Institutional Effectiveness Partnership Initiative

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IEPI Is:

• An initiative funded by the Legislature
  ✓ $2.5 million for Year One (2014-15)
  ✓ $17.5 million for Year Two (2015-16)
  ✓ $27.5 million for Year Three (2016-17)

• Administered by the CCC Chancellor’s Office
Goals of IEPI

• Advance the California Community Colleges as the most effective and innovative system of higher education in the world
• Help colleges enhance student access, success, and equity
• Help colleges avoid accreditation sanctions and audit findings
• Support colleges in implementing emerging initiatives
How Is IEPI Structured?

**Composition of Partnership**
- CCC Chancellor’s Office
- College of the Canyons
- Academic Senate
- Foothill College
- Chabot-Las Positas CCD
- Representatives from 22 Statewide Organizations
- Success Center for California Community Colleges

**IEPI Executive Committee**

**IEPI Advisory Committee**

**Framework of Indicators Workgroup**

**Technical Assistance Workgroup**

**Professional Development Workgroup**

**Policy, Procedures, Practice Workgroup**

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Indicators

• Student Achievement
• Fiscal Stability
• State and Federal Programmatic Compliance
• Accreditation
Year 2 Indicators

**Student Outcomes**
- Completion Rate
  - Prepared
  - Unprepared
  - Overall
- Remedial Rate
  - Math
  - English
  - ESL
- CTE Completion Rate
- Course Completion Rate

**Required Goals**

**Accreditation Status**
- Accreditation Status ★

**Fiscal Viability**
- Salary and Benefits ★
- Cash Balance
- Fund Balance ★
- Annual Operating Excess/Deficiency

**State & Federal Compliance**
- Fiscal Audit ★
- Federal Awards ★
- State compliance ★

**Other**
- Optional College Choice (★ only if an indicator is identified by the college)
New Year 3 Indicator Additions

• Transfer-level Math/English Completion Rate
  – Year 1 and Year 2
• Number of low-unit certificates
• Median time to degree
• Number of CDCP awards
• Noncredit fill-in-the-blank
• CTE Skills Builder
• Access: District participation rate for the 18-24 year old population
• OPEB Liability

No New Required Goalsetting
Transfer-level Math/English Completion Rate Year 1 and Year 2

• Cohort: First-time students who complete 6 units and attempt any math OR English in their first year
• Metric: Percent who complete a transfer-level course in math (for the math rate) or English (for the English rate) in their first two years.
Number of Low-unit Certificates

- The number of certificates less than 18 units awarded by academic year
- Includes non-Chancellor’s Office approved certificates.
Median Time to Degree

• The median number of years from the time of a students’ first enrollment in a CCC until the time they receive an AA, AS, or ADT degree.
Number of CDCP Awards

- Number of CDCP certificates awarded by academic year.
Noncredit Fill-in-the-Blank

• Open field for colleges to identify their preferred metric to track effectiveness related to noncredit programs.
CTE Skills Builder

• Median percentage change in wages for students who completed higher level CTE coursework in a given year and left the system without receiving any type of traditional outcome such as transfer to a four year college or completion of a degree or certificate.
  – Aggregated by college
District Participation Rate for 18-24 Year Old Population

- Percent of the 18-24 year old population within district boundaries that are enrolled in a CCC in that district.
OPEB Liability

• Self-reported percentage of the OPEB liability that the district's set-aside funds represent (includes funds both in a trust and outside of a trust and designated for this liability).
Year 4: Non-Credit
Course Success Rate

• Only applicable to those reporting grades for non-credit.
• “SP” Grade expected to go to BOG in November
Goal Setting

- Meaningful dialog with campus community
- Connected to plans and initiatives at the college
- Don’t Just add 5 percent blindly
- Goals can be lower
- No sanction for not achieving goals
Goal Setting Example

• Institutional Effectiveness and Inclusive Excellence Committee (IE)$^2$
  – Discusses SSSP, Student Equity, Basic Skills, Performance Indicators
  – Reviews Goals
    • Which indicators does the College want to focus on?
    • What initiatives can move the needle?
    • What is the historical trend?
    • How much will new initiatives move the needle?
Goal Setting Example

• Review and Input from Academic and Classified Senates
  – Multiple meetings to promote conversation
  – Send suggestions back to (IE)²
• Discuss at College Planning Team
• Present to Board of Trustees
Goal Setting Example

• Course Success Rate
  – Doesn’t move greatly
  – Not well connected with initiatives at College of the Canyons compared to other indicators
  – Very small expected change
Goal Setting Example

• Completion of Transfer-Level Math within 1 Year
  – Reflects major focus at college with multiple measures and acceleration
  – Math transfer placement changed from 17 percent to 71 percent!
  – Large gains expected
  – Goals will reflect major change
  – Still need to review historical data when they become available
Goal Setting Example

• Fund Balance
  – District committed to balanced budget
  – Historically around 10 percent
  – Expect short-term goal to be same
  – Long-term goal expected to be reduced slightly due to denominator increasing
Goal Setting Example

• Accreditation
  – Reaffirmed!

• State and Federal Programmatic Compliance
  – Unmodified (no major findings)
Indicators

• Other Suggestions for Year 4?
Partnership Resource Teams (PRTs)

• Process begins with CEO’s short Letter of Interest, which identifies Areas of Focus for assistance

• Each PRT commits to at least three visits, designed to:
  – Understand issues and identify scope of support
  – Provide options for consideration by the institution in its Innovation and Effectiveness Plan to address its Areas of Focus, and advise in development of the Plan
  – Follow up with advice and guidance on early implementation as needed
PRT Seed Grants

• Grants of Up to $200,000 As Seed Money
  – Grant is to expedite implementation of institution’s Innovation and Effectiveness Plan—If it’s in the I&EP, you can use Grant funds to support it (with very few exceptions).
  – Application and award follow second visit generally
Status of Partnership Resource Teams

• Started visits in Spring 2015
• 58 institutions selected so far to receive technical assistance by PRTs: Colleges, districts, centers, and the Chancellor’s Office
• Volunteer pool of more than 360 subject matter experts from California Community Colleges—but we always need more to meet particular needs!
Areas of Focus

- Integrated planning at all levels, with resource allocation (57% of 46 client institutions through Fall 2016 cycle)
- Enrollment management (52%)
- SLO and SAO assessment, reporting, improvement, and integration with institutional planning (37%)
- Enhancing research and using data to improve decision-making, student success and achievement, and institutional effectiveness (including institution-set standards) (33%)
- Improvement of governance, decision-making, and communication (17%)
- Technology infrastructure and tools for monitoring and management of institutional effectiveness processes (17%)
- Delineation of function between college and district (9%)
- Fiscal management and strategies, including grant development (9%)
Notes from the Field

• PRT members draw from their experience to offer observations on the PRT process.
  – Virginia Moran, Spring 2015 and Fall 2016 Cycles
  – Comments and questions from the audience
New Features in Development

• Mini-PRTs: 1-to-3-person teams focused on narrower needs for assistance identified by the institution
  — Piloting in 2016-17

• PRT Communities of Practice: Regional groups of institutions focused on improving effectiveness in areas of common interest and need
  — Aiming for January 2017 kickoff
How to Participate in a PRT

• First, volunteer for the PRT pool of experts:
  – Current faculty survey: https://www.surveymonkey.com/s/Faculty_PRT_team_survey
Goals of IEPI Professional Development

• Disseminate effective practices for institutional effectiveness
• Identify pitfalls to avoid
• Provide both:
  – An online clearinghouse: Professional Learning Network
  – Regional workshops: Specialized Training
Professional Learning Network
Professional Learning Network

- April 2016 Official Launch – What’s New Since Then?
- Registered users increased from 400 to more than 3,400
- Addition of Lynda.com online training provider on 8/1/16
Resource for PRTs and Client Institutions: Professional Learning Network (http://pln.cccco.edu)
Resources

• At present, resources are IEPI products, invited submissions, or materials from other CCCCCO sites
  – Working to prepare IE “applied solutions kit” materials
  – Recruiting content based on IEPI priorities and PRT needs
• To submit a resource, select “Share a resource”
  – Unsolicited submissions subject to review
• Types of resources
  – Informational/Explanatory
  – Model/Template
  – Effective/Promising Practice
Resources - Searching

• Site can be searched by your choice of key word or words
• Search can be limited to one or more of the following
  – Resources
  – Connect
  – Speakers
  – Calendar
• Resources can be “Liked” and saved to “My PD”
Calendar

• Intended to serve as a system-level resource to:
  – Inform CCC community of upcoming events.
  – Prevent conflicting scheduling.

• Is an event you are planning not included?
  – “Suggest an event to add.”
Other PLN Information

• Professional Learning Network is available to all CCC employees.
• Submitted materials will be subject to Creative Commons licensing.
• IEPI advisory committee members and other volunteers charged with reviewing materials.
• 2015-16 state budget provided operational funding for Professional Learning Network as part of overall strategy for disseminating effective practices across CCC system.
  – Funds content development, resource curation, site administration, and outreach/training.
Professional Development
Regional Workshops

• **Past topics include:**
  – Inmate Ed
  – Basic Skills
  – Enrollment Management
  – Student Success (Re) Defined
  – CTE Data Unlocked
  – EEO/Diversity in Faculty Hiring

• **Upcoming Workshops:**
  – Role of Curriculum in Financial Aid Eligibility
  – Pathways
  – Dual Enrollment
Topics in Development for Upcoming Regional Workshops

• SLOs and Resource Allocation
• Dual Enrollment
• Campus Professional Development Programs
• Title IX at the California Community Colleges
• Pathways
• CTE Data Unlocked Super-User Training
• Inmate Education/Re-entry Education
• Enrollment Management
• Emergency Preparedness
• Succession Planning
Additional Ideas for Regional Workshops

• Change management
• Technology and other aspects of the statewide initiatives, including integration, costs, and interrelations among those initiatives
• Financial literacy
• Handling angry people
• Digital media skillsets
• More on enrollment management in all its aspects
  – For example: Establishing a cross-functional team to build internal capacity for implementing the enrollment management plan
  – Establishment and support of well-trained outreach/retention teams, including students, teachers, counselors, and staff
• Nuts and bolts of a Data Integrity Committee
• Other ideas from the audience?
The Policy, Procedures, and Practice (PPP) Workgroup

• The PPP Workgroup develops recommendations to the IEPI Executive Committee on policies, procedures, or system-wide practices that impact institutional effectiveness, especially those related to accreditation and audit.
Examples of PPP Work to Date

• Initiation of a communication plan and collection of successful college practices to share with other California Community Colleges

• Initiation of the development of “applied solution kits” “ASK” kits identified in Letters of Interest
Goal:
Create a repository of exemplary frameworks that include tools based on feedback from the field. The repository contents will be improved with practice and evaluation.

Supporting the Work of Improving Institutional Effectiveness
Examples - Infographics

Strategic Enrollment Management

Plans to ensure access, progress, and success of students while maintaining the fiscal viability of the college
THE COMPONENTS OF THE INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE

- Develop a framework of indicators and college/district goals.
- Make Technical Assistance Teams (called Partnership Resource Teams, or PRTs) available to institutions that express interest in receiving assistance.
- Enhance professional development opportunities for colleges and districts related to institutional effectiveness.
- Provide access to resources, tools and best practices

IEPI Newsletter

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SEPTEMBER 2016

SPOTLIGHTS

College Experiences in the Institutional Effectiveness Partnership Initiative
An Evaluation Activity

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What Are the Next Steps for IEPI?

- Expand number of colleges, districts, and centers served by technical assistance and professional development
- Request Board of Governors adoption of Year-Three IEPI goals framework
- Roll out IEPI strategic communications to ensure institutions and external audiences understand value and benefits of IEPI
- Continue to identify and disseminate effective practices:
  - Develop content/materials
  - Expand deployment of resources to disseminate content—in person, online, regional
  - Support the Professional Learning Network
- Evaluate all major activities
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