Institutional Effectiveness & Governance Council

Meeting Minutes for September 22, 2022
12:50 pm to 1:50 pm

Meeting Participants

Council Members Present:

Dr. Greg Aycock, Ms. Makenna Ashcraft, Dr. Greg Ferrer, Dr. Kevin Fleming, Dr. Mark Hartley, Ms. Ashlee Johnson, Ms. Ruth Leal, Mr. Dan Reade, Dr. Tim Russell, Mr. Alex Spencer, Ms. Caitlin Welch and Ms. Dana White

Council Members Not Present:

Ms. Leona Vassale

Guest(s):

Ms. Denise Terrazas, Ms. Charise Allingham

Recorder:

Ms. Desiree Wagner

1. Call to Order

- Time 12: 53 pm

2. Action Items

2.1 Approval of September 22, 2022, Agenda (**Dr. Aycock** / Ms. White)

- Approved by consensus

2.2 Approval of May 26th Meeting Minutes (Ms. White / Ms. Welch)

- Approved by consensus

2.3 Classified Professional Definition Revision to SPGM pg. 103 (Mr. Reade / Dr. Russell)

- Proposal to update the SPGM due to the BOT approval of the term Classified Professionals with the abbreviations "classified pros" and "CPROS".
- Approved by consensus

2.4 SPGM Edits pp. 86-88 re: Technology Prioritization process (Dr. Russell / Ms. White)

- A correction of the SPGM pages 86-88 needs to be corrected to include the "Technology Committee".
    - **Page 86 item 8:** Area vice presidents present remaining prioritized Resource Request for their entire area to the appropriate leadership council (AC, SSC, RC and IEGC) and the Technology Committee for discussion and ranking based on a rubric revised each year by the councils. (September)
    - **Page 87 table: Program Review and Resource Request Prioritization Timeline:** and the Technology Committee to September and October boxes.
    - **Page 87 table: Item: "Instructional Equipment, Furniture, Technology used by students as learning resource": Definition update:** Classroom/Laboratory Equipment, ~~Whiteboard, Projector screen, Projector, Desks, Tables, Podium, Chairs, Desktop Computers, Laptops, Monitors, Printers, Servers,~~

~~Network/Wireless infrastructure, AV/TV, Multi-media, software licensing (for first year of use)~~, Systems for Registration, Counseling, Student Services, Learning Management Systems, Adaptive equipment for ADA/OCR.

- Discussion included concerns about the timeline only giving Technology Committee one month. This will be assessed by the Technology Committee and revisited in 2023.
- Approved by consensus

2.5 Proposed language for Membership Expectations (Ms. Welch / **Dr. Aycock**)

- Mr. Reade & Dr. Fleming presented proposed language for Membership Expectations of the SPGM Page 57.
    - Section Title Change: Membership Expectations and Appointments
    - Addition of Subtitle: Expectations for members of a governance entity shall be outlined on that entity's Charter including, but not limited to, additional time outside of standing meetings to review all relevant material prior to the meetings, serve on sub-committees or workgroups, and other related activities identified by the governance entity.
    - Edit of current subtitle: For college governance entities ~~where a constituent representative is warranted/requested~~:
- Approved by consensus

2.6 Amendments to the SPGM for CPROS Representatives (Ms. Welch / Mr. Spencer)

- Ms. Leal presented Amendments to the SPGM Criteria for Appointments of Classified Professional Representatives for the following Pages: 67, 76, 78, 80, and 82
    - Council members provided feedback. Ms. Leal will edit the document and attach the revised document to the minutes.
- Approved by consensus

2.7 Review of IEGC Leadership Council Report of Effectiveness (Mr. Reade / Dr. Fleming)

- Report submitted to the College Council on behalf of IEGC
- Members discussed sending out annually beginning in May/June 2023 via email for E-Vote approval
- Approved by consensus

3. Information Items

3.1 NC Equity Audit Recommendations and Rankings 1-2 Priorities for the Year (Dr. Fleming)

- Dr. Fleming presented NC Equity Audit Recommendations and Rankings. Council members will receive email from the recorder with the documentation to rank. The council determined rankings will be due by October 21st.

3.2 Overview of IEGC's Scope and Purview for Future Planning (Ms. Johnson)

- Discussed the need to review IEGC's Charter and charge. Council members discussed creating a 2022-2023 priorities calendar document for planning purposes. Members liked the idea and were asked to send feedback to the co-chairs. The co-chairs will work on a draft to provide to IEGC at a future meeting.

3.3 SPGM Group Definitions Workgroup Update (Ms. Leal)

- Ms. Leal reported that although much work had been done on the group definitions, the work was not completed last spring. She will email the council if any new members are interested in joining the workgroup to continue the work of simplifying and clarifying the SPGM group definitions.
- Dr. Fleming requested a motion to extend the IEGC meeting by 5 minutes: 1:45pm (Mr. Reade/ Ms. Johnson)

3.4 Institution Set Standards (April 2022 ACCJC Report) (Dr. Aycock)

- Dr. Aycock presented his PowerPoint of the Institution Set Standards. The council provided feedback and requested IEGC to take it to the College Council for a plan of action.

3.5 Document Control System Workgroup Update (Dr. Fleming)

- Dr. Fleming discussed the status of the workgroup and suggested further discussion of creating a Document Control System Project Team. IEGC will continue to discuss how to complete the task whether by continuing with a workgroup or creating a project team. If a project team is decided, the council would need to draft a charter.

3.6 2022- 2023 IEGC Meeting Schedule and permanency of Hy Flex (Dr. Fleming)

- ❖ All IEGC meetings in 2022-2023 shall be available in-person and via Zoom.
  - September 22, 2022
  - October 27, 2022
  - November 10, 2022 (Date shift due to Thanksgiving)
  - February 23, 2023
  - March 23, 2023
  - April 27, 2023
  - May 25, 2023

4. Discussion Items

4.1 Program Review Rubric- Norming Session (Dr. Aycock)

- Rank list for review and approval
- Institutional Effectiveness: Office Hours for IEGC Ranking will be October 13th, 2022 at 10:00 am via zoom.
- Register in advance for this meeting: https://rccd-edu.zoom.us/meeting/register/tZUrc-uqrj4iH9UWAMES9F88SvAQ0b8zWYhL
- **Dr. Fleming requested a motion to extend the IEGC meeting by an additional 5 minutes: 1:50pm (Ms. Johnson/ Mr. Reade)**

4.2 The use of video/audio recordings being included as additional records of official council/committee meetings (Ms. Vassale)

- Item tabled for next meeting. Ms. Vassale was not in attendance to report on her requested item.

5. Good of the order

6. Next Agenda Items

6.1 Discussion of HOTEP Rankings

6.2 Process to make technical updates to the SPGM for addition of a new entity. (e.g., Counseling Academic Department)

6.3 The use of video/audio recordings being included as additional records of official council/committee meetings (Ms. Vassale)

7. Adjournment

- Time 2:03 pm

Next Meeting

Date: October 27, 2022.
Time: 12:50pm to 1:50 pm
In Person: CSS 217 or via zoom: https://rccd-edu.zoom.us/j/99155671412

IEGC Purpose

The Institutional Effectiveness & Governance Council (IEGC) coordinates, discusses, and makes recommendations regarding functions, plans, and activities related to mission, academic quality, institutional effectiveness, institutional integrity, leadership, and governance. The IEGC provides leadership and retains responsibility for ACCJC Standards I and IV, while serving as a communication link to the rest of the college regarding strategic and operational matters associated with their assigned Educational Master Plan objectives. The IEGC makes recommendations to the College Council, Academic Senate and the Vice President of Planning & Development.

Amendment to the SPGM Definitions pg 103

Classified Professional Definition (previous)

A “classified professional” is a classified service employee in job classifications listed in the CSEA Chapter 535 Collective Bargaining Agreement Article 1A. Classified professionals is the term for the collective body referenced in Ed Code and policy as “staff” or “classified staff.”

Classified Professional Definition (Revised to reflect Board Resolution dated 6.21.22)

A “classified professional” is a classified service employee in a job classification listed in the CSEA Chapter 535 Collective Bargaining Agreement Article 1A. Classified professionals is the term formally recognized by the RCCD Board of Trustees in Resolution 64-21/22, or abbreviated as “classified pros” or “CPROS,” in reference to all employees who serve in the variety of professional and specialized positions identified within the classified service.

From SPGM pages 86-88; Correction to include Technology Committee in written section of process

Detailed Annual Resource Request and Prioritization Process

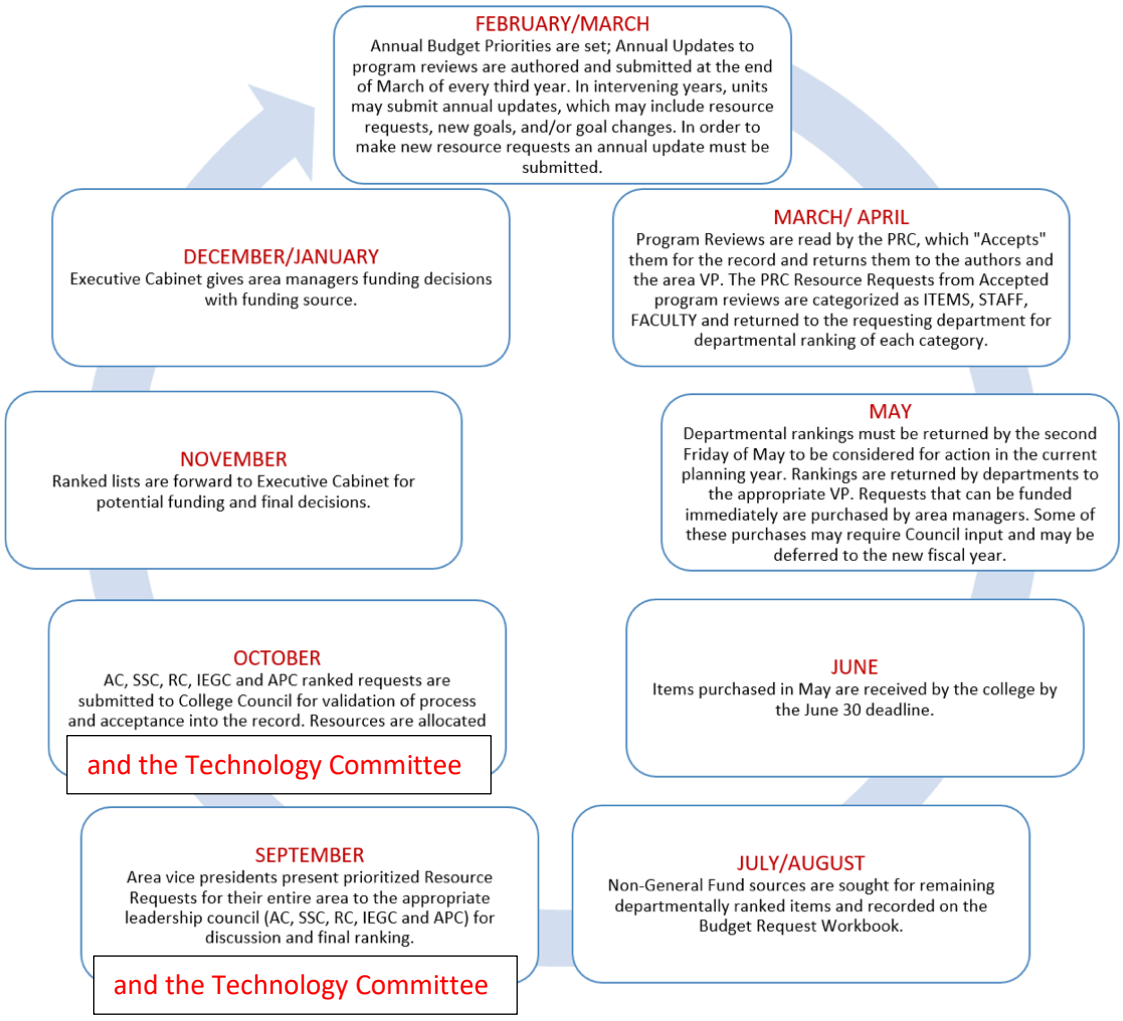
1. Annual Budget priorities for coming academic year are discussed and recommended by College Council and set by Executive Cabinet. *(February)*
2. In addition to budgeting funds for regular administration of the college, Executive Cabinet designates allocation categories to be used for normal operations including but not limited to: *(March-April)*
    a. Total Program Review Resource Requests Funds
    b. Lottery Funds Restricted (Academic).
    c. Professional Development.
    d. Technology Allocation.
    e. Marketing Allocation (Strategic Development).
3. Program reviews are authored and submitted mid-semester in spring of every third year. In intervening years, units may submit annual updates, which may include resource requests, new goals, and/or goal changes. *(March-April)*
4. Requests include items identified and justified in program review:
    a. Items not funded in the previous year (these are rolled over if not funded)
    b. New items that were not listed in program review but are needed now to achieve outcomes.
    c. Items considered outside of normal operating needs (e.g., new furniture, software, instructional supplies, instructional equipment, facilities' needs and non-faculty personnel).
5. Resource Requests are read by the Program Review Committee (PRC), which "Accepts" them for the record and returns them to the authors and the area VPs. The PRC resource requests from accepted program reviews are categorized as ITEMS, STAFF, FACULTY and returned to the requesting department for departmental ranking of each category. *(April)*
6. Area managers work with department faculty and classified professionals to prioritize resource requests each year. *(Due 2nd Friday of May)*
    a. Full-time faculty requests follow the Academic Planning Council process.
    b. ITEMS and STAFF requests are prioritized by academic department or program areas and should note direct ties to college mission, strategic plan, budget priorities, and intended outcomes.
7. Area managers review prioritized list with respective departments/divisions and communicate the availability of possible funding (non-General Fund sources). Requests that can be funded immediately are acted upon by area managers before the purchasing deadline in May. *(May)*
    a. Items that can be purchased with available department funds, grant funds, restricted lottery funds may be acted upon by area managers whose decisions are informed by the department rankings.
8. Area vice presidents present remaining prioritized Resource Request for their entire area to the appropriate leadership council (AC, SSC, RC and IEGC) and the Technology Committee for discussion and ranking based on a rubric revised each year by the councils. *(September)*
9. Area Vice Presidents present funding priorities from their respective councils to President's Cabinet for analysis and final determination of funding in accordance with strategic plan. *(September)*
    a. Items not funded in the current year are notated with a rationale, such as:
        i. Request not related to College Mission, Strategic Plan, Budget Priorities, Intended

Outcomes
   ii. Insufficient funding
   iii. Not enough information provided
   iv. No longer needed
10. Business Services begins allocation of funds for prioritized items based on funding availability, and provides account numbers for funded items, and provides rationale for unfunded items. *(October-November)*
11. Executive Cabinet gives area managers funding decisions with funding source. *(December-January)*
12. Area leaders work with faculty and classified professionals to process purchases of funded Resource Requests. *(December-April)*
13. Area leaders ensure the measurement of the intended outcome related to the resource allocation request is undertaken. Results are documented in program review every three years. *(July)*
14. Area VP reviews unfunded Resource Requests for current academic year and funds additional requests according to priority previously established. (If additional funding exists). *(February)*

Program Review and Resource Request Prioritization Timeline

Program Reviews for all programs (instructional disciplines, programs of study, special programs, administrative areas, and student services) are completed in March at the beginning of each 3-year cycle.

Each year by mid-semester of spring, programs may elect to complete an Annual Update, which consists of updated goals and resource requests based on the evolving needs of the program. The following graphic depicts the annual cycle by which annual resources are prioritized and acted upon.



Resource Categories, Description, Governance Council Ranking

TYPE	ITEM	DEFINITION	GOV
ITEMS	Instructional Supplies and Materials used by students and teachers as a learning resource	Software (purchased or licensed), books, textbooks (owned by the college), tests, periodicals, instructional media, digital subscriptions, library databases, and non-durable equipment. Non-durable equipment (regardless of cost) is generally not expected to last more than a year or two and is not readily repairable and therefore disposable (equipment eligibility determinations are made on a case-by-case basis in consultation with the District Controller). Expenditures NOT allowed include replacing computers in a computer lab or replacing audio-visual equipment in a classroom. Based on Education Code Section 60010(h) and 60010(m)(1).	AC
	Instructional Equipment, Furniture, Technology used by students as learning resource	Classroom/Laboratory Equipment, ~~Whiteboard, Projector screen, Projector, Desks, Tables, Podium, Chairs, Desktop Computers, Laptops, Monitors, Printers, Servers, Network/Wireless infrastructure, AV/TV, Multi-media, software licensing (for first year of use),~~ Systems for Registration, Counseling, Student Services, Learning Management Systems, Adaptive equipment for ADA/OCR.	AC
	Equipment and Furnishings (non-instructional)	Items designed for long term use and is generally repairable and maintainable (not consumable) and is not categorized as Technology and is not Instructional Equipment (see Technology definition). Includes machinery, copiers, vehicles, tools, lab equipment (autoclave, microscopes, etc.), cabinetry, office furnishings, etc.	AC SSC RC IEGC
	Technology	Computers (desktop, laptop, tablet, laptop/tablet carts), Audio-Visual Equipment (projectors, document projectors, smart panels, sound systems, podium systems, portable AV/Computer systems, telephones), Copiers, Peripherals (printers, cable locks, etc.), Classroom Lighting, Networking, Tech Wiring (cabling and electrical drops), Software.	TECH
	Facilities	Requests for changes to facilities for program improvement or expansion purposes. Includes repurposing or re-equipping or refurnishing or remodeling or creating space, including estimated costs of facility changes.	RC
	Professional Development	Training, travel, participation in conferences, professional organization, workshops, state-sponsored activities	IEGC
	Budget Change	Establish or Change an Ongoing Budget for Administrative Supplies, Equipment (non-instructional), Contracts and Agreements, Software Licensing (non-instructional), Special Projects, Services, Maintenance, Travel (non-prof dev), Promotional Supplies, Advertising, Outreach Support, Transportation (local), Printing.	RC
STAFF	STAFF	Requests for new or reclassified positions for staff, manager, professional expert, faculty coordinator, temporary employee, and ongoing special projects, including requests for changing PT to FT	AC SSC RC IEGC
FACULTY	FACULTY	Requests for new. Note: replacement and temporary full-time faculty positions handled in a separate process that is not generally included in program review	APC

Proposed language for Membership Expectations

SPGM p. 57

Membership Expectations and Appointments

Expectations for members of a governance entity shall be outlined on that entity's Charter and may include additional time outside of standing meetings to review all relevant material prior to the meetings, serve on sub-committees or workgroups, contribute to discussions, and other activities as deemed necessary by the entity, its members, and other relevant stakeholders.

~~For college governance entities where a constituent representative is warranted/requested:~~

- The process for faculty appointments is determined by the Norco College Academic Senate.
- The Associated Students of Norco College (ASNC) maintains the right to select student representatives on district and college committees
- Per Article VI(H) of the RCCD collective bargaining agreement, and Education Code 70901.2, CSEA Chapter 535 maintains the right to appoint classified professional representatives on district and college committees, please see CSEA's Committee Appointment Process.
- Norco College administrators shall be appointed to governance entities by the Executive Cabinet.

Amendments to the SPGM
Criteria for Appointments of Classified Professional Representatives
Pages 67, 76, 78, 80, and 82

Per Education Code 70901.2, classified representatives are appointed by CSEA to represent the classified constituency group as a voice for classified professionals and not departments, classifications, or specific subject areas. Therefore, the SPGM shall be amended to remove any mentions of job titles/job descriptions and any/all criteria for classified appointments.

Pg. 67

At the local level, Norco College has established a robust planning and decision-making process which includes the Academic Senate and its standing committees, as well as a number of other standing committees, councils, and project teams, each with its own unique membership and purpose. Representation within chartered governance groups includes faculty, classified professionals, administrators, and students who make significant contributions based on their particular areas of expertise and knowledge (not applicable to classified professionals as appointments are made through the CSEA Committee Appointment Process).

Pg. 76

Academic Council

Recommended membership (not applicable to classified professionals) provided to the appointing bodies for College Council is based on subject-area knowledge and experience. The College recognizes that these are recommendations only and that appointments are made solely by the appointing bodies.

CLASSIFIED PROFESSIONALS (3)
~~(recommended expertise)~~

~~Representative with knowledge/experience in area of career education programs~~
~~Representative with knowledge/experience in area of academic learning support~~
~~Representative with knowledge/experience in area of instructional scheduling and support~~
3 Classified Representatives appointed by CSEA

Pg. 78

Student Support Council

Recommended membership (not applicable to classified professionals) provided to the appointing bodies for College Council is based on subject-area knowledge and experience. The College recognizes that these are recommendations only and that appointments are made solely by the appointing bodies.

CLASSIFIED PROFESSIONALS (5)
~~(recommended expertise)~~

~~Representative with knowledge/experience in area of onboarding and enrollment services.~~
~~Representative with knowledge/experience in financial aid programs~~
~~Representative with knowledge/experience in equity programs and learning communities~~
~~Representative with knowledge/experience in the area of student success programs and initiatives~~
~~Representative with knowledge/experience in the area of educational planning or student support programs and resources~~
5 Classified Representatives appointed by CSEA

Pg. 80

Resources Council

Recommended membership (not applicable to classified professionals) provided to the appointing bodies for College Council is based on subject-area knowledge and experience. The College recognizes that these are recommendations only and that appointments are made solely by the appointing bodies.

Classified Professional (3)
~~(recommended expertise)~~

~~Representative with knowledge/experience in area of grants, categorical funding, or financial accounts and Budgets~~
~~Representative with knowledge/experience in area of safety and emergency planning, physical resources, or operations.~~
~~Representative with knowledge/experience in area of technology~~
3 Classified Representatives appointed by CSEA

Pg. 82

Institutional Effectiveness & Governance Council

Recommended membership (not applicable to classified professionals) provided to the appointing bodies for College Council is based on subject-area knowledge and experience. The College recognizes that these are recommendations only and that appointments are made solely by the appointing bodies.

Classified Professional (4)
~~(recommended expertise)~~

~~Representative with knowledge/experience in marketing.~~

~~Representative with knowledge/experience in area of professional development.~~
~~Representative with knowledge/experience in area of planning and effectiveness~~
~~Representative with knowledge/experience in area of governance/strategic planning~~
4 Classified Representatives appointed by CSEA

NORCO COLLEGE

Report of Effectiveness 2021-2022

Governance Entity:

Institutional Effectiveness & Governance Council

Charge:

The Institutional Effectiveness & Governance Council (IEGC) coordinates, discusses, and makes recommendations regarding functions, plans, and activities related to mission, academic quality, institutional effectiveness, institutional integrity, leadership, and governance. The IEGC provides leadership and retains responsibility for ACCJC Standards I and IV, while serving as a communication link to the rest of the college regarding strategic and operational matters associated with their assigned Educational Master Plan objectives. The IEGC makes recommendations to the College Council, Academic Senate and the Vice President of Planning & Development.

Sponsoring Council/Senate:

College Council

Co-chairs:

Kevin Fleming, Kimberly Bell, Ruth Leal

Members:

Dr. Greg Aycock, Ms. Gerlene Ariel Aquino, Ms. Kimberly Bell, Dr. Greg Ferrer, Dr. Kevin Fleming, Dr. Mark Hartley Ms. Ashlee Johnson, Ms. Ruth Leal, Dr. Tim Russell, Mr. Alex Spencer, Ms. Leona Vassale, Ms. Caitlin Welch and Ms. Dana White

Evaluation of the Survey of Effectiveness:

The Review the Report of Effectiveness results for the Council was discussed at our April 28, 2022 meeting.

Q 2: Please rate your level of agreement with the following statements for the governance entity selected above:

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DOES NOT APPLY	TOTAL
Agenda and minutes are provided far enough in advance of meetings	55.56% 5	44.44% 4	0.00% 0	0.00% 0	0.00% 0	9
Agenda items are completed within the meeting time	33.33% 3	55.56% 5	11.11% 1	0.00% 0	0.00% 0	9
Members are given adequate information to make informed recommendations or decisions	22.22% 2	33.33% 3	44.44% 4	0.00% 0	0.00% 0	9
All members are encouraged to be actively involved	66.67% 6	33.33% 3	0.00% 0	0.00% 0	0.00% 0	9
Discussions are collegial	55.56% 5	44.44% 4	0.00% 0	0.00% 0	0.00% 0	9
Differing opinions are respected	55.56% 5	44.44% 4	0.00% 0	0.00% 0	0.00% 0	9
Participation is meaningful and important to me	44.44% 4	55.56% 5	0.00% 0	0.00% 0	0.00% 0	9
I regularly communicate with members of the constituent group I represent regarding key issues discussed and actions taken during meetings	33.33% 3	44.44% 4	22.22% 2	0.00% 0	0.00% 0	9

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DOES NOT APPLY	TOTAL
The charge is understood by the members	22.22% 2	66.67% 6	0.00% 0	11.11% 1	0.00% 0	9
Members work toward fulfilling the charge	33.33% 3	55.56% 5	11.11% 1	0.00% 0	0.00% 0	9
The work of this governance entity has made an impact on its assigned EMP Goals or KPIs	11.11% 1	66.67% 6	11.11% 1	0.00% 0	11.11% 1	9
The purpose of the governance entity aligns well with the college mission	44.44% 4	55.56% 5	0.00% 0	0.00% 0	0.00% 0	9
Overall I am satisfied with this governance entity's performance	33.33% 3	55.56% 5	11.11% 1	0.00% 0	0.00% 0	9

Survey comments (Q3) included:

“It seems like there are times where we focus on the "rules" (Robert's Rules of Order) more than the content/charge. I recognize that having some type of formalized procedure process is important, and we are "getting to the meat" on many topics/issues. However, there have been a handful of times the conversation devolved into, "is this the right process/are we on the correct agenda item, does someone need to motion before we can discuss that?" I, again, appreciate the formal process, and maybe and just not a huge fan of Robert's Rules. Also, I do believe there are some areas where we need more training, before addressing a particular agenda item. But we have recognized the need for additional training and will be providing/developing these trainings.”

“Clarify the long-term direction and purview of the group. Prioritize activities and agenda items to maximize group effectiveness. Allow more time to consider actions and obtain constituent feedback before voting on strategic changes. Send a call for agenda items to members. Include a standing update on status and progress towards goals and deliverables at meetings. Develop a timeline including milestones. Include more details on actions and voting items sent for consideration in preparation of meetings.”

“Sometimes more clarity and explanation can go a long way for those who aren't as familiar with the formality of councils. People tend to stay quiet when they aren't sure about the structure and correct way to address something.”

“Workgroups were slow to get moving this year. Needs to be a stronger commitment from members to advance our work outside of meetings.”

In discussion, members suggested some ways to improve such as: Formal request for agenda to include brief descriptions with agenda item, Outline appropriate items – mapping, Allow first and second reads, and Prioritize activities – overall and within the agenda.

EMP Goal Alignment and Objective Alignment:

- Objective 4.1 - Increase percentage of employees who complete Guided Pathways training from 5% to 65% (305 out of 472 employees)
- Objective 4.2 - Increase percentage of employees who complete Racial Micro aggressions certificate from 1% to 60% (285 out of 472 employees)
- Objective 5.4 - Establish the Center for Workforce Innovation to create and expand apprenticeships & work-based learning opportunities
- Objective 6.2 - Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations
- Objective 6.7 - Help establish a distinct regional identity, organization, and communication amongst our local communities
- Objective 8.1 - Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time.
- Objective 8.2 - Develop integrated planning processes that include all planning, accreditation self-study, resource allocation, and alignment with district and statewide plans based on the college mission and plans.
- Objective 8.3 - Revise governance process - formalize all unwritten governance processes for more effective implementation of the Educational Master Plan.
- Objective 8.4 - Develop, evaluate, and monitor our governance, decision- making, and resource allocation processes on the basis of the college mission and plans.
- Objective 9.2 - Develop systems and provide resources to preserve and foster a positive workplace culture for all constituent groups including full-time faculty, part-time faculty, classified professionals, student workers, and managers.
- Objective 9.4 - Develop strategy to maximize the number of classified, faculty and managers involved in college governance without compromising mission-critical work

- Objective 10.13 - Develop and implement plans for off-campus facilities for instructional purposes

The IEGC is responsible to:

- Ensure the evaluation and review process of the college's mission, vision, core commitments, institution-set standards, brand; ensure alignment with strategic planning documents (e.g. Strategic Planning and Governance Manual) and Educational Master Plan.
- Coordinate the review and evaluation of both the assessment and the program review plans, templates, and process
- Coordinate the development, review and evaluation of the Strategic Planning and Governance Manual, Student Equity Plan, marketing and communications plans. Evaluate and recommend updates/amendments to the Strategic Planning and Governance Manual.
- Support advances to student communication systems/structures with an equity and guided pathways lens.
- Support the use of data, research, and analysis to inform planning and the alignment of college strategic goals
- Coordinate the review and evaluation of college planning structures/processes/ operations.
- Evaluate and communicate college performance related to student achievement; and recommend actions toward improvement
- Establish and maintain a document control system that includes a repository, establishes responsibilities, and ensures accurate organizing, routing, and tracking of documents.
- In the 2020 ISER, Norco College designed two action projects. One of which is to be coordinated by this Council: ISER Quality Focus Essay (QFE) Project #1*: Implement Equity-Focused Professional Development Plan with a Teaching/Learning Emphasis*

Assessing the progress of our Charge and EMP goals was not completed by IEGC in spring 2022.

Assessment of Scope and Deliverables:

In 2021-2022, IEGC accomplished:

- (Re)affirm IEGC rubric for the 2022-23 Program Review prioritization process
- Revision to "Charter Template with Instructions"
- Approval of Marketing Committee Charter 2022-2023
- Approval of adding equity question to Charter Template
- Approval of Amendment to the SPGM Page 64 and Co-Chair Rotation Template
- Approval of Program Review Prioritizations
- Institutional Set Standard Procedural Response: Update to the Process
- Approval of ISS Procedural Response Project Team Charter
- Approval of Reaffirmation Right of Appointment
- Established Formal vs Informal Meeting Norms
- Reaffirm to follow Robert's Rules of Order Procedures
- Approved Appeals Process to Amend the SPGM

INSTITUTIONAL SET STANDARDS-2022

PRESENTATION TO IEGC

DR. GREG AYCOCK

NORCO COLLEGE

INSTITUTION SET STANDARDS

- Institution-Set Standards (ISS) are comprised of two elements: floor performance and stretch goals.
- The floor performance is the level that marks when the institution is moving into a “danger zone” for a specific outcome area.
  - Floor Performance Methodology- Floor set by calculating the value of one-half a standard deviation below a 5-year mean. Floor is stable for the time of the Strategic Plan (established in ISPC Spring 2019).
  - Stretch Goal Methodology – aligning with established framework (e.g. Vision for Success, Guided Pathways, local goals).
- When values fall below the ISS for at least 2 years, a procedural response which addresses what will be done to raise outcomes in the area is required by ACCJC.

INSTITUTION-SET STANDARDS
2022 ANNUAL REPORT

Successful student course completion rate for the 2020-21 academic year:

Outcome	ISS (Floor)	ISS (Stretch)
72.4%	71.0%	73.0%

Number of degrees awarded in the 2020-2021 academic year:

Outcome	ISS (Floor)	ISS (Stretch)
2100	1455	2308

INSTITUTION-SET STANDARDS
2022 ANNUAL REPORT

Number of certificates awarded in the 2020-2021 academic year:

Outcome	ISS (Floor)	ISS (Stretch)
181	175	348

Number of students who transferred to 4-year colleges/universities in 2020-2021:

Outcome	ISS (Floor)	ISS (Stretch)
786	834	1284

2020-2021 JOB PLACEMENT RATES FOR STUDENTS COMPLETING CERTIFICATE PROGRAMS AND CTE (CAREER-TECHNICAL EDUCATION) DEGREES:

OCCUPATIONAL AREA	Outcome	ISS (floor)	ISS (stretch)
ARCHITECTURE AND ARCHITECTURAL TECHNOLOGY	N/A	43.4%	77.0%
BUSINESS AND COMMERCE, GENERAL	N/A	72.2%	77.0%
ACCOUNTING	71.0%	72.9%	80.2%
BUSINESS ADMINISTRATION	71.43%	77.1%	84.8%
BUSINESS MANAGEMENT	N/A	79.4%	76.0%
MARKETING AND DISTRIBUTION	N/A	67.5%	76.0%
LOGISTICS AND MATERIALS TRANSPORTATION	84.2%	72.8%	87.9%
REAL ESTATE	50.0%	57.1%	77.0%
DIGITAL MEDIA	65.2%	65%	77.0%
COMPUTER INFORMATION SYSTEMS	N/A	61.5%	77.0%
ENGINEERING TECHNOLOGY, GENERAL	N/A	80.7%	77.0%
ELECTRONICS AND ELECTRIC TECHNOLOGY	91.7%	91.3.0%	100.0%
DRAFTING TECHNOLOGY	N/A	62.6%	77.0%
MANUFACTURING AND INDUSTRIAL TECHNOLOGY	88.5%	83.6%	92.0%
CIVIL AND CONSTRUCTION MANAGEMENT TECHNOLOGY	N/A	77.5%	77.0%
COMMERCIAL MUSIC	N/A	77.0%	77.0%
CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	64.2%	70.5%	84.8%
ADMINISTRATION OF JUSTICE	84.2%	82.2%	90.4%
COMPUTER SOFTWARE DEVELOPMENT	60.0%	54.1%	77.0%
CONSTRUCTION CRAFTS TECHNOLOGY	93.2%	94.0%	100%

*N/A indicates there were less than 10 in group

PROGRAMS REQUIRING A RESPONSE

Employment rates for Career and Technical Education students:
Job placement rates for students completing certificate programs and CTE (career-technical education) degrees.

Methodology for Employment: CTE students who receive a degree or certificate or CTE Concentrator in an academic year and then do not enroll anywhere for the successive academic year are compared against the Unemployment Insurance data base to see if they received wages in any quarter during that year.

Program	Institution Set Standard (floor) %	Stretch Goal %	2017-18 Job Placement rate	2018-19 Job Placement rate	2019-20 Job Placement rate	2020-21 Job Placement rate
Accounting	82.5%	82.5%	85.71%	75.86%	67.57%	71.0%
Business Administration	91.2%	91.2%	88%	80.65%	75%	71.43%
Manufacturing and Industrial Technology	84.8%	84.8%	87.1%	81.82%	81.48%	88.5%

AREAS TO WATCH

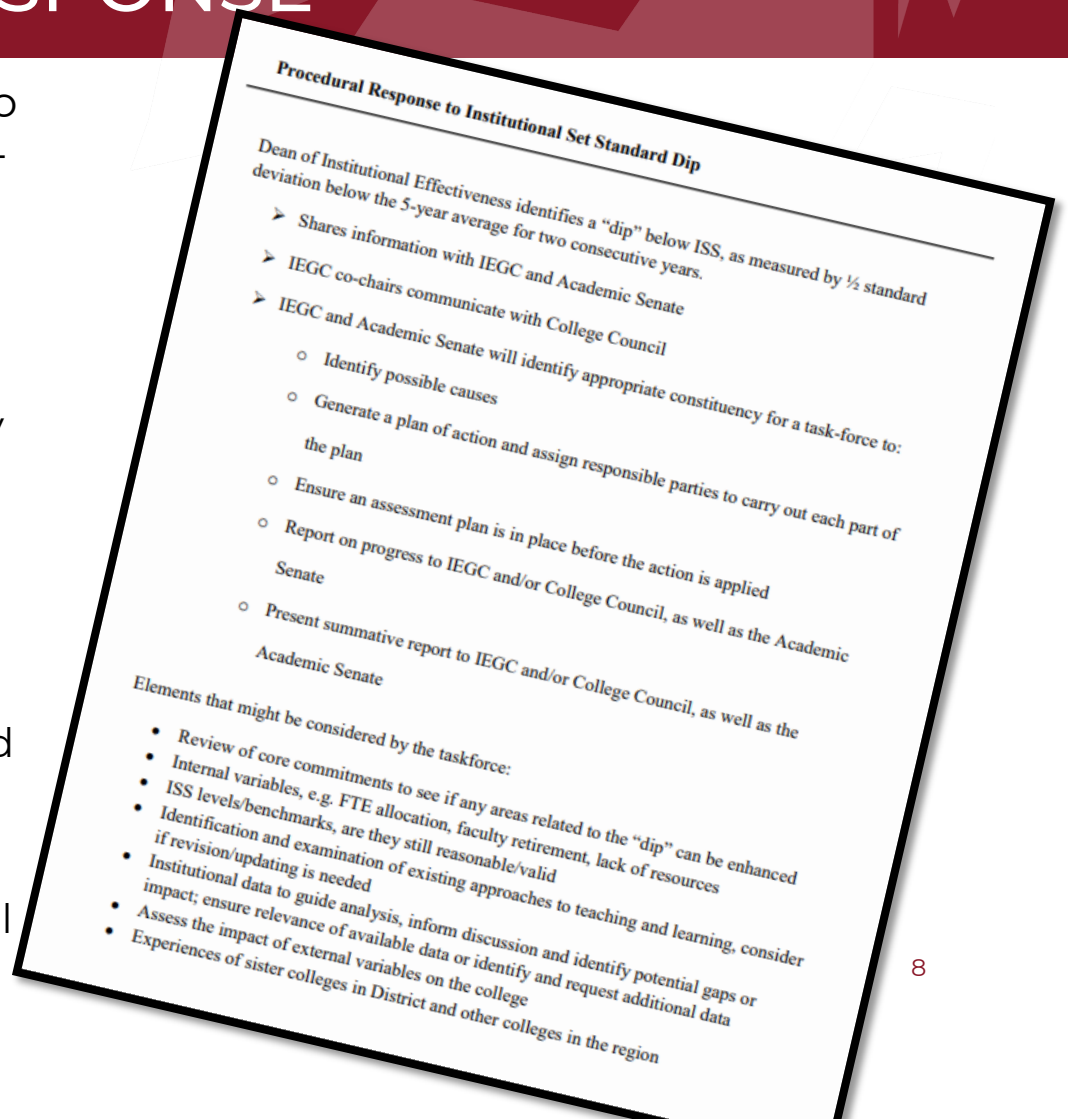
Area	Institution Set Standard (floor)	Stretch Goal	2019-20 Outcome	2020-21 Outcome
Transfer to 4-year	834	1284	1123	786

Program	Institution Set Standard (floor) %	Stretch Goal %	2019-20 Job Placement rate	2020-21 Job Placement rate
Real Estate	57.1%	77.0%	66.7%	50.0%
Digital Media	65.0%	77.0%	N/A	65.2%
Child Development/Early Care and Education	70.5%	84.8%	78.7%	64.2%
Construction Crafts Technology	94.0%	100%	98.6%	93.2%

SENATE RECOMMENDATION REGARDING INSTITUTIONAL SET STANDARDS-PROCEDURAL RESPONSE

Dean of Institutional Effectiveness identifies a “dip” below ISS for two consecutive years, as measured by ½ standard deviation from the 5-year norm.

- ❖ Shares information with IEGC and Academic Senate
- ❖ IEGC co-chairs communicate with College Council
- ❖ IEGC and Academic Senate will identify appropriate constituency for a task-force to:
  - Identify possible causes
  - Generate a plan of action and assign responsible parties to carry out each part of the plan
  - Ensure an assessment plan is in place before the action is applied
  - Report on progress to IEGC and/or College Council, as well as the Academic Senate
  - Present summative report to IEGC and/or College Council, as well as the Academic Senate



Procedural Response to Institutional Set Standard Dip

Dean of Institutional Effectiveness identifies a “dip” below ISS, as measured by ½ standard deviation below the 5-year average for two consecutive years.

- Shares information with IEGC and Academic Senate
- IEGC co-chairs communicate with College Council
- IEGC and Academic Senate will identify appropriate constituency for a task-force to:
  - Identify possible causes
  - Generate a plan of action and assign responsible parties to carry out each part of the plan
  - Ensure an assessment plan is in place before the action is applied
  - Report on progress to IEGC and/or College Council, as well as the Academic Senate
  - Present summative report to IEGC and/or College Council, as well as the Academic Senate

Elements that might be considered by the taskforce:

- Review of core commitments to see if any areas related to the “dip” can be enhanced
- Internal variables, e.g. FTE allocation, faculty retirement, lack of resources
- ISS levels/benchmarks, are they still reasonable/valid
- Identification and examination of existing approaches to teaching and learning, consider if revision/updating is needed
- Institutional data to guide analysis, inform discussion and identify potential gaps or
- Assess the impact of external variables on the college impact; ensure relevance of available data or identify and request additional data
- Experiences of sister colleges in District and other colleges in the region

NORCO COLLEGE

QUESTIONS