

CHABOT

COLLEGE



Executive Summary: Chabot College Institutional Effectiveness Partnership

Goal of IEPI

The goal of this initiative is to help advance California Community 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 serve students effectively. An important focus of the initiative is to draw on the exceptional expertise and innovation from within the system in advancing best practices and avoiding potential pitfalls.

Major Components of IEPI

There are three major components of the initiative:

1. Develop a framework of indicators and college/district goals.
2. Enhance professional development opportunities for colleges and districts through the IEPI Specialized Training Program. This includes the development of an online Professional Learning Network (PLN) and providing regional workshops.
3. Make Technical Assistance Teams (called Partnership Resource Teams or PRT's) available to institutions that express interest in receiving assistance.

Chabot's Request for Technical Assistance

In 2015, President Sperling submitted a Letter of Interest requesting technical assistance from IEPI. In her letter, she described the college's interest in improving the nexus between our college planning and resource allocation recommendations arising through our shared governance structure. This single area of interest was defined as having three areas of focus:

1. Planning and Resource Allocation
2. Shared Governance Structure
3. Institutionalizing Institutional Effectiveness

President Sperling's request was approved and in Spring 2016 the college formed an ad hoc IEPI workgroup to collaborate with the PRT and further the college's progress in these areas. During their initial visit in March 2016, the PRT met with the IEPI workgroup, senior administration, Academic and Classified Senates, the College Budget Committee, and PRBC to gain a better understanding of our focus areas and desired outcomes.

The PRT followed up this initial visit with: **(1)** a written summary of their observations about our areas of focus, what we have already done or plan to do about them, and what additional IEPI resources would help us progress; and **(2)** a preliminary List of Primary Successes and Menu of Options (MOOs). The MOOs are suggested locations for developing best practices for our areas of focus. The PRT does not “tell us what to do,” but provides peer reflective conversation and consultation to facilitate the directions we would like to go.

The PRT returned to our campus in May 2016 to meet with the IEPI workgroup and assist in the development of our Innovation & Effectiveness (I & E) Plan. In the plan, we identified objectives and associated action steps required to advance institutional effectiveness in our three areas of focus. Completing these action steps has been the primary task of the IEPI workgroup.

Visit the Innovation & Effectiveness Plan and Proposals page to review the progress we've made on meeting our objectives thus far.



**Institutional Effectiveness Partnership Initiative
Partnership Resource Teams
Institutional Innovation and Effectiveness Plan**
Date: January 17, 2017



Name of Institution:

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date: 1/17/17
A. Resource Allocation and Budget	<ol style="list-style-type: none"> 1. Develop and implement a multi-year planning model at the campus level. 2. Develop and implement a campus budget allocation model. 3. Drive budget allocations focused on strategic goals grounded in student learning and equity. 4. Develop and integrate administrative program review into the program review and budget allocation process 	Jan Novak Carla Welter	Fall 2018 (Objective 1) Fall 2016 (Objective 2)	<ol style="list-style-type: none"> a. Provide Professional Development in using outcomes logic model b. Produce an outcomes logic model to map proposed budget and resource allocation planning model <ol style="list-style-type: none"> 1. Clarify scope and roles of budget and planning committees 2. Align program review relative to college mission c. Develop and adopt a vetted campus budget allocation model fall 2016 d. Produce a separate budget outside of program review for multi years, including staffing, resources, technology, and I&O aligned with strategic plan and educational master plan e. Assess current budget development tool in spring 2017, and make improvements as needed f. Establish town hall meeting schedule to begin in fall 2016 	<p>Creation of budget timeline</p> <p>Benchmark models of resource allocation and budget from comparable colleges</p>	<ol style="list-style-type: none"> a. Best practices planning benchmarking completed b. Gaps in current planning processes identified c. Educational Master Plan and Strategic Plan evaluated for alignment d. Overall planning timeline developed, with preliminary map of how to transition to new timeline process. Fall 2016 Program Review significantly streamlined as we transition. e. Planning logic model developed f. Program Review resource request for strategic plan innovation fund submitted g. Budget and planning committees combined in new shared governance recommendation. h. Current Budget Committee working on budget allocation model, including for one-time funds and policy/procedure for emergency needs outside Program Review cycle. i. The Administrative Team in process of assessing budget development tool.

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date: 1/17/17
B. Shared Governance Structure	Complete and implement a new shared governance model	Laurie Dockter Noell Adams Carla Waller Kirti Reddy Amy Mattem	Forward final recommendation to College Council for November 2016 meeting Gain Board of Trustees' Approval for January 2017 (if needed) Implement changes over the spring 2017	<ul style="list-style-type: none"> a. IEPi work group representatives at Chabot utilize draft shared governance document vis a vis IEPi MOC and determine a draft to share by end of July 2016 b. Disseminate the draft model c. Set up multiple feedback mechanisms such as survey monkey or email d. Flex day activity - fall 9/6/2016 e. Campus wide forums (video/audio tape for offline review) Fall 2016 f. Present at Fall 2016 College days - gather feedback g. Adopt a version of the model based on the feedback - November 2016 h. College Council approval Fall 2016 i. Board of Trustee agenda item December 2016 j. Implement the approved model k. Periodically evaluate the effectiveness of the new model, and revise as needed in light of the findings 	<p>Benchmark model of shared governance structures from comparable colleges</p> <p>IEPi Workgroup accepts new draft of shared governance</p> <p>Present accepted draft during college day through faculty and classified senate presidents' remarks in August 2016</p> <p>Have discussion of the accepted draft placed on professional development agenda</p>	<p>Developed proposed governance structure based on '15-'16 Faculty Senate draft; integrated best practices culled from PRT's Menu of Options and IEPi Work Group dialogue</p> <p>Explored shifting from "shared" to "participatory," "Shared" to remain following campus feedback</p> <p>Vetted proposed governance structure during College Day, FLEX Day, through Senates, Divisions, Administrator and Dean's Councils, Committees and campus-wide survey linked from Chabot's new institutional effectiveness website</p> <p>Developed 2 additional drafts and accompanying committee charge document. Narrative in progress</p> <p>Presented draft #2 at College Council 11/30; based on feedback there and at Faculty Senate, developed drafts #3 and #4. Final draft #4 to be presented 1/25/17 at College Council for Chabot President and Faculty and Classified Senate Presidents' approval, followed by CLPCOD Board of Trustees presentation/approval by March 2017</p> <p>Develop implementation plan during spring 2017 for fall 2017</p>

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date: 1/17/17
C. Institutional Effectiveness (IE) as a Way Forward	Develop and implement a new institutional effectiveness model for Chabot	Carolyn Arnold Carla Waller Jan Novak	Program Review - enter into program reviews in Fall 2016 Proposal to College Council in September 2016 July 1, 2018 adopt	<p>a. Map/study/analyze current IE activities and staffing; benchmark existing structures; identify gaps; use consultant if appropriate</p> <p>b. Quantify costs of doing this work in existing frame (hours, etc.)</p> <p>c. Develop mission for the new IE model</p> <p>d. Analyze alternative models</p> <p>e. Develop recommendation to College Council</p> <p>f. Identify funding sources for personnel and other needs</p> <p>g. Implement a robust, sustainable, permanent structure and process.</p>	<p>Benchmark model of institutional effectiveness as a way forward from comparable colleges</p> <p>Mission statement developed</p> <p>Decide on staffing levels</p>	<p>a. Best practices IE benchmarking completed</p> <p>b. Current IE activities/staffing mapped</p> <p>c. Mission and staffing plan for new Office of Institutional Effectiveness developed</p> <p>d. Administrative Assistant position for new OIE office approved through Classified Prioritization process</p> <p>e. Program Review resource request submitted for Office of Institutional Effectiveness, including request for new senior administrator</p>

Request for IEPI Resources to Support Institutional Innovation and Effectiveness Plan

Applicable Area(s) of Focus (Copy from table above.)	Applicable Objective(s) (Copy from table above.)	Description of Resource Needed (Refer to Action Steps above as appropriate.)	Cost of Resource
Resource Allocation and Budget	<ol style="list-style-type: none"> Develop and implement a multi-year planning model at the campus level. Develop and implement a campus budget allocation model. 	<p>Funding to cover 5 professional development workshops and train the trainer sessions for using multi-year planning across committee chairs and IEPI work group members. Costs will include consultants, event location costs</p> <p>Funding to cover professional development for using outcomes/logic model of outputs across committee chairs and IEPI work group members. Costs will include faculty stipends, classified professionals overtime, consultants, event location costs</p>	\$ 20,000
Shared Governance Structure	Complete and implement a new shared governance model	Funding to cover labor costs (outside of contracted hours for faculty and classified professionals working on the initiatives) to produce and disseminate information, lead meetings, provide event coordination and location costs for town hall meetings, collegedays, convocation, etc.	40,000

Applicable Area(s) of Focus (Copy from table above.)	Applicable Objective(s) (Copy from table above.)	Description of Resource Needed (Refer to Action Steps above as appropriate.)	Cost of Resource
Institutional Effectiveness as a Way Forward	Develop and implement a new institutional effectiveness model for Chabot	Funding for application of model for institutional effectiveness Funding to implement IE model at Chabot College - temporary classified/administrative employee Funding to cover professional development for using outcomes/logic model of outputs across committee chairs and IEPI work group members. Costs will include faculty stipends, classified professionals overtime, consultants, event location costs Funding to establish a central physical and electronic location for committee documents, recommendations, resolutions, minutes, outcomes, decisions, messaging	90,000
Total IEPI Resource Request (not to exceed \$150,000 per college)			\$150,000

Approval	
Chief Executive Officer	
Name: Susan Sperling	
Signature or E-signature:	Date:
Collegial Consultation with the Classified Senate	
Classified Senate President	
(As applicable; duplicate if needed for district-level I&EP)	
Name: Noell Adams	
Signature or E-signature:	Date:

Collegial Consultation with the Academic Senate	
Academic Senate President	
(As applicable; duplicate if needed for district-level I&EP)	
Name: Laurie Dockter	
Signature or E-signature:	Date:

DISTRICT

CLPCCD Summary of IEPI Peer Advice Request

Statement of the Issue to Be Addressed

The Chabot-Las Positas Community College District (CLPCCD) has a need to strengthen the use of technology to gather and analyze data, and to monitor and strengthen ongoing practices across college and district operations. At the district office and at the colleges, there is a sense that greater access to technology resources is needed for more readily completing student success research, grant reporting, and so on. Administrators, faculty, and classified professionals need to track performance in various programs and areas of operation in real time and in the aggregate for planning and evaluation. There are mixed views about whether the strategic priority for strengthening this technology capacity is in the area of leadership and technology engagement by administration across the district, professional competency development/training, ITS policy and procedure, technology infrastructure and staffing, or some combination of all of these.

In addition, while there are active and effective research offices at both colleges, the district office does not have a research function. Addition of a district research capacity for harvesting, analyzing, reporting, and tracking key information would: provide an additional data delivery nexus between the district and campus constituents; create efficiencies for the district and colleges in sharing timely and relevant data reports; allow for specific strategies to coalesce as institutional priorities across the district; facilitate greater collaboration between colleges around critical student success challenges; aid in the establishment of effective data-based policies and practices; and highlight innovations that should be further supported through decisionmaking and resource allocation.

Brief Summary of CLPCCD ITS and Research Need

CLPCCD is comprised of two colleges—Las Positas College and Chabot College—and the District Office. Together, they have enjoyed relative stability through the years as modulated by conservative fiscal practices and sustained adherence to accepted effective practices.

The Information Technology Services Department (ITS) is a service area of the district office. In addition to the Chief Technology Officer, Jeannine Methe, and a Network Systems Manager, ITS includes fifteen staff (a computer operations supervisor, 2 in network systems, one on Help Desk, and 11 in systems/programming). ITS staff are located at the campuses as well as at the district office. The district uses Banner as its enterprise system, with a variety of compatible programs to enhance specific functions. About a year ago, on the Chancellor's initiative, the district transitioned from a legacy email system to Outlook.

There is a Technology Committee at each of the colleges, as well as a District Technology Committee. The membership of these committees is representative of roles and functions across constituencies, and the committees serve as conduits of review, input, and recommendations on technology matters through the Integrated Planning and Budgeting governance process. There is a regularly-updated Technology Master Plan, and annual program review processes provide the means for identifying new needs and evaluating progress on a regular basis.

In response to calls for easier access to data and generation of reports, ITS developed the Argos tool. Argos was designed to provide a dashboard-like experience for users, with pre-designed reports and the ability to create an individualized report on a one-time basis for downloading (establishment of individualized standing reports by administrators and others is not available in Argos, but new reports are programmed by ITS if needed). At the same time, the old data system was preserved, as a dozen or so key data consumers felt more comfortable with the information available in that format. There have been issues with perceived differences in the numbers (data) presented, due in part to the timing of downloads and to variances in how standard reports on each have been programmed. In fall 2016, the Argos tool was enhanced with the addition of a daily data snapshot of enrollment-related information. Administrators were the target audience of the new EMC Stats snapshot, but it is available to anyone at the colleges. Unfortunately, overall use of Argos data has not been up to expectations.

The district has made security and uniformity a priority in its ITS policies and procedures. Virtual off-campus access to the Argos tool, computer files, and so on is generally not available. Introduction of add-ons and conducting updates are handled centrally, and folks are encouraged to contact the Help Desk or ITS to request specific data reports or compiled information. The addition of new programs or functionality is handled with deliberation, to allow for ITS to gain familiarity and ensure that user supports will be available. At times, the period between initial identification of a technology need and ultimate implementation of the software or other is exacerbated by the need to ensure the relevant constituents at each college are ready to move forward with the rollout (and its inevitable temporary inconveniences). If significant time to implementation elapses, user training and orientation sessions may need to be repeated.

ITS also has worked to give priority to the needs of the individual campuses in terms of IT support and resources, working ongoing with Admissions and Records and schedulers to ensure the system is working as needed. In the past several years, CCCCCO initiatives have called for the ability to track student progression, from first contact with college through to completion of a program. ITS is in the process of implementing the Recruit module by fall 2017 to assist with this need, and then will implement the next-level Advisor module, for spring 2018. The Banner system is slated for a major upgrade, to XE, while will begin in 2017, with an expectation of "going live" at the beginning of 2018. In addition, projects to transition from Blackboard to the Canvas platform for distance education and to implement the Common Assessment Instrument are underway, with needed programming and other support. The college websites are being updated and upgraded, and the district webpage will follow over the next year. Infrastructure planning and implementation, under the CLPCCD Measure B and Measure A bonds, include enhancement of wireless access at the campuses, improved cell phone service, installation of phone systems that are VOIP capable, and more.

At the district level, the human resources, business services, economic development/contract education, public information and governmental relations, and educational services and student success departments and the Chancellor's Office have discussed technology-related strategies to enhance services to the colleges, including maximizing the functionality and use of existing systems.

The colleges and district are exploring ways to better integrate planning and decisionmaking processes leading to resource allocation, increase grants and partnerships, align student success and equity work with basic skills and career-technical education, enhance regional partnerships with businesses and higher education, develop guided pathways for students, increase dual enrollment and other partnerships with service area K-12 districts, work within the adult education consortium to provide greater college-going opportunities for adults, evolve approaches for building college preparedness, and strengthen workforce development programs and employer relationships, to name a few areas. *Each of these conversations involves research and technology elements, and includes a need for facilitating districtwide strategies.*

Clearly, the increased demands at CLPCCD for technology enhancement of instruction, student services, operations, and communications lies within a context that also carries other urgencies, priorities, and ongoing needs that draw the attention and focus of leaders and constituents across the district, as well as district resources. Our challenge is to better understand where the district's response to technology needs can be enhanced, so as to align with significant information and analysis needs related to increasing student success, and to allow business operations to respond appropriately and timely to the internal and external factors that call for data-driven decisions.

<http://www.clpccd.org/tech/>

LAS POSITAS

COLLEGE

Las Positas College

Institutional Effectiveness Partnership Initiative (IEPI)

Report to Board of Trustees January 24, 2017

The focus of LPC's innovation and effectiveness plan was

- Marketing, specifically in the areas of enrollment management and outreach, with a goal of increasing enrollment.
- A focus on Adult Education and Community Education, with the goal of increasing enrollment in these areas, in part by developing new courses and pathways.
- Increasing LPC's name recognition within the community was also an objective, which would lead to increased enrollment in multiple areas/programs within the college.

The college has undertaken multiple marketing efforts with the assistance of the Director of Public Relations and Marketing. Surveys of community members as well as current students were conducted to determine their needs and their media/outreach preferences. A marketing plan was developed that incorporated the survey data to reach more potential students and to encourage current students to take more classes when feasible. The fall and spring class schedules were enhanced with color photographs and were mailed to thousands of households in the Tri Valley area. In part due to these efforts, fall enrollments at LPC were higher than those of the previous fall semester (3,113 FTES in Fall 2015 versus 3,241 FTES in Fall 2016), while spring enrollment remained relatively flat (3,184 FTES in Spring 2016 versus 3,144 FTES during approximately the same time in Spring 2017) – a positive outcome when most colleges are seeing declining enrollment.

There were two major marketing campaigns that took place that supported IEPI goals. The first campaign began in April of 2016 and concluded in August of 2016; this campaign included online ads, information that was communicated to students via direct email, and ads that were placed on Stoneridge Mall's Skybanner. The online campaign produced 18,025 clicks on ads that were on Facebook and 63,028 clicks on ads that were on Pandora. With regard to emails, a total of 25,043 were sent to students who had missed a semester of classes or applied to LPC, but never enrolled. The ads that were placed on Stoneridge Mall Skybanner had the potential to be seen by one million mall visitors during the time it was displayed. The second marketing campaign was short, from December 24, 2016 to January 15, 2017, and focused solely on ads in Facebook; this campaign produced about 29,500 clicks on Facebook.

The goal of increasing Adult Education and Community Education courses is more long-term, especially in the areas of developing new courses and pathways, but LPC made progress in these areas as well. This work will continue with input from stakeholders within the college and in the broader community.