



## Institutional Effectiveness Partnership Initiative February 4, 2015

- ***What is the goal of the Institutional Effectiveness Partnership Initiative (IEPI)?***
  - The goal of this initiative is to help advance colleges' institutional effectiveness and in the process, significantly reduce the number of accreditation sanctions and audit issues, and most importantly, enhance the system's ability to effectively serve students. An important focus of the grant is to draw on the exceptional expertise and innovation from within the system in advancing best practices and avoiding potential pitfalls.
  
- ***What are the major components of the Institutional Effectiveness Partnership Initiative?***
  - **There are three major components of the initiative:**
    - **Develop a statewide indicator system.**
      - System will include student performance and outcomes, accreditation status, fiscal viability, and programmatic compliance with State and Federal guidelines.
      - System will draw heavily on a menu of existing indicators and publically available data.
      - System, at least v1.0, is statutorily required to be implemented by June 30, 2015.
    - **Make **Technical Assistance Teams** available to colleges who express interest in receiving assistance..**
      - A short letter of interest will be submitted by the college CEO.
      - The teams will visit colleges at least three times, for initial clarification of issues, development of strategies and timelines, and follow up. Additional follow up visits will be available as needed.
      - Team members will be drawn from a pool of experts who were nominated or appointed by statewide professional organizations and others. Team composition for each college will be approved by college CEO and CCCCO.
      - Team members will receive travel reimbursement, and stipends if they are able to receive them based on their district policy and/or agreements.
      - Grants of up to \$150,000 in seed money will be available to colleges with team visits to accelerate implementation of improvement plans. Grants will be available while funds are available.

- Selection of colleges will consider institutional need.
- Enhance **professional development opportunities** for colleges related to institutional effectiveness.
  - An online clearinghouse will be developed and include effective practices and pitfalls to avoid related to emerging accreditation and audit issues, as well as other topics related to institutional effectiveness:
    - The online clearinghouse will be closely integrated with the Success Center for California Community Colleges' efforts.
    - Existing resources addressing the topic, such as those found on the ASCCC, ACCJC, RP Group, and CCCCCO websites, will be linked to this clearinghouse.
    - Additional online resources will be developed as needed.
    - The online clearinghouse resources will be augmented with regional workshops. These workshops will be captured and made available online through the clearinghouse as well.
  - The online clearinghouse will be augmented with regional workshops offered in the north and south.
    - Workshops will begin in Spring 2015.
    - The IEPI Advisory Committee will help identify topics that are timely and of broad interest.
    - The Initiative will seek to partner with other organizations in offering these workshops.
  - Professional development opportunities will be available to all districts regardless of participation with Technical Assistance Teams.

- ***Who Are the Initiative Partners?***

- **Chancellor's Office:** Chancellor's Office Oversight: Erik Skinner, Theresa Tena.
- **Success Center for California Community Colleges:** Paul Steenhausen
- **College of the Canyons:** Overall Coordination: Chancellor Dianne Van Hook, Barry Gribbons, Jerry Buckley, Sharlene Coleal, and Daylene Meuschke.
- **Foothill College:** Logistical Coordination of Activities in the North, especially Professional Development Activities.
- **Academic Senate for CCC:** Julie Bruno
- **M. C. Lee Consulting:** Grant Program coordinator.
- **RP Group:** Evaluation and Professional Development working with 3CSN, Career Ladders, and others.

- ***How can you get involved?***

- Volunteer for the Advisory Committee as openings occur.
  - The Advisory Committee includes up to 50 leaders statewide.
    - Members are nominated by CEOs, CCCT, CIOs, ACBO, CSSOs, RP Group, and others.
    - Faculty are appointed by ASCCC.
  - The Advisory Committee meets every other month, with workgroup meetings in between.
    - The existing workgroups include:
      - Indicators
      - Technical Assistance Process
      - Professional Development
      - Policy
    - Travel costs will be reimbursed.
- Express interest in Technical Assistance Team assistance.
  - Letters of interest are expected to be solicited in early February.
  - Visits will begin in Spring 2015.
- Send us feedback.
  - If you have any ideas for issues on which professional development should focus (such as integrated planning, SLO assessment, Enrollment Management, Board Governance, etc.), please send them to us.
  - Send us any ideas for integration with other efforts or any other services you would like to see us provide. You can reach Barry Gribbons at [barry.gribbons@canyons.edu](mailto:barry.gribbons@canyons.edu) or (661) 362-5500, Matthew Lee at [matthew@mcleeconsulting.com](mailto:matthew@mcleeconsulting.com) or (626) 797-3372, and Theresa Tena at [ttena@cccco.edu](mailto:ttena@cccco.edu) or (916) 327-5887.

## **Additional Questions:**

### **How can I express interest in receiving Technical Assistance?**

On about February 9, 2015, we will make a Letter of Interest available to colleges. The letter of interest will be short, two or three pages long, and is intended to provide IEPI with some basic information. This Letter of Interest also will be available online.

### **What is the process for selecting and scheduling Technical Assistance Team visits?**

We expect to be able to make Technical Assistance Teams available to all 112 California Community Colleges at some point in the next five years.

- We will schedule the visits based on need and readiness.
- The evaluation of need and readiness will draw on indicators, as well as information provided by the colleges in their Letters of Interest and the timing of accreditation visits.
- A member of the Executive Committee also might call the college for additional clarification to ensure that we're not missing any important issues.

After this initial review, colleges will be asked to provide a short, one- or two-page status report on the issues identified to help determine scheduling and prepare for the initial visit. This includes issues that fall within the purview of the 10+1 Faculty Academic and Professional Matters, the local academic senate will work with the CEO in producing the short status update and sign off on the update before submission to the IEPI Executive Committee. The IEPI Executive Committee will develop a recommendation for the scheduling of Technical Assistance Teams for final approval by the Chancellor's Office.

**What role will the college receiving the visit have in selecting team members?**

The IEPI Executive Committee will put together teams based on the expertise of individuals and the needs of the college. The initial team composition will be reviewed with the college CEO to ensure that there are no unintended conflicts with team assignments. The CEO should check with faculty and administrative leaders to help ensure that conflicts of interest are avoided.

**What professional development workshops will be scheduled in spring 2015?**

We expect to offer a minimum of two regional workshops in the north and two in the south in spring 2015. Foothill College will be coordinating the workshops in the north. College of the Canyons will coordinate the workshops in the south. We will work with the IEPI Advisory Committee to identify topics for the workshops that are timely and have broad interest. We are also interested in coordinating with other statewide organizations that have an interest in various topics and possibly co-presenting workshops.

**What areas are included in the statutory requirements for the indicators?**

SB 852 and SB 860 statutes of 2014 require that the indicators include: student performance and outcomes, accreditation status, fiscal viability, and programmatic compliance with state and federal guidelines. The IEPI Advisory Committee is working on recommendations for specific measures for each of these areas. Statute also requires colleges to adopt goals for all the indicators. The framework of indicators and both college and statewide goals must be completed and posted by the Chancellor's Office by June 30, 2015.

**What is the purpose of the new framework of indicators structure?**

While we hope that the indicators will be useful in helping to determine the scheduling of Technical Assistance Teams technical assistance visits, even more importantly, we hope that the college finds the information useful in gauging their progress for internal planning purposes. We expect that the evaluation of the indicators will increase their utility for both purposes.

**Will the new indicator system just add another layer on top of several existing indicator systems?**

The indicators will rely heavily on existing indicators to help ensure consistency across systems and minimize the impact on colleges, especially for the first iteration in the first year. The IEPI Executive Committee also will ask the Advisory Committee Workgroup

to continue to refine the existing indicators and develop new indicators, especially leading indicators that can help advance colleges' efforts to improve institutional effectiveness.

**How will IEPI help colleges respond to the new indicator system?**

As noted above, we will rely on existing data to the extent possible and produce the baseline data for each college, rather than having all 112 colleges recreate the wheel. The only thing the college would need to do is to develop the goals locally and enter the data into a simple table.

**How will IEPI ensure that leading indicators are used?**

The IEPI will draw on current indicators that are responsive to change in a relatively short amount of time for the initial indicator system, in addition to indicators that reflect longer-term outcomes. For future years, the IEPI Advisory Committee also will work with other groups to develop additional leading indicators for the indicator system.

**What is the timeline for developing the indicators and goals?**

Per statute, the Chancellor's Office must post the indicators and goals by June 30, 2015. To determine the timeline by working backwards and allowing for review by Consultation Council and Board of Governors, the indicators will need to be drafted by the end of February. As soon as they are drafted, we will compile each college's data for their review and for use in local goal setting processes. Colleges should take into account their own local governance process when setting their indicator goals and allow time for deliberation and decision making before submission to the Chancellor's Office.

**Do goals for the indicators have to be "aspirational" or can a college set a minimum baseline?**

Goals need to be aspirational, or higher than baseline data, unless the baseline is already so high that the college has no room for improvement. The goals also should be realistic and attainable.

**What happens if a college does not achieve their goal? Will sanctions be imposed?**

Sanctions will not be imposed if the college does not achieve their goal, provided that the college has tried to implement changes and measured the effectiveness. We want to encourage colleges to try new things and recognize that not every effort will have the desired results. In fact, the most important changes arguably are the ones with the greatest risk.

**What process do colleges have to use to set their goals? Do they have to be board-approved or submitted as information items? Does the college have to involve constituent groups, such as the local academic senate?**

The goals must be adopted by the college. The process the college uses to adopt the goals should be locally determined. This includes whether or not the goals are approved by the college district's board of trustees. However, each college should ensure that constituent groups (e.g., local academic senates, classified staff, and students) are engaged in the process consistent with the local collegial consultation processes.

**What can I do now, prior to the adoption of the indicators by the Board of Governors, to prepare?**

Follow the development of the indicators through IEPI. Information will be posted online by the second week of February. Additional information will be sent to colleges at that time. Until then, please develop a schedule with the constituent groups for reviewing the baseline data on the indicators and developing goals. While the indicators may not have completed the approval process, we expect to have baseline data to colleges by the end of February to help colleges with the review and goal setting process.

**How does the indicator system interact with the system goals? What are the differences?**

SB 860 statute of 2014 requires system and college set goals. The indicators used for college-level goals will be determined as described above. These are required to include at least some different measures than those set by the Board of Governors in July 2014. Furthermore, some indicators used for system goals likely will not be used for college-level goals.

**How will IEPI work with other initiatives in providing professional development?**

Several initiatives are providing professional development. Specifically, the Success Center is developing an online clearinghouse of resources. Rather than duplicating efforts, IEPI will work closely with the Success Center and contribute to its online clearinghouse. Also, IEPI will actively reach out to other statewide organizations to develop partnerships in providing workshops, and ideally co-present workshops with other organizations, supporting their efforts rather than competing with them.

**If my college is having compliance issues, why would/should we contact the IEPI for assistance?**

The IEPI will assist colleges in advancing their institutional effectiveness, which could include accreditation or audit issues. Given the goals of the initiative, IEPI will treat information collected through the initiative with sensitivity and not share the information with other entities to impose sanctions. Rather, this will be an opportunity to identify the most efficient and effective path for coming into sustainable compliance, and implement model practices before sanctions might otherwise be imposed. However, a college can also do it on their own.

**How will IEPI work with other organizations (ASCCC, RP Group, CCLC) that have mechanisms in place to provide colleges with technical assistance to ensure consistency of information and responses to issues?**

IEPI will include technical assistance from statewide organizations and work to complement the technical assistance already available to colleges. IEPI brings additional resources to fund technical assistance visits as well as seed grants to fund improvement efforts at the colleges.

**How is the Technical Assistance Team assistance different from what is provided by consultants?**

First and foremost, the Initiative is funded to bring resources to Colleges. Colleges identified as needing assistance will not have to pay for the technical assistance provided by IEPI. In addition to cost differences, IEPI will draw heavily on community college personnel with the required expertise and familiarity with the system to assist colleges. Using this broad array of knowledge and skills, IEPI will provide technical assistance on an enormous variety of issues, since Institutional Effectiveness is broad and covers just about any topic one could imagine.

**What can colleges expect from the Technical Assistance Teams?**

Colleges can expect teams to work to understand the issues, develop solutions, and provide any help needed in the implementation of solutions in a professional manner focused on continuous improvement. The teams will not simply meet with each college once, deliver a report on what the college should do, and walk away. Rather, the teams will be responsible for working with the colleges and providing support to the colleges as they develop their capacity and improve.