

1. BACKGROUND AND INTRODUCTION

The Chabot-Las Positas Community College District (CLPCCD), which includes the District and its two colleges, Chabot and Las Positas, requests proposals from qualified consultants to assist the District in preparing its Educational Master Plan and the District-Wide Strategic Plan. The Educational Master Plan shall include a comprehensive review of existing and potential programs based on current data and future demographics. The consultant shall take into consideration potential academic program development, maximum growth, a build-out for each of the colleges, long-range program development including expansion of existing programs, addition of new programs, and direction for the District as a whole. The Educational Master Plan and the Strategic Plan will provide the framework for the future direction of the District for the next decade.

The Chabot-Las Positas Community College District (CLPCCD) is located in Alameda County. Interested respondents to this RFP should go to www.clpccd.org to learn more about the District. This web site includes information, including the current academic, facilities and technology master plans that will be essential in the preparation of a response to this RFP.

2. PROPOSED PROJECTS

The consultant selected shall be required to produce deliverables in the form of collaboratively developed written, graphic, and digital plans for each College (Educational Master Plans) and the District (Strategic Plan). Given the unique strengths of Chabot and Las Positas Colleges and the geography of the District, the plans must strategize for future student enrollment growth through improved service delivery and new instructional programming, identifying potential over the next decade given the state system's Vision for Success. The consultant shall be responsible for delivering three documented evidence-based Plans with stakeholder endorsement at which point the work will be considered complete. Plans adopted by the District's Board of Trustees are considered the final step.

The consultant will work with the District and College leadership, key divisions and departments of each college, participatory governance groups, College and District stakeholders to develop the Colleges' Educational Master Plans and the District Strategic Plan. The successful proposer will plan for significant stakeholder participation and schedule open forums, facilitate stakeholder work group meetings, and build in iterative public review of written, graphic, and digital documentation. The final product will include, but not be limited to:

- Planning documents that will outline the future direction of the Chabot-Las Positas Community College District (District) to increase student educational achievement in alignment with the Vision for Success outcomes; with
- District Strategic Plan demonstrates clear linkages to the Colleges' Educational Master Plans, the College Plans complementary and not in contradiction; including

- Consistency with the Facilities Master Plan, noting assignable square footage requirements required to achieve the Plans' projections of enrollment growth and student achievement. A critical component of the final deliverables will be comprehensive analysis for the infrastructure needed to achieve the plan including recommended build-out size by site and justification for development.

The Colleges' Educational Master Plans document will include, but not be limited to:

- District-wide background, including mission, vision and values;
- Distinct College identity and history;
- Trends in each of the College's service area: population and demographics, employment rates, economic conditions, household income, educational attainment, and economic development potential;
- Analysis of instructional programs and services for each college;
- Prioritization activities;
- Trends in enrollment management, productivity, hiring, and student demographics;
- Growth and opportunity in terms of departments and services, with capacity and projection analysis; and
- Detailed assessment of college strengths, including an assessment of resources: human, technology, facilities, fiscal, and other.

The District Strategic Plan will include, but not be limited to:

- Key role and mission;
- Communities served;
- Demographic and Trends Summary, as mentioned in the above section;
- Student success and access;
- Essential community and partners;
- Innovation and collaboration opportunities;
- District and regional offerings;
- Programs of distinction, state and national recognitions, exemplary practices amongst community colleges and universities; and
- Untapped resources to sustain and advance objectives;
- Indicators of fiscal sustainability given the California Community College Chancellor's Office Vision for Success; and
- Goals, strategic directions and performance measures.

A. Planning Team and Process: The consultant should include resumes of those who will work on the project, describing the teams who would each be working with the district, Chabot College, and Las Positas College. The successful applicant will include qualifications of appropriate individuals familiar with educational program planning and technical planning

in the California community colleges, as well as established methods for data-driven decision processes. Each potential consultant should be prepared to illustrate examples of relevant data and how they plan to use this data to guide future growth of CLPCCD (i.e. District, Chabot College, and Las Positas College). The consultant's proposal should include a description of working with each College as described in Section 3, Scope of Required Services. The planning process will require interactive meetings, planning narratives and visual aids, open forums, workshops, and presentations with stakeholders across the District and each college.

During the course of the process, the consultant will be responsible for producing all meeting minutes and associated handouts in electronic format consistent with District standards for review and distribution.

3. SCOPE OF REQUIRED SERVICES

The District seeks a consultant to develop and prepare three documents: a written Educational Master Plan for each college, and a District Strategic Plan. The District Strategic Plan is expected to guide District growth and direction over five (5) calendar years 2021 - 2025. The consultant selected through this RFP will be required to prepare a Strategic Plan that addresses strategic planning principles on a District-wide basis and for each of the Colleges.

Colleges' Educational Master Plans

The development of the Colleges' Educational Master Plans will require the consultant selected to form distinct efforts to engage and participate in a variety of tasks and activities with each Colleges' leadership, to include shared governance leaders, administrators, faculty, classified professionals, and students. At each College, the leadership will lead the Educational Master Plans efforts, directing the efforts of the consultant team, resulting in plans that are a product of each College community and shared governance structure. In order to achieve legitimacy, each plan will be crafted drawing from and relying upon the larger College community and the shared governance structure. It is critical that the consultant see their role in assisting an authentic process that reflects the College community, works closely at the direction of senior leadership, garners broad input and feedback, contributes in formatting and editing for consistency across the three district plans, and crafts communications to report progress to the College community.

A. Colleges' Educational Master Plans Scope:

The consultant shall take direction from the Colleges to set the role expected to prepare a draft and a final document that will include, but not be limited to, the following elements:

- Executive Summary

- Background

1. Educational master planning process

- a. Timelines

- b. Step by step process

2. State rules and guidelines

3. District-wide background, including mission, vision and values;

4. Description of the College's:

- a. Mission, Vision, Values

- b. Description of distinct College identity and history;

- c. Opportunities and challenges

- d. Programs

- e. Neighboring Colleges

- Trends, in consultation with College Institutional Researchers, addressing: local, county, East Bay, Bay Area, state, national, global

1. population and demographics,

2. local high school data and trends,

3. employment rates,

4. economic conditions,

5. household income, educational attainment, and

6. economic development potential;

- Analysis of instructional programs and services for each college

1. Program description

2. Program review

3. Future development and implications (e.g. significant impact on expenses)

4. Role of technology

5. Role of Projected WSCH

- a. Lecture Space

- b. Laboratory Space

6. Facility (ASF) Requirement

- Trends in enrollment management, productivity, hiring, and student demographics

1. Demographic Data

2. Concurrent Enrollment

3. Past Trends

4. Adult Population Projections

5. Persistence Rates

6. Feeder unified school districts

7. Projected enrollments, including special populations e.g. international, veterans

- Analysis of growth and opportunity

1. departments and services - capacity

2. departments and services - projection

- Detailed assessment

1. College strengths, including an assessment of resources: human, technology, facilities, fiscal, and other
2. Linkages between ASF and Facilities Master Plan
 - a. Converting WSCH to ASF
 - b. Midterm and long-term information
3. Emphasis and prioritization on programming from the Facilities Master Plan already underway and integration with the EMP and DSP.

District Strategic Plan

The development of the Strategic Plan will require the consultant selected to engage and participate in a variety of tasks and activities with District Office senior leadership, College administrative staff, participatory governance leaders, students, community groups (external stakeholders), elected leaders, and other consultants retained by the District for development of the deliverables. Essential requirements for completing the Strategic Plan include:

- Concurrent, parallel development and completion of the College's Educational Master Plans. In some sections requested in the District Strategic Plan, it will make sense to first capture/document collaborative discussion at the Colleges.
- Leading and managing Strategic Plan discussions and decision-making processes.
- Balancing stakeholder objectives, educational objectives with facilities, support and personnel resources.
- Recognizing and maintaining the unique characteristics of each College while establishing cohesive and consistent District-Wide policies and objectives.
- Recommending an effective methodology to measure implementation of the Strategic Plan and continued assessment with an annual report to the Board of Trustees.

A. Strategic Plan Scope:

The consultant selected through this RFP will be required to identify District-wide strategic objectives and policies which address the following scope:

- Key role and mission
- Communities served
- Demographic and Trends Summary, as mentioned in the above section
- Student success and access
 1. Existing demographics; composition
 2. Underserved student populations, including CCCCO mandates
 3. Accreditation
 - a. Standards Compliance
 - b. Maintaining Accreditation
 - c. Ensuring Best Practices for ongoing Accreditation

4. Faculty

- a. Standards
- b. Resources

5. Student learning and achievement

- a. All students
- b. Equity populations

6. Student Support

- a. Academic success
- b. Counseling – educational planning, mental health, career, etc...
- c. Economically disadvantaged students
- d. Equity identified student populations, including veterans
- e. Student engagement assessments

• Essential community and partners

1. Engaging Community Stakeholders/Groups

- a. K-12 Schools
- b. City/County ventures
- c. Regional Workforce Development and anti-poverty groups
- d. Higher Education ventures
- e. Neighboring Community College Districts

2. Fundraising and Revenue Generation

- a. Foundation
- b. Branding; Intellectual Property
- c. Public/Private Ventures

• Innovation and collaboration opportunities

• District and regional offerings

1. Opportunities for Apprenticeship, employer partnerships, skills-builders

• Programs of distinction

1. State and national recognitions

2. Exemplary practices amongst community colleges and universities

3. Opportunities for promotion, marketing

4. Student Equity achievement and support

5. Targeted programs; workforce education, special populations

6. Leverage points to more deeply connect with untapped student populations

7. Collaboration between Colleges

• Untapped resources to sustain and advance objectives

- a. Education Needs/Expectations Assessments
- b. Community/Business Partnerships

• Innovation and collaboration opportunities

1. Board of Trustees

- a. Effective management, direction and delegation
- b. Colleges collaboration and consistency

c. Community relations d. Collaborative leadership

2. Budget Development

a. District-wide resource allocation

b. College budget development

c. Contingency management

d. Student-Centered Funding Formula impact

3. Accountability

a. District accountability to community

b. College accountability to District

4. Human Resources

a. Professional development

b. Employment practices (hiring, promotion, termination)

c. Internal communications

5. Technology

a. Existing capacity

b. Needs assessments

c. Continuous evaluation processes

• Indicators of fiscal sustainability

1. District context within the California Community College Chancellor's Office Vision for Success

2. Financial Conditions Assessments

3. Assets and Resources Management

• Goals, strategic directions and performance measure

GOAL #4: RSCCD will support innovations and initiatives that result in quantifiable improvement in student access, preparedness, and success.

**Objective 4A: MAINTAIN AND ENHANCE RSCCD'S
 TECHNOLOGICAL INFRASTRUCTURE**

**Rancho Santiago Community College District
 Progress of Technological Infrastructure by Site
 2017-18 through 2020-21**

	2017-18	2018-19	2019-20	2020-21
# of computers upgraded for student usage (classroom and labs)				
• Santa Ana College	552	254	285	207
• Santiago Canyon College	181	271	261	1202
# of computers upgraded for staff and faculty usage				
• Santa Ana College	150	417	220	117
• Santiago Canyon College	39	6	40	51
• District Operations	30	34	29	34
# of network switches added/replaced				
• Santa Ana College	21	5	25	2
• Santiago Canyon College	14	3	8	12
• District Operations	0	3	3	0
# of video cameras added/installed				
• Santa Ana College	33	32	81	157
• Santiago Canyon College	19	2	70	72
• District Operations	3	4	5	5
# of Wi-Fi Access Points added/replaced				
• Santa Ana College	37	48	55	0
• Santiago Canyon College	21	0	22	77
• District Operations	3	0	0	0
# of classrooms mediated				
• Santa Ana College	18	26	45	0
• Santiago Canyon College	14	2	0	0

Sources: RSCCD ITS Department

GOAL #4: RSCCD will support innovations and initiatives that result in quantifiable improvement in student access, preparedness, and success.

Objective 4E: DEPLOY, MAINTAIN AND ENHANCE RSCCD's SOFTWARE PLATFORMS THAT SUPPORT STUDENT LEARNING

**Rancho Santiago Community College District
Number of Technology Projects Completed to Support Optimization of the Student Learning Onboarding Process by College
2017-18 through 2020-21**

	2017-18	2018-19	2019-20	2020-21
Santa Ana College	*	*	4	26
Santiago Canyon College	*	*	4	43

Sources: ITS Department

* This metric began being tracked in 2019-2020 after this became a new goal in the district strategic plan

**Rancho Santiago Community College District
Number of Technology Projects Completed to Support Case Management, Student Support Strategies and Predictive Analytics by College
2017-18 through 2020-21**

	2017-18	2018-19	2019-20	2020-21
Santa Ana College	*	*	0	10
Santiago Canyon College	*	*	0	0

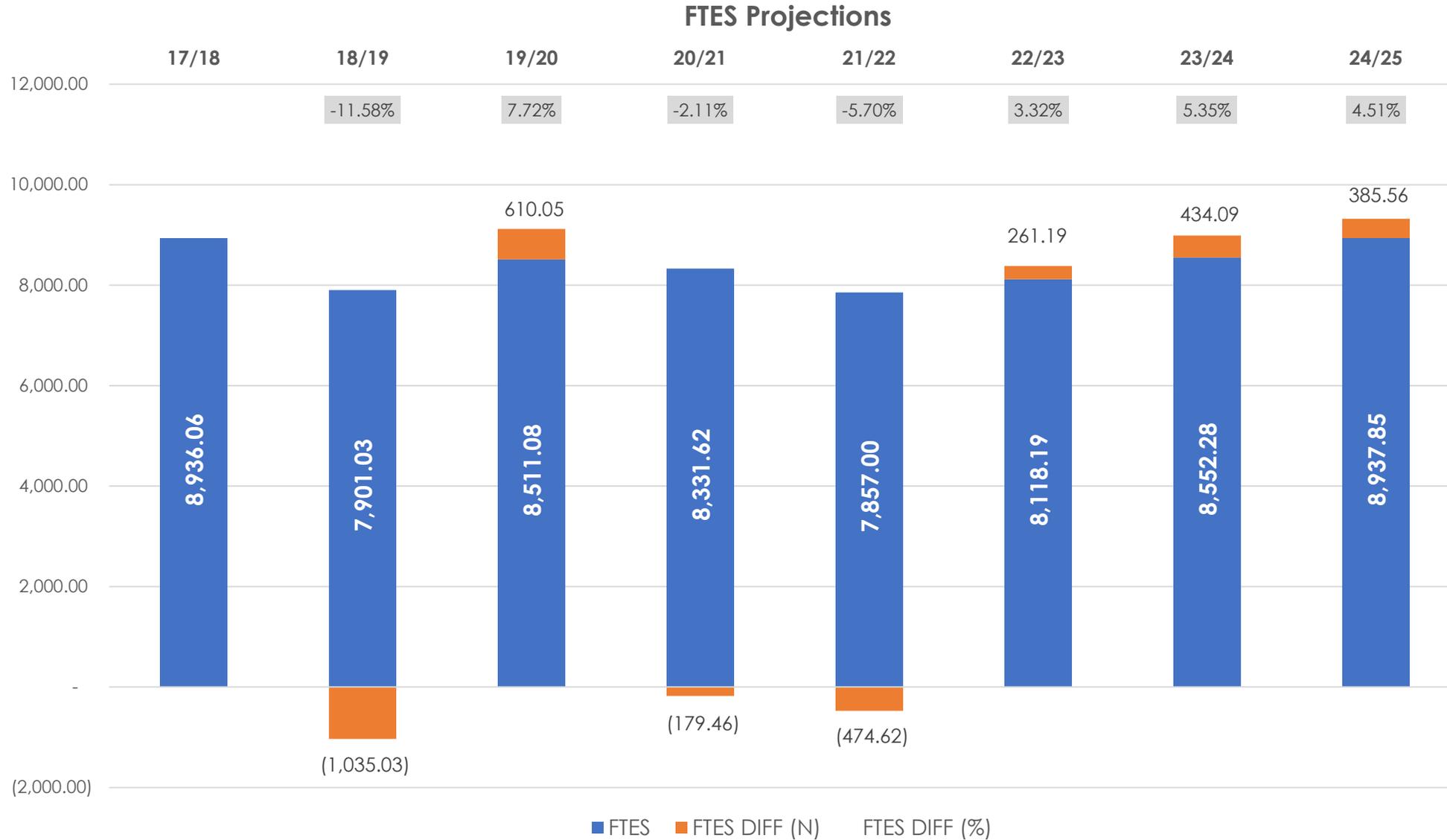
Sources: ITS Department

* This metric began being tracked in 2019-2020 after this became a new goal in the district strategic plan



Santiago Canyon College

What happens here matters.

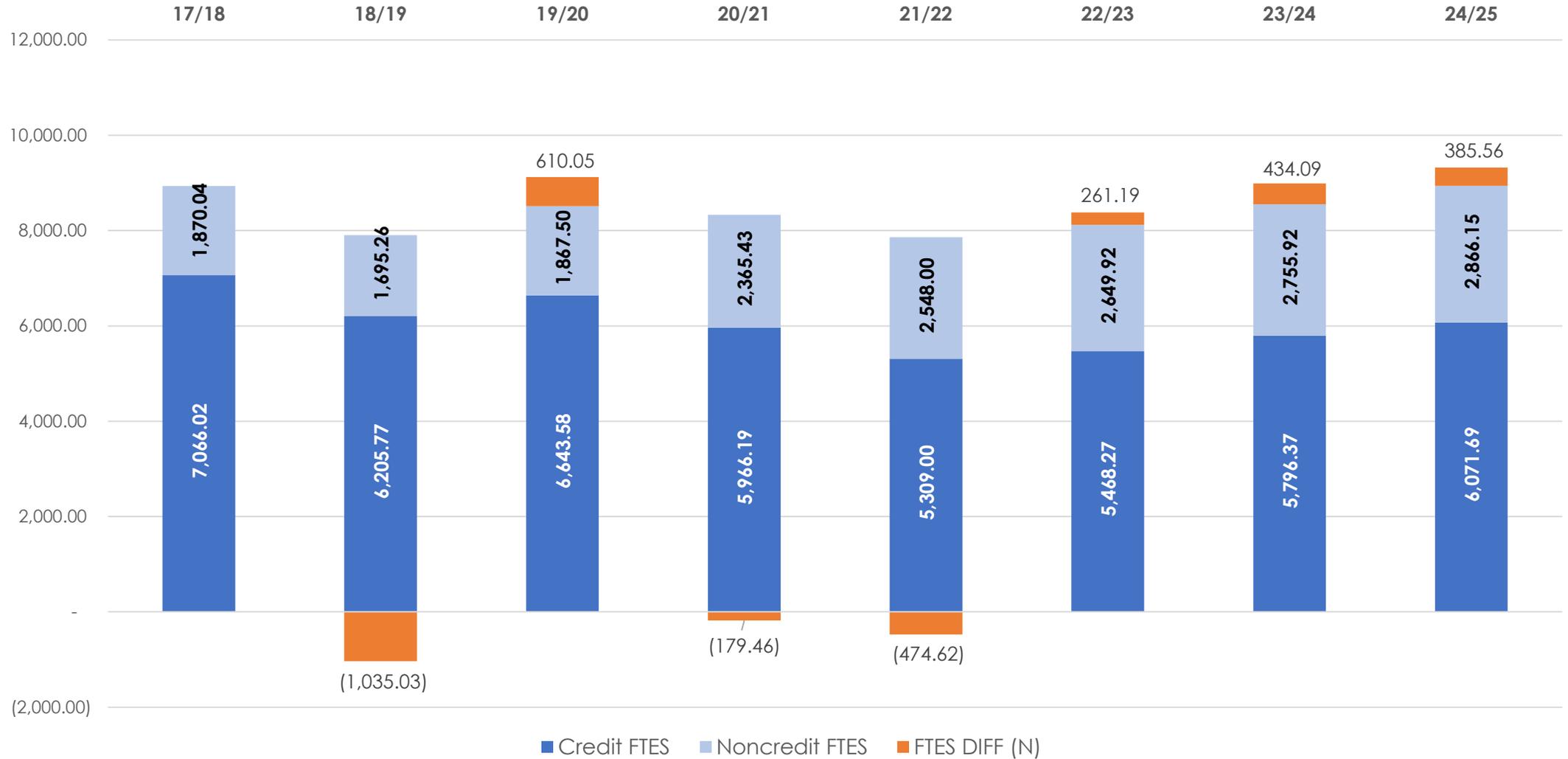




Santiago Canyon College

What happens here matters.

FTES Projections





VI. b. SAC PRT Presentation
POE 3/23/2022 Addtl Handout

SANTA ANA COLLEGE PARTNERSHIP RESOURCE TEAM VISIT

In November 2021, Santa Ana College sent a letter of interest to the California Community Colleges related to the Institutional Effective Partnership Initiative (IEPI) Grant. The initiative dispatches a Partnership Resource Team (PRT) to visit colleges and assist in strengthening the institution. Santa Ana College was approved and chosen for a visit in Spring 2022.

Dr. Jeffrey Lamb

*Vice President, Academic
Affairs,
Santa Ana College*



California Community Colleges
Institutional Effectiveness

AREAS OF FOCUS

- 1. Solidifying support to the Career and Academic Pathways (CAP) (aka Meta-Majors)**
 - Institutionalization
 - Sustainability
- 2. Program Mapping Project completion**
 - Technology
 - Sustainability
- 3. Learning and Engagement Equity Team**
 - Resistance to change
 - Institutionalizing change
- 4. Integrated Planning—Nuventive Tool**
 - Review Systems/Processes
 - Institutional Change

AREAS OF FOCUS/TREATMENT

1. Solidifying support to the Career and Academic Pathways (CAP)

- Institutionalization
- Sustainability

Pointed Questions:

- What are examples of how other colleges have used disaggregated data to make curricular and onboarding systemic changes that center the CAP's new meta-majors?
- Are there examples of program and curricular evaluations?
- Are there recommendations for collecting and disaggregating marketing data that can authentically inform our equity efforts?

Upon applying to Santa Ana College, students are provided with the option of identifying a Meta-Major that best aligns with their career interests. Based on best practices from other community colleges, the identification of an undecided major often prolongs the time to the completion of a degree. The Guided Pathways team decided early on to eliminate the undecided major as an option.

Santa Ana College's Meta-Majors were launched in the fall of 2019. Incoming and ongoing students were invited to participate in an introduction to their preferred Meta-Majors during a pre-semester workshop. Evidence shows that students who can identify their paths sooner will complete their degrees in a shorter time, and it will increase the likelihood of persistence.

Identified Activities:

- Continue to evaluate programs under each CAP per curriculum changes to programs.
- Enhance marketing efforts to promote CAPs to all incoming students.
- Increase access to the SuperStrong assessment which includes CAP (meta-major) recommendations to non-traditional incoming students.
- Align Santa Ana College CAPs with existing Santa Ana Unified School District pathways so that students can easily transition into college.

AREAS OF FOCUS/TREATMENT

2. Program Mapping Project Completion

- Technology
- Sustainability

Pointed Questions:

- Any effective practices around sustaining our work to develop and maintain program maps?
- Any recommendations on ways to leverage technology to link ed planning, program maps, and schedule development?
- Recommendations to address the potential increase of workload to faculty/staff?

Currently, Santa Ana College's Guided Pathways team is working to establish a process for the annual maintenance of program maps as part of the established program review process. It is anticipated that personnel and technology resources will be needed to create this process.

Program maps are a fundamental part of the Guided Pathways framework and are designed to increase student completion by providing an articulated plan for students' coursework across semesters. The concept of mapping has begun to influence other areas of Santa Ana College to improve student guidance. There has been an interest in developing a career-oriented map to assist students to develop their professional profiles during their academic journey as well as a rethinking of Santa Ana College's math map to reflect quantitative reasoning as more course options become available to serve students with differing educational goals aligned with their respective Meta-Majors.

Identified Activities:

- Update existing program maps for AA degrees.
- Publishing of all maps to public website.
- Create program maps for remaining certificate programs and ADT degrees.
- Upload program maps to Curriculum Tracks to integrate with electronic educational planning.
- Approval process for quadrennial review of program maps.

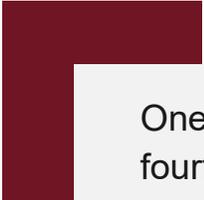
AREAS OF FOCUS/TREATMENT

3. Learning and Engagement Equity Team

- Resistance to Change
- Institutionalizing Change

Pointed Questions:

- How do we systemically make meaningful changes that will support faculty engagement in this work through diversity, equity, and inclusion?
- Also, how do we create systemic accountability in partnership with faculty?
- Are there any excellent examples from other institutions of evaluation methods for documenting the progress of this equity-based work in curriculum, pedagogy, or student life?



One of the most challenging aspects of Guided Pathways implementation has been the operationalization of the fourth pillar: ensuring that students are learning. Santa Ana College's Learning & Engagement Team was initiated to address student learning with a focus on student equity. Currently, the Learning & Engagement Team consists of student equity coordinators for credit and noncredit programs, a professional development coordinators for credit and noncredit programs, an outcomes assessment coordinator, and Guided Pathways coordinators for credit and noncredit programs.

We have adopted a framework to achieve systemic transformation that involves an analysis of our services, practices and policies through a personal, professional, and systemic approach.

- The personal involves us having a common understanding of the equity and social justice terminology, learn about the inequitable historical context of our institution, and engage in ongoing critical reflection that leads to increasing our self-awareness.
- The professional involves incorporating inclusive, equity-minded and culturally responsive andragogy practices, services, and environment for students.
- The systemic involves evaluating, transforming, and designing flexibility in our campus culture, policies, processes, and procedures to support the diverse needs of our students.
- We are currently piloting the first year of the Equity Minded Teaching and Learning Institute with a cohort of 10 diverse discipline specific faculty. The facilitators are members of the Learning and Engagement Team.

AREAS OF FOCUS/TREATMENT

4. Integrated Planning—Nuventive Tool

- Review Systems/Processes
- Institutional Change

Pointed Questions:

- What are some effective practices in closing the loop to ensure that funded activities are evaluated and reviewed to meet student success prior to receiving future funding through the integrated planning process?
- Any suggestions on creating sustainable practices to ensure meaningful engagement with integrated planning processes? From assessment to review to allocation and implementation...
- How can the College ensure linkages between the developing institutional effectiveness efforts (College plans, revised committee structures, PGC handbook), our newly revised planning processes/college goals and resource allocation to support initiatives?
- Any recommendations on mobilizing the College around integrated planning (in particular, re-engaging outcomes assessment, understanding the value of program review, and resource allocation processes)?
- Suggestions on how to move off legacy processes and procedures to newer and hopefully more efficient processes?
- We'd like to incorporate more funding sources into our newly developed integrated planning process... any recommendation on changing a newly developed process?
- What are promising practices to keep the College informed and our practices transparent to strengthen trust and collaboration throughout the College?

Starting spring of 2019, SAC began the process of more fully integrating outcomes assessment, program review (PR), and resource allocation (RAR). By leveraging the former database software (TracDat, that later became Nuventive Improve), SAC was able to link and more fully integrate these processes. In fall of 2021, SAC was able to fully engage in this more streamlined and integrated way of assessing, reviewing, and funding its efforts.

- A. Closing the Loop:
 - Tie between annual report and RAR
 - No clear connection between RAR, PR, Outcomes, and evaluation/results of funded activities.
- B. Software implementation issues
- C. Consistent funding for classified staffing support
- D. Student Services Outcomes (SSO)
 - Clearly identify “program”
 - Develop SSO for all Programs
 - All SSO in Nuventive
 - Better utilization/analysis of data and ensure it has the capacity to disaggregate data by race, ethnicity, gender, and other equity groups.
- E. Campus conversation/agreement on the centrality of assessment and links to planning and resource allocation; and level of support (faculty and staff for course and service area outcomes) for the work to ensure continuity. Include assessment and accountability.
- F. As a means of further integration, the College is looking to blend resource request and allocation processes for multiple funding sources into a single process. (Guided Pathways, Equity, SWP, etc).

NEXT STEPS FOR SAC

The Partnership Resource Team, comprised of about eight colleagues from across the state, will visit SAC at least twice.

VISIT ONE

Confirmed for March 24th

VISIT TWO

Confirmed for May 5th

VISIT THREE

To be determined

PREPARATION FOR VISIT ONE

COMPLETED

- √ The IEPI Project Director requests from the institution a somewhat more detailed (but still concise) treatment of the Areas of Focus, which the CEO will prepare in consultation with the Academic Senate President and other applicable leadership.
- √ The PRT reviews the following documentation, in addition to the Letter of Interest and the Areas of Focus treatment:
 - A relatively small set of documents regarded by the institution as crucial to understanding the Areas of Focus and provided to the Project Director by the point persons
 - Accreditation documentation, and IEPI documentation as applicable
 - Other documentation available on the institutional website, or provided by the institution at the team's request, that is related to the Areas of Focus

IN PROGRESS

- To ensure a productive visit, it's very important for the CEO and point persons to inform the institutional community, and especially the participants in visit meetings, about the nature and purposes of the PRT visit, and that participants will be asked to share their observations and perspectives on the Areas of Focus in the meetings. Sufficient functional and constituency representation in the meetings is also very important.
- The CEO designates before Visit 1 a working group that will start drafting the institution's Innovation and Effectiveness Plan (the I&EP Drafting Group) with the guidance of the PRT during the second visit. The group may be ad hoc or existing, and if necessary, the CEO may designate two or even three groups, each of which is to draft one or more sections of the Plan. The group(s) should be relatively small, yet reasonably representative with respect to applicable functions and constituencies, to strengthen both the Plan and its subsequent implementation.
- The PRT reviews the draft list of individuals and groups and the schedule that the institution has suggested for interviews/meetings (both provided by the point persons to the Project Director), which should include at least some members of the I&EP Drafting Group. The PRT then requests any additional interviews or meetings that are needed to gain a fuller understanding of the institution's needs and decides who on the PRT should meet with whom.
- In most cases, the PRT stays together throughout the day and meets with everyone, but scheduling constraints might require meetings to occur in parallel with the PRT split in halves or even thirds, and some interviews/meetings might work best with just one or two PRT members.
- The initial visit day typically starts at 8:00 or 8:30, and includes short breaks between meetings, a 45-to-60-minute working PRT lunch, an afternoon wrap-up meeting just for PRT members, and then time for an oral Summary of Initial Visit to the CEO (and others at the CEO's discretion). In some cases, the PRT might wish to include a meeting on-site to finish the draft of the written Summary of Initial Visit. The target finish time is typically 4:30 or 5:00. The PRT Lead works with the point persons to finalize the schedule for the day.

VISIT ONE: GATHERING INFORMATION AND ESTABLISHING SCOPE

- The PRT holds interviews and meetings with the individuals and groups as scheduled, and asks questions that the PRT has identified for each interview or meeting, with clarifying and follow-up questions as appropriate.
- The PRT analyzes the information gathered in the interviews and meetings.
- The PRT meets as a team to share preliminary observations about the institution's Areas of Focus, what the institution has already done or plans to do about them, and what additional IEPI resources, if any, might help the institution make progress.
- If the date for the second visit has not already been set, the PRT Lead works with the CEO, point persons, and PRT members to identify it. The second visit should take place as soon after the first visit as schedules permit, consistent with development and timely delivery of the List of Primary Successes and Menu of Options as described below. An interval of about five weeks is ideal.
- Based on the team's discussion, the PRT prepares and presents a brief oral Summary of Initial Visit to the CEO.

FOLLOW-UP TO VISIT ONE

- The PRT prepares and submits the written Summary of Initial Visit within two weeks of the visit, if at all possible. This document summarizes what the PRT heard during the visit: ideas expressed by institutional personnel, along with activities that the institution has already undertaken to address its Areas of Focus, if any. It does not contain findings, conclusions, suggestions, recommendations, or prescriptions.
- The PRT Lead forwards any request for additional documentation to the institutional point persons.
- The CEO, point persons, and others who had substantial interaction with the PRT are asked to participate in the post-visit evaluation.



California Community Colleges Institutional Effectiveness

**Partnership Resource Teams
Summary of Initial Visit**
Date of Visit:

Name of Institution:
Partnership Resource Team Members:

Area of Focus	Institution's Point Person or Group, If Known	Heard during the Visit: Institutional Activities Underway (Positive Steps Taken or in Progress)	Heard during the Visit: Ideas Expressed by the Institution (Issues, Challenges, Desired Solutions)	Other IEPI Resources Needed?
A.		1. 2.	a. b.	• •
B.		1. 2.	a. b.	• •
C.		1. 2.	a. b.	• •
D.		1. 2.	a. b.	• •
E.		1. 2.	a. b.	• •

PREPARATION FOR VISIT TWO



Institutional Effectiveness Partnership Initiative
Partnership Resource Teams
List of Primary Successes and Menu of Options for Institutional Consideration
 Date:

Name of Institution:
Partnership Resource Team Members:

Primary Institutional Successes

Description of Primary Institutional Successes	Notes and Comments

Menu of Options for Institutional Consideration for Its Innovation and Effectiveness Plan

Area of Focus	Options for Institutional Consideration: Ideas, Approaches, Solutions, Best Practices	Models, Examples, and Comments
A.	1. 2.	
B.	1. 2.	
C.	1. 2.	

- Based on the documentation review, interviews, meetings, further discussions, and their own collective expertise, the PRT creates a List of Primary Successes and Menu of Options (MOO) for consideration by the institution as it develops its Innovation and Effectiveness Plan (I&EP). The MOO consists primarily of ideas for improvement and/or best practices, along with references and models or examples of applicable practices successfully used at other institutions, in each Area of Focus. At least a week before the second visit, the PRT Lead sends this document to the CEO and point persons for review. The CEO reviews it, and if any tweaks are in order, suggests them to the Lead, who incorporates them as appropriate and sends the final to the CEO and point persons for distribution to the I&EP Drafting Group, which should read it carefully and, if feasible, meet to discuss it prior to Visit 2.
- At least two weeks before the visit, the point persons send a draft schedule for the visit and list of I&EP Drafting Group(s) members to the Lead. Then, in a brief zoom/phone meeting, the PRT Lead, CEO, and point persons confirm the structure and schedule of the second visit. The length of the visit depends on the I&EP Drafting Group(s) involved and the complexity of the issues to be covered, and might range from half a day to a full day.

VISIT TWO: HELPING THE INSTITUTION DEVELOP ITS INNOVATION AND EFFECTIVENESS PLAN

- The PRT typically meets with the CEO (and others as he or she wishes) at the beginning of the visit, the end, or both.
- The PRT meets with the I&EP Drafting Group, discusses the MOO, reminds them of the I&EP template to be used, and assists the I&EP Drafting Group as they draft the I&EP over the course of the visit, providing constructive, colleague-to-colleague advice, commentary, and feedback as needed.
 - The components of the I&EP should at some point be integrated into the institution's existing planning processes and documents, but the template is an important transitional repository for objectives, associated planning elements, and, assuming the institution wishes to request a Seed Grant to expedite implementation of the I&EP, the Request for IEPI Resources, which is required to obtain that grant (see below).
 - If the I&EP Drafting Group does not finish an approved draft I&EP during the visit (which is likely), the Group should finish the draft within about one week if possible, and the point person or CEO should then email the draft I&EP in Word (not PDF) to the PRT Lead and Project Director for feedback.
 - When the time comes, the final I&EP is to be signed by both the CEO and the Academic Senate President. The signature of the Senate President (or Presidents, on an I&EP in a multi-campus District that does not have a District-level Senate) simply signifies that collegial consultation with the Senate or its President has occurred.

FOLLOW-UP TO VISIT TWO

- The PRT and Project Director provide constructive written feedback on the draft of the I&EP. The Project Director forwards the final version of the feedback to the CEO. The CEO then incorporates the feedback as he or she sees fit, adds the signatures, and emails the final I&EP to the Project Director, with a copy to the Lead for distribution to the PRT.
- Upon receipt of the final I&EP, assuming that it includes a request for IEPI resources to expedite its implementation, the Project Director forwards to the CEO and point persons the application and agreement forms for a Seed Grant. Ordinarily, the time elapsed from receipt of the properly completed and signed Seed Grant forms to issuing the check is no more than 45 days.
- The CEO, point persons, and others who had substantial interaction with the PRT are asked to participate in the post-visit evaluation.



California Community Colleges Institutional Effectiveness

**Institutional Effectiveness Partnership Initiative
Partnership Resource Teams
Institutional Innovation and Effectiveness Plan**
Date:

Name of Institution:

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status
						As of Date:
A.	1. 2.			a. b.	a. b.	a. b.
B.	1. 2.			a. b.	a. b.	a. b.
C.	1. 2.			a. b.	a. b.	a. b.

Request for IEPI Resources to Support Institutional Innovation and Effectiveness Plan

Applicable Area(s) of Focus <i>(Copy from table above.)</i>	Applicable Objective(s) <i>(Copy from table above.)</i>	Description of Resource Needed <i>(Refer to Action Steps above as appropriate.)</i>	Cost of Resource
Total IEPI Resource Request (not to exceed \$200,000 per college)			

Approval	
Chief Executive Officer	
Name:	
Signature or E-signature:	Date:

Collegial Consultation with the Academic Senate	
Academic Senate President	
<i>(As applicable, duplicate if needed for district-level I&EP)</i>	
Name:	
Signature or E-signature:	Date:

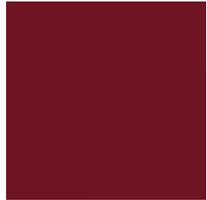
PREPARATION FOR VISIT THREE & ANY SUBSEQUENT VISITS

- After completion of the final I&EP, the Project Director or PRT Lead requests date options for the third visit from the CEO and point persons. If none of these date options works for the PRT, the Lead requests alternatives until a mutually agreeable date (ordinarily about three primary-term months later, as schedules permit) is identified.
- About a month before the visit, the Project Director asks the substantive point person to provide a status report on implementation of the I&EP within two weeks. (The status report consists of one or more update entries in the last column of the I&EP for each Objective or Action Step.) The Project Director also asks for any quarterly reports on the Seed Grant already submitted, any documents called for in the I&EP that the institution has produced to date, and any particular aspects of I&EP implementation on which the institution needs additional PRT guidance during the visit. The Project Director distributes this information to the PRT upon receipt.
- The PRT reads the status report and any other documentation supplied by the institution, and assesses overall progress on the I&EP, paying particular attention to the sustainability of the improvements underway.
- The CEO invites individuals and/or groups who are in the best position to report on progress or wish to request implementation guidance from the PRT to participate in Visit 3. That set of people often includes the members of the I&EP Drafting Group.
- At least one week before the visit, the point persons send a draft schedule for the visit and list of participants to the PRT Lead. The CEO discusses both with the Lead in a zoom/phone meeting at least a week before the visit. After discussion, the CEO or point person sends the final list of participants and agenda to the PRT Lead for distribution to the PRT (with a copy to the Project Director).

FOLLOW-UP TO VISIT THREE AND ANY SUBSEQUENT VISITS

- The third visit is an important component of the PRT process, and has five primary purposes:
 - 1) Gather information about early progress on implementing the I&EP to supplement the status report. Note that this visit is not designed as a summative assessment of the extent to which the institution has achieved the Objectives in the I&EP, but rather as an opportunity for the institution to request the PRT's advice on potential course corrections in the early stages of implementation.
 - 2) Recognize and celebrate progress where appropriate, in keeping with IEPI's positive approach to technical assistance.
 - 3) Provide advice on those course corrections where requested or otherwise appropriate, as colleagues helping colleagues.
 - 4) Assess sustainability of the improvements underway, and provide advice as needed on sustaining long-term progress.
 - 5) Reach closure on the visits component of the PRT process, for both the institution and the PRT, unless the institution requests one or more additional visits.
- The PRT meets with the CEO (and others that he or she might wish to include) to discuss her or his perspective on progress to date, and then shares any positive comments or questions that the initial discussion has not already covered, and asks questions as needed.
- The PRT meets with the people who are in the best position to know what progress has been made in implementing the I&EP, and those who have specific implementation questions or issues (often including members of the I&EP Drafting Group) to discuss their perspective on progress to date; shares any positive comments or questions that the initial discussion has not already covered; provides constructive advice, commentary, and feedback, including ideas or suggestions to improve implementation of the I&EP and sustainability of progress as needed; and discusses whether one or more additional visits would be helpful to the institution.
- Upon request, the PRT meets once more with the CEO to answer any questions and provide an oral summary of ideas or suggestions to improve implementation and/or sustainability of the I&EP.
- The CEO, point persons, and others who had substantial interaction with the PRT are asked to participate in the post-visit evaluation.

FINAL WRAP-UP & EVALUATION



- The PRT prepares a brief (typically one or two pages) written PRT Process Summary Report summarizing the institution's progress to date on its I&EP objectives in each Area of Focus, along with any suggestions for sustaining progress or addressing remaining challenges.
- The Project Director may ask the CEO to provide a description of any PRT-related improvements in institutional structures or processes that have proven especially successful, for possible posting in the Vision Resource Center (<https://visionresourcecenter.cccco.edu/>) or sharing in other venues.
- About 10-12 months after the third visit, the external evaluator may contact the CEO and/or point persons to gather initial information about longer-term effects of the PRT process.
- Annually thereafter, the external evaluator may contact the CEO and/or point persons to gather more information about longer-term effects of the PRT process.

Board Institutional Effectiveness Committee
May 5, 2022
Distance Education Program

- Introduction
 - What is Distance Education?
 - What are the different modalities?
- District Perspective
 - Headcount, enrollment, FTES (efficiency & fiscal impact) (5-year trend)
 - Comparison of course success and retention for different modalities vs in-person classes (5-year trend)
 - Percent of course modalities offered (5-year trend)
 - Opportunities for growth
- Santa Ana College
 - Who are the students? Are they different than our general student body?
 - Headcount, enrollment, FTES (efficiency & fiscal impact) (5-year trend)
 - Comparison of course success and retention for different modalities vs in-person classes (5-year trend)
 - Percent of course modalities offered (5-year trend)
 - Complete degree vs sporadic enrollment?
 - Current program, past n how did it panned out (did college achieve them? why/why not)?
 - Plans for the future
- Santiago Canyon College
 - Who are the students? Are they different than our general student body?
 - Headcount, enrollment, FTES (efficiency & fiscal impact) (5-year trend)
 - Comparison of course success and retention for different modalities vs in-person classes (5-year trend)
 - Percent of course modalities offered (5-year trend)
 - Complete degree vs sporadic enrollment?
 - Current program, past n how did it panned out (did college achieve them? why/why not)?
 - Plans for the future

Coordination of information/data for presentation:

College presenters: