



Minutes
Norco Academic Senate Meeting
On October 5, 2026
1:30 - 3:30 PM | CSS-217 & via [Zoom](#)

Meeting called to order at 1:37 PM.

1. Attendees

Officers, Senators, Alternates, and Committee Chairs & Liaisons: Laura Adams, Maria Adams, John Alpay, Darnell Bing, Meghan Chandler, Erin Deck, Jake Drainville, Lisa Hernandez, Marie Hicks, Jeff Mulari, Sandra Popiden, Dan Reade, Jim Thomas, Patty Worsham

Guests: Quinton Bemiller, Eric Doucette, Courtney Doussett, Ashley Etchison, Monica Green, Tenisha James, Jeff Julius, Arezoo Marashi, Jason Parks, Kaneesha Tarrant

2. Approval of [Agenda](#)

- Motion to remove Item #6 from the agenda.

M/ J. Alpay, S/M. Hicks; Approved by consensus with correction.

3. Approval of Minutes for [August 31, 2026](#) & [September 21, 2026](#)

M/J. Alpay, 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)

- No Report

6. ~~Action Item: [Ratification of Senate President Appointments](#)~~ REMOVED

7. Action Item: [Program Review and Assessment Cycle Alignment with Strategic Planning](#) - 1st Read (

- The proposal is to align Program Review and Assessment with the College's 5-year strategic planning cycle.
 - Program Review: move from 3-year to 5-year cycle.
 - Assessment: move from 6-year to 5-year cycle.
- The purpose is to ensure program goals, assessment, resource requests, and priorities align with the current strategic plan and KPIs.
- Program Review improvements:

- Streamlined the comprehensive Program Review template and removed redundancies.
 - Embedded equity throughout the process.
 - Implemented a simplified annual update checklist.
 - Annual updates will focus only on meaningful changes in data, goals, curriculum, assessment, and resource needs.
- Proposed process:
 - Comprehensive Program Review every 5 years.
 - Required annual updates to monitor progress and make adjustments.
 - Program experts determine the scope of each annual update.
- The Assessment Committee approved moving to a 5-year cycle to remain aligned with Program Review.
- Benefits of alignment:
 - Keeps programs focused on the most current institutional goals and KPIs.
 - Strengthens connections between program goals, resource requests, and institutional priorities.
 - Makes Program Review more meaningful and less of a compliance/check-the-box exercise.
- Implementation/support:
 - New cycle is expected to begin this academic year.
 - The Program Review Committee will provide training, support materials, and communication about the changes.
 - Instructional, student services, and administrative programs will remain on the same cycle, with further discussion about resource-request coordination.
- Senate action: First read only. Senators should gather feedback from their schools/programs.
- Next step: Proposal will return to Academic Senate for a second read and potential action on October 19th. ([Senate #9](#))

8. Information Item: [Faculty Professional Development Committee Chair/Co-Chair Update](#) (D.Reade)

([Senate #6](#))

- No chair has been identified; the October FPDC meeting may need to be canceled without one.
- Senate officers continue to solicit faculty interest and will send additional calls for volunteers.
- Faculty were encouraged to recommend potential candidates or help recruit interested colleagues.
- Mentorship/support concerns were raised as a barrier for faculty considering the chair role.
- Senate leadership committed to:
 - Providing direct support and guidance to the new chair.
 - Connecting the new chair with former FPDC chairs for mentorship.
 - Exploring a more formal mentorship/support plan for future committee leadership.

9. Officer Reports

- A. Secretary/Treasurer (Erin Deck)
 - No Report
- B. Vice-President (Dan Reade)
 - Thanked FPDC members for their dedication, knowledge, and commitment to the committee.
 - Members are focused on ensuring FPDC is clear, accessible, and equitable for all faculty.
 - Expressed confidence that the next Chair will have a committed and engaged committee ready to make positive changes.
- C. President (Kimberly Bell)
 - [BOT Faculty Spotlight](#)
 - Scheduled for November; date to be confirmed.
 - Opportunity to highlight faculty-driven accomplishments and initiatives at Norco College to the Board, Chancellor, and community.
 - Senators are encouraged to nominate themselves or colleagues doing outstanding work.
 - Interested faculty should reach out to the Senate for consideration.

11. College Reports

- A. Associated Students Senate Representative ()
 - The Lowrider Show was held on October 2nd in the Norco College lower parking lot, featuring custom rides, vendors, campus resources, and strong community attendance.
 - ASNC will moderate a local candidate election forum on October 15th, 12:50–1:50 p.m., in the CSS Upper Lounge.
 - ASNC is distributing flyers for the Harvest Festival and collecting donations of individually wrapped store-bought, snack-sized candy at the ASNC office.
 - Donation hours: Monday–Thursday, 8 a.m.–4 p.m.; Friday, 8 a.m.–2 p.m.
 - ASNC voting takes place on Friday on the proposed RTA contract options: UPASS or GOPASS.
 - The Campus Organizations Committee will host the Step Up leadership development event for the Inter-Club Council on October 9th, 12–2 p.m., in CSS 217.
 - Open to Norco College students; lunch provided.
 - RSVP deadline: October 6th.
- B. President (Monica Green)
 - Reminder that the ACCJC Open Forum is on Monday, October 12th at 11 a.m., held virtually.
 - Peer review team includes five members from other colleges/districts.

- Open to the college community and students; executive leadership will not participate.
- Thanks to the Program Review and Assessment Committees and Academic Senate for work on the proposed new cycle and annual reviews.
- Faculty Hiring:
 - 5 new faculty allocations for 2027–28, plus 1 remaining allocation from last year.
 - 3 failed searches may also result in positions being filled.
 - Potentially 9 faculty positions moving forward.
 - APC will review new faculty prioritization requests on Friday.
 - Expectation that annual Program Review may help generate more faculty requests from disciplines.

C. Vice President of Academic Affairs (Jason Parks)

- Canvas Accessibility: Faculty are encouraged to clean up Canvas shells and address accessibility errors; simple steps can significantly reduce required work.
- Accessibility Capability Maturity Model (ACMM):
 - District team meetings begin April 2027.
 - Timeline aligns with next year’s state deadline.
- Low Textbook Cost (LTC):
 - State has established a \$30 maximum for books and supplies to qualify as a low-textbook-cost course.
 - Courses that cannot be zero-textbook-cost may qualify under this designation.
- Math Transferability:
 - Reports that online math courses will not transfer to CSU are incorrect.
 - Faculty should report any such information from CSU representatives to Dr. Parks so it can be forwarded to the State Chancellor’s Office.

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

- Accreditation Timeline:
 - Additional evidence requested; response due within one week.
 - Core inquiries are expected by October 29, 2026.
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 - Response to core inquiries due February 15, 2027.
- ACCJC focus site visit is expected March 1–5, 2027; likely 1–1.5 days.
- Norco College/district received three grants:
 - SAMHSA Project Grant: \$499,999 over 4 years; led by Sheree Summers; supports student mental health/substance-abuse services.
 - Department of Labor Human-Centered AI Grant: Approximately \$2.9 million; led by Dean David

Schlanger; focused on AI, student success, and economic mobility.

- Distance Education Grant: Approximately \$5 million district-wide, multi-year grant; focused on online student transformation and distance education support.
- Grants will support innovation and strategic goals across the college and district.

E. Vice President of Student Services (Kaneesha Tarrant)

- Pending College Council approval, we are putting together a task force for the naming of the Learning Resource Center/Student Services building.
 - Senate will be asked to appoint three faculty representatives.
- New Standard of Care initiatives supporting faculty will be rolled out soon in partnership with Academic Affairs.
- BankMobile experienced a system-wide hack; RCCD was not impacted.
 - As a precaution, financial aid disbursements this Thursday will be issued as paper checks.
 - Students should contact Financial Aid with disbursement questions and the Cashier's Office to pick up checks.
 - Extended Cashier's Office hours:
 - Thursday: 8 a.m.–7 p.m.
 - Friday: 8 a.m.–6 p.m.
 - Monday: 8 a.m.–7 p.m.
 - Students will receive information via email and text; faculty are encouraged to help spread the word.

12. **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

13. Meeting adjourned at 2:30 PM.

Aligning Program Review with the Strategic Planning Cycle

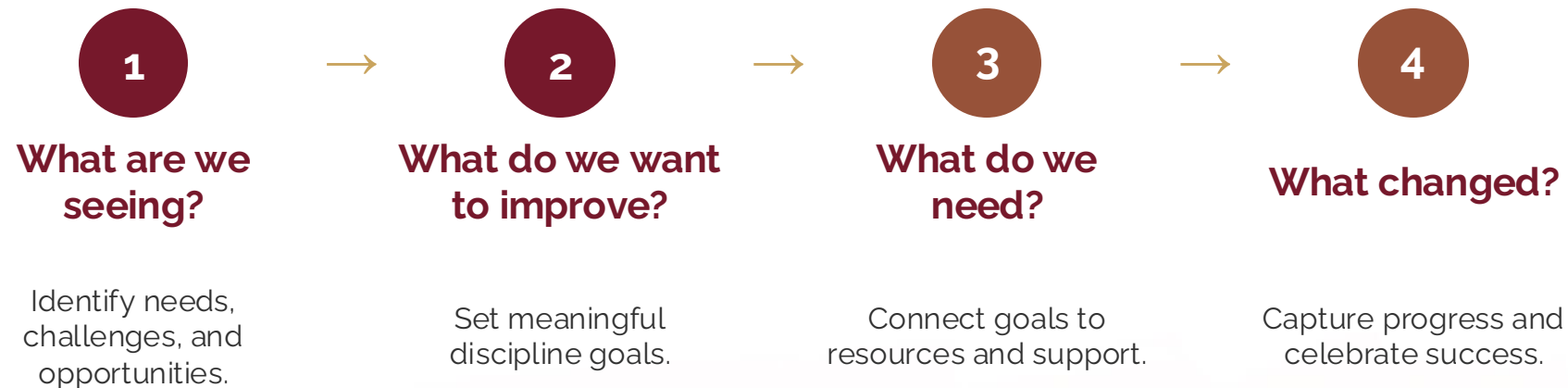
Proposal to Shift From a Three-Year to
a Five-Year Program Review Cycle

*Program Review Committee
September 24, 2026*

NORCO
COLLEGE

Why Program Review Matters to Faculty

Move from compliance to a meaningful story of improvement:



MAKE THE VALUE OF PROGRAM REVIEW MORE VISIBLE by providing summaries and surfacing trends, highlighting disciplines that achieve program review goals and outcomes.

Program Review in Action: Biology

An example of how faculty use Program Review to connect data, action, and support.



Program Review turns what faculty see in the data into concrete actions and resource requests that can improve student success and equity.

Why Change the Program Review Cycle?

CURRENT STATE

- Three-Year Cycle: Full Program Review followed by two years of optional Annual Updates.

THE MISALIGNMENT

- The Strategic Plan operates on a five-year cycle. Program Review can begin under one set of goals and KPIs and continue after new ones are adopted.
- The current Program Review Cycle ends in Year 2 of the new Strategic Plan, leaving Years 3–5 without a full Program Review informed by the new plan. Progress on program goals is not updated.

WHY IT MATTERS

- Better alignment keeps program goals, assessment, planning, and resource prioritization moving toward current institutional priorities.

Efforts to Strengthen Program Review



FULL PROGRAM REVIEW

Improvements through a full evaluation

- Program Review Committee evaluated all sections in Nuventive in Spring 2026
- Focus on streamlining, providing more guidance, and embedding equity throughout
- Once implemented, improvements will result in a more effective tool for continuous improvement, planning, and decision-making

ANNUAL PROGRAM REVIEW

Improvement through checklists

- Developed Annual Update checklists for all areas to guide a consistent review
- Focus on reviewing key areas and updating only what needs attention
- Will result in more thorough, aligned, and current annual reviews while remaining efficient and manageable

Proposal: Five-Year Program Review Cycle

01

FIVE-YEAR CYCLE

Starting in 2026-2027, move the full Program Review from a 3-year to a 5-year cycle.

02

ONE-YEAR OFFSET

Begin the cycle one year after a new Strategic Plan starts, when new objectives and KPIs are available.

03

REQUIRED ANNUAL UPDATES

Require a streamlined checklist update each year between full Program Reviews.

Approved by the Program Review Committee on 5/28/26

Annual Update Checklist Example

Instructional Annual Update Checklist

- ☐ Data Review:
 - Note any significant change in success, retention, completion rates, Program completion, and enrollment, if any.
- ☐ Goal Updates:
 - Address any updates to Program Goals.
 - This includes closing goals, or creating new goals (as necessary)
- ☐ Curriculum Check:
 - Check to see that all courses have been updated within the last four years.
 - If any are out of date, discuss the timeline to update curriculum that is outside of the four years.
- ☐ Assessment Check:
 - Make any relevant updates, new observations, or “close the loop” to program Assessments (These updates can be made within the Assessment portion of the Nuventive Platform).
- ☐ Make any updates to the Credit for Prior Learning (CPL) section
 - Add details for CPL section
- ☐ Complete resource requests
 - Enter new resource requests for this Program Review cycle.
- ☐ Complete New Faculty resource request, if applicable

Checklists are customized for:

- Instruction
- Student Services
- Administrative Areas
- Checklists will be aligned with the updated Program Review template prior to the first Annual Update in 2027-2028.

Changes in Practice and Next Steps

ASSESSMENT ALIGNMENT

The Assessment Committee supports aligning assessment with the Strategic Plan by coordinating the assessment and Program Review cycles – moving the current six-year assessment cycle to five years if Program Review moves to a five-year cycle. *Approved 9/16/26*

IMPLEMENTATION SUPPORT

A program review campaign will support the transition. Training will include independent self-paced materials and interactive, live sessions, such as workshops, virtual sessions/drop-ins, How-To videos, and resource lists.

GOVERNANCE + APPROVAL

Continue the campus dialogue by sharing the proposal college-wide and seeking approval from Academic Senate to change the cycle prior to implementation.

The proposed change process has been designed to be transparent, inclusive, and intentional, with consideration for alignment, implementation, and support.

Questions?

Program Review Faculty Co-Chair - **Tim Russell**

Program Review Administrative Co-Chair – **Hayley Ashby**

Program Review Coordination and Nuventive Support – **Charise Allingham**

Program Review Discipline/Area Support – **Program Review Committee Representative**

Program Review Proposal: Shifting Program Review to a Five-Year Cycle

Overview:

Currently, the Program Review Cycle at Norco College is three years, where all programs conduct a comprehensive program review, and for the following two years submit Annual Updates to the Program Review as needed. The Annual Updates are optional and provide units with the opportunity to update any portion of their Program Review, especially resource requests during the 3-year cycle.

The Issue:

The current three-year Program Review Cycle does not align with Norco College's five-year Strategic Plan. As it functions now, it is not unusual to start a Program Review Cycle writing program goals to one set of strategic goals, Educational Master Plan (EMP) Goals, or Key Performance Indicators (KPIs) only to have a new Strategic Plan enacted with new goals and KPIs established mid-Program Review cycle. To achieve maximum institutional coherence, program goals should align with college goals. The current misalignment means that we are not moving collectively in the same direction at the same time, which hampers continuous improvement.

Proposal:

More closely align the Program Review Cycle with the Strategic Plan Cycle by moving to a five-year Program Review Cycle that starts one year following the approval of the current strategic plan. For example, Norco College's new Strategic Plan was approved in the 2025-2026 academic year, and it is proposed to begin the new 5-year Program Review Cycle in the 2026-2027 academic year with a full Program Review that speaks to the newest Strategic Plan.

If a 5-year cycle is adopted, then annual updates would be required for all programs, because a 5-year gap between Program Reviews would be too long to go without units reviewing their programs. To streamline the process, the Program Review Committee recommends using the checklist model piloted in 2025-2026 to identify the sections to review and update. The checklist requests units review their program data and goals, assessment data, curriculum, and resources requests and update them as needed. The Annual Update process will be flexible and manageable because the amount of work involved will be determined by the updates needed for the program at that time. This shift to a five-year cycle will affect all programs at Norco College, Instructional, Student Services, and Administration, with Annual Update checklists tailored for each of those program types.

Impact of the recommended change to the Program Review cycle:

Currently, the assessment cycle for Norco College is six years. The decision to move to a six-year cycle was intentionally done years ago to better align with the three-year Program Review cycle. This meant that two Program Review cycles would take place within the six-year assessment cycle. If Program Review shifts to a five-year cycle, it means that Assessment would need to adjust to best align with the Program Review and the Strategic Plan cycles. The Assessment Coordinator attends the Program Review Committee meetings and has already been brought into this discussion. The Assessment Committee approved the change to cycle at the September 16, 2026 meeting.

We also understood that any shift to 5-year cycle, with required Annual Updates, will necessitate an information campaign and training. Norco College constituents will need to be informed of the impending shift, and the Program Review Committee will need to present and explain where to find Annual Update checklists and how to use them. Methods of training may include, but are not limited to, Flex Day presentations, scheduled Zoom/virtual trainings, Zoom/virtual drop-in hours, scheduled Program Review camps, videos imbedded into each section of the Program Review platform on Nuventive, and lists of best practices for each section.

Conclusion:

The Program Review Committee is seeking approval to align Program Review with the Strategic Plan by moving to a five-year cycle starting in the 2026-2027 academic year. The Program Review Committee has been discussing this change to the cycle since May 23, 2024 and committee members have been asked to share feedback from their schools through a standing item on the agenda. Notably, there was little pushback from the schools. The Program Review Committee approved the proposed change to the Program Review Cycle on May 28, 2026.

Strengthening Institutions Program – Title III - FY 2026 Competition

Building Opportunities for Online Student Transformation (BOOST) Grant:

NC BOOST Grant Overview:

- NC is the lead college on the \$5,000,000 grant awarded by the DOE in October 2026
- MVC and RCC are also recipients of the BOOST Cooperative Title III federal grant
- The NC BOOST proposal and budget provide an integrated approach to improving the quality of DE across the district.
- The BOOST 5-year grant allocates funding and compensation for:
 - An Accessibility Champion (at each college) to work with District DE on the creation of an asynchronous RCCD Accessibility Canvas training course & the planning of accessibility FLEX PD.
 - The launch of a robust voluntary RCCD accessibility course certification process, with NC mentors and an accessibility review (100 NC courses in 5-years).
 - The launch of a local NC POCR capstone pilot process (3-sequential reviews) and application required to be certified as a local NC POCR review team / college (an initial step that MVC and RCC have already completed).
 - The launch of POCR “Quality Review” badging process with a robust local reviewer and mentorship team at all three colleges, creating a sustainable pathway for each to meet our POCR CVC Master Agreement obligations.
 - Enhanced POCR mentee support from instructional designers, accessibility specialists, and POCR mentors. (100 POCR “Quality Reviewed NC courses in 5-years).
 - Enhanced District DE personnel and software, workstations, and equipment – focused on the DOE grant’s AI grant funding “priority” – to support additional PD training & responsible use of technology to support accessibility, content development, and course design alignment with the CVC – OEI rubric.
 - Enhanced professional development FLEX opportunities will be consistently offered to faculty regarding course accessibility, universal design for learning, and RSI – which helps our colleges meet ACCJC accreditation and federal Title II standards.

- Each college will have their own local PO CR lead and local PO CR teams.
- The current NC local PO CR process outlined in the grant application is based on the MVC pilot PO CR process. This also served as the basis for the NC DEC approved PO CR process and PO CR Lead's JD, and the previous NC and MVC Title V Summer 2025 PO CR BOOST grant application as well.
- This PO CR element of the BOOST project will adapt DE best practices developed by the California Community Colleges Chancellor's Office to establish the state's Peer Online Course Review (PO CR) program through a process that included the CCC Chancellor's Office, the California Virtual College's @ONE (CVC@ONE) project, and the Academic Senate for the California Community Colleges (ASCCC).

Budget:

- The grant set aside a portion of grant funds for the (1) project management team at Norco College and then split remaining funds evenly between the three colleges (2-4) and the (5) Distance Education Office (pg. 62).
- Each of the five aforementioned bodies will receive \$1,000,000 over five years for a total of \$5,000,000.
- NC's Grant Allocation is: (YR 1): \$138,655; (YR 2): \$165,013; (YR 3): \$231,588; (YR 4): \$231,628; (YR 5): \$233,116 = \$1,000,000; this funding will be allocated primarily to the Accessibility certification and local PO CR "QR" badging processes.
- The grant and budget will be overseen by a project management team that includes the Grant Project Director and will be evaluated by an External Evaluator (pgs. 9-12).
- Grant funds will also support the purchase of ReadyGO software to help in the management of the new Accessibility PD training and PO CR processes at all three colleges (pgs. 40-41).
- District DE will also purchase AI-Powered software (\$200,000 total) to assist in accessibility and document remediation, captioning and transcription services, course design and content development, faculty productivity and instructional support applications (pg. 64).
- District DE will purchase high-performance workstations (10 at \$4,000 each = \$40k total) for DE workspaces at the colleges to help faculty with AI development, media production, accessibility remediation, and data.
- District DE will purchase \$20k in AI-capable multimedia production equipment to help faculty with course design and quality improvement
- District DE will purchase \$15k in secure data storage and processing resources to support project activities

- District DE will engage in \$25k worth of technology upgrades supporting advanced analytics and machine learning applications
- Grant funds will support the engagement of District DE Instructional Design, Universal Design and Accessibility Specialists who will be engaged by the Distance Education Office to provide individual support to faculty who teach online and conduct training (\$500,000k total)
- Grant funds will also support a 6-person RCCD team to the OTC conference annually (\$15k total)

Overall Goals of the Grant:

- Increase access to faculty professional development opportunities in RSI, Accessibility, POOCR CVC-OEI Rubric alignment, OTC conferences to “train the trainers.”
- Create robust and sustainable accessibility and POOCR badging processes that improve course quality.
- Increase course accessibility
- Increase student success and course completion
- Enhance compliance with WCAG 2.1 Level AA Standard and ADA Title II
- Enhance alignment with ACCJC “Quality Continuum” RSI rubric and accreditation Standard 2.6.

POOCR Specific Goals:

- The goal for each college will be to have 100 courses earn the POOCR “Quality Review” badge during the 5-year grant award agreement.
- The target is 10 courses at each college in Year 1, 15 courses at each college in Year 2, and 25 courses at each college in Years 3 through 5, for a total of 300 across the Cooperative (3 Colleges).
- Through BOOST, the Collaborative expects that 20% of all DE courses at each college will achieve POOCR’s Quality Review designation and badging.
- Satisfy the CVC Exchange Master Agreement Requirement and quality management process.

Accessibility Specific Goals:

- The goal for each college is to have NC 100 courses successfully badged as accessible.
- The accessibility badging process will support 10 courses at each college in Year 1, 15 courses at each college in Year 2, and 25 courses at each college in Years 3 through 5, for a total of 300 across the Cooperative (3 Colleges).

- Faculty will also have access to enhanced Accessibility specialist support, PD FLEX opportunities, and trainings on District DE purchased tools and software.
- Faculty can utilize the accessibility FLEX PD, software and tools, asynchronous accessibility course and review process independently of participating in the POOCR review process.
- The POOCR process can also seek to recruit new applicants from the pool of faculty whose course(s) were badged as accessible.

Role of NC DEC's

- College DEC's will oversee the development and implementation of college-specific activities.
- College DEC's will oversee the accessibility and local POOCR processes.

Role of District DEC:

- District DEC serves as the project advisory committee and will meet monthly to guide and assist project implementation.
- Membership includes: the faculty chairs of the college DEC's, the Dean of Distance Education, the Deans of Instruction overseeing DE at the colleges, Deans of Institutional Research, the Academic Senate Presidents (or their designees), POOCR Leads, student leaders, the DE Instructional Designers, and other faculty with a strong interest in DE (BOOST Grant, pg. 53).

Faculty Leadership Roles:

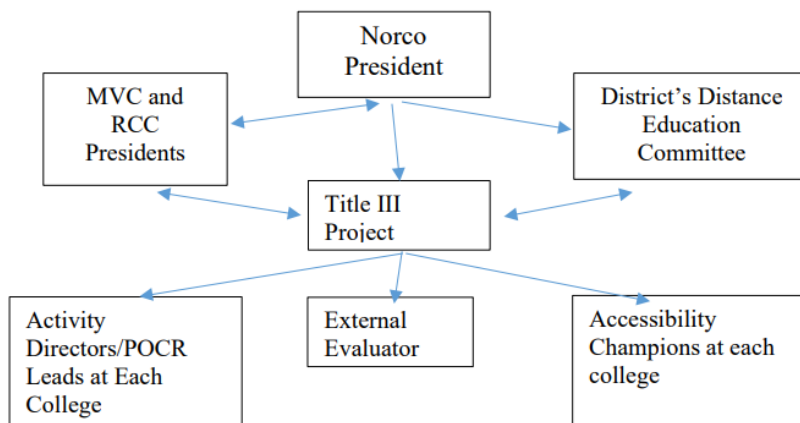
1. **Accessibility Champion:** (50 hours per year @ \$100/hour) – Work with District DE to create an Accessibility PD Asynchronous Canvas Training; Host Accessibility Alignment to CVC OEI Rubric Information and Working Sessions; Run the Accessibility Check Campaign
2. **Accessibility Reviewers:** each Accessibility PD Canvas Training course is reviewed by 1 reviewer. (5 hours per course @ \$100/hour)
 - Cohort of 10 in year 1
 - 15 in Year 2
 - 25 in Years 3-5
3. **Accessibility Mentors:** Assist faculty in the adoption of accessible course design practices and help with tools and faculty member's remediation efforts (3 hours per applicant @ \$100/hour).
4. **Mentee - Accessibility Canvas Certification Stipend:** (\$750 upon completion of Canvas Accessibility course)

5. **Mentee - Accessibility Mentee Certification Stipend:** (\$500 upon successful completion of accessibility check)
-

6. **POCR / Activity Lead:** (20% Release Time per semester, + \$5000 extracontractual pay per intersession for summer and winter; beginning spring Semester 2027. In Winter Session 2027, Activity Lead will receive \$5,000 in extracontractual pay for the additional work of establishing the POCR process
7. **Faculty POCR Peer Reviewers Training Stipends** (20 faculty at \$1,000 each to attend POCR Review Training in Year 1).
8. **Head Faculty POCR Reviewer** – Coordinator of Mentee Course Review: (3 hours per review@ \$100/hour). Works with 2 peer reviewers, mentors, and mentee to coordinate POCR review process, timeline and verification of modifications.
- 1-hour to connect with team members and conduct initial meeting with mentee
 - 1-hour evaluation of first 2 reviews
 - 1-hour to review final POCR results
 - 10 courses in Year 1, 15 courses in Year 2, 25 courses in Years 3-5
9. **POCR Faculty Peer Reviewers:** (5 hours per course at \$100 per hour for a total of 100 courses over 5 years).
- Each course is reviewed by 2 anonymous peer reviewers
 - A total of 100 courses over 5 years (10 courses in Year 1, 15 in year 4, 25 in years 3 through 5)
10. **POCR Faculty Mentors** (10 hours per course at \$100 per hour).
- A total of 100 courses over 5 years (10 courses in Year 1, 15 in year 4, 25 in years 3 through 5)
11. **POCR Mentee “Quality Review” Badge Certification Stipends**
- \$1000 per faculty to participate in POCR Certification
 - 10 faculty in Yr 1, 15 faculty in Yr 2, and 25 in Yrs 3 -5

BOOST Grant's Organizational Structure

Organizational Placement. The following provides an overview of the project's organizational structure.



BOOST Grant Timeline: Year One (pgs. 47-48)

Project Management

- Identify NC POCR Lead, and NC Accessibility Champion — **By January 2027**

DE Quality Management – Development of Standards, Policies, & Procedures

- Convene meetings of DEC to discuss Accessibility and POCR Standards, Policies and Procedures — **First meeting by November 2026, monthly meetings thereafter**

Accessibility PD: Year 1 Timeline

- District DE works with college Accessibility Champions and DEC's to create Canvas Accessibility Module - **By February 2027**
- Accessibility Champions - Recruit and train Accessibility Reviewers and Mentors - **By March 2027**
- Accessibility Champions Accessibility Reviewers: Identify Year 1 Cohort of faculty to complete accessibility audit and remediate identified issues (10 per college in Year 1) - **By May 2027**
- Accessibility Mentors, Accessibility Specialists from DE Office - Provide Accessibility support and mentorship to Year 1 (10 faculty) cohort – throughout - **Spring 2027 Semester and Summer Intersession**

POCR PD: Year 1 Timeline

- NC POCR Lead – Recruit from already trained NC POCR Reviewers, Mentors, and Mentees to Launch initial NC Local POCR Team Capstone Certification - (sequentially review 3 courses) - **By January 2027**
- NC POCR Lead – Submit NC Local POCR Team Application - **By January 2027**
- POCR Leads – Recruit 20 total RCCD faculty to take 60-hour @ONE POCR reviewer training to be able to serve as future POCR reviewers and mentors – **By June 2027**
- POCR Leads - Recruit and train POCR Reviewers and Mentors - **By March 2027**
- Identify Year 1 Cohort of DE Faculty who will pursue POCR Certification (10 per college) ADs/POCR Leads Department Chairs - **By June 2027**

Senate Notifications Regarding POCR

1. MVC DEC launched [POCR pilot](#) / capstone process in spring 2023; Three reviews were conducted in spring 2023 and three in fall 2023. MVC has 8 reviewers and has 12 faculty with courses that were POCR “QR” badged under their pilot (2023-24).
2. RCC DEC brought forward CVC-OEI approval request to Faculty Senate. – Accomplished in [October 22](#) and [November 18, 2022](#). POCR pilot / capstone launched in [spring 2023](#), with first course reviewed in fall 2023 and second and third course reviewed by [June 2024](#). RCC Senate was notified of completion of POCR requirements in [Sept. 2024](#) with a full update in [Oct 7, 2024](#) DEC Report.
3. Nov. 9, 2023: NC DEC approved QR icon/local POCR website and obtained NAS approval; other DEC and Senates also approved.
4. NC DEC created a POCR Sub-Committee during the 2021–22 academic year to develop a local Peer Online Course Review process and proposal. In May 2023, POCR experts were brought to a DEC meeting, and the MVC model was selected. During Summer 2023 the first cohort of DEC members completed a six-week, 60-hour POCR evaluator training. In October and November 2024, DEC unanimously voted to support the DE Workgroup's proposal for a robust, scalable local Norco POCR process; and unanimously voted to bring the POCR funding and accessibility-support requests to the local NAS.
5. NC DEC secured [April 25, 2025](#) NAS approval to establish a local NC POCR process. A subsequent NC DE NAS report states that the DEC Chair secured \$5,000 in one-time FPDC funding to support a second (June '25) cohort of 5 faculty earning POCR reviewer badges.
6. NC DEC also informed NAS about the Title V \$3,000,000 POCR Grant application, with NC serving as the lead college. DOE reviewers scored the proposal as a 98/100, although the cooperative POCR grant opportunity for NC and MVC was ultimately cancelled by the DOE.

16 NC Faculty Have Earned 60-Hour @ONE POCR Reviewer Badges:

In the [October 6, 2025](#) Norco Academic Senate minutes, the NC DEC report identifies 10+ faculty with POCR reviewer status:

1. Dr. Laura Adams
2. Caroline Hutchings
3. Bibiana Lopez
4. Sara Nafzgar
5. Ryan Hitch
6. Dr. Paul Flor
7. Dr. Carlotta Falzone Robinson
8. Soohyun Son
9. Susan Seifried
10. Dakota Mattson
11. Gina Curasi

The same minutes separately identify additional five faculty who were part of second cohort (June 2025), who volunteered to undertake the 60-hour POCR training needed to serve as members of a future local POCR reviewer team:

1. Dr. Sandra Popiden
2. Farshid Mirzaei
3. Pamela Kimbrough
4. Christ McConnell-Freeman
5. Dr. Elizabeth Walker

10/2/26 Norco College Fall Canvas Course Accessibility Data

Scope of the WCAG 2.1 Level AA Accessibility Requirements for CCCs:

This new Department of Justice, Title II accessibility legal requirement applies to public-facing websites, student portals, online learning management systems, mobile apps, and digital instructional materials (in all modalities) provided by California Community Colleges.

Norco Overall Accessibility Data (26Fall)	Error & Alert Totals (8/26)	Error & Alert Totals (10/2)	Increase / Decrease %
Norco Total	234,507	268,831	14.64%
Communications	69,402	76,362	10.03%
Schl Math,Eng,CSci,GD - MECSGD	38,287	16,484	-56.95%
Schl Nat Sci, H & Kin - SciKin	25,197	26,167	3.85%
Social & Behavioral Sciences	24,887	57,184	129.77%
Schl Bus & Mgmt - B&M	24,016	25,265	5.20%
Arts, Hum, & World Languages	14,167	16,667	17.65%
Counseling/Guidance	14,070	12,525	-10.98%
Schl Human & Pub Svcs - HaPS	12,549	25,204	100.84%
Bus, Engineering, & Info Tech	11,932	12,973	8.72%

Norco Top Accessibility Issues (26Fall)	Totals (8/26)	Totals (10/2)	Increase / Decrease %
Very low contrast	12,198	13,259	8.70%

Empty heading	3,479	3,571	2.64%
Empty link	2,894	2,877	-0.59%
YouTube video missing captions	1,242	1,325	6.68%
Linked image missing alternative text	1,037	1,042	0.48%
Documents & Videos (need review)	95,354	99,324	4.16%

New Digital Course Accessibility Standards (April 2027)

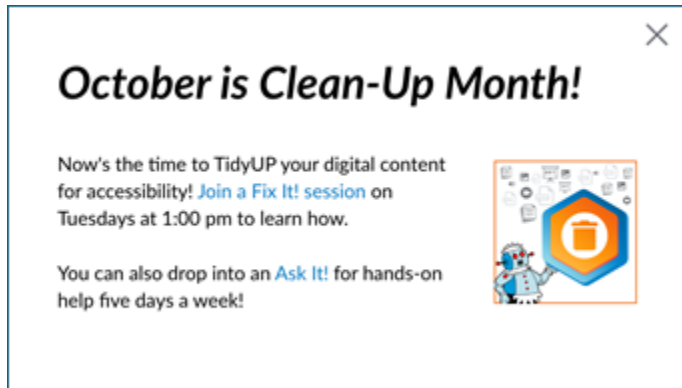
By April 26, 2027, courses in all modalities must meet the WCAG 2.1 Level AA – ADA Title III DOJ accessibility requirements. This means that when running the PopeTech accessibility checker – faculty must have 0 PopeTech's flagged "errors" and have checked and reduced the PopeTech "alerts."

Only upcoming spring 2027 courses need to be remediated and meet the WCAG II legal requirements. Faculty do NOT have to fix accessibility errors in already concluded and archived classes.

Faculty should begin this process this semester by either [requesting a District DE Sandbox shell](#) for the course(s) they will teach in spring (and copying their course into the sandbox shell), or by fixing their fall 2026 classes directly.

Note: All content in the course (published and unpublished, student facing and not) are included in the WCAG II requirement and PopeTech review. District DE has also found that about half of the errors flagged in RCCD courses are in duplicate content.

So, the first step for faculty is to use TidyUp to locate and delete all non-student facing, unpublished, and duplicate documents and content. This step will greatly reduce (unnecessary) faculty remediation workload.



Accessibility Resources

- **Step 1:** Use **TidyUp** in Canvas! – Save time and effort by quickly deleting non-student facing, non-published, unneeded, and duplicate pages and files to quickly and dramatically reduce the number of accessibility errors and alerts.
- **Step 2:** Then, request our New RCCD District DE support tool - “**Rosie**” – using the [Accessibility Support Request Form](#). Let “Rosie” (aka District DE) fix many formatting issues for you! This saves yourself even more time and effort! This is an RCCD tool, not AI and it can help with technical issues such as color contrast, underlining, font size, page heading structure, and missed headings.
- **Step 3:** Then, run **PopeTech** and begin using the tool to fix the remaining flagged errors, then check alerts.
- Faculty also have a Helpful and Newly Updated RCCD District DE Canvas [Accessibility Guide](#)
- District DE also has Many Upcoming Accessibility Trainings
 - These Tuesday workshops will run from 1:00-1:30 pm. They focus on the [5 Steps to Improve Accessibility of Course Content](#).

[Fix It! Workshop Dates: Registration Link](#)

- October 20
 - October 27
 - November 3
 - November 17
 - December 1
 - December 8
- District DE also has drop-in [Ask It! sessions](#) to provide just in time accessibility and course design support. No appointment needed!

- Daytime:
 - Mondays & Thursdays: 1:30 - 3 pm
 - Tuesdays & Wednesdays: 10:30 am to 12 pm
 - Fridays: 1 - 3 pm
- Evenings
 - Monday-Wednesday evening: 5 - 7 pm
- RCCD [Accessibility Webinars](#) and Tutorials on PopeTech and TidyUp
- RCCD [Accessibility Basics](#) Video Library
- [Accessibility Video Hub](#): Learn more about other Accessibility enhancing tools such as [TidyUp](#), Design Plus, and UDOIT

Accreditation Liaison Report – Academic Senate

Date: 10/05/2026 | Liaison: Laura Adams

Progress since our last meeting

- **Requests for additional evidence** received from our peer review team, focused on how our mission guides planning, how program review connects to resource allocation, and professional learning for classified staff and administrators, plus district-level Board items. The Accreditation Leadership Team is coordinating responses.
- The window for submitting the RSI Evidence Review has closed. Thank you for the **45+ faculty** responses!

What's coming up next

- Our peer review team will meet in October to finalize their core inquiries and create an initial draft of their report
- **Reminder:** Accreditation Peer Review Virtual Open Forum is next Monday, 10/12, 11am–12pm

Where we could use faculty input

- RSI: Watch for an email from the RSI Subcommittee of DEC this week with resources and reminders. For one-on-one or small group help, use the [RSI Support Request form](#).
- Assessment: NAC is collecting data to assess AOE PLOs and GELOs this semester. For help with SLOs in Canvas, data collection, or reporting, contact Charise Allingham.

FYIs

- The accreditation team is submitting a poster to [ACCJC's Partners in Excellence Conference](#) (November 17–18, 2026) on Norco's RSI Campaign, from the Mock Review to the Annual RSI Check