Participate | Collaborate | Innovate
Institutional Effectiveness Partnership Initiative: Advancing with IEPI

Presented at the Strengthening Student Success Conference by:
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Thursday, October 12, 2017
IEPI: Breaking It Down

Overview: What Is IEPI?

- Indicators and Goal-Setting
- Policy, Procedures and Practices
- Technical Assistance
- Professional Development

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What Is IEPI?

An ambitious initiative, funded by the Legislature and administered by the Chancellor’s Office.

PARTICIPATE
Connecting our 114 colleges with a common aim of improving effectiveness.

COLLABORATE
Harnessing the full power of California’s amazing and talented Community College professionals.

INNOVATE
Laying the foundation for the future of higher education in California.
What Are IEPI’s Goals?

- To advance the California Community Colleges as the most effective and innovative system of higher education in the world.
- To help colleges enhance student access, success and equity.
- To help colleges avoid accreditation sanctions and audit findings.
- To support colleges in implementing emerging initiatives.
How IEPI Works…

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
Indicators and Goal-Setting
IEPI Indicators

It’s about **self assessment and improvement**…

**NOT** about accountability.

- Aim High!
- Avoid small incremental change

- No sanctions for not achieving your goals.
Year 4 Indicators

**Student Outcomes**
- Completion Rate
  - Prepared
  - Unprepared
  - Overall ★
- Transfer-level ★☆ Completion Rate
  - Math Year 1
  - Math Year 2
  - English Year 1
  - English Year 2
- Remedial Rate
  - Math
  - English
  - ESL
- Median Time to Degree ★☆
- Required College Choice (Basic Skills) ★☆
- Optional College Choice (Noncredit and could include Noncredit Success Rate)

**Accreditation Status**
- Accreditation Status ★☆

**Fiscal Viability**
- Salary and Benefits
- Cash Balance
- OPEB Liability
- District Participation Rate
- Number of Combined Degrees and Certificates
- Number of Transfers
- Number of Low-unit certificates
- Number of CDCP Awards
- CTE Completion Rate
- Course Completion Rate
- CTE Skills Builder
- Fund Balance ★☆
- Annual Operating Excess/Deficiency
- FTES (college)

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

**Other**
- Optional College Choice (★☆ only if an indicator is identified by the college)

★ Required 1-Year Goal
☆ Required 6-Year Goal

* Pick any one from the list of Transfer-level Completion Rates
Goal Setting: Getting Champions Involved

• What change do you aspire to achieve?
  – Small incremental
  – Revolutionary, Game Changing

• How many people will need to be involved?
  – 5
  – 100

• What key groups on campus need to be involved?
Goal Setting: Start Meaningful Dialog

• Convene Key People, All of Them!
  – College Planning Groups
  – Instruction, Student Services, Human Resources, Institutional Research
  – Faculty, Administrators, Staff
• Start with the IEPI Data Trends
• Reflect on Other Data/Goals
  – Key Performance Indicators
  – ACCJC Institution Set Standards
  – System Strategic Vision
Goal Setting:
System Strategic Vision Goals

1. Increase number of associate’s degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job by 20 percent.
2. Increase number of transfers to UC or CSU by 35 percent.
3. Decrease the average number of units for degree earners, from 87 to 79.
4. Increase the percent of exiting CTE students employed in their field of study, from 60 percent to 69 percent.
5. Reduce equity gaps across all of the above measures by 40 percent within 5 years and fully close achievement gaps within 10 years.
6. Reduce regional achievement gaps across all of the above measures with the ultimate goal of closing gaps within 10 years.
Goal Setting: Drive Action

• Conversation Not Linear
  – What changes do you aspire to achieve?
  – What actions can move the needle, really move the needle?
  – How much will the needle move?

• Action Plan / Work Plan
  – Action
  – Who is responsible?
  – When will it be completed?
Goal Setting: Timing

• How much time is needed for robust conversations of game changing actions?
  – Retreats
  – Delegates to Uber-committee
  – Uber-committee replacing others

• Who is to be involved?
  – Academic Senate
  – Classified Senate
  – College Planning Committees
  – Present to Board of Trustees
Goal Setting

• How will these plans be integrated with other college plans?
  – Department Program Reviews
  – Strategic Plan
  – Integrated Plan (SSSP, SE, Basic Skills)
  – Pathways
  – Strong Workforce
  – Educational Master Plan
Technical Assistance
PRTs: Stories from the Field

- PRT clients draw from their experience to tell stories about the PRT process.
  - Mary-Jo Apigo, Dean of Teaching and Learning, West Los Angeles College
  - Brianna Hays, Senior Dean, Institutional Effectiveness, Success, and Equity, Cuyamaca College
  - Comments and questions from the audience
The Process (in a Nutshell)

Approach: Colleagues helping colleagues

1. CEO drafts short Letter of Interest identifying Areas of Focus (AoFs)
2. Volunteers matched by expertise to AoFs, and PRTs assembled
3. Approval by the Chancellor’s Office, client CEO and IEPI.
Client institution provides crucial documents and more detailed Treatment of AoFs.

Training for PRT members (Webinar, Workshop)

PRT prepares for Visit 1
Visit 1: **Listen!**
Understand the issues and the scope of support…

Visit 2: **Facilitate!**
Provide options for consideration by the institution in its Innovation and Effectiveness Plan (I&EP, in which it will address its Areas of Focus), and advise in development of the Plan…

Visit 3: **Advise!**
Follow up, providing guidance on early implementation.
Participating on a PRT has been really awakening for me...
the idea that we could actually come and share our
thoughts and ideas and perspectives to assist a college...
it's great to be received, to be taken seriously.

– Tim Leong, Contra Costa Community College District
Sure… *but what about funding?*

**$$ to Execute Your Innovation and Effectiveness Plan!**

- Seed grants of up to $200,000 to expedite implementation of your I&EP!
- Application and award generally follow Visit 2.
- In general, if it’s in the I&EP, you can use Grant funds to support it.
- There are a few restrictions on use of the funds.
We’ve Been Busy!

- Started visits in Spring 2015
- 72 institutions selected so far to receive technical assistance by full PRTs
- 6 other institutions have received mini-PRT assistance
- Volunteer pool now consists of more than 400 subject matter experts from California Community Colleges… but we always need more!
Practically *Anything* Is Fair Game…

**Common Areas of Focus**

- Integrated planning and resource allocation
- SLO and SAO assessment, improvement
- Governance, decision-making, communication
- Technology and/or delineation of function
- Coordination and tools for institutional
- Fiscal management and strategies, including
- Professional development
- Distance education programs and services

Percentage of Institutions
Coming Attractions...

• Expansion of mini-PRTs (teams of typically 2-3 members focused on narrower needs for assistance identified by the institution)
  – Piloted in 2016-17
  – $75,000 Seed Grants (there are a few restrictions on use of these funds)

• PRT Communities of Practice (regional groups of institutions focused on improving effectiveness in areas of common need)
  – December 2017 kickoff in Region 1
No judgments...

The PRT gave us what we wanted: a peer-based team that would be honest, non-judgmental, and help us as we prepared for our accreditation visit.

– Dr. Kimberly Hoffmans, Ventura College
Volunteer…
… and Spread the Word!

• Current non-faculty survey:
  https://www.surveymonkey.com/r/IEPI-PRT-Pool-Expertise-Inventory-201612

• Current faculty survey:
  https://www.surveymonkey.com/r/FacultyExpertise2016
Policy, Procedures, and Practices
P³ Impacting Institutional Effectiveness

Policy… Do the rules need to change?

Procedures… Do our formal processes need to change?

Practices… Should we be doing things differently, system-wide?

Focus particularly on issues related to accreditation and audit.
Examples of **P³** Work So Far…

- Work has been initiated on a communication plan and collection of successful college practices to share with other California Community Colleges.
- Development has begun on Applied Solution Kits (ASKs) focused in part on issues identified in the institutional Letters of Interest.
Ask Yourselves…

• From your perspective, what system-wide policy or regulatory barriers that impede student success are most in need of examination and possible revision to improve institutional effectiveness?
Knowing what works matters. Knowing how something works matters more. IEPI gives both.

– Alex Casareno
Cosumnes River College
The IEPI Way

• **Team Up!** Colleges and Districts are encouraged to attend IEPI trainings with their team

• **Engage!** Workshops foster learning by encouraging participant involvement

• **Reflect!** Training sessions provide your team time to process – and innovate upon – what they’ve learned.
Professional Development

The IEPI Way (cont.)

• **Plan Action!** Trainings are designed so that each team leaves with an action plan.

• **Check In!** Trainings include a follow-up component to encourage implementation of the action plan.
I think we need a stronger connection between institutions. These seminars and workshops connect us with each other, and close the gap.

– Jeannette Kokosinski
Feather River College
IEPI Visioning Meetings

Brainstorming PD Topics...

PRT Areas of Focus

IEPI’s Professional Development Workgroup

Emerging Issues and State Priorities
Previous Workshop Topics

- What is IEPI?
- Indicators
- Enrollment Management
- Student Support (Re)defined
- Basic Skills and Student Outcomes Transformation
- CTE Data Unlocked
- Inmate Education
- The Role of Curriculum in Institutional Financial Aid Eligibility
- Integrated Planning
- Dual Enrollment
- EEO and Diversity in Hiring
- Basic Skills Summit
- Guided Pathways
- Evaluator Training

- Audit and Fiscal Compliance
- Growing Enrollments & Supporting Structured Pathways in CTE
- Noncredit Summits
- Integrated Planning
- Data Disaggregation
- SSSP/SE/BSI Integration
- Financial Literacy
- Change Leadership Summit
- Inmate Education
- And more!
### Analysis of IEPI Workshops to Date by Four Statewide IEPI Goals

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Live Audience Poll

• Respond on your web browser at PollEv.com/iepi – poll responses will display on your screen as each poll is presented.

OR

• Respond via text message: Text IEPI to 22333 to join the session. Then text your answer to each poll as it’s presented.
Which of the IEPI workshops should be repeated?

Click here to show live results.
In which of the four areas of IEPI should we expand our workshop offerings?

Click here to show live results.
What's missing from our Professional Development offerings?

Click here to show live results.
Professional Learning Network

The Best-Kept Secret of the California Community College System

Participate | Collaborate | Innovate
What Is the PLN?

- It’s an important element of IEPI Professional Development.
- It’s a one-stop site for all CCC employees to learn, share and connect.
- Every resource is free to college staff, faculty, administrators and trustees.
Create your own Professional Development plans using **FREE** web resources!

- Skillsoft
- Lynda
- Grovo
SHARE.

• **Submit** information about what is working at your own college and **get recognized** for your work while helping your colleagues across the state!
• **Access** promising practices and resources from your California CC colleagues
• Be a crucial part of the **future** of California higher education.
CONNECT
Applied Solution Kits (ASKs)

What Is an ASK?

• Stand-alone compilation of concrete resources, tools, and effective practices

• Designed as an interdependent set of practices to be implemented together for optimal impact

• Each ASK is linked to the others
Applied Solution Kits (ASKs)

Conceptual Model of Integrated Planning

**DEVELOP**
Goals, Objectives, Measurable Objectives, Strategies, Priorities
- IP Tools: Logic Model
- Process Improvement Guide
- Templates

**DISCOVER**
What is the planning process and structure? Who's involved? What resources are needed?
- IP Tools: Lit Review
- Self-Assessment

**IMPLEMENT**
Time for Action, Hire, Allocate, Purchase, Install, etc.
- Integration of Other Departments
- IP Tools: Templates for tracking progress

**EVALUATE**
Evaluate progress towards goals. For multi-year plans, conduct annual evaluations, and refine strategies if needed.
- IP Tools: Templates, Rubrics

**REPORT**
Make evaluation results public.
- IP Tools: Reporting Tools, Dashboards

**MISSION AND VISION**

Sudden Opportunities
- Sudden opportunities (i.e., new funding streams) and challenges or obstacles (i.e., budget reductions) can happen anytime during the life of a plan. An integrated planning process provides the structure to evaluate these "unknowns" and how they relate to the plans and processes already that have been established. Separate processes might need to be developed to address opportunities vs. challenges.

Sudden Challenges or Obstacles

DATA NEEDED:
- Institutional Data
- External Scans
- Other Institutional Plans

Determine milestones during development process to assess how the process is going.
- Develop process to address "unknowns"
SIGN UP TODAY!

1. Go to
   prolearningnetwork.cccco.edu/

2. Register for free!

3. Fill out your profile, share your work, find what you need
Get INSPIRED...
Contact Us!

- Barry Gribbons: barry.gribbons@canyons.edu
- Matthew C. Lee: matthew@mcleeconsulting.com
- Jeff Spano: jspano@cccco.edu

lepi.cccco.edu