



Institutional Effectiveness Partnership Initiative Advisory Committee
July 17, 2015, 10:00 am-3:45 pm
Hyatt Regency Sacramento
Meeting Summary

Members in Attendance

Last	First	Wkgrp*	Last	First	Wkgrp*
Blackwood	Kathy	Ind	Johnson	Joyce	PD
Braden	Kale	PD	Kovrig	Neill K.	PPP/TA
Braxton	Phyllis	PD	Lamanque	Andrew	PPP
Bruno	Julie	PD	Lee	Matthew C.	TA
Buckley	Jerry	PD	Lief	Christopher	PPP
Carr	Leslie	PD	McGinnis	William G.	TA
Chadwick	Jan	TA	Messina	Kimberlee	TA
Christian	Sonya	PPP	Meuschke	Daylene	PD
Coleal	Sharlene	PD	Midkiff	Michael	TA
Dain	Claudette	PPP	Randall	Meridith	PD
Garcia	Valentin	TA	Sandoval	Carmen	PD
Goold	Grant	Ind	Sokenu	Julius	TA
Greaney	KC	Ind	Stanskas	John	Ind
Gribbons	Barry	Ind	Tena	Theresa	PPP
Hayward	Craig	Ind	Vo-Kumamoto	Tram	PD
Holland	Breanne	PD	Webb	Catherine	PD
Howell	Lisa	PD	Wulff	Deborah	Ind
Jaffe	Louise	Ind			

Resource Persons/Evaluators in Attendance

Last	First	Wkgrp*	Last	First	Wkgrp*
Adams	Julie	PD	Rodriguez	Mario	Ind
Bray	Susan	PD	Slimp	Ronnie	PPP
Cooper	Darla	NA	Spano	Jeff	TA/PPP/PD
Larson	Erin	PD	Todd	James	PD
Purnell	Rogear	NA	Van Ommeren	Alice	Ind

Guests in Attendance

Last	First	Wkgrp*	Last	First	Wkgrp*
Ferguson	Chris	Ind	Leufgen	Jillianne	Ind
Fuller	Ryan	Ind	Tyson	Sarah	Ind
Leigh	Tom	Ind			

*Wkgrp: Ind = IE Indicators; PPP = Policy, Procedure, and Practice; PD = Professional Development; TA = Technical Assistance

I. General Session 1

- A. The session opened with introductions and Education Moments from Kale Braden and Bill McGinnis.
- B. Theresa shared the latest information on the \$12M augmentation for specialized training.
 1. The CCCCO will be issuing an RFA in September, and the Board of Governors will approve a contract with the successful applicant, probably at the November meeting.
 2. Theresa will solicit input on the RFA from members of the Professional Development Workgroup and Policy, Procedure, and Practice Workgroup during a joint meeting today.
 3. The first priorities for the augmentation will be the California Conservation Corps and Inmate Education, both of which were called out specifically in statute.

- C. Matthew, Barry, Kale, and Theresa reported briefly on IEPI progress to date and answered questions as they arose; areas highlighted included the following:
1. Technical assistance
 - a. We now have 236 experts in the volunteer pool.
 - b. 29 institutions have filed Letters of Interest to date.
 - c. Tentative PRTs have been approved by the IEPI Executive Committee.
 - d. Scheduling of the Fall initial visits is underway.
 - e. The Workgroup will review evaluations of both PRT training and the Spring/Summer PRT cycle at the meeting today.
 - f. Matthew conducted a special briefing for 17 PRT pool volunteers from the CCCCCO.
 2. Indicators
 - a. All 112 California Community Colleges complied with the statutory Indicators Framework requirements by the June 30 deadline.
 - b. The Workgroup is now working on finalizing Year 2 Indicators, and working on Year 3 Indicators.
 3. Professional Development
 - a. The Workgroup is forging ahead on both workshops and the online clearinghouse.
 4. Policy, Procedure, and Practice
 - a. The Workgroup provided input on the IEPI communications plan RFP.
 - b. The target date for approval of the successful vendor is Sept. 9.

II. Workgroup Sessions

A. *Institutional Effectiveness Indicators (Barry)*

1. Finalize Year 2 Indicators
 - a. There should be three indicators related to audit:
 - i. Opinion for the financial statement
 - ii. State Compliance (Yes/None)
 - iii. Federal Awards (Yes/None)
 - b. If there is no goal set, a blank should be displayed rather than a zero
 - c. For the percent wage, the options for goals should be “increase, decrease or remain about the same” rather than a numeric goal.
 - d. Next accreditation visit should ask for term and year rather than a date.
 - e. Columns should be re-ordered with the historical data to the left and targets to the right.
 - f. Guidance on the disclosure requirements should be added to the FAQ.
 - g. Instructions should be added to the indicators site.
 - h. Course completion rate (success rate) should be changed to fall rather than annual to match the ACCJC data.
 - i. Ensure all accreditation statuses are included.
 - j. A “college choice” indicators should be added in which colleges write in an indicator and result.
 - k. The current four targets should continue to be required, plus the additional audit indicators and one achievement indicators and one fiscal indicator at the colleges’ choice. For the new indicators, it can be either a short-term or long-term goal.
2. CTE Outcomes Survey
 - a. KC reviewed the CTE Outcomes Survey.
 - b. 40 colleges currently participate.
 - c. This is the fourth year.
 - d. Response rate is 25 percent.
 - e. Students who complete or leave complete the survey.
 - f. Employment, wage gain, and employment in are studied are included in the survey.
 - g. College get data back that can be disaggregated and analyzed in various ways.
 - h. There is interest in exploring making the survey available statewide.

3. WIOA Common Measures
 - a. Jill provided an update.
 - b. Employment in the 2nd and 4th quarter after exiting programs is measured.
 - c. It includes median earnings.
 - d. Measureable skills gains is of interest but not fully defined yet.
 - e. With regard to the Eligible Training Providers List (ETPL), there will be a threshold for outcomes to remain on the list.
 - f. Common measures still TBD including threshold levels.
4. CTE Accrediting Bodies. We need to think about data requirements from CTE accrediting bodies
5. We should investigate the feasibility of measuring unmet labor market needs on geographical areas for Year 3.
6. Future Agendas
 - a. September
 - i. Review Examples of Reports: WED 2.0, Scorecard, Launchboard, Gainful Employment, EMSI, and Data on Demand
 - ii. Review ideas for Year 3
 - iii. Discuss model research practices
 - b. October
 - i. In order to identify strategies to reduce initiative and data fatigue, list all reporting requirements for CCCs.
 - ii. Invite people from SSSP, BSI and Student Equity to workgroup meeting to discuss possibilities for collaboration and coordination.
 - iii. Continue reviewing ideas for Year 3
 - iv. Discuss model research practices
 - c. November
 - i. Invite people from Adult Education to participate in the workgroup meeting.
 - ii. Refine Year 3 recommendations.
 - iii. Discuss model research practices

B. Technical Assistance Process (Matthew)

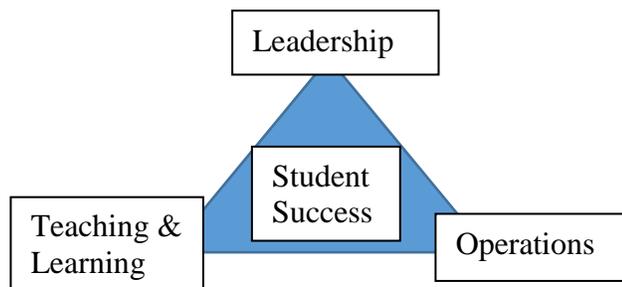
1. Fall training content and dates
 - a. There have been a few minor changes to the PRT workshop agenda; see handout.
 - b. 17 PRT teams will attend one of the two workshops.
 - i. The Appreciative Inquiry session was very important in the Spring/Summer workshop, and will be repeated with the same main facilitator this time at both workshops.
 - ii. PRT members who participated in Cycle 1 visits will participate in a panel presentation and discussion at each workshop, and most will remain to serve as resources during PRT discussions later in the day.
 - iii. The session will include a walk-through of an accreditation evaluation report sample.
 - iv. Training will include applying reasonable standards to institutional practices; being aware of issues outside the Areas of Focus that might impede progress; sustaining institutional progress; and relying on recent improvements in PRT communications, processes, and procedures.
2. Fall Cycle
 - a. Matthew has emphasized to all client CEOs and to all PRTs that Visit 1 is for gathering information, not coming up with immediate prescriptions.
 - b. The most common Area of Focus for fall PRT visits based on LOIs is integrated planning and resource allocation.
 - c. In the Fall cycle, client institutions will be required to send in the more detailed treatment of the Areas of Focus, with participation by at least the Academic Senate President. We did not have time for that step in Cycle 1. Useful practices in this area from Cycle 1 included

- Yuba's problem statements with pointed questions, and Berkeley's memo developed jointly with the PRT Lead.
- d. Bill suggested that PRTs from Cycle 1 might need training refreshers prior to Visit 2 and Visit 3, perhaps in the form of a webinar.
 - e. Matthew will send an updated PRT model process document to all PRTs, and (in part based on preliminary evaluation results) a briefer version to all client CEOs with the request that they distribute it at least to visit participants. The process documents set forth all three visits, including preparation and follow-up activities.
 - f. One member suggested having the PRT leads call CEO to do quick check-in between Visits 2 and 3.
3. Fall Volunteer Pool and PRTs
 - a. The PRT pool is now about 6 CEOs short; we have asked specific people to file survey to fill these spots.
 - b. Matthew estimates that about PRTs is the Fall maximum, given the bandwidth we have to organize and schedule visits.
 - c. College of Alameda and Merritt have both indicated interest in PRT visits; it would be great if Laney does the same, given the number of district-level concerns that the other three Peralta colleges have noted.
 - d. Of the 10 colleges now on ACCJC sanctions, only Palo Verde, Crafton Hills, Laney, and San Bernardino Valley have not submitted a LOI yet.
 - e. Prime time for Fall visits will likely be between September 28 and December 4.
 - f. Matthew is trying to ensure that scheduling is tighter for this next round; the process was a bit rushed in Cycle 1.
 4. Preliminary evaluation of PRT training and Cycle 1 PRT processes
 - a. Rogear walked the group briefly through the RP Group's key takeaways from the Cycle 1 PRT processes survey results (see handout).
 - b. Members of the Workgroup conducted an informal content analysis on Cycle 1 Visit 1 survey data, focusing on preliminary findings in seven areas:
 - i. Fit: Good match between team skills and LOI; complementary expertise; diversity of perspectives of team; having faculty on team was helpful; understanding of geographic differences, e.g., urban vs. rural.
 - ii. What worked well: Communications, collaboration, and sharing of information via Webinars and workshops; great team leadership.
 - iii. What could have worked better: Next steps need to be communicated better; particularly true for colleges (what are we doing, what will be outcome, what happens next). More time would be useful for both colleges and PRT members. (Improvements already underway: Matthew's more pointed discussions with client CEOs about the nature of Visit 1; the abbreviated model PRT process outline to be distributed to college participants; CEOs are asked to distribute LOI, too.)
 - iv. Challenges
 - (A) PRT members: Need to clarify purpose of visit; seemed that college reps assumed that it was like an evaluative accreditation visit. Lack of participation of key personnel, likely because of timing of visits late in semester or summer. Senior administration were aware of visit purpose, but not other college reps.
 - (B) College reps: Better involvement in the development of and communication about LOI; lack of understanding of purpose of Visit 1; need more time; unclear about how much to trust, unable to be candid given who was in the room; anxiety about how information will be used. Consider inviting everyone back for summary at end of visit and outline next steps; College CEO could introduce IEPI / PRT members and areas of focus; could do reflection at end of day on what college reps heard.

- v. Expectations (on college survey only): Most common theme = no expectations. Second = looking for action steps or evaluation at the end of the day. Third, we expected to be heard, and we were. Fourth, we expected the PRT to be professional, have expertise, be prepared, and they were. Others: We expected to learn about process; we expected our viewpoints and perspectives to be confirmed and they were; we expected this to be an info gathering meeting and it was.
- vi. What info would help you take better advantage of this opportunity?
 - (A) PRT members: More clarity on the PRT's scope of work; more budgetary info about college.
 - (B) College reps: Provide bios, names, titles, etc. of PRT members to college in advance, as a way to build connection to team; set expectations; outline parameters of effort.

C. Combined Meeting of Professional Development and Policy, Procedure, and Practice (Kale and Theresa)

1. Welcome and Introductions
2. Review of Notes from Last Month's Meeting
3. New State-Funded Specialized Training Program (Theresa Tena)
 - a. Workgroup members reviewed a May Revision handout
 - i. Handout lays out the vision of how the new IEPI resources will be used.
 - ii. The funding provided by the state budget for IEPI allows CCC to think in a broad and holistic way about how to support other initiatives and help our colleges and students.
 - iii. We are striving to build off statewide initiatives – to be complementary and connected, not “reinventing the wheel.”
 - iv. We can work together as a system to identify and share best/effective practices.
 - b. Workgroup members discussed what makes IEPI unique. Discussed several overarching values, quality factors, and themes:
 - i. Protocols of delivery
 - ii. Value-added
 - iii. Rigor of engagement
 - iv. Shared thinking
 - v. Intrusive engagement
 - vi. Cross-functional/breaking down silos
 - c. Broad Areas of Focus
 - i. Teaching & Learning & Student Support
 - ii. College/District Operations
 - iii. Leadership Development
 - d. Further Discussion: Where are the gaps? What PD already exists?



- i. Other groups/pots of money are focused on teaching, learning, and student support so perhaps IEPI should focus on operations and leadership development. These two items would support teaching, learning, and student support.
- ii. Need to make sure to include classified PD in this and in the discussions.
- iii. Add Basic Skills, noncredit to list of priority areas.
- iv. The Chancellor's Office will be working on an RFA/RFP.

4. Update on Upcoming IEPI Co-Sponsored Regional Workshops
 - a. Enrollment Management (Susan Bray)
 - i. August 5-6 at College of San Mateo; August 20-21 at Riverside City College. Co-sponsored with ACBO (with ACCCA providing support and logistics)
 - ii. Susan Bray of ACCCA went through the latest draft of the program agenda.
 - iii. Colleges are encouraged to send teams, with the goal that each team will walk away with a plan/set of priorities they can act on upon returning to campus.
 - b. Student Support (Re)defined in Action
 - i. With RP Group
 - ii. Two workshops were held in May 2015.
 - iii. At least 5 workshops are planned for the fall.
 - iv. Important to document outcomes of workshops and share with colleges.

III. General Session 2

- A. Matthew, Barry, Kale, and Theresa shared highlights of their respective Workgroup sessions (see above), and responded to a few questions.

IV. Adjournment