



Institutional Effectiveness & Governance Council

Meeting Minutes for October 28, 2021

12:50 pm to 1:50 pm

Meeting Participants

Committee Members Present

Dr. Greg Aycock, Ms. Kimberly Bell, Ms. Leona Crawford, Dr. Greg Ferrer, Dr. Kevin Fleming, Dr. Mark Hartley, Ms. Samia Irfan, Ms. Ashlee Johnson, Ms. Ruth Leal, Dr. Tim Russell, Ms. Caitlin Welch, Ms. Dana White

Committee Members Not Present: none

Guest(s): none

Recorder

Ms. Desiree Wagner

1. Call to Order

- Time 12:53 pm

2. Action Items

2.1 Approval of Agenda (Dr. Greg Aycock/ Mr. Alex Spencer)

- Approved by consensus

2.2 Approval of August 26th Meeting Minutes (Dr. Greg Aycock/ Dr. Tim Russell)

- Approved by consensus

2.3 Institutional Set Standard Procedural Response: Update to the Process (Dr. Kevin Fleming/Ms. Dana White)

- Review PowerPoint Presentation by Dr. Greg Aycock
- Approved by consensus

2.4 ISS Procedural Response Project Team Charter (Dr. Kevin Fleming/Ms. Ashley Johnson)

- Reviewed Charter Presented by Dr. Greg Aycock
- It was recommended revising the membership to have at least one Classified Professional appointed by CSEA with recommended expertise in Career and Job Placement
- It was recommended to add a community member with expertise related to each program area; the Department Chair with faculty consultation may invite 1-3 industry representatives or community members to participate/advise (one per affected program; 3 in total).
- Suggestion to delete, "[How information will be disseminated to representative/constituency groups]" (In the Roles of Chairs and Members section) as well as "Either minutes or notes are taken to record the groups progress OR" (in the Meeting Procedures and Expectations).
- Approved by consensus

2.5 Approval of Reaffirmation Right of Appointment (Ms. Leona Crawford/Dr. Mark Hartley)

- Reviewed document

- Title change recommended for clarity: Reaffirmation of Constituency Groups' Right of Appointment to Governance Entities
- Approved by consensus

3. Information Items

3.1 Marketing Committee Charter Status provided

4. Discussion Items

4.1 Call for workgroup members

- i) Prioritize IEGC charges and EMP objectives
 - ii) Document control process
 - iii) Assessment systems
 - iv) SPGM Groups Definitions
- Recommended to add a definition or description for each of these work groups along with charge, time and date of the groups meeting. It was noted these are multi-year goals. Co-chairs shall provide the description

5. Good of the Order

5.1 Request for a Process Summary of the SPGM received

6. Future Agenda Topics

7. Adjournment

- Time 1:48 pm

Next Meeting

Date: November 18, 2021

Time: 12:50pm to 1:5 pm

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.

Reaffirmation of Constituency Groups' Right of Appointment

Norco College affirms that “constituency groups derive their roles and responsibilities through Government Code, California Education Code Title 5, the California Code of Regulations, board policy and accompanying administrative regulations, and job descriptions” (Strategic Planning & Governance Manual p.57). In alignment with our Strategic Planning & Governance Manual (SPGM) all charters should note if it is a governance entity. The appointment rights of the five Norco College representative employee groups (SPGM p.57) are expanded upon below.

Norco College Academic Senate

The Norco College Academic Senate (NCAS) is the official legislative body representing faculty in college governance. NCAS has the authority per Title 5 Sections 53203 to appoint faculty representatives to serve on governance entities. Title 5 Section 53200 and Board Policy 2005 ensure the right of the Academic Senate to participate in community college governance. See pages 59-60 in the Strategic Planning & Governance Manual (SPGM).

Administration

The College Administration is the primary constituent group responsible and accountable for supervising the operation of or formulating policy regarding the instructional or student services program of the college or district. Administrators (management) has the authority per Accreditation standards IV.A.3 and IV.A.4 as well as Education Code §87002(b) to appoint managers to serve on governance entities. For college governance entities where a constituent representative is warranted/requested, Norco College administrators shall be appointed by the Executive Cabinet. See SPGM pages 51-53 and 57.

Associated Students of Norco College

The Associated Students of Norco College (ASNC) is the official legislative body responsible for providing effective student government. ASNC has the authority per Education Code 70902.a7 to appoint student representatives to serve on governance entities which may include councils, committees, task forces, project teams/workgroups, etc. so that students' voices can be represented through the planning process. Board Policy 3400 and Title 5 Section 51023.7, define students' right to participate in community college governance. See pages 53-54 in the SPGM.

California School Employees Association

The California School Employees Association Chapter 535 (CSEA) is the exclusive representative of classified employees in the Riverside Community College District. CSEA 535 has the authority per Title 5, section 51023.5(a)(7), California Education Code Section 70901.2(a) and 70902; Government Code Sections 3540 et. seq., 3543.2) to appoint classified professionals to serve on governance entities which may include councils, committees, task forces, project teams/workgroups, etc. Classified Professionals are guaranteed the right to participate in community college governance per Title 5 §51023.5(a)(4) and (6) and RCCD BP 1510. See pages 52 and 54 in the SPGM.

Confidential Employees

Confidential Employees of Riverside Community College District are determined by the Board of Trustees as specified in Board Policy 6240 and in accordance with applicable law (GC 3540.1(c)). Their participation in district governance is coordinated through an identified RCCD confidential representative. Their participation in college governance is mutually determined by the employee and their supervisor.



Charter for Institutional Set Standard Task-force

2021-2022

This Charter is established between the Charter for Institutional Set Standard Task-force and the Institutional Effectiveness and Governance Council (IEGC) to structure the process and planned outcomes included herein during the one-year period of the 2021-2022 academic year.

Purpose

Institution-Set Standards (ISS) are comprised of two elements: floor performance and stretch 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.

The task-force is being established in a response to the following programs falling below the Institutional Set Standard the past two years:

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

Charge

The Institutional Set Standard Task-force is in alignment with the listed Educational Master Planning objectives below:

2030 Goal 2: (Success) Implement Guided Pathways framework.

2025 Objective 2.1 Increase number of degrees completed by 15% annually

2025 Objective 2.2 Increase number of certificates completely by 15% annually

2030 Goal 5: (Workforce and Economic Development) Reduce working poverty and the skills gap

2025 Objective 5.2 Increase percent of CTE students employed in their field of study by 3% annually

Guiding Principles and Assumptions

Accreditation Standards guiding the Institutional Set Standard Task-force:

Standard 1B.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.

Scope & Expected Deliverables

The Institutional Set Standard Task-force is tasked with addressing the fall in job placement rates and identifying ways in which to raise the outcomes for Accounting, Business Administration, and Manufacturing & Industrial Technology.

Specific deliverables include:

- 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

Membership

The Institutional Set Standard Task-force will be comprised of faculty and members of other constituency groups specific to their functional area of responsibility. This is an operational

Membership

group that depends upon the specific expertise of its members to accomplish the expected deliverables.

- At least one manager with expertise in career and job placement and/or focus on increasing the living wage for graduates.
- Associate Dean of CTE
- At least one classified professional appointed by CSEA with recommended expertise in career and job placement
- One or more faculty members in each of the discipline areas affected by this ISS
- Department Chair with faculty consultation may invite 1-3 industry representatives or community members to participate/advise

Meeting Time/Pattern

The Institutional Set Standard Task-force meets as needed as determined by the membership.

Roles of Chairs and Members

The Leads are accountable to the IEGC to ensure continuity of dialogue between governance tiers. Leads are responsible for preparing agenda and facilitating meetings of the Institutional Set Standard Task-force based on best practices and guidelines for effective facilitation.

Members are recognized as stakeholders with important expertise and perspectives relevant to the operational charge of the Institutional Set Standard Task-force that can help to achieve the Institutional Set Standard Task-force's charter deliverables. Members are expected to actively attend and participate in all meetings, deliberations, and decision-making processes of the Institutional Set Standard Task-force. While representing the perspectives of the constituency group to which they belong members are expected to engage in effective dialogue with Institutional Set Standard Task-force peers with the intention of finding consensus on all issues that come before the Institutional Set Standard Task-force.

Meeting Procedures and Expectations

The Chair(s), and members of this governance entity will adhere to meeting and governance best practices as follows:

Meeting agendas are issued in advance of meeting times. Meeting agendas are organized to achieve milestones established in the charter and prioritize actions pending, actions required, and problem solving to move the work of the group forward. A final summary report is to be submitted/posted.

Members endeavor to:

- appropriately prepare for meetings based on the meeting agenda.
- arrive promptly and stay for the duration of entire meetings.

Meeting Procedures and Expectations

- participate in a problem-solving approach where the interests of all participants are considered in developing proposals and recommendations and, where appropriate, distinguish between constituency versus college-wide perspectives.
- welcome all ideas, interests and objectives that are within the scope of the charter.
- actively listen to engage in respectful and constructive dialogue.
- work with a spirit of cooperation and compromise leading to authentic collaboration.
- move forward once a consensus-based decision has been made.
- continue to progress with the members who are present at each meeting.
- follow through on tasks that are committed to outside of scheduled meetings.

NOTE: This is a template; feel free to modify to fit your group's needs. Replace all bracketed text with entity-specific language. Post on the appropriate Council/Senate webpage and Governance Webpage once approved.

SENATE RECOMMENDATION REGARDING INSTITUTIONAL SET STANDARDS-PROCEDURAL RESPONSE

PRESENTATION TO INSTITUTIONAL STRATEGIC PLANNING COUNCIL

DR. GREG AYCOCK



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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.

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.

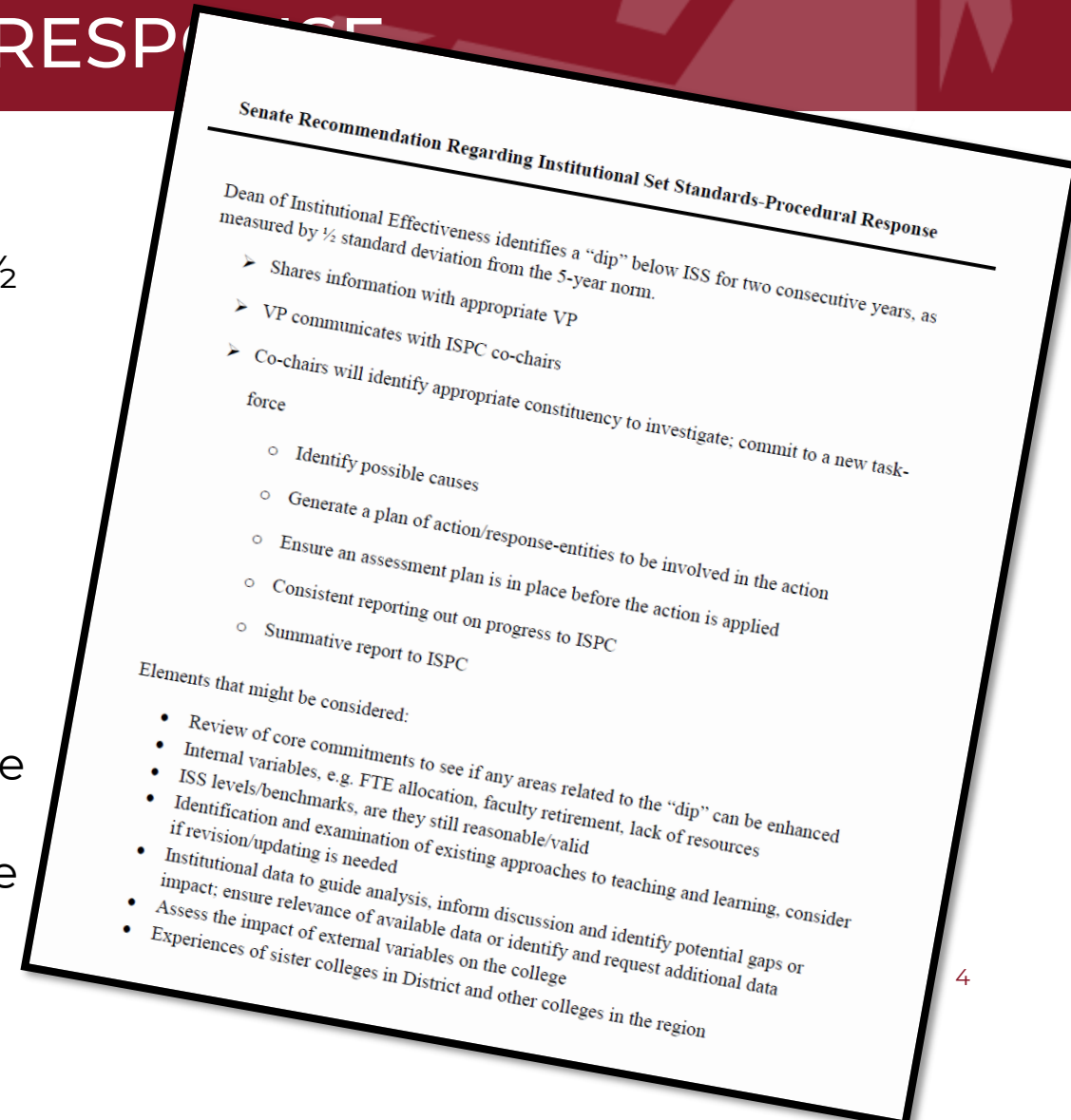
Methodology for Employment: CTE students who receive a degree or certificate or CTE Concentrator in an academic year and then do not enroll anywhere for the successive academic year are compared against the Unemployment Insurance data base to see if they received wages in any quarter during that year.

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SENATE RECOMMENDATION REGARDING INSTITUTIONAL SET STANDARDS-PROCEDURAL RESPONSE

Dean of Institutional Effectiveness identifies a “dip” below ISS for two consecutive years, as measured by $\frac{1}{2}$ standard deviation from the 5-year norm.

- ❖ Shares information with appropriate VP.
 - ❖ VP communicates with ISPC co-chairs.
 - ❖ Co-chairs will identify appropriate constituency to investigate; commit to a new task-force.
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- Identify possible causes.
 - Generate a plan of action/response-entities to be involved in the action.
 - Ensure an assessment plan is in place before the action is applied.
 - Consistent reporting out on progress to ISPC.
 - Summative report to ISPC.





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QUESTIONS