collaborating with Chaffey College.
- The college extended its gratitude to Dr. Quinton Bemiller for stepping into the VPAA interim role. Forums for the permanent position are scheduled as follows:
 - Tuesday: 2:00 PM in IT 117
 - Wednesday: 1:00 PM in Humanities 111
 - Thursday: 1:00 PM in IT 117
- The new collective bargaining agreement is up for ratification. Faculty are encouraged to reach out to their campus union representatives with any questions.

C. Interim Vice President of Academic Affairs (Quinton Bemiller)

- Faculty should read the latest Mustang Memo for enrollment data. Full-time faculty must check their flex trackers to ensure they complete their 24 total hours (including 8 general hours) by the end of the spring term.
- Faculty feedback is requested on whether the college should discontinue services with Proctorio (testing proctoring) or Pronto (messaging). Additionally, the Pathmaker software contract expires on July 1st and will not be renewed.
- The college is participating in the Leading from the Middle (LFM) program again, sponsoring six faculty members and one classified professional over the next year and a half.

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

- No Report

E. Vice President of Student Services (Kaneesha Tarrant)

- No Report

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 3:42 PM.

Ratification of Senate President Appointment 5.18.26

Standard of Care – Instructional Faculty Participation

Sara Nafzger

Dominique Voyer

Michelle Ramin - GLSA

Noncredit Faculty Lead

Working document With Job Descriptions

Through a collaborative effort districtwide, noncredit courses have grown. As community colleges acknowledge the reality of our diverse learners and the need to provide flexible, open access to learning so that they can matriculate into certificates and degrees, noncredit has become an effective tool to bridge equity gaps and allow students to start their journey in community college. This is especially important for Riverside Community College District, which includes both BSI and HIS colleges and has a growing number of adult learners who face significant economic challenges which impact their ability to complete traditional programs and degrees. Noncredit provides that low-cost, low-risk introduction to college that many in our community need.

In order to maximize and increase that growth in the coming five years, the noncredit district subcommittee recognizes the need for resources and coordinated effort at the college level supported by sustained funding. More specifically, two positions are essential to support this effort: a non-credit faculty lead who will collaborate with their home college and district leadership and an educational/academic advisor (student success coordinator) who will provide outreach services, educational advising, and transition support to credit programs.

To that end, we are proposing the phased implementation of the following college-level positions.

- **Phase 1:** .2 FT Faculty and a dedicated educational/academic advisor or dedicated time from existing educational advisors for non-credit students.
- **Phase 2:** .4-.6 FT Faculty and increased educational advisor time to support expanding student base.
- **Phase 3:** 1 FT Faculty and a full-time educational advisor.
- **Phase 4:** 50% college-level Administrative and 1 FT Faculty

General

We acknowledge that the tasks associated with each position are the primary driver of release time and that increased FTES do not solely reflect increase in responsibilities. We also understand that as this position is paid through the general fund rather than through a grant, a certain threshold of noncredit FTES should be generated prior to moving from one phase to another. Given this, as a general guideline, implementation of phases ought to commence at set thresholds negotiated by district and college)

At this time, we are seeking a faculty coordinator at a .2 [categorical or general] reassign in the [Term 202X] semester to continue the work of strengthening and advancing noncredit initiatives. This individual will collaborate with their home college [Specific College] and District faculty. Each college will progress through these phases at their own pace in response to individual colleges' progress.

Noncredit Faculty Lead

Job Descriptions

Phase 1: Noncredit Faculty Lead- .2 Faculty Reassigned Time Position

Reassigned Time for This Position

0.2 Faculty Reassigned Time (Phase 1 Implementation)

Objectives

- Serve as the primary faculty representative for noncredit education at the college.

- Strengthen alignment between college and district noncredit initiatives.
- Support the development, revision, and quality implementation of noncredit courses and certificates.
- Increase faculty awareness and understanding of noncredit policies, procedures, and instructional best practices.

Outcomes / Deliverables

- Active participation and representation on the district noncredit committee.
- Revised, updated, or newly developed noncredit courses and certificates in collaboration with faculty and curriculum committees.
- Clear communication of noncredit regulations and requirements to relevant stakeholders.
- Increased faculty participation in noncredit professional development opportunities.

Timeline / Schedule of Activities

- Ongoing throughout the academic year
- Additional project-based work as needed during winter and summer sessions

Representative Ongoing Duties

- Serve as the college representative on the district noncredit committee.
- Collaborate with faculty, noncredit faculty leads, and curriculum committees to develop and improve noncredit courses and certificates (including technical elements such as CB22 coding).
- Interpret and communicate applicable local, state, and district noncredit policies and regulations.
- Participate in meetings and committees related to noncredit education.

Representative Monthly Duties

- Attend districtwide noncredit meetings and working groups.
- Provide consultation and guidance to faculty on noncredit course design, materials development, and instructional strategies.
- Identify and share professional development opportunities related to noncredit education.

Representative Periodic Duties

- Attend and serve as a point of contact for local, regional, state, or national noncredit conferences and professional learning events.
- Coordinate with district marketing teams to ensure noncredit opportunities are shared with appropriate disciplines and faculty.

Phase 2: Noncredit Faculty Lead – .4-.6 Faculty Reassigned Time Position

Reassigned Time for This Position

0.4-.6 Faculty Reassigned Time (Phase 2 Implementation)

Objectives

- Expand coordination and operational support for noncredit programs and scheduling.
- Strengthen collaboration among discipline faculty, department chairs, deans, and district partners.
- Improve enrollment efficiency, course continuity, and responsiveness to community and workforce needs.
- Enhance outreach, marketing, and professional development related to noncredit offerings.

Outcomes / Deliverables

- Coordinated noncredit course schedules aligned with college, district, and community needs.
- Reduced course cancellations through proactive planning and efficiency mitigation strategies.
- Established or strengthened external partnerships supporting noncredit programming.
- Increased visibility and enrollment in noncredit programs through coordinated marketing efforts.

Timeline / Schedule of Activities

- Year-round, with increased workload at the start of academic terms
- Additional focused work during off-term periods as noncredit demand requires

Representative Ongoing Duties

- Collaborate with discipline faculty, department chairs, deans, and district colleagues to schedule and coordinate noncredit courses.
- Work with district partners to develop rotational noncredit schedules across colleges and terms.

- Collaborate with other departments and stakeholders to ensure seamless coordination of noncredit programs across multiple authorities and sites (including off-site locations and community partners).
- Serve as a liaison between the college, district, and external partners.

Representative Monthly Duties

- Address scheduling changes, cancellations, and requests from external partners, particularly at the beginning of each term.
- Support outreach and relationship-building efforts with community organizations, libraries, workforce partners, and instructional sites.
- Work with college and district partners to develop and update noncredit marketing materials.
- Provide professional development related to student engagement and success in noncredit courses.

Representative Periodic Duties

- Participate in the hiring process for noncredit faculty and support staff (e.g., outreach staff, educational advisors).
- Support efforts to matriculate noncredit students into credit programs in collaboration with counseling and student services.
- Evaluate program effectiveness and recommend improvements based on enrollment and efficiency data.

Phase 3: Noncredit Faculty Lead – 1.0 Full-Time Faculty Reassigned Time Position

Reassigned Time for This Position

1.0 Full-Time Faculty Reassigned Time (Phase 3 Implementation)

Objectives

- Provide comprehensive leadership for noncredit education at the college and district levels.
- Advance student success, access, and equity for noncredit students.
- Strengthen external partnerships, workforce development alignment, and institutional compliance.
- Support the transition toward a hybrid faculty/administrative leadership model as noncredit programs scale.

Outcomes / Deliverables

- Fully coordinated and compliant noncredit programs aligned with district and state requirements.
- Improved student engagement, retention, and success in noncredit courses.
- Expanded external partnerships supporting workforce development and community needs.
- Integrated student support structures addressing noncredit student service gaps.

Timeline / Schedule of Activities

- Continuous, year-round leadership role
- Includes planning, implementation, and assessment cycles across academic years

Representative Ongoing Duties

- Lead external partnerships and workforce development initiatives related to noncredit education.
- Collaborate with Admissions & Records (with administrative leadership) to support compliance with noncredit requirements.
- Support and implement strategies to enhance noncredit student engagement and success, including access to student services and resources.
- Coordinate with college and district leadership on long-term planning and scaling of noncredit programs.

Representative Monthly Duties

- Work with college and district partners to address noncredit student support gaps (e.g., food pantry access, parking passes, student ID cards, student services integration).
- Analyze enrollment, completion, and engagement data to inform program improvements.
- Facilitate cross-functional collaboration among instruction, student services, workforce development, and external partners.

Representative Periodic Duties

- Support district and college initiatives related to noncredit compliance, audit preparation, and reporting.
- Contribute to strategic planning for future phases, including transition to shared administrative and faculty leadership.
- Represent the college and district in regional, state, and national noncredit and workforce development initiatives.

The faculty position may need to include special projects for work required during winter and summer.

DRAFT

Program Planning & Endorsement Process

Initial Discussion | Revised Draft

Laura Adams, Professor of Psychology
Norco College Academic Senate

BACKGROUND

How we got here

Spring 2025

First draft proposed

Faculty initiated a process for developing new programs upstream of curriculum approval.

May–June 2025



Senate feedback

Scope and gatekeeping questions; potential overlap with the RCCD curriculum process; unclear decision authority.

Today



Revised draft addresses those concerns

Restructured around the SPGM governance framework, with a clean separation from curriculum.

This process protects faculty effort.

01

Faculty can develop curriculum for any program they envision.

But a program only launches if the College commits resources, space, staffing, and strategic priority.

02

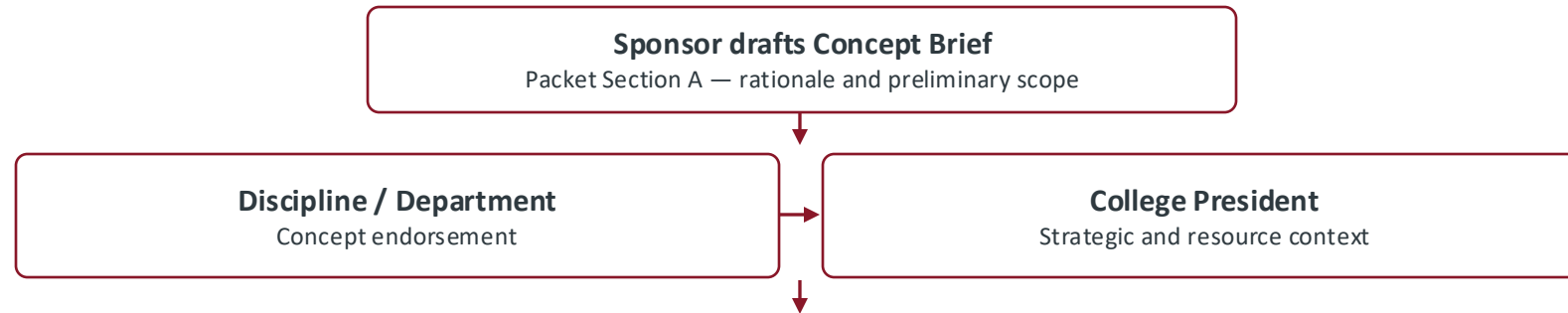
This process surfaces that institutional context up front.

Sponsors learn about strategic fit and resource realities before investing significant time in curriculum work.

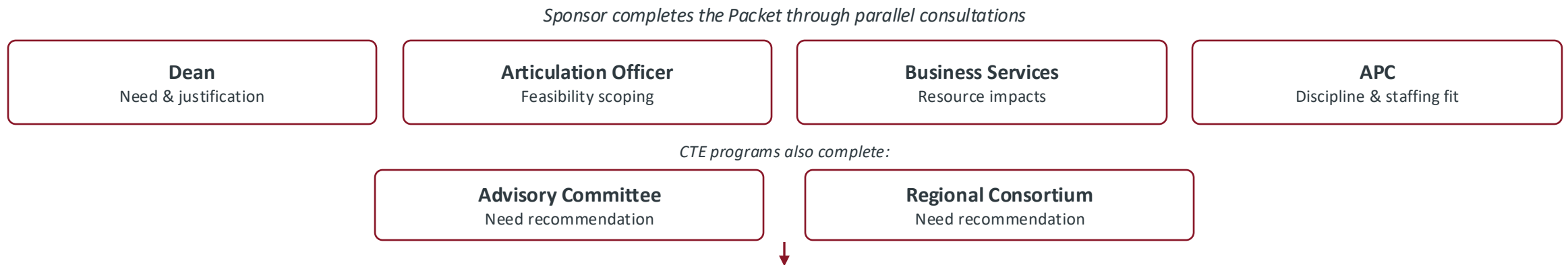
THE PROCESS

Three phases, one decision point

Phase 1 — Concept



Phase 2 — Planning



Phase 3 — Endorsement



This is not a curriculum process.

This process

Should Norco College develop this program?

- Institutional fit and feasibility
- Strategic and resource context
- Discipline, staffing, scheduling
- Need and justification

Curriculum process

What does the program consist of?

- Course outlines of record (CORs)
- Program learning outcomes (PLOs)
- CurricUNET, C-ID submissions
- Articulation agreements

All curriculum work happens downstream through the Curriculum Committee, after Senate endorsement.

How the process is shaped, and why

- 01 One decision point at Academic Senate**
New program approval is 10+1 territory under Title 5 §53200. Academic Council receives an informational report; Senate is the body that endorses.
- 02 The President provides context, not approval**
Faculty learn about strategic fit and resource realities at the concept stage, before investing significant time in curriculum work.
- 03 The faculty sponsor owns the process**
Senate and Council enforce procedural accountability by declining to agendaize incomplete Packets.
- 04 Section E is feasibility scoping, not curriculum**
Anticipated program composition gives Business Services and Articulation enough to advise on feasibility
- 05 Program Review enters after the program launches**
Program Review evaluates programs with students and data.

Program Planning & Endorsement Process

Purpose

This document is an internal guide for developing new programs at Norco College. It is an upstream institutional process that precedes and supports curriculum development.

Faculty can create curriculum for any program they envision, but a program can only launch if the College commits to supporting it with resources, space, staffing, and strategic priority. The Program Planning & Endorsement Process is designed to clarify that institutional context before curriculum work begins, so faculty sponsors can make informed decisions about whether and how to proceed with a new program.

Scope & Boundaries

The Program Planning & Endorsement Process determines institutional fit, feasibility, and strategic alignment. It concludes with an Academic Senate endorsement that authorizes the sponsor to begin curriculum development.

Once endorsed, all curriculum work (course outlines of record, program learning outcomes, course sequencing, C-ID submissions, distance education approvals, and articulation agreements) proceeds through the Norco College Curriculum Committee using existing processes described in the RCCD Curriculum Handbook. This document does not duplicate or replace any work owned by the Curriculum Committee.

Ownership & Accountability

The faculty sponsor owns this process. The sponsor initiates the work, drafts the Program Planning & Endorsement Packet, conducts consultations, and requests placement on Academic Council and Academic Senate agendas. The materials should be comprehensive and clear enough to guide the faculty sponsor through the process.

Procedural accountability is enforced through agenda discipline: Academic Council and Academic Senate will not agendize incomplete Packets. The Consultation Checklist at the end of the Packet documents which consultations have occurred and serves as the basis for that determination.

Phase 1 — Concept

In Phase 1, the sponsor develops a short program concept and shares it with the people whose early input shapes whether and how to proceed. The purpose of Phase 1 is to gather institutional context before investing significant time in a full planning document.

1. Draft Section A of the Packet — Program Concept.

Section A is a one- to two-page description of the proposed program: sponsor information, program name and credential type, rationale, preliminary scope, and a preliminary statement of mission and Educational Master Plan alignment. Section A is the document the sponsor brings to Phase 1 conversations.

2. Consult with discipline and department colleagues.

Share the draft concept with discipline and department members. Discuss the proposed program and request an endorsement of the concept. Document the endorsement — meeting minutes, a department vote, or an email record — in Section B of the Packet.

3. Meet with the College President.

The purpose of this meeting is to learn how the concept aligns with current Educational Master Plan and Strategic Enrollment Management Plan priorities, and what the realistic resource landscape looks like for a program of this kind. The President does not approve or deny the concept at this stage; the conversation is about context, not authorization.

The sponsor documents the conversation in Section B of the Packet — including any strategic or resource considerations the President flags — so that Academic Council and Academic Senate see the same context when they review the proposal in Phase 3. Early visibility into strategic fit and resource realities helps faculty make informed decisions before investing significant time in curriculum development.

Phase 2 — Planning

In Phase 2, the sponsor completes the remainder of the Packet through five consultations. These consultations can occur in any order or in parallel. Each consultation is a working conversation, not an approval vote.

4. Need & Justification — with the Dean of Instruction or Dean of Workforce Development.

Work with the Dean to complete Section C of the Packet. Describe the program and document the need using appropriate data, such as labor market and employer demand data for CTE programs, transfer data and target institution information for ADTs, local demand indicators, and regional access considerations.

5. Anticipated Program Composition — with the Articulation Officer.

Work with the Articulation Officer to complete Section E of the Packet. At this stage, the Articulation Officer advises on whether the anticipated program scope is realistic given existing courses, state transfer patterns, and similar programs at other California community colleges. Formal articulation agreements, transfer mapping, and C-ID submissions come later, in the curriculum process.

6. Facilities & Resource Impacts — with Business Services.

Work with Business Services to complete Section F of the Packet. Identify anticipated facilities, equipment, software, staffing, and ongoing operational costs associated with launching and sustaining the program. Rough estimates are fine; the point is to understand what resources the program will require, not to lock in a final budget.

7. Discipline & Staffing Fit — with the Academic Planning Chairs Committee.

Present the proposed program to the Academic Planning Chairs (APC) Committee to discuss how the program fits within the College's discipline and school structure, and how it interacts with existing departments in terms of staffing, minimum qualifications, and scheduling. APC is a committee of department chairs; its members bring practical insight into the operational realities of housing a new program. Complete Section G of the Packet with APC feedback and a proposed organizational home for the program.

8. CTE programs only — Advisory Committee and Regional Consortium.

Career and technical education programs complete the CTE Addendum in the Packet with a recommendation from the program's local Advisory Committee and the Regional Consortium. These recommendations are also required for state approval of new CTE programs and will travel with the curriculum proposal through the downstream approval process.

When a Phase 2 consultation raises concerns.

The Packet returns to the sponsor with recommendations. The sponsor revises the relevant section and re-consults as needed. There is no expiration on Phase 2, and no limit on the number of revisions. All prior consultation feedback remains in the Packet so that Academic Council and Academic Senate see the full record of institutional dialogue when Phase 3 begins.

Phase 3 — Endorsement

When the Packet is complete — all Phase 1 and Phase 2 consultations documented, all sections filled in, and all consultation feedback addressed — the sponsor requests endorsement.

9. Informational report to Academic Council.

The sponsor requests placement on an Academic Council agenda and presents the completed Packet. Academic Council reviews the program for operational implications related to its responsibilities under ACCJC Standard 2 (program design, delivery, and review) and may record written observations. This is an information item; it is not a vote to approve or deny the program. Academic Council will not agendize incomplete Packets.

10. Endorsement decision by Academic Senate.

The sponsor requests placement on an Academic Senate agenda, with the completed Packet and Academic Council's written observations included in the submission. Academic Senate conducts an initial read at one meeting and votes on endorsement at a subsequent meeting (Title 5 §53200, 0+1). Academic Senate will not agendize incomplete Packets.

After Senate Endorsement — Curriculum Development

Senate endorsement marks the end of the Program Planning & Endorsement Process. The sponsor now enters the RCCD curriculum approval process (course development, district review, Board of Trustees approval, and State Chancellor's Office submission), owned by the Norco College Curriculum Committee and governed by the RCCD Curriculum Handbook. The completed Packet travels with the curriculum proposal to provide institutional context.

Once curriculum is approved at all required levels and the program is published in the Norco College Catalog, it enters the Program Review cycle, with the completed Packet serving as baseline documentation for the program's first comprehensive review.

When Concerns Arise

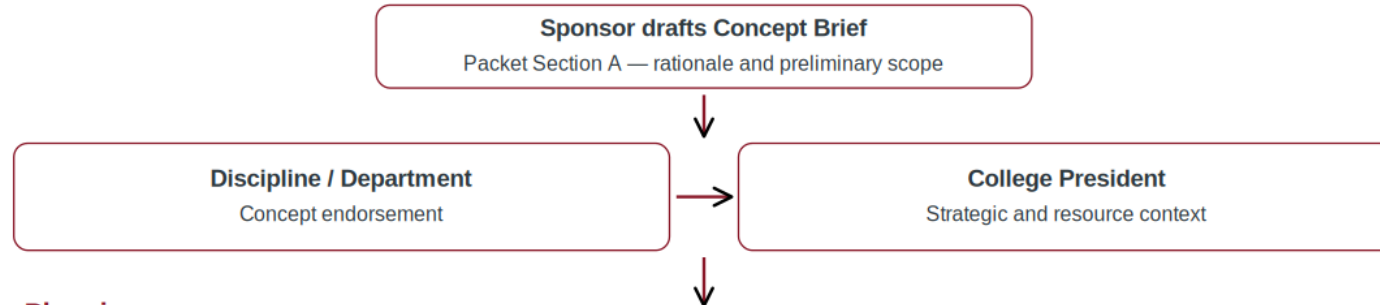
Phase 1 — President's conversation. When the President signals low strategic priority or significant resource barriers, the sponsor decides whether to proceed. The President does not have veto authority at the concept stage. If the sponsor chooses to proceed, the President's feedback is documented in the Packet so that Academic Senate sees the full context when deciding on endorsement.

Phase 2 — Working consultations. When a Dean, Articulation Officer, Business Services, or Academic Planning Chairs consultation raises substantive concerns, the sponsor can revise the Packet in response and reconsult. This can happen as many times as needed; the Packet is a living document until it is submitted to Phase 3.

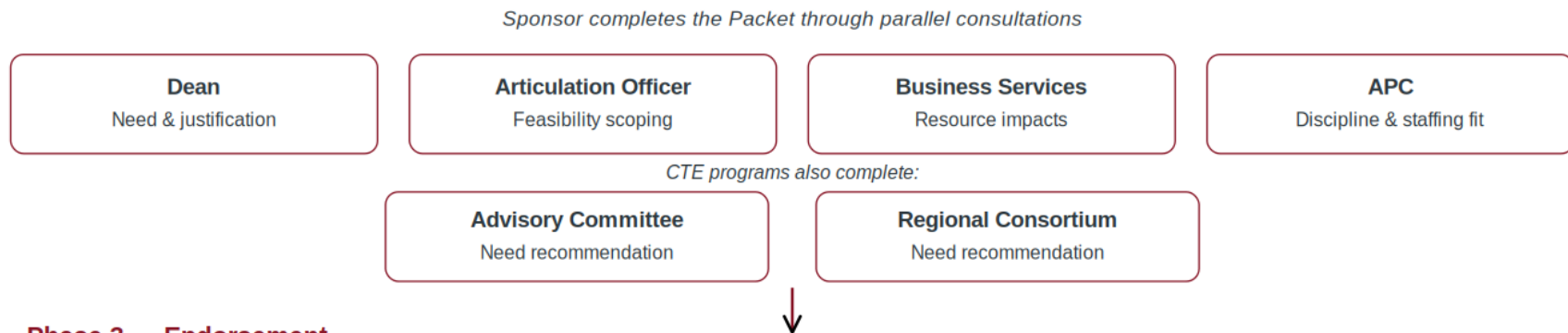
Phase 3 — Senate decision. When Academic Senate declines to endorse a program, the sponsor receives written feedback and may revise and resubmit the Packet later. A declined endorsement does not prevent future proposal development, and the sponsor may return to any prior Phase to address concerns.

Process Map

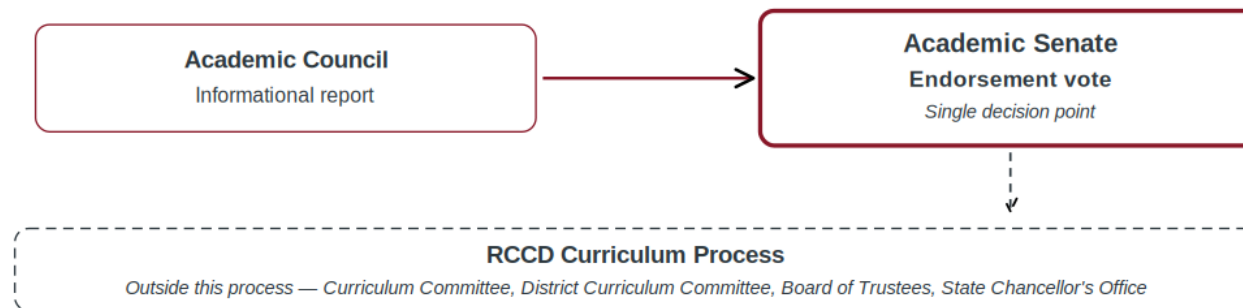
Phase 1 — Concept



Phase 2 — Planning



Phase 3 — Endorsement



Program Planning & Endorsement Packet

Norco College | Faculty Fillable Document | 1st Revised Draft

About This Packet

This packet is the working document for the Program Planning & Endorsement Process. It is an internal planning tool, not a curriculum proposal. Its purpose is to document the institutional work that occurs before curriculum development begins: the rationale for a new program, consultation with campus stakeholders, and alignment with the College's mission and strategic plans.

The sponsor completes this Packet over the course of three phases. Section A is the Concept that the sponsor brings to Phase 1 conversations. Section B records those Phase 1 conversations. Sections C through G are completed in Phase 2 in parallel with campus consultations. The completed Packet is presented to Academic Council for review and to Academic Senate for endorsement in Phase 3.

This Packet does not substitute for the curriculum approval process and does not go to the Curriculum Committee. Curriculum development (course outlines of record, program learning outcomes, course sequencing, C-ID submissions, distance education approvals, articulation agreements) begins after Senate endorsement, through the Curriculum Committee and the RCCD Curriculum Handbook.

Section A | Program Concept

Completed in Phase 1, before any consultations. This section is the document the sponsor brings to discipline and department colleagues, the relevant Dean, and the College President.

Proposed Program Name

Click or tap to enter text.

Sponsor Name(s)

Click or tap to enter text.

Primary Sponsor Contact

Phone: *Click or tap to enter text.*

Email: *Click or tap to enter text.*

Proposed Credential Type

Certificate (local), Associate Degree (local), or Associate Degree for Transfer (ADT).

Choose an item.

Rationale

Describe the proposed program and, in one to two paragraphs, explain why Norco College should develop it. Reference community, workforce, regional, or student needs as relevant.

Click or tap here to enter text.

Preliminary Scope

Briefly describe what the program will include — approximate size, intended student population, modes of delivery, and any distinctive features. This is a preliminary sketch, not a final plan.

Click or tap here to enter text.

Preliminary Mission & EMP Alignment

Describe how the proposed program supports the Norco College mission, vision, and core commitments, and how it aligns with the Educational Master Plan. Detailed strategic plan alignment is completed in Section D; this section is a preliminary pitch.

Click or tap here to enter text.

RCCD Duplication Check

Indicate whether this program is currently offered at another college in the Riverside Community College District. If so, describe the local need at Norco College that justifies duplication (for example, regional demand, access, specialization).

Click or tap here to enter text.

Section B | Phase 1 Consultation Record

Completed in Phase 1, after the sponsor has shared Section A with the discipline and department, notified the relevant Dean, and met with the College President.

B.1 Discipline / Department Endorsement

Date of discipline / department discussion: *Click or tap to enter a date.*

Method of documentation (minutes, email vote, etc.): *Click or tap to enter text.*

Summary of discussion and outcome

Click or tap here to enter text.

B.2 College President — Strategic & Resource Context

The purpose of this conversation is to receive the President's view on strategic alignment and realistic resource context. It is not an approval or endorsement step. Document the substance of the conversation so that Academic Council and Academic Senate see this context when they review the proposal in Phase 3.

Date of meeting with the President: *Click or tap to enter a date.*

Summary of strategic context discussed

How did the President characterize alignment with current EMP and SEM priorities?

Click or tap here to enter text.

Summary of resource context discussed

What did the President indicate about the realistic resource picture — facilities, staffing, funding, timing?

Click or tap here to enter text.

Sponsor's response and intended path forward

Given the context received, will the sponsor proceed to Phase 2? If the President flagged significant concerns and the sponsor intends to proceed, note why here.

Click or tap here to enter text.

Section C | Need & Justification

Before completing this section, consult with the Dean of Instruction (for academic programs) or the Dean of Workforce Development (for CTE programs).

Dean Consulted	<i>Click or tap to enter text.</i>
Date of Consultation	<i>Click or tap to enter a date.</i>

Program Description

Expand on the description from Section A. Describe what the program will do and who it will serve.

Click or tap here to enter text.

Documented Need

Describe the need this program addresses and cite the data that supports it. CTE programs include labor market and employer demand data. ADTs include transfer data and target institution information. All programs include local demand indicators and regional access considerations.

Click or tap here to enter text.

Student Populations Served

Identify which student populations the program is designed to serve. Equity considerations and Student Equity Plan alignment are addressed in Section D.

Click or tap here to enter text.

Section D | Strategic Plan Alignment

Expands on Section A's preliminary alignment with specific references to current strategic plans.

Mission, Vision & Core Commitments

How does the proposed program support the Norco College mission, vision, and core commitments (the N-O-R-C-O values)?

Click or tap here to enter text.

Educational Master Plan (EMP)

Identify the specific EMP goals and objectives this program advances.

Click or tap here to enter text.

Student Equity Plan

Identify alignment with the Norco College Student Equity Plan. Which populations identified in the Plan as disproportionately impacted might this program serve? Are there populations underrepresented in the relevant field whom this program could draw in? How will the program's design and delivery — scheduling, modality, support services, partnerships — support those students' success?

Click or tap here to enter text.

Other Strategic Plans

Identify alignment with any other applicable strategic plans — for example, the Strategic Master Plan (SPGM), Strategic Enrollment Management Plan, or Guided Pathways planning. Include only those that are genuinely relevant.

Click or tap here to enter text.

Section E | Anticipated Program Composition

Before completing this section, consult with the Articulation Officer. At this stage, the Articulation Officer advises on whether the anticipated program scope is realistic given existing courses, state transfer patterns, and similar programs at other California community colleges. Formal articulation agreements, transfer mapping, and C-ID submissions come later, in the curriculum process.

Articulation Officer Consulted	<i>Click or tap to enter text.</i>
Date of Consultation	<i>Click or tap to enter a date.</i>

Anticipated Program Scope

Describe the expected size and shape of the program: approximate number of units or courses, delivery modalities, and any distinctive structural features.

Click or tap here to enter text.

Existing Courses Anticipated to Draw From

List courses that currently exist at Norco College and are expected to be part of the program. This is an anticipated list, not a final course list; the final composition is determined in the curriculum process.

Click or tap here to enter text.

Anticipated Course Gaps

Identify areas where new courses will likely need to be developed. Do not draft curriculum here; that work begins after Senate endorsement.

Click or tap here to enter text.

Transfer Landscape (for ADTs)

Identify anticipated target transfer institutions and note any feasibility considerations the Articulation Officer flagged. Formal articulation agreements are developed later in the curriculum process.

Click or tap here to enter text.

Comparable Programs in the State

Identify similar programs offered elsewhere in the California community college system that informed the anticipated composition.

Click or tap here to enter text.

Section F | Facilities & Resource Impacts

Before completing this section, consult with Business Services. Estimates at this stage are preliminary and intended to surface resource implications, not to finalize a budget.

Business Services Contact	<i>Click or tap to enter text.</i>
Date of Consultation	<i>Click or tap to enter a date.</i>

Space or Buildings

Will the program require new space or buildings? If yes, provide a preliminary estimate and description.

Required: Yes ☐ No ☐

Estimated Cost: *Click or tap to enter text.*

Description

Click or tap here to enter text.

Specialized Equipment or Software

Required: Yes ☐ No ☐

Estimated Cost: *Click or tap to enter text.*

Description

Click or tap here to enter text.

Ongoing Operational Costs

Anticipated: Yes ☐ No ☐

Estimated Cost per Year: *Click or tap to enter text.*

Description

Click or tap here to enter text.

Additional Faculty

Required: Yes ☐ No ☐

Anticipated Count: *Click or tap to enter text.*

Description

Click or tap here to enter text.

Other Resource Considerations

Any additional resource needs identified in consultation with Business Services — for example, classified staffing, technology infrastructure, marketing, student support services.

Click or tap here to enter text.

Section G | Discipline & Staffing Fit

Before completing this section, consult with the Academic Planning Chairs (APC) Committee. APC is a committee of department chairs whose members bring practical insight into the operational realities of housing a new program, including minimum qualifications, faculty capacity, scheduling implications, and how the program interacts with existing departments.

Date of APC consultation: *Click or tap to enter a date.*

Proposed Organizational Home

Identify where this program will be housed within the Norco College discipline and school structure.

Discipline: *Click or tap to enter text.*

School: *Click or tap to enter text.*

Dean: *Click or tap to enter text.*

Staffing & Minimum Qualifications

Identify the minimum qualifications for faculty teaching in this program and describe the current faculty capacity to deliver it. Note any anticipated hiring needs; costs are documented in Section F.

Click or tap here to enter text.

Scheduling & Departmental Impact

Describe how the new program will affect scheduling in the proposed department and how it interacts with existing programs in the area.

Click or tap here to enter text.

APC Feedback Summary

Summarize APC input on discipline fit, staffing, and scheduling, including any concerns raised and how they were addressed.

Click or tap here to enter text.

CTE Addendum | Career & Technical Education Programs Only

Complete this section only for career and technical education programs. Non-CTE programs may leave this section blank.

Advisory Committee

Advisory Committee meeting date: *Click or tap to enter a date.*

Recommendation Summary

Click or tap here to enter text.

Attach the Advisory Committee minutes or formal recommendation letter to this Packet.

Regional Consortium

Regional Consortium review date: *Click or tap to enter a date.*

Recommendation Summary

Click or tap here to enter text.

Attach the Regional Consortium recommendation to this Packet.

Consultation Checklist

This checklist is the visible evidence that all required consultations have occurred. Academic Council and Academic Senate use this checklist to determine whether the Packet is complete and ready to agendaize.

Consultation	Purpose	Documentation	Date
Phase 1 — Concept			
Discipline / Department	Concept endorsement	Minutes, email, or vote record	
College President	Strategic and resource context	Summary of conversation in §B	
Phase 2 — Planning			
Dean of Instruction or Dean of Workforce Development	Need and justification (§C)	Section C complete; Dean named	
Articulation Officer	Anticipated program composition and feasibility (§E)	Section E complete; Articulation Officer named	
Business Services	Facilities and resource impacts (§F)	Section F complete; Business Services contact named	
Academic Planning Chairs Committee	Discipline and staffing fit (§G)	Section G complete; APC consultation documented	
Advisory Committee (CTE only) *	Recommendation on program need	Advisory Committee recommendation attached	
Regional Consortium (CTE only) *	Recommendation on program need	Regional Consortium recommendation attached	
Phase 3 — Endorsement			
Academic Council	Informational report on completed Packet	Council agenda entry and minutes	
Academic Senate	Endorsement decision (initial read + vote)	Senate agenda entries and minutes	

* For CTE programs only.



NORCO
COLLEGE

NC Strategic Plan: Student Services

May 18, 2026

Presented to Norco College Academic Senate

Norco College Alignment to the District Strategic Plan



5 Divisions



8 Norco College Education Master Plan Goals



22 Norco College Objectives



29 District Strategic Plan Key Performance Indicators

Student Services

Division	EMP Goals	Objectives	KPIs
Student Services	Goal 1: Access	1.2 Increase annual headcount by 3%	<u>KPI 1</u> : By 2030, achieve a 25% equitable increase in RCCD student enrollment.
	Goal 2: Success	2.3 Increase First-term to Second-Term Persistence of first-time students by 3% annually	<u>KPI 15</u> : By 2030, increase student access to basic needs support services—including food, housing, mental health assistance, technology and other services by 25%.
		2.4 Increase 3-year degree/certificate completion by 3% annually	<u>KPI 7</u> : By 2030, increase with equity the number of students completing an associate degree, certificate, or transfer by 30%
			<u>KPI 17</u> : By 2030, the number of students receiving degrees through Areas of Emphasis will decrease by 25%.
			<u>KPI 16</u> : By 2030, reduce with equity the number of students completing in excess of 60 units for their first associate degree by 20%.
		2.5 Increase 3-year transfer rate by 3% annually	KPI 8: By 2030, increase three-year completion rates by at least 15%.
			<u>KPI 9</u> : By 2030, increase with equity ADT awards by 35%.
		2.6 Increase the number of students who receive aid by 6%	<u>KPI 14</u> : By 2030, increase with equity Pell, California Dream Act, and California College Promise Grant recipients by 25%.
	Goal 5: Workforce	5.2 Increase student enrollment in career pathways to living-wage careers	<u>KPI 13</u> : By 2030, increase with equity the number of graduates from high skill, high demand and high paying programs by 20%.

Scaling Comprehensive Student Support and Access

VP Impact Area	Focus	Aligned KPIs
Access	Outreach & Onboarding	KPI 1
Holistic Support	Basic Needs & Wellness	KPI 15
Financial Support	Financial Aid	KPI 14
Standard of Care	Persistence & Completion	KPI 7, 8, 9, 17
Completion	Transfer and Career	KPI 10 and 13

Student Services: Basic Needs and Wellness

EMP Goals	Objectives	KPIs
Goal 2: Success	2.3 Increase First-term to Second-Term Persistence of first-time students by 3% annually	<u>KPI 15</u> : By 2030, increase student access to basic needs support services — including food, housing, mental health assistance, technology and other services by 25%.

Core Services:

- Food Pantry (groceries, household items, hygiene products)
- Housing assistance and homelessness prevention (HHIP program, emergency housing, rental assistance)
- CalFresh application support and Fresh Success employment training
- Mental health resources and emergency financial assistance
- Professional clothing closet
- Holistic Student Survey (24/7 access via Canvas)
- Emergency aid



NC STABLE

Outcomes:

- Increase of **49%** from Fall 2024 (5,489 total visits) to Fall 2025 (8,176 total visits)
- Rebranding Efforts
- Online Ordering and Extended Access
- Childcare services increased **220%**
- Mental Health services increased **142%**
- Physical Health, Clothing & Hygiene services increased **102%**
- Housing Insecurity services increased **75%**

Student Services: Mental Health Services

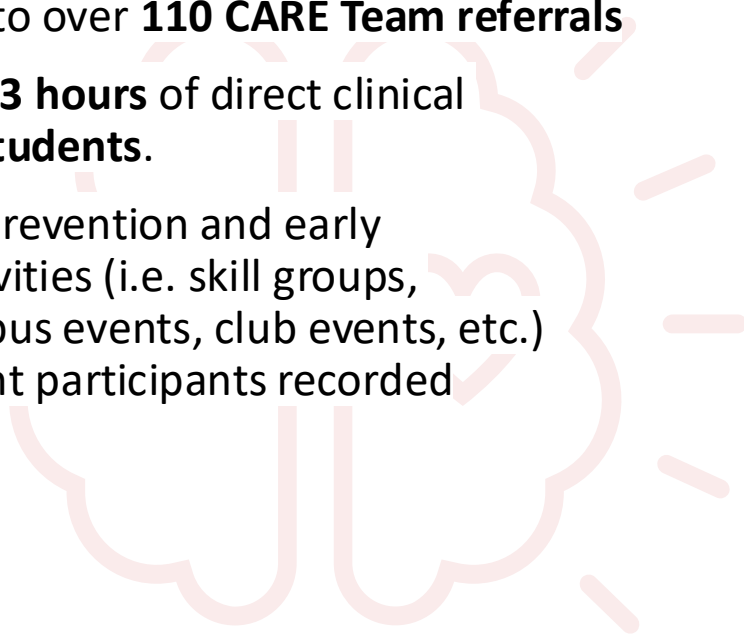
EMP Goals	Objectives	KPIs
Goal 2: Success	2.3 Increase First-term to Second-Term Persistence of first-time students by 3% annually	<u>KPI 15</u> : By 2030, increase student access to basic needs support services—including food, housing, mental health assistance, technology and other services by 25%.

Core Services

- Mental health services help college students stay enrolled and succeed by reducing barriers that interfere with learning by fostering a sense of belonging and connection.
- Personal counseling and support services improve students’ ability to focus, manage stress, and maintain consistent academic performance.
- Early intervention prevents crises that could lead to withdrawal or academic failure. These services also build coping skills, resilience, and emotional regulation—skills essential for navigating college demands.

Outcomes:

- Helped respond to over **110 CARE Team referrals**
- Provided over **963 hours** of direct clinical services to **167 students**.
- Engaged in **310** prevention and early intervention activities (i.e. skill groups, workshops, campus events, club events, etc.) with **1246** student participants recorded



Student Services: Health Services

EMP Goals	Objectives	KPIs
Goal 2: Success	2.3 Increase First-term to Second-Term Persistence of first-time students by 3% annually	KPI 15: By 2030, increase student access to basic needs support services—including food, housing, mental health assistance, technology and other services by 25%.

Core Services:

- Support student health and well-being through both in-person and Telehealth appointments.
 - Care for short-term illness and minor injuries
 - Preventive health screenings (blood pressure, weight checks)
 - Immunization counseling and TB screening
 - Community referrals and resource navigation
 - Support with general health concerns

Outcomes:

- Expanding Mental Health & Medical Access
- 100% telehealth acceptance rate
- Insurance screening at 100% of encounters (determine Medi-Cal/IEHP eligibility)
- Inland Empire Health Plan (IEHP) Partnership
- Collaboration with Disability Resource Center (DRC)



Student Services: Student Activities

EMP Goals	Objectives	KPIs
Goal 2: Success	2.3 Increase First-term to Second-Term Persistence of first-time students by 3% annually	<u>KPI 15</u> : By 2030, increase student access to basic needs support services—including food, housing, mental health assistance, technology and other services by 25%.

Core Services

- Connects students to campus resources and peer support networks
- Plays a critical role in student persistence by fostering connection, belonging, and holistic support through campus engagement.
- Amplifies student voice through shared governance, advocacy and leadership development

Outcomes

- **41** active clubs with **615** students listed on club member rosters, events, and leadership opportunities
- **Program Funding**: **\$10,500** to the Honors program, **\$10,000** to Veterans, **\$25,000** to Rocketry, **\$4000** to Foster Youth, **\$5000** to the Unity Zone, **\$14,500** to Umoja, **\$7,500** to PUENTE, **\$6,000** to Choir, and **\$70,000** to athletics, **\$25,000** to the Basic Needs & Wellness Center.
- **Transportation**: **\$35,000** annual contribution to the RTA Go Pass program, which provides pre-paid access to all RTA public transit services.
- **Textbooks**: **\$20,000** annually to purchase loaner textbooks, housed in the campus library, which students can check out on a long-term basis.
- **Printing**: funds free printing service in the library and the Associated Students of Norco College office, providing hundreds of copies every week.
- **Meals**: snacks and meals at over 200 events per year.
- **Commencement Regalia**: subsidizes the cost of commencement robes by **50% for 300** students annually.
- **Scholarships**: over **\$10,000** including the MOC artist and the Dreamers scholarships.

Student Services: Financial Aid

EMP Goals	Objectives	KPIs
Goal 2: Success	2.6 Increase the number of students who receive aid by 6%	<u>KPI 14</u> : By 2030, increase with equity Pell, California Dream Act, and California College Promise Grant recipients by 25%.

Core Service

- Assist qualified students in obtaining grants, scholarships, and federal work-study funds for educational expenses.

Outcomes

- **Targeted Outreach**
 - Partnered with Business Office to identify resident students without FAFSA/CADAA on file
 - Launched monthly text + email nudges to drive application completion
 - Carnival 25FAL (approximately 550 attendees across campus and community)
- **Access, Education, & Early Intervention**
 - Introduced Financial Aid Hours in the Unity Zone (new for 26SPR)
 - Expanded workshops/presentations from 6 to 11 high schools
 - Launched continuation school outreach with Dual Enrollment team
- **Scholarships & Resource Expansion**
 - Staff completed a Cash for College training resulting in SFS certification for 25SPR
 - Expanded scholarship support: increased from 2 to 4 workshops & 1:1s for 25FAL
 - Partnered with Writing Center for scholarship essay workshops & Zoom application support

Student Services: Financial Aid

EMP Goals	Objectives	KPIs
Goal 2: Success	2.6 Increase the number of students who receive aid by 6%	KPI 14: By 2030, increase with equity Pell, California Dream Act, and California College Promise Grant recipients by 25%.
Academic Year 2022-2023	Academic Year 2023-2024	Academic Year 2024-2025
8,344 students	9,024 students	11,080 students
\$18.2M aid	\$18M aid	\$22M aid

Norco College is increasing aid AND the number of students who can afford to stay enrolled

What's Next:

- Identifying the conversion gap (moving students to submitted > completed > recipient)

Student Services: Standard of Care

EMP Goals	Objectives	KPIs
Goal 2: Success	2.4 Increase 3-year degree/certificate completion by 3% annually	KPI 7: By 2030, increase with equity the number of students completing an associate degree, certificate, or transfer by 30%
		KPI 17: By 2030, the number of students receiving degrees through Areas of Emphasis will decrease by 25%.
		KPI 16: By 2030, reduce with equity the number of students completing in excess of 60 units for their first associate degree by 20%.
	2.5 Increase 3-year transfer rate by 3% annually	KPI 8: By 2030, increase three-year completion rates by at least 15%.
		KPI 9: By 2030, increase with equity ADT awards by 35%.
		KPI 10: With intersegmental collaboration, increase transfers to UC/CSU by 30% by 2030.
Goal 5: Workforce	5.2 Increase student enrollment in career pathways to living-wage careers	KPI 13: By 2030, increase with equity the number of graduates from high skill, high demand and high paying programs by 20%.

2025: IEPI Partnership Resource Team



California
Community
Colleges



Services Include:

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

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

Spring 2026

AREA OF FOCUS

OBJECTIVE

ACTION

STANDARD OF CARE

- Define the Standard of Care
- Roles and Responsibilities
- Case Management

- Definition approved
- Counseling and Educational Resource Advisors
- Counseling and Advising Case Notes

DATA & TECHNOLOGY

- Assess existing technology
- Establish data governance
- Consider a CRM Tool

- Element 451 Implementation

COMMUNICATION

- Market Tutoring Services

- Tutoring Standard of Care Workgroup
- Tutoring utilization of SARS

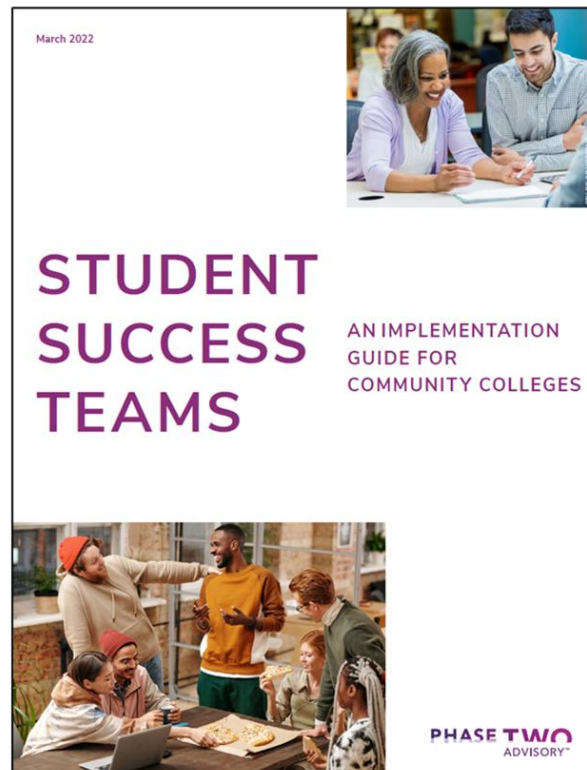
ENGAGEMENT

- Revamp Early Alert

- Academic Senate appointed Workgroup

Standard of Care: Success Teams

EMP Goals	Objectives	KPIs
Goal 2: Success	2.4 Increase 3-year degree/certificate completion by 3% annually	<u>KPI 7</u> : By 2030, increase with equity the number of students completing an associate degree, certificate, or transfer by 30%
		<u>KPI 17</u> : By 2030, the number of students receiving degrees through Areas of Emphasis will decrease by 25%.
		<u>KPI 16</u> : By 2030, reduce with equity the number of students completing in excess of 60 units for their first associate degree by 20%.



	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.	
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

Standard of Care: Counseling and Advising

Progress to Date:

- Units to degree completion reduced 12.5% from 88 to 77 over the past 5 years
- Increase in annual Hispanic student degree/certificate completion – 19.2% gain over baseline (from 535 completions to 626 completions annually)
- Increase in overall two-year graduation rates – from 7.4% (2018-2019) to 10.4% (2024-2025)
- Hispanic student four-year graduation rates – up 24.8% since 2019
- Provided faculty with “40+ Ways to Engage Students at Each Stage of Their Journey”
- Implementation of Case Notes

Note Detail

Note Visibility Local	Location CD	Note Information Author: DAVIDS Student ID: 2802117 Date Created: 11/12/2025 Student Name: SCHLANGER, DAVID
---------------------------------	-----------------------	---

Note
Title
Transcript Evaluation

Note
Transcript Status: Received / Pending / Not Ordered / Official / Not Official
Sent to Evaluators: Yes / No / Date Sent
Evaluation Timeframe Shared: Yes (6-8 weeks) / No
Evaluation Methods: ASSIST / TCEQ / TES / NC Articulation Page
Purpose of Evaluation: GE Certification / Major Prep / Matriculation
Evaluated Course: [List all classes/ GE Areas met]
Additional Notes: Special considerations or clarifications/Submit
Pre-defined

OK Append Template Cancel



Standard of Care: Transfer

EMP Goals	Objectives	KPIs
Goal 2: Success	2.5 Increase 3-year transfer rate by 3% annually	KPI 8: By 2030, increase three-year completion rates by at least 15%.
		<u>KPI 9</u> : By 2030, increase with equity ADT awards by 35%.
		<u>KPI 10</u> : With intersegmental collaboration, increase transfers to UC/CSU by 30% by 2030.

Progress to Date:

- Transfer Coordinator / Counselor reassignment established in 2025-2026
- New Transfer Center office location
- Trained all general Educational Resource Advisors to provide transfer advising (transfer workshops, application support, application follow-up)
- 62% increase in student support during Fall 2025 Transfer Jam compared to Fall 2024
- Hispanic student transfer rates – up 31.8% since 2019



Student Services: Career

EMP Goals	Objectives	KPIs
Goal 5: Workforce	5.2 Increase student enrollment in career pathways to living-wage careers	<u>KPI 13</u> : By 2030, increase with equity the number of graduates from high skill, high demand and high paying programs by 20%.

Progress to Date:

- Professional development for counselors on the Cognitive Information Processing Model (CIP Theory)
- New career counseling tools/worksheets developed
- Support for CTE Days each Fall and Spring
- GUI-47A launched in Spring 2026

Next Step:

- Train all Educational Resource Advisors to provide employment support (job search, resume writing, interview skills, and professional networking)

LIFE MAP EXERCISE

Name: _____ ID#: _____

Motivations are the past experiences that drive us forward and inspire us to act, to do, and to achieve. Values are the most important to us in life and are reflected by the future goals we set for ourselves. Use this worksheet to write down the factors that led you to this decision point and then list future goals you hope to achieve in your life and career. Then, we will discuss any present factors.

What brought you to this decision point?

STUDENT

In this space, list all the factors that need to be addressed (such as mental health, housing insecurities, financial needs (financial aid), and/or as remediation, tutoring, etc.)

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CAREER EXPLORATION GUIDE

O*NET (www.onetonline.org) is the U.S. Department of Labor's extensive occupational career options and identify key factors about different types of jobs. Use the information, and compare several careers you are considering.

	Career #1	Career #2
Transferable Factors: Interests, Work Styles, & Work Context		
Job-Specific Information: Tasks, Work Activities & Detailed Work Activities		
Qualifications: Knowledge, Skills & Abilities		
Education	Select education level	Select education level
Local Wages by Zip Code	\$	\$
Projected Growth	☐ Much faster than average ☐ Faster than average ☐ Average ☐ Declining ☐ Good (more than 25) ☐ Average (10 - 25) ☐ Below average (less than 10)	☐ Much faster than average ☐ Faster than average ☐ Average ☐ Declining ☐ Good (more than 25) ☐ Average (10 - 25) ☐ Below average (less than 10)
Jobs Openings Within 25 Miles by Zip Code		

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CAREER FINDER

Name: _____ ID#: _____ Date: _____

Career assessment consists of three layers: (1) identifying the values and important factors of life that motivate and guide you, (2) exploring what skills you possess or can grow to be effective in your work, and (3) discovering opportunities to be paid for what you do. The goal is to determine several career options that satisfy all three criteria and can support your path to fulfillment.

VALUES: What fulfills your future life goals?

SKILLS: What are you good at?

OPPORTUNITIES: What will people pay you to do?

CAREER OPTIONS:

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Thank you for your
partnership
Questions?



NORCO COLLEGE



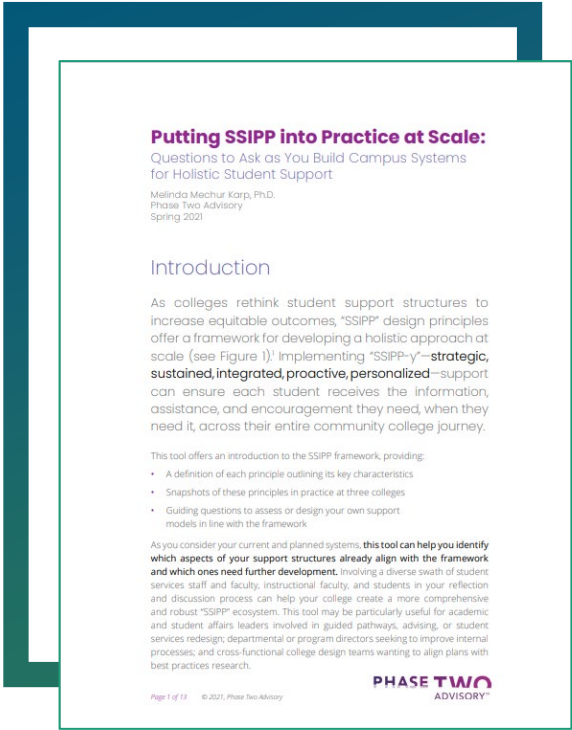
NC Strategic Plan Student Services: Access

May 4, 2026

Student Services: Access

EMP Goals	Objectives	KPIs
Goal 1: Access	1.2 Increase annual headcount by 3%	<u>KPI 1</u> : By 2030, achieve a 25% equitable increase in RCCD student enrollment.

Source materials:
ATD’s Holistic Student Support Redesign Toolkit
SSIPP Framework



Student Services: Access

EMP Goals	Objectives	KPIs
Goal 1: Access	1.2 Increase annual headcount by 3%	<u>KPI 1</u> : By 2030, achieve a 25% equitable increase in RCCD student enrollment.

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.

Student Services: Access

EMP Goals	Objectives	KPIs
Goal 1: Access	1.2 Increase annual headcount by 3%	<u>KPI 1</u> : By 2030, achieve a 25% equitable increase in RCCD student enrollment.

Strategies

Outreach (Help Students Enter the Path)

- Increase activity at feeder schools
- Create parent engagement opportunities
- Launch a Summer Bridge program
- Launch a First-Year Experience program

Persistence (Help Students Stay on the Path)

- Focus on holistic student supports during onboarding
- Expand ERA support for both general and special populations (proactive follow-up, communications, and single point of contact)
- Expand Promise Program to all first-time full-time students

Student Services: Access

EMP Goals	Objectives	KPIs
Goal 1: Access	1.2 Increase annual headcount by 3%	<u>KPI 1</u> : By 2030, achieve a 25% equitable increase in RCCD student enrollment.

Progress to Date:

Three-year growth in outreach efforts

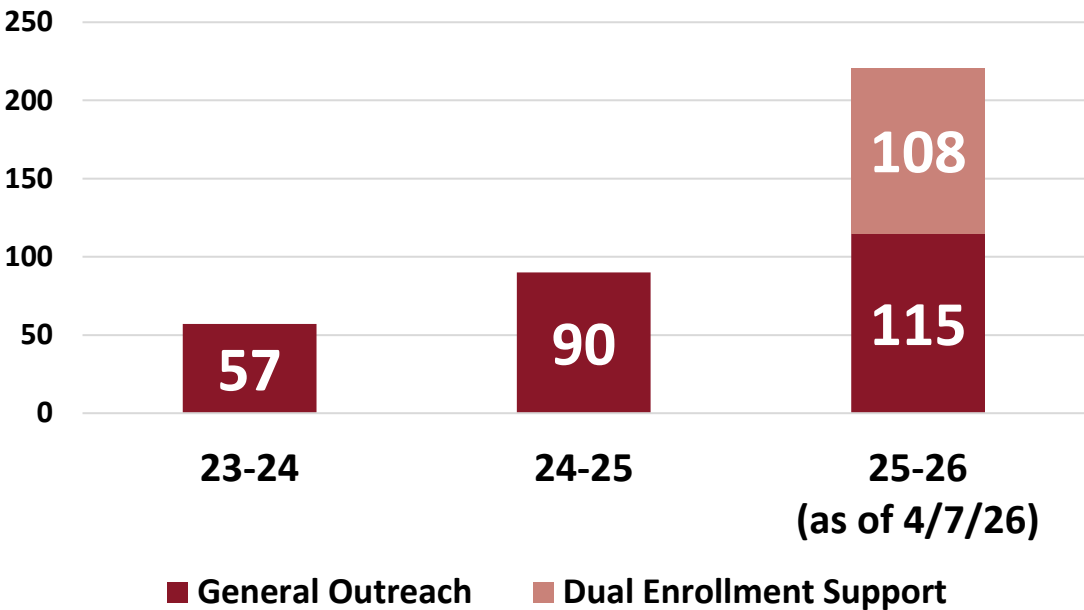
- 23-24: 57 events attended
- 24-25: 90 events attended
- 25-26 (so far): 115 attended / scheduled, plus 108 Dual Enrollment support activities

Increase in overall student headcount – 19,570 students as of 24-25 (41.7% rebound from 13,808 in 2021-2022)

HSS Survey embedded into Orientation

Summer Bridge (NC Kickoff) piloted in Summer 2025

NC General Outreach Activities



Student Services: Access

EMP Goals	Objectives	KPIs
Goal 1: Access	1.2 Increase annual headcount by 3%	<u>KPI 1</u> : By 2030, achieve a 25% equitable increase in RCCD student enrollment.

This Year’s Focus:

- Embed Educational Resource Advisors into a bi-weekly on-site schedule at each feeder school
- Provide A&R staff on-site each week at CNUSD high schools to support peak period dual enrollment efforts
- Offer parent engagement nights starting Spring 2026
- Launch FYE program in Fall 2026 focused on completion of comprehensive education plans

SAMPLE

Norco College and CNUSD Site Visit Days

SAMPLE

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 1		Corona HS 11:00am-1:00pm	Santiago HS 9:30am-11:30am 12:00pm-2:00pm	Special Events College Days CTE Days Cash for College YEMP Days Parent Nights NC Workshops	ERHS 9:30am-11:30am 12:00pm-2:00pm	Norco College Preview Days Come for a visit!	
WEEK 2		Norco HS 11:00am-1:00pm	Online Support 4:00pm – 6:00pm	Special Events College Days CTE Days Cash for College YEMP Days Parent Nights NC Workshops	Centennial HS 10:00am-2:00pm	Norco College Preview Days Come for a visit!	
WEEK 3		Corona HS 11:00am-1:00pm	Santiago HS 10:00am-11:30am 12:00pm-2:00pm	Special Events College Days CTE Days Cash for College YEMP Days Parent Nights NC Workshops	ERHS 10:00am-11:30am 12:00pm-2:00pm	Norco College Preview Days Come for a visit!	
WEEK 4		Norco HS 11:00am-1:00pm	Online Support 4:00pm – 6:00pm	Special Events College Days CTE Days Cash for College YEMP Days Parent Nights NC Workshops	Centennial HS 10:00am-2:00pm	Norco College Preview Days Come for a visit!	
WEEK 5		Special Events College Days CTE Days Cash for College YEMP Days Parent Nights NC Workshops	Special Events College Days CTE Days Cash for College YEMP Days Parent Nights NC Workshops	Special Events College Days CTE Days Cash for College YEMP Days Parent Nights NC Workshops	Special Events College Days CTE Days Cash for College YEMP Days Parent Nights NC Workshops	Norco College Preview Days Come for a visit!	

* Every Tuesday

 LPHS 10:00am-12:00pm

 OGH 12:30pm-2:30pm



Tutorial Services: Standard of Care Progress Update

Norco Academic Senate Presentation

Monday May 18, 2026

Standard of Care: Tutorial Services

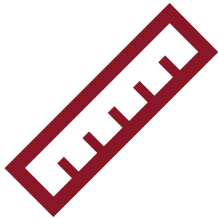
EMP Goals	Objectives	KPIs
Goal 2: Success	2.4 Increase 3-year degree/certificate completion by 3% annually	<u>KPI 7</u> : By 2030, increase with equity the number of students completing an associate degree, certificate, or transfer by 30%



Peer Tutoring provides students personalized, high-impact, one-on-one or small group learning support that addresses individual learning gaps, boosts confidence, and fosters academic independence



Tutoring support helps students overcome learning obstacles and contributes to the bridging of equity gaps for struggling learners



It helps improve grades, deepens content understanding, and allows for personalized pacing



Tutoring support helps students stay in school rather than dropping out, and is directly linked to higher graduation rates and better long-term academic and career outcomes

Standard of Care: Tutorial Services

EMP Goals	Objectives	KPIs
Goal 2: Success	2.4 Increase 3-year degree/certificate completion by 3% annually	KPI 7: By 2030, increase with equity the number of students completing an associate degree, certificate, or transfer by 30%

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 for students and for faculty conducted in collaboration with Institutional Effectiveness and collected data analyzed

Marketing Strategies for Tutoring discussed and developed

Workgroup is scheduled to continue throughout Spring 2026

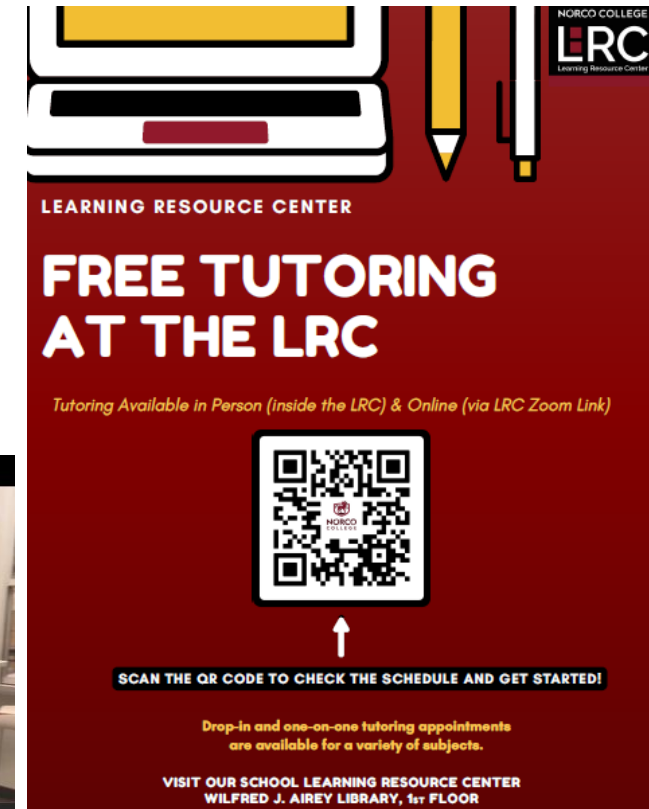


Standard of Care: Tutorial Services

EMP Goals	Objectives	KPIs
Goal 2: Success	2.4 Increase 3-year degree/certificate completion by 3% annually	KPI 7: By 2030, increase with equity the number of students completing an associate degree, certificate, or transfer by 30%

Fall 2025 Activities

- **LRC Website Update** to increase access, ease of use, visibility 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** designed and distributed



Standard of Care: Tutorial Services

EMP Goals	Objectives	KPIs
Goal 2: Success	2.4 Increase 3-year degree/certificate completion by 3% annually	KPI 7: By 2030, increase with equity the number of students completing an associate degree, certificate, or transfer by 30%

Spring 2026 Activities

Free Tutoring Outdoor Signs placed in high traffic areas across campus

Free Tutoring Laminated Flyers placed in every classroom across campus

Targeted Outreach: E-mail/text blasts to students; E-mail blasts to faculty

Focus Groups conducted in collaboration with Institutional Effectiveness

- **Students who are non-tutoring users**
- **Students who use tutoring**
- **Faculty**

Collaboration with Special Programs to host their study jams/sessions in the LRC

Development of Tutorial Services Plan for all modalities

Academic Senate, APC and Student Support Council Presentations



Standard of Care: Tutorial Services

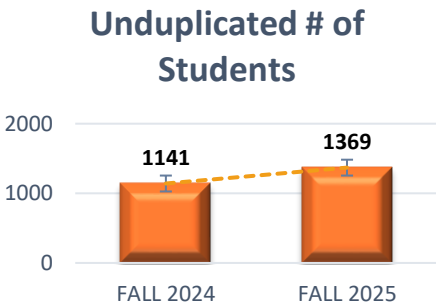
EMP Goals	Objectives	KPIs
Goal 2: Success	2.4 Increase 3-year degree/certificate completion by 3% annually	KPI 7: By 2030, increase with equity the number of students completing an associate degree, certificate, or transfer by 30%

Outcomes

- Working to achieve our Standard of Care Initiative goals, Norco College Tutorial Services is focusing on increased collaboration with faculty, marketing and promotion, and data driven decision making



As a result, Norco College LRC total visits **increased 43%** from Fall 2024 to Fall 2025



The number of unduplicated students using LRC services **increased 19%** from Fall 2024 to Fall 2025



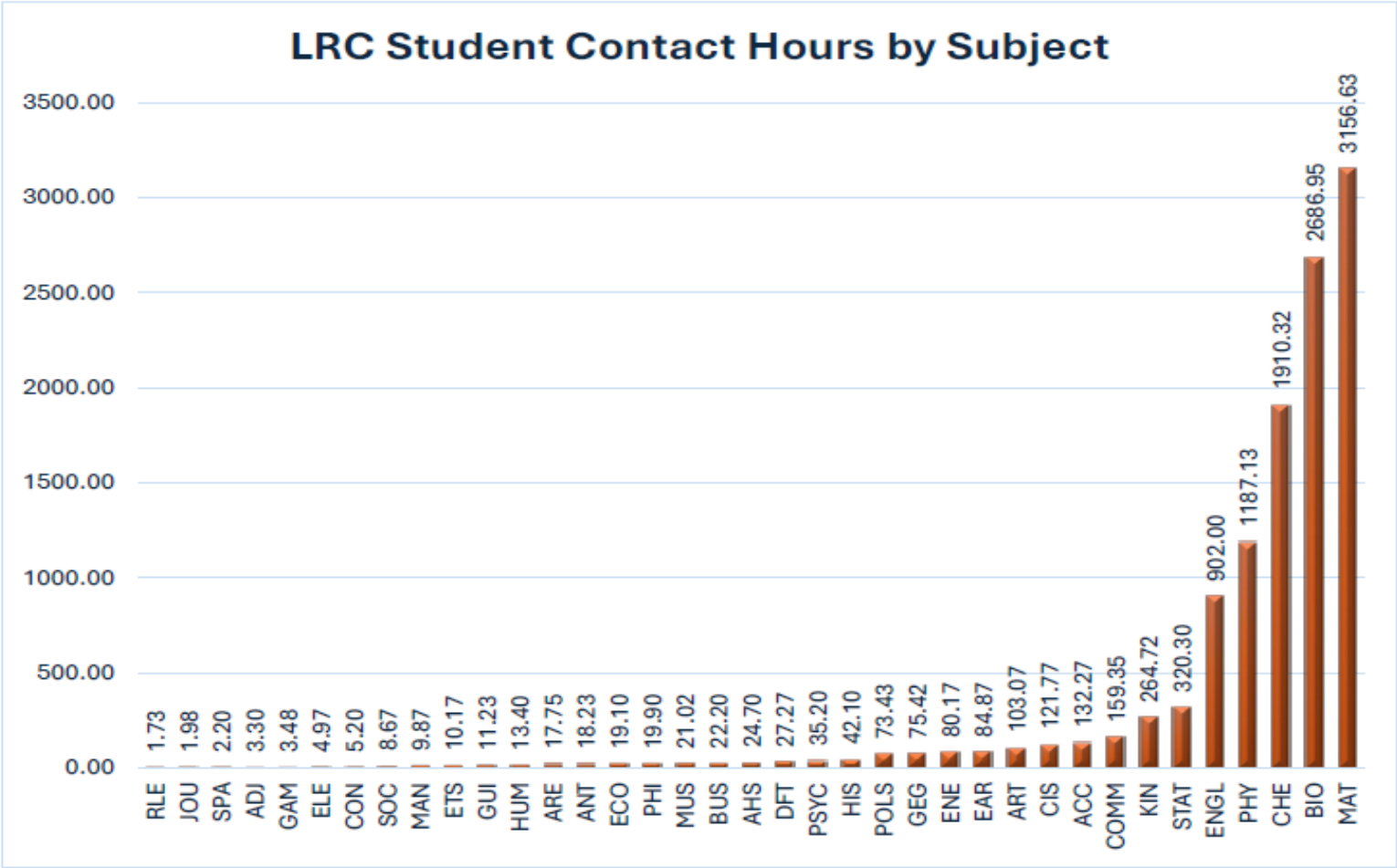
Tutoring Appointments **increased 200%** from Fall 2024 to Fall 2025!

Standard of Care: Tutorial Services

Outcomes

Fall 2025 data shows that most students use academic support for STEM subjects. Math, Biology, Chemistry and Physics make up the majority of student contact hours, showing that quantitative and lab-based courses are where students need the most help.

Targeted outreach could help increase usage in other subjects and support equity across programs.

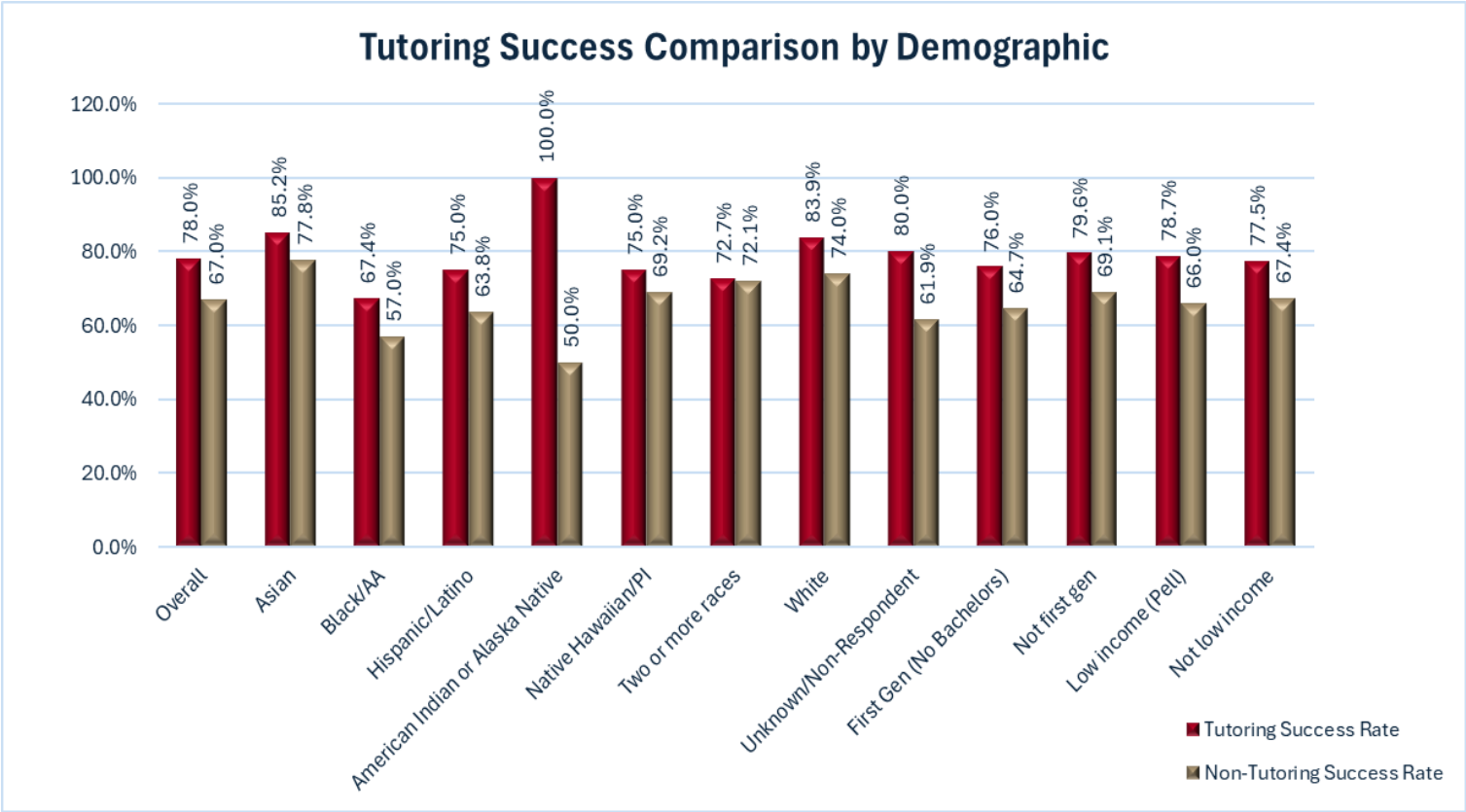


Standard of Care: Tutorial Services

Outcomes

Fall 2025 data shows that students who used tutoring succeed at a higher rate compared to students who did not use tutoring across nearly every demographic group. Overall, tutored students gained a 78.0% success rate compared to 67.0% for non-tutored students, an 11% increase.

Black/African American students (67.4% vs. 57.0%), Hispanic/Latino students (75.0% vs. 63.8%), low-income students (78.7% vs. 66.0%) and first-generation students (76.0% vs. 64.7%) showed meaningful improvements with tutoring participation.



Standard of Care: Tutorial Services

Courses

SPA-1 SPA-8
GEG-1 PSYC-C1000
PSY-50
HIS-1 MAT-3 CHE-12A ACC-1A
PSY-48 MAT-11 CHE-2A ACC-1B
PHY-2B BIO-1 MAT-11A WRITING MAT-25
PSY-35 CHE-1B MAT-1B HIS-7 BIO-18
PSY-9 MAT-1C MAT-10 HIS-2
BIO-61 CHE-1A MAT-36 BIO-60 STAT-C1000
COM-9 MAT-5 PHY-4B PHY-4C
CHE-12B BUS-10 PSY-8 PHY-2A

WANT TO BE A TUTOR?

WE'RE HIRING!

STARTING AT \$18

REQUIREMENTS

- Earned an "A" or "B" in the course you want to tutor.
- Maintain a 3.0 Cumulative GPA or higher each semester.
- Received recommendation from your professor.

CURIOUS? JOIN OUR INFO SESSIONS

- May 26th, 12:50pm-1:50pm at LRC (First floor of Library)
- May 28th, 5:00pm-6:00pm on Zoom (ID: 849 2008 5204)

NORCO COLLEGE LRC Learning Resource Center

More info



Tutor Recommendation Form



Standard of Care: Tutorial Services

WRC Success

- The WRC continues to grow and thrive, with a 100% student satisfaction rate, based on over 3500 responses to their feedback survey.
- Since its inception in 2022, over 4000 students have received help at the WRC in many different disciplines and also for resume, scholarship, and transfer app help
- The increase in students who come for writing tutoring since 2022 is largely due to the creation of the WRC, and success rates in English, especially Eng C1000, have risen
- Everyone is encouraged to stop by the WRC (and LRC) and see what an amazing space and learning environment it is!
- Professor Capps is planning a Senate presentation for fall in order to gain more institutional support for staffing the WRC so that we can enhance our Standard of Care goals.



Standard of Care: Tutorial Services

EMP Goals	Objectives	KPIs
Goal 2: Success	2.4 Increase 3-year degree/certificate completion by 3% annually	KPI 7: By 2030, increase with equity the number of students completing an associate degree, certificate, or transfer by 30%

Norco College Tutorial Services is working to remove the stigmas and change student perceptions about tutoring to make it an inescapable part of each successful students’ educational journey rather than a last resort or life preserver for struggling learners.



Academic Planning Chairs (APC) – Standing Committee Report

To: Academic Senate President

From: Patty Worsham, APC Chair of Chairs

Date: May 8, 2026

Summary

The Academic Planning Chairs (APC) met on May 8, 2026. The primary focus of the meeting included faculty prioritization processes, dual enrollment support, enrollment efficiency, instructional technology challenges, and ongoing institutional planning efforts.

Action Items

1. New Faculty Prioritization Process (Second Read)

APC approved a motion to pilot a revised faculty prioritization process beginning Fall 2026. The new process will be run in parallel with the current system for one year to assess effectiveness and alignment. The committee emphasized the need for clearer integration with Library and Counseling requests and stronger alignment with the College Strategic Plan.

Additionally, APC will invite administrators and requesting faculty to present program growth needs and workforce gaps during the prioritization cycle (Fall and Spring presentations).

Key Discussion and Information Items

Dual Enrollment Growth and Support

APC received an update on expanding dual enrollment efforts, including the need for increased student support services. A 0.4 reassigned time position for a Dual Enrollment Faculty Coordinator has been approved, with implementation anticipated in Fall 2026.

Department Chair Elections and Summer Coverage

Updates were provided on department chair elections and summer chair assignments across all schools. Notably, VAPA is transitioning to a co-chair model to better reflect disciplinary divisions.

Enrollment Efficiency Targets

The District's long-term efficiency goal remains 18%; however, APC continues to support a more incremental 5% improvement model at the school level. Enrollment continues to grow steadily (~2% annually), with notable increases in dual enrollment and underserved student populations.

Instructional Technology and Canvas Outage

Significant discussion centered on the recent Canvas outage. Faculty were encouraged to implement contingency practices, including maintaining offline gradebook backups and ensuring FERPA compliance for roster access. The administration is exploring contingency planning and potential academic deadline adjustments.

Artificial Intelligence (AI) Initiatives

APC discussed district participation in AI pilot programs (e.g., Gemini, NotebookLM, GEMs). Faculty are encouraged to engage in early adopter opportunities and provide feedback as institutions systemwide continue integrating AI into instruction.

Student Evaluation (IOI) Response Rates

Concerns were raised regarding low student response rates following the transition to SurveyMonkey. APC will continue collaborating with District stakeholders to identify strategies to improve participation.

Proctoring and Student Equity Concerns

Faculty raised concerns regarding inconsistent proctoring tools and student access to required technology (e.g., webcams). APC discussed the need for a standardized approach and potential expansion of equipment lending through the Library.

Reports

VPAA Updates

- Canvas remains offline pending system validation; contingency planning is underway.
- Potential consideration of extended drop deadlines and grading flexibility.
- Faculty encouraged to monitor FLEX obligations and participate in professional development opportunities.

Distance Education Certification

- Certification deadlines have been extended; however, significant numbers of faculty remain non-compliant (219 at Norco; 878 districtwide). Incentives may not continue in future terms.

Ongoing Priorities

- Evaluation and refinement of the faculty prioritization process
- Expansion of dual enrollment infrastructure and support

- Improving student engagement in course evaluations
 - Supporting faculty through instructional technology disruptions
 - Monitoring enrollment growth and efficiency targets
-

Next Steps

- Implement and assess pilot faculty prioritization process (Fall 2026)
 - Coordinate administrative participation in APC prioritization discussions
 - Continue collaboration with District on survey response rates and enrollment planning
 - Support faculty engagement with AI tools and professional development opportunities
-

1. Reminder: June 5 is the deadline to launch proposals in curricunet for next year's catalog.

NC DEC Report May 18, 2026

DE Certification Implementation is Largely on Pause Until District DE Receives Requested DAS / FA Guidance

In an email on 5/6/2026, District DE Dean Dr. Bushell requested that District Academic Senate leadership provide written clarification regarding the DE Revised MOU and its implementation.

There are many questions that stem from the new significant differences between the (2025-2016) DAS approved DE certification processes & District DE's currently published RCCD DE Equivalency and DE Certification webpages - and the new language in the revised 2026 DE MOU.

The questions regarding specific April 2026 MOU provisions are provided below to promote greater transparency and underscore the need for clarity on these matters.

For example, the revised DE 2026 MOU only compensates faculty for *"District's purchased @One Courses."* The language now seemingly limits certification to the 3 courses purchased this year. Whereas the previous local DEC and DAS approved equivalency process and previous practice accepted 11 @ONE courses & the POCR pathway (that is widely considered state-wide to be the gold standard full-course review and 100% accessibility standard) – as qualifying for RCCD DE certification & compensation.

This provision of the revised 2026 DE MOU also now seemingly creates a new requirement that District DE continues to pay for @ONE courses if faculty are to continue to be certified and compensate through the @ONE pathway. However, District DE only initially agreed to purchase these three RCCD only enrolled @ONE courses on a one-time basis (April – June 2026) to help faculty meet the tight June 2026 certification deadline. They do not have a consistent budget line established to support sustained access to RCCD only purchased @ONE courses. The three (of 10 total @ONE courses DAS "pre-approved" for RCCD certification equivalency were offered based solely on the availability of @ONE facilitators to offer RCCD only courses.

Without further DAS and FA guidance, faculty who took courses in good faith (or who seek to follow the current published guidance on the District DE Certification and Equivalency websites – and take one of the other seven "RCCD Pre-Approved" @ONE DE Certification courses directly through @ONE (this summer, fall, or in the future) - will continue to face

obstacles and uncertainty regarding if they will receive DE certification (and compensation for Associate faculty).

There is also a meaningful new limitation to Peer-to-Peer compensation from previous P2P practices as well, with the new MOU language stating that P2P reviewers now are only paid for successful reviews, not hours spent reviewing. The new language of the revised MOU states *“Faculty performing peer-to-peer reviews will be compensated three (3) hours at the lab rate for each faculty peer reviewed and certified.”* The addition of the “and certified” – is significant as it ties compensation to the outcome of the review - of which, approximately half of the peer reviews conducted do not result in successful certification.

District DE is also asking for clarification regarding faculty who complete options outlined in the MOU after June 2026. The new MOU language states *“Faculty who obtain certification prior to **December 31, 2026** may be paid and are eligible to teach online or hybrid courses.”* They would like clarity regarding how the “may” in this provision is to be interpreted and implemented?

As of 3:00pm on 5/18/2026, District DE and DE Chairs have not received the requested information.

At the 5/18 DE Chairs meeting, District DE asked DE Chairs to share this request for written implementation guidance (needed to resume processing important elements of DE certification and compensation) with our local Senate leaders.

The DE Chairs, NC DEC, and faculty would greatly appreciate resolution to these outstanding matters. Please see below for the letter from District DE seeking DAS implementation guidance.

Dear District Academic Senate,

District Distance Education has carefully gone through the newly revised DE MOU dated April 13, 2026. Below are the items for which we are requesting guidance and clarification in order to support implementation of the updated language and processes.

Question #1: Section 2 (Certification)

Section 2 outlines the options to “obtain Distance Education Certification” as follows:

1. Equivalency

2. P2PR
3. future in-district course
4. “the District’s purchased @ONE courses”

The language for the new option (d) seems to read: **only** the purchased @ONE courses will count for Equivalency. I do **not** think this was the intent, but the language reads as a limiting factor. Clarification is needed. **Please confirm:** If interpreted as written, faculty will only be granted certification (post 4-13-26) for the three courses we purchased and not for any other @ONE courses.

Question #2: Section 2a (Compensation)

Section 2a adds the new certification option to the compensation list. If the answer to Question #1 above confirms that **only** “purchased” @ONE courses will obtain certification, **please confirm** that this means that **only** completion of a “purchased” @ONE course will be compensated with the \$750 for Part-Time faculty and 16 hours of FLEX credit for Full-time faculty.

Question #3: Section 2 (Previously Purchased @ONE courses)

RCCD purchased @ONE courses in the 2021/2022 Academic year. **Please confirm** that faculty who successfully completed those courses will be compensated under this revised MOU.

Question #4: Section 2 (Non-Purchased @ONE Courses)

If certification and/or compensation are limited to the “purchased” @ONE courses, **please confirm** that faculty who took approved @ONE courses **directly** from @ONE will **NOT** be compensated via this MOU.

Question #5: Section 2c (P2PR Reviewers Compensation)

Section 2c states that P2PR Reviewers “will be compensated three (3) hours at the lab rate for each faculty peer reviewed and certified.” **Please confirm each of the following:**

- Reviews will **now** be “compensated three (3) hours ... for each faculty.” This reads as a flat rate of three (3) for each faculty reviewed, regardless of time spent. This **contradicts** the 1-14-26 DE P2P Evaluation Work MOU, which states reviewers will be “compensated **up to a max of** three (3) hours per course, per faculty member.”
- Reviewers will only be compensated for faculty who are “reviewed and certified.” This limiting factor of “and certified” is new language that seems to indicate that reviewers will **not** be compensated **if** a faculty member **does not pass** their P2PR.

Question 5: List of @ONE Courses Paragraph

The list of @ONE courses is **missing** the @ONE POCR certification course that was on the expanded list the DAS approved in Fall 2025. **Please confirm** that this MOU supersedes the DAS’s approved list.

Question 6: New Due Date Paragraph

The 4-30-25 DE MOU stated that June 30, 2026, was the due date. The revised MOU states 12-31-2026. **Please confirm** that all faculty who currently need to be DE certified by June 30, 2026, will have their due date moved to December 31, 2026.

Shawna Bú Shell Ed.D.

Dean of Distance Learning and Education Services

Riverside Community College District

3801 Market Street, 3rd Floor | Riverside, CA 92501

(951) 222-8561

<https://rccd.edu/de>

Library & Academic Support Committee (LASC)

Senate Report for May 5-18-26

1. Library Report

- a. This summer, the Wilfred J. Airey Library will begin opening at 8am. This change is being implemented to align with the Standard of Care and the other libraries in the district.
- b. In the fall, a Zoom option will be available for guests and the public to attend Library & Academic Support Committee meetings. This change being incorporated to align with the other subcommittees of the Norco College Academic Senate.
- c. After receiving a request from Sandra Popiden, the faculty advisor of the Student Parent Club, a library guide (LibGuide) is being created to advertise student parent resources that are available in the library. This guide will be housed on the Wilfred J. Airey Library website. The children's book collection has already been moved to the front of the library, near the television, adjacent to the manga book collection.
- d. The library website is being redesigned. We anticipate it going live at the start of the fall 2026 semester.
- e. The library team is currently weeding the print book collection. Discarded items are available to the college community (for free) on a first come first served basis. These books are available in the library foyer.
- f. The library team is working on gathering, indexing, and archiving Norco College materials. There will be an archive room in the new library building where these items will be housed. Please forward relevant items to the library.
- g. All Norco College Library Laptops are currently checked out. Students who are enrolled in at least one class at Norco College are still welcome to submit the [laptop request form](#). They will be notified by email if a device becomes available.
- h. Faculty who are interested in bringing their students to the library for a research workshop can submit the [request form](#) on the [library homepage](#). Please note that you must be present during the workshop since it will be conducted in the library during your regularly scheduled class time.
 - i. You can also have them visit the library on their own
 - ii. Virtual/online research workshop modules will be available soon.
- i. A graduate student who is pursuing her Master's Degree in Library and Information Science at the University of Arizona is currently volunteering in the library. She is completing her intern hours on Mondays, Tuesdays, and Wednesdays this semester.
- j. The Norco College Librarians applied for 3 Student Success Challenge Grants.

2. Dean's Report

- a. A new full-time faculty Outreach Librarian is starting in the fall semester. This person will be in charge of library events.
- b. Miguel Castro, the Library Services Platform Librarian, created a LibGuide detailing annual [library data](#) and statistics. This guide is available on the Wilfred J. Airey Library website.
- c. Arezoo Marashi, Academic Support Coordinator of Tutorial Services, has made amazing improvements to the [Tutoring and Learning Resource Center website](#) and services. The system and schedules have been revamped, making the tutoring process quick, simple, and user-friendly for students.
- d. Damon Nance is requesting 25 laptops in the Library & Learning Resource Center (LRC) Program Review. The price for one laptop is approximately \$3k. Damon will see if there are any remaining lottery funds that can be used to purchase student laptops.
- e. The Read 2 Succeed Book Discussion will be held on Thursday, March 19 @ 12:50-1:50pm in CSS 217 & online via Zoom. This semester the college is reading *Illegally Yours* by Rafael Agustin.

3. Associate Students of Norco College (ASNC) Report

- a. Members of the 2026-2027 Associated Students of Norco College (ASNC) Executive Board have been elected.
 - i. ASNC President
 - ✓ Ameera Chaudhry
 - ii. ASNC Vice Presidents
 - ✓ Administration: Adishvar Kahlon
 - ✓ Finance: Celeste Aguilar
 - ✓ Relations: Nahid Sarwary
 - ✓ Activates: Jasleen Grewal
 - ✓ Organizations: Analia Torres
- b. ASNC is hosting the Norco College Music & Arts Festival (NOMU) this Friday, May 15 from 5-pm. Music is provided by the Norco College *Studio Arts Ensemble* (SAE) and *Capo*, the Norco College Guitar Club. This is a free family-friendly event with carnival rides, games, and food & art vendors.
- c. ASNC is helping to pay for cap and gowns for Norco College students. The first 300 graduates who purchase commencement regalia only have to pay \$50 out-of-pocket. ASNC will cover the rest.
- d. The Executive Team attended a student body conference in Washington, DC this semester.

4. Learning Resource Center (LRC) Report

- a. Tutorial services is implementing an additional evaluation tool. Students will be asked to scan a QR code and complete a survey anonymously after each tutoring session.

- b. Data is currently being assessed for the three focus groups that were conducted this semester. These sessions were conducted to obtain input from:
 - i. Students who use/have used tutorial services
 - ii. Student who have never used tutorial services
 - iii. Faculty
 - c. Study jams will be held in the Learning Resource Center (LRC) during finals week
 - d. The LRC is in need of tutors and embedded tutors for the upcoming semesters. Use the forms below to submit tutor recommendations by Sunday, May 31.
 - i. [Tutor Recommendation Form](#)
 - ii. [Embedded Tutor Recommendation Form](#)
 - e. Tutoring appointments are now conducted using the SARS system.
 - f. As a follow up to the tutoring surveys that were conducted during the fall, student and faculty focus groups are being held this semester.
 - g. To increase marketing efforts and visibility about tutoring, flyers have been placed in the classrooms and lawn signs have been placed across the campus
 - h. LRC Statistics
 - i. The number of Learning Resource Center (LRC) visits increased from 7,266 visits in fall 2024 to 10,431 visits in fall 2025
 - ii. The number of unduplicated students using LRC services increased from 1,141 in fall 2024 to 1,360 in fall 2025
 - iii. The number of 1-on-1 appointments increased from 183 in fall 2024 to 549 in fall 2025
 - iv. Students taking math, biology, chemistry, STEM, English, and humanities courses have the highest attendance
5. Writing & Reading Center (WRC) Report
- a. The Writing & Reading Center (WRD) continues to grow and thrive, with a 100% student satisfaction rate, based on over 3500 responses to their feedback survey.
 - b. Since its inception in 2022, over 4000 students have received help at the WRC in many different disciplines and also for resume, scholarship, and transfer app help.
 - c. Collaborations with the scholarship committee, the transfer center, and the honors program have been underway since fall.
 - d. The increase in students who come for writing tutoring since 2022 is largely due to the creation of the WRC, and success rates in English, especially Eng C1000, have risen.
 - e. In the fall, Nikki will be presenting at a Norco College Academic Senate meeting and during the fall FLEX sessions. She is hoping to gain additional institutional support for staffing the WRC so that we can offer the same standard of care to our students as our sister colleges.

- f. Encourage your students to attend the remaining online writing skill workshops that are being offered this semester. The workshops are drop-in, provided in real time, and open to all students. See the email that Nikki sent yesterday for the flyers (and additional details).
- g. Nikki has requested funding for marketing materials for the WRC.
- h. Norco is the only college in the district that receives apportionment from the state, so Damon is working on streamlining the process to make it easier to record full time equivalents (FTEs) in the Writing Center.
- i. In order for the college to receive apportionment funds, there must be an instructor of record.
- j. As the faculty lead for the Writing Center & Learning Resource Center, Nikki Capps is the instructor of record who teaches the ILA-800 course.

Accreditation Liaison Report to Senate

Date: 05/18/2026 | Liaison: Laura Adams

Progress Since Our Last Meeting

- Collected feedback from committees, councils, and college leadership
- Currently incorporating feedback and integrating evidence received
- NAS approved the Annual RSI Check Process and access to disaggregated SLO dashboards

What's Coming Up Next

- Continued integration of feedback and evidence
- Working with ALOs from sister colleges to prepare for district-level presentations
- Upcoming engagement with DSPC, Executive Cabinet, and the Board of Trustees

Where We Could Use Faculty Input

The most consequential work faculty can do in the coming weeks is strengthen the evidence reviewers will see when they examine Norco's work next Fall.

- **Regular and Substantive Interaction (RSI) in current online courses.** ACCJC reviewers will examine online courses from Spring 2026; we still have time to strengthen RSI evidence. Make sure your course includes clear statements of communication and engagement policies and makes evidence of substantive interaction easy for reviewers to locate.
- **SLO assessment.** Keep working on your assessment practices for course, program, and general education student learning outcomes (link learning outcomes in Canvas, collect data using rubrics, report discipline discussions via the Outcome Assessment Form). The (N)ISER will ultimately report our progress through July 31, so your work will directly impact what ACCJC reviewers see.

If your department or discipline needs small-group training on SLO assessment or RSI, please reach out.

FYIs

- The accreditation team attended ACCJC's Transparency, Storytelling, and Value Literacy Project regional convening on 4/13/2026 at Long Beach City College — a workshop on integrating return-on-investment data into institutional planning and culture. The Norco team included Dr. Monica Green, Dr. Quinton Bemiller, Dr. Kaneesha Tarrant, Dr. Tenisha James, Dr. Hayley Ashby, Ms. Charise Allingham, and Dr. Laura Adams.
- The accreditation team is preparing a poster submission for ACCJC's Partners in Excellence Conference (November 17–18, 2026) on Norco's RSI Mock Review and Campaign conducted during the 2025–2026 academic year.

Committee Name: PG&SL

Meeting Date: 4/7/26

Faculty Reporting: Dr. Estrella Romero & Sara Nafzgar

Update:

I. AP6160(A) Revision Update

- a. The draft has moved to DAS for approval.
- b. An update will be provided once it is approved.

II. Rank of Professor

- a. Nine faculty were recommended and approved.

III. April Meeting Faculty Requests

- a. The committee reviewed one professional growth plan.
- b. The committee reviewed four salary reclassification requests.

IV. Future deadlines

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