Institutional Effectiveness & Governance Council

Meeting Minutes for September 28, 2023
Time: 12:50 pm to 1:50 pm
Location: CSS*217

Council Members Present:

Dr. Greg Aycock, Ms. Caitlin Busso, Dr. Greg Ferrer, Dr. Mark Hartley, Ms. Ashlee Johnson, Mr. Dan Reade, Dr. Tim Russell, Mr. Alex Spencer, Mr. John Thehumury, Ms. Leona Vassale, and Ms. Dana White

Council Members Not Present:

Dr. Tenisha James and Ms. Ruth Leal

Recorder:

Ms. Desiree Wagner

1. Call to Order

- 1:50pm

2. Action Items

2.1 Approval of Agenda (Hartley/ Reade)

- Amend the agenda to move item 4.1 to the top of the agenda
- Approved by consensus.

2.2 Approval of May 25, 2023, Meeting Minutes (Dr. Russell/ Ms. White)

- Approved by consensus.

2.3 Accreditation Update to All Councils Simultaneously at 1:00pm via zoom (10min)

- IEGC dialed in via zoom to watch the presentation regarding the accreditation update and how to add comments to the midterm report.
- The accreditation team is accepting feedback and edits up to October 12th. The draft deadline for the report is due in February and final due date in March.
- Access to the report is linked in the agenda.

2.4 23-24 IEGC Resource Ranking Procedure (Dr. Aycock/ Dr. Hartley)

- Motion to table this item to the next meeting.
- Norming sessions were not provided to better assist members with understanding how to do the rankings.
- Resend out the rubric on ranking or hyperlink to the agenda that was disseminated in Spring 2023.
- Request for previous discussion and decisions on this to be forwarded to Council members.
- Concerns:
  a. There is no way to:
     i. Compile rankings from different divisions into a single list.
     ii. Resolve duplicate ranking scores.
  b. If a numerical ranking is not submitted there is no clear way for the NC President to compare compile and prioritize.
  c. Lack of training and utility.

2.5 Assessment of the Evaluation Procedures & Governance Structure Report (Ms. Vassale/ Dr. Hartley)

- Reviewed the Assessment of the Evaluation Procedures & Governance Structure Report.
- Questioning regarding assessing and survey process. Assessing to a level that we are not providing anything that is useful and questioning if we are adding any value to the process.
- "Survey" seems optional for many of the groups. Recommend providing "printed surveys" to get immediate feedback before leaving the room.
- Approved through Result 1.
- Motion to amend the motion to approved the document from the beginning through (including) Result 1.
- IEGC will pick up the conversation beginning Result 2 the next meeting.
- We ran out of time to consider Result 2.

3. Discussion Item

3.1 **2023 Planning and Development Resource Ranking Results**

- Motion to table this item. (Ms. White/ Dr. Aycock)
    - **a.** **2023-2034 Planning and Development Annual Update**

4. Information Items

4.1 **Accreditation Update to All Councils Simultaneously at 1:00pm via zoom (10min)**

- This item was moved to Action Item 2.3.

4.2 **2024 Midterm Report**

- Went over how to add comments to the document.
- Accepting feedback until October 12th, 2023.

4.3 **23-24 IEGC Annual Calendar**

- Reference the 23-24 IEGC Annual Calendar to ensure that we are meeting our goals and objectives at each meeting.

4.4 **2023 Institutional Set Standards**

- Reviewed the PowerPoint presentation presented by Dr. Aycock
- Next steps are a meeting with Academic Senate and IEGC to develop the taskforces.
- The IEGC Faculty Co-Chair will reach out to NC Senate President for ongoing discussions.

5. Good of the Order

6. Future Agenda Topics

7. Adjournment

- 1:50pm

Next Meeting:
Date: October 26, 2023
Time: 12 12:50 pm to 1:50 pm
Location: CSS*217

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.

23-24 IEGC Resource Ranking Procedure

Current Approach:

- IEGC Updates Rubric
- IEGC Holds Norming Session
- Operational Department Ranks
- OD Forwards Ranking to IEGC for Additional Rank.
- Forwarded to College Council for Validation.
- Forwarded to College President for Consideration.

Proposed Approach:

- Operational Department Ranks and forwards to IEGC
- IEGC Updates Scoring Rubric
    - Replace the rubric with qualitative feedback using the guiding questions:
        - Quality of analysis
            - How was assessment Data used?
            - How was Outcomes Data used?
            - How was qualitative Data used?
            - How was historical Data used?
            - Any other data?
        - Explanation of alignment with Goals
            - Completeness and Thorough?
            - Consistent?
            - Was the link clear?
        - Recommended Future Actions
            - Additional data sources to consider?

        - Change in report content (clarity, consistency, completeness, etc.)?
        - Additional links to goals?
        - Possible funding source?
- IEGC Holds Norming Session
    - Cancel: No longer needed
- IEGC Completes Additional Rank
    - Provides feedback
- Forwarded to College Council for Validation.
- Forwarded to College President for Consideration.

Current Rubric:
IEGC Prioritization Rubric (Clean) DRAFT.docx

Current Budget Priorities:
2023-2024_Budget Priorities_COVIDBLOCK_03012023.pdf

Unit	Cycle	$ Amount Requested	Resource Type	Request related to EMP goal or Assessment?	Potential Funds Source(s)	This request for my area is Priority #:	What resources do we already have?	What resources do you need?	The evidence to support this request can be found in:	Funding Status	Notes 2021-22	Notes 2022-23	Updates needed
Program Review - Administrative: Planning and Development	2021 - 2024	$44,000.	STAFF: Classified Professional, I	EMP Goal 12,EMP Goal 8,EMP	General Fund	5	75% FTE focused on resource development	Permanent funding for 100% dedicated personnel (Dean	Program Review: Part 1	No Action-Insufficient funding	N/A		
Program Review - Administrative: Planning and Development	2021 - 2024	$130,000.	STAFF: Classified Professional, I	EMP Goal 1,EMP Goal 2,EMP G	General Fund	3	10% Institutional Research Specialist. We lo	FT Institutional Research Specialist	Program Review: Part 1	No Action-Insufficient funding	N/A		
Program Review - Administrative: Planning and Development	2021 - 2024	$150,000.	STAFF: Classified Professional, I	EMP Goal 4	General Fund,Cc	6	grant funds and 10% of an administrator	full time Professional Development Coordinator	Program Review: Part 1	No Action-Insufficient funding	N/A		
Program Review - Administrative: Planning and Development	2021 - 2024	$150,000.	STAFF: Classified Professional, I	EMP Goal 7,EMP Goal 1,EMP G	General Fund,CT	4	Stokoe Innovative Learning Center about to l	Stokoe Center Program Director	Program Review: Part 1	No Action-Insufficient funding	N/A		
Program Review - Administrative: Planning and Development	2022 - 2023 Update	$154,229.	STAFF: Classified Professional, I	EMP Goal 2,EMP Goal 8	General Fund	1	None. Presently Norco College is the only cc	Direct or of I re ttutionalRevear cht of ufl ter re pon ibles	Program Review: Part 1	No Action-Insufficient funding	N/A	Updated to Director of Research to better support the department	
Program Review - Administrative: Planning and Development	2023 - 2024 Update	$20,000.	STAFF: Classified Professional, I	EMP Goal 3,EMP Goal 2,EMP G	Other/None,Ger	2	None. The Office of Institutional Effectivenes	Reclassify Administrative Assistant III to Institutional Effe	Assessment Review,Data Review,Program Review: Part 1				

Assessment of the Evaluation Procedures & Governance Structure Report

Introduction:

Norco College recognizes the importance of maintaining efficient systems and structures in order to support continuous improvement and progress towards its goals and outcomes. Because of this, the college has established a process to regularly assess its evaluation procedures and governance structure. In alignment with the established process, Norco College completed an assessment of its evaluation procedures and governance structure in Spring 2023.

Purpose:

The purpose of this report is to document completion and describe results of the Assessment of the Evaluation Procedures & Governance Structure process completed Spring 2023.

Background:

Per the SPGM (p. 89) each year, the appropriate bodies of the planning and decision-making process as specified (p. 89-90) shall participate in the following five evaluation processes:

- Councils and Committees Report of Effectiveness
- Institutional Effectiveness and Planning Survey
- College President Memorandum
- Key Performance Indicators (KPIs) Progress Report
- Resource Allocation Report

Additionally, according to the SPGM (p. 90)

> Every odd year in spring, the Institutional Effectiveness & Governance Council shall assess and review the aforementioned five evaluation procedures and associated processes (e.g. chartering process, KPI metrics, governance structure, and EMP objective assignments) to determine if any improvements or changes are necessary in order to improve effectiveness. This includes edits/enhancement suggestions to the Strategic Planning & Governance Manual itself.

Procedure:

During Spring 2023 the Co-Chairs of IEGC facilitated the Assessment of the Evaluation Procedures & Governance Structure as described by the SPGM (p. 89-90). The scope of the evaluation included document review and discussion with relevant stakeholders to identify potential areas of misalignment, ambiguity, or disfunction. Upon completion of the Audit, the group clustered findings by similarity, developed recommendations for improvement, and charged IEGC to monitor implementation.

Results:

The IECG Co-Chairs conducted an audit of the five evaluation procedures and associated processes as part of an overall assessment of the evaluation procedures and governance structure. Upon completion of the audit, observations were clustered by similarity and summarized in four main findings.

Report of Findings:

1. (#1) Councils and Committees Report of Effectiveness: In mid-spring of each academic year, each committee and council will participate separately in dialogue sessions to 1) self-evaluate the effectiveness of their planning and decision-making processes through the Survey of Effectiveness, 2) self-report on EMP objective progress and appropriate objective assignment, and 3) self-assess the completion of their charter's scope/deliverables during the academic year. In late spring, each leadership council will receive an executive summary from each standing committee addressing the above three areas for review and discussion at a designated council meeting. (Standing committees of the Academic Senate will report to the Academic Senate and shared with leadership councils as an information item). The receiving council (College Council for leadership councils) will make recommendations to, and receive recommendations from, each governance entity based on the results of the self-evaluation to determine if a charter needs to be revised/extended or not. College Council will conduct its evaluation of effectiveness and post an executive summary on the Council's website.

Finding: Councils and committees participate in the survey process (with varying degrees of participation across councils), but do not provide a report of effectiveness with an evaluation of the council effectiveness in planning and decision-making, EMP objective progress and assignments, and completion of their charter's scope/deliverables as stated in the SPGM.

Recommendation: Review the survey template, create a calendar to ensure continuous improvement in planning and decision-making, and provide training to council/committee members for the report of effectiveness with a focus on KPI progress and assignments.

2. (#2) Institutional Effectiveness and Planning Survey: In late spring, the College-at large will be surveyed to determine the degree to which the College constituencies understand and are satisfied with planning, program review, resource allocation and decision-making processes as well as their perceptions regarding the degree to which these processes are effectively integrated.

Finding: Lack of clarity regarding the use of, timing, and application of the IEPS

Recommendation: Add clarifying language to address the academic year timeline for the IEPS, including where this information is shared and how this information is used to close the loop in planning and decision-making to ensure continuous improvement.

3. (#6) Assessment of the Evaluation Procedures and Governance Structure: Every odd year in spring, the Institutional Effectiveness & Governance Council shall assess and review the aforementioned five evaluation procedures and associated processes (e.g. chartering process, KPI metrics, governance structure, and EMP objective assignments) to determine if any improvements or changes are necessary in order to improve effectiveness. This includes edits/enhancement suggestions to the Strategic Planning & Governance Manual itself.

Finding: Inconsistency in language throughout the SPGM regarding decision-making, and clear definitions of operational procedures (to be directed to delegated area of responsibility) versus strategic procedures that move through the Norco College Strategic Planning Structure (p. 94).

Recommendation: Update the SPGM to clarify definitions of operational and strategic, as well as parliamentary procedures, and language to codify that strategic decision-making authority is given to the College President, District Chancellor, and Board of Trustees (councils and committees make recommendations).

4. (#6) Assessment of the Evaluation Procedures and Governance Structure: Every odd year in spring, the Institutional Effectiveness & Governance Council shall assess and review the aforementioned five evaluation procedures and associated processes (e.g. chartering process, KPI metrics, governance structure, and EMP objective assignments) to determine if any improvements or changes are necessary in order to improve effectiveness. This includes edits/enhancement suggestions to the Strategic Planning & Governance Manual itself.

Finding: Inconsistency in language throughout the SPGM regarding a functional process to revise the governance processes as defined by the SPGM. Specifically, revision process was found to be unclear and inefficient regarding decision-making and document control practices.

Recommendation: Develop a proposal to adopt a new SPGM revision process which includes a clear description of approval chains and a more functional editing process.

Institutional Effectiveness and Governance Council

2023-2024 AGENDA ITEMS

This is a guide for annual IEGC meetings. Other items shall be added as appropriate. Co-Chairs may shift/add/remove items from month-to-month as requested and /or needed.

September

- Resource Request Ranking-James
- Resource Request Evaluation Process -Johnson
  - Approach
  - Rubric & Norming
  - IEGC Member Independent Ranking and/or Evaluation Due Date
  - Forward Rankings to CC for the 10/12/23 CC Meeting
- Institution Set Standards Presentation -James
- Assessment of the Evaluation Procedures & Governance Structure Findings-Johnson
- Accreditation Update-James
- IEGC Annual Calendar-Johnson

October

- Write and discuss IEGC ROE
- Assessment of the Evaluation Procedures & Governance Structure Recommendations
- Governance Training (Evaluation of Planning & Decision-Making Process, SPGM Revision Process, Governance Calendar/Important Dates)
- Review & Update SPGM (Section XX)
- Governance Training (SPGM Section -last revised/approved)
- Review & Discuss Marketing Committee, NAC, PRC, FPDC, Report of Effectiveness

November

- Review & Update SPGM (Section XX)
- Marketing Committee Charter
- DEIA Glossary of Terms -table pending DEIA Feedback

December

- None

January

- None

February

- None

March

- Governance Training (ALL SPGM Sections Revised Fall 23)
- Review & Update SPGM (Section XX)
- Members complete survey of effectiveness

April

- Review & Update SPGM (Section XX)
- Write and discuss IEGC ROE

May

- Review & Update SPGM (Section XX)
- Present IEGC ROE to CC
- NAC, PRC, FPDC, Tech Comm Present ROE to IEGC
-

June

- None

July

- None

SPRING 2024 ACCREDITATION UPDATE

PRESENTATION TO ALL COUNCILS

PRESENTED BY ACCREDITATION LEADERSHIP TEAM

NORCO COLLEGE

PREVIOUS STANDARDS	NEW STANDARDS
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity A. Mission (4) B. Assuring Academic Quality & Institutional Effectiveness (9) C. Institutional Integrity (14)	Standard 1: Institutional Mission and Effectiveness • Questions 1.1-1.5 • Checklist for Required Documentation
Standard II: Student Learning Programs & Support Services A. Instructional Programs (16) B. Library and Learning Support Services (4) C. Student Support Services (8)	Standard 2: Student Success • Questions 2.1-2.9 • Checklist for Required Documentation
Standard III: Resources A. Human Resources (15) B. Physical Resources (4) C. Technology Resources (5) D. Financial Resources (16)	Standard 3: Infrastructure and Resources • Questions 3.1-3.10 • Checklist for Required Documentation
Standard IV: Leadership and Governance A. Decision-Making Roles and Processes (7) B. Chief Executive Officer (6) C. Governing Board (13) D. Multi-College Districts or Systems (7)	Standard 4: Governance and Decision Making • Questions 4.1-4.6 • Checklist for Required Documentation
128 Responses Required	**30 Responses Required**

NEW STANDARDS

Standard 1: Institutional Mission and Effectiveness

- The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

Standard 2: Student Success

- In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

NEW STANDARDS

Standard 3: Infrastructure and Resources

- The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

Standard 4: Governance and Decision-Making

- The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

ACCJC ACCREDITATION TIMELINE

- Spring 2024 – Self-evaluation kickoff, ACCJC workshop
- Fall 2025 – ACCJC check in by zoom to answer questions that have emerged mid-way through the self-evaluation process
- Fall 2026 (August 1) – ISER is due and the peer review team begins its work
- Spring 2027 – Norco College hosts Focused Site Visit by peer review team

PLANNING FOR THE FUTURE

During Spring 2024, the accreditation leadership team will be developing:

- Accreditation Timeline
- Standards Alignment & Responsible Leads
- Communication Plan
- Engagement Strategies
- Templates & Forms
- Training Materials

ISER KICK-OFF TRAINING

ACCJC Workshop: Self-Evaluation Kick-Off

- Friday, April 26, 2024, 9 am-12 pm in HUM *111
- Purpose: Setting the context for the accreditation comprehensive review and self-evaluation, interpreting accreditation standards, discussion on efforts towards ensuring equitable student outcomes, and guidance for developing the Institutional Self-Evaluation Report.

ACCREDITATION MIDTERM REPORT

2024

Submitted by:

Norco College

2001 Third Street,

Norco, CA 92860

Submitted to:

Accrediting Commission for Community and Junior Colleges,

Western Association of Schools and Colleges

Date Submitted:

January, 2024

Certification of the Accreditation Midterm Report

Date: January , 2024

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Dr. Monica Green, President
Norco College
2001 Third Street, Norco, CA 92860

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Bill Hedrick, President, Board of Trustees — Date
Riverside Community College District

Wolde-Ab Isaac, Ph.D. Chancellor — Date
Riverside Community College District

Monica Green, Ed.D. President — Date
Norco College

Tenisha James, Ph.D. Interim Vice President, Planning and Development — Date
Accreditation Liaison Officer, Norco College

Kimberly Bell, Academic Senate President and — Date
Associate Professor of Counseling, Norco College

Leona Vassale, Norco College Vice President — Date
California School Employees Association Chapter 535

Aneesa Kashif, President — Date
Associated Students of Norco College

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Report Preparation

In February 2023, Norco College's Accreditation Liaison Officer (ALO) and Faculty Accreditation Co-Chair established the timeline and process for completing the Midterm Report. In March 2023, the ALO and the Faculty Accreditation Co-Chair reviewed the alignment of the college recommendation, improvement plans, and Quality Focus Essay Projects with the College's governance and planning structure. In addition to meeting with the various college committees and councils including the Academic Senate and College Council, the Accreditation Co-Chairs identified and involved the faculty, staff, and administrators most closely associated with the areas to be addressed. The ALO also coordinated with the District Office to prepare a response and compile evidence associated with the District Recommendation. The groups and stakeholders who contributed to the completion of the report include the following:

District Recommendation 1:	Vice Chancellor, Educational Services and Strategic Planning General Counsel
College Recommendation 1:	Distance Education Committee Distance Education Faculty Coordinator Dean of Instruction, School of Arts and Humanities / School of Social and Behavioral Offices Interim Dean of Instruction, School of Business and Management / School of STEM
Improvement Plan 1:	Dean of Institutional Effectiveness Interim Dean, Student Services
Improvement Plan 2:	Institutional Effectiveness and Governance Council Interim Vice President, Planning and Development
Quality Focus Essay Project 1:	Faculty Professional Development Committee Faculty Development Coordinator Dean of Grants and Student Equity Initiatives Faculty Equity Coordinator
Quality Focus Essay Project 2:	Interim Dean, Student Service Interim Vice President, Planning and Development Faculty Guided Pathways Lead

The process and timeline for the development of the Midterm Report was introduced to the college community on December 8, 2022 as an agenda item for College Council. The College Council represents all constituent groups at Norco College. An accreditation update for the Midterm Report was also presented to the Academic Senate on December 5, 2022.

The accreditation co-chairs began collecting evidence and developing the report in collaboration with the individuals and groups associated with report sections beginning in March 2022. A full draft of the Midterm Report was completed by August 2022 and was shared with the entire college community via email on August 31, 2023. To facilitate broad understanding, dialogue, and participation the report was presented as a first read at Academic Senate on September 11, 2023 and College Council on September 14, 2023.

A revised draft was distributed to the college community via email on September 21, 2023. The revised report was presented for a second read and approval at Academic Senate on October 2, 2023 and College Council on October 12, 2023.

The final draft was discussed at District Strategic Planning Council on October 27, 2023 and presented to the Chancellor's Cabinet on November 6, 2023. The Midterm Report was presented to the Board of Trustees Regular / Committee Meeting on January 10, 2024 and the Board of Trustees Regular Meeting on January 24, 2024.

Plans Arising from the Self-Evaluation Process

Improvement Plan 1 (Hayley)

In the 2020 ISER, Norco College developed an improvement plan related to Standard II.A.7 to address the need for a more robust student needs assessment to better identify and meet students' needs for delivery modes, teaching methodologies, and learning support services. The College outlined a plan to adopt a campus climate/student needs assessment survey that addresses delivery modes, teaching methodologies, and learning support services in support of equity for all students (Evidence: ISER, p. 122). The following chart describes how the College implemented this plan.

Action	Progress	Outcome	Future Action	Evidence
Administered the Access to Technology Survey	District conducted the survey to assess student needs in response to migrating to a fully remote learning environment	903 responses collected from Norco College students between 3/26/20 and 4/20/20; results were used to improve communication and online student services		NC_Access-Tech-2020 NCAccess-Tech-20
Administered the California Community Colleges COVID-19 Student Impact Survey	District conducted the survey to all active student email accounts	538 responses collected between 5/29/20 and 6/14/20; results were used to inform strategies for delivery modes and learning support services		CCC_Covid-Stu-Impact-FLEX-20
Administered the Holistic Student Support Survey (HSSS)	College used the Achieving the Dream's Holistic Student Support Redesign Toolkit to develop the survey and embed it in the online student orientation	1,562 responses collected between 3/1/21 and 8/22/21; analysis was completed by external evaluators; revisions made and 2.0 version launched 10/1/21; 3,875 responses collected between 10/1/21 and 6/7/23	Develop a survey that can be administered at scale, not just to incoming students, but to continuing students on an ongoing, ad hoc basis as well; will require a move from the current	HSSS Practitioner's Guide HSSS Survey Report Fall 2021 HSSS Infographic Fall 2021

		(and are ongoing); results were disaggregated and the data was used to revise/improve student services, support space utilization decisions, develop HSS surveys at our sister colleges, and as supporting data for grant applications	manual process to an automated process using workflow and communication software (Power Automate); four of the five steps needed to launch the automated version have been completed with a plan to launch the at-scale version by 10/1/23	HSSS Fall FLEX 2022 Presentation HSSS Summary of Findings 8.30.22 (disaggregated data)
Analyzed Faculty Impact on Black Student Success	College provided an analysis of Black student success data disaggregated by faculty ethnicity based on the statewide Call to Action meeting in Spring 2020	Data from 2,093 students enrolled between Fall 2017-Winter 2020; data analysis guided the development of a Faculty Impact Survey		Black Student Success by Faculty Ethnicity-BS
Administered Faculty Impact Survey	College conducted the survey as a follow-up to the Faculty Impact on Black Student Success Study	Data from 59 faculty members collected in Fall 2022; results used to identify teaching best practices	Use findings to support faculty suggestions including faculty mentors, best practices handout, and future surveys during 2023-2024	Faculty Impact Black-Student-Succes-Jamboard-22 Faculty Impact Survey Fall 20222 Black Student success by Faculty Ethnicity-BSS-Faculty-PPT – RJTF2023
Administered National Assessment of Collegiate Campus	College conducted the NACCC student survey to understand the	368 responses collected from Norco College students in Fall 2020; results were	The results supported the launch of a Student Equity Inquiry Team	NC-NACCC-2020 Academic Senate

Climates (NACCC) Survey (Part 1 - Student Survey)	racial climate on campus	used to develop and launch a Black Student Network as part of the Racial Justice Taskforce; The NACCC data, in combination with the Holistic Student Support Survey (HSSS) data, HOTEP Equity Audit, and Student Equity Plan data demonstrated a need for early support and intervention for Black/African American students at Norco College	focused on uncovering systemic barriers to student success for Black/African American students in onboarding and enrollment; Inquiry Teams will analyze data and provide recommendations in 2023-2024	Meeting Minutes

Improvement Plan 2 (Tenisha)

In the 2020 ISER, Norco College developed an improvement plan related to Standard IV.A. The College outlined a plan to assess, revise as needed, and document governance and workflow processes and procedures, integrating and aligning with District council and committee structure, processes, and procedures, as applicable. (Evidence: ISER, p. 218). The following chart describes how the College implemented this plan.

Action	**Progress**	**Outcome**	**Future Action**	**Evidence**
Strategic Planning and Governance Manual (SPGM) developed	Approval of the Educational Master Plan goals and Objectives and Key Performance Indicators and alignment to committees and councils	SPGM drafted by a subgroup of ISPC. Feedback sought and implemented from all constituent groups.	Annual edits and enhancements made to the SPGM, in the form of amendments, through the Evaluation of the Planning & Decision-Making Process	SPGM SPGM Adoption and Approval Timeline, SPGM p. 101
SPGM approved through college governance process, district, and Board of Trustees	Distributed and shared widely with college and district constituency groups, committees, and councils	Approval by ISPC, Academic Senate, Committee of the Whole, and RCCD Board of Trustees	IEGC engages the college and district in revising and re-approving the SPGM for the next five-year cycle beginning in the 2025-2026 year	March 11, 2021 COTW minutes March 19, 2021 DSPC minutes April 20, 2021 BOT minutes
SPGM implemented	Reorganization of all governance entities into the full implementation of the SPGM structure beginning Fall 2021	Constituent groups provided constituency appointments in the newly adopted SPGM structure	Annual assessment of governance structures by IEGC: Survey of Effectiveness, Institutional Effectiveness and Planning Survey, and Key Performance Indicators Progress Report	(need evidence of new structure and appointments Spring 21 appointments & Fall 21 first agendas of new councils)
SPGM review	The Institutional Effectiveness & Governance	The IEGC constituent co-chairs initiated the	Regular annual review of SPGM and college	Minutes of IEGC Fall meeting where

	Council will began review of the SPGM and college processes in Fall 2023	Evaluation of the Planning & Decision-Making Process as outlined in the SPGM (p.89), and an assessment of the Evaluation Procedures and Governance Structure and presented results of the Survey of Effectiveness to IEGC.	governance procedures, including audit findings and recommended actions to the governing body to ensure continuous improvement	this is discussed … Spring 23 audit

Institutional Reporting on Quality Improvements

A. Response to Recommendations for Improvement

Response to College Recommendation for Improvement (Hayley)

College Recommendation 1: *"In order to improve institutional effectiveness, the team recommends that the College strengthen its process for establishing, communicating, implementing, and assessing guidelines for regular and substantive interaction in distance education courses (II.A.2, Commission Policy on Distance Education and Correspondence Education)."*

Status Completed

Norco College has responded to the Commission's recommendation by strengthening its process for establishing, communicating, implementing, and assessing guidelines for regular and substantive interaction in distance education courses. At the Distance Education Committee (DEC) meeting on May 11, 2023, members reflected on the College's progress on this recommendation (Evidence: DEC Minutes).

On March 15, 2021, Riverside Community College District updated Administrative Procedure AP 2105: Distance Education (formerly AP 4105) to include guidelines for regular and substantive interaction in distance education course requirements and curriculum approval (Evidence: AP 4105, AP 2105_2021). AP 2105 was subsequently revised on [insert date when approved by BOT] to further clarify the guidelines for instructor contact in alignment with Title 5 changes (Evidence: AP 2105_2023). Prior to approval by the Board of Trustees, revisions to AP 2105 were broadly discussed at the Distance Education Committee and the Academic Senate (Evidence: BOT Minutes, DEC Minutes, NCAS Minutes). The corresponding RCCD Regular and Substantive Interaction Guidelines document was also updated to reflect the revisions to this administrative procedure and will be reviewed in 2023-2024 per its three-year review cycle (Evidence: RCCD RSI Guidelines).

All faculty are required to acknowledge Recommended RCCD DE Best Practices when they approve their teaching assignments online. Faculty must indicate that they have read AP 2105: Distance Education, RCCD Regular and Substantive Interaction Guidelines, and Summary of Regulations for Regular and Effective/Substantive Contact for Distance Education (Evidence: TA RSI Acknowledgement). The Distance Education Coordinator also communicates expectations for regular and substantive contact in distance education courses during First Friday meetings for new faculty and Flex Day presentations for all faculty (Evidence: First Friday Agenda 3-3-23, First Friday DEC Presentation 3-3-23, Flex Agenda, Flex Presentation).

New faculty must meet the requirements for RCCD's Online Teaching Certification which was approved by the District Academic Senate on May 24, 2021, and updated on October 3, 2022 (Evidence: DAS Minutes 5-24-21, DAS Minutes 10-3-22, RCCD Online Teaching Certification). Current faculty, previously certified through the RCCD Online Canvas Academy,

who teach online at any of the colleges in the district must also complete the Online Teaching Certification every three academic years. Both certification options, the RCCD Course Design Camp and the colleges' Peer Online Course Review (POCR) process, include training on regular and substantive contact in online courses (Evidence: RSI pages from the Boot Camp and POCR).

Additional information on regular and substantive contact is included in distance education resources for faculty. The DE Instructor Resource shell is a course within Canvas that includes a "Boost Your RSI" page (Evidence: Boost Your RSI). The OEI Course Design Rubric also contains content on regular and substantive contact and provides tips and templates for aligning with the guidelines (Evidence: OEI Course Design Rubric). In August 2020, District Distance Education began publishing a District DE Newsletter twice a month during fall and spring semesters, and once a month during winter and summer semesters. The newsletter provides updates and information on instructional tools and resources including tips for ensuring regular and substantive contact (Evidence: DE Newsletter Summer 2023).

Norco College has advocated for expanded support to enhance communication about distance education guidelines. In 2021, the District hired a dedicated Assistant Director of Instructional Design for each of its three colleges. Norco faculty can consult with the Assistant Director of Instructional Design when building their online courses and are able to brainstorm regular and substantive interaction strategies (Evidence: Introducing Course Developers).

Finally, in 2020, the District developed an Associate-Faculty Distance Education Observation Form for use during the associate faculty evaluation process. Section 3.2 of this form includes the following criteria, "Two or more different types of regular and substantive instructor-initiated interactions are observed" (Evidence: DE Observation Form). The form was approved by all three college Distance Education Committees and Academic Senates, and was approved by the District Academic Senate (Evidence: DEC minutes, Norco College Academic Senate Minutes, District Academic Senate Minutes). Upon further review, the CTA/Faculty Association recommended the Distance Education Observation Form be modified to apply to all faculty (Evidence: CTA Minutes). The amended form will be taken back through the approval process during the 2023-2024 academic year (Evidence: IOI DE Course Form).

Response to District Recommendation for Improvement (Jason)

District Recommendation 1: *"In order to improve institutional effectiveness, the District should fully implement its cyclical review of Board policies. (IV.C.7)"*

The review of board policies is comprehensive and ongoing. During summer 2022, a workgroup consisting of the Academic Senate Presidents, Curriculum Committee Chairs, Articulation Officers, Vice Presidents of Academic Affairs, Associate Vice Chancellor of Educational Services and Institutional Effectiveness, Vice Chancellor of Educational Services and Strategic Planning, and General Counsel performed a detailed review and update of Academic Affairs Board Policies. As a follow-up to the summer work, during the academic year 2022-2023, the District Academic Standards Committee, in close consultation with the Academic Senate, developed new policies for independent study and honorary/honorary posthumous

degrees. During the fall semester of 2022, updates from the summer were shared with impacted constituency groups through participatory governance bodies. These included the Student District Consultation Council, Academic Senates, Faculty Association, and CSEA. RCCD General Counsel presented the updated policies at college and district Academic Senates, District Strategic Planning Council, Chancellor's Cabinet, and Board of Trustees meetings.

As a result, since the last accreditation review in 2020, the District has completed its review and/or revision of Board Policies for all of Chapter 1 pertaining to the Board of Trustees, generally, and consisting of 47 Board Policies; 33 out of 43 Ch. 2 Board Policies consisting of academic affairs; all of Ch. 3 pertaining to student services and consisting of 38 Board Policies; all of Ch. 4 pertaining to institutional advancement and consisting of 5 Board Policies. Additionally, Ch. 5 (Business and Financial Services) and Ch. 6 (Human Resources) Board Policies totaling 83 Board Policies are currently under review and revision. They are anticipated to be completed by 2025.

The District has drafted a cyclical review plan ensuring that all Board Policies and Administrative Procedures will go through a five-year cycle of review. The review plan provides that the following timeline will be followed:

Year 1: Chapters 1 (District/Board) and 4 (Institutional Advancement) – 52 BPs and 35 APs
Year 2: Chapter 2 (Academic Affairs) – 37 BPs and 41 APs
Year 3: Chapter 3 (Student Services) – 38 BPs and 45 APs
Year 4: Chapter 5 (Business and Financial Services) – 39 BPs and 58 APs
Year 5: Chapter 6 (Human Resources) – 44 BPs and 76 APs

The review plan will vary depending on the Chapter being reviewed and the constituent groups involved in the review. Generally, the review of Board Policies and Administrative Procedures will be initiated by General Counsel who will advise as to the current state of the BP/APs and recommend any legal revisions based on a legal review of the change in statutory or regulatory law. Thereafter, the review will continue to the applicable constituent groups directly affected by the chapter being reviewed. For example, Chapter 2 BP/APs deal with academic affairs and will be reviewed by the Academic Senates of each college and their various sub-committees (e.g. Curriculum, Guided Pathways, Distance Education). Chapter 3 BP/APs deal with student services and will be reviewed by the Associated Student groups at each college. Chapter 6 BP/APs deal with Human Resources and will be reviewed by the exclusive bargaining representatives for all employees. It is understood and anticipated that various BP/APs will have overlapping interests that require multi-level review by various constituent groups. For example, Chapter 3 BP/APs while being reviewed by the Associated Students groups will also have significant overlap with academic and professional matters overseen by the Academic Senates of each college. Accordingly, multi-disciplinary workgroups are utilized to ensure appropriate representation while managing efficient processes for review.

B. Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards (Hayley & Greg Aycock)

1. Student Learning Outcomes (Standard II.B.2)

"The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services."

At the Norco Assessment Committee meeting on April 5, 2023, members reflected on the College's progress in the area of student learning outcomes (Evidence: NAC Minutes 04-05-23).

What are the strengths of the process that help the college to improve teaching and learning?

Norco College has embraced an assessment process that leverages technology, collaboration, and communities of practice to help the college improve teaching and learning.

On December 5, 2022 Norco College Academic Senate voted to adopt a new, streamlined process for faculty to assess student learning outcomes and service area outcomes (Evidence: AS Meeting Minutes). A Leading From the Middle Team developed and piloted the new process that institutionalizes the practice of using SLO and SAO data disaggregated by race/ethnicity, gender, and age to support pedagogy improvement, decision-making, and resource allocation (Evidence: LFM charge, LFM Team Action Plan Report, Assessment Report 2022-2023). The new process integrates the College's learning management system and assessment/planning system, so that assessment results entered into Canvas Gradebook can be automatically surfaced in Nuventive dashboards (Evidence: 032123_BOT Five-to-Thrive Presentation). These dashboards are integrated into the College's program review process through a series of questions about identified trends in the assessment data (Evidence: Program Review Assessment Questions). The new process automates the collection of assessment results and eliminates repetitive data entry which helps sustain the focus on using assessment data to improve teaching and learning.

Norco College fosters a culture of collaboration and organizational learning which is exemplified through its assessment process. The Norco Assessment Committee has increased the connection of instruction to student services and academic support through meetings, training, and the inclusion of learning support staff on assessment project teams (Evidence: LFM Team Charter, Student Services Retreat Agenda/Minutes, Student Services Training). As a result, Student Services and the library have developed and refined their service area outcomes to align with teaching and learning (Evidence: Student Services SAOs, Library SLOs/SAOs). The College's communities of practice support the assessment process and promote innovation in teaching through a group examination of best practices. Social and Behavioral Sciences faculty started assessing in Canvas as early adopters and provided valuable feedback to the Leading From the Middle Team that developed the new assessment process (Evidence: LFM Team Meeting Notes 12-07-21). The Leading From the Middle

Team piloted the new process with a group of faculty who provided feedback on training, offered support to faculty during implementation, and presented on assessment/teaching best practices (Evidence: LFM Team Pilot Notes SUM22, Counseling Equity Assessment 23SPR).

What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?

Following the implementation of the new assessment process, the College is moving to Assessment Phase 2, which will focus on increasing the discussion about disaggregated data in Nuventive dashboards (Evidence: Assessment Phases Infographic). The revision of assessment prompts in program review will be revised to align with the new assessment data dashboards (Evidence: Program Review Meeting Minutes, 3-23-23, NAC Meeting Minutes, Program Review Assessment Questions). The increased automation of assessment data collection provides the College with the opportunity to review and update assessment expectations and goals to increase overall participation in the assessment process. By providing training in a variety of formats including how-to videos, instructional guides, on the website and in-person/remote workshops the College is working to increase stakeholders' capacity to interpret, analyze, and use disaggregated assessment data to improve teaching and learning, especially as it relates to equity (Evidence: NAC website videos, NAC Guides, NAC Training PowerPoint). The transition to the new process is encouraging more conversations at the discipline-level about assessment methodology for courses and programs to improve the integrity and validity of assessment data. The discussion of assessment has also been amplified in student services and learning support services, and these areas have come to understand that continuous improvement requires continuous assessment. Student Services has increased its understanding of how student learning outcomes (SLOs) and service area outcomes (SAOs) differ and is now working on developing separate SAOs (Evidence: Student Services Meetings Minutes).

Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.

Overall, the College has improved assessment by streamlining the assessment process through automation and the integration of disparate technology platforms (Evidence: 032123_BOT Five-to-Thrive Presentation). The College started to report assessment results using the new process in Spring 2023 and will begin to use the disaggregated data to make improvements starting in 2023-2024. Several disciplines have made coordinated improvements based on outcomes assessment data. The math discipline has adopted an "ungrading" approach to improve student learning in select math courses by using formative assessment to ensure that students understand discrete math skills and concepts on assignments and exams (Evidence: Math Assessment Summary). English has also made improvements to English 1B based on the collection and review of student learning outcomes data as part of a standardized assessment project (Evidence: English IB Assessment). The Library developed a service area outcome for library events and is using a survey to assess its Read 2 Succeed: Author Appearance every semester (Evidence: Library Read 2 Succeed

Survey Questions). The survey data has informed improvements to the Read 2 Succeed program including book suggestions and increased collaboration with departments and schools (Evidence: Library Read 2 Succeed Survey Results). Lastly, in collaboration with the Office of Institutional Effectiveness, the Learning Resource Center (LRC) is now collecting and analyzing data related to the impact of tutoring and other LRC services on student success (Evidence: LRC Assessment Report).

In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule?

When faculty moved all instruction online to Canvas during the COVID-19 pandemic, assessment fell behind for several disciplines. However, the College is now taking advantage of the widespread use of Canvas to implement more technologically advanced and efficient ways of reporting outcomes data using the new assessment process. The Norco Assessment Committee provides training, workshops, instructional videos, and guides to instruct faculty on the new assessment process (Evidence: NAC web site resources). Another area the College has targeted for improvement is the level of participation of part-time faculty in assessment. The Norco College Assessment Committee has been encouraging outreach to part-time faculty to increase their engagement in assessment through conversations at department meetings, discussion at Academic Senate meetings, and targeted trainings (Evidence: NAC Meeting that discussed this issue, Academic Senate meeting that discussed this issue, Assessment Part-Time Faculty Workshop). The College has also streamlined the process for part-time faculty to receive compensation for their assessment activities to increase the number of courses assessed (Evidence: Documentation of process). To ensure that disciplines are staying on track with their assessments, the Norco Assessment Committee is asking for assessment schedules for all courses from disciplines (Evidence: Academic Senate Minutes, 4-3-23). Moreover, to align with the next comprehensive program review, the College is trying to get as much assessment data entered using the new process as possible. Norco College's program review process is on a six-year cycle and the College is striving to get 100% of assessment data entered by Spring 2027 (NAC Minutes where this was discussed).

2. Institution-Set Standards (Standard I.B.3)
   "The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information."

The Institutional Effectiveness and Governance Council (IEGC) and Academic Senate are the primary college entities that monitor Institution-Set Standards (ISS). In fall, the Dean of Institutional Effectiveness presents the ISS to IEGC and Academic Senate from the most recent ACCJC Annual Report. At this time, the Annual Outcome, ISS Floor, and ISS Stretch goals are shared, and any metrics that fall below the ISS floor are highlighted.

Has the college met its floor standards?

Norco College has stayed above the floor standards consistently in course completion, degrees awarded, and certificates awarded. In transfer and job placement rates, there was mostly excellent performance with a few exceptions. Transfer this past year triggered the need for an institutional response since transfer numbers had remained below the floor standards for two consecutive years. In job placement rates, Accounting, Business Administration, and Real Estate have fallen below floor standards and will need an institutional response during 2023-24.

Has the college achieved its stretch (aspirational) goals?

Except for the metrics mentioned above that have fallen below floor standards, all other ISS metrics have approached the stretch goals by being within 5%-10% of the aspirational value.

What initiative(s) is the college undertaking to improve its outcomes?

In 2020-21, KPI Workgroups were formed to address institutional interventions that could be taken to improve each of the 15 KPIs identified in the Educational Master Plan. These KPIs overlap with the majority of ISS metrics. In addition, the college has instituted an Equity & Data Coach initiative and data coaches have been assigned to support data literacy for each of the KPIs/ISS Workgroups.

How does the college inform its constituents of this information?

As indicated above, the Dean of Institutional Effectiveness informs IEGC and Academic Senate of the ISS areas each fall semester. When there is a drop below the ISS Floor for two consecutive years, there is a procedural response that involves communication with College Council and also convening a taskforce to address this below-floor trend.

Evidence

Procedural Response to Institutional Set Standard Dip

Institution Set Standards Summaries

C. Report on the Outcomes of the Quality Focus Projects

Quality Focus Essay Project 1: Implement Equity-Focused Professional Development Plan with a Teaching/Learning Emphasis (Hayley)

One of the key strategies that Norco College has used to improve student learning and achievement is the implementation of an equity-focused professional development plan. Norco College's implementation of Guided Pathways and the desire to improve equitable student success and completion was the impetus for this intentional focus on teaching and learning.

In 2018, a Leading From the Middle (LFM) team began examining how professional development activities and structures could be aligned with the College's implementation of Guided Pathways, the Educational Master Plan, and the Student Equity Plan. The LFM team developed the Professional Development Plan for Norco College in Support of Guided Pathways (Evidence: LFM_Plan_FINAL_Revised_1-15-19). The plan included professional development recommendations focused on equity-minded practices including a full-time professional development coordinator, disaggregated data and training, systems and tools for learning outcomes assessment, culturally responsive assessment practices, equity-based pedagogy training and support, training on the four pillars of Guided Pathways, training for faculty and staff advising, and updates to professional development websites (Evidence: Student_Equit_Plan_8_14_19).

The Professional Development Plan led to the formation of a Professional Development Coordinating Network (PDCN) through an agreement between the Office of the President, Academic Senate, Management and Leadership Association (MLA) and California Schools Employee Association (CSEA), Chapter 535, to collaborate on the process and planned outcomes for strategic professional development activities during the academic year (Evidence: Charter for Professional Development Coordinating Network 2022-2023).

Coordinated professional development activities at Norco College have centered around Guided Pathways, the Five Principles for Equity by Design, and the Student Support (Re)defined Framework. Equity-focused presentations are given during Faculty Flex Days, Professional Development Days for Classified Professionals, and Management Leadership Association retreats (Evidence: Guided Pathways presentations, 13-professional-development-day-23win-claudia-figueroa-equity-gaps-nc, Faculty FLEX Day Presentations, TLC Brown Bag Presentations, MLA Presentations). In 2020, the College hired the RP Group to provide a Guided Pathways and equity training based on the Six Factors for Success Framework for to explore the impact of social and socioeconomic factors on students' educational decision-making (Evidence: Agenda, related documents).

Norco College also provides opportunities for all college constituency groups to participate in the Center for Organizational Responsibility and Advancement (CORA) certificate training programs including Black Minds Matter, Teaching Men of Color in the Community College, and Racial-microaggressions (Evidence: CORA-Certificates-Flyer, # of CORA Certificates Earned). Norco College has participated in training provided by the University of Southern California

Center for Urban Education (USC CUE) and has continued its engagement in monthly workshops following the merger of CUE with the USC Race and Equity Center. Since 2021, the College has participated in workshops provided through the California Community College Equity Leadership Alliance (Evidence: Get workshop/participants reports from Gustavo).

Norco College held an Open Forum on June 5, 2020 and created a Racial Justice Taskforce (RJTF) in response to the Black Lives Matter movement and the California State Chancellor's June 2020 Call to Action (Evidence: 2020_MGreen_BlackLivesMatter, Norco-College_Action-Notes). One of the RJTF's areas of focus is professional development (Evidence: RJTF Charters). The RJTF has recommended professional development activities aimed at addressing implicit bias and cultural competency, and has created a Black Ally Program that includes training for staff (Evidence: RJTF Meeting Minutes, Black Ally Program Description, Black Ally Program Training). Four project teams were formed to structure the taskforce's activities and planned outcomes (Evidence: Project Team Charters).

The RJTF's focus on professional development led to the development of a series of community events that celebrate Norco College's mosaic of students. Beginning in Fall 2021, the College has been highlighting different populations through self-recorded videos that invite students to share who they are in their own voice. These videos are shared with all faculty, classified professionals, and managers who participate in facilitated conversations about how they can best support student well-being and success (Evidence: List of Mosaic Events and Number of Participants; Five-to-Thrive BOT Presentation).

Based on recommendations from the RJTF, Norco College invited Hotep Consultants to conduct an Equity Audit of practices, policies, and procedures to uncover barriers to student success specifically as it relates to the impact on historically minoritized students (Evidence: Equity Audit Findings, Equity Audit Presentation). The College has aligned the equity audit recommendations with strategic goals and councils to ensure institutional improvement (Evidence: College Council Alignment). While the audit found that Norco College had a strategic approach to professional development in terms of content and topics to guide faculty on equity-minded practices, 17% of staff believed that there was not a shared understanding of what equity means at the College (Evidence: Equity Audit Findings). As a result, Norco College has adopted definitions of equity and diversity proposed by the State Chancellor's Office (Evidence: DEIA Glossary of Terms; Meeting Minutes showing approval). In addition, Norco College has included language related to faculty requirements for equity-related professional development in the 2021-2024 Faculty Association Agreement (Evidence: CTA/FA Agreement).

Finally, the College has formed faculty inquiry teams as recommended in the Norco College Student Equity Plan 2022-2025. In 2022-2023 the teams will assess and evaluate practices, policies, and culture that may be contributing to equity gaps, and make recommendations to close equity gaps. In 2023-2024 the College will pilot the recommendations, collect quantitative and qualitative data, evaluate the efficacy of interventions and adjust as necessary. In 2024-2025 Norco College will implement changes, collect data, evaluate efficacy, and fine-tune interventions with a goal of reducing equity gaps by 40% (Evidence: Equity Plan 2022-2025, Faculty Inquiry Teams Membership and Charge).

Norco College has seen some improvement in student success and completion data. The College's 2016-2020 Data Story shows that of all incoming students in fall 2016, 13.8 percent completed a degree or certificate in four years compared to 9.8 percent in fall 2010. African American students' earned awards in four years increased from 5.1 percent to 13.8 percent, while Hispanic student completion increased from 9.5 percent to 12 percent (Evidence: Completion Initiative Original Data Story, Completion Initiative Data Story 2016-2017). Add information on Umoja transfer rate success.

Quality Focus Essay Project 2: Implement Student Success Teams in the Schools (Tenisha)

Action	Progress	Outcome	Future Action	Evidence
Creation of the arc and preliminary communication plans. Salesforce pilot to provide proactive and responsive interventions and support to students from the moment they enter the College until they complete their educational goal	RP Group retreat with Advisors and Coaches to initiate the student journey arc. The Deans of Equity and Student Services led advisors and coaches in the development of an Advising Curriculum to establish critical communication milestones. The RCCD Office did not approve the adoption of the Salesforce technology.	Advising Curriculum was established and distributed to advisors and coaches across the campus. Faculty Counseling creation of a Counseling Milestone Curriculum to inform and support the Advising Curriculum	The timeline and communication topics established in the Advising Curriculum will be incorporated into the work of Student Success Teams. The intention is to reach out to students at each phase of the student journey – connection, entry, progress, and completion/transition. Educational Advisors will work with a team of Peer Advisors to disseminate communications.	RP Group Retreat Presentation SS(R)d-GP Norco College Jan 24-25 2019.pptx and Agenda Agenda-Guided Pathways Retreat.pdf Advisor/Coach Meeting Agenda Advising Curriculum Document Merged Curriculum Sheets-Revised 3-13-20 (1).docx Counseling Curriculum Counseling Milestone Curriculum.docx
First implementation of communication plan with success navigators for first-year students	The Engagement Center began offering one-on-one appointments and registration workshops for new students.	First-year, new college students to Norco received personalized contacts connecting them to services and	The Holistic Student Support Survey (HSSS) will be updated with benefits-focused support program language as	Communication Template

	The college launched a revised online orientation that included a Holistic Student Support Survey (HSSS). Engagement Center Staff created communication templates for first-year students using survey results.	supports identified through the HSSS beginning in Winter 2021.	suggested by the Hotep Equity Audit. Automation programming and workflow software will be used to expand this student needs assessment and response service beyond the onboarding process.	
Collaborative work with CTA on faculty roles as navigators Recruitment and training for faculty	Collaboration between the Guided Pathways lead and the CTA to establish faculty positions to support student success team development	Creation of an Instructional, Equity, and Counseling Faculty Guided Pathways Coordinator positions with dedicated reassign time with CTA approval as well as Project Teams for short term faculty participation	Implementation of Career and Academic Pathway department meetings and CAP Hour event programming to engage faculty as career navigators. Opportunities for professional development as faculty navigators at the Equity in GP Summit in Fall 2023	Academic Senate agenda with Faculty Coordinator Recruitment (Spring 2023 latest) CAP Hour Approval (Senate and College Council) Equity in GP Summit Fall 2023 agenda or flyer
Communication plans modeled after first-year plans	First-year non-exempt student needs are assessed during orientation in the areas of career development, financial education, student support needs, campus	Each first-year non-exempt student receives a custom support plan based on their responses to the Holistic Student Support Survey (HSSS).	Holistic Student Support Survey questions are scanned regularly and updated as services or contact people change. Automation programming and	Survey Student Template

	connections, and academic planning.	Department contacts are also notified weekly of students with needs or interests related to their program so they can proactively reach out.	workflow software will be used to expand this student needs assessment and response service beyond the onboarding process.	
Assessment of first-year communication plan Assess data on retention, SEP completion, unit count, and connection to the college. Make adjustments to communication plan based on feedback and assessment	The Claremont Evaluation Center was commissioned through the Title V "PACES" Grant to evaluate the first iteration of the Holistic Student Support Survey (HSSS) instrument.	A Holistic Student Support Survey Report was submitted in September 2021 proposing uses of the HSSS, a summary of the first 1,562 responses, and proposed improvements to the HSSS.	A new iteration of the HSSS was launched in October 2021 based on recommendations from the report. In August 2022, a follow-up data analysis disaggregated the initial report data to reveal an additional depth of data to be used in program planning.	Holistic Student Support Survey Report HSSS Infographic HSSS Follow-Up Summary of Findings KPI
Full implementation of success teams with both first-year success navigators (educational advisors and success coaches) and faculty advisors	Using Phase Two Advisory's Student Success Team implementation guide as a model, teams were designed according to a networked single point of contact model.	In Spring 2023, Student Success Teams were proposed that would include a faculty team (involving counseling faculty, discipline faculty, and library faculty) and a staff team (involving an Ed Advisor, Administrative Assistant, and Peer Advisors)	In Fall 2023, Student Success Teams will begin to meet and plan student engagement activities based on research-based momentum strategies. These activities will be assessed closely to identify and replicate best practices.	Training and PD Agenda Advisor Lead Assignments

		working collaboratively.		
Implement faculty advisors based on schools	School Reorganization Proposal and CAP Hour as approved structure for Faculty Advising as an Institutional Service until there is district-wide agreement on formalized role of faculty within schools	The college community approved the reorganization of departments into Career and Academic Pathways with a three (3) Dean division, the establishment of a CAP Hour for faculty advising and student engagement, and the development of a Librarian Plan to support faculty and student engagement. CAP Hour officially approved for 1st Thursdays each term during college hour (12:50pm-1:50pm).	CAP Hour event programming led by faculty with support from Engagement Center staff. Development of a toolkit for faculty and student engagement. Engagement Center school based activity programming for faculty engagement.	School Reorganization Approval Career and Academic Pathway (CAP) Hour Approval Guided Pathways Librarian Plan
Continued assessment and improvement	Early outcomes data was compared to the sister colleges in the district to examine effects of the HSSS on average percent of units completed per term, fall-to-spring term persistence, single term persistence.	The college community receives annual updates regarding progress related to Access (Goal 1) and Guided Pathways (Goal 2) within our formal governance structures, which includes equity data coaches, operational leads,	In 2024, a follow-up examination of the initial HSSS participant cohort will be conducted to examine longer term outcomes, including completion rates, transfer rates, total units to degree completion, and	23-24 KPI Presentation(s) and Agenda(s)

	KPI Progress Presentations agendized and calendared at the council/committee level	and the Office of Institutional Effectiveness	excess unit accumulation.	

D. Fiscal Reporting (Jason & Michael Collins)

Norco College's most recent Annual Fiscal report is provided below. The College is meeting all fiscal goals and Financial Aid default rates are within acceptable rates for community colleges. Norco College is not on enhanced fiscal monitoring. The annual report includes new financial streams added since the last institutional self-evaluation, including HEERF funding.

Evidence

ACCJC 2021 Annual Fiscal Report (FR-1)

Evidence

Report Preparation

Plans Arising from the Self Evaluation Process

Response to Recommendations for Improvement

Reflection on Improving Institutional Performance: Student Learning Outcomes

Reflection on Improving Institutional Performance: Institution Set Standards

Quality Focus Essay Project 1: Implement Equity-Focused Professional Development Plan with a Teaching/Learning Emphasis

Quality Focus Essay Project 2: Implement Student Success Teams in the Schools

Fiscal Reporting

INSTITUTIONAL SET STANDARDS-2023

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
2023 ANNUAL REPORT

Successful student course completion rate for the 2021-22 academic year:

Outcome	ISS (Floor)	ISS (Stretch)
72%	71%	73%

Number of degrees awarded in the 2021-2022 academic year:

Outcome	ISS (Floor)	ISS (Stretch)
2146	1455	2308

INSTITUTION-SET STANDARDS
2022 ANNUAL REPORT

Number of certificates awarded in the 2021-2022 academic year:

Outcome	ISS (Floor)	ISS (Stretch)
222	175	348

Number of students who transferred to 4-year colleges/universities in 2021-2022:

Outcome	ISS (Floor)	ISS (Stretch)
631	834	1284

2021-2022 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	64.3%*	72.2%	77.0%
ACCOUNTING	71.4%*	72.9%	80.2%
BUSINESS ADMINISTRATION	65.6%*	77.1%	84.8%
BUSINESS MANAGEMENT	50.0%	79.4%	76.0%
MARKETING AND DISTRIBUTION	N/A	67.5%	76.0%
LOGISTICS AND MATERIALS TRANSPORTATION	70.0%	72.8%	87.9%
REAL ESTATE	52.2%*	57.1%	77.0%
DIGITAL MEDIA	60.0%	65.0%	77.0%
COMPUTER INFORMATION SYSTEMS	N/A	61.5%	77.0%
ENGINEERING TECHNOLOGY, GENERAL	N/A	80.7%	77.0%
ELECTRONICS AND ELECTRIC TECHNOLOGY	72.7%	91.3%	100.0%
DRAFTING TECHNOLOGY	N/A	62.6%	77.0%
MANUFACTURING AND INDUSTRIAL TECHNOLOGY	N/A	83.6%	92.0%
CIVIL AND CONSTRUCTION MANAGEMENT TECHNOLOGY	82.4%	77.5%	77.0%
COMMERCIAL MUSIC	N/A	77.0%	77.0%
CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	77.9%	70.5%	84.8%
ADMINISTRATION OF JUSTICE	96.3%%	82.2%	90.4%
COMPUTER SOFTWARE DEVELOPMENT	75.0%	54.1%	77.0%
CONSTRUCTION CRAFTS TECHNOLOGY	95.8%	94.0%	100%

-N/A indicates there were less than 10 in group.

-Red indicates first year below ISS.

-*Two years below ISS requires institutional action.

AREAS 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.

Area	Institution Set Standard (floor)	Stretch Goal	2019-20 Outcome	2020-21 Outcome	2021-22 Outcome
Transfer to 4-year	834	1284	1123	786	631

Program	Institution Set Standard (floor) %	Stretch Goal %	2019-20 Job Placement rate	2020-21 Job Placement rate	2021-22 Job Placement rate
Accounting	73.0%	80.0%	67.6%	71.0%	71.4%
Business Administration	77.0%	85.0%	75.0%	71.4%	65.6%
Real Estate	57.1%	77.0%	66.7%	50.0%	52.2%

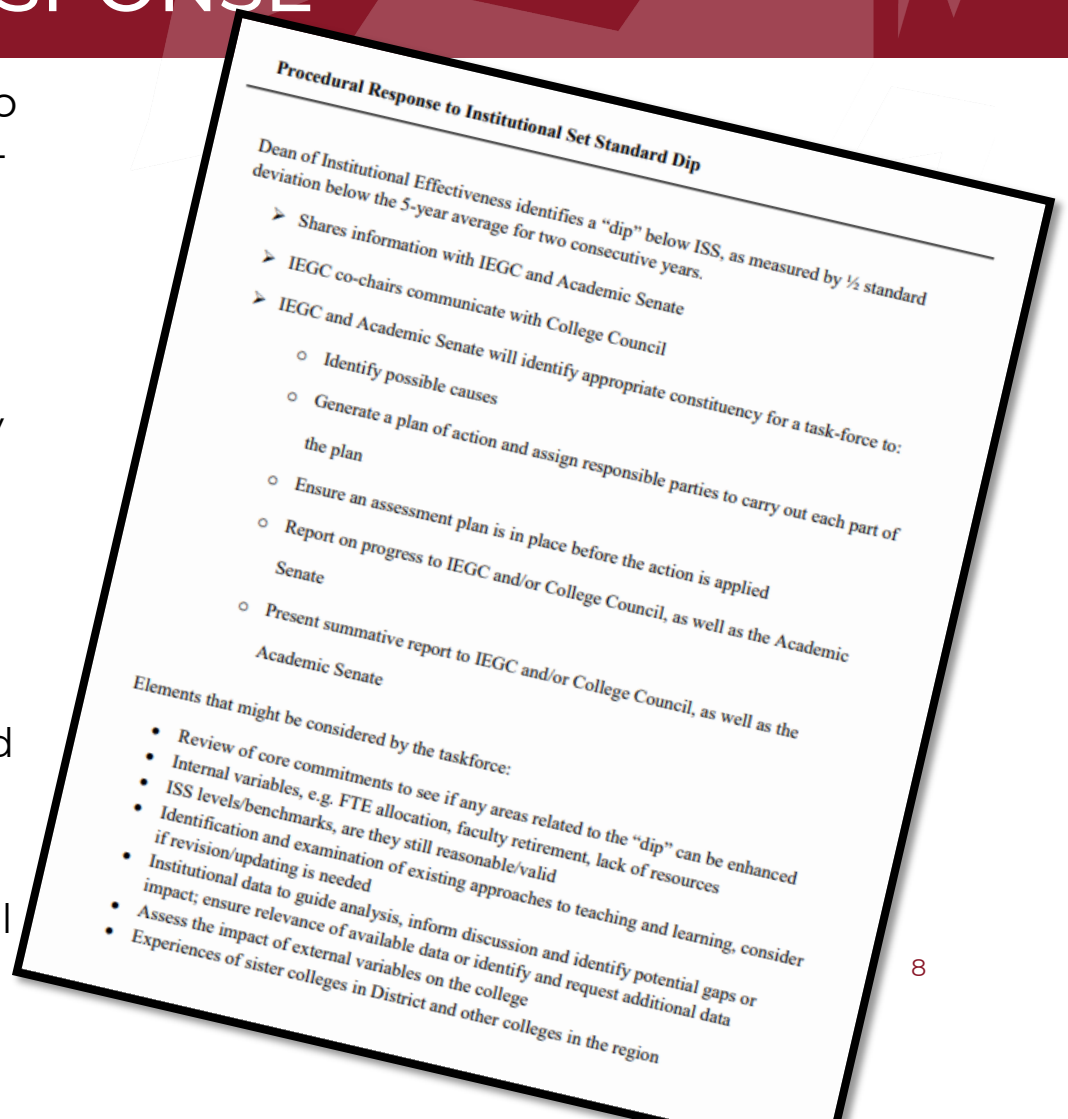
AREAS TO WATCH

Program	Institution Set Standard (floor) %	Stretch Goal %	2020-21 Job Placement rate	2021-22 Job Placement rate
Business and Commerce, General	72.2%	77.0%	N/A	64.3%
Business Management	79.4%	77.0%	N/A	50.0%
Logistics And Materials Transportation	72.8%	87.9%	84.2%	70.0%
Digital Media	65.0%	77.0%	65.2%	60.0%
Electronics And Electric Technology	93.1%	100%	91.7%	72.7%
Civil And Construction Management Technology	87.0%	96.0%	N/A	82.4%

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