2018 REPORT

Institutional Effectiveness Partnership Initiative (IEPI) Legislative Report

A11Y 7/25/22

California
Community
Colleges

March 25, 2019

The Honorable Gavin Newsom
Governor of California
State Capitol
Sacramento, CA 95814

RE: Legislative Report on Institutional Effectiveness Partnership Initiative

Dear Governor Newsom:

Please find enclosed a report on the California Community Colleges' Institutional Effectiveness Partnership Initiative (IEPI). The initiative is a statewide collaborative effort to help colleges and districts improve their fiscal and operational effectiveness and promote student success. The 2015-16 State Budget Act provided IEPI with its first year of funding and the 2016-17 State Budget Act requires the California Community Colleges Chancellor's Office to report on the use of these funds.

On behalf of the Board of Governors of the California Community Colleges, I respectfully submit for your information and review, the Institutional Effectiveness Partnership Initiative Legislative Report. Interim Director of Institutional Effectiveness Jeff Spano may be contacted for questions and comments at (916) 327-7252 or jspano@cccco.edu.

Thank you for your interest in these programs and the students they serve.

Sincerely,

Eloy Ortiz Oakley, Chancellor

2018 REPORT ON INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE (IEPI)

Prepared By

California Community Colleges Chancellor's Office
Institutional Effectiveness Division

Table of Contents

OVERVIEW

Launched in fall 2014, the Institutional Effectiveness Partnership Initiative (IEPI) is a collaborative effort to help colleges and districts improve their fiscal and operational effectiveness and promote student success. The initiative focuses on four major aspects of institutional effectiveness: 1) student performance and outcomes; 2) accreditation status; 3) fiscal viability; and 4) programmatic compliance with state and federal guidelines. IEPI crosses all Chancellor's Office divisions and initiatives, as well as several statewide priorities, including currently and formerly incarcerated education and the California Conservation Corps.

IEPI, now in its fifth year, is directing its efforts toward supporting the Board of Governor's six goals for meeting California's needs as articulated in his ambitious July 2017 Vision for Success report (the *Vision*). IEPI is committed to serving the California Community Colleges in its mission to challenge the status quo and drive innovation in higher education. IEPI continues to play a pivotal role in disseminating promising practices for improving student performance and outcomes and increasing the leadership capacity of faculty, staff and administrators to ensure that students of all backgrounds achieve their educational goals.

The six *Vision* goals include:

- Over five years, increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates or specific skill sets that prepare them for an in-demand job.

- Over five years, increase by 35 percent the number of California Community College students transferring annually to a UC or CSU.

- Over five years, decrease the average number of units accumulated by California Community College students earning associate degrees.

- Over five years, increase the percent of existing CTE students employed in their field of study.

- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.

- Over five years, reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults.

The Institutional Effectiveness division of the California Community Colleges Chancellor's Office (Chancellor's Office), which oversees IEPI, accomplishes its work in collaboration with several key partners, including Santa Clarita Community College District, Chabot-Las Positas Community College District, Ohlone College, the Academic Senate for California Community Colleges and the Success Center for California Community Colleges. In addition to these key partners, IEPI consults the knowledge and expertise of the Chancellor's Office at large. Moreover, the IEPI Executive Committee helps to shepherd the two major components of the initiative: technical assistance and specialized training.

An important feature of IEPI, which accounts for much of its success, is that it draws on the expertise and innovation from within the California Community Colleges to help colleges and districts advance effective practices.

FUNDING

The 2017-18 California Budget Act (Chapter 14, Statutes of 2017) provided $7.5 million for technical assistance and $20 million for regional and online workshops and trainings.

The 2018-19 California Budget Act (Chapter 29, Statutes of 2018) also provides $7.5 million for technical assistance and $20 million for regional and online workshops and trainings.

REPORTING

The 2018-19 State Budget Act (Chapter 29, Statues of 2018) requires the chancellor, beginning in the 2018-19 fiscal year, to report on the use of these funds to the Department of Finance and the Joint Legislative Budget Committee by December 31 of each year, including activities funded pursuant to this allocation and progress toward college and district institutional effectiveness indicator goals. This report responds to this requirement and reflects the period from November 1, 2017 through November 15, 2018.

FRAMEWORK OF INDICATORS

IEPI's Framework of Indicators, which required each California community college to develop, implement and post a goals framework to receive Student Success and Support Program funds, was suspended in early 2018.

Pursuant to Education Code section 84754.6, the primary function of the Framework of Indicators (Framework) was to measure the ongoing condition of the California Community Colleges' operational environment by focusing on four major areas: (1) student performance and outcomes; (2) accreditation status; (3) fiscal viability; and (4) programmatic compliance with state and federal guidelines. Notably, the Framework goal-setting process provided colleges and districts the opportunity to engage in short- and long-term aspirational goal-setting via the IEPI Indicators Portal (the Portal) as a team. The local goal-setting process helped colleges and districts strengthen cross-silo communication and facilitated a shared commitment to local-level institutional improvement.

The Framework was developed annually by the IEPI Advisory Committee's Framework of Indicators Workgroup (Indicators Workgroup), which comprised representatives from California community college associations, professional organizations, the California Department of Finance and the Chancellor's Office. From 2014 to 2017, IEPI oversaw the adoption and posting of three goals frameworks—Year One (2014-15), Year Two (2015-16), and Year Three (2016-17). The Board of Governors of the California Community Colleges (Board of Governors) adopted the Year-Four (2017-18) goals framework in July 2017, but in February 2018, the requirement for adopting and setting Year Four goals was suspended per Chancellor Oakley's request that a simplified list of system-level metrics be developed and applied across all California Community Colleges initiatives to accelerate educational reform efforts at the colleges. In spring 2018, the Metrics Simplification Working Group provided recommendations on a possible set of systemwide metrics. The selected working

group was broadly representative of the system to provide perspectives from various college roles, including chief executive officers; chief instructional officers; chief student services officers; chief business officers; deans; institutional researchers; faculty career and technical education; and adult education. Representatives from each of the Chancellor's Office divisions and a team of research experts who were involved in the development of other systemwide metrics supported the working group.

The working group's recommendations informed the ultimate measures and data definitions that have been implemented by the Chancellor's Office in 2018-19. The simplified metrics, now referred to as the Student Success Metrics, have replaced the data points in existing public dashboards, including the student performance and outcomes measures in the Portal, in the 2018-19 academic year. The Student Success Metrics have also superseded the specific metrics associated with various Chancellor's Office initiatives, to help ensure that all efforts are aligned with *Vision* goals. The Student Success Metrics were made available for public viewing online in November 2018.

Statute surrounding IEPI's Framework of Indicators will be revised to reflect this change.

More information on metrics simplification can be found in Chancellor Oakley's memos, "Suspending Requirement and Process for Adopting Institutional Effectiveness Partnership Initiative (IEPI) Goals Framework and Setting Year-Four College/District Goals" (Appendix 1) and "Student Success Metrics" (Appendix 2).

TECHNICAL ASSISTANCE

BACKGROUND

IEPI provides technical assistance to colleges, districts and centers through Partnership Resource Teams. The teams are made up of subject-matter experts from within the California Community Colleges as well as the Chancellor's Office whose collective expertise is matched to an institution's identified needs. Currently, the Partnership Resource Team pool includes more than 370 active volunteers. Prior to serving on a team, members receive webinar and in-person training on IEPI's goals, the model Partnership Resource Team process, their role as a team member, the Appreciative Inquiry approach and resources that are available to them as they serve in this capacity. Such resources include the Vision Resource Center and the Applied Solution Kits that reside on the legacy Professional Learning Network. The Technical Assistance Workgroup of the IEPI Advisory Committee provided advice on the structure and execution of the Partnership Resource Team process prior to the disbandment of the Advisory Committee in September 2018.

Institutions are selected to receive a team visit based on a Letter of Interest submitted by the institution's chief executive officer that identifies one or more areas of focus for which they would like assistance. In late 2018, the Letter of Interest was revised so that colleges must identify how their areas of focus relate to the *Vision's* core commitments. To date, the two most popular areas of focus have been integrated planning and enrollment management. The chart below provides a breakdown of the most common areas of focus by popularity.

Area of Focus	Institutions (%)
Integrated planning	47
Enrollment management	47
Evidence-based decision-making	31
SLO and SAO assessment	30
Governance, decision-making, communication, and internal coordination	24
Technology infrastructure and tools	17
Delineation of function between college and district	11
Fiscal management and strategies	11

Each team commits to making at least three visits to an institution. The team aims in its first visit to gain a clear understanding of the institution's stated needs and areas of focus, and to identify any additional, related issues. On the second visit, the team helps the institution develop its Innovation and Effectiveness Plan for addressing the areas of focus. Upon completion of that plan, the institution becomes eligible for an IEPI grant of up to $200,000 to help facilitate and expedite the implementation of its plan. On the third visit, the team follows up with the institution to assess progress and help resolve any unexpected challenges with early implementation of their Innovation and Effectiveness Plan.

To date, 92 institutions—including the Chancellor's Office—have been selected to receive technical assistance by a full Partnership Resource Team. Several of those, in fact, are or will be receiving assistance from a second team.

PARTNERSHIP RESOURCE TEAM PROCESS EVALUATION

As with specialized training, the Partnership Resource Team process is evaluated by an outside evaluator. The *Partnership Resource Team Technical Assistance Feedback Summary Report* (Appendix 3) includes evaluation findings on the Partnership Resource Team process for institutions that received their final visits by spring 2018, the end of IEPI's fourth year. The evaluation of the Partnership Resource Team process was conducted primarily through survey tools that are completed by team members and participating institutions at the conclusion of each Partnership Resource Team visit. Team member and institution responses are then aggregated, analyzed and summarized. The report demonstrates the value of the Partnership Resource Team process to the institutions that have participated, as well as to the individuals who have volunteered to serve on a team. Such feedback has directly informed changes to the PRT process and team trainings. For example, Partnership Resource Team process documentation for both client institutions and Partnership Resource Teams has been refined to clarify responsibilities; sustainability of progress received more focused attention during the third visit; and the proportion of experienced members on new Partnership Resource Teams has increased. The evaluation process itself has also seen further improvements.

Sustaining Institutional Effectiveness: PRT Process Impact as of Fall 2018: Themes, Conclusions, and Recommendations (Appendix 4) reports on the Partnership Resource Team client institutions that had completed their final visit by November 15, 2017. Based on structured interviews with institutional leaders and surveys of both institutional representatives and team leads and members, this analysis indicates that the Partnership Resource Team process had sustained, positive effects on the vast majority of those institutions. They valued a variety of aspects of the process, including focusing and accelerating progress on critical, large-scope issues; providing structure and positive accountability for making improvements; and sharing experiences—both successes and mistakes—in a safe setting with colleagues. It also shows that team members, too, found the process valuable, particularly in learning and applying how other institutions operate and solve problems; improving their own facilitation skills; and developing broader perspectives on challenging issues facing community colleges as a result of working with both fellow team members and client institutions.

To help share the experiences and benefits gained from institutions that have participated in a Partnership Resource Team, and to encourage collective learning, the technical assistance evaluator has developed a series of vignettes called *Spotlights*. *Spotlights* are published periodically and highlight the impact of a Partnership Resource Team on a specific institution and its unique areas of focus, or on other aspects of IEPI. The December 2018 *Spotlights* (Appendix 5) focuses on how Cuyamaca College improved its governance and decision-making process with the assistance of a Partnership Resource Team.

MINI-PARTNERSHIP RESOURCE TEAMS

Mini-Partnership Resource Teams are typically composed of two to three volunteer experts, and differ from full teams primarily in that they focus on a narrower set of needs for assistance. In the 2017-18 academic year, three institutions within the California Community Colleges received Mini-Partnership Resource Team assistance, and grants of $75,000 each. Areas of focus for these Mini-Partnership Resource Teams included grants development and management best practices; enhancing communication, collaboration, information flow, and committee structures and functions; and development of a meaningful noncredit program that creates a pathway between adult education, high employment careers and community college credit programs. IEPI continues to provide Mini-Partnership Resource Team assistance in the 2018-19 academic year; one institution so far has completed its visit, and is applying for the grant.

PARTNERSHIP RESOURCE COMMUNITIES OF PRACTICE

Partnership Resource Communities of Practice are regional groups of institutions focused on improving in areas of common interest and need. These groups extend the Partnership Resource Team colleagues-helping-colleagues approach, with the institutions themselves providing assistance to each other, supplemented by IEPI resources. They thus build local and regional capacity to improve and sustain institutional effectiveness. The first IEPI Community of Practice consists of seven colleges in Region 1, five of which are small, rural institutions. Based on a December 2017 one-day meeting and subsequent discussions, the Region 1 Community of Practice produced a white paper on state funding in light of the particular issues facing small rural institutions, which informed the CEO Workgroup's Spring

2018 discussions of funding formula modifications. The June 2018 meeting focused on best practices in College Promise programs, and a report of those best practices is in preparation by a subset of participants. The next Partnership Resource Communities of Practice meeting will take place in early 2019 and will focus on implementation of AB 705.

PROFESSIONAL DEVELOPMENT

BACKGROUND AND APPROACH

IEPI provides regional workshops, trainings, and systemwide webinars to community college personnel to promote Chancellor's Office priorities, such as improving student achievement, community college operations and system leadership. IEPI's professional development offerings are designed to align with *Vision* goals and core commitments.

The Professional Development Workgroup of the IEPI Advisory Committee provided guidance and input on training activities from IEPI's inception to September 2018. At that time, the Advisory Committee was disbanded to allow the Chancellor's Office Executive Team to provide more direction for and take greater ownership of professional development content and delivery during this time of significant transformational change per the *Vision* goals. The IEPI Executive Committee continues to function as the central governing body for IEPI and, among other responsibilities, advises the Chancellor's Office on technical assistance and professional development matters.

IEPI-sponsored professional development events are intended to fill gaps in the California Community Colleges' offerings, and are designed to be cross functional and enhance the overall institutional effectiveness of and student achievement at the colleges and districts.

To this end, IEPI trainings adhere to the following practices:

- They align with *Vision for Success* goals and core commitments.

- They foster learning by requiring a high degree of participant involvement.

- College and/or district teams, rather than single individuals, are encouraged to attend IEPI trainings to increase the buy-in for and support of new practices. (Attendees are required to pay a nominal fee to facilitate their commitment to the trainings).

- Trainings are designed to ensure that each team leaves with a clear action plan that results in measurable change.

- Trainings include a follow-up component to reinforce action plan implementation.

- All trainings are evaluated by an external evaluator.

EVENT TOPICS

Since the start of the initiative, event topics have included (in alphabetical order and with the number of workshops conducted):

- Audit & Fiscal Compliance (1);
- Basic Skills (2);
- Basic Skills, Student Equity, and Student Success and Support Program Integration (4);
- Building Diversity (5);
- Career and Technical Education Data Unlocked (6);
- Change Leadership (1);
- Crisis Communications (3);
- Data Disaggregation (2);
- Dual Enrollment (6);
- Enrollment Management (5);
- Equal Employment Opportunity & Equity in Faculty Hiring (8);
- Evaluator Training (2);
- Financial Aid (2);
- Financial Well-Being (2);
- Framework of Indicators (2);
- Guided Pathways (22);
- Inmate Education (3);
- Integrated Planning (3);
- Noncredit (2);
- State Budget (2);
- Student Centered Funding Formula (3);
- Student Support (Re)defined (10); and
- What Is IEPI? (6).

In the 2017-18 fiscal year, IEPI reached a large audience. IEPI held 26 workshops on 12 topics with a total of 3,217 attendees, who came from 114 of California's 115 community colleges.

Altogether, there have been 6,172 workshop attendees since IEPI began offering workshops in late 2015. It is important to note, on the subject of workshop attendance, that the main focus of IEPI workshops—developing an action plan for change—produces a ripple effect that extends beyond the number of attendees from each college.

Many of the workshops this fiscal year focused on Guided Pathways. Nearly 75 percent of the overall workshop attendance comprised participants from the Guided Pathways workshops. IEPI workshops continue to be in high demand, with 60 percent of them experiencing enrollment at 85 percent or more of capacity and reaching 87 percent of capacity on average.

Attendees' ratings for both the quality of workshop presenters and the workshop delivery continues to be positive.

HIGHLIGHTS FROM 2017-18

To help support the ongoing implementation of Guided Pathways across the system, and working in close collaboration with Chancellor's Office Educational Services divisions, Career Ladders Project, The RP Group and the Academic Senate for California Community Colleges, nine training sessions were provided from February to April 2018. The sessions in Oakland and Fresno were delivered in partnership with regional consortia (the Bay Area Community College Consortium and the Central Valley Higher Education Consortium, respectively). A session in Marina del Rey was offered to colleges who are beyond the early stages of Guided Pathways implementation as an opportunity to engage with and learn from other advanced colleges. IEPI continues to advance the Guided Pathways effort in 2018-19 by supporting workshops designed to assist colleges with second-year implementation efforts around data literacy, shared governance structures, and strategic meta-major and program mapping.

April 2018 witnessed a two-day summit entitled "Leading the Nation: Building Excellence for California's Incarcerated & Formerly Incarcerated Students." This event, which was planned by the Chancellor's Office's Educational Services & Support division in cooperation with the Renewing Communities initiative, served 200 attendees from 70 colleges and universities, and focused on quality, student support, degree completion, job attainment and transfer. Topics included trauma responsiveness, technology in custody and new funding for on-campus efforts.

One outcome of IEPI's Partnership Resource Team visits has been the identification of a compelling need for professional development resources that provide a more in-depth and comprehensive approach to enrollment management. In spring 2017, IEPI conducted a systemwide survey and needs assessment across several constituencies to develop a framework for Strategic Enrollment Management. Drawing on these diverse perspectives, the Strategic Enrollment Management Core Team assembled the Strategic Enrollment Management Advisory Committee to provide input on the development of resources, tools and practices. Over the past two years, the Strategic Enrollment Management team has authored eight resource guides, vetted 16 promising practices submitted by community colleges and developed curriculum for a comprehensive, one-year Strategic Enrollment Management Program. The program, which encompasses several coordinated efforts to provide technical assistance and professional development resources, represents IEPI's first venture into developing an intensive and comprehensive enrollment management curriculum to the California Community Colleges.

In spring 2018, fifteen college teams were selected for the inaugural 2018-19 Strategic Enrollment Management Program cohort. The program launched in June 2018 with the Strategic Enrollment Management Academy. College participants gathered in Southern California to learn the foundational elements of the program and create an action plan for their chosen projects. The college teams also met their coaches who will facilitate the implementation of the enrollment management projects over the next year. The cohort will reconvene in Sacramento in January 2019 to discuss project development. The Strategic Enrollment Management Program will culminate with a final convening in June 2019, at which college teams will share final outcomes and the sustainability of their projects.

The Strategic Enrollment Management Core Team and the program coaches have developed several tools and resources to integrate colleges' strategic enrollment management efforts into the Guided Pathways framework. During the 2018 Strategic Enrollment Management Academy, college teams were presented with a crosswalk between the Guided Pathways principles and the components of Strategic Enrollment Management. Attendees participated in facilitated discussions on how to overlay the Guided Pathways student-centered approach to holistic planning onto the team's project. Furthermore, the project team has since worked to further refine this matrix into a series of team activities, including guiding questions to reimagine Strategic Enrollment Management decision-making under Guided Pathways.

In September 2018, the Chancellor's Office partnered with the Central Valley Higher Education Consortium to provide a Strategic Enrollment Management workshop in Fresno. Attendees learned how their colleges can better serve students within the Guided Pathways framework as well as gained an understanding of full-time equivalent students and their role in the new Student Centered Funding Formula.

PROFESSIONAL LEARNING NETWORK

Launched in April 2016, the Professional Learning Network was a free, systemwide tool collaboratively developed by IEPI, the Success Center for California Community Colleges and CCC TechConnect. It enabled California community college professionals across the state to share ideas and promising practices, and work collectively to advance student success. In addition to these system-specific resources, the Professional Learning Network offered professional development through Lynda.com and Skillsoft trainings. Through August 2018, more than 15,000 California community college professionals had registered for the tool.

In August 2018, the Professional Learning Network began transitioning toward a professional learning management system; the original website did not offer the integrated functionality and user-friendliness that California community college professionals required. So far, the transition has allowed districts to develop a local integration of the professional learning management system, such that they can offer their local professional development and compliance trainings through the same portal that statewide professional development is offered. Local integrations began with Palomar College in summer 2018; Sierra College and College of Marin completed their integration efforts in October 2018. The expectation is that it will take three to five years for all 73 districts to integrate.

The Professional Learning Network has not only been transformed but also renamed to explicitly align with the *Vision for Success*. In September 2018, the Vision Resource Center

officially launched with its new design and functionality. It offers topic-based communities in which professionals around the state can interact, as well as a burgeoning library of high-quality modules specific to the colleges' current needs (e.g. an introduction to Guided Pathways complete with helpful tools).

APPLIED SOLUTION KITS

IEPI continues to offer support for colleges in their day-to-day operations through the Applied Solution Kit that resides on the legacy Professional Learning Network. Each project within the kit focuses on a particular topic area; all projects are designed to support specific challenges identified by practitioners at California community colleges and promote institutional effectiveness. Specific resources included in each Applied Solution Kit topic area are dependent upon the other topic areas, but the overarching construct is to provide users with relevant assets to achieve dynamic results when faced with complex challenges.

Web resources for three projects—Data Disaggregation, Integrated Planning and Strategic Enrollment Management—include resource guides, podcasts, video productions, white papers, rubrics, templates and examples of promising practices at California community colleges. In 2018, increased attention and focus were placed on integrating and aligning the work across all Applied Solution Kit projects with the goals and core commitments identified in the *Vision for Success* and with the Guided Pathways movement. Applied Solution Kit project teams began to organize tools and resources across topic areas into content maps to support future online learning module development efforts directed by the Chancellor's Office.

Two additional projects (Accessibility and Activating Change) also took shape in 2018, but further development of the Applied Solution Kit has ceased at the time of this writing.

The five Applied Solution Kit project teams, which are now referred to as "topic area teams," continue to serve as content experts and facilitators at IEPI-sponsored workshops, symposia, and customized trainings taking place in regional settings and at college campuses. Examples include integrated planning workshops at college campuses hosted by the Integrated Planning topic area, enrollment management coaching and facilitation support provided by the Strategic Enrollment Management topic area, and podcasts developed by the Data Disaggregation team.

EVALUATION

The Education Insights Center (EdInsights), an education research and policy center located at California State University, Sacramento, provides monthly evaluation reports of IEPI professional development efforts. These reports highlight the experiences of IEPI participants and also make recommendations for improvement. Their report, *Professional Development for Institutional Effectiveness: Success and Sustainability* (Appendix 6), offers a comprehensive review of all IEPI professional development efforts from summer 2017 to summer 2018.

COMMUNICATIONS

IEPI relies on web-based and in-person communications and marketing efforts—emails, flyers, the IEPI website, presentations and booth presence at conferences—to distribute information regarding upcoming professional development events, tools and resources, and Partnership Resource Team technical assistance. Although the initiative has increasingly gained recognition with the system over the years, the need for IEPI professional development and technical assistance has never been greater, and so marketing efforts remain necessary to bolster awareness. IEPI makes explicit in all communications and marketing how its offerings relate to and support the goals and core commitments articulated in the *Vision for Success*.

In 2018, IEPI continued to develop its communications infrastructure. Notable work includes:

- Creating a digital Newsletter and Communications Center;

- Developing IEPI workshop videos;

- Coordinating presentations at conferences; and

- Supporting alignment with the Chancellor's Office's centralized branding.

DIGITAL NEWSLETTER AND NEWS CENTER

This past year, IEPI's communications team developed a digital version of the bi-monthly newsletter. Previous newsletters were published as PDFs and attached to emails. The new digital newsletter was embedded into emails so that recipients could access articles and information quickly. The newsletter also allowed for tracking metrics (such as click-rate) and which information was most accessed. The communications team created a digital Communications Center on the IEPI website as a place to house information distributed through newsletters. The Communications Center also provided updates on workshops and other IEPI-related topics.

However, in an effort to better align with the Chancellor's Office's centralized communications strategy, IEPI discontinued distribution of its newsletter in August 2018, and will remove the Communications Center from its website in November 2018.

IEPI continues to produce email announcements for the purpose of promoting workshops, events, and Partnership Resource Team-related opportunities. These email announcements are distributed through the IEPI listserv and other channels. Using the email announcement format helps IEPI learn what content engages its audience most. IEPI can now track click activity to inform future communications with the field. These communications efforts have been coupled with an increased focus on partnering with other Chancellor's Office divisions to coordinate and leverage communication efforts.

IEPI WORKSHOP VIDEOS

In an effort to develop new ways to promote IEPI's professional development opportunities, the IEPI communications team created short videos from various workshops and trainings held over the course of the year. These videos include interviews with workshop presenters

and participants on the value of IEPI trainings. The videos were gathered from Guided Pathways, Incarcerated and Formerly Incarcerated College Students, and Strategic Enrollment Management workshops.

The videos are intended to be posted on the IEPI website, utilized at conference presentations and shared through social media in order to promote IEPI's activities and engage a greater number of CCC professionals.

CONFERENCE PRESENTATION COORDINATION

With the release of the Student Centered Funding Formula in August 2018, IEPI identified and submitted proposals to all conferences with audiences that would benefit from a presentation on this topic. As a result of these efforts, IEPI secured presentations at eight different conferences hosted by organizations such as the California Association of Student Financial Aid Administrators and the Community College League of California. Conference presentations are cross-promoted in other Student Centered Funding Formula communications.

ALIGNING WITH CHANCELLOR'S OFFICE CENTRALIZED BRANDING

IEPI has been an early adopter of the new centralized branding effort that is occurring at the Chancellor's Office. The goal of the effort is to ensure clear and consistent messaging and representation of the Chancellor's Office programs, initiatives and directives. IEPI has been redesigning promotional flyers, emails and other outreach items to include the branded colors, new logos and other design elements. These promotional flyers for workshops now include sections that specifically address how the workshop will help attendees and their colleges/districts to align with the *Vision for Success*.

IEPI has also been preparing the website for integration into the new Chancellor's Office website, which will launch in July 2019. These efforts include updating all language to reflect how IEPI supports the *Vision for Success*, as well as the transition from the Professional Learning Network to the Vision Resource Center. The communications team is also removing unnecessary pages and redundant information for migration ease.

STATEWIDE INITIATIVES

CALIFORNIA CONSERVATION CORPS

IEPI partnered with Sierra College in late 2016 to establish the California Conservation Corps and California Community Colleges Program Committee (Program Committee). The mission of the partnership is to address four educational goals:

1. Increase Corpsmember awareness and preparedness for college;

2. Develop and integrate college courses with the Corps program experience;

3. Formalize career pathways for Corpsmembers; and

4. Enhance Corps and California Community Colleges coordination through a joint advisory committee.

In spring 2017, the Program Committee initiated efforts to acquaint Corpsmembers with college opportunities. For example, 40 Energy Center Corpsmembers participated in a Career & Technical Education Open House at Sierra College, where 60 percent of the group felt the experience made them more likely to consider attending a community college. The success of this campus tour prompted the scheduling of additional tours at College of the Redwoods, Chaffey College and Mt. San Antonio College, among others. Since spring 2017, more than 700 Corpsmembers have visited California community college campuses for tours, classes and special events. In 2018-19, the partnership will add a college liaison at up to eight colleges in close proximity to Corps centers. The college liaison will work to advance the statewide objectives at the local level. College liaisons for Sierra College, Lake Tahoe Community College, Cuesta College and Cerritos College have all been hired to begin work in fall 2018.

In 2018, California community college faculty designed new noncredit courses that introduce Corpsmembers to college and increase self-confidence in their ability to pursue higher education. The Energy Fundamentals and Retrofitting program at Sierra College culminates in a certificate of completion for Corpsmembers interested in entry-level employment in the energy efficiency sector. Cerritos College adopted this program and serves as the Southern California energy training hub. The Culinary Boot Camp at Lake Tahoe Community College culminates in a certificate of completion and will be offered twice in academic year 2018-19. Plans for new noncredit courses are underway; topics include career development and transition, conservation awareness and physical training.

CURRENTLY AND FORMERLY INCARCERATED STUDENTS (INMATE EDUCATION)

The Chancellor's Office has established the Currently and Formerly Incarcerated Students (Inmate Education) Unit to address the issues and processes related to the provision of courses and programs for currently and formerly incarcerated students. Twenty-two community colleges provide face-to-face and distance inmate education courses in all 35 correctional institutions throughout the state. Similarly, community colleges are coordinating student support services and efforts to serve formerly incarcerated students.

Under the auspices of Senate Bill 1391 and assisted by the provisions of Proposition 57, the Chancellor's Office established an interagency partnership with the Department of Corrections and Rehabilitation that extends course access and training to incarcerated men and women. Their participation and completion of college courses could lead to enhanced workforce skills, transfer to a four-year institution, employment and credits toward reduced sentencing with early parole opportunities.

IEPI hosted two currently and formerly incarcerated workshops in June 2018 at Bakersfield College and Chaffey College in addition to the April 2018 summit in Irvine. To fulfill the Chancellor's Office's commitment to the *Vision for Success*, initial planning has begun on another summit that will focus on the valuable lessons learned and specific outcomes achieved over the past four years. This summit is tentatively scheduled for November 2019.

At this time, faculty and expert consultants are working with the Chancellor's Office to develop an interactive online training module on the topic of teaching inside a prison. This module will provide tips, helpful information and answers to frequently asked questions. The Chancellor's Office hopes to implement this training module by spring 2019.

NEXT STEPS AND FUTURE EFFORTS

UPCOMING TRAININGS

IEPI has established an evolving schedule of specialized training workshops and webinars in support of the *Vision* goals and core commitments. In some cases, 2017-18 workshops followed up with and expanded upon work that IEPI had already undertaken. In other cases, workshops addressed topics new to IEPI.

Specialized training topics slated for spring 2019 include:

- Guided Pathways;

- Accessibility;

- Student Centered Funding Formula;

- Building Diversity; and

- Strategic Enrollment Management.

OPPORTUNITIES

IEPI is uniquely positioned to help improve student success across the system by providing colleges and districts the high-quality technical assistance, professional development and resource tools they need to achieve their institutional goals. IEPI, through its professional development and technical assistance infrastructure, is helping other divisions of the Chancellor's Office to maximize their staff resources and provide greater levels of technical assistance and training.

The Student Centered Funding Formula webinar series is a recent example of this cross-divisional partnership. The series, produced in close collaboration with the College Finance & Facilities Planning division, focuses on the Student Centered Funding Formula, a modernized and revised funding formula that aligns financial incentives with student need and success so that more students entering the system have the opportunity to achieve their educational goals. The series, which complements two state budget workshops hosted by IEPI in August 2018, is also the initiative's first foray into large-scale webinar production. The first webinar in the series, which provided an introduction to the funding formula and general information, was held in September 2018 and served more than 800 attendees. The second webinar, which provided information on metrics related to the funding formula, was held in October and served more than 500 attendees. The third webinar, which focused on local goal setting in connection with the funding formula, occurred in November 2018 and served more than 400 attendees. A fourth webinar on how the Student Equity and Achievement Program relates to the Student Centered Funding Formula will take place in December 2018. Two more Student Centered Funding Formula-oriented webinars are planned for early 2019. Given the success of the series, IEPI will likely host webinars on other topics in the future.

Another example of Chancellor's Office cross-divisional partnership is the first phase of the Equal Employment Opportunity (EEO) workshop series that occurred in September 2018. This series, which was produced in close collaboration with Chancellor's Office General Counsel,

focused on data collection and analysis in support of a college or district's EEO program. IEPI will remain involved with these workshops by facilitating Phases 2 and 3 in 2019.

IEPI has partnered with the Central Valley Higher Education Consortium and the Bay Area Community College Consortium to provide region-specific capacity-building resources in 2018 and beyond.

The nonprofit Central Valley Higher Education Consortium is composed of 27 accredited public and private colleges, universities and community college district members, which serve the vast majority of the Central Valley's college-going student population. Fewer Californians in the Central Valley possess an associate's or bachelor's degree than elsewhere in the state, and if the *Vision's* first and sixth goals are to be met, the Central Valley must receive targeted support. To this end, the consortium is working in collaboration with the California College Guidance Initiative on the Central Valley Guided Pathways Pilot Project. The project aims to engage K-12 partners in the Fresno metro area to achieve two goals: 1) all high school seniors in California graduate with clear postsecondary goals and a plan for how to achieve them, and 2) students' academic transcript data follows them as they advance across educational systems to reduce information gaps that could hinder their success. The pilot commenced in March 2018 and will continue through June 2022.

CHALLENGES

The *Vision for Success* articulates bold goals to improve student outcomes, including increased attainment of degrees and certificates, increased transfer to four-year institutions, reduction of excess unit accumulation by students, increased attainment of gainful employment, and the closing of achievement gaps. In order to achieve these goals for the system, IEPI is working toward shedding activities unrelated to the *Vision*; gearing its specialized training efforts more intentionally toward *Vision* advancement; simplifying its governance structures; and working with vendors so that all activities align with the *Vision*. IEPI's pursuit of advancing the *Vision* will guide its efforts in 2018-19 and beyond.

Implementing an initiative as complex and as important as IEPI requires significant resources. While many aspects of IEPI are outsourced, the initiative's success is directly dependent on having sufficient internal resources within the Chancellor's Office to provide the necessary and ongoing vision, leadership, coordination, and oversight. IEPI, like many other Chancellor's Office initiatives, is constrained by state operations challenges.

Another major challenge for IEPI is ensuring that the tens of thousands of faculty, staff and administrators across the California Community Colleges are aware of and participate in the initiative. Through the effectiveness of Partnership Resource Teams in helping colleges address challenges and the consistent delivery of high-quality professional development activities, IEPI has made headway in addressing this challenge.

CONCLUSION

In its fourth year, as in years past, IEPI underwent a number of significant changes. Some of IEPI's activities have come to close, namely the Advisory Committee, but new opportunities to support the *Vision for Success* abound. IEPI has had a significant effect on helping California's 115 colleges and 73 districts change the California Community Colleges landscape from a period of survival to one of innovation and transformational change. IEPI is committed in its fifth year to serving the Chancellor's Office and *Vision* priorities with a clear focus on institutional effectiveness and, ultimately, making higher education more accessible and equitable for millions of Californians at a time when the state needs it most.

APPENDICES

APPENDIX 1

Suspending Requirement and Process for Adopting Institutional Effectiveness Partnership Initiative (IEPI) Goals Framework and Setting Year-Four IEPI College/District Goals

(www.cccco.edu/Portals/1/images/Reports/IEPI-report-2018/appendix-1.pdf)

APPENDIX 2

Student Success Metrics

(www.cccco.edu/Portals/1/images/Reports/IEPI-report-2018/appendix-2.pdf)

APPENDIX 3

Partnership Resource Team (PRT) Technical Assistance Feedback Summary Report

(www.cccco.edu/Portals/1/images/Reports/IEPI-report-2018/appendix-3.pdf)

APPENDIX 4

Sustaining Institutional Effectiveness: PRT Process Impact as of Fall 2018

(www.cccco.edu/Portals/1/images/Reports/IEPI-report-2018/appendix-4.pdf)

APPENDIX 5

Spotlights (December 2018)

(www.cccco.edu/Portals/1/images/Reports/IEPI-report-2018/appendix-5.pdf)

APPENDIX 6

Professional Development for Institutional Effectiveness: Success and Sustainability

(www.cccco.edu/Portals/1/images/Reports/IEPI-report-2018/appendix-6.pdf)

Connect with us!

WEBSITES

California Community Colleges
CaliforniaCommunityColleges.cccco.edu

Student Success Scorecard
scorecard.cccco.edu

Salary Surfer
salarysurfer.cccco.edu

Associate Degree for Transfer
adegreewithaguarantee.com

Priority Registration
stepforward.cccco.edu

Financial Aid
icanaffordcollege.com

SOCIAL MEDIA

f

California Community Colleges Facebook Page
facebook.com/CACommColleges

Financial Aid Facebook Page
facebook.com/icanaffordcollege

California Community Colleges Twitter Feed
twitter.com/CalCommColleges

Chancellor Eloy Oakley Twitter Feed
twitter.com/EloyOakley

Government Relations Twitter Feed
twitter.com/CCGRAdvocates

Financial Aid Twitter Feed
twitter.com/ICanAfrdCollege

You Tube

California Community Colleges YouTube Page
youtube.com/CACommunityColleges

Financial Aid YouTube Page
youtube.com/ICANAFRDCOLLEGE

California Community Colleges Instagram Page
instagram.com/
CaliforniaCommunityColleges

Financial Aid Instagram Page
instagram.com/icanaffordcollege

California Community Colleges Chancellor's Office

1102 Q Street | Suite 4400 | Sacramento, CA 95811

CaliforniaCommunityColleges.cccco.edu