



2016 REPORT

Institutional Effectiveness Partnership Initiative

California Community Colleges Chancellor's Office | Eloy Ortiz Oakley, Chancellor
Institutional Effectiveness Division | Theresa D. Tena, Vice Chancellor

Front cover photos: (from left) Students attending orientation at Santa Monica College; a Modesto Junior College student in the x-ray lab with their instructor.

Photo at right: A student and counselor from North Orange County Community College District School of Continuing Education.

Back cover photos: (from left) Two Los Medanos College students in the lab with their instructor; two Laney College students on campus.



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CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

State of California

ELOY ORTIZ OAKLEY
Chancellor

1102 Q Street, Suite 4400 | Sacramento, California 95811-6539
t: 916.322.4005 | f: 916.322.4783
CaliforniaCommunityColleges.cccco.edu

December 23, 2016

The Honorable Edmund G. Brown, Jr.
Governor of California
State Capitol
Sacramento, CA 95814

RE: Institutional Effectiveness Partnership Initiative Legislative Report

Dear Governor Brown:

Please find enclosed a report on the California Community Colleges' Institutional Effectiveness Partnership Initiative (IEPI). The initiative is a statewide collaborative effort to significantly improve student outcomes and advance the effective practices of the California Community Colleges while reducing the number of accreditation sanctions and state and federal audit issues. The 2015-16 State Budget Act provided IEPI with funding and the 2016-17 State Budget Act requires the California Community Colleges Chancellor's Office, beginning in the 2016-17 fiscal year, to report on the use of these funds.

This report details the IEPI activities funded pursuant to the funding allocation and provides progress toward college and district institutional effectiveness indicator goals.

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.

Vice Chancellor of Institutional Effectiveness Theresa D. Tena may be contacted for questions and comments. She can be reached at (916) 327-5887 or ttena@cccco.edu.

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

Sincerely,

A handwritten signature in black ink, appearing to read 'Eloy Ortiz Oakley'.

Eloy Ortiz Oakley
Chancellor

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Prepared by:

Institutional Effectiveness
Partnership Initiative

Institutional Effectiveness Division
CALIFORNIA COMMUNITY
COLLEGES CHANCELLOR'S OFFICE

Jeff Spano

Dean, Institutional Effectiveness

Sean Madden

Analyst, Institutional Effectiveness



Students attending orientation at Los Angeles Pierce College.

INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE LEGISLATIVE REPORT 2016

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. As part of its focus, IEPI crosses all Chancellor's Office divisions and initiatives, as well as several statewide priorities, including inmate education and the California Conservation Corps.

IEPI, still relatively early in its implementation, is already playing a critical role in this period of unprecedented transformational change within the California Community Colleges. It is challenging institutions to set aspirational goals, facilitating innovation in teaching and learning, helping colleges successfully implement and integrate new Student Success initiatives, disseminating promising practices for improving student performance and outcomes and increasing the leadership capacity of faculty, staff and administrators to help more than 2.1 million students succeed.

The Institutional Effectiveness division of the California Community Colleges Chancellor's Office (Chancellor's Office), which oversees the IEPI implementation effort, accomplishes this work in collaboration with several key partners, including Santa Clarita Community College District, Chabot-Las Positas Community College District, Foothill College, the Statewide Academic Senate and the Success Center for California Community Colleges. In addition to these key partners, the IEPI Executive and Advisory Committees help to shepherd the four major components of the initiative: 1) framework of indicators; 2) technical assistance; 3) specialized training; and 4) policies, procedures and practices.

An important feature of IEPI, which accounts for much of its early 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 2015-16 State Budget Act (Chapter 11, Statutes of 2015) provided IEPI with \$17.5 million. \$5.5 million of this funding was awarded to the Santa Clarita Community College District in

the form of a grant for technical assistance. The remaining \$12 million was approved for regional and online workshops and trainings to promote statewide priorities through a contract with the Chabot-Las Positas Community College District.

The 2016-17 California Budget Act (Chapter 23, Statutes of 2016) includes an increase in funding for IEPI, providing \$7.5 million for technical assistance and \$20 million for regional and online workshops and trainings.

Reporting

The 2016-17 State Budget Act (Chapter 23, Statutes of 2016) requires the chancellor, beginning in the 2016-17 fiscal year, to report on the use of these funds to the Department of Finance and the Joint Legislative Budget Committee by December 1 of each year, including activities funded pursuant to this allocation and progress toward college and district institutional effectiveness indicator goals. In addition, Section 84044 (SB 81, Chapter 22, Statutes of 2015) requires the chancellor to report to the Department of Finance and the Legislature, no later than December 31 of each fiscal year, on the use of funds appropriated in the Budget Act for the prior fiscal year on technical assistance provided to community college districts pursuant to the Student Success and Support Program.

This report responds to both requirements and reflects the period through October 31, 2016.

Framework of Indicators

Background

Pursuant to Education Code section 84754.6, the primary function of the Framework of Indicators is to measure the ongoing condition of the community colleges' operational environment by focusing on four major areas:

- Student performance and outcomes;
- Accreditation status;
- Fiscal viability; and
- Programmatic compliance with state and federal guidelines.

“IEPI also provided colleges [a portal] so that we can easily upload the Framework of Indicators, which include short and long-term goals for select metrics,” says Angelina Hill, Director of Institutional Effectiveness, College of the Redwoods. “The framework is standardized across colleges, but it allows us to set our own goals.”

The Framework of Indicators is developed annually by the Framework of Indicators Workgroup of the IEPI Advisory Committee (Indicators Workgroup), which is made up of representatives from California Community Colleges stakeholder organizations, the Department of Finance and the Chancellor's Office. The Indicators Workgroup submits the Framework of Indicators annually to the Board of Governors of the California Community Colleges (Board of Governors) for review and adoption. Once the Framework of Indicators is adopted, each college must develop, implement and post a goals framework that addresses the four categories stated above in order to receive Student Success and Support Programs funds. Local goals are set using the Institutional Effectiveness Indicators Portal (Portal), a website that both facilitates goalsetting and captures goals data. Before the end of each fiscal year, the Chancellor's Office posts both the system-wide, Board of Governors-adopted Framework of Indicators and the locally-developed and adopted college and district goals.

Importantly, the Framework of Indicators process affords colleges and districts the opportunity to engage in short- and long-term aspirational goalsetting as a team. It also helps colleges and districts strengthen cross-silo communication and engender a shared commitment to local-level institutional improvement.

College/District Indicator	Brief Definition
Student Performance and Outcomes	
Completion Rate (Scorecard):	Percentage of degree, certificate and/or transfer-seeking students starting first time in 2009-10 tracked for six years through 2014-15 who completed a degree, certificate or transfer-related outcomes
· College-Prepared	Student's lowest course attempted in math and/or English was college level
· Unprepared for College	Student's lowest course attempted in math and/or English was pre-collegiate level
· Overall	Student attempted any level of math or English in the first three years
Remedial rate (Scorecard):	Percentage of credit students tracked for six years through 2014-15 who started first time in 2009-10 below transfer level in English, mathematics and/or English as a Second Language and completed a college-level course in the same discipline
· Math	See above
· English	See above
· ESL	See above
Career Technical Education Rate (Scorecard)	Percentage of students tracked for six years through 2014-15 who started first time in 2009-10 and completed more than eight units in courses classified as career technical education in a single discipline and completed a degree, certificate or transferred
Successful course completion (Datamart)	Percentage of students who earn a grade of "C" or better or "credit" in the fall term
Completion of degrees (Datamart)	Number of associate degrees completed in 2014-15
Completion of certificates (Datamart)	Number of Chancellor's Office-approved certificates completed in 2014-15
Number of students who transfer to 4-year institutions (Datamart)	Number of students who transfer to a four-year institution, including California State University, University of California or private university in 2014-15 ¹
Accreditation Status	
Accreditation status	Latest Accrediting Commission for Community and Junior Colleges action: Fully Accredited, Reaffirmed Fully Accredited, Warning Fully Accredited, Probation Fully Accredited, Show Cause Fully Accredited, Restoration
Date of next visit	Informational item - no target collected
Fiscal Viability	
Salary and Benefits	Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures
Full-Time Equivalent Students	Annual number of full-time equivalent students
Annual Operating Excess/(Deficiency)	Net increase or decrease in unrestricted general fund balance
Fund Balance	Ending unrestricted general fund balance as a percentage of total expenditures
Cash Balance	Unrestricted and restricted general fund cash balance, excluding investments
Programmatic Compliance with State and Federal Guidelines	
Audit Findings	Modified opinion, material weaknesses, or significant deficiencies as identified in independent audited financial statements
· Opinion for the Financial Statement	See above
· State Compliance	See above
· Federal Award/Compliance	See above
College Choice	
College Choice	Each college may self-identify an indicator and provide a narrative of the result
¹ Metric dependent upon external variables (University of California and California State University transfer admission policy) and therefore collected as information. Colleges are NOT expected to identify a goal. Each college is encouraged to engage in their local shared governance process to set goals (short term and long term) for the subsequent year.	

Year-Two Metrics and Indicators Portal

In Year Two of the initiative, IEPI continued to steadfastly support colleges and districts in their effort to improve fiscal and operational effectiveness and promote student success, while also reducing accreditation sanctions and audit findings.

The Year-Two goals framework built upon metrics collected and reported by colleges and districts in Year One. The Indicators Workgroup proposed modest modifications and additional metrics to the Year-One framework. These modifications and additional metrics are highlighted in the table above.

Additionally, the Chancellor’s Office made several technical changes to the Portal website based on suggestions made by colleges during the first year’s goalsetting cycle. These changes were designed to improve the Portal user’s experience, namely the identification and posting of annual goals. The Board of Governors adopted the Year-Two Framework of Indicators and approved the changes on November 16, 2015.

Framework of Indicators Training and Resources

On March 3, 2016, the Chancellor’s Office hosted the “Year-Two Institutional Effectiveness Indicators Portal” webinar. Presenters included the lead programmer who redesigned the Portal as well as content experts who provided guidance and clarity on the mechanics of goalsetting and the newly integrated Portal features intended to improve user experience.

In addition to the webinar, the Chancellor’s Office modified the Portal to include a “Definition and Guidance” tab, which includes a Frequently Asked Questions section, metrics definitions, a goalsetting timeline and a goalsetting checklist.

Local Goalsetting and Outcomes

Local participation in the Year-Two goalsetting process was complete and timely. As in Year One, all 113 colleges certified that they adopted, developed and posted their Year-Two goals frameworks by the June 30, 2016 deadline. See Appendix 1 for findings pertaining to local Indicators goalsetting. It is important to note that, while colleges and districts are required to set short- and long-term goals on a small subset of the indicators, many went beyond this requirement and set additional targets. In Year One, 41 colleges/ districts set goals on at least one optional indicator. In Year Two, 81 institutions did the same.

Progress on the Year-Three Framework of Indicators

In Year Three, the Indicators Workgroup proposed modest changes to the Framework. Below is a summary of the proposed metrics.

<p>Add eight new college-level student outcome indicators:</p>	<ol style="list-style-type: none"> 1. Percentage of students who complete transfer-level English in one year. 2. Percentage of students who complete transfer-level English in two years. 3. Percentage of students who complete transfer-level math in one year. 4. Percentage of students who complete transfer-level math in two years. 5. Number of low-unit (non-Chancellor’s Office approved) certificates awarded. 6. Number of Career Development and College Preparation certificates awarded. 7. Career and Technical Education Skills Builder metric (percent of median wage increase). 8. A noncredit, “college choice” indicator to allow colleges to write-in an additional indicator of their choosing.
<p>Add three district-level indicators:</p>	<ol style="list-style-type: none"> 1. Median time-to-degree (efficiency). 2. District participation rate (access). 3. Other Post-Employment Benefits (OPEB) Liability (fiscal).

These changes were submitted for the Board of Governors’ approval and adoption at the November 14, 2016 meeting.

There are no new goalsetting requirements for Year-Three.

Framework of Indicators Training and Resources

Planning for the Year-Three Framework of Indicators training is underway. Currently, there are two regional Framework of Indicators trainings planned for December 2016 and January 2017. The Year-Three Institutional Effectiveness Indicators Portal webinar is planned for spring 2017.

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 whose collective expertise is matched to an institution's identified needs. Currently, the Partnership Resource Team pool includes more than 360 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. The Technical Assistance Workgroup of the IEPI Advisory Committee provides advice on the structure and execution of the Partnership Resource Team process.

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. To date, the two most popular areas of focus have been integrated planning and enrollment management. The chart below provides a breakdown of the areas of focus by popularity.

Area of Focus	Institutions (%)
Integrated planning	57
Enrollment management	52
SLO and SAO assessment	37
Evidence-based decision-making	33
Governance and communication	17
Technology infrastructure and tools	17
Delineation of function between college and district	9
Fiscal management and strategies	9

Each team member 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 or areas of focus, and to identify any additional, related issues. On the

second visit, the team helps the college 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 implementation of their Innovation and Effectiveness Plan.

To date, 58 institutions have been selected to receive technical assistance by a Partnership Resource Team, including the Chancellor's Office

Partnership Resource Team Visits to the Chancellor's Office

To help model the Partnership Resource Team process for colleges and districts, and to benefit from assistance with the integration and alignment of its Student Success and Support Program (SSSP), Student Equity Program (SEP), and their Basic Skills Initiative (BSI), the Chancellor's Office submitted a Letter of Interest and was selected to receive a Partnership Resource Team.

The Chancellor's Office Partnership Resource Team was chaired by a district chancellor and included a vice president of Student Services, a vice chancellor of Finance and Administration, a trustee, an institutional researcher, a former president of the Academic Senate for California Community Colleges and two counselors. The team met over several sessions with Chancellor's Office staff, including senior management and program personnel, to gain a better understanding of how the Chancellor's Office operates and the areas of focus identified in its Letter of Interest. The team then crafted a "menu of options," or a set of recommendations for the Chancellor's Office to consider in drafting its Innovation and Effectiveness Plan. The Chancellor's Office recently finalized that plan, which was based largely on the Partnership Resource Team recommendations, and is using it to guide the integration of the three program areas.

Partnership Resource Team Process Evaluation

As with every aspect of IEPI, the Partnership Resource Team process is evaluated by an outside evaluator. The *Partnership Resource Team Feedback Summary Report* (Appendix 2) includes an evaluation of the second cohort of institutions that received a team. The report documents the evaluation of the Partnership Resource Team process via survey tools that are completed by team members and participating institutions at the conclusion of each Partnership Resource Team cycle. 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. Changes to the Partnership Resource Team process and team trainings have been directly informed by this feedback. Communication among IEPI, Partnership Resource Teams, and participating institutions, for example, has been improved, and clearer expectations have been set for institutions as to the structure and inclusion of functional and constituency representatives in the Partnership Resource Team visits.

To help share the experiences and benefits gained from institutions that participate 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 routinely and highlight the impact of a Partnership Resource Team on a specific college and their unique areas of focus. The September 2016 *Spotlights* (Appendix 3), for example, showcases the progress Shasta College has made in addressing enrollment management issues by building additional value into its existing curriculum, as evidenced by the development of their Scholars Program. This work was initiated as a result of their Partnership Resource Team process.

Professional Development

Background and Approach

IEPI provides regional and online workshops and trainings to community college personnel to

promote statewide priorities, such as improving student achievement, community college operations and system leadership. The Professional Development Workgroup of the IEPI Advisory Committee provides guidance and input on all training activities.

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 the colleges and districts.

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

- They are held at community colleges or district offices, whenever possible, to showcase local practices.
- 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.

Event topics since the start of the initiative have included (with the number of workshops conducted):

- What Is IEPI and the Framework of Indicators (6);
- Enrollment Management (2);
- Student Support (Re)defined (10);
- Basic Skills and Student Outcomes Transformation (5);
- Career Technical Education Data Unlocked (9);
- Inmate Education (3);
- The Role of Curriculum in Institutional Financial Aid Eligibility (2);
- Integrated Planning (3);
- Diversity in Hiring (4); and
- Basic Skills Summit (1).



A counselor on campus at Laney College.

Since the start of the initiative, IEPI workshops and trainings have served more than 4,200 participants.

Professional Learning Network

In April 2016, IEPI, together with the Success Center for California Community Colleges, launched the Professional Learning Network, an online repository of effective practices, trainings, and resources for improving operations and student success. The network is designed to supplement and complement the in-person trainings, development opportunities and technical assistance that the California Community Colleges provide for colleges and districts.

More than 4,000 users have registered for the Professional Learning Network since its launch. When Lynda.com, one of the best-known and most respected online professional learning platforms, was added on August 1, 2016 to augment existing Professional Learning Network offerings, the number of registered users increased from 1,100 to 3,100. California Community Colleges professionals can access online training programs at Lynda.com at no cost through the Professional Learning Network.

In addition, the Professional Learning Network will soon feature the IEPI-sponsored Applied Solution Kits, which include newly-developed resources on integrated planning, data disaggregation, and enrollment management. More information about these kits can be found on page 13 of this report.

Leadership Development

Increasing the leadership capacity of administrators, faculty and staff throughout the California Community Colleges is a critical aspect of improving institutional effectiveness and the ability of college leaders to coordinate the implementation of statewide initiatives. To this end, in April 2016, IEPI convened professional development and leadership development providers, as well as representatives of key system-wide stakeholders, to solicit input on the system's leadership development needs. Following this meeting, a leadership development consultant conducted a gap analysis, which will help inform IEPI's next steps in addressing leadership development matters.

Leadership Development Grants

One early outcome of the April 2016 meeting was

the need for coordinated leadership development that brings faculty, classified staff and administrators together. As a result, IEPI announced the availability of funds for community colleges, districts and professional organizations to offer leadership development that crosses instructional and non-instructional silos. The goal is to promote coordinated team development and increased capacity for shared action on current and future challenges.

In particular, IEPI was looking for applications that addressed the following expected outcomes:

- Coordinated cross-silo training of college and/or district leaders on leadership theories, models and/or competencies;
- The development of shared language for continued leadership-level discussions at colleges and/or districts;
- Increased professional awareness of team member differences in terms of style, approach and/or strengths through assessments, focused dialogue or other leadership development tools;
- Increased trust and awareness of mutual and conflicting needs inherent in senior-level roles;
- Increased capacity to identify organizational strengths and areas needing improvement for strategic conversation and planning;
- Real time assessment and commitment to shared action steps for continued joint leadership development at the college and/or district level; and
- The use of research-based curriculum content tailored to the most pressing needs of California Community Colleges personnel.

Funding decisions were made in early November for these initial Leadership Development grants.

The Education Insights Center (EdInsights), an education research and policy center located at California State University, Sacramento, provides a general summary of IEPI professional development efforts and highlights the experiences of IEPI participants since Spring 2016 in their report,

Professional Development for Institutional Effectiveness: Understanding Impact and Building on Strengths (Appendix 4).

Policies, Procedures and Practices

Background

The Policies, Procedures and Practices component of IEPI is implemented through the Policies, Procedures and Practices Workgroup of the IEPI Advisory Committee, which develops recommendations to improve institutional effectiveness, especially in the areas of accreditation and audit. Recent and future work includes the development and sharing of resources on integrated planning, data disaggregation and enrollment management.

Integrated planning is a strategy for coordinating planning and priorities across programs so as to improve coordination and better leverage resources. Current efforts focus on developing a framework that highlights effective integrated planning practices in California and creating tools and resources to facilitate the engagement and development of a comprehensive planning process to achieve the outcomes essential for the colleges/districts. These resources will support colleges/districts by proactively outlining strategies to integrate multiple statewide initiatives across disciplines, incorporate student support services, and merge new technology-enabled programs to achieve improvement in student success and college/district operational effectiveness.

Data disaggregation refers to the drilling down through aggregate or summary data into smaller units to help uncover patterns of behavior or achievement in subgroups of the student population. For example, a college working on their Student Equity Plan can review disaggregated data on course-taking behavior or completion rates by various subgroups (i.e., ethnicity, age, gender) to determine disproportionate impact.

Strategic enrollment management is defined as “a comprehensive and coordinated process that enables a college to identify enrollment goals that

are aligned with its multiple missions, its strategic plan, its environment, and its resources, and to reach those goals through the effective integration of administrative processes, student services, curriculum planning, and market analysis” (Kerlin, 2008).

Applied Solution Kits

IEPI offers support to colleges in their day-to-day operations through the development of Applied Solution Kits. Each kit is a collection of resources and/or tools on a specific topic. The resources vary depending on the subject, but may include a white paper, rubrics, templates, best practices, infographics, and webinars. Once completed, a kit is placed on the Professional Learning Network. Use of the kit is voluntary, and colleges may pick and choose the resources they wish to use. It is anticipated that kits will be added to and/or revised over time per ongoing evaluation of their use and the emergence of new research.

Integrated planning and data disaggregation Applied Solution Kits are currently in the final stage of development. An enrollment management kit, now in the beginning stages of development, is tentatively scheduled for completion in July 2017.

Communications

With the support of a strategic communications contractor, IEPI made significant strides in 2016 towards creating an organizational identity. IEPI now has a logo and tagline (Participate. Collaborate. Innovate.) as well as attractive collateral materials and communications resources, such as a one-page flyer (Appendix 5).

The contractor’s research-based approach contributed greatly in the development of an IEPI website geared towards California Community Colleges professionals. The website allows visitors to register for IEPI professional development events, subscribe to the IEPI newsletter (Appendix 6) and listserv, access the Professional Learning Network, gather information about the Partnership Resource Team program and review the Framework of Indicators. The website, which can be accessed at iepi.cccco.edu, also features a number

of success stories that describe in detail how IEPI helped improve operations and student success at various California community colleges.

The most recent strategic communications effort is the development of a compilation of video interviews with California Community Colleges professionals who share their IEPI-related success stories. This video will be shown at community college conferences and workshops to encourage viewers to partner with IEPI efforts and seek IEPI services.

Statewide Initiatives

California Conservation Corps

With recent support from the California Legislature, several California community colleges and California Conversation Corps (Corps) centers have partnered to explore opportunities for implementation of new educational programs and the enhancement of existing programs.

In November 2015, administrators from select colleges and Corps centers convened at the California State Capitol to discuss the current landscape of educational partnerships, identify general challenges that impede Corps member access to robust educational programs, and brainstorm ways of creating an infrastructure that supports and sustains educational programs for Corps members. In April 2016, California Community Colleges and Corps administrators reconvened to further discuss developing and implementing this infrastructure.

As a direct result of these two meetings, and continued follow-up discussions with the Corps and other stakeholders, IEPI is partnering with Sierra College to address four educational program goals:

1. Increase Corps member awareness and preparedness for college;
2. Develop and integrate college courses with the Corps program experience;
3. Formalize career pathways for Corps members; and
4. Enhance Corps and California Community Colleges coordination through a joint advisory committee.



Students registering at Rio Hondo College.

In the first phase of this formal agreement, the partnership will focus on career pathways for energy, culinary and fire programs.

As this work moves forward, IEPI aims to explore other possible career pathways for Corps centers and community colleges to champion.

Inmate Education and Reentry

As the population of incarcerated individuals in California increases, and evidence accumulates on the positive effect of prison education programs on recidivism, community colleges are poised to take the lead in educating this unique segment of the state's population.

Legislation encouraged IEPI to partner with the California Department of Corrections and Rehabilitation (CDCR) to facilitate the development of community college courses for the incarcerated. In support of inmate education, IEPI sponsored an Inmate and Re-Entry Education Summit in December 2015. The goal of the summit was to explore educational opportunities for both incarcerated and formerly incarcerated students, and showcase effective and sustainable community college program development.

In June 2016, IEPI sponsored two-day workshops at Bakersfield College and Chaffey College that focused on how districts might effectively develop and implement high-quality face-to-face and distance inmate education programs. These workshops included a visit to a partnering correctional institution, where attendees had the opportunity to see firsthand the classroom environment, meet and hear from prison education and custody staff and speak with current community college students on the inside. Each college was encouraged to send a team of representatives, including faculty, administrators and instructional support and student services personnel. This workshop gave attendees a practical understanding of the rules and regulations surrounding the inmate education environment, strategies for identifying CDCR partners, best practices in course and program selection and strategies for recruiting training faculty.

Next Steps and Future Efforts

Mini-Partnership Resource Teams

Mini-Partnership Resource Teams are composed of one to three people, and differ from Partnership Resource Teams insofar as they focus on a more targeted need for assistance. IEPI will be

piloting Mini-Partnership Resource Teams in the 2016-17 academic year.

Communities of Practice

Communities of practice are regional groups of institutions focused on improving effectiveness in areas of common interest and need. IEPI aims to set this effort in motion in January 2017.

Upcoming Trainings

IEPI has established an evolving schedule of specialized training workshops based on input from a broad group of California Community Colleges stakeholders and emerging issues. In some cases, 2016-17 workshops will follow up with and expand upon work that IEPI has already undertaken. In other cases, workshops will address topics new to IEPI. Wherever possible, IEPI will partner with relevant statewide organizations in the development of training content.

Specialized Training topics for Spring 2017 include:

- Career Technical Education Data Unlocked: Growing Enrollments & Supporting Structured Pathways in Career Technical Education;
- Dual Enrollment;
- Emergency Preparedness;
- Evaluator Training;
- Pathways; and
- Title IX.

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.

In addition, IEPI, through its professional development and technical assistance infrastructure, is helping other divisions of the Chancellor's Office to maximize their limited staff resources and provide greater levels of technical assistance and training.

Challenges

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. With the development of an IEPI logo and tagline, however, as well as the establishment of a list-serv and website, the production of newsletters and the implementation of other communications strategies, IEPI is quickly making headway in addressing this challenge.

Conclusion

Although IEPI is still in the early stages of implementation, it is already having a significant effect on helping California's 113 colleges and 72 districts recalibrate after many years of fiscal drought. More importantly, it is helping to change the California Community Colleges landscape from a period of survival to one of innovation and transformational change, with a clear focus on institutional effectiveness and, ultimately, on the success of California's more than 2.1 million community college students.



Students at Merritt College.

Institutional Effectiveness Partnership Initiative Report

APPENDICES

Appendix 1:

[Data from the Institutional Effectiveness Indicator Portal: Year 2](#)

Appendix 2:

[PRT Technical Assistance Feedback Summary Report: Cycle 2B](#)

Appendix 3:

[Spotlights \(September 2016\)](#)

Appendix 4:

[Professional Development for Institutional Effectiveness:
Understanding Impact and Building on Strengths](#)

Appendix 5:

[IEPI One-Page Flyer](#)

Appendix 6:

[IEPI Newsletter \(September 2016\)](#)



California Community Colleges Chancellor's Office
1102 Q Street | Suite 4400 | Sacramento, CA 95811
CaliforniaCommunityColleges.cccco.edu