



Minutes
Norco Academic Senate Meeting
On August 31, 2026
1:30 - 3:30 PM | CSS-217 & via [Zoom](#)

Meeting called to order at 1:35 PM.

1. Attendees

Officers, Senators, Alternates, and Committee Chairs & Liaisons: Laura Adams, Maria Adams, Kimberly Bell, Darnell Bing, Meghan Chandler, Araceli Covarrubias, Erin Deck, Jake Drainville, Vivian Harris, Marie Hicks, Adishvar Kahlon, Jim Thomas, Patty Worsham

Guests: Nicole Brown, Michael Collins, Lisa Hernandez, Monica Green, Daren Koch, Tenisha James, Christopher Moffatt, Jason Parks, Brittnee Quintanar, Daniel Turrubiarres

2. Approval of [Agenda](#)

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

3. Approval of Minutes for [May 18, 2026 meeting](#)

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

4. [Comments from the Public](#)

- No Comments

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

- Copies of the new CBA are expected to arrive at Norco College within the next week or so.
- An MOU for the COLA increase has been signed. The increase should appear on the September 1 paycheck, with separate entries for regular pay and summer overload. Contact Payroll for questions.
- The Faculty Association is drafting an MOU addressing sabbatical language and will collaborate with the Academic Senate.
- Department chairs across the district have expressed interest in revisiting course caps, likely related to workload equity.
- There is a need for a clear policy and better communication regarding enrollment and course cancellations because there are many last-minute course cancellations with lack of timely notification, causing issues for members.
- Faculty have reported delays with HR processing of FSAs and part-time faculty preferences. Continue reporting these issues so they can be documented and addressed with HR.

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

- Norco Assessment Committee Faculty Chair – Eric Doucette
M/L. Adams; S/M. Hicks; Approved by Consensus

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

This was previously presented in May and revised based on feedback from all three colleges and the District Academic Senate. Revisions are highlighted in red.

The proposal is to establish reassigned time for a Non-Credit Faculty Coordinator at each college to address ongoing challenges and support program growth and FTES development.

Implementation Phases:

- Phase 1: Faculty lead and advising support.
 - Phase 2: Increase reassigned time to 0.4–0.6 FTE with expanded coordination and outreach.
 - Phase 3: Full-time faculty leadership focused on strategic planning, workforce partnerships, compliance, and student success.
 - Phase 4: Add shared college-level administrative support.
- The changes primarily clarify language, eliminate duplication, and address concerns regarding curriculum responsibilities.
 - Revisions were developed in collaboration with the Faculty Association.
 - Adam Martin will serve as the contact person moving forward.
 - Senators should take the proposal back to their departments/schools for feedback.
 - This will return for the September 21st Senate meeting for a second read and vote.
 - Reassigned time remains a concept at this stage and must be separately negotiated through the union. ([Senate #7](#))

8. **Information Item:** [Curriculum Minutes Requirements Proposal](#) (N. Brown)

Issues have been identified with incomplete or inconsistent meeting minutes submitted through CurricUNET, causing delays in curriculum processing and state approval.

- A standardized Curriculum Proposal Minutes Requirement and Proposal Vote Report has been developed with the district and the other colleges.
- The new requirements are available on the District Curriculum Support and Norco Curriculum Committee websites.
- Minutes must clearly identify who was present, voting details, and required proposal information rather than simply stating that a proposal passed.
- Faculty are encouraged to work directly with Nicole Brown before proposals go to Tech Review so issues can be identified and corrected early.
- The goal is to ensure proposals reach Tech Review complete and accurate, reducing delays and getting courses/programs approved and available to students more quickly.

- If Schools/Disciplines have blanket approvals, please submit a report identifying who was present at the meeting, the voting details and the proposal information passed in the meeting.
- This will be presented at the first Curriculum meeting on 9/8/26
- Nicole is available for questions or concerns.

****Motion to rearrange our items on the agenda:**

- Move item 9 to item 11, item 10 will be 9, and item 11 will now be 10
- M/M. Hicks, S/J. Drainville

Approved by consensus

9. Action Item: New Improved Program Planning and Endorsement Process - 2nd Read (L. Adams)

- The purpose is to create a clearer, streamlined process for developing new programs and protect faculty time and effort.
- This process was developed at the request of Senate leadership due to outdated/informal procedures. A first draft was presented in Spring 2025, revised based on Senate feedback, and received a first read in May 2026.
- Three-Phase Process:
 - o Phase 1 – Concept: Faculty sponsor develops the concept, confirms department/discipline support, and consults with the college president regarding strategic fit and available resources.
 - o Phase 2 – Planning: Faculty gather detailed information from the dean, articulation officer, Business Services, and Academic Planning Chairs. CTE programs also consult advisory committees and regional consortia.
 - o Phase 3 – Endorsement: Completed proposal is submitted to Academic Senate for endorsement and Academic Council for information.
- Academic Senate endorsement is the only approval/decision point in the process. Other meetings are for consultation and information gathering.
- The faculty sponsor owns the process, consistent with faculty authority over curriculum and program development (10+1).
- The process ensures institutional fit, feasibility, resource needs, strategic alignment, and justification are addressed before significant curriculum development begins.
- Once endorsed, the proposal moves into the formal curriculum process, including course outlines, program learning outcomes, CurricUNET submissions, and articulation.
- This is the second read of the revised proposal, with the goal of completing the project this semester.
- Bring back to your departments/schools for feedback.
- This process may need revision at some point and can be adjusted as we go; a living documents of sorts.
- We will vote on the proposal at the next meeting, September 21st. ([Senate #4&5](#))

****Amend previous motion to move AI policy to item 10 instead of 11**

Approved by Consensus

10. Information Item: Norco College English Discipline AI Use Policy

- Purpose: English Department developed a discipline-wide AI Use Policy in response to widespread faculty concerns about AI-generated writing and its impact on student learning and assessment.
- 62% of surveyed English faculty identified pervasive AI-generated writing as a severe problem in their courses.
- Five working sessions were held during Spring 2026 with full-time and part-time faculty, followed by department-wide feedback and a unanimous vote.
- The policy was approved in May 2026 and is being implemented for the first time this semester.
- Policy Components:
 - Philosophy: Explains how AI use can conflict with the goals of writing courses.
 - AI Use: Establishes discipline-wide expectations while allowing instructors to permit limited AI use when appropriate.
 - Detection: Provides multiple methods for identifying suspected AI use beyond Turnitin, including citation issues, writing patterns, and inconsistencies.
 - Student Recourse: Allows students to demonstrate authorship through drafts, notes, writing history, or discussion with the instructor.
 - Consequences: Follows existing college academic integrity/misconduct procedures.
 - SLO Alignment: Policy restrictions are grounded in course Student Learning Outcomes (SLOs) and whether AI use prevents students from demonstrating required skills and competencies.
- Faculty syllabi should reflect the discipline-wide policy to support consistency in expectations across English courses.
- Full-time and part-time faculty involvement was essential; instructors retain flexibility for limited AI use; student recourse was intentionally included; and SLO alignment provided a strong foundation for the policy.
- The English Department is willing to share the policy as a template/resource for other disciplines interested in developing their own AI guidelines.
- Every discipline will experience it differently; TLC is where this topic is being discussed, and if interested in attending or having questions, email Jose Sentmanat or Lisa Hernandez. ([Senate #3](#))

11. Action Item: Revision of Add and Drop Language in Syllabus Template

- Revised language only addresses adding and dropping classes.
- Thanks to Dean Gonzalez for developing the process language.
- Discussion focused on how much detail to include, particularly steps for navigating the Academic section, Register for Classes, for adding and dropping classes in EduNav.

- Senators agreed the technology-related steps should be specific and clearly outlined.
- Additional changes are expected, but the goal is to move the process forward now.
- Motion to approve with suggested correction by J. Drainville, seconded by M. Hicks.
- Patty Worsham raised the need to continue reviewing the process; Kim will follow up with her.

Approved by consensus.

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

12. Action Item: Selection of Nomination Committee Membership for 2026-27 (D.Reade or designee)

- The Nomination Committee of the Academic Senate is responsible for coordinating all elections run by the Senate itself. The Nomination Committee handles, among other things, calls for nomination, the sharing of election information, the creation and dispersal of ballots, and the counting of votes.
- The Nomination Committee is composed of the Vice President of the Senate and two other members. Last year, Jake Drainville and John Alpay served on the committee and expressed their interest in serving again.
- Membership of the Nomination Committee is limited to Senators. As a body, we have allowed either Senators or Alternates to fill this role.
- We need a vote from the Senate to confirm two members to the committee.
- M. Hicks is interested in being on the committee.
 - Hold for further discussion for next meeting 9/21/26
 - We don't have elections to run between now and then

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

13. Information Item: Standard of Care Workgroup - [Communication and Early Alert Presentation](#)

- The workgroup evaluated options for a new Early Alert/ "Anytime Alert" system.
- Only about 24% of faculty currently use Early Alert; the system is primarily used for negative concerns, and faculty often lack visibility into referral outcomes.
- The goal is to choose a system that increases faculty participation, supports positive and negative alerts, improves communication, and provides better follow-up on student referrals.
- The workgroup reviewed approximately 18–20 vendors, conducted vendor meetings/demos, consulted faculty feedback, and developed a weighted rubric.
- Canvas integration was the highest priority, along with automated alerts, Canvas engagement data, positive alerts, text messaging, customizable faculty messaging, and referral follow-up.
 - Top Recommendation - Civitas:
 - Ranked highest due to its two-way Canvas integration, allowing faculty to submit alerts and view follow-up directly

- within Canvas. Also offers text/email communication, home-campus routing, case management, and predictive analytics.
- Second Recommendation – Ellucian CRM Advise:
 - Could provide the desired functionality within the future Colleague SaaS environment and integrate data from Canvas, ERP/SIS, and other systems. However, implementation would need to wait until after the planned July 1, 2028 Colleague SaaS go-live date, with CRM Advise implementation estimated at 6–9 months.
 - Link to Ellucian Demo is available in the presentation in a shared folder.
- Third Recommendation – Navigate 360:
 - Comprehensive communication and student-success platform with a similar user experience and strong Canvas functionality, but it does not provide a true two-way Canvas integration and is broader than the specific Early Alert need.
- The recommendation from the workgroup is to have the colleges current users of Civitas and/or CRM Advise to learn about their user experiences before moving forward.
- This is an information item; recommendations will be forwarded to administration for consideration.

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

14. Officer Reports

- A. Secretary/Treasurer (Erin Deck)
 - No Report
- B. Vice-President (Dan Reade)
 - I attended my first session of District Academic Senate as a voting member on Monday, 8/24. I would encourage anyone who is interested in learning more about what's going on in our district to consider attending from time to time. As I told Kim, I have been in meetings with her in which she's brought up topics I had never heard of before. Attending District Academic Senate showed me where a lot of those topics come from. My thanks to the other members of the District Academic Senate for the warm welcome.
 - Per our Senate bylaws, I will be chairing the first meeting of FPDC on Tuesday, September 8th; our bylaws state that the VP is responsible for chairing the first meeting in a given academic year of a Senate committee that does not have chairs. As a reminder, FPDC remains without chairs and this raises a bunch of potential issues. First, it is not clear who will be responsible for creating agendas or calling meetings. Second, without meetings, we have no clean way to approve FLEX events, approve requests for PD funding, and so forth.
- C. President (Kimberly Bell)

- Thanked everyone for their patience with Flex activities. Online scavenger hunt files were corrupted; attendees should resend them to the Senate email.
- For the BOT Faculty Spotlight, there will be three presentations per semester, one per college. Norco's spots are in November for the fall and April for the spring. Faculty with projects or accomplishments to highlight should contact Kim.
- District-level approval for BP/AP 2055 revisions are complete. Language regarding probation and dismissal has been revised to be less punitive:
 - o Probation → Notice
 - o Dismissal → Pause
 - o Contact Kim with questions.
- FPDC Update: The group is seeking Chairs/members and clarifying its charge and responsibilities. Anyone interested should contact Kim; work will continue this fall.

***Time extension to 3:40 pm – M/J. Drainville, S/ M. Adams, approved by consensus*

15. College Reports

A. Associated Students Senate Representative (Adishvar Kahlon)

- The ASNC Vice President of Administration is one of two representatives providing updates throughout the year.
- ASRCCD held a district-wide training in August covering the Brown Act, college services, and leadership workshops, strengthening collaboration among student leaders and colleges.
- A retreat was held August 11th – 13th in Big Bear with 14 officers; including leadership development, team building, and preparation for the academic year.
- Welcome week took place August 24th – 25th; ASNC and campus organizations welcomed students, promoted clubs/resources, and hosted engagement activities and prizes.
- The ASNC Senate held their first meeting on August 28th; meetings will continue every Friday.
- Participating in the naming of the new Library & Student Services building.
- 12 members appointed to the important committees.
- Upcoming Events:
 - o Club Rush: September 9th – 10th, 11:30 a.m.–2:30 p.m.
 - o Car Show: October 4th (tentative)
 - o National STEM Day: Collaboration with MESA
 - o Step Up to Leadership: Collaboration with ICC and ASNC Organizations Committee
 - o Harvest Festival: October 30th
- Holiday Study Jam: Support students preparing for finals

B. President (Monica Green)

- Appreciation expressed for the campus community's flexibility, resilience, and support during last week's extreme heat.
- The Library and Student Success Buildings were temporarily closed, requiring classes and services to be relocated. Facilities and the Executive Team were recognized for quickly supporting students, faculty, and staff.
- The district's Chancellor search continues. Applications were due August 28th, with the search committee expected to begin reviewing candidates soon.
- The Chancellor forums are tentatively scheduled for October 12th – 15th; additional details and the official calendar are forthcoming.
- On August 17th, RCCD and the Faculty Association held a retreat focused on strengthening collaboration between faculty leadership and district administration.
 - Discussions emphasized clearer roles, stronger communication, and increased collaboration across the district.
 - The retreat also addressed managing change related to rapid technological growth and AI.
 - District leadership will continue working to strengthen communication and collaboration across the district.

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

- Faculty and staff were recognized for their flexibility and resilience during last week's extreme heat and facility challenges.
- The ST building A/C failure required Biology faculty to quickly reschedule labs and relocate classes. Facilities responded quickly to prevent additional issues.
- Classes that began last week added approximately 25 FTES overall:
 - Online: –19.4 FTES
 - In-person: +44.37 FTES
 - Growth came entirely from students seeking in-person classes.
 - Appreciation was expressed to faculty and staff who helped students navigate campus and enroll in available classes.
- The “Dean of Darkness” Program successfully launched to provide evening support. The first two nights received calls, with Quinton and Sonya assisting students.
- Saturday administrative support helped faculty resolve keycard/access issues so classes could proceed without disruption.
- Appreciation expressed to everyone for their adaptability and support during a challenging first week.

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

- The five-member peer review team and ACCJC liaison randomly selected 60 Spring 2026 fully online courses for Regular and Substantive Interaction (RSI) review.

- Faculty whose courses were selected will receive an individual email tomorrow.
 - Selected faculty may provide evidence of student interactions that occur outside Canvas (e.g., email, Discord, or other platforms).
- E. Vice President of Student Services (Kaneesha Tarrant)

- The Resource Fair was moved to the Center for Student Success upper lounge due to weather and was highly successful; likely to continue using the indoor location.
- Tutoring Hours:
 - Monday–Thursday: 8:00 a.m.–8:00 p.m.
 - Friday: 8:00 a.m.–4:00 p.m.
 - Saturday: 9:00 a.m.–2:00 p.m.
- Regular Student Services building hours resumed for counseling, career development, financial aid, and Admissions & Records:
 - Monday–Thursday: 8:00 a.m.–5:00 p.m.
 - Friday: 8:00 a.m.–4:30 p.m.
 - Extended Friday hours will support students ahead of the add/drop deadline.
- Appreciation expressed to faculty who worked on the project. Administrative leadership will begin working on next steps based on the recommendations.
- Awaiting the district’s allocation for Student Standard of Care resources, primarily supporting Educational Resource Advisors and tutoring.
- Implementation of the SIS transition to Colleague SaaS will take a more end-user-driven approach than the previous IT-driven Anthology implementation.
 - Focus will be on the experience and needs of Admissions & Records, Financial Aid, HR, Payroll, and other end users.
 - Goal is a smoother implementation and a system that better meets district needs.

16. **Standing Committees & Liaisons Reports**

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

17. Meeting adjourned at 3:40 PM.

Ratification of Senate President Appointments 8.31.26

Norco Assessment Committee Faculty Chair – Eric Doucette

Noncredit Faculty Coordinator

Working document With Job Descriptions

Note: Red text indicates updates/revisions from reading in Spring 2026

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 students 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 HSI colleges and has a growing number of adult learners who face significant economic challenges impacting 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 and leadership from faculty** 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 Resource Advisor OR 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 **at each college—Moreno Valley College, Norco College and Riverside City College—to grow at an individualized pace.**

- **Phase 1:** 0.2 FTE release time for faculty and a dedicated educational/academic advisor or dedicated time from existing educational advisors for non-credit students.
- **Phase 2:** 0.4 FTE - 0.6 FTE release time for faculty and increased educational advisor time to support expanding student **base based on a Faculty Association negotiated formula including FTES and programmatic growth.**
- **Phase 3:** 1.0 FTE release time for faculty and a full-time Educational Resource Advisor.
- **Phase 4:** 50% college-level administrative and 1.0 FTE release time for 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 or programmatic growth should be met prior to moving from one phase to another. The exact formula for this threshold to move from one phase to the next should be negotiated by the Faculty Association.** 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 0.2 FTE [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 Coordinator

Job Descriptions

Phase 1: Noncredit Faculty Coordinator- 0.2 FTE Faculty

Reassigned Time Position Reassigned Time for This Position

0.2 FTE 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.~~
- 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 on noncredit matters to faculty in their 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 Coordinator – 0.4-0.6 FTE

Faculty Reassigned Time Position Reassigned Time for This

Position

0.4-0.6 FTE Faculty Reassigned Time (Phase 2 Implementation)

Objectives

- Expand coordination and operational support for noncredit programs and scheduling **in collaboration with chairs, deans, staff, and administration.**
- 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

- **Provide information to department chairs who are coordinating course schedules so that offerings reflect community, district, and college needs.**
- Reduce noncredit course cancellations through proactive planning and efficiency mitigation strategies.
- Establish or strengthen external partnerships supporting noncredit programming.
- Increase 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.
- **Communicate with district partners (e.g., adult education providers or local-area businesses) to develop rotational noncredit schedules across colleges and terms as needed.**
- Collaborate with other departments and stakeholders to ensure 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

- **In conjunction with chairs and deans, 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

- **Assist discipline-area faculty and department leadership to develop noncredit-specific job descriptions for discipline faculty who teach noncredit courses and support staff (e.g., outreach staff, educational advisors) working with noncredit students and participate in hiring process as requested.**
- Support efforts to matriculate noncredit students into credit programs in collaboration with counseling and student services.
- **Facilitate program effectiveness based on data and recommendations provided by department/discipline in the program review process.**

Phase 3: Noncredit Faculty Coordinator– 1.0 FTE Faculty Reassigned Time

Position Reassigned Time for This Position

1.0 FTE 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.
- 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.
- **Work with discipline faculty to identify areas of support to improve student engagement, retention, and success in noncredit courses.**
- 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).
- 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.

Curriculum Proposal Minutes Requirements

For every proposal, please complete the [Minutes Report Form](#) and attach it to your proposal in Curriqnet with the minutes.

		District Discipline	College Discipline	District Discipline Communication	Originating Department	Honors Committee*	Discontinuance Task Force
Courses	New Course	✓			✓	*	
	Major Modification	✓			✓		
	Minor Modification	✓			✓		
	Course Deletion	✓			✓	*	
	Course Inclusion		✓	✓	✓	*	
	Course Exclusion		✓	✓	✓	*	
	Extensive Lab	✓			✓		
	RCCD GE Modification	✓			✓		
Distance Education	New DE	✓			✓	*	
	DE Modification	✓			✓		
Programs	New Program		✓	✓	✓		
	Modification		✓	✓	✓		
	Discontinuance		✓	✓	✓		✓

*Honors committee approval is required only for honors proposals.

Minutes Types

District Discipline:

A vote from the discipline at each college that offers the course. If a college does not offer the course, that college's discipline does not vote. Each college counts as a single vote on whether to approve a proposal. A majority of colleges must vote to approve the proposal in order for it to move forward.

College Discipline:

A vote from the discipline only at the college originating the proposal.

District Discipline Communication:

An e-mail notification to the district-wide discipline regarding the proposal. This is a communication to the district-wide discipline only, and not a vote of approval.

Originating Department:

A vote from the department only at the college originating the proposal.

Honors Committee:

A vote from the honors committee at each college offering the course.

Discontinuance Task Force:

A vote from the discontinuance task force per BP/AP 2021.

Proposal Vote Report

Complete the form below and attach it with the corresponding minutes to your curriculum proposals in Meta.

Originator Name:

Proposal Type: Choose an item.

Proposal Details:

[For all courses covered by this form, include subject and course number. For all programs, include program title.]

District Discipline Vote

College	N/A*	Yes	No	Date	Method
Moreno Valley	☐	Enter value.	Enter value.	Enter Date	Choose method.
Norco	☐	Enter value.	Enter value.	Enter Date	Choose method.
Riverside	☐	Enter value.	Enter value.	Enter date	Choose method.

Originating Department Vote

College	N/A*	Yes	No	Date	Method
Moreno Valley	☐	Enter value.	Enter value.	Enter Date	Choose method.
Norco	☐	Enter value.	Enter value.	Enter Date	Choose method.
Riverside	☐	Enter value.	Enter value.	Enter date	Choose method.

Honors Council Vote

For new honors courses only.

Please also attach evidence of honors council vote of approval to your proposal in Meta.

College	N/A*	Yes	No	Date	Method
Moreno Valley	☐	Enter value.	Enter value.	Enter Date	Choose method.
Norco	☐	Enter value.	Enter value.	Enter Date	Choose method.
Riverside	☐	Enter value.	Enter value.	Enter date	Choose method.

**Select N/A if a vote from that college is not applicable to the proposal.*

Form Revised September 2024.

Program Planning & Endorsement Process

2nd Read | Revised Draft

Laura Adams, Professor of Psychology
Norco College Academic Senate

BACKGROUND

How we got here

Spring 2025



May–June 2025



May 2026



August 2026

First draft proposed

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

Senate feedback

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

1st read of revised draft

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

2nd read

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

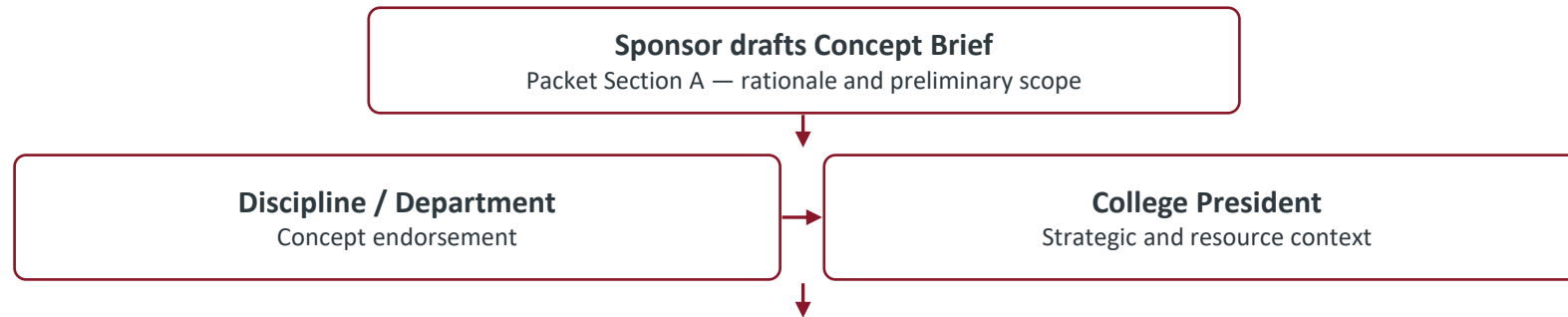
This process surfaces that institutional context up front.

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

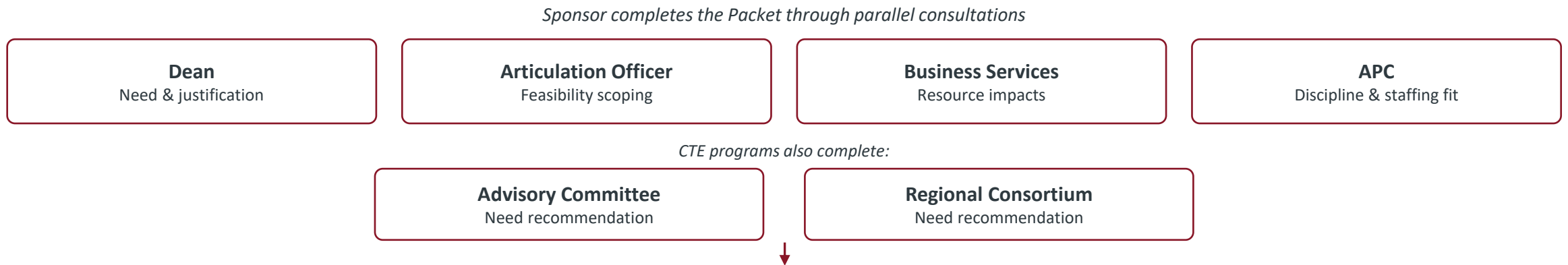
THE PROCESS

Three phases, one decision point

Phase 1 — Concept



Phase 2 — Planning



Phase 3 — Endorsement



PHASE 1 — CONCEPT

Draft the concept, and line up early support

01 Draft the Concept Brief

Sponsor completes Packet Section A: rationale and preliminary scope for the proposed program.

02 Consult Discipline & Department members

Discuss the concept and document department-level support via meeting minutes or an e-vote.

03 Consult the College President

Get an early, informal read on strategic fit and resource realities before investing significant time in Phase 2.

Both consultations happen before the Packet moves to Phase 2 — Planning.

PHASE 2 — PLANNING

The Packet moves through parallel consultations

- 01 Dean — Packet Section B**
Program Description & Justification. Workforce Development Dean for CTE programs, or the Dean of Instruction for the appropriate academic unit.
- 02 Articulation Officer — Packet Section D**
Curriculum Planning. Feasibility scoping for new and existing courses, and target transfer institutions for ADTs.
- 03 Business Services — Packet Section E**
Facilities & Resource Impacts. Space, equipment, ongoing operational costs, and hiring needs.
- 04 Academic Planning Chairs (APC) — Packet Section F**
Organizational Considerations. Where the program fits in Norco's discipline, school, and staffing structure.

CTE programs also secure a need recommendation from their Advisory Committee and Regional Consortium, outside the standard Packet sections.

PHASE 3 — ENDORSEMENT

Academic Senate holds the single decision point

01 Submit the completed Packet

Once every Phase 2 consultation is documented, the sponsor brings the Packet forward for endorsement.

02 Academic Senate — Endorsement vote

The formal decision. New program approval is 10+1 territory under Title 5 §53200.

03 Academic Council — Informational report

Received in parallel with the Senate vote. This is not a vote or an approval step.

After Senate endorsement, the proposal moves downstream to the Curriculum Committee.

BOUNDARIES

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.

DESIGN CHOICES

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.

Introduction

Hello and welcome to the Norco English Discipline's AI Use Policy page! The following sections are intended to provide you an overview of...

1. **The Norco English Discipline's philosophical stance towards AI (Section A)**
2. **The discipline and course-specific policy regarding AI use (Section B)**
3. **Potential methods used to detect AI (Section C)**
4. **Methods students can use to dispute allegations of academic misconduct (Section D)**
5. **Consequences of violating the course AI policy (Section E)**

At the end of the page, you are invited to further explore several articles that draw on research to explore the consequences of habitual AI use on human cognition.

[OPTIONAL: After reviewing this information, you will be invited to sign our course's [Academic Integrity Agreement](#), which is essentially a contract that, by signing, says *"I have read and understood the AI policy for this class and agree to abide by its terms and consequences."*]

A) English Discipline: AI Philosophy

It is our objective as an English discipline to empower students to improve critical thinking, reading, and writing skills that will contribute to their ability to develop original ideas and express them effectively in an authentic voice. Further, studies increasingly show that reliance on AI tools significantly decreases critical thinking skills over time and is counterproductive to learning crucial skills such as inquiry, argumentation, research, analysis, and critical reading, all of which our classes aim to foster (see references). To that end, we expect that all work in our courses is created by our students, and any work that is not made by our students will be considered an academic integrity violation and evaluated accordingly.

B) AI Use Policy

Trust and respect are foundational to the student-teacher relationship. Learning is, at its core, a social process in which ideas and skills develop through genuine exchange. The feedback and instruction you receive in this course comes from us, not AI, and we expect the same authenticity from you.

As such, it is the policy of the discipline that artificial intelligence (e.g., Chat GPT, Claude, or other LLMs; Grammarly, translation programs, or other programs and software that reconstruct or complete sentences or thoughts; or any other forms of generative AI) cannot be used for composing or revising on any assignments and students found to have used AI in this manner are subject to Norco College's academic misconduct process.

It is also the policy of the discipline that AI is strongly discouraged for use in reading, thinking, brainstorming, and other writing-related activities. The goal of a writing course is for students to generate their own ideas from their own understanding of sources. AI does not promote this goal.

Unless your instructor explicitly states otherwise (see section B-1 "Course-Specific Policy" on the next tab), AI use is not permitted and will be treated as an academic integrity violation.

B-1) Course-Specific Policy

In the space below, each professor may clearly outline their process if unpermitted AI use is detected:

[EXAMPLE: In this course, you can expect the following process if unpermitted AI use is detected:

- Upon the first instance, I will hold a conversation with you to discuss my concerns and get your input. I reserve the right, in particularly egregious instances, to proceed immediately to step two.
- If there are subsequent instances, I will refer students to the relevant Dean of Instruction for discipline under Norco College's academic dishonesty policy. Details of this policy can be found in the Student Handbook.]

In the space below, each professor may clearly outline whether any limited use of AI is permitted, how students should acknowledge or cite AI use in submissions (if permitted), and any professor-specific policies or procedures for infractions related to AI use.

In this course, I permit the following types of AI use (if any):

[Each professor may clearly outline whether any limited use of AI is permitted, how students should acknowledge or cite AI use in submissions (if permitted), and any professor-specific policies or procedures for infractions related to AI use.]

In scenarios where limited AI use is permitted, I require that you cite your use of AI tools in the following manner:

[Each professor may clearly outline citational practices they wish the students to employ here.]

Please note: while certain English courses may integrate AI in limited applications, any permitted AI use cannot compromise the students' ability to show competency of the General Education Student Learning Outcomes (GELOs) and Student Learning Outcomes (SLOs), such as:

- Demonstrating critical thinking skills, specifically the ability to analyze, evaluate interpretations, and develop written arguments (GELO: Critical Thinking, ENGL-C1000 SLO-2, ENGL-C1003 SLO-1)
- Locating credible, academic sources, evaluating their reliability, and judging evidence in relation to claims (GELO: Information Competency and Technology Literacy, ENGL-C1000 SLO-2, ENGL-C1003 SLO-1)
- Developing authentic communication skills by engaging in the writing process itself through drafting and revising (GELO: Communication, ENGL-C1000 SLO-1, ENGL-C1003 SLO-2)
- Demonstrating an awareness of what it means to be an ethical member of an academic community by respecting academic integrity guidelines and not presenting the work of others (whether generated by AI or human authors) as your own (GELO: Self-Development & Global Awareness)

Possible Examples of Limited AI Use in an English course:

- Using AI to create an initial outline that is then revised and made more concrete by the student.

- Minimal use of AI translation software by ESL students to check one to five sentences of their work. ESL students should not extensively use AI translation software since we will then be unable to authentically evaluate GELOs and SLOs for accreditation purposes.
- Use of AI to find sources for an essay, which are then vetted, reviewed, and annotated by the students as a research activity. Due to the inaccuracy and lack of nuance of AI-generated summaries, our preference is to encourage students to use library resources such as 24/7 Librarian Chat.
- Use of AI to create bibliographic entries.
- Limited use of Grammarly and similar services to act as a grammar check with the clarification that “say it better” and other rewrite suggestions should be ignored so as to preserve the authentic voice of the student.

C) Methods of Detection

Some combination of the following circumstances may lead to the detection or flagging of potential unauthorized AI use, including...

- **Authenticity/consistency of voice** - if the writing doesn't sound like you, feels generic, or reads differently than your previous work, displays inconsistencies in tone, style, or depth of knowledge from a student's established voice from previous papers or classroom conversations
- **Academic relevance/fit**- writing that doesn't engage meaningfully with concepts, frameworks, or materials covered in the course or introduces ideas squarely outside the scope of the class
- **Source and citational problems** - fabricated citations, sources that don't say what's claimed, or references to materials never discussed in class
- **Patterns across multiple submissions** - when multiple students turn in work that sounds strikingly similar in tone, phrasing, or framing
- **Detection tools** - Turnitin and similar software are used to flag AI-generated content alongside traditional plagiarism

D) Methods for Disputing Allegations of Academic Misconduct

It is the experience of English faculty that the methods above are in most instances effective at identifying the use of AI. However, English faculty also recognize that there is no fool-proof method for determining if AI was used in violation of this policy. Consequently, it is important that students be aware of ways in which they can dispute allegations of unauthorized AI usage.

- **Revision Histories:** Students are strongly encouraged to draft their work using word processing programs that maintain revision histories: examples include Google Docs. Revision histories that demonstrate a student has worked on an assignment across multiple sessions and has engaged in significant revision are useful evidence for determining potential AI usage.
- **Multiple Drafts:** Similar to Revision Histories, students are strongly encouraged to save multiple drafts of a given assignment. Again, evidence that demonstrates a student has worked on an assignment across multiple sessions and has engaged in significant revision is useful for determining potential AI usage.

- **Hand-written notes, outlines, peer reviews, etc.:** All of these can serve as evidence that a student has produced the assignment through multiple steps and over multiple sessions.
- **Interviews/Discussions:** At a professor's discretion, a professor may choose to ask a student to engage in an interview or discussion about a particular assignment. This can be an opportunity for a student to demonstrate their familiarity with the contents of the assignment.

Instructors have wide latitude to determine instances of academic misconduct. At the same time, the English faculty commits to providing opportunities for students to demonstrate that work is their own.

Finally, students are strongly encouraged to submit questions about what is considered acceptable AI usage before submitting assignments. English faculty commit to working with students to navigate these rules and the shifting nature of generative AI.

E) Consequences of Policy Violation

AI use without specific instructor permission is, by default, considered a violation of the academic honesty policies set forth by RCCD, and may result in disciplinary action including lower or failing grades, suspension, or expulsion. Generally, confirmed and/or repeated misuse will be escalated to the Dean of Students as a formal academic integrity violation.

Resources for Further Reading

A growing body of research raises concerns about AI's effect on human cognition, from adults offloading and gradually losing skills they once had, to children never developing foundational thinking abilities in the first place. Across psychology, medicine, and neuroscience, these studies collectively suggest that habitual AI use may erode critical thinking, reduce the cognitive effort essential to learning, and accumulate what some researchers call "cognitive debt." In other words, habitual reliance on AI is eroding the thinking skills that we are not only trying to cultivate in this class, but are also needed to learn, reason, grow, and succeed.

The following articles present research across psychology, neuroscience, and medicine to examine the consequences of AI use:

Cook, Timothy. "Adults Lose Skills to AI. Children Never Build Them." *Psychology Today*, 22 Mar. 2026, www.psychologytoday.com/us/blog/the-algorithmic-mind/202603/adults-lose-skills-to-ai-children-never-build-them.

Gerlich, Michael. "AI Tools in Society: Impacts on Cognitive Offloading and the Future of Critical Thinking." *Societies*, vol. 15, no. 1, 2025, p. 6, www.mdpi.com/2075-4698/15/1/6.

Hasan, Kamrul. "How AI Quietly Undermines the Joy and Effort of Learning: A Call for Rebalancing Education in the Digital Age." *Annals of Medicine and Surgery*, vol. 87, no. 8, Aug. 2025, pp. 4693–4694, doi.org/10.1097/MS9.0000000000003456.

Kosmyna, Nataliya, et al. "Your Brain on ChatGPT: Accumulation of Cognitive Debt when Using an AI Assistant for Essay Writing Task." *MIT Media Lab*, Massachusetts Institute of Technology, 2025, www.media.mit.edu/publications/your-brain-on-chatgpt/.

NORCO COLLEGE · ENGLISH DISCIPLINE

Building a Discipline AI Use Policy

Adopted by the English Discipline · May 2026



NORCO
COLLEGE

Why English Developed Its Policy

*“Our objective is to empower students to build **critical thinking, reading, and writing skills** so they can develop **original** ideas and express them in an **authentic** voice.”*

— English Discipline AI Philosophy Statement

- Widespread use of AI in student writing assignments – 62% of ENGL faculty said that AI-generated writing was a “severe problem” in their classes
- Without a shared policy, expectations varied class to class. We wanted one clear, united position across the discipline.
- Research increasingly links habitual AI reliance to reduced critical thinking, inquiry, and analysis (skills our courses are meant to build)

Our Process

1

Survey + Five Working Sessions

Spring 2026: “AI Impact Survey” distributed to discipline. Full-time and part-time faculty met five times to draft language and align it with our SLOs.

2

Discipline-Wide Feedback

May 2026: The complete draft went out to every discipline faculty member to raise concerns before anything was voted on.

3

Formal Vote

Feedback was incorporated, and the revised policy went to a discipline vote, where it **passed unanimously.**

What Our Policy Covers

- A Philosophy** Discipline's stance on why AI use conflicts with what a writing course is for.
- B The policy & exceptions** A discipline-wide default, opt-in exceptions instructors may permit in their own course.*
- C Detection** Methods faculty may use to notice unauthorized AI use — never just a single tool.
- D Student recourse** Ways students can support their own authorship if AI use is questioned.
- E Consequences** Tied into the college's existing academic honesty procedure.

***While certain English courses may integrate AI in limited applications, any permitted AI use cannot compromise the students' ability to show competency of the General Education Student Learning Outcomes (GELOs) and Student Learning Outcomes (SLOs)...**

Example Language

...To that end, we expect that all work in our courses is created by our students, and any work that is not made by our students will be considered an academic integrity violation and evaluated accordingly....

...it is the policy of the discipline that artificial intelligence (e.g., Chat GPT, Claude, or other LLMs; Grammarly, translation programs, or other programs and software that reconstruct or complete sentences or thoughts; or any other forms of generative AI) cannot be used for composing or revising on any assignments and students found to have used AI in this manner are subject to Norco College's academic misconduct process...

...The goal of a writing course is for students to generate their own ideas from their own understanding of sources. AI does not promote this goal...

Design Principle: Ground It in SLOs

*Every provision was checked against: **would the use of AI impede students' ability to demonstrate the Critical Thinking & Communication Student Learning Outcomes that we are accountable for teaching and assessing as faculty?***

Our consensus on AI and its use is integral to helping us assess SLOs and GELOs to maintain alignment with accreditation requirements. Assessment of SLOs and GELOs include students' abilities to demonstrate critical thinking (ENGL-C1000 SLO-2, ENGL-C1003 SLO-1, GELO: Critical Thinking), writing skill development (ENGL-C1000 SLO-1, ENGL-C1003 SLO 2, GELO: Communication), and research capabilities (ENGL-C1000 SLO-2, ENGL-C1003 SLO-1, GELO: Information Competency and Technology Literacy). Assessing these SLOs and GELOs helps us to fulfill our role as English faculty, making these activities key to meeting the faculty expectations outlined in the RCCD Faculty Agreement. Article XI.B.1.e and XI.B.2.b of the Faculty Agreement specifically focus on our role in “promot[ing] optimal student learning, critical thinking, and performance skills.”

Impact on I of I

Therefore, beginning in May 2026, the English Discipline AI Policy should be adopted across all English classes as demonstrated by (a) inclusion of the policy into course syllabi, (b) integration of the policy in Canvas introduction or welcome modules where applicable, and (c) practice. As stated in Article XI.A.1 in the RCCD Faculty Agreement, we as instructors play a “vital role” in the “delivery of a supportive, equitable, and inclusive environment” for our students. Uniform adoption of the English Discipline AI Policy will help us to maintain this environment and ensure our students have a clear understanding about the purpose and role of AI and its use in English classes.

The English Discipline AI Policy will be required on syllabi that are submitted for review during Improvement of Instruction evaluations (Article XI.D.1.7, D.2.7, and D.3.b) and archived each semester for state audits (Article XI.5). This inclusion will help us to meet our stated and outlined faculty roles (Article XI.B.1.e and XI.B.2.b).

Lessons Learned / What Worked

- ✓ Include full-time and part-time faculty
- ✓ Set a shared “line” of restriction, let instructors customize
- ✓ Build in student recourse before you need it
- ✓ Ground policy in your SLOs
- ✓ Circulate a complete draft before the vote for feedback

Thank you — happy to share our policy as a starting template or help any discipline think through what this could look like for them!

Current Syllabus Template Add and Drop Language

Adding this Class:

Students wanting to add this section will need to be provided with a four digit add/authorization code. If you receive an add authorization code, you are responsible for completing the add process ***before*** the deadline to add. This deadline can be found in the Schedule of Classes available online. Add codes can be processed through your WebAdvisor account. **If you fail to add the class by the deadline, you are not officially enrolled and college policy prohibits you from continuing to attend class.**

Be aware that your failure to pay fees/fines, to document prerequisites, to clear academic holds, or to navigate personal problems may hinder you from adding this section. Please allow sufficient time to take care of these issues ***before the deadline to add***. Adding this course after the published deadline will require documented extenuating circumstances involving severe illness, accident, or death.

The use of an add/authorization code issued to another student violates the Student Code of Conduct and the student will be referred to the Dean of Student Life for disciplinary action. The unauthorized use of an add code is grounds for removal from the course.

Dropping this Class:

You may withdraw from this course by using WebAdvisor prior to the drop deadline. The deadline is available on WebAdvisor by selecting "My Class Schedule/Deadlines" after logging in. If there is a hold restricting use of WebAdvisor for this purpose, you may bring a completed ADD/DROP card to the Admissions counter of the college and complete the process there. It is the student's responsibility to drop this class should he/she decide no longer to attend.

Proposed Updated Syllabus Template Add and Drop Language

Adding this Class:

Students can add classes until the day before the term begins. Once the term begins, students will need to be provided with a four-digit add code by the instructor that is valid for the first 2 weeks of the term. If you receive an add code, you are responsible for completing the add process **before** the deadline to add. This deadline can be found in the Schedule of Classes available online. Add codes can be processed through your MyPortal > EduNav account. **If you fail to add the class by the deadline, you are not officially enrolled and college policy prohibits you from continuing to attend class.**

Be aware that your failure to pay fees/fines, to document prerequisites, to clear academic holds, or to navigate personal problems may hinder you from adding this section. Please allow sufficient time to take care of these issues **before the deadline to add**. Adding this course after the published deadline to add will require documented extenuating circumstances involving severe illness, accident, or death.

The use of an add/authorization code issued to another student violates the Student Code of Conduct and the student will be referred to the Dean of Student Life for disciplinary action. The unauthorized use of an add code is grounds for removal from the course.

Dropping this Class:

You may withdraw from this course by using MyPortal > EduNav prior to the drop deadline. The deadline is available on MyPortal > EduNav by clicking on the section number of the course. If you are unable to drop the course online, please contact admissions@norcocollege.edu for assistance. Admissions is located on the 1st floor of the Student Services building if you'd like to come in person for assistance. Instructors are mandated to drop students who do not show up to class or stop attending during the first 2 weeks of the term (this deadline is shorter for accelerated courses, and you can view the class schedule for exact dates). It is the student's responsibility to drop this class should he/she decide no longer to attend.

Standard of Care Workgroup Report: Communication & Early Alert

Vivian Harris

Daren Koch

Edwin Romero

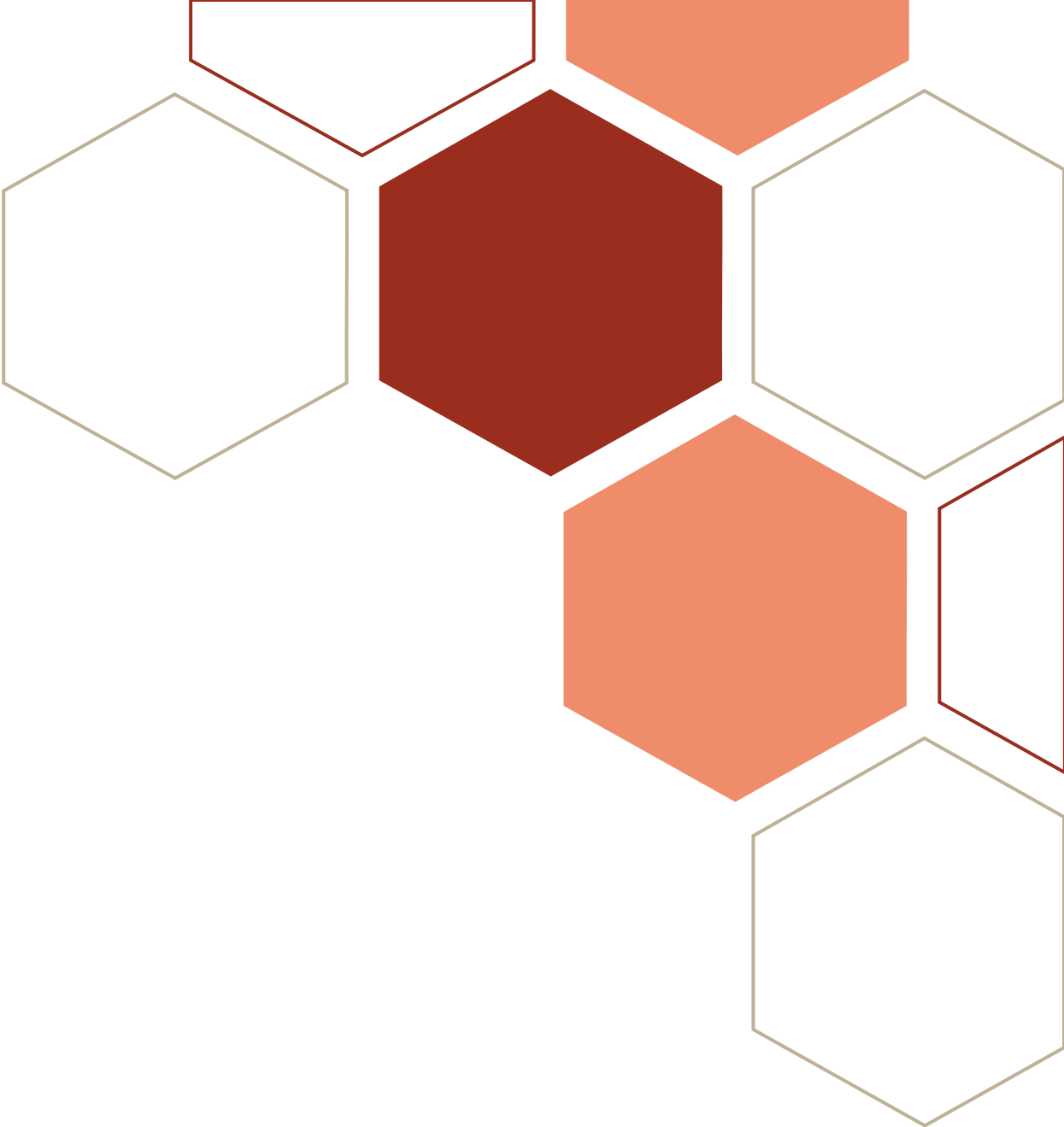
Brittnee A. Quintanar

Norco College Academic Senate
August 31, 2026





Agenda

- Background
 - The Criteria
 - The Rubric
 - Recommendations
- 



Mission & Goals

- Explore various early alert systems
- Recommend an early alert system that functions as an anytime alert system



Process & Timeline

- Convened in fall 2025
- Designed criteria, definitions, & an evaluation rubric
- Divided the platforms between workgroup members
- Met with vendors and as a workgroup from winter 2026 through summer 2026
- Combined the data, reviewed the calculations, discussed pro/cons, and decided on the top 3 vendors
- Concluded summer 2026

Criteria, Weighted Scoring, & Definitions

Criteria	Weight	Definitions
Canvas Integration	14%	Does software integrate with Canvas (or not)? Is this one-way or two-way integration?
Grade-related alerts (linked to Canvas gradebook)	6%	Automatic grade alerts when student grades drop below established threshold. Can software allow customization by individual faculty or is one campus-wide standard required?
Course engagement related alerts for online classes	6%	Ability to send friendly nudges to students when they haven't logged into their Canvas course for a week or more; and also provide course engagement summaries to instructors.
Positive reinforcement (aka Kudos)	5%	Option to send positive feedback/kuddos, not just "negative."
Alerts can be sent anytime with no limit	5%	No restrictions on which dates in term alerts can be sent. Faculty can send numerous alerts as needed to individual students.
Text message capabilities	9%	Option to have text reminders/nudges sent to students.
Customizable message templates	7%	Ability for individual faculty/staff to customize early alert messages (i.e., student preferred name).
Customizable alerts by student's designated home college	9%	Ability to identify a student's home college to ensure their early alerts for student services are distributed to the CORRECT home college even when initiated by instructors from non-home college.
Non-instructional faculty/staff have the ability to INITIATE alerts that will be sent to student's instructors and appropriate support programs.	9%	
Integration with non-instructional offices with feedback loop mechanisms (reports or direct alert back to faculty that initiated the alert)	13%	Early alerts are sent to student AND other appropriate on-campus support programs/staff (i.e., mental health services, basic needs, counseling, etc.)
Ability for students to reach out for help via the platform	6%	Options for student to initiate request for help and receive an immediate response back/directions for scheduling appointments.
Data tracking that can be disaggregated by student characteristics.	5%	Interactive student profile/data collection (e.g., ability for students to update their work status, student parents, veteran status, housing status, class preferences (modality and times), ability to update their major or transfer goals, etc.)
Intuitive/User Friendly platform	6%	Test this through diverse discipline demonstration sessions.
Weighted Score	100%	

Criteria, Weighted Scoring, & Definitions

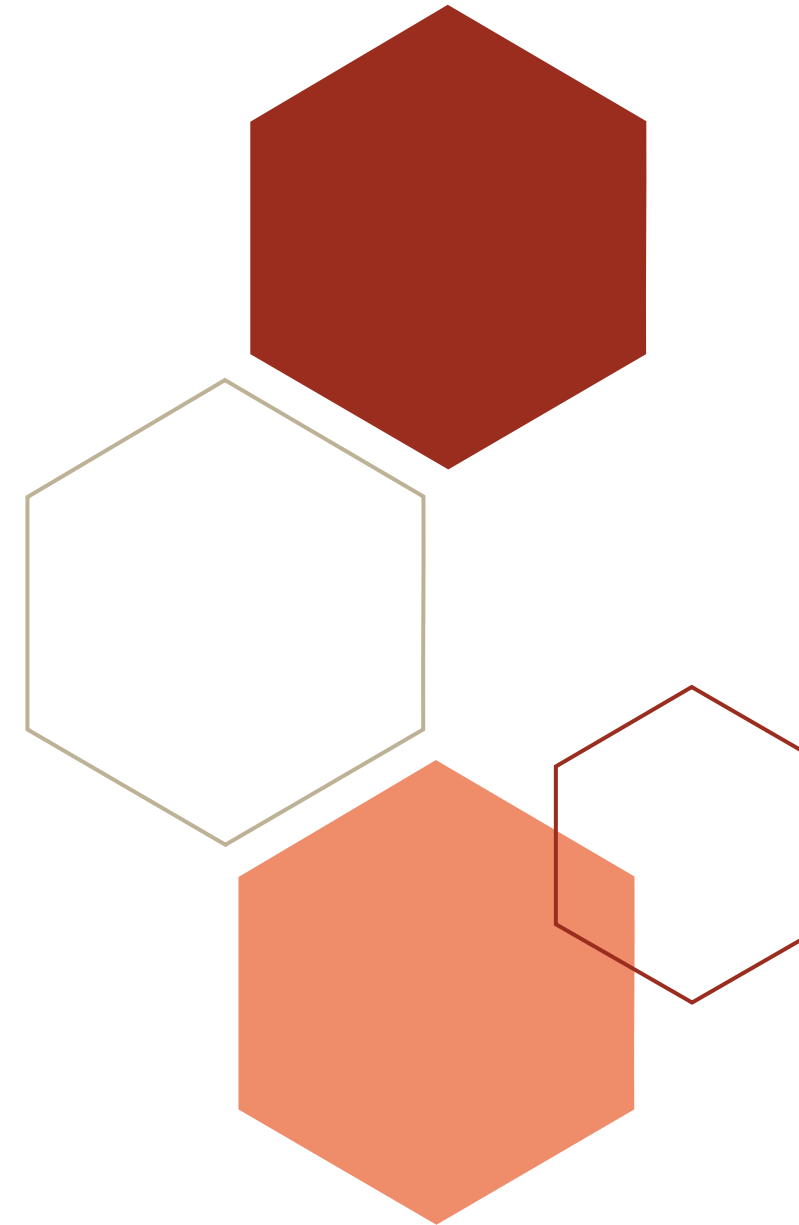
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Weighted Score	100%	

The Rubric

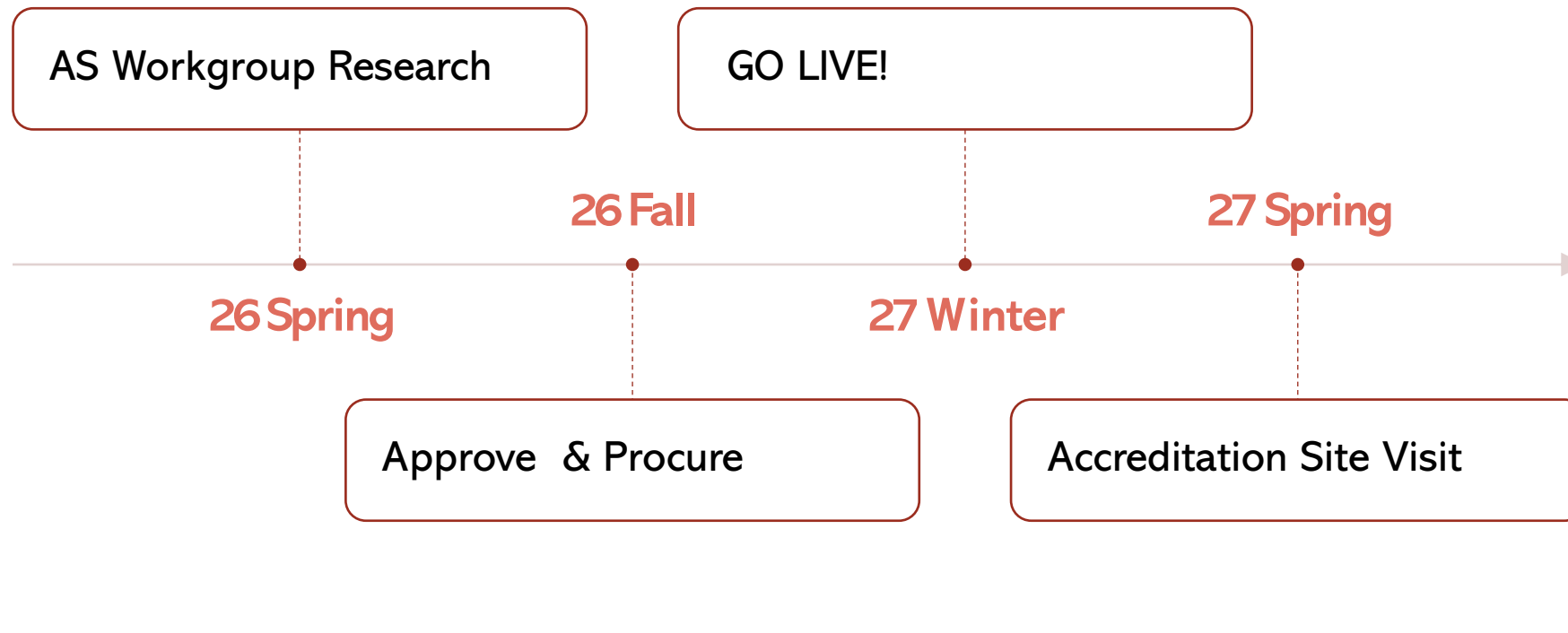
PRODUCT:			CONTACT:			
CRITERIA	NO (x0)	PARTIAL (x1)	YES (x2)	%	TOTAL	NOTES
1. Canvas Integration				14%		
2. Grade-related alerts				6%		
3. Course engagement alerts				6%		
4. Positive reinforcement (aka Kudos)				5%		
5. Unlimited number of alerts that can be sent anytime during semester				5%		
6. Text message capabilities				9%		
7. Customizable message templates				7%		
8. Customizable alerts by student's designated home college				9%		
9. Non-instructional faculty/staff can INITIATE alerts.				9%		
10. Integration with non-instructional offices with feedback loop mechanisms (reports back to faculty/staff that initiated the alert)				13%		
11. Ability for students to reach out for help via the platform				6%		
12. Data tracking can be disaggregated by student characteristics.				5%		
13. Intuitive/User Friendly platform				6%		
TOTAL						

Software Solutions Researched

- Element 451
- Ellucian CRM Advise
- SARS Early Alert
- Civitas
- DropGuard
- e2s Retain
- Flo-Ops
- EAB Starfish
- EAB Navigate 360 (formerly Beacon Early Alert by Campus Labs)
- Jenzabar
- Pharos360
- Watermark
- Hobsons Retain (bought out by Anthology)
- CSU Northridge Canvas Insights
- Florida State University
- Florida Gulf Coast University
- Central Ohio Tech
- University of Alabama at Birmingham



Recommendation 1: Civitas



Civitas

01 Canvas LTI integration

Faculty raise alerts, send kudos, create notes, and track follow-up without leaving Canvas. No separate login, no extra app to learn, the single biggest driver of faculty adoption.

02 Flexible, personalized messaging

Faculty write in their own voice, choose when alerts go out, send kudos as well as warnings, and include specific directions like "come see me" or "visit the tutoring center."

03 Closed-loop alert tracking

When a faculty member flags a student, the assigned counselor is notified. When the student follows up, the originating faculty member sees it. The care team has visibility until the case is resolved.

04 Home-campus routing

Alerts from a Riverside faculty member for a Norco home-campus student route to Norco counselors. The platform reads the home-campus flag from Colleague and directs accordingly.

05 One Colleague instance, three campuses

The platform pulls from RCCD's single Colleague source of truth, with the ability to filter and report by campus or view the district as a whole.

06 Predictive models by population

Institution-specific models show which students are at risk of not persisting, giving teams the data to target support and measure what works.

07 SMS and email outreach

Unlimited texting for any user. Faculty send personalized messages to dynamic student groups, and each message appears individual to the student.

08 Student-facing one-stop interface

Students reach appointment scheduling, support resources, tutoring, and academic planning from a single mobile-friendly hub, embedded via SSO.

Real-time LMS data — Civitas has a decade-old direct data-sharing partnership with Canvas, not a generic connector. Real-time engagement data is pulled in as a proactive indicator of student risk. Competitors can only pull in static grade data, that is, lagging indicator data like midterms.

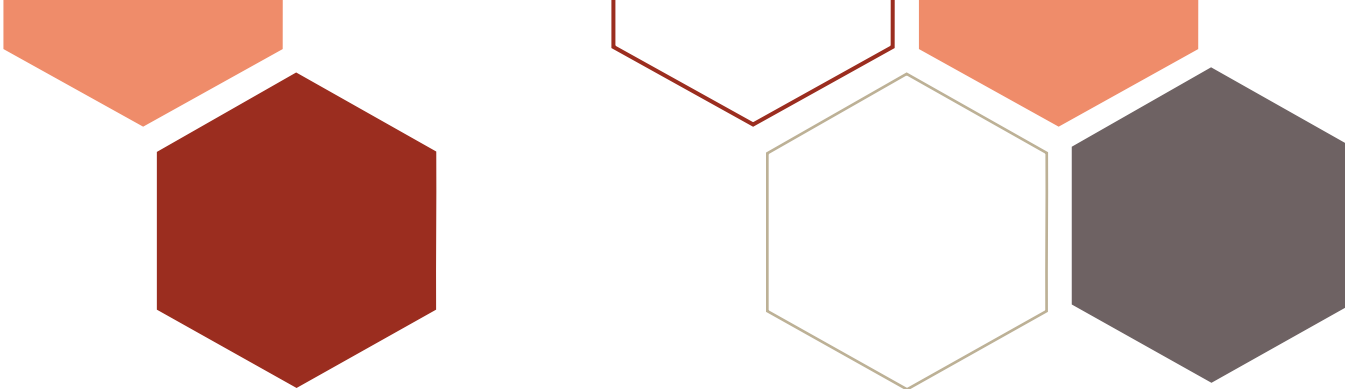
- [How a Single Nudge Resulted in 42% Increase in Enrollment at Tacoma Community College](#) (Registration boost)
- [Faculty Engagement and Data-Informed Support Lift Persistence by 4% at Austin Community College](#) (Retention boost)
- [Civitas 2026 Impact Report](#) analyzed more than 220 **student success initiatives** to identify which ones produced measurable, reproducible improvements in student persistence.





California CC partners:

- Victor Valley College
- Ventura CCD
- West Hills CCD
- San Joaquin Delta CC



Other CCs partners with similar goals:

- Austin CC (Case Study)
- Del Mar CC (Case Study)
- SUNY Broome (Case Study)
- Jackson CC (MI)
- Lorain CC
- Bergen CC



Civitas Canvas LTI

Canvas LTI — Native embed inside Canvas. Alerts can be initiated directly in Canvas from class rosters.

The screenshot displays the Canvas LTI user interface. On the left, a dark sidebar contains navigation icons. A user menu is open, showing the profile of Lucas Furlong with a 'Logout' button. Below the profile, a list of navigation links is visible, with 'Early Alerts' highlighted in yellow. At the bottom of the menu, 'Accessibility Settings' are shown, including options for 'Use High Contrast UI' and 'Use a Dyslexia Friendly Font'. The main content area features a 'Coming Up' section with a calendar icon and the text 'Nothing for the next week'. Below this are two buttons: 'Start a New Course' and 'View Grades'. The course roster area shows two course cards. The first card is purple and labeled 'JTSA' with the ID 'AIS-1203-4509-casdd'. The second card is green and labeled 'Westhill' with the ID 'Westhill'. Both cards have a 'Publish' button and a three-dot menu icon. A red and grey geometric logo is positioned in the bottom right corner.

Lucas Furlong

Logout

Notifications

Files

Settings

ePortfolios

Shared Content

Illume - Advising Notes

Illume - Communications

Illume - **Early Alerts**

Global Announcements

Accessibility Settings

☒ Use High Contrast UI ⓘ

☐ Use a Dyslexia Friendly Font ⓘ

Coming Up [View Calendar](#)

Nothing for the next week

Start a New Course

View Grades

Publish

JTSA

AIS-1203-4509-casdd

Publish

Westhill

Westhill

Civitas Canvas LTI

Canvas LTI — Faculty don't have to leave Canvas to view alert status. Civitas ensures an accessible feedback loop for both instructors and staff.

Lucas Furlong

My Assigned Alerts

Alerts Type

Alert Level

Alert Status

Alert Starred

Concerns/Area(s) of Excellence

Add/Remove Columns

All Columns

Academic Information

Demographics

Progress to Degree

Advising

Data toolkit

☐	STUDENT	PREFERRED NAME	ASSIGNED ADVISOR(S)	COURSE	TERM
☐	☐ <input checked="" type="star"/> C Doe, John	johndemo	(7) Ortiz, James; Lee, Lisa; Figue...	--	SPRING 20

C Doe, John

UNDERGRADUATE
College State University
Fall 2012 - Summer 2020

Concerns:

Low or missing grades
Missed or late to class

Student should:

Meet with academic advising

Advisor should:

Discuss academic challenges

Comment:

--

PDF

ASSIGN

Jun 12, 2026 - Doe, Jane

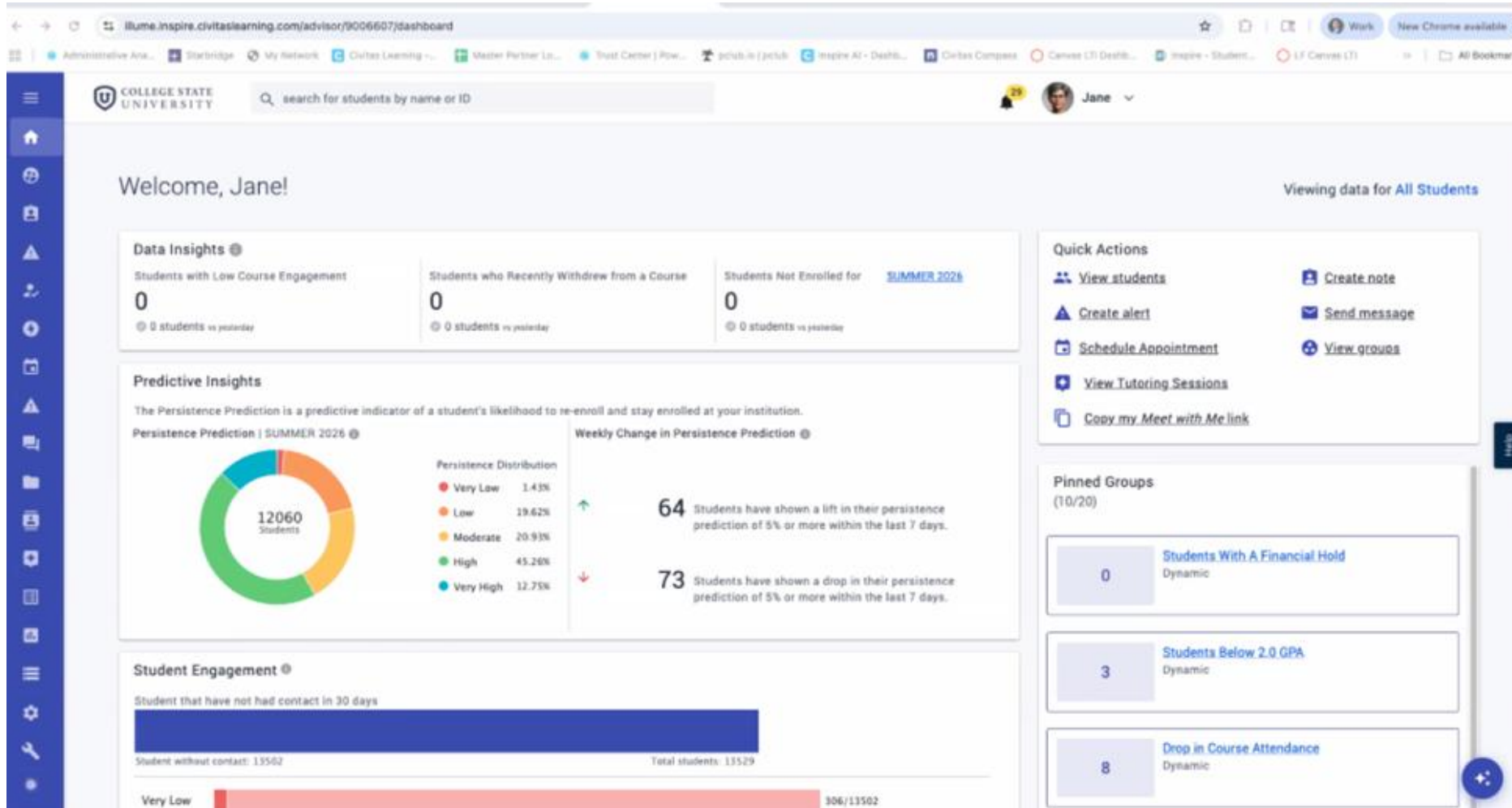
Recieved! setting up some time to meet with John now. Will comment back in this thread if I have a question for you, and will resolve when John and I meet and have a plan set up to get him back on track

Jun 12, 2026 - me

comment

Civitas Case Management

Predictive data— Civitas predictive models are unique, trained on each school's actual student population. Whereas competitors rely on anecdotal "Riskscoring" that is based on manual alerts and not real-time data.



Civitas Case Study

From a Year of Frustration to Live in Six Weeks: Lawrence Technological University's Deployment Story - Civitas Learning

Challenge

1 year

Lost to a failed competitor implementation

Deployment

6-8 weeks

Fully live, with minimal IT burden

Time to Value

~2 months

Advisors seeing actionable insights

- Average deploy time is 10 – 12 weeks.
- Suggest Civitas deployment **PRIOR** to Ellucian SaaS go live so all historical data is integrated into Civitas and predictive modeling can start running.
- Civitas Learning will handle the integration from Colleague to SaaS at no additional cost.

The Weight of a Failed Implementation

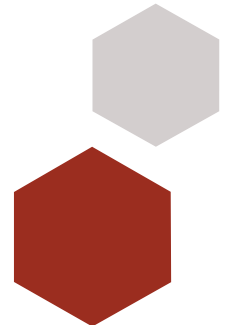
Before Civitas Learning, LTU had committed to a different student success platform. The implementation started with reasonable expectations and quickly became something else entirely.

“It was a lot more painful than we had expected,” Linda recalls. “It seemed like it was never getting better. We were always just trying to do the next step, with no real sense of what was ahead.”

A year in, LTU was nowhere near go-live. The internal resource burden far exceeded what had been projected. And critically, the product itself never became something the team felt confident they could own and maintain.

“I had like 14 steps to do one thing,” Linda says, “and I couldn’t really tell you how it got there in that process. It started to feel like a full-time job.”

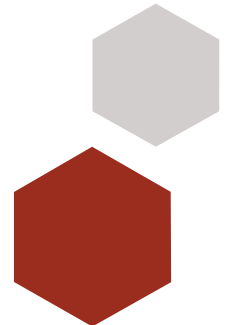
That’s when LTU made the decision to pivot.



Recommendation 2:

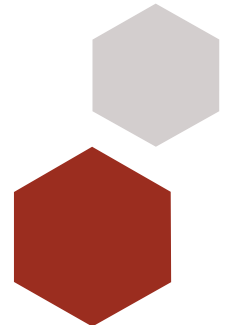
Ellucian Colleague SaaS (Experience & CRM Advise)

- Experience (what we are already getting):
 - Contracted hard go-live target date: July 1st, 2028
 - New landing page (dashboard) for faculty and students
- CRM Advise (what we could get):
 - Hard go-live target date is based on our contract with Ellucian. Any additional projects that integrate with the ERP/SIS (Colleague) must wait until post go-live.
 - Implementation: 6 - 9 months depending on timing



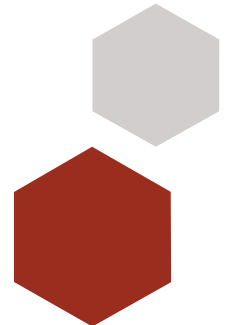
Recommendation 2: Ellucian Colleague SaaS (Experience & CRM Advise)

- Experience (what we are already getting):
 - Included with Colleague SaaS environment.
 - Retention Alert:
 - Updated version of the WebAdvisor Early Alert (our current version is super antiquated)
 - Case Management:
 - Faculty and Staff can submit Retention Cases
 - Can be assigned/reassigned
 - Automated workflows
 - Can be implemented for kudos or concerns
 - Cases can be submitted for any student, not just those enrolled in assigned section(s)
 - Automated rules-based case creation:
 - Example: GPA based triggers can open cases
 - Does not include an appointment/scheduling capability
 - Pulls data from Colleague, not Canvas
 - No Early Alert templates available.
 - There are categories that can be programmed, but the message body is freeform text
 - Does not communicate with SARS



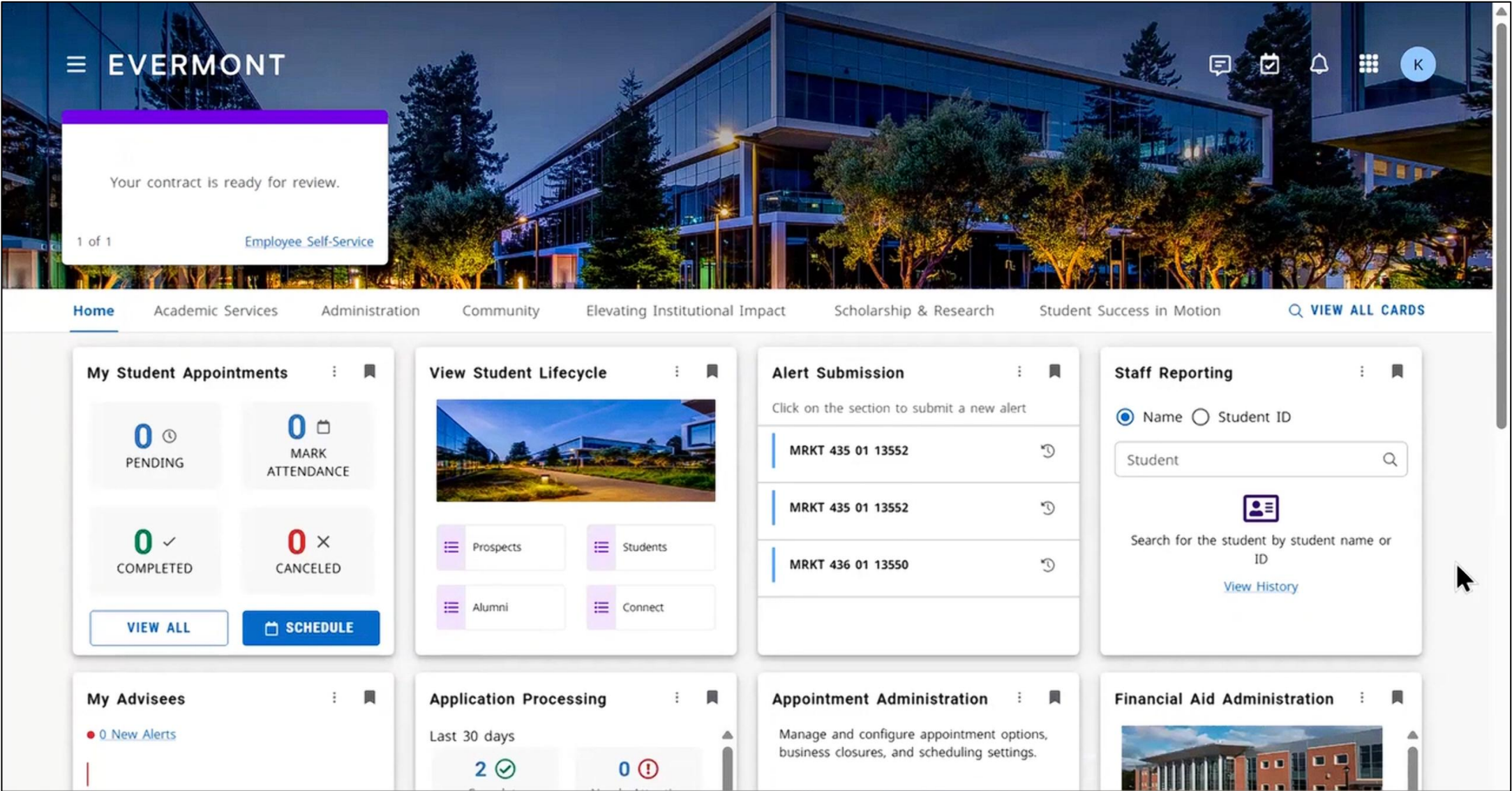
Recommendation 2: Ellucian Colleague SaaS (Experience & CRM Advise)

- CRM Advise (what we could get, in addition to Experience):
 - Automated alerts and appointment scheduling
 - Any data points Canvas can create alerts (if it is tracked, it can alert)
 - Coded risk levels/success score
 - Can be created for any student
 - Links to Canvas (for faculty and student views)
 - Links to Colleague (can leverage additional data points in our ERP and SIS)
 - Can integrate w/SARS and be represented as a card
 - Integrated with Microsoft Outlook & Gmail (sync with calendar for schedule management)
 - Dashboard w/customizable cards that access, schedule, and track the following:
 - Appointments
 - Class rosters
 - Early Alerts and communication
 - Emails
 - Text messages
 - Faculty, staff, students can initiate (any employee for any student)
 - Customized dashboards available for faculty, staff, and student views (role-based)
 - Displays college calendar/events and any current holds
 - **Automatically end-dates holds in Colleague environment** when condition is satisfied



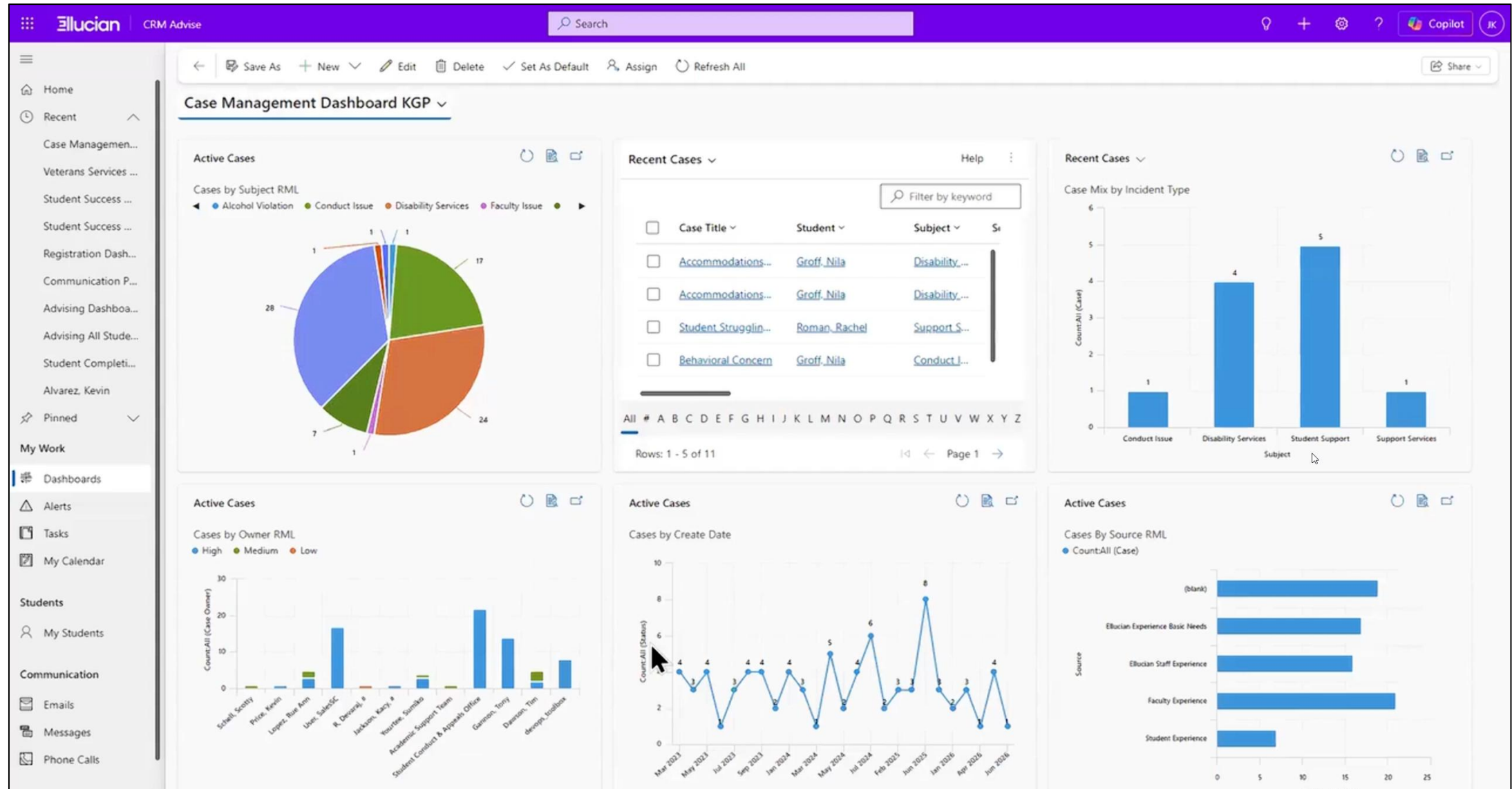
Recommendation 2:

CRM Advise: Faculty Dashboard



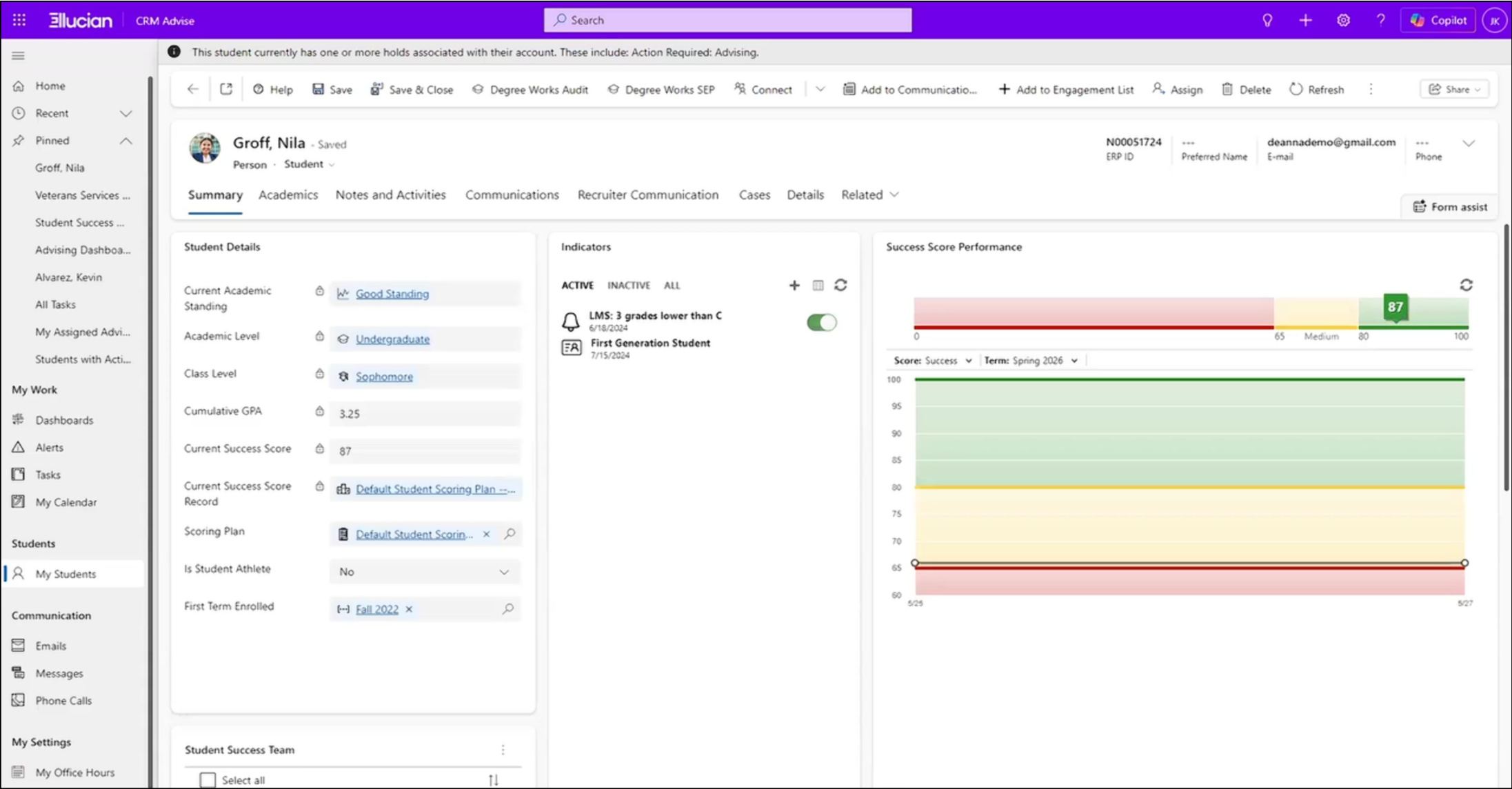
Recommendation 2:

CRM Advise: Case Management Dashboard



Recommendation 2:

CRM Advise: Employee View of Student Profile



Recommendation 2:

CRM Advise: Employee View of Student Profile

The screenshot displays the Ellucian CRM Advise interface. The top navigation bar is purple with the Ellucian logo, a search bar, and various utility icons including a location pin, plus, settings, help, and Copilot. A left sidebar contains navigation links for Home, Recent, Pinned, and a list of students and tasks. The main content area shows the profile for Nila Groff, a student. A notification at the top states: "This student currently has one or more holds associated with their account. These include: Action Required: Advising." Below this is a toolbar with icons for Help, Save, Save & Close, Degree Works Audit, Degree Works SEP, Connect, Add to Communication, Add to Engagement List, Assign, Delete, Refresh, and Share. The profile header includes the student's name, a 'Saved' status, and fields for ERP ID (N00051724), Preferred Name (***), E-mail (deannademo@gmail.com), and Phone (***). A tabbed interface below the header shows 'Notes and Activities' as the active tab. The main section is titled 'Timeline' and contains a search bar, a note entry field, and a 'Highlights' section. The highlights list three items: phone calls to follow up on registration status, multiple alerts for retention concerns, and the student dropping below full-time status. Below the highlights is a 'Recent' section with three entries: a phone call from Jackson Kacy (Active), a phone call from Jackson Kacy (Closed), and an alert from Frazer Sam (Overdue) regarding a retention concern. Each entry includes a 'View more' link and icons for user, checkmark, alert, and delete.

Ellucian CRM Advise

Search

This student currently has one or more holds associated with their account. These include: Action Required: Advising.

Help Save Save & Close Degree Works Audit Degree Works SEP Connect Add to Communication... Add to Engagement List Assign Delete Refresh Share

Groff, Nila - Saved
Person · Student

N00051724 ERP ID
*** Preferred Name
deannademo@gmail.com E-mail
*** Phone

Summary Academics **Notes and Activities** Communications Recruiter Communication Cases Details Related

Form assist

Timeline

Search timeline

Enter a note...

Highlights

- Phone calls were made to follow up on registration status and for a check-in, indicating ongoing communication regarding the student's enrollment.
- Multiple alerts flagged retention concerns and issues related to scholarships, financial aid, and help with tuition and books over an extended period.
- The student dropped below full-time status, triggering alerts about being below 12 credits and related academic progress concerns.

Copy

AI-generated content may be incorrect. Make sure AI-generated content is accurate and appropriate before using. [See terms](#)

Recent

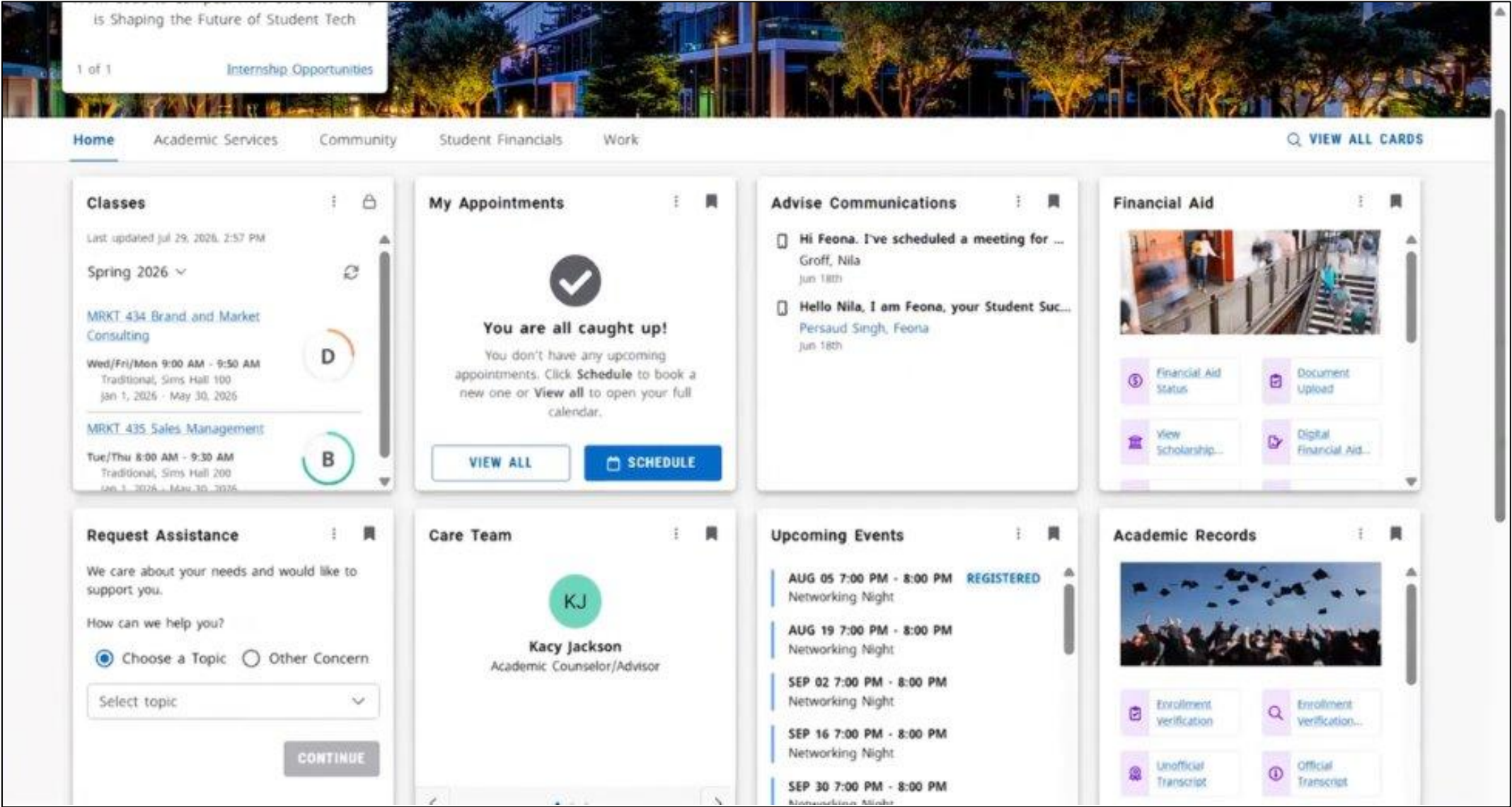
Modified on: 3/11/2026 10:28 AM
Phone Call from: **Jackson Kacy** # Active
Return Phone Call Re: Registration Status
View more

Modified on: 3/11/2026 10:27 AM
Phone Call from: **Jackson Kacy** # Closed
Check-in
View more

Modified on: 2/23/2026 11:17 AM
Alert from: **Frazer Sam** Overdue
Retention Concern
View more

Recommendation 2:

CRM Advise: Student Dashboard



Recommendation 3:



Navigate360

- Comprehensive communication platform: Recruitment through alumni
- Highly customizable, flexible platforms, integrates with Canvas, & widely used (over 850 institutions).



Recommendation 3:



Challenges with this option:

- Comprehensive communication platform
- Starfish EAS: Phasing out





Questions?

DRAFT

Senate Spotlight Dates for Fall 2026-Spring 2027

Fall 2026 >> Dates TBD

September—No Spotlight

October

Moreno Valley College

November

Norco College

December

Riverside City College

Spring 2027>> Dates TBD

March

Moreno Valley College

April

Norco College

May

Riverside City College

June – No Spotlight

***Per DAS meeting 8/25/25, it was agreed that September and June are to be avoided due to impacted time for recruitments and additional duties. The order of college presentations above repeats the 2025-26 pattern but can certainly be adjusted.*

BP 2250 NOTICE, PAUSE, AND READMISSION

References:

Education Code Section 70902 subdivision (b)(3);
Title 5 Sections 55031 – 55034

Notice

A student shall be placed on academic notice if such student has attempted a minimum of 12 semester units of work and has a cumulative grade point average of less than a "C" (2.0).

A student shall be placed on progress notice if such student has enrolled in a total of at least 12 semester units and the percentage of all units in which the student has enrolled, for which entries of "W", "I", "NC", and "NP" were recorded reaches or exceeds fifty percent (50%).

A student who is placed on notice may appeal in accordance with procedures established by the Chancellor, in consultation with the District Academic Senate.

A student on academic notice shall be removed from notice when the student's cumulative grade point average is 2.0 or higher. A student on progress notice shall be removed from notice when the percentage of units in the categories of "W," "I," "NC", and "NP", drops below fifty percent (50%).

Pause

A student who is on academic notice shall be subject to an enrollment pause if the student has earned a cumulative grade point average of less than 2.0 in all units attempted in each of three consecutive semesters.

A student who is on progress notice shall be subject to an enrollment pause if the cumulative percentage of units in which the student has been enrolled for which entries of "W", "I", "NC", and "NP", are recorded in at least three consecutive semesters reaches or exceeds fifty percent (50%).

A student who is subject to an enrollment pause may submit a written appeal in compliance with administrative procedures.

Readmission

A student whose enrollment has been paused may request a readmission after an absence of one semester. Readmission may be granted according to criteria contained in administrative procedures.

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Commented [KT1]: We use the word readmission throughout the document.

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The Chancellor, in consultation with the District Academic Senate, shall develop procedures for the implementation of this policy that comply with the Title 5 requirements.

Date Adopted: September 15, 2009

(Replaces RCCD Policy 6066)

Revised: May 17, 2011

Revised: April 18, 2023

Revised: June 1, 2026

Formerly: 4250

AP 2250 NOTICE, PAUSE, AND READMISSION**References:**

Title 5 Sections 55031-55034

Deleted: PROBATION

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NOTICE

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Standards for Academic or Progress Notice

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Riverside Community College District utilizes the following standards for evaluating satisfactory academic progress for all students:

Academic Notice: A student who has attempted at least 12 semester units as shown by the official academic record shall be placed on academic notice if the student has earned a cumulative grade point average below 2.0 in all units which were graded on the basis of the RCCD grading scale.

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Progress Notice: A student who has attempted at least 12 semester units as shown by the official academic record shall be placed on progress notice when the cumulative percentage of all units in which a student has been enrolled and for which entries of "F", "FW", "W", "I", "NC" and "NP" are recorded reaches or exceeds 50%.

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Deleted: probation

Except when approved for more units by a counselor, students on notice may enroll in no more than thirteen (13) units each fall and spring semester and no more than seven (7) units each winter and summer semester.

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Communication of Notice Status

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Each student is entitled to be notified of the student's academic status and the availability of college support services before the student's enrollment is paused. At the end of the respective semester in which the student meets the standards of Academic Notice or Progress Notice, a communication shall be sent informing the student of placement on Academic Notice or Progress Notice. The communication to the student will identify the type of notice (Academic or Progress), cover the significance of being on notice, and a description of the services available. Students on Academic and/or Progress Notice will be invited to attend a notice workshop prior to registration for the next regular term.

Removal from Notice Status

1. A student on Academic Notice and/or Progress Notice shall be removed from notice status when the student's cumulative grade point average is 2.0 or higher and/or the percentage of units in the entries of "F", "FW", "W", "I", "NC" and "NP" drops below 50%.

2. A student on academic notice who earns a grade point average of 2.0 or higher for the semester, but whose cumulative grade point average still results in academic notice, shall have their notice extended an additional semester.

3. A student on progress notice who completes more than 50% of all units attempted for the semester, but whose cumulative records still results in progress notice, shall have their progress notice extended an additional semester.

4. A student who feels an error has been made in being placed on Academic and/or Progress Notice should make an appointment with the student's home college counselor, who will review the student's academic record and notify the Matriculation Coordinator if an error has occurred.

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Deleted: Student Success and Support Program...

PAUSE AND READMISSION

Standards for Academic or Progress Pause

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Deleted: Dismissal

Academic Pause: A student who is on Academic Notice and/or Progress Notice shall be subject to an Academic Pause if the student earned a cumulative grade point average of less than 2.0 in each of three consecutive full term (fall/spring) semesters of attendance which were graded on the basis of the RCCD grading scale. A communication shall be sent informing the student about being subject to an enrollment pause.

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Progress Pause: A student who has been placed on Academic and/or Progress Notice shall be subject to a Progress Pause when the percentage of units in which the student has been enrolled for which entries of "F", "FW", "W", "I", "NC" and "NP" are recorded in at least three consecutive full-term (fall/spring) semesters reaches or exceeds 50%. A communication shall be sent informing the student about being subject to an enrollment pause.

Students failing to maintain satisfactory academic progress may be readmitted to the College under conditions specified as follows:

1. A student who is subject to an enrollment pause has the right to appeal, and must meet with a counselor from the student's home college for a readmit contract.
2. A student must complete an Enrollment Pause Workshop and meet with a counselor at the student's home college to develop a readmit contract as stated in the enrollment pause communication, according to the dates specified.
3. Readmitted students may enroll in no more than thirteen (13) units each fall and spring semester and no more than seven (7) units each winter and summer semester until the student has achieved good standing.
4. A student who has been reinstated is subject to an enrollment pause if the student does not pass all courses with a "C" or better.

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5. Readmitted students who receive a "C" or better in all classes while on pause status may register for subsequent terms without renewing a readmit contract, but are bound to the terms of the original contract.
6. A student who is on a readmit contract and does not meet the terms of the contract will have their enrollment paused for the following term. The student may meet with the administrator of the Counseling department, or designee, to appeal the pause. If approved, readmission will be granted for a specific number of units.

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Standards for Evaluating Appeals

Pause appeals will be reviewed and readmission may be granted by the college counselor taking into consideration, but not limited to the following circumstances:

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- The student feels that an accident, illness, or other circumstances beyond the student's control, contributed to the student's academic standing
- The student utilizes in a support program designed to assist the student in improving academic skills, such as obtaining academic counseling, tutoring, and/or limiting course load.
- When there is evidence of significant improvement in academic achievement such as improved GPA as a result of grade changes, fulfillment of incomplete courses, or academic renewal.

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Communication of Pause Status

The Riverside Community College District shall make every reasonable effort to notify a student of Academic and/or Progress Pause status after academic standing is run but no later than the beginning of the next (fall/spring) semester.

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The letter notifying the student of a possible enrollment pause will cover, at a minimum, reference to this procedure, explanation of what pause means, the procedure for a restart, and the procedure to appeal the pause.

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Removal from Pause Status

1. A student on academic or progress pause shall be removed from pause status when the student's cumulative grade point average is 2.0 or higher and the percentage of units in the entries of "F", "FW", "W", "I", "NC" and "NP" drops below 50%.

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2. Students on academic or progress pause shall remain eligible to access academic counseling support services and to enroll in noncredit courses.

3. A student who feels an error has been made in pause status should make an appointment with a counselor, who will review the student's academic record and notify the Matriculation Coordinator if an error has occurred.

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Appeal for Students on Pause Status

If a student has not met the requirements of the readmit contract, the student's enrollment will be paused for the following (fall/spring) semester. Notification will be sent in writing after academic standing is run but no later than the beginning of the next (fall/spring) semester.

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A student has the right to appeal a proposed pause action if the student feels that facts exist that warrant an exception to the pause action. It is the student's responsibility to indicate on the petition a clear statement of the grounds on which continued enrollment should be granted. Petitions will be reviewed by an administrator or designee. If a time limit is stated in the pause notification and the student fails to appeal the pause, the student waives all future rights to appeal the pause action and the right to attend the semester in which the student's enrollment was paused.

The decision of the administrative designee will be communicated to the student in person and/or in writing by the **administrative designee**. The **designee** will notify the student within five (5) working days **after meeting with the student and review of the student's appeal**. The student may then appeal the decision of the administrative designee in writing to the Counseling Administrator within **five (5)** working days of the notification of the appeal. The decision of the Counseling Administrator is final.

A student whose enrollment has been paused two times and whose academic record warrants a third enrollment pause will be disenrolled. A student may appeal that decision to the College President or designee.

Also see AP 3500[B] Student Grievance Process for Instruction and Grade Related Matters and AP 3500 [C] Student Grievance Process for Matters Other than Instruction, Grades or Discipline.

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

Date Approved: September 28, 2009
(Replaces RCCD Regulations 5050 and 6066)

Revised: February 28, 2011

Revised: April, 2014 (job titles only)

Revised: August 2015 (job titles only)

Revised: April 3, 2023

Revised: June 1, 2026

Formerly: 4250

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Deleted: BP/AP 3500 Standards of Student Conduct, AP 3500[A] Student Discipline Procedures, and

Recommend discontinuing AP 2255, as it duplicates AP 2250. The only unique item #7 has now been incorporated into AP 2250.

Riverside Community College District Administrative Procedure

AP 2255 PAUSE AND READMISSION

Reference:

Title 5 Sections 55033-55034 Standards for Pause

Students failing to maintain satisfactory academic progress may have their enrollment paused from the College under conditions specified as follows:

1. A student who is on academic notice shall be subject to an enrollment pause if the student earned a cumulative grade point average of less than 2.0 in each of three consecutive full-term (Fall/Spring) semesters of attendance which were graded on the basis of the RCCD grading scale.
2. A student who has been placed on progress notice shall be subject to an enrollment pause when the percentage of units in which the student has been enrolled for which entries of "F", "W", "FW", "I", "NC" and "NP" are recorded in at least three consecutive full-term (Fall/Spring) semesters exceeds 50%.
3. A student whose enrollment has been paused has the right to appeal.
4. A student who has been reinstated will immediately be subject to an enrollment pause if the cumulative grade point average falls below a 2.0 or the number of units for which entries of "F", "W", "FW", "I", "NC" and "NP" are recorded exceeds 50%.
5. Readmitted students must develop a "Readmit Contract" prior to enrollment in the District.
6. Readmitted students may enroll in no more than thirteen (13) units each fall and spring semester and no more than seven (7) units each winter and summer semester until they have achieved good standing.

7. A student whose enrollment has been paused two times and whose academic record warrants a third enrollment pause will have their enrollment paused indefinitely. A student may appeal that decision to the College Chief Student Services Officer.

(moved to AP 2250)

Communication of Pause Status

1. The Riverside Community College District shall make every reasonable effort to notify a student of academic and/or progress notice or pause at or near the beginning of the semester in which it will take effect, but in any case, no later than the start of the following semester.

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Deleted: <#>Because of the prescriptive nature of the "Readmit Contract" and the unit limitations, students who are reinstated must register in person for the classes identified in their contract. ¶

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2. Every reasonable effort to provide counseling and other support services to a student on notice will be made to help the student overcome any academic and/or progress notice difficulties.

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3. Every reasonable effort to notify a student of removal from notice or reinstatement after an enrollment pause will be made by the District

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Appeal of Pause Status

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A student must file a written petition of appeal in the college counseling office, according to the dates specified in the pause notification. It is the student's responsibility to indicate on the petition a clear statement of the grounds on which continued enrollment should be granted and to provide evidence supporting the reasons. Petitions will be reviewed by a college counselor. If the student fails to file a written petition within the stated time limit, the student waives the right to attend the following semester.

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If readmission is approved, the student is enrolled in an Enrollment Pause workshop.

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If the appeal is denied, the student will be notified. The student may appeal the decision in writing to the college Dean of Student Services. The decision of the Dean is final.

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

Date Approved: September 28, 2009
(Replaces RCCD Regulations 5050 and 6066)
Revised: February 28, 2011
Revised: April, 2014 (job titles only)
Revised: August 2015 (job titles only)
Formerly: 4255

Norco College Academic Senate – DEC Report 8/31/26

Distance Education Committee (DEC) Major Accomplishments & Strategic Update

Overview

The Distance Education Committee (DEC) has experienced a transformative year marked by significant institutional progress, expanded cross-departmental collaborations, robust grant writing initiatives, and deep commitments to student-centered online instruction. Over the past year, DEC has actively championed quality assurance through our efforts to establish a local Peer Online Course Review team and improve our OL courses' (POCR) alignment, Regular and Substantive Interaction (RSI) auditing and comprehensive support, new accessibility initiatives, and the expansion of district-wide DE certification pathways.

Through strategic advocacy, DEC has successfully embedded DE outcomes into institutional planning. We are continuing our efforts to ensure that disaggregated DE data is continually gathered, tracked to evaluate modality-specific success metrics & tied to ongoing improvements. The NC DEC chair has also sought out a number of new ways to expand funding and professional development opportunities to support key DE priorities for our faculty. The following NC Senate DEC update details the key accomplishments across our primary strategic pillars.

Categorized Summary of Recent Work and Accomplishments

- **POCR & OL Course Quality:** Local POCR process alignment with MVC, multiple @ONE POCR reviewer training cohorts to support the creation of a local NC POCR team, secured one-time \$5,000 FPDC funding for 5 POCR reviewers to take the 60-hour course (June 2025), and two major federal grant proposals (Title V \$3,000,000 in July 2025 – received DOE review score of 98%; and Title III BOOST \$5,000,000 submitted in June 2026).
- **RSI (Regular & Substantive Interaction) Compliance & Infrastructure:** First-of-its-kind randomized RSI NC OL course review, development and launch of extensive faculty support, RSI campaign and tools, updated website resources, and secured a dedicated RSI Coordinator position for Fall 2026.
- **DE Certification & Professional Development:** Expanded District DE Equivalency options, participation in RCCD District Peer to Peer Workgroup, several DEC members serve as P2P reviewers, secured \$10,000 in CMAC conference funding for 11 faculty to attend the OTC conference (June 2026), and secured a 30-hour SPR to support faculty success in the P2P review (Fall 2026).

- **Accessibility Standards & Strategic Alignment:** Accessibility Sub-Committee review of district tools (PopeTech, RCCD Accessibility Guide, RCCD Accessibility Resources and Videos), accessibility data trend analysis with District DE, and incorporating standalone accessibility pathways into Title III BOOST grant design.
- **Institutional Governance, Data Analysis & Strategic Planning:** NC DEC approval of the first conceptual NC DE Strategic Plan since 2014 (May 2026), inclusion of DE in the NC Strategic Plan, - Success metrics, ongoing work to update the OIE OL and hybrid modality data collection methods, and advocacy in the NC Equity Plan.
- **District, Regional & State Engagement:** District DE Tool renewal/cancellation policy adoption – ongoing work, in the beginning stages of collaborating with District to develop a District DE Strategic Plan, participation in Region 9 leadership meetings, ASCCC AI conference attendance (2025), and POCR and ACCJC accreditation rubric norming sessions (CVC-OEI Rubric & ACCJC Quality Continuum Rubric).

Distance Education Committee – Work to Date and Ongoing Efforts

POCR & Course Quality Assurance

- **Local POCR Alignment (Spring 2025):** NC DEC gained Senate approval to pursue a local Norco College POCR process (aligned with Moreno Valley College’s POCR process). This laid the groundwork for a sustainable “quality review” local course badging system that is also equivalent to MVCs. Although a subsequent request to NAS (in fall 2025) to proceed with the next step – to submit the application to become a certified local NC college POCR team by conducting the first 3-reviews was not approved – (due to the focus on the new P2P process, DE certification, and funding issues) – this work remains important in support of our ongoing NC & RCCD federal grant applications and to enhance the quality of OL courses and PD.
- **POCR Training Cohorts & FPDC Partnership (2025):** NC DEC secured two distinct cohorts of faculty volunteers to complete the 60-hour @ONE POCR Reviewer training. In a first-of-its-kind partnership proposed by the DEC Chair, DEC collaborated with the Faculty Professional Development Committee (FPDC) to secure \$5,000 in one-time funds, directly supporting POCR reviewer training for five NC faculty members (June – July 2025). NC now has a viable POCR review team.
- **\$3M Title V Grant Proposal (July 2025):** The DEC Chair collaborated with the NC and RCCD Grants Offices to draft a \$3,000,000 Title V HSI Grant with Norco College

as the lead institution working alongside MVC. The proposal received an impressive score of 98 percent from the Dept. of Education. The grant aimed to robustly launch our local POCR process to meet CVC Consortium and Exchange requirements (establishing a local POCR team and achieving 20% POCR “quality reviewed” certification across online courses/sections). Although this federal grant opportunity was subsequently cancelled by the Federal Government, it was a highly rated grant proposal, and it established a strong blueprint for ongoing institutional collaboration.

- **\$5M Title III BOOST Grant Proposal (June 2026):** Building on previous grant work, the DEC Chair collaborated with NC and RCCD Grants to submit a \$5,000,000 Title III Strengthening Institutions Grant titled **BOOST** (Building Opportunities for Online Student Transformation). With NC as lead college alongside MVC and RCC, the grant focused on funding the local POCR process while intentionally integrating accessibility as a standalone professional development component and clear pathway toward POCR badging. DOE scoring and notification of the status of the grant application is expected in fall 2026.

RSI (Regular & Substantive Interaction) Compliance & Infrastructure

- **Inaugural RSI Review & Comprehensive Faculty Support (2025-2026):** DEC, the RSI Workgroup, the OIE, and District DE collaborated to create, organize, secure shared governance approval for, conduct, and reported out on a first-of-its-kind RSI review analyzing a randomized sample of online courses. RSI institutional-level course reviews were conducted by four trained DEC RSI Workgroup members of randomly sampled faculty who agreed. The initiative was also paired with extensive faculty support, including individualized drop-in hours support, an RSI PD campaign, multiple FLEX sessions, asynchronous and discipline specific support. As well as updated NC DEC website resources, multiple self-check tools, and the creation of extensive new Canvas RSI templates/bonus resources integrated with Canvas Pages (in DesignPlus) and Canvas Commons.
- **RSI Audit Continuation (Fall 2026):** DEC members intend to conduct a second round of the RSI audit in Fall 2026 to continuously evaluate institutional readiness under ACCJC accreditation standards.
- **RSI Coordinator Position (Fall 2026):** DEC successfully secured a dedicated RSI Coordinator position for Fall 2026 to oversee the second RSI audit round and lead ongoing institutional ACCJC accreditation compliance efforts.

DE Certification & Professional Development

- **CMAC Collaboration to Support NC OTC Team (June 2026):** In a novel collaboration proposed by the DEC Chair, DEC partnered with CMAC to secure \$10,000 in CMAC funding, enabling an 11-person team from Norco College to attend the June 2026 Online Teaching and Learning Conference.
- **Expanded RCCD DE Equivalency Options:** NC DEC successfully modified and expanded DAS approved options for RCCD DE Equivalency—including additional @ONE course pathways—gaining formal approval from the District Academic Senate (DAS). This work aided the District’s ability to purchase RCCD-only cohorts for pre-approved certification courses. The new RCCD only @ONE 40-hour PD option has become the primary pathway selected by faculty for DE certification. It is the preferred option at the moment for faculty, until the Peer-to-Peer process resumes.
- **District Peer-to-Peer (P2P) Workgroup Participation:** Since the summer of 2025, two DEC members have been actively participating in the district-level P2P workgroup. They have been tasked with designing this new DE certification pathway, creating a new P2P rubric and review workflow in support of the December 2026 DE certification deadline. The P2P application process expects to resume once a new P2P lead is found and approved and the SPRs for the reviewers go out to faculty and are processed.
- **VPAA 30-Hour SPR Support (June 2026):** DEC’s request for P2P & Accessibility support was approved and we secured a 30-hour Special Project (SPR) allocation from the VPAA’s Office. This will support ongoing PD efforts on accessibility and course design work necessary to support faculty. This ongoing Fall 2026 work is intended to aid in the successful submission of faculty members’ Canvas Module for P2P review to achieve RCCD DE Certification by December 2026.

Accessibility Standards & Strategic Alignment

- **Accessibility Sub-Committee Reviews & Trend Analysis:** The DEC Chair chaired this sub-group and worked directly with District DE to analyze existing accessibility metrics and data. DEC has identified college and district institutional trends, worked to prioritize faculty needs, and has recommended consistent, easy-to-understand / implement, and targeted accessibility PD support to District DE. District DE held a great Fall FLEX ’26 - 5-step accessibility workshop and updated the RCCD Accessibility Guide over summer 2026. We also engaged with District DE to review and provide detailed feedback on essential accessibility resources, including the PopeTech software tool, the District Accessibility Guide, video

resources, and related media. A District DE Accessibility workgroup was formed over the summer (2026) and the work and collaboration to meet the needs of faculty to meet the DOJ's April 2027 Title II compliance deadline are ongoing. New in fall 2026, faculty can now save time by submitting a request to District DE to use "Rosie" (the robot) and have simple accessibility errors and alerts in PopeTech fixed for them.

Institutional Governance, Data Analysis & Strategic Planning

- **Revisiting the DE Strategic Plan:** In May 2026, DEC approved a rough draft / the first formal attempt at an NC DE Strategic Plan since 2014. While currently conceptual and slated for further refinement and enhancement, it establishes the framework for high-quality DE. RSI, Accessibility, POCR, and DE Certification are foundational, equity-enhancing, and student-centered pillars.
- **NC Strategic Plan Integration:** DEC and the DEC Chair successfully advocated for Distance Education to be explicitly integrated into the new NC Strategic Plan, ensuring that institutional student success metrics will now be disaggregated and analyzed by instructional modality. This supports greater understanding of the data and opens up opportunities for targeted interventions and support.
- **Equity Plan Advocacy:** DEC actively advocated for disproportionately impacted DE students, data and disaggregated equity outcomes to be explicitly recognized and incorporated into the official NC Equity Plan. While this was not included in final approved SEP document, DEC remains committed to equity-enhancing DE tracking.
- **Modality Data Reform with OIE (2025–2026):** After initiating an RCCD and NC DE trend analysis with the RCCD Office of Institutional Effectiveness (OIE) in 2025, the DEC Chair is engaged in ongoing collaboration and conversation with both NC OIE and RCCD OIE to overhaul DE data collection methodologies (fall 2026). This work seeks to ensure that online course designations no longer include hybrid classes as OL. This will provide clear, unconfounded data regarding enrollment and student success across distinct delivery modalities. It will also provide more reliable data for tracking our OL progress and trends as we are now a CVC Teaching College on the CVC Exchange.
- **Academic Council (May 2026):** The DE Chair serves as a representative for the DEC on the Academic Council. This provides faculty with access to information on DE certification pathways, RSI, accessibility, and AI. DEC looks forward to the opportunity to have ongoing conversations regarding the examination and integration of DE accessibility, RSI, and equity data to support the continuous

improvement of instruction and compliance required by ACCJC accreditation Standard 2.6.

District, Regional & State Engagement

- **Transparent DE Tool Renewal & Cancellation Policy:** In 2025-2026, DEC advocated for a clear, predictable, and consistent tool management and faculty notification framework and timeline. DEC approved, and District DE agreed to a regularized district DE tool renewal process that provides advance notification to faculty regarding cancellations. It also helps to standardize communication and evaluation procedures and shifts broad faculty tool survey administration from individual local DEC's at the three colleges to District DE. Additionally, based on the DEC requests for greater clarity, communication, and inclusion in the NC DE tool decision-making / cancellation processes, the NC VPAA actively sought input from NC DEC on local tool renewals and purchases in Spring 2026. We look forward to hearing what DE tools were purchased by the College.
- **District DE Strategic Plan Development:** In 2025-26, the DEC Chair engaged in the beginning stages of work alongside District DE and fellow college DE Chairs to construct a unified District DE Strategic Plan. To date, we have examined alternative institutional models and discussed the prioritization of regularized professional development and evaluation of RSI, accessibility, and equity practices. District DE is taking the lead on developing the draft document.
- **Statewide & Accreditation Norming Sessions:** In 2025-26, the DEC Chair served as the NC POOR lead and participated in statewide POOR norming sessions as well as updated ACCJC accreditation norming sessions. These sessions directly informed NC and DEC's operational understanding of the CVC-OEI Course Design Rubric and the new ACCJC Quality Continuum Rubric.
- **Region 9 Leadership Representation:** In 2025 – 26, the DEC Chair continuously represented Norco College at CCC Region 9 DE meetings with peer faculty, DE Coordinators, and administrators. This included participation in regional dialogue on - accessibility standards and compliance planning, DE certification options and equivalency practices, RSI compliance work, and emerging AI policies and practices.

Looking Ahead: Fall 2026 Priorities

The Distance Education Committee remains focused on translating ACCJC and DOJ mandates into practical, supportive infrastructure and PD for faculty to support our students. The upcoming semester marks a critical operational phase across multiple multi-year initiatives.

Immediate Priorities

- **ACCJC and RSI Readiness & Audit Expansion:** When the new RSI Coordinator position is launched and approved, DEC RSI sub-committee members will execute our second randomized RSI college-level course audit. This review will follow the NAS approved practices to continue to measure institutional readiness against ACCJC accreditation quality Standard # 2.6
- **December 2026 DE Certification Deadline:** Supporting faculty through the final stretch of the district-wide DE certification deadline is an important primary professional development goal. Utilizing the 30-hour Special Project (SPR) allocation secured from the VPAA's office, P2P subcommittee members / District DE P2P Workgroup members / DEC members will have the opportunity to provide targeted technical assistance and accessibility support to help faculty succeed.
- **April 2027 DOJ Title II Deadline - Operationalizing Accessibility Initiatives:** Accessibility sub-committee members will continue collaborating with District DE to deploy accessibility tools—including PopeTech integration and the District Accessibility Guide—and supporting PD grounded in our institutional metrics.
- **District DE Tool Adoption, Renewal, and Cancellation Processes:** DAS requested the local DEC's review the previous District DE Tool Processes that have not been updated or implemented for a number of years. NC DEC in May 2026 requested that District DE update the review process to include the collaborative work done that year to regularize and improve transparency in the District DE tool renewal process. Collaboration to expand these efforts districtwide is ongoing.
- **Data Methodology Reform:** Working alongside both Norco College and RCCD Offices of Institutional Effectiveness, DEC looks forward to continuing conversations and work to update data collection frameworks to isolate online modalities from hybrid offerings, establishing clearer baselines for enrollment, retention, and student success. This improves our ability to track the NC disaggregated student success goal in the new NC 2030 Strategic Plan.

Accreditation Liaison Report – Academic Senate

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

Progress since our last meeting

- The ISER was finalized and submitted to ACCJC on 7/30
- The final draft is posted on the [Norco College accreditation website](#)
- Continuing to support DEC, NAC and Program Review Committee

What's coming up next

- The ACCJC peer review team has the ISER and is reading it against the standards. The team is also examining a random selection of DE courses from Spring 2026 for evidence of Regular & Substantive Interaction (RSI).
- The team will meet online this fall for training and to plan their work. In October they will meet in person to finalize their core inquiries and create an initial draft of their report.

Where we could use faculty input

- RSI:
 - If you're contacted for additional evidence of RSI from a spring 2026 course, please respond.
 - Make sure Fall 2026 courses include clear communication and monitoring plans and are designed with RSI in mind.
 - Use the [RSI Support Request form](#) if you need one-on-one or small group help with RSI.
- Assessment:
 - 12% of courses have both outcome data collected in Canvas and results reported using the Outcome Assessment Form
 - If you need help connecting SLOs in Canvas, collecting data, or reporting, please contact Charise Allingham

FYIs

- Norco's internal Annual RSI Check will launch its first cycle this fall
- Accreditation newsletter will continue