NORCO COLLEGE

Institutional Effectiveness & Governance Council
Agenda for November 20, 2025 | 12:50 pm to 1:50 pm | Location: IT-211
Join via Zoom Link | **Meeting ID:** 841 3903 6382 | **Passcode:** 046624

Council Members (total#13)

Ms. Charise Allingham, Mr. Zander Allport, Dr. Hayley Ashby, Ms. Hannah Brough, Ms. Caitlin Busso, Dr. Greg Ferrer, Dr. Tenisha James, Ms. Ashlee Johnson, Ms. Daniela McCarson, Mr. Dan Reade, Dr. Tim Russell, Mr. Alex Spencer and Mr. Alex Zuniga

Quorum: # 7

Subject to Brown Act: No

1. **Call to Order**

2. **Action Items**
    - **2.1 Approval of Agenda**
    - **2.2 Approval of Meeting Minutes, October 23, 2025**

3. **Discussion Items**

4. **Information Items**
    - **4.1** Report of Effectiveness 2024-25: Faulty Professional Development Committee (FPDC)

5. **Good of the Order**

6. **Future Agenda Topics**
    - **6.1** Data Governance Workgroup Updates
    - **6.2** IEGC Annual Calendar

7. **Adjournment**
Next Meeting: February 26, 2026, **Time:** 12:50pm to 1:50pm, **Location:** IT-211

Fall 2025 IEGC Schedule		
Meeting Date	**Time**	**Agenda Item Request Deadline**
~~September 25,2025~~	~~12:50–1:50 PM~~	~~September 18, 2025 (5 PM)~~
~~October 23, 2025~~	~~12:50–1:50 PM~~	~~October 16, 2025 (5 PM)~~
November 20, 2025	12:50–1:50 PM	November 13, 2025 (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.

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Agenda for October 23, 2025 | 12:50 pm to 1:50 pm | Location: IT-211
Join via <u>Zoom Link</u> | **Meeting ID:** 841 3903 6382| **Passcode:** 046624

Council Members (total#14)
> Ms. Charise Allingham, Mr. Zander Allport, Dr. Hayley Ashby, Ms. Hannah Brough, Ms. Caitlin Busso,
> Dr. Greg Ferrer, Dr. Tenisha James, Ms. Ashlee Johnson, Ms. Daniela McCarson, Mr. Dan Reade, Dr. Tim Russell,
> Mr. Alex Spencer and Mr. Alex Zuniga

Council Members Not Present: Ms. Caitlin Busso

Guest(s): Dr. Monica Green, Mr. Cameron Card, Dr. Tammara Cummings, Ms. Rosio Becerra

Recorder: Desiree Wagner

Quorum: # 7

Subject to Brown Act: No

1. **Call to Order**

2. **Action Items**
   - **2.1** **Approval of Agenda**
     - MSC (Motion- Mr. Dan Reade /Second- Ms. Ashlee Johnson)
     - The Council reviewed and approved the amended agenda.
     - **Approved by consensus.**

   - **2.2** **Approval of Meeting Minutes, September 25, 2025**
     - MSC (Motion- Dr. Tim Russell /Second- Ms. Charise Allingham)
     - The Council approved the revised minutes. Edits included restructuring Discussion Items 3.3 and 3.4 by relocating two bullet points and rewording the final bullet for clarity.
     - **Approved by consensus.**

3. **Discussion Items**
   - **3.1** 2025-2030 New Charter Template
     - Dr. James presented a draft IEGC charter aligned with the forthcoming 2030 Strategic Plan and Governance Manual (pending Board approval in November). The new template—features a concise 25-50 word description of the Council's role, highlighting:
       - Monitoring institutional progress
       - Supporting academic quality
       - Ensuring institutional effectiveness
       - Coordinating governance procedures

     Council members provided feedback on the draft description
       - Recommended adding more specificity.
       - Suggested clarifying connections with district councils and academic functions.

     - The Council also reviewed charter components including meeting schedules, membership structure, required reports, website expectations, and documentation requirements. Dr. James invited continued feedback on the remaining sections.

Hybrid Meeting Options & Governance Transition
- The Council discussed updates to meeting procedures. Councils may now convene in hybrid format (in-person + Zoom). Co-chairs should notify one another when attending remotely.
- Dr. James provided an overview of the upcoming transition to the Simplified Planning & Governance Model (SPGM) in Spring 2026. Key changes include:
  - Streamlined charters
  - Reduced annual reporting requirements
  - A shift from yearly surveys to biennial Reports of Effectiveness
- She emphasized updating council websites to include essential governance information previously housed in charters (e.g., KPIs, accreditation standards, membership rosters, representation requirements).

Charter Template Implementation & Document Management:
- Dr. James reviewed expectations for councils and committees entering the new governance cycle, noting the need to begin preparing charter updates and effectiveness reports.
- Concerns were raised related to archiving:
  - Members recommended that historical documentation be stored as files rather than as webpages.

4. Information Items

4.1 Report of Effectiveness 2024-25: Assessment Committee
- The Assessment Committee's final Report of Effectiveness for the current cycle was briefly discussed, with members noting progress made and remaining work ahead.

4.2 Report of Effectiveness 2024-25: Program Review
- The Council reviewed upcoming program review expectations.
  - Members shared proposed changes to the program review cycle, suggesting a move from a 3-year cycle to a 5-year cycle with mandatory annual updates.

4.3 2025-2030 New Charter Requirements and Procedures
- Dr. James presented the new SPGM aligned charter requirements and website guidelines, including expectations for documenting:
  - Membership structure and roles
  - Approval processes for new and continuing charters
  - Required website elements and documentation formats

4.4 IEGC Resource Request Ranking: Update
- An update on the IEGC Resource Request Ranking was shared, noting that the Foster Youth Resource Specialist position was moved from the budget request list to the staffing request list.

5. Good of the Order

6. Future Agenda Topics
6.1 Reports of Effectiveness (FPDC)
6.2 Data Governance Workgroup Updates
6.3 IEGC Annual Calendar

7. Adjournment
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Fall 2025 IEGC Schedule		
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Governance Entity:

Faculty Professional Development Committee

Charge:

The Faculty Professional Development Committee offers ongoing opportunities to improve, develop, and expand the skills and practices of faculty and staff who promote students' ability to achieve their educational goals in an equitable learning environment. The Faculty Professional Development Committee (FPDC) is primarily responsible for assessing and coordinating the listed Educational Master Planning objectives below:

Goal 4: (Professional Development) Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement.

● 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 Microaggressions certificate from 1% to 60% (285 out of 472 employees)
● Objective 4.3: (Increase percentage of faculty who complete Teaching Men of Color in CC certificate from 3% to 40%)

In addition, the FPDC collaborates with various constituent groups to facilitate faculty-focused training, for faculty growth in their field, development, health, and roles in the college with focused efforts around Fall and Spring FLEX as well as First Friday New Faculty Orientation.

The committee acts as a liaison and custodian to approve events and activities for faculty FLEX hours.

Sponsoring Council/Senate:

IEGC/Academic Senate

Co-chairs:

Zander Allport & Nancy Quiñones

Members:

Zander Allport, Eileen Cechini, Deshonna Harsch, Jethro Midgett, Natalie Morford, Sandra Popiden, Nancy Quiñones, Estrella Romero, Jessiah Ruiz, Erin Sternburg, Jody Tyler, Dana White

Evaluation of the Survey of Effectiveness:

The purpose of the survey of effectiveness is to provide a mechanism by which members of Norco Faculty Progressional Development (FPD) Committee could self-evaluate the effectiveness of the committee's planning and decision-making processes. In addition to one (1) open-ended question, the survey also requested feedback on each participant's level of agreement with thirteen (13) statements regarding the Committee's effectiveness. The feedback was measured on a Likert Scale from the following options: Strongly Agree, Agree, Disagree, Strongly Disagree, and Does Not Apply.

The survey received a total of two (2) participants, all of whom responded to 100% of the Likert Scale questions and two of whom responded to the open-ended question. Given the low participation rate, it isn't possible to extrapolate from the data to draw conclusions about our effectiveness from the results. However,

Results of the 2024 FPD Survey of Effectiveness indicated that 100% of members who participated in the survey either agree, or strongly agree, with twelve (12) of the thirteen (13) Likert Scale questions. As a result, there is evidence to suggest that, (1) [the] agenda and minutes are provided far enough in advance of meetings, (3) members are given adequate information to make informed recommendations or decisions, (4) all members are encouraged to be actively involved, (5) discussions are collegial, (6) differing opinions are respected, (7) participation is meaningful and important, (8) regularly communicate with members of [their] constituent group regarding key issues discussed and actions taken during meetings, (9) the charge is understood by the members, (10) members work toward fulfilling the charge, (11) the work has made an impact on its assigned EMP Goals, (12) the purpose of the governance entity aligns well with the college mission, and that (13) overall [members are] satisfied with [NAC's] performance.

However, when considering whether (2) agenda items are completed within the meeting time, one of our two participants disagreed, which connects to the response to the open-ended question (see below) related to more frequent or longer meetings.

In response to the open-ended question, which asked about any recommendations to help the committee function more effectively, one member said "I think revising the by-laws and charter will help the group better understand its charge" and another remarked that they believe the committee should either meet more frequently or for longer as we often have so much to cover during our monthly meetings.

In summary, results indicated that, despite several requests to committee members to take the survey, FPD needs to focus on increasing participation in the next survey of effectiveness. Perhaps dedicated time during one of our meetings would allow committee members to take time to share their opinions so that we can have adequate data to draw conclusions from. However, from the very limited results we did receive, they suggest that the FPD planning and decision-making processes were highly effective throughout the 2024-2025 Academic Year. It also provided both encouragement and guidance for ongoing continuous improvement efforts which shall be reflected in the committee's subsequent charter once fully considered and decided upon by the group.

EMP Goal Alignment and Objective Alignment:

The purpose of this section is to report on progress made towards the committee's EMP objectives and evaluate the appropriateness of objective assignments.

The charge of the Faculty Professional Development Committee is to offers ongoing opportunities to improve, develop, and expand the skills and practices of faculty and staff who promote students' ability to achieve their educational goals in an equitable learning environment. In addition, the FPDC collaborates with various constituent groups to facilitate faculty-focused training, for faculty growth in their field, development, health, and roles in the college with focused efforts around Fall and Spring FLEX. The committee acts as a liaison and custodian to approve events and activities for faculty FLEX hours.

The Faculty Professional Development Committee is primarily responsible for assessing and coordinating the listed Educational Master Planning objectives below:

Goal 4: (Professional Development) Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement.

● Objective 4.1: Increase percentage of employees who complete Guided Pathways training from 5% to 65% (305 out of 472 employees)

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● Objective 4.3: Increase percentage of faculty who complete Teaching Men of Color in CC certificate from 3% to 40%

<div align="center">Progress:</div>

The committee continued to make excellent progress toward the goal of implementing faculty professional development around Guided Pathways and equity frameworks and fostering a culture of ongoing improvement during the 2024-2025 academic year. Most notably, we provided *Guided Pathways* training to all New Faculty. The session was designed to deepen understanding of the *Guided Pathways* framework and to equip New Faculty with a working knowledge of the four key areas to support equitable student success through systemic, institutional transformation: *Advancing Equity, Transforming Institutions, Redefining Readiness,* and *Redesigning Supports.*

Advancing Equity: We informed New Faculty how *Guided Pathways* seeks to remove barriers faced by today's diverse student population – namely students of color, first-generation students, students from low-income backgrounds, and working adults. Within the training, we discussed inclusive teaching practices, culturally responsive pedagogy, and strategies for closing equity gaps.

Transforming Institutions: New Faculty were introduced to *Guided Pathways* as a *comprehensive, systemic approach* to institutional change. We discussed how the *Guided Pathways* aimed to align academic programs, student services, and administrative processes to improve student outcomes.

Redefining Readiness: We discussed how *Guided Pathways* seeks to reframe traditional notions of "college readiness" by focusing instead on the institution's readiness to serve students.

Redesigning Supports: We highlighted the importance of holistic student support – academic, financial, social, and emotional.

Our goal was for New Faculty to gain a clearer understanding of how *Guided Pathways* represents a shift in the institutional "way of doing things." We intended for New Faculty to understand that by advancing equity, transforming institutional practices, redefining readiness, colleges can create a more inclusive and effective environment that promotes student achievement and ultimately long-term socioeconomic mobility.

In terms of 4.2 and 4.3, we have no new completions of either of the CORA trainings and could not attain access to the guided pathways completion data. However, we effectively programmed two successful FLEX days that focused on equity-based pedagogical strategies, fostering a campus culture of care, and ongoing improvement and provided funding for individual faculty to attend professional development conferences and summits that focused on the same topics.

Alignment:

It is the opinion of this committee that Goal 4 is still in alignment with FPD's scope and purview and should remain throughout the next academic year as its work in this area is ongoing.

Assessment of Scope and Deliverables:

The purpose of this section is to self-assess the completion of deliverables defined by FPD's charter during the academic year. According to the charter, the FPD was working towards the completion of the following deliverables:

1. Coordinate and provide Fall and Spring FLEX events according to RCCD academic calendar.
   a. Status: Complete/Ongoing
   b. Rationale: We facilitated very successful Fall and Spring FLEX days in accordance with the academic calendar.
2. Review and report on the number of full-time faculty that completes professional development certification and training in alignment with EMP Goal 4. Encourage, recruit, and provide opportunities for faculty to complete certifications and trainings.
   a. Status: Complete/Ongoing
   b. Rationale: We successfully supported opportunities for faculty trainings throughout the year, most notably at the Fall and Spring FLEX events and through our New Faculty First Fridays. We also collaborated with the DE Committee and District DE to support certification and training efforts related to RSI and DE Certification.
3. FPDC will regularly review and approve events and activities for equity and general FLEX credit.
   a. Status: Complete/Ongoing
   b. Rationale: The committee regularly reviews events submitted for consideration at our meetings.
4. As a standing committee of the Academic Senate, this committee is subject to the Brown Act (SPGM, p.71) and should keep/post agendas and minutes accordingly.
   a. Status: Complete/Ongoing
   b. Rationale: Our committee is fortunate to have the administrative assistance of Eileen Cecini who is diligent about updating our agendas and minutes on the website.
5. The FDC will coordinate with the Norco College Instructional Programs Support Coordinator to ensure that all College/District approved FLEX events are submitted in a timely manner by the sponsoring committee and reports are reviewed monthly to check for accuracy in FLEX Track.
   a. Status: Complete/Ongoing
   b. Rationale: We promptly inform our FLEX administrator whenever any FLEX events are approved. However, we have very little control over the accuracy of FLEX Track as we do not have access to the server side of FLEX Track, which also can be (and was) impacted by software issues.
6. The FDC will review all College/District approved FLEX events to determine those that meet the criteria articulated in RCCD's Equity Statement and Criteria policy.
   a. Status: Complete/Ongoing
   b. Rationale: The committee reviews all events submitted for Equity FLEX credit.
7. The FDC will arrange with the Norco College Instructional Programs Support Coordinator to receive monthly reports of new FLEX events, with determinations regarding Equity FLEX credit made at the following FDC meeting, subject to majority approval.
   a. Status: Needs Improvement
   b. Rationale: While we regularly provide reports of approved FLEX events to the FLEX administrator, we've noticed a conspicuous lack of collaboration or communication

between the various bodies working on faculty professional development at Norco College and that faculty could benefit immensely from improvement in this area.

8. A report on the FDC's determinations will be forwarded in a timely manner to the NC Instructional Programs Support Coordinator.
    a. Status: Complete/Ongoing
    b. Rationale: We regularly provide reports of approved FLEX events to the FLEX administrator. Perhaps items 5, 7, and 8 in this list could be condensed in future charter drafts.