REPORT OF THE

LAUNCHING OF THE INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE

2015

CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE
Brice W. Harris, Chancellor

Cover photo: Student receiving instruction at the College of San Mateo.
Photo at right: Students participating in a physics class at San Diego Mesa College.

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Students participating in the Irvine Valley College graduation commencement.

L.A. Pierce College media arts students on the air on KPCRadio.com, Woodland Hills, California.

CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE

2015
LAUNCHING OF
THE INSTITUTIONAL EFFECTIVENESS
PARTNERSHIP INITIATIVE

Background

The 2014-15 California Budget Act (Chapter 25, Statutes of 2014) authorized the chancellor of the California Community Colleges to use up to $2.5 million (Proposition 98 General Fund) to provide technical assistance to districts. Each year, the Chancellor's Office must submit a report by October 1st detailing the prior year's use of these funds. The budget act also provided the Chancellor's Office with non-Proposition 98 General Fund monies to oversee the new program. In providing these resources, the state has sought to help advance the institutional effectiveness of California community colleges and, in the process, significantly reduce the number of accreditation sanctions and audit findings. Most importantly, the purpose of this effort is to enhance the system's ability to effectively serve students and ensure greater student access, success and equity.

In addition, Section 84754.6 was added to the Education Code requiring the chancellor to develop and the Board of Governors of the California Community Colleges to adopt a framework of indicators to measure the ongoing condition of community colleges' operational environment in four major areas: (1) student performance and outcomes, (2) accreditation status, (3) fiscal viability, and (4) programmatic compliance with state and federal guidelines. This was to be done in coordination with various community college stakeholder groups, fiscal and policy committees of the Legislature, and the Department of Finance with a deadline date of June 30, 2015. As a condition of receiving Student Success and Support Program funds in 2015-16, districts were required (also by June 30, 2015) to adopt this framework of indicators and set college-level goals.

This document is intended to address the October 1 reporting requirement of Chapter 25 and to provide an update on the implementation of Education Code section 84754.6.

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Implementation and Oversight

In response to the provision of funds and the new framework of indicators requirement, the Chancellor's Office established an Institutional Effectiveness division to oversee the development and operation of a comprehensive technical assistance program. The program aims to identify and scale-up effective practices, and provide technical assistance, training, and support to colleges facing operational challenges. In addition, it addresses the need for a coordinated and sequenced delivery of professional development resources that span all aspects of the system including the entire teaching and learning environment (pre-collegiate, transfer, workforce), student support, college/district operations, and leadership development.

Launching of the Institutional Effectiveness Partnership Initiative (IEPI)

To select a district partner for this program, the Chancellor's Office used a Request for Applications process. At its November 2014 meeting, the Board of Governors awarded the $2.5 million grant to Santa Clarita Community College District. The Chancellor's Office and Santa Clarita Community College District, in turn, have partnered with Foothill College, the Statewide Academic Senate, and the Success Center for California Community Colleges to form the Executive Committee of the IEPI (see Appendix 1) and launch the initiative (see Appendix 2).

Consistent with the intent of Chapter 25, that technical assistance providers be primarily current and former employees of the California Community Colleges system, an important focus of the new initiative is to draw on the expertise and innovation that already exists within the colleges and districts to advance effective practices through a "colleague helping colleague" approach.

IEPI Accomplishments to Date

The IEPI has undertaken a number of activities. This includes the formation of an advisory committee, creation of a Framework of Indicators, establishment of Partnership Resource Teams, sponsorship of a number of professional development events and projects, and the initiation of several policy and communication strategies. The list below summarizes these activities:

IEPI Executive and Advisory Committees

- In addition to a small Executive Committee that meets regularly, a 60-plus member IEPI Advisory Committee, representing numerous statewide community college organizations, was established to help guide the initiative and has met eight times since January, 2015.

Framework of Indicators

- A Framework of Indicators was developed, with the Board of Governors adopting it on March 16, 2015 (see Appendix 2).

- A webinar was conducted to assist colleges and districts in developing and posting locally developed goals.

- All 112 colleges* adopted the Year-One Framework of Indicators by the June 30, 2015 deadline. (*Clovis Community College was added to the system in July 2015 and was not subject to the Year-One requirements.)

- Additionally, all 112 colleges established and posted goals for each of the required indicators.

- An Indicator Portal was created by the Chancellor's Office to assist districts and colleges in developing and reporting their goals. Visit the Indicator Portal to learn more about college and district goal setting. (https://misweb.ccco.edu/ie/DistrictSelect.aspx).

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Partnership Resource Teams

- A pool of more than 230 subject-matter experts from within the California Community Colleges system was established to populate technical assistance teams, or Partnership Resource Teams.

- Three in-person trainings (see Appendix 3) and two webinars (see Appendix 4) were conducted to train team members.

- To date, 31 institutions have been selected to receive technical assistance from a Partnership Resource Team. Team members commit to making three or more visits to an institution.

- The spring 2015 cohort of eight institutions received their first technical assistance visit, and some received their second visit; 17 are scheduled for fall 2015; and six are tentatively designated for spring 2016.

- A structure was created for awarding grants to institutions receiving team visits to help facilitate and expedite the implementation of college and district Innovation and Effectiveness Plans. These are plans that colleges and districts develop typically following their second Partnership Resource Team visit to address their self-identified technical assistance needs.

- A system was created and implemented for monitoring institutions being served by Partnership Resource Teams, and for capturing identified technical assistance needs.

Professional Development

- Six regional workshops were conducted on "What Is IEPI and the Framework of Indicators" in spring 2015, with more than 450 attendees from 104 colleges and 22 district offices (see Appendix 5).

- Two Enrollment Management workshops were conducted in collaboration with the Association of Chief Business Officials in August 2015, with about 450 attendees participating in the two-day workshops.

- Six regional workshops were conducted in collaboration with the Research and Planning Group for California Community Colleges on "Student Support (Re)defined." The workshops highlighted the results of interviews with nearly 1,000 students about factors that most contributed to their educational success (see Appendix 6).

- Three additional "Student Support (Re)defined" workshops are planned for fall 2015, and additional workshops on other emerging topics are in the planning stages.

- The Success Center for California Community Colleges, a major partner in the IEPI effort, is coordinating the development of a state-of-the-art online clearinghouse as a "one-stop shop" of effective practices, trainings and other resources for faculty, staff and administrators. This clearinghouse will focus on IEPI trainings and effective practices.

Policy, Procedures and Practice

- An IEPI Listserv, website, and Frequently Asked Questions document were created to communicate with the colleges and districts about the Framework of Indicators, the process for developing and adopting local goals, information about the "pool of experts" and Partnership Resource Teams, and specialized training opportunities.

- A Request for Proposal was initiated to solicit a communications firm to assist in the development and implementation of an IEPI communications plan. An award was made by the Santa Clarita Community College District on September 9, 2015.

- The Chancellor's Office compiled a chronological account of actions taken by the Accrediting Commission for Community and Junior Colleges on California community colleges from February 2005 through July 2015 to identify the number of terms colleges have remained on sanction (see Appendix 7).

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- A sub grant agreement was executed by the Santa Clarita Community College District to evaluate IEPI activities and provide for continuous improvement.

- In addition to the presentations listed above, IEPI presentations were provided at numerous statewide meetings and events to increase the awareness and interest in IEPI, including the following:

- Association of Chief Business Officers in October 2014.

- Chief Instructional Officers in October 2014.

- Community College League of California in November 2014

- Academic Senate for California Community Colleges Accreditation Institute in February 2015

- Association for California Community College Administrators in February 2015

- Chief Instructional Officers in March 2015

- Northern Chief Executive Officers in March/April 2015

- Research and Planning Group, April 2015

- California Community College Trustees in May 2015

- Association of Chief Business Officers in May 2015

- Statewide Student Senate General Assembly in May 2015

- Classified Senate in June 2015

- Online Teaching Conference in June 2015

Conclusion

In the 10 months since the $2.5 million grant award was made, much work was accomplished to bring the IEPI from concept to initial implementation (see Appendix 8). While more is planned in the coming year, a strong foundation has been laid for transforming the California Community Colleges system in ways that will improve the fiscal and operational effectiveness for colleges and districts, reduce accreditation sanctions and audit findings, and increase the percentage of students who successfully complete their educational objectives.

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Appendices

The Institutional Effectiveness Partnership Initiative

Institutional Effectiveness Partnership Initiative (IEPI) Executive Committee

Academic Senate for California Community Colleges

Julie Bruno
Vice President
Professor of Communications Studies
Sierra College

Chancellor's Office

Erik Skinner
Deputy Chancellor

Theresa D. Tena
Vice Chancellor, Institutional Effectiveness

Jeff Spano
Dean, Institutional Effectiveness

College of the Canyons

Dianne G. Van Hook
Chancellor

Barry Gribbons
Deputy Chancellor

Jerry Buckley
Assistant Superintendent Vice President of Instruction

Sharlene Coleal
Assistant Superintendent Vice President, Business Services

Daylene Meuschke
Dean, Institutional Research, Planning, and Institutional Effectiveness

Foothill College

Andrew Lamanque
Associate Vice President of Instruction

Success Center for California Community Colleges

Paul Steenhausen
Executive Director

Project Director, IEPI

Matthew C. Lee
Special Projects Consultant for Higher Education

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The Institutional Effectiveness Partnership Initiative

PURPOSE AND MISSION

The Institutional Effectiveness Partnership Initiative is a collaborative effort to help colleges and districts improve their fiscal and operational effectiveness and promote student success, while also reducing accreditation sanctions and audit findings. An important focus of the program is to draw on expertise and innovation from colleges and districts in advancing best practices and avoiding potential pitfalls. The catalyst for this effort has been the student success movement and the implementation of evidence-based strategies shown to improve educational outcomes for students whether their goal is earning a degree or certificate, career advancement or transfer.

THE ROLE OF THE COMMUNITY COLLEGES CHANCELLOR'S OFFICE

The new Institutional Effectiveness Division of the Chancellor's Office oversees the design, development and implementation of the initiative, which overlays many of the divisions within the Chancellor's Office. The Chancellor's Office is working with the various divisions, partners and stakeholders to provide support, technical assistance and professional development opportunities to colleges and districts.

THREE COMPONENTS OF THE INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE

1. **Framework of Indicators** –
A framework of indicators has been developed with input from internal and external stakeholders to help establish college institutional effectiveness goals. The framework focuses on accreditation, fiscal viability, student performance, and compliance with state and federal guidelines.

2. **Partnership Resource Teams** –
In addition to the new division, the state has invested resources to make partnership resource teams available to colleges and districts that express interest in receiving support on self-identified issues. Team members are selected from a pool of subject matter experts and are committed to making at least three visits to a college or district to help them develop an innovation and effectiveness plan. Grants of up to $150,000 in seed money will be available to expedite plan implementation.

3. **Professional Development** –
The California Community Colleges system is in a period of transformational change focused on increasing the percentage of students who successfully complete their educational objectives. A third component of the initiative is to provide professional development opportunities to help colleges and districts achieve this goal. This effort will include an online clearinghouse that comprises hundreds of professional development activities, augmented with regional workshops and trainings on pertinent topics. In collaboration with program partners, the Chancellor's Office will also disseminate effective practices proven to increase student success and help institutions operate more effectively.

CONTACT

For more information about this initiative, please contact the Institutional Effectiveness Division at:

California Community Colleges Chancellor's Office
Attn: Ronnie Slimp
1102 Q Street
Sacramento, CA 95811
Phone: (916) 323-3233
Email: InstEffect@ccco.edu

PARTNERS

- California Community Colleges
- COLLEGE OF THE CANYONS
- SUCCESS CENTER for CALIFORNIA COMMUNITY COLLEGES
- ACADEMIC SENATE for CALIFORNIA COMMUNITY COLLEGES
- FOOTHILL COLLEGE
- the RP group

The California Community Colleges is the largest system of higher education in the nation composed of 72 districts and 112 colleges serving 2.1 million students per year. Community colleges supply workforce training, basic skills education and prepare students for transfer to four-year institutions. The Chancellor's Office provides leadership, advocacy and support under the direction of the Board of Governors of the California Community Colleges.

For more information about the community colleges, please visit http://californiacommunitycolleges.cccco.edu, http://www.facebook.com/CACommColleges, or http://twitter.com/CalCommColleges.

06-2015

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The Institutional Effectiveness Partnership Initiative
Year One: Adopted by BOG, March 16, 2015
Framework of Indicators

College/District Indicator	Brief Definition
Student performance and outcomes	
Completion Rate (Scorecard):	Percentage of degree, certificate and/or transfer-seeking students starting first time in 2008-09 tracked for six years through 2013-14 who completed a degree, certificate or transfer-related outcomes.
· College-Prepared	Student's lowest course attempted in Math and/or English was college level
· Unprepared for College	Student's lowest course attempted in Math and/or English was pre-collegiate level
· Overall	Student attempted any level of Math or English in the first three years
Remedial rate (Scorecard):	Percentage of credit students tracked for six years through 2013-14 who started first time in 2008-09 below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline
· Math	See above
· English	See above
· ESL	See above
Career Technical Education Rate (Scorecard)	Percentage of students tracked for six years through 2013-14 who started first time in 2008-09 and completed more than eight units in courses classified as career technical education in a single discipline and completed a degree, certificate or transferred
Successful course completion (Datamart)	Percentage of students who earn a grade of "C" or better or "credit" in 2013-14.
Completion of degrees (Datamart)	Number of associate degrees completed in 2013-14
Completion of certificates (Datamart)	Number of Chancellor's Office-approved certificates completed in 2013-14
Number of students who transfer to 4-year institutions (Datamart)	Number of students who transfer to a four-year institution, including CSU, UC, or private university in 2013-14. [1]
Accreditation Status	
Accreditation status	Latest ACCJC action: Fully Accredited, Reaffirmed Fully Accredited, Warning Fully Accredited, Probation Fully Accredited, Show Cause Fully Accredited, Restoration
Date of next visit	Informational item - no target collected.
Fiscal viability and programmatic compliance with state and federal guidelines	
Salary and Benefits	Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures
Full-Time Equivalent Students	Annual number of full-time equivalent students
Annual Operating Excess/(Deficiency)	Net increase or decrease in unrestricted general fund balance
Fund Balance	Ending unrestricted general fund balance as a percentage of total expenditures
Cash Balance	Unrestricted and restricted general fund cash balance, excluding investments
Audit Findings	Modified opinion, material weaknesses, or significant deficiencies as identified in an annual independent audited financial statement

[1] **Metric dependent upon external variables (UC and CSU transfer admission policy) and therefore collected as information. Colleges would NOT be expected to identify a goal.**

In year one, three years of baseline trend data would be prepopulated and sent to each college by the Chancellor's Office. Each college would use a collegial consultation process to set goals (short term and long term) for the subsequent year and return a spreadsheet to the Chancellor's Office with the goals in June.

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Institutional Effectiveness Partnership Initiative

Partnership Resource Team (PRT)
Training Workshop

April 3, 2015

Survey Summary Report

Sabrina Sencil, Researcher
July 13, 2015

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Introduction

The Institutional Effectiveness Partnership Initiative (IEPI) is a collaborative effort to help advance the institutional effectiveness of California Community Colleges to improve student success, and to reduce the number of accreditation sanctions and audit issues. Major components of the initiative include (1) developing statewide indicators per SB 852 and SB 860 to monitor IEPI outcomes, (2) making Technical Assistance Teams (now called Partnership Resource Teams or PRTs) and implementation grants available to colleges interested in receiving assistance and support from PRT members, and (3) providing professional development opportunities.

All PRT members were invited to attend the PRT training held on April 3, 2015 in Conference Room ABC at the California Community Colleges Chancellor's Office in Sacramento. The training that was provided to prepare PRT members for the first round of PRT visits. After the workshop, an online survey was administered electronically through SurveyMonkey.com. Each workshop attendee received an email with a link to the survey. The design of the survey allowed individuals to anonymously complete the survey. Of the 21 who attended the training, nine (42.8%) completed the survey.

This report summarizes feedback on the workshop. The survey consisted of eight questions. The first two questions asked participants to identify their college role(s) and their area(s) of work. Questions 3 through 5 asked participants to assess the quality of the workshop activities, the workshop facilitators, and specific elements of the workshop. Questions 6 through 8 asked participants to provide open-ended feedback to describe which activities worked best, how the training could be improved, and any final thoughts about the workshop.

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College Roles and Area of Work

The first survey item asked respondents to identify their college roles. Chart 1 displays the respondents' roles in order of most frequently identified to least. Four out of nine respondents identified themselves as the Chief Instructional Officer (CIO) at their colleges. The other five respondents each identified with one of following roles: dean, classified staff, faculty, chief business officer (CBO), or trustee.

Chart 1 – College Role

Please select the choice that best describese your role. (n=9)

- Dean 11%
- Classified staff 11%
- Faculty 11%
- CBO 11%
- Trustee 11%
- CIO 45%
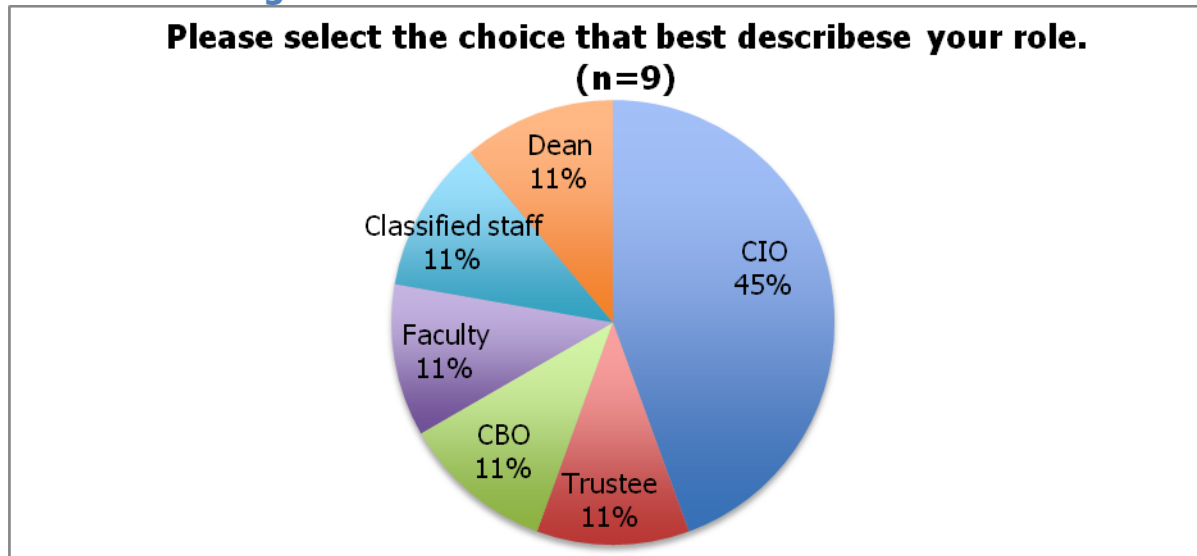
The second question asked respondents to identify their area of work at their institutions – respondents could identify more than one area. More than half (55.6%) indicated Instruction as their area of work. Research and Planning, Student Services, and "Other" were identified equally – 22% each. Of the two respondents who indicated "Other," both identified their area of work as shared governance (see Chart 2).

Chart 2 – Area of Work at the College

Please select the choice(s) that best describe(s) your area(s) of work. (n=9)

Area	Percentage
Instruction	55.6%
Student Services	22.2%
Research and Planning	22.2%
Business or Administrative Services	11.1%
Information Technology	0.0%
Other	22.2%

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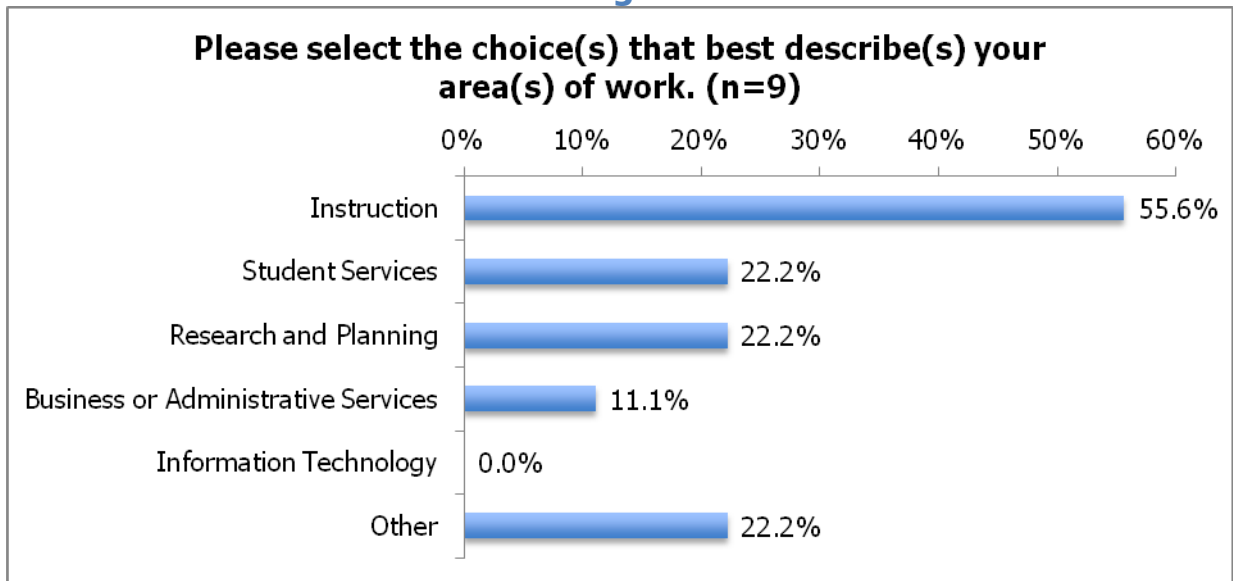
Assessment of Workshop Activities

The third survey question prompted respondents to assess the workshop activities, using a five-point Likert scale (1 = Poor, 2 = Fair, 3 = Moderate, 4 = Good, and 5 = Excellent). Table 1 displays the respondents' rating for each activity. Overall, the majority of respondents assessed the activities as *Good or Excellent* (>=75%). All eight respondents rated the discussion of team member strengths and letters of interests as *Good or Excellent*.

Note: At this point in the survey, one respondent did not complete the remaining questions.

Table 1 – Assessment of Workshop Activities

Please assess the following activities of the PRT training workshop.	% Good or Excellent	Total Responses
Effectiveness of the introductory ice-breaker activity	75%	8
Effectiveness of the panel presentation and Q&A	88%	8
Effectiveness of the session on Appreciative Inquiry	75%	8
Effectiveness of the discussion of team member strengths	100%	8
Effectiveness of the discussion of the Letters of Interest	100%	8
Effectiveness of the Gallery Walk and closing discussion and comments	75%	8

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Assessment of Workshop Facilitators

Using the same Likert scale that was used in Question 3 (Poor to Excellent), respondents were asked to assess the facilitators' preparation, knowledge, communication, helpfulness, and responsiveness, as well as an overall assessment of the facilitators. Table 2 displays the percentage of respondents who rated the facilitators *Good or Excellent*. All eight respondents rated the facilitators as *Good or Excellent* in each area, with the exception of facilitators' communication – one of the eight respondents gave it a *Moderate* rating.

Table 2 – Assessment of Workshop Facilitators

Please assess the quality of the facilitators in the following areas.	% Good or Excellent	Total Responses
Preparation	100%	8
Knowledge	100%	8
Communication	88%	8
Helpfulness	100%	8
Responsiveness to Questions	100%	8
Overall	100%	8

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Assessment of Workshop Elements

Similar to the way the previous two survey items were designed, Question 5 asked respondents to rate elements of the workshop, using the same Poor to Excellent scale. Of the six different workshop elements, the room set-up and the workshop's pace received lower ratings (<60% *Good or Excellent*). However, 87.5% of the respondents rated the organization of the workshop as *Good or Excellent* (see Table 3).

Table 3 – Assessment of Workshop Elements

Please assess the following elements related to the training workshop:	Excellent	Good	Moderate	Fair	Poor	Response Count
Organization	12.5%	75.0%	12.5%	0.0%	0.0%	8
Materials	12.5%	50.0%	37.5%	0.0%	0.0%	8
Pacing	0.0%	50.0%	37.5%	12.5%	0.0%	8
Length	12.5%	50.0%	25.0%	12.5%	0.0%	8
Room set-up	12.5%	37.5%	37.5%	12.5%	0.0%	8
Refreshments	25.0%	50.0%	12.5%	12.5%	0.0%	8

What Worked Best

Question 6 asked respondents to identify two to three things that worked best at the training workshop. Seven respondents answered this question. Most responses referenced their teams and the activities that gave them the opportunity to work together. A few of the responses are quoted below.

Having the team review the letter together was very helpful.

Coming up with questions as a team; hearing questions from others in the room.

Panel discussion. Meeting the other team members and discussing strengths.

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Areas for Improvements

For Question 7, respondents were asked to suggest two to three improvements for the training workshop. Seven respondents answered this question. Some of the respondents suggested that team leaders needed to be present, while others recommended more time with their teams. Below are a few quotes from individual respondents.

Team Leads needed to be present. Needed more time for some of the exercises.

Complete team meeting. Better organization and use of time during the workshop.

Team leaders identified and available. More time on team formation.

Respondents' Final Thoughts

The last question of the survey prompted respondents to share any last thoughts they had about the training workshop. Four out of the nine respondents shared feedback – no common theme emerged from their responses. Respondents expressed gratitude for the workshop, gave positive feedback about the workshop ("useful and productive"), recommended soft drinks for refreshments, and recommended more time at the colleges for the Appreciative Inquiry approach.

Conclusion

Overall, respondents gave positive feedback about the PRT Training Workshop, its activities and the facilitators. There were a few elements of the workshop that respondents assessed with lower ratings, specifically the room set-up and the pace of the workshop, where only 50% of respondents rated it as *Good or Excellent*. Based on their open-ended feedback, time spent working with their team members was frequently identified by respondents as what worked best at the workshop. With regards to how the workshop could be improved, respondents suggested that team leaders participate in the workshop. One respondent even suggested that there be more time for "team formation."

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Institutional Effectiveness Partnership Initiative

Partnership Resource Team (PRT)
Training Webinar

March 30, 2015

Survey Summary Report

Sabrina Sencil, Researcher
July 13, 2015

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Introduction

The Institutional Effectiveness Partnership Initiative (IEPI) is a collaborative effort to help advance the institutional effectiveness of California Community Colleges to improve student success, and to reduce the number of accreditation sanctions and audit issues. Major components of the initiative include (1) developing statewide indicators per SB 852 and SB 860 to monitor IEPI outcomes, (2) making Technical Assistance Teams (now called Partnership Resource Teams or PRTs) and implementation grants available to colleges interested in receiving assistance and support from PRT members, and (3) providing professional development opportunities.

On March 30, 2015, IEPI hosted a training webinar for individuals who were selected to serve on a Partnership Resource Team. The webinar was organized to orient PRT members to the scope and goals of PRTs in advance of the first round of PRT visits. After the webinar, an online survey was administered electronically through SurveyMonkey.com. Each of the webinar attendees received an email with a link to the survey. The design of the survey allowed individuals to anonymously complete the survey. Of the 37 who attended the webinar, 31 (83.8%) completed the survey.

This report summarizes feedback on the webinar. The survey consisted of 10 questions. The first four questions asked participants how they accessed the webinar, to identify their college role(s) and area(s) of work, and if they also attended one of the IEPI regional workshops held in March 2015. Questions 5 and 6 asked participants to gauge their understanding of specific items addressed in webinar and their knowledge of whom to contact for logistical questions. Questions 7 through 10 focused on gathering participants' open-ended feedback about the webinar, the presenter, the printed materials and what improvements could be made.

Webinar Access

The first survey item asked participants how they accessed the webinar. The vast majority (87.1%) of the survey respondents indicated that they watched the webinar live online on March 30th, while four respondents indicated they watched it at a later time (see Table 1).

Table 1 – Webinar Access

How did you participate in the Webinar?	Count	Percent
Participated live online on March 30	27	87.1%
Viewed the recorded Webinar later	4	12.9%
Total	31	

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College Roles and Area of Work

The second question asked respondents to identify their college role(s). Chart 1 below displays the respondents' roles in order of most frequently identified to least. The largest participating group was full-time faculty (29.0%) followed by academic administrators (25.8%). Almost a quarter (22.6%) of the respondents identified themselves as serving in an executive administration role (i.e., Chancellor, President, Vice President). The remaining 29.1% identified themselves as classified staff (9.7%), other (9.7%), part-time faculty (6.5%) and classified management (3.2%). When prompted to specify their roles, the three respondents who marked "Other" each identified a different role: deputy Accreditation Liaison Officer, Research Associate, and Trustee.

Chart 1 – College Role

Please mark the choice(s) that best describe your role(s). (n=30)

Role	Percentage
Full-time Faculty	29.0%
Academic Administration	25.8%
Executive Administration (e.g., Chancellor,..	22.6%
Classified Staff	9.7%
Part-time Faculty	6.5%
Classified Management	3.2%
Confidential Staff	0.0%
Other	9.7%

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The third question prompted respondents to identify their area(s) of work at their institutions. Not surprisingly, more than half (51.6%) indicated their area of work as Instruction. Almost 40% identified Research and Planning as their area of work. Slightly more than 25% identified Student Services (16.1%) and/or Business or Administrative Services (9.7%) as their areas of work. Of the four respondents who indicated "Other," two identified their area of work as shared governance, one specified faculty leadership (possibly academic senate), and one specified they work in Distance Education (see Chart 2).

Chart 2 – Area of Work at the College

Please mark the choice(s) that best describes your area(s) of work. (n=30)

Area	Percentage
Instruction	51.6%
Research and Planning	38.7%
Student Services	16.1%
Other	12.9%
Business or Administrative Services	9.7%
Information Technology	0.0%

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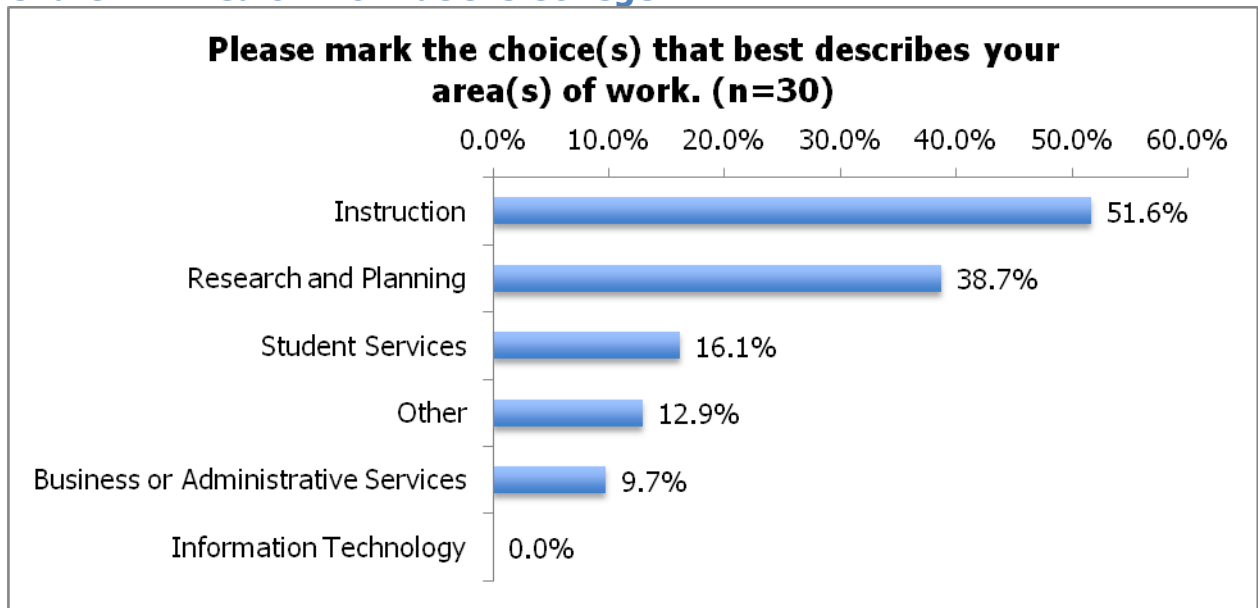
Participation at IEPI Regional Workshops

The fourth question asked respondents if they had attended one of the March 2015 regional workshops on IEPI and setting goals for the Framework of Indicators. Slightly more than half reported they did <u>not</u> attend a regional workshop (54.8%). Thirteen out of <u>31</u> reported they attended a regional workshop (41.9%), while one respondent reported he/she did not know (3.2%) (See Table 2).

Table 2 – IEPI Regional Workshop Attendance

Did you attend one of the March 2015 regional workshops on IEPI and setting college goals for the Framework of Indicators?	Count	Percent
Yes	13	41.9%
No	17	54.8%
Don't Know	1	3.2%
Total	31	

Note: One respondent did not respond to the survey beyond question 4.

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Understanding of the PRT Process

The webinar content discussed in detail four key elements of the PRT process:

1) IEPI's approach to technical assistance
2) Each PRT member's primary responsibilities
3) The model process for three PRT visits
4) The basics of evaluation of the IEPI and PRTs

Question 5 asked respondents to rate their understanding of the four key elements, using a five-point Likert scale (1 = Poor, 2 = Fair, 3 = Moderate, 4 = Good, and 5 = Excellent). Table 3 displays the respondents' rating for each objective. Overall, respondents most frequently rated their level of understanding of three of the four elements as *Good or Excellent* (>85%). Respondents' understanding of the basics of evaluating the IEPI and PRTs received the lowest rating, with 24 out of 30 respondents (80%) rating their understanding as *Good or Excellent*. However, 80% still represents a fairly high level of understanding among the group.

Table 3 – Understanding Elements of the PRT Process

Please rate your understanding of the following:	% Good or Excellent	Total Responses
The IEPI approach to technical assistance	86.7%	30
Your main responsibilities as a PRT member	86.7%	30
A model process for three PRT visits	86.7%	30
The basics of evaluation of the IEPI and PRTs	80.0%	30

Point of Contact for Logistical Questions

Question 6 asked respondents if they know whom to contact for logistical questions (*Yes/No*). All 30 respondents who answered this survey item indicated that they knew whom to contact with their logistical questions.

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Quality of Webinar Content and Facilitator

Using the same Likert scale that was used in Question 5 (Poor to Excellent), respondents were given a set of eight prompts and were asked to rate the content of the webinar and materials, as well as the facilitator's knowledge of the subject matter and communication skills. Table 4 displays their *quality* ratings for the webinar content and the facilitator. Overall, the vast majority of the respondents (>=90%) gave the webinar content/materials and the facilitator high ratings (*Good or Excellent*), with respondents rating their ability to ask questions the highest (96.7% *Good or Excellent*).

Table 4 – Assessment of Items Related to the Webinar

Please assess the following items related to the Webinar:	% Good or Excellent	Total Responses
Ability to ask questions	96.7%	30
Facilitator's knowledge of the subject matter	93.3%	30
Clarity of Webinar content	93.3%	30
Usefulness of Webinar content	93.3%	30
Facilitator's communication skills	90.0%	30
Length of Webinar	90.0%	30
Organization of Webinar	90.0%	30
Webinar slides and presentation materials provided	90.0%	30

The last three questions on the survey allowed respondents to provide qualitative feedback.

Useful Webinar Information

Question 8 prompted respondents to describe what aspects of the webinar were most informative or useful for them. Twenty-four of the 30 respondents (80%) answered this question. Respondents most frequently commented that the ability to ask questions or the "Q&A" segment of the webinar was most useful and that having the materials covered in the webinar in advance was also useful. A couple direct quotes from respondents are shared below.

The responses to questions asked by participants was most useful to me.

The other materials were distributed in advance of the webinar.

A lot of the information was provided before the webinar. I also liked the questions that others asked.

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Webinar Improvements

Question 9 asked respondents to give feedback as to what improvements they would suggest for future webinar sessions, especially if they rated anything *poor* or *fair*. Twenty-one out of 30 respondents (70%) shared their feedback. The most common feedback was focused on the materials that were distributed ahead of time and displayed in the presentation format via CCC Confer during the webinar.

Several felt it was not necessary to display the documents and it was difficult to read the documents on the screen. Additionally, one person suggested that the facilitator should allow for participants to download the documents during the webinar. Another individual noted that since the materials were sent in advance, less time should be spent on reviewing them and more time focused on new information.

A couple of the respondents were interested in knowing more information about the PRTs. More specifically, they wanted to know who the team members are and how the teams are formed. One individual shared that participating in the webinar is not useful if the attendee is not going to be part of a PRT. Below are few quotes from individual respondents.

> *Make [the PowerPoint] slides for the texts so that you can move around in them without using share application feature – it's a bit clunky.*

> *I reviewed the material prior to the webinar as requested, yet some of the information was simply repeated. I'm all for reinforcement, but would rather spend time reviewing new info.*

> *Readability of shared documents (always a problem with CCCConfer).*

> *It might be helpful to publicly post who the spring 2015 PRT Team members are…so folks know they are either 1) part of the selected crowd this spring or 2) on the hook for later visits.*

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Respondents' Final Thoughts

The last question of the survey prompted respondents to share any last thoughts they may have about the webinar. Fifteen of the 30 respondents shared feedback. Most of the respondents shared positive feedback about the webinar and the facilitator; they expressed their appreciation for the session, the content, and the facilitator's communications skills (i.e., ability to field questions from participants).

Several took time to reiterate what they shared in the previous question. One respondent suggested the slides be shortened, while another suggested adding a slide that displayed notification dates for the teams. Below are a few of the individual responses.

Keep up the great work. You all have done an amazing job putting all of this together in such a short amount of time.

Thanks for the opportunity to do a webinar; since we are spread across the state, I find it to be much more helpful than regional, in-person meetings for this sort of affair.

I think it could have been shorter...but it was done well overall.

Conclusion

Overall, respondents gave positive feedback about the PRT training webinar, the materials covered, and the facilitator's knowledge and communication skills. They were confident in their understanding of the key components of the PRT process as well as knowing whom to contact for logistical questions. Some respondents suggested that the documents do not need to be displayed during the webinar since they were distributed in advance – noting that the texts were heard to read on the screen. Respondents frequently commented that they appreciated the exchange of questions and answers during the webinar.

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the**RP**group

Institutional Effectiveness Partnership Initiative (IEPI) Workshops – Spring 2015

Survey Summary Report

Jordan Morris, Researcher

June 4, 2015

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Introduction

The Institutional Effectiveness Partnership Initiative (IEPI) is a collaborative effort to help advance the institutional effectiveness of California Community Colleges. Major components of the initiative include development of the statewide indicators per SB 852 and SB 860, making Technical Assistance Teams (now called Partnership Resource Teams or PRTs) and implementation grants available to colleges interested in receiving assistance, and providing professional development opportunities.

The IEPI workshops held in Spring 2015 were designed to present an overview of IEPI, including additional resources available through the PRTs and regional trainings, and to spend time going into greater depth on what the indicators are and how colleges can go about the process of establishing goals for the indicators. The indicators rely heavily on existing publicly available data to help ensure consistency across systems and minimize the impact on colleges, especially for the first iteration in the first year.

To help colleges understand what IEPI is, what the indicators are, and how colleges can go about setting goals for the indicators, IEPI hosted six regional workshops that took place from 10 a.m. to 2 p.m. at the following locations and dates:

- March 17 at American River College
- March 19 at Fullerton College
- March 20 at San Diego Mesa College
- March 24 at Bakersfield College
- March 27 at Chabot-Las Positas CCD District Office
- March 27 at College of the Canyons

This document analyzes the results of a survey that was emailed to workshop attendees from each location. The first three survey items were used to determine which workshop respondents attended, their role at their home institution, and their area(s) of work. The remaining items on the survey were designed to analyze the overall satisfaction of workshop attendees with a variety of factors, including general knowledge of IEPI and logistics of the workshops themselves. The survey concludes with five open-ended questions that were used to allow attendees to express their personal thoughts regarding the workshops.

The surveys were administered through SurveyMonkey, allowing respondents to anonymously evaluate the workshop that they attended. The surveys were completed online, with some questions being optional while others mandatory. Overall, nearly one-half (206 of 448; 46%) of the participants who attended one of the six IEPI workshops completed a survey.

Workshop Dates & Sites

The first survey item is also the only one requiring an answer – the remaining survey items were optional. This item reports on which workshop the survey respondent attended.

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The most survey respondents came from the workshop hosted at Fullerton College (30.3%) followed by Chabot-Las Positas CCD District Office (19.4%), American River College (17.4%), San Diego Mesa College (13.4%), Bakersfield College (11.4%) and finally College of the Canyons (8.0%). Table 1 below presents the number and percentage of respondents from each of the workshop locations.

Table 1 – Number and percentage of survey respondents from the six workshop locations

March 17 American River College	March 19 Fullerton College	March 20 San Diego Mesa College	March 24 Bakersfield College	March 27 Chabot-Las Positas CCD District Office	March 27 College of the Canyons
35	61	27	23	39	16
17.4%	30.3%	13.4%	11.4%	19.4%	8.0%

Role at the College

The second item on the survey determines what role each respondent plays at their local institution. The list of roles, from most to least respondents, is as follows: Dean (25.3%), Faculty (21.2%), Classified Staff (16.7%), CIO - Chief Information Officer (10.1%), Director (10.1%), CBO – Chief Business Officer (6.6%), Other (6.6%), CSSO – Chief Student Services Officer (2.0%), and CEO – Chief Executive Officer (1.5%). There were three respondents who did not respond. Chart 1 below shows the breakdown of workshop attendees who completed the survey by their role.

Chart 1 – Survey respondents by role at the college

Role	Count (%)
Dean	50 (25%)
Faculty	42 (21%)
Classified staff	33 (17%)
Director	20 (10%)
CIO	20 (10%)
Other	13 (7%)
CBO	13 (7%)
CSSO	4 (2%)
CEO	3 (2%)
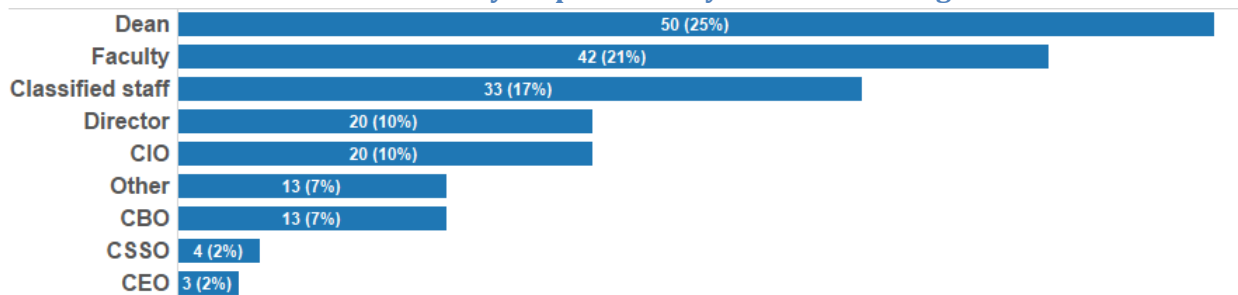
Area of Work at the College

The third survey item allowed respondents to report on what area(s) of work they are involved in at their home college. The survey categories for area of work, from most to least respondents, are as follows: Instruction (42.1%), Research and Planning (33.0%), Business or Administrative Services (8.1%), Other (7.1%), Student Services (6.6%), and Information

Technology (3.0%). Chart 2 below presents the number and percentage of survey respondents by their area of work.

Chart 2 – Survey respondents by area of work at the college

Area	Count
Instruction	83 (42%)
Research and Planning	65 (33%)
Business or Administrative Services	16 (8%)
Other	14 (7%)
Student Services	13 (7%)
Information Technology	6 (3%)
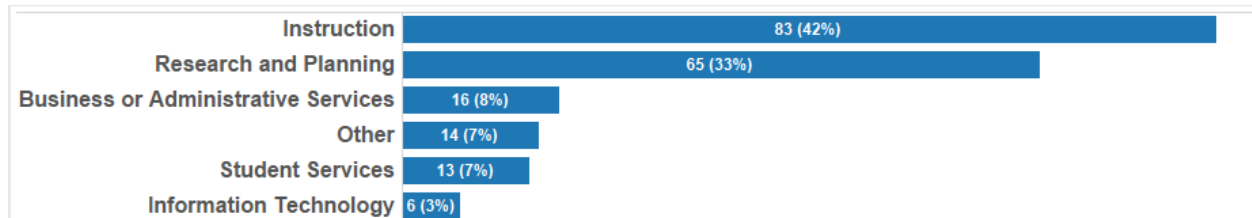
On the initial version of the survey that was administered to those who attended the first two workshops at American River College and Fullerton College, respondents were allowed to select only one area of work. It was later determined that some participants worked in more than one area at their colleges; therefore, a second version of the survey where this question was revised to allow respondents to select multiple areas. This second survey was administered to participants at the remaining four workshops. On the second survey, 14 respondents (out of 116; 12.1%) listed two areas of work, with five having selected "Other" as one of the two areas. There were no respondents who reported more than two areas of work.

How often would you say you review institutional effectiveness indicators and their related targets within your organization (college, department, or team) to make decisions and improve your practice?

The responses tof this question overwhelmingly show that survey respondents do review these indicators and targets, with 114 respondents (63.7%) reporting "My organization *regularly* reviews indicators and targets related to institutional effectiveness," 62 (34.6%) reporting "My organization *sometimes* reviews indicators and targets related to institutional effectiveness," and only three respondents (1.7%) saying "My organization *never* reviews indicators and targets related to institutional effectiveness." Twenty-two survey respondents left this question blank.

Table 2 below shows the results of this question broken out by workshop location. The March 27 workshop at College of the Canyons had the lowest percentage reporting that they regularly review institutional effectiveness indicators (57.1%), though across the board the vast majority do report reviewing these indicators and targets at least on an occasional basis.

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Table 2 – Frequency of reviewing institutional effectiveness indicators and targets by workshop location

Workshop	My organization _regularly_ reviews indicators and targets related to institutional effectiveness		My organization _sometimes_ reviews indicators and targets related to institutional effectiveness		My organization _never_ reviews indicators and targets related to institutional effectiveness	
	#	%	#	%	#	%
March 17 American River College	21	65.6%	11	34.4%	0	0%
March 19 Fullerton College	26	64.3%	20	35.7%	0	0%
March 20 San Diego Mesa College	14	66.7%	7	33.3%	0	0%
March 24 Bakersfield College	13	65.0%	6	30.0%	1	5.0%
March 27 Chabot-Las Positas CCD	22	61.1%	13	36.1%	1	2.8%
March 27 College of the Canyons	8	57.1%	6	35.7%	1	7.1%
Grand Total	**114**	**63.7%**	**62**	**34.6%**	**3**	**1.7%**

As a result of attending this workshop…

The next item on the survey polled respondents on whether they had increased their understanding and what they were likely to do as a result of attending the workshop. Attendees were asked if they "Strongly Agree," "Agree," "Disagree," or "Strongly Disagree" with eight different points relating to knowledge gained at the workshop. There was also an "Unsure" option if the respondent was not sure how to rate each point.

The possible responses to this question were re-organized after the second workshop to display from "Strongly Agree" to "Strongly Disagree," from left to right. The original survey had the responses organized from "Strongly Disagree" to "Strongly Agree." The arrangement of the responses may have made a difference in how respondents answered this question, as 81% marked either "Agree" or "Strongly Agree" in the first survey, while 89% marked "Agree" or "Strongly Agree" in the second. However, this difference could also be the result of improvements to the workshop over time. In other words, lessons learned from early workshops were applied to later workshops.

For analysis purposes, "Strongly Agree" and "Agree" will be combined into one category as they both suggest agreement with the statement listed. Chart 3 on the following page shows the percentage of respondents agreeing with each statement broken down by workshop, as well as the overall agreement.

The first two statements, "*I am able to describe the purpose of IEPI*" and "*I am able to describe the major components of IEPI,*" show a very high overall agreement rate, with 95% and 94% of all respondents having agreed, respectively. Attendees across all workshops agreed with both of these points and these are the two statements that received the highest levels of agreement.

The next statement, "*I have a better understanding of the context at my college for developing a goal-setting plan,*" again shows high levels of agreement, with 84% overall agreeing with the statement. There is some discrepancy between the workshops as only 74% of those polled from the American River College workshop agreed with this statement, while 95% from San Diego Mesa College stated that they improved their understanding on this point.

The fourth and seventh statements, "*The structure of IEPI is clearer to me now*" and "*The online clearinghouse will be an important resource for our work related to institutional effectiveness,*" both showed high agreement at 91% and 87%, respectively. No single workshop had a rate of agreement below 82%, indicating that workshop attendees grasped both the structure of IEPI and the importance of the online clearinghouse.

On the fifth statement, "*I am able to describe the indicators framework, requirements for setting goals and best practices for setting those goals,*" respondents overwhelmingly agreed that the workshop did help them with their ability to describe these items. Overall, 83% of those surveyed stated that they agreed with this statement, with the lowest percentage (75%) coming from attendees of the Chabot-Las Positas and the highest (100%) having attended the College of the Canyons workshop.

The sixth statement recorded the lowest level of agreement overall, with only 64% of respondents stating that they agreed that "*I now have some best practices for setting goals that I can apply at my college*" due to attending the workshop. Again, there was a wide range of agreement among attendees of different workshops, with three workshops having agreement rates below 64% (Fullerton College, 56%; Chabot-Las Positas, 57%; American River College, 63%) while 92% of the respondents who attended the College of the Canyons workshop agreed that they had learned some best practices for setting goals.

On the eighth and final statement, "*I'm likely to attend another IEPI workshop after learning about the list of topics planned for future meetings,*" 79% overall agreed. This percentage represents the second-lowest level of agreement for the statements on this question. Agreement was consistent among the workshops, with only College of the Canyons having more than 86% of respondents who agreed (91%).

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Chart 3 below breaks down the percentage of survey respondents who agreed with each of the statements by workshop location. The background color of each cell in the chart represents the percentage of respondents who agreed with that statement, with lighter background colors representing the statements that had lower rates of agreement. This chart highlights the low level of agreement with statement six, "*I now have some best practices for setting goals that I can apply at my college,*" as well as the overall high levels of agreement with each of the statements by attendees of the College of the Canyons workshop.

Chart 3 – Percentage of survey respondents who strongly or somewhat agreed with the statement

	March 17 American River College	March 19 Fullerton College	March 20 San Diego Mesa College	March 24 Bakersfield College	March 27 Chabot-Las Positas CCD District Office	March 27 College of the Canyons	Total
I am able to describe the purpose of IEPI.	89%	90%	100%	100%	100%	100%	95%
I am able to describe the major components of IEPI.	94%	86%	100%	100%	95%	100%	94%
I have a better understanding of the context at my college for developing a goal-setting plan.	74%	86%	95%	81%	81%	92%	84%
The structure of IEPI is clearer to me now.	91%	86%	96%	90%	91%	100%	91%
I am able to describe the indicators framework, requirements for setting goals and best practices for setting those goals.	86%	81%	87%	88%	75%	100%	83%
I now have some best practices for setting goals that I can apply at my college.	63%	56%	75%	68%	57%	92%	64%
The online clearinghouse will be an important resource for our work related to institutional effectiveness.	88%	82%	90%	100%	83%	100%	87%
I'm likely to attend another IEPI workshop after learning about the list of topics planned for future meetings.	77%	76%	86%	76%	81%	91%	79%

% Agree

56%   100%

Please assess your experience with the following items related to logistics at the workshop.

Survey respondents were asked to rate each of the following logistic categories as "Excellent," "Good," "Fair," "Poor," or "Not Applicable:" Advance Registration, On-site Registration, Materials, Location, Parking, Food and Refreshments, Start Time and End Time.

The possible responses to this question were re-organized after the second workshop to display from "Excellent" to "Poor," from left to right. The original survey had the responses organized from "Poor" to "Excellent."

For analysis purposes, "Excellent" and "Good" will be combined into one category as they both suggest satisfaction with the given logistic category. Chart 4 on the following page shows the percentage of respondents who believe each logistic category was done well (Good or Excellent rating) broken down by workshop, as well as the total percentage for all workshops. "Not Applicable" responses were discarded prior to percentage calculations.

There are five items relating to logistics to which survey respondents agreed were done very well, with over 90% reporting "Good" or "Excellent" ratings overall: Advance Registration (93%), Materials (91%), On-site Registration (96%), Start Time (95%) and End Time (91%). Across the board, these five items were rated very highly, with the lowest percentage of good/excellent scores for these categories coming in at 85% (Advance Registration at Fullerton College). Interestingly, while both Start Time (95%) and End Time (91%) received high ratings overall, the category of Workshop Length received the lowest overall rating (70%), and the open-ended questions revealed that many attendees thought the workshop could have been shortened.

Three items relating to logistics received high ratings of satisfaction, with between 84% and 86% of respondents registering good/excellent scores overall: Food and Refreshments (86%), Location (84%) and Parking (86%). Parking had the highest degree of variability of these categories with three workshops receiving lower than 75% good/excellent ratings (American River College, 68%; San Diego Mesa College, 74%; Bakersfield College, 70%) and two workshops receiving perfect 100% good/excellent ratings (Chabot-Las Positas and College of the Canyons). The workshop hosted at Bakersfield College had the lowest overall combined ratings for these three categories, with 70% of respondents posting good/excellent scores for Parking, 71% for Food and Refreshments, and 67% for Location.

The lowest-scoring category for logistics was Workshop Length, with only 70% of respondents turning in a rating of good/excellent. This result corresponds with many of the responses to the open-ended questions, where on the question asking "*What is one thing you might change about this workshop?*" 41 attendees expressed their belief that the workshops could be shortened or done via email/webinar, while another five conveyed that the workshops should be longer.

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Chart 4 below breaks down the percentage of survey respondents who thought each of the items relating to logistics was good/excellent by workshop location. The background color of each cell in the chart represents the percentage of respondents from the given workshop who rated each category good or excellent, with lighter background colors highlighting the areas of least satisfaction.

Chart 4 – Percentage of survey respondents who rated each logistic category as good or excellent

	March 17 American River College	March 19 Fullerton College	March 20 San Diego Mesa College	March 24 Bakersfield College	March 27 Chabot-Las Positas CCD District Office	March 27 College of the Canyons	Total
Advance Registration	94%	85%	100%	95%	100%	93%	93%
End time	86%	93%	91%	90%	89%	93%	91%
Food and refreshments	89%	82%	86%	71%	97%	92%	86%
Location	91%	86%	96%	67%	77%	85%	84%
Materials	91%	90%	100%	90%	90%	86%	91%
On-site Registration	100%	95%	100%	86%	100%	100%	96%
Parking	68%	93%	74%	70%	100%	100%	86%
Start time	97%	95%	96%	95%	92%	100%	95%
Workshop length	59%	78%	78%	71%	55%	86%	70%

% Good / Excellent
55%   100%

The remaining five items on the survey are open-ended response questions that allowed respondents the opportunity to express their thoughts on a variety of workshop topics. Since survey respondents were not required to answer these questions, there are varying response rates across the five questions. Each response has been analyzed to identify the most prevalent topics raised by respondents to each question. Some responses contained more than one topic.

What is one thing you will do as a result of attending this workshop?

While a wide variety of answers were given, the four most prevalent responses are outlined here. Out of the 144 responses to this question, 92 (64%) said that they would be able to communicate and/or implement IEPI goals and targets as a result of attending the workshop.

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Fifty-three respondents (37%) indicated they would ensure that their local campus or district was involved with IEPI; 27 (19%) said they would engage in additional research about IEPI; and 18 (13%) reported that they now understand expectations for their unit or department as a result of attending the workshop. The largest percentage of those who stated they would be able to communicate IEPI goals and targets came from College of the Canyons, with 32 respondents reporting affirmatively. Chart 5 below outlines the most common responses that were given.

Chart 5 – Most common things workshop attendees will do as a result of attending the workshop
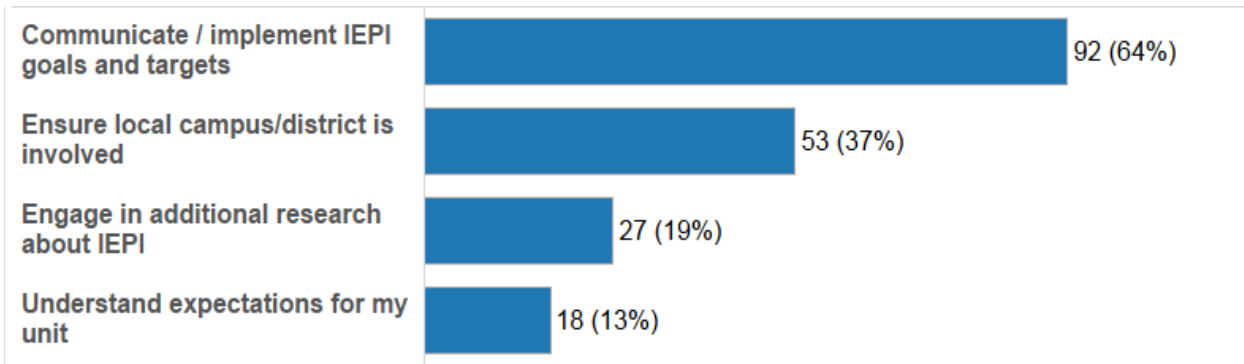
What is one thing you really liked about this workshop?

There were 139 responses to this question, spanning a multitude of topics. Respondents reported satisfaction with a variety of items relating to the logistics of each workshop, such as food, location, workshop atmosphere and structure. These items are combined in this analysis as they all fall under the umbrella of workshop logistics.

Fifty-two of the 139 responses (37%) indicated that the workshop logistics were their favorite aspect, with 19 (14%) of those mentioning food, making food the most prominently enjoyed logistical item. Fifty (36%) of the respondents mentioned learning about IEPI concepts and resources, while 48 (35%) identified dialog and interaction with colleagues as the most enjoyable part of the workshop. No other topic appeared in more than two responses. Chart 6 below outlines the most common responses.

The responses to this question were widely varied between workshops, with no real common thread appearing from one particular workshop location. At Fullerton College however, there were three respondents who mentioned that Daylene Meuschke was a great and enthusiastic speaker who made the presentation very clear.

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Chart 6 – Most common things workshop attendees liked about the workshop

Workshop logistics (atmosphere / food / location / structure)	52 (37%)
Learning about IEPI concepts and resources	50 (36%)
Dialog / Interaction with colleagues	48 (35%)
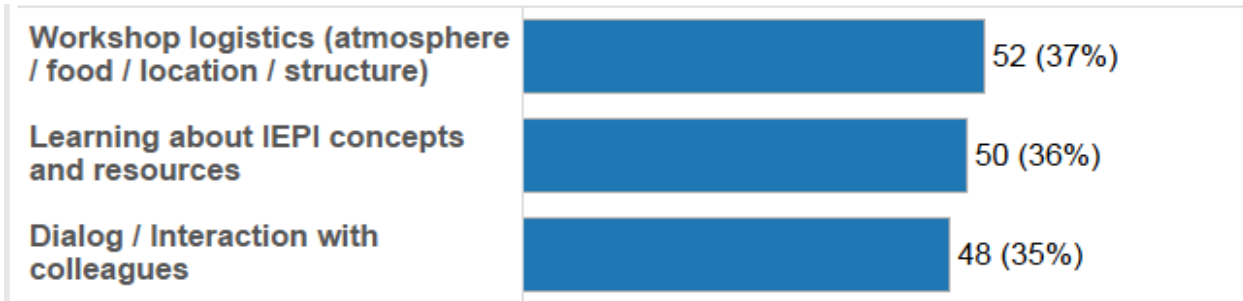
What is one thing you might change about this workshop?

There were six topics that were most prevalently raised in the responses to this question, with each of these topics appearing in responses from attendees across all six workshops, thus indicating that respondents from all workshops agreed on what that they would most like to see changed.

There were 137 total responses to this question. The most common response was a desire to change the length of the workshop, with 41 (30%) of the responses indicating that the workshop was too long. Eleven of the respondents who thought the workshop could have been shortened came from the Chabot-Las Positas workshop, the largest number of any of the workshops. An additional five respondents (4%) said the workshop was too short for their preference. Thirty-two (23%) of the respondents would like to have more clarification on the data requirements and best practices discussed at the workshops, while 19 (14%) would prefer to receive the IEPI training as a webinar or email rather than a hosted workshop. Ten responses (7%) mentioned additional small group interaction would be helpful, and four (3%) said the location could have been improved. Chart 7 below outlines the most common responses given.

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Chart 7 – Most common things workshop attendees might change about the workshop

Length - too long	41 (30%)
Clarity of data requirements / best practices	32 (23%)
Prefer webinar/email rather than workshop	19 (14%)
More small group interaction	10 (7%)
Length - too short	5 (4%)
Location	4 (3%)
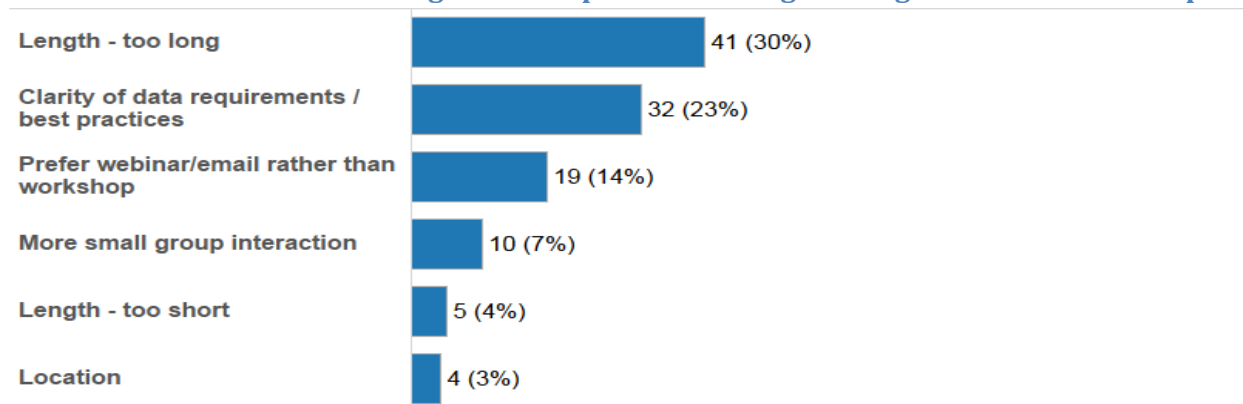
What additional topics should be covered as part of future IEPI professional development workshops?

Again, there were a wide variety of responses to this question, with 90 respondents answering this question. Though there were 90 responses to Question 7, nine of the responses (10%) did not address the question itself, making comments such as "Can't think of anything right now," "n/a," or "nothing".

Of the remaining responses, 19 (23%) mentioned that examples of goals, targets and/or best practices would be a helpful addition to the IEPI workshops. Another 16 responses (20%) reported that discussion of strategies for setting goals would be useful. Nine respondents (11%) believe that additional discussion of how IEPI integrates with the Student Success and Support Program (SSSP), Student Equity Plan, the Student Success Scorecard, Student Learning Outcomes (SLOs) and Program Review would be very helpful. The rationale for the chosen IEPI metrics and indicators appeared in 7 of the responses (9%) as an additional topic that would be beneficial to discuss. Chart 8 below outlines the most common responses.

Chart 8 – Additional topics workshop attendees suggested for future IEPI workshops

Examples of goals / targets / best practices	19 (21%)
Discussion of strategies for setting goals	16 (18%)
Integration of IEPI / SSSP / Student Equity / Scorecard / SLOs / Program Review	9 (10%)
Rationale for IEPI metrics/indicators	7 (8%)

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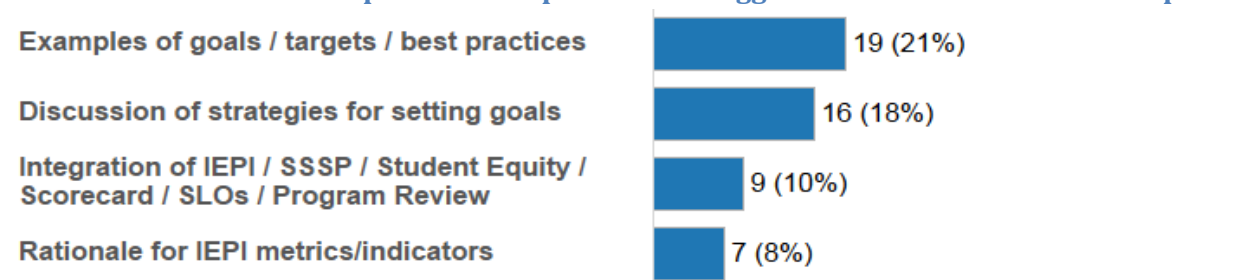
Please share any other thoughts or comments you may have.

This question received the least number of responses, with only 65 responses. While some respondents provided a lengthy narrative discussing thoughts they had about their experience at the workshop, there were seven responses (11%) such as "No other comments" or "none" that did not address the question.

Of the relevant responses, the most common comment was that the workshop was well organized and well presented, with 21 respondents (36%) expressing their satisfaction in this area. Nine respondents (16%) thought that there were too many new goals/targets set forth, and that there was a duplication of effort between IEPI and other state and federal initiatives. Eight respondents (14%) were unsure of the purpose or value of the workshop, six (10%) thought the workshop could be condensed as it was too long, and two (3%) thought the room organization could be improved, both coming from the workshop at Fullerton College. Chart 9 below presents the most common responses.

Chart 9 – Other thoughts or comments from workshop attendees

Workshop was well organized and presented	21 (32%)
Too many new goals / targets; duplication of efforts	9 (14%)
Unsure of purpose / value of workshop	8 (12%)
Condense workshop / too long	6 (9%)
Improve room organization	2 (3%)
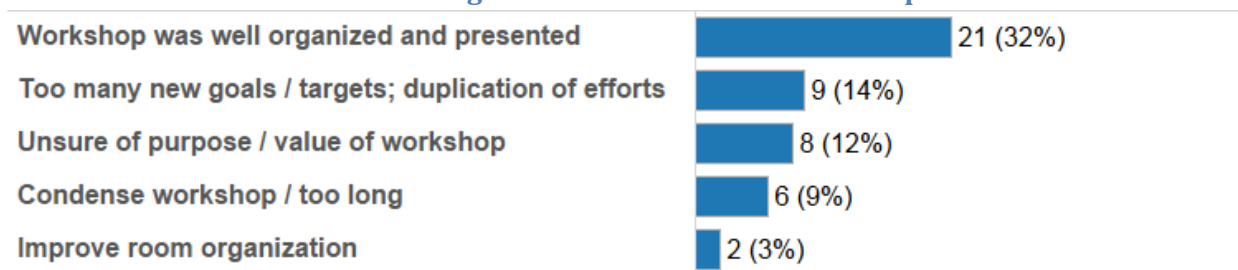
Conclusions and Recommendations

The feedback from the IEPI surveys shows overall satisfaction with the knowledge gained and the logistical aspects of the workshops. Across all the workshop locations, the sentiment was that things flowed smoothly and the pertinent information regarding IEPI was conveyed clearly. The workshop hosted at the College of the Canyons had the highest overall satisfaction rates, with 96% of those surveyed agreeing that they increased their understanding of IEPI and are likely to work with those at their local institutions as outlined in Question 2. Another 94% thought the workshop logistics went well.

The two areas that show the most room for improvement are workshop length and best practices for setting goals. Overall, 30% of survey respondents thought the workshop length was either fair or poor with most indicating the length of the workshop was too long, while a few stated the workshop was too short. Several of those who thought the workshop could be shortened also mentioned that the workshops could perhaps be offered as a webinar, or the information sent in an explanatory email with attachments.

Best practices for setting goals was the other weak point, with 36% of all workshop attendees who responded to the survey stating that they either disagree or strongly disagree that they

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would be able to return to their home institution and share best practices. Again, several of the open-ended responses also alluded to this point, with many respondents commenting that they would have liked to have more time to share examples of goals and how to go about setting them at their local college.

There were two versions of the IEPI workshop survey that were distributed. The first version ordered the answers in two questions (using Likert scales) from "Strongly Disagree" to "Strongly Agree" and from "Poor" to "Excellent." The second version of the survey reversed the Likert scale answers. Survey conventions favor the structure of the latter order because Likert scales typically are set up from good to bad, or agreement to disagreement, from left to right. Confusion can come into play if the Likert scale is reversed, as respondents are more likely to mentally reverse the options and select an option on the wrong end of the scale. This confusion may have happened with the IEPI workshop surveys because on the question with the agree/disagree scale, 81% of respondents to the first version of the survey agreed with the statements, while 89% of respondents to the second version of the survey expressed agreement. However, for the question with the poor/excellent scale, this effect was less dramatic, with 87% of those taking the first version of the survey identifying the workshop logistics as good or excellent, while 88% of respondents to the second version of the survey marked good or excellent. It is also important to note that the difference seen with the agree/disagree scale could also be the result of improvements made to the workshops over time, where lessons learned from the early workshops were applied to later workshops.

As a result of the confusion resulting from the way the item asking about workshop length was phrased, in future surveys this question will be written more specifically to ask whether the workshop length was just right, too long or too short.

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Institutional Effectiveness Partnership Initiative

Student Support (Re)defined in Action Workshops

May 2015

Survey Summary Report

Sabrina Sencil, Researcher
July 13, 2015

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Introduction

The Institutional Effectiveness Partnership Initiative (IEPI) is a collaborative effort to help advance the institutional effectiveness of California Community Colleges to improve student success, reduce the number of accreditation sanctions, and audit issues. Major components of the initiative include (1) developing statewide indicators per SB 852 and SB 860 to monitor IEPI outcomes, (2) making Technical Assistance Teams (now called Partnership Resource Teams or PRTs) and implementation grants available to colleges interested in receiving assistance and support from PRT members, and (3) providing professional development opportunities.

As part of the third component, IEPI hosted two workshops for college professionals to provide them with information and best practices to increase student success using findings from the Student Support (Re)defined research project. This professional development topic was selected in response to feedback and suggestions received from participants who attended previous IEPI-related workshops.

The IEPI *Student Support (Re)defined in Action* workshops were held in May 2015 at Laney College in Oakland and at College of the Canyons in Santa Clarita.[1] This report summarizes the results from the workshop feedback survey that was administered electronically through SurveyMonkey.com. The design of the survey allowed individuals to anonymously complete the survey. Each of the workshop attendees received an email with a link to the survey. Of the 44 who attended the workshops, 28 (63.6%) completed the survey.

The survey consisted of 11 questions. The first two questions asked participants to identify their college role(s) and area(s) of work. The third survey item asked the respondents to indicate their colleges' frequency for reviewing and assessing how to improve supports that may ensure student success. Questions 4 and 5 were designed to collect feedback about the workshop facilitators' ability to meet key objectives and the quality of the facilitators. Question 6 and 7 asked respondents to assess the quality of specific workshop elements and the length of the workshop. The last four survey items were open-ended questions, asking respondents to describe (8) an action they will take to support student success at their campus; (9) aspects of the workshop that were particularly useful or informative; (10) changes they recommend for improving the workshop; and (11) their final thoughts and comments about the workshop.

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College Roles and Area of Work

The first survey item asked respondents to identify their college roles, which is displayed in Chart 1. Half of the respondents identified as faculty (25%) or classified staff (25%). Nearly 40% of the respondents identified managerial roles – directors (18%), deans (14%), and chief instruction officers (4%). While only four respondents identified as "Other" (14%), five respondents responded to the follow-up prompt to describe their role. Their roles varied from shared governance and executive leadership positions (Vice Chancellor) to specific faculty positions.

Chart 1 – College Role

Please select the choice that best describes your role. (n=28)

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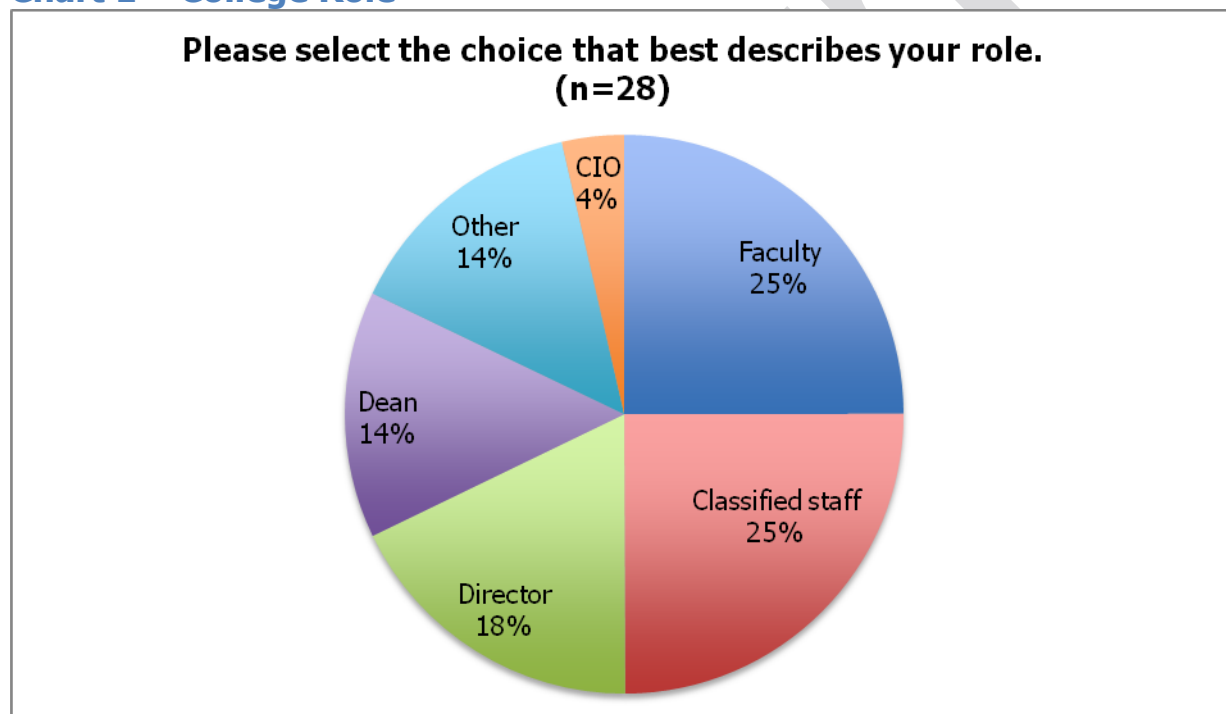
Chart 2 displays respondents' areas of work. More than half of the respondents identified Instruction as their area of work (53.6%). A quarter of the respondents indicated they work in the area of Research and Planning and almost 20% work in Student Services (17.9%). All three respondents who selected "Other" provided a very specific area of work: Title V Director, accreditation, and professional development.

Chart 2 – Area of Work at the College

Please select the choice(s) that best describe(s) your area(s) of work. (n=28)

Area	Percentage
Business or Administrative Services	0.0%
Information Technology	0.0%
Other	10.7%
Student Services	17.9%
Research and Planning	25.0%
Instruction	53.6%

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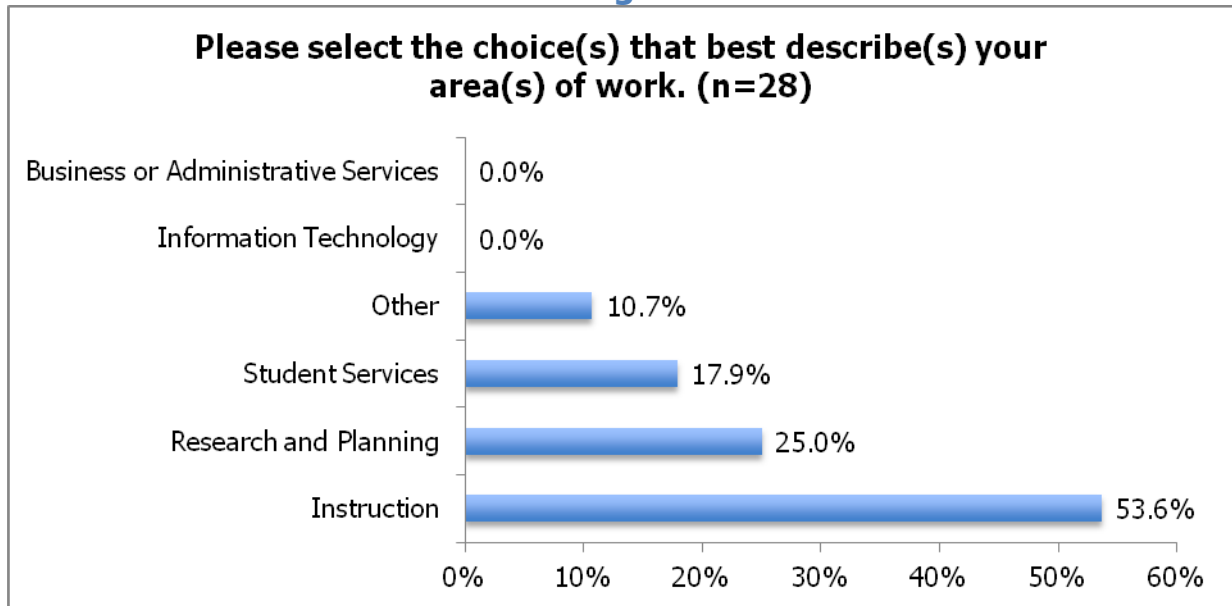
Colleges' Frequency of Reviewing How to Improve Student Support

The third survey item prompted respondents to indicate the frequency that their colleges assess and review how to improve supports that could help ensure their students' success (see Table 1). Sixty-percent of the respondents reported that their colleges *regularly* review how they can better support students (60.7%). Nearly 40% of the respondents indicated their colleges *sometimes* review how they can better support students (39.3%). None of the respondents indicated that their college never reviewed how to better support students.

Table 1– Colleges' Frequency of Reviewing How to Improve Student Support

How often would you say your college assesses and reviews how to improve supports that could help to ensure your students' success?	Count	Percent
My college *regularly* reviews how we could better support students both inside and outside the classroom to ensure their success.	17	60.7%
My college *sometimes* reviews how we could better support students both inside and outside the classroom to ensure their success.	11	39.3%
My college *never* reviews how we could better support students both inside and outside the classroom to ensure their success.	0	0.0%
Total	28	

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Facilitators' Ability to Meet Workshop's Key Objectives

Question 4 provided respondents with a set of five of affirmative statements for each of the workshop's key objectives and directed respondents to rate their level of agreement with each statement using a four-point Likert scale (1 = Strongly disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly agree). Based on their aggregated mean responses, the respondents had moderate levels of agreement (mean >3) for four of the five statements. They agreed that they are able to (1) provide examples of how Student Support (Re)defined is being applied, (2) identify one or more new ideas for applying the six factors of success, (3) identify how much their colleges are already applying one or more of the six factors, and (4) describe how Student Support (Re)defined connects to the IEPI Framework of Indicators (see Table 2). With a mean of 2.7, eight of the 27 respondents strongly disagreed/disagreed that they had made connections with others working in their region to implement activities and strategies related to Student Support (Re)defined research findings (mean=2.7).

Table 2 – Understanding IEPI Webinar Learning Objectives

Please assess how well the workshop facilitators met the key objectives.	Mean	Total responses
I am able to provide examples of how Student Support (Re)defined is being applied at other colleges.	3.4	27
I am able to identify one or more new ideas for applying the six success factors at my own college.	3.3	27
I am able to identify how my college is already applying one or more of the six success factors at their college.	3.1	27
I am able to describe how Student Support (Re)defined connects to the Institutional Effectiveness Partnership Initiative indicator framework.	3.1	26
I now have connections with others working in my region to implement activities and strategies related to the Student Support (Re)defined research findings.	2.7	27

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Assessment of Facilitators

Question 5 prompted respondents to use a five-point Likert scale (1 = Poor, 2 = Fair, 3 = Moderate, 4 = Good, and 5 = Excellent) to assess the facilitator's preparation, knowledge, communication, helpfulness, and responsiveness, as well as an overall assessment the facilitator. Table 3 displays the percentage of respondents who rated the facilitator *Good* or *Excellent*. Across the six different areas, the majority of the respondents rated their facilitators *Good* or *Excellent* (>90%). Facilitators received the highest rating (100%) for their communication, whereas their lowest rating – although still high (92.6%, *Good* or *Excellent*) – was for their responsiveness to questions.

Table 3 – Assessment of Facilitators

Please assess the quality of the facilitators in the following areas:	% Good or Excellent	Total Responses
Communication	100.00%	27
Preparation	96.30%	27
Knowledge	96.30%	27
Helpfulness	96.30%	27
Overall	96.30%	27
Responsiveness to Questions	92.60%	27

Assessment of Workshop Elements

Question 6 prompted respondents to rate five elements of the workshop, using a four-point Likert scale (1 = Poor, 2 = Fair, 3 = Good, and 4 = Excellent). Overall, respondents gave high ratings (%*Good or Excellent*) for each of the elements. The room set-up received the lowest rating, which was still relatively high – 21 out of 27 respondents (77.8%) rated it *Good or* Excellent (see Table 4). Two respondents rated the workshop's materials as *Poor* or *Fair*.

Table 4 – Assessment of Workshop Elements

Please assess the following elements related to the workshop:	Excellent	Good	Fair	Poor	Response Count
Organization	66.7%	29.6%	3.7%	0.0%	27
Materials	63.0%	29.6%	3.7%	3.7%	27
Pacing	51.9%	40.7%	7.4%	0.0%	27
Room set-up	51.9%	25.9%	22.2%	0.0%	27
Refreshments	63.0%	25.9%	11.1%	0.0%	27

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Length of Workshop

Question 7 asked respondents to indicate of the length of the workshop was *too short*, *just right*, or *too long*. More than two-thirds indicated the length of the workshop was *just right* (70.4%), whereas 25.9% felt the workshop was *too short*. One individual responded that the length of the workshop was *too long* (3.7%).

Taking Action to Support Student Success

Question 8 asked respondents to describe one action that they will take to support student success at their campuses as a result of attending the workshop. Twenty-one respondents answered with open-ended feedback. Many of the respondents reported that they plan to generate discussions at their campuses as to how they can incorporate the six success factors, while several cited pre-assessment activities, such as pre-assessment Math workshops, to help students score higher on these high stakes tests. Below are some of their responses.

> *I will be discussing findings from the workshop with several of my superiors to see how we can implement these six student success factors into our college goals and directions. We are in the middle of our strategic planning process, and I will make some suggestions for institutional objectives based on what I learned at the workshop.*

> *I will share with other the student success factors.*

> *I will incorporate the 6 factors into program orientation and develop an exercise for students around it.*

> *I heard about pre-assessment workshop. I intend to make a proposal to our administration to ask for funding for this project. I feel it will help students better prepare for assessment.*

> *We will modify our pre-assessment activities to provide more math brush-up for students before placement assessment.*

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Useful or Informative Aspects of the Workshop

The ninth survey item prompted respondents to describe one aspect of the workshop that was particularly useful or informative. Twenty-one respondents provided open-ended feedback. Many of the respondents shared that they liked hearing how other colleges are implementing the six success factors. Below are some examples of respondents' feedback.

I enjoyed learning how other colleges are implementing the research.

I loved hearing the Student Support (Re)defined in Action examples from Chaffey and COC [College of the Canyons]. I'm looking forward to exploring the website and learning more.

Learning what other colleges are doing.

De Anza College's school-wide approach to publicizing the 6 success factors.

The six factors of student success really emphasized the importance of what we do.
Hearing how there were a lot of "non-academic" factors that make such a big difference in students' success.

Areas for Improvement

Question 10 asked respondents to describe one change they would recommend to improve the workshop. Based on feedback from 19 respondents, several suggestions were frequently identified; respondents suggest the workshop be longer, held in larger facility, and more time for discussions. Below are some of their responses.

It felt a little rushed... make it a little longer and have an additional or longer session to dig deeper into implementing the research, addressing challenges, and building sustainable solutions.

I wish it was a full-day event! I felt like we only started touching on the tip of the iceberg in terms of swapping some student success best practices/activities/implementation strategies.

More time & a bit more room.

Make it a full day. Not enough time to process ideas, share ideas, and ask questions.

Respondents' Final Thoughts

The last question of the survey prompted respondents to share any last thoughts they may have had about the workshop. Eleven of the 28 respondents (39.3%) shared feedback. While some expressed gratitude for the workshop or praised the presentation, several expressed their appreciation for sharing best practices; asked that shared ideas be collected and posted; and requested more break-out sessions to increase opportunities to network with other colleges. One individual noted the importance of a college's cultural competency.

Conclusion

Overall, respondents gave positive feedback about the IEPI Student Support (Re)defined in Action Workshop. They responded positively about the workshop's facilitators' ability to address the five key objectives, the quality of the facilitators, and the different elements of the workshops, with the exception of the room set-up. Additionally, nearly 40% felt the workshop could have been longer, which also appeared in their feedback to the open-ended responses. Respondents appeared ready to bring back what they learned from the workshop, namely the six success factors and the pre-assessment workshops. Lastly, many respondents reflected appreciation for the ability to share ideas and best practices, as well as engage in small group discussions.

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ACCJC Actions on California Community Colleges:

February 2005 to July 2015
CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE

Purpose and scope of reported data: This report offers a chronological account of actions taken by the Accrediting Commission of Community and Junior Colleges (ACCJC) on California Community Colleges from February 2005 through July 2015. This data is intended for informational purposes only. Additionally, beyond changes to an institution's accreditation status, this report does not provide specific data regarding ACCJC Recommendations, System Reports, Midterm Reports, Interim Reports, Progress Reports, Substantive Change Actions, Special Visits, Closure Reports, Appeals, or Special Reports to ACCJC.

Legend for ACCJC Actions Status Codes*†			
No Action Taken	Blank	Order to Show Cause	SC
Accreditation Reaffirmed–ACCJC Comprehensive Visit	RA	Pending Termination	PT
Sanction Removed–Special Visit or Report	SR	Accreditation Terminated	T
Sanction Removed/Reaffirmed on ACCJC Visit	SR/RA	Accreditation Restoration	RS
Issued Warning	W	Granted Eligibility for Accreditation	GE
Imposed Probation	P	Granted Candidacy for Accreditation	GC
		Initial Accreditation	IA

* With the exception of the Accreditation Termination sanction, colleges receiving actions and sanctions remain fully accredited by ACCJC.

† 1.) If a college received an ACCJC accreditation sanction, that sanction will be posted for subsequent reporting cycles until ACCJC reports Sanction Removal.

† 2.) Three important notes regarding this chart:
    1.) Display of ACCJC actions: If a college received an ACCJC accreditation sanction, that sanction will be posted for subsequent reporting cycles until ACCJC reports sanction removal.
    2.) Sanction timeframes vary: Some institutions were given a longer timeframe to correct the accreditation issues while other institutions needed to address accreditation issues on a short timeframe.
    3.) Progress in resolving sanctions: Institutions may have been placed on sanction for new accreditation issues while making progress to resolve prior accreditation issues.

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APPENDIX B: ACCJC Actions on California Community Colleges: February 2005 to July 2015

District	College	Feb '05	July '05	Feb '06	July '06	Feb '07	July '07	Feb '08	July '08	Feb '09	July '09
Allan Hancock	Allan Hancock College										
Antelope Valley	Antelope Valley College										
Barstow	Barstow College				RA						
Butte	Butte College										RA
Cabrillo	Cabrillo College							RA			
Cerritos	Cerritos College								W	W	SR
Chabot– Las Positas	Chabot College										
	Las Positas College										
Chaffey	Chaffey College										
Citrus	Citrus College										
Coast	Coastline Community College						RA				
	Golden West College						RA				
	Orange Coast College						RA		W	W	SR
Compton	Compton College	SC	T								
Contra Costa	Contra Costa College									RA	
	Diablo Valley College								W	SC	SC
	Los Medanos College									RA	
Copper Mountain	Copper Mountain College								W	W	W
Desert	College of the Desert		RA								
El Camino	El Camino College									W	W
Feather River	Feather River College				W	W	SR				W
Foothill– De Anza	De Anza College			RA							
	Foothill College			RA							
Gavilan	Gavilan College						RA				
Glendale	Glendale Community College										
Cuyamaca	Cuyamaca College							RA			
	Grossmont College							RA			
Hartnell	Hartnell College						P	W	SR/RA		
Imperial	Imperial Valley College						RA	W	W	W	W
Kern	Bakersfield College					RA					
	Cerro Coso Community College						W	W	SR/RA		
	Porterville College						W	W	W	SR/RA	
Lake Tahoe	Lake Tahoe Community College				RA						
Lassen	Lassen College				W	P	P	P	P	W	W

Feb '10	July '10	Feb '11	July '11	Feb '12	July '12	Feb '13	July '13	Feb '14	July '14	Feb '15	July '15	Total reporting cycles on Sanction	Next Review
	RA											0	2016
		RA										0	2016
					W	W	W	W	SR/RA			4	2018
											RA	0	2021
								RA				0	2019
									W	W	SR	4	2020
RA												0	2015
RA												0	2015
	RA											0	2016
RA												0	2015
							W	W	SR/RA			2	2019
							W	W	W	W	SR	4	2019
							W	W	SR/RA			4	2019
████████████████████████████████████												2	TBD
									RA			0	2020
P	P	SR							RA			5	2020
									RA			0	2020
W	SR						RA					4	2019
			RA									0	2017
SR/RA						W	W	SR	RA			4	2020
W	W	SR			RA							5	2018
				RA								0	2017
				RA								0	2017
							RA					0	2019
	W	W	SR									2	2016
								RA				0	2019
								RA				0	2019
							P	P	W	W	SR	6	2019
W	SR						W	W	W	W	SR	9	2019
						RA						0	2018
						RA						2	2018
						RA						3	2018
				RA								0	2017
SR/RA									RA			7	2020

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District	College	Feb '05	July '05	Feb '06	July '06	Feb '07	July '07	Feb '08	July '08	Feb '09	July '09
Long Beach	Long Beach City College									W	W
Los Angeles	East Los Angeles College										W
	Los Angeles City College										P
	Los Angeles Harbor College				RA						
	Los Angeles Mission College						RA				
	Los Angeles Pierce College						RA				
	Los Angeles Southwest College				RA				P	P	SR
	Los Angeles Trade-Tech College										P
	Los Angeles Valley College						RA				
	West Los Angeles College				RA						
Los Rios	American River College										
	Cosumnes River College										
	Folsom Lake College										
	Sacramento City College										
Marin	College of Marin	W	W	W	W	W	W	P	SR/RA		
Mendocino	Mendocino College								RA		
Merced	Merced College	W	SR								
MiraCosta	MiraCosta College							W	W	W	SR
Monterey	Monterey Peninsula College										
Mt. San Antonio	Mt. San Antonio College										
Mt. San Jacinto	Mt. San Jacinto College			RA							
Napa Valley	Napa Valley College										
North Orange County	Cypress College			RA							
	Fullerton College			RA							
Ohlone	Ohlone College								W	W	SR/RA
Palo Verde	Palo Verde College								W	W	W
Palomar	Palomar College										W
Pasadena	Pasadena City College										W
Peralta	Vista College/ Berkeley City College	W	W	SR							RA
	College of Alameda	W	W	SR							W
	Laney College	W	W	SR							RA
	Merritt College	W	W	SR							W
Rancho Santiago	Santa Ana College									W	W
	Santiago Canyon College			RA						W	W
Redwoods	College of the Redwoods			W	W	W	P	P	W	SR/RA	W

APPENDIX B: ACCJC Actions on California Community Colleges: February 2005 to July 2015

Feb '10	July '10	Feb '11	July '11	Feb '12	July '12	Feb '13	July '13	Feb '14	July '14	Feb '15	July '15	Total reporting cycles on Sanction	Next Review
SR/RA										RA		2	2020
W	SR											2	2016
P	SR											2	2016
					P	P	SR/RA					2	2016
							W	W	SR/RA			2	2016
							RA					0	2016
					P	P	W	W	SR/RA			6	2016
P	W	W	SR									4	2016
							W	W	W	W	SR	4	2016
					W	W	SR/RA					2	2016
RA												0	2015
RA												0	2015
RA												0	2015
RA												0	2015
		RA		W	W	SR						9	2017
									RA			0	2020
			W	W	W	W	SR/RA					5	2017
	RA	P	P	SR/RA								5	2016
	RA											0	2016
		RA										0	2017
				RA								0	2018
RA												0	2015
		W	W	SR/RA								2	2017
		W	W	SR/RA								2	2017
									RA			2	2020
SR/RA				P	P	SR			P	P	W	8	2020
W	W	W	SR								RA	4	2021
W	W	SR									P	4	2021
	P	P	W	W	W	W	SR				W	9	2021
W	P	P	W	W	W	W	SR/RA				P	11	2021
	P	P	W	W	W	W	SR				W	9	2021
W	P	P	W	W	W	W	SR/RA				P	11	2021
SR/RA										RA		2	2020
SR/RA										RA		2	2020
SR				SC	SC	P	P	SR/RA				11	2017

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| District	College	Feb '05	July '05	Feb '06	July '06	Feb '07	July '07	Feb '08	July '08	Feb '09	July '09
Rio Hondo	Rio Hondo College									W	W
Riverside	Moreno Valley College							GC			
	Norco College							GC			
	Riverside Community College							RA			
San Bernardino	Crafton Hills College									P	P
	San Bernardino Valley College									RA	
San Diego	San Diego City College										
	San Diego Mesa College										
	San Diego Miramar College										
San Francisco	City College of San Francisco				RA						
San Joaquin Delta	San Joaquin Delta College								W	P	SR/RA
San Jose–Evergreen	Evergreen Valley College	W	W	SR							
	San Jose City College	W	W	SR							
San Luis Obispo	Cuesta College							W	SR	W	W
San Mateo	Cañada College							W	W	SR/RA	
	College of San Mateo							W	W	SR/RA	
	Skyline College							RA			
Santa Barbara	Santa Barbara City College										
Santa Clarita	College of the Canyons									RA	
Santa Monica	Santa Monica College										
Sequoias	College of the Sequoias					W	W	SR/RA			
Shasta–Tehama–Trinity	Shasta College			RA				W	W	W	SR
Sierra	Sierra College							W	W	W	W
Siskiyous	College of the Siskiyous										
Solano	Solano Community College			RA				W	W	SC	P
Sonoma	Santa Rosa Junior College										RA
S. Orange County	Irvine Valley College										
	Saddleback College										
Southwestern	Southwestern College										
State Center	Fresno City College			W	W	W	SR				
	Reedley College			RA							
	Clovis College Center										
Ventura	Moorpark College										
	Oxnard College										
	Ventura College										

APPENDIX B: ACCJC Actions on California Community Colleges: February 2005 to July 2015

Feb '10	July '10	Feb '11	July '11	Feb '12	July '12	Feb '13	July '13	Feb '14	July '14	Feb '15	July '15	Total reporting cycles on Sanction	Next Review
SR/RA										RA		2	2020
IA									RA			0	2020
IA									RA			0	2020
W	W	SR							RA			2	2020
P	P	SR								W	W	6	2020
										W	W	2	2020
		RA										0	2017
		RA										0	2017
		W	W	W	W	SR/RA						4	2017
					SC	SC	SC	SC	PT	RS	RS	7	TBD
		W	W	SR/RA					RA			4	2020
		W	W	W	W	SR/RA			P	P	SR	8	2016
		P	P	P	P	SR/RA			P	P	SR	8	2016
P	P	P	P	SC	SC	W	W	SR/RA		RA		11	2020
								RA				2	2019
								RA				2	2019
								RA				0	2019
RA					W	W	SR					2	2015
										RA		0	2020
	RA											0	2016
					SC	SC	W	W	SR/RA			6	2018
				P	P	SR/RA						5	2017
SR/RA								W	W	SR/RA		6	2019
	W	W	W	W	SR/RA							4	2016
P	P	SR		W	W	W	W	SR/RA				10	2017
											RA	0	2021
		W	W	SR/RA								2	2017
		W	W	SR/RA								2	2017
P	P	P	SR									3	2015
				W	W	SR/RA						5	2018
				W	W	SR/RA						2	2018
GE						GC					IA	N/A	2021
		RA			P	P	SR					2	2016
		W	W	P	P	SR/RA						4	2016
		W	W	P	P	SR/RA						4	2016

District	College	Feb '05	July '05	Feb '06	July '06	Feb '07	July '07	Feb '08	July '08	Feb '09	July '09
Victor Valley	Victor Valley College		RA				W	W	W	SR	
West Hills	West Hills College Coalinga		W	W	SR						
	West Hills College Lemoore				IA						
West Kern	Taft College										
West Valley–Mission	Mission College								W	W	W
	West Valley College								RA		
Yosemite	Columbia College			RA							
	Modesto College			RA				P	P	SR	
	Woodland Community College				GE				IA		
Yuba	Yuba College			RA							

Feb '10	July '10	Feb '11	July '11	Feb '12	July '12	Feb '13	July '13	Feb '14	July '14	Feb '15	July '15	Total reporting cycles on Sanction	Next Review
			P	P	P	P	P	SR/RA	P	P	SR	10	2017
			RA									2	2017
			RA									0	2017
W	W	W	W	RA								4	2015
W	SR								P	P	W	7	2020
									W	W	SR	2	2020
			W	W	W	W	SR/RA					4	2017
			P	P	P	P	SR/RA					6	2017
					W	W	W	W	SR/RA			4	2018
					P	P	W	W	SR/RA			4	

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Institutional Effectiveness Update
September 15, 2015

Indicators

Year 1 Indicators	
Identify Initial Fiscal Indicators Menu	Done
Develop List of Outcomes Indicators	Done
Initial Feedback from Advisory Committee on Indicators	Done
Recommendation from Indicators Advisory Committee Workgroup	Done
Update to Consultation Council	Done
Update to Legislative Staff	Done
Develop Indicators Process and Timeline Recommendation	Done
Present to Board of Governors	Done
Data pulled for each of 112 colleges	Done
Data access information sent to each of 112 colleges	Done
Local Data Vetting and Goal Setting determined locally, but possibly including:	
▪ Review Indicators Framework and baseline data by committee	
▪ Approve Indicators Framework and baseline data	
▪ Set targets by committee	
▪ Review by academic senate (two meetings)	
▪ Review by classified group	
▪ Review by planning committee or other appropriate committee	
▪ Review by Board of Trustees (up to two meetings)	Done
Adoption of Indicators Framework and Goals for required Year 1 Indicators sent by each college to Chancellor's Office	Done
Indicators Framework for each college posted by Chancellor's Office	Done

Indicators Beyond Year 1	
Brainstorm Additional Indicators	Done
Develop Specific Metrics	2/2015-9/2015
Coordinate with Scorecard and Other Groups	2/2015-9/2015
Present Menu to Advisory Committee	9/2015
Consultation Council Review	9/2015
Recommendation for Revised Indicators	10/2015
Board of Governors' Review and Approval	11/2015
Data posted on portal for each of 112 colleges	12/2015-2/2016
Local Data Vetting and Goal Setting	2/2016-5/2016
Goals sent by Colleges to Chancellor's Office	5/30/2016
Chancellor's Office Posts Each College Info	6/30/2016

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Technical Assistance

Year 1	
Develop Partnership Resource Team Job Description	Done
Develop Partnership Resource Team Letter of Intent Template	Done
Send Letter of Intent Template to Chief Executive Officers	Done
Solicit Partnership Resource Team Pool volunteers, except Chief Executive Officers	Done
Solicit Partnership Resource Team Chief Executive Officer volunteers	Done
Prep Chief Executive Officers for Vetting of Partnership Resource Team volunteers	Done
Identify colleges of interest	Done
Load database, create expertise profiles, solicit Chief Executive Officer feedback, and determine initial Partnership Research Team Pool of Experts	Done
Review Letters of Intent and Collect Additional Information for Partnership Resource Team Visits	Done
Identify 8 colleges to be visited in Spring/Summer 2015	Done
Develop Teams for 8 colleges	Done
Executive Team Review of Proposed Teams	Done
Team Approval	Done
Develop Partnership Resource Team Training	Done
Partnership Resource Team Training: Cycle 1, Spring 2015	Done
▪ Webinar 3/30/2015	
▪ Workshop 4/3/2015	
Partnership Resource Team Initial Visits: Cycle 1, Spring 2015	Done
▪ Allan Hancock 6/17/2015	
▪ Barstow 6/9/2015	
▪ Berkeley 5/4/2015	
▪ City College San Francisco 5/26/2015	
▪ Merced 5/14/2015	
▪ Shasta 5/18/2015	
▪ Solano 5/26/2015	
▪ Yuba 5/8/2015	
Follow-up activities related to initial visits	5/2015-10/2015

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Year 2	A69
Solicit Partnership Resource Team Pool 2 volunteers, except Chief Executive Officers and faculty	5/2015 and ongoing
Solicit Partnership Resource Team Chief Executive Officer volunteers	5/2015 and ongoing
Solicit Partnership Resource Team faculty volunteers	5/2015 and ongoing
Collect survey responses, load data, create expertise profiles, solicit home-college Chief Executive Officer feedback, and determine and maintain Partnership Resource Team Pool 2	5/2015-2/2016
Identify initial colleges of interest for Fall 2015 initial visits.	Done
Identify additional colleges of interest for Fall 2015 initial visits.	Done
Review Letter of Intent and request additional, somewhat more detailed information for Partnership Resource Team Visits	5/2015-9/2015
Client-college Chief Executive Officers identify date options, provide their list of suggested interviewees for areas of focus	7/2015-9/2015
Develop Partnership Resource Teams for colleges	6/2015-9/2015 and ongoing
Executive Committee and Chancellor's Office review and approve Proposed Colleges and Teams	Initial done 6/26/2015 Ongoing
Client-college Chief Executive Officers vet Partnership Resource Team volunteers	7/2015-9/2015
Update Partnership Resource Team Training	Done
Partnership Resource Team Training: Cycle 2, Fall 2015	
▪ Webinar 9/4/15	▪ Done
▪ Workshop #1 9/18/15	▪ Done
▪ Workshop #2	▪ 10/2/2015
Partnership Resource Team Training: Cycle 3, Spring 2016	
▪ Webinar	▪ TBD
▪ Workshop #1	▪ TBD
▪ Workshop #2	▪ TBD
Partnership Resource Team Initial Visits: Cycle 2, Fall 2015	
▪ Alameda	▪ 10/21/2015
▪ Compton Center	▪ 11/6/2015
▪ Hartnell	▪ TBD
▪ Lake Tahoe	▪ TBD
▪ Laney	▪ 11/5/2015
▪ Las Positas	▪ TBD
▪ Lassen	▪ 10/22/2015
▪ Merritt	▪ 10/28/2015
▪ Mission	▪ TBD
▪ Peralta Community College District	▪ 10/12/2015

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Year 2	
▪ Reedley	▪ TBD
▪ SD City	▪ TBD
▪ SD Mesa	▪ 11/12/2015
▪ SD Miramar	▪ 10/16/2015
▪ Skyline	▪ TBD
▪ Taft	▪ 11/17/2015
▪ Ventura	▪ 11/2/2015
Partnership Resource Team Initial Visits: Cycle 3, Spring 2016	
▪ Allan Hancock	▪ TBD
▪ Barstow	▪ 8/6/2015
▪ Berkeley	▪ 8/17/2015
▪ City College San Francisco	▪ TBD
▪ Merced	▪ TBD
▪ Shasta	▪ 9/14/2015
▪ Solano	▪ 11/5/2015
▪ Yuba	▪ Combined with Visit 3, Spring 2016
Partnership Resource Team Visit #3, Cycle 1	
▪ Allan Hancock	▪ TBD
▪ Barstow	▪ TBD
▪ Berkeley	▪ TBD
▪ City College San Francisco	▪ TBD
▪ Merced	▪ TBD
▪ Shasta	▪ TBD
▪ Solano	▪ TBD
▪ Yuba	▪ Spring 2016

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Professional Development

Regional Workshops

Year 1	
Develop recommendations for workshops	Done
Select Spring and Summer 2015 topics	Done
Secure presenters / facilitators	Done
Complete workshop logistics	Done
IEPI Training – American River College 3/17/2015	Done
IEPI Training – Fullerton 3/19/2015	Done
IEPI Training – San Diego Mesa College 3/20/2015	Done
IEPI Training – Bakersfield College 3/24/2015	Done
IEPI Training – Chabot-Las Positas 3/27/2015	Done
IEPI Training –Canyons 3/27/2015	Done
Conduct first set of Student Support Redefined Workshops, 5/7 and 5/11/2015	Done

Year 2	
Develop recommendations for workshops	Ongoing
Secure presenters / facilitators	5/15/2015-2/1/2016
Complete workshop logistics	5/15/2015-4/1/2016
Conduct Student Support Redefined Workshop 9/4/2015 (2)	Done
Conduct Student Support Redefined Workshop 9/11/2015 (2)	Done
Conduct Student Support Redefined Workshop #7	10/30/2015
Conduct Student Support Redefined Workshop #8	11/6/2015
Conduct Student Support Redefined Workshop #9	12/4/2015
Conduct Enrollment Management Workshops in coordination with Association of Chief Business Officials, 8/5-6/2015 and 8/20-21/2015	Done
Conduct other workshops	TBD

Online Repository

Year 2	
Soft launch of online repository	11/2015

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Organizational and Other

Year 1	
Develop Executive Committee	Done
Develop Advisory Committee	Done
Develop Advisory Workgroups	Done
Develop Reimbursement forms	Done
Develop Partnership Resource Team Independent Contractor Agreement	Done
Develop Agreement with M.L.	Done
Develop Agreement with Foothill	Done
Develop Agreement with Academic Senate for California Community Colleges	Done
Develop Agreement with Research and Planning Group for California Community Colleges	Done
Develop Website	Done
Revise Exec Meeting Schedule	Done
Executive Committee Meeting 2/10/2015	Done
Executive Committee Meeting 3/18/2015	Done
First Meeting on IEPI website	Done
Additional Meetings on IEPI website and messaging, Year 1, 4/29/2015-6/26/2015	Done
Request for Proposal for IEPI Communications Strategies:	Done
▪ Develop Request for Proposal	
Executive Committee Meeting 4/3/2015	Done
Executive Committee Meeting 5/20/15	Done
Executive Committee Meeting 6/26/2015	Done
Advisory Committee Meeting 1/26/2015	Done
Advisory Workgroup Meeting 2/5/2015	Done
Advisory Committee Meeting (with Workgroups) 3/9/2015	Done
Advisory Committee Meeting (with Workgroups) 4/2/2015	Done
Advisory Committee Meeting (with Workgroups) 5/15/2015	Done
Advisory Workgroup Meeting (with Workgroups) 6/25/2015	Done
Process Reimbursements	Ongoing
Presentation at Community College League of California 11/21/14	Done
First Briefing with Legislative Staff 2/4/2015	Done
Presentation at Statewide Consultation Council 2/19/2015	Done
Presentation Academic Senate for California Community Colleges Accreditation Institute 2/20/2015	Done
Presentation at Association of California Community College Administrators. 2/27/2015	Done
Presentation at Community College League of California Joint Board Meeting 2/27/2015	Done

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Year 1	A73
Chief Student Services Officers Conference 3/13/2015	Done
Academic Senate for California Community Colleges Academic Academy 3/13/2015	Done
Board of Governors Review and Approval 3/16/2015	Done
Presentation at Northern Chief Executive Officers Conference, Yosemite 3/22/2015-3/24/2015	Done
Presentation at Research and Planning Group Conference, Sacramento 4/8/2015	Done
Presentation at Southern Chief Executive Officer Conference, Lake Arrowhead 4/8/2015-4/10/2015	Done
Presentation at California Community Colleges Trustees Annual Trustee Conference, Monterey 5/1/2015	Done
Presentation at Association of Chief Business Officials Spring Conference, Santa Rosa 5/19/2015	Done
Presentation at 4CS Classified Leadership Institute, Tahoe 6/4/2015-6/6/2015	Done
Presentation to Accrediting Commission for Community and Junior Colleges meeting 6/5/2015	Done

Year 2	
Executive Committee Meeting	10/22/2015
Executive Committee Meeting (at College of the Canyons)	11/12/2015
Executive Committee Meeting (Conference Call)	12/4/2015
Executive Committee Meeting	1/28/2016
Executive Committee Meeting	March 2016 TBD
Executive Committee Meeting	5/12/2016
Advisory Committee Meeting (with Workgroups) 7/17/2015	Done
Advisory Committee Meeting (with Workgroups)	9/25/2015
Advisory Workgroup Meeting (with Workgroups)	10/23/2015
Advisory Committee Meeting (with Workgroups)	11/13/2015
Advisory Committee Meeting (with Workgroups)	1/29/2016
Advisory Committee Meeting (with Workgroups)	March 2016 TBD

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Year 2	
Advisory Committee Meeting (with Workgroups)	5/13/2016
Process Reimbursements	Ongoing
Presentation at Community College Public Relations Organization conference 7/8/2015	Done
Presentation to Child Development State Advisory Committee	10/1/2015
Presentation at Strengthening Student Success Conference	10/8/2015
Presentation at Association of Community College Trustees Leadership Congress	10/14/2015-10/17/2015
Presentation at California Community Colleges Association for Occupational Education Conference	10/20/2015-10/22/2015
Presentation at Region 4 Chief Student Services Officers Meeting	10/29/2015
Presentation at Community College League of California	11/19/2015-11/20/2015
Presentation at Trustees Conference	4/28/2016-5/1/2016
Other presentations as scheduled	9/2015-6/2016

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