

**Institutional Effectiveness Partnership Initiative**  
**Partnership Resource Teams**  
**Institutional Innovation and Effectiveness Plan**  
**Visit 3 Summary Notes – April 27, 2023**

<b>Project #1: Clarify the Path</b>
<b>Project #2: Enrollment Restoration Initiative</b>
<b>Project #3: Program Mapping</b>
<b>Project #4: Sustain Equitable Practices</b>
<b>Project #5: Integrated Planning – Structure, Process &amp; Engagement</b>

**Enrollment Management Committee**

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status (for Visit 3) As of Date:
A. Career and Academic Pathways (CAP, aka Meta-Majors) (including institutionalization, sustainability)	3. Form and charge a Strategic Enrollment Management Committee (EMC) with membership from Instruction and Student Services, Equity, Guided Pathways and strategic planning committees.	1. EMC, Research	End of Fall 22	<ul style="list-style-type: none"> <li>a. Develop and approve the mission and charge of the EMC to include (but not be limited to) the following:           <ul style="list-style-type: none"> <li>i. EMC to evaluate barriers to completion from an equity lens               <ul style="list-style-type: none"> <li>–Understand the program audience: Who they are? Demographics/DI? Preferred modality/ schedules?</li> <li>–Identify momentum points – where are we losing them on the path?</li> </ul> </li> <li>ii. Create early alert system for program decline</li> <li>iii. Regular reports to the College community</li> </ul> </li> <li>b. Determine the membership of the EMC, recruit/appoint members, and set the meeting schedule.</li> <li>c. Convene the EMC.</li> </ul>	<ul style="list-style-type: none"> <li>a. Mission and charge approved</li> <li>b. Members named; meeting schedule established</li> <li>c. Standing Strategic Enrollment Management Committee convened</li> </ul>	100% Complete - Measures of Progress a.i. in progress with Disproportionate Impact Study – complete would look like consistent cycle, regular present at EMC for implementation strategies Pull a.i. to C.2., see below
A. Career and Academic Pathways (CAP, aka Meta-Majors) (including institutionalization, sustainability)	4. Implement pathways, organizational structures and support services that accelerate student progress from adult education, into non-credit, to CTE programs, into well-paying employment, and concurrently into transfer/ADT programs.	1. Enrollment Management Committee	End of Spring 23	<ul style="list-style-type: none"> <li>a. Review NCR to CR pathways           <ul style="list-style-type: none"> <li>- Identify overlap</li> <li>- Clarify paths</li> </ul> </li> <li>b. Create NCR Catalog (Consider link to catalog project)</li> <li>c. Incorporate Dual Enrollment into the pathways.</li> </ul>	<ul style="list-style-type: none"> <li>a. Review completed</li> <li>b. NCR catalog created – exists in Credit catalog</li> <li>c. Dual Enrollment incorporated</li> <li>d. Increase in the number of students who progress from adult education, into non-credit, to CTE programs, into well-paying jobs, and concurrently into transfer/ADT programs.</li> <li>e. Align a-d in more seamless manner</li> </ul>	50% Complete <ul style="list-style-type: none"> <li>• d. Outstanding - In progress, some pathways i.e. Acct, PharmTech, Welding, HSCI and Auto identified.</li> <li>• Student Success Conference – NCR/CR matriculation.</li> <li>• Work to still be done “into well-paying jobs, and concurrently into transfer/ADT programs.”</li> <li>• Need for overlap map – Identify potential.</li> <li>• NCR Catalog in SAC Catalog – need for separate?</li> <li>• Digital Catalog in progress – develop NCR view?</li> <li>• NCR-block schedule</li> <li>• CR-block schedule, Fri/Sat offerings, launching FastForward in Fall 2023 - Lib Arts degree</li> <li>• Online Pathway degrees</li> <li>• OER/ZTC offerings</li> </ul>
A. Career and Academic Pathways (CAP, aka Meta-Majors) (including institutionalization, sustainability)	1. Conduct a detailed analysis of student success and retention metrics and use an inquiry-based approach for identifying institution-based barriers to timely completion of certificates, degrees and transfer as well as strategies for addressing these barriers.	1. Director of Research	End of Fall 22	<ul style="list-style-type: none"> <li>a. Identify appropriate external resource to assist in analysis (e.g., RP Group) in collaboration with internal researchers.</li> <li>b. Determine appropriate data to be collected/evaluated.</li> <li>c. Conduct the analysis and report the findings.</li> <li>d. Identify barriers as specified, drawing in part on student voices.</li> <li>e. Identify strategies to address the barriers</li> <li>f. Disseminate the results (e.g., at Campus Summit)</li> </ul>	<ul style="list-style-type: none"> <li>a. External agency selected; contract approved.</li> <li>b. Data identified</li> <li>c. Analysis completed and report produced</li> <li>d. Barriers identified</li> <li>e. Strategies recommended</li> <li>f. Results disseminated</li> </ul>	• Gateway Study partnered w/ Outreach efforts <ul style="list-style-type: none"> <li>• Dr. Martinez, Director of College Research - internal resource vs external</li> <li>• f.-Available Dashboards disseminated to Deans, Chairs, EMC, Senate, etc. – regular bottleneck study for near-completers and Eng/Math interventions, DI Study – identified equity issues, FTES integration-CR/NCR, Program Review Dashboard for faculty, SEP tool (2yr forecast), Visions for Success goals</li> <li>• Barriers - Use of MIS data, cleaning of data and 320 reports but making progress for the District as a whole</li> <li>• GP Summit</li> <li>• Complete looks like? Not just enrollment, closing equity caps, retention, stabilize growth – large status obtained in primary terms, ENG/Math completion – cycle/measure. Close regional cap</li> </ul>

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status (for Visit 3)
As of Date:						
C. Learning and Engagement Equity Team (including resistance to change, institutionalizing change)	2. Fully implement data systems and software (to include Starfish, Colleague, and Self-Service) to inform schedule development and track student progress on their SEP.	1. Vice President of Student Services, Vice President of Academic Affairs	End of Spring 23	<ul style="list-style-type: none"> <li>a. Evaluate current tools and functionality</li> <li>b. Identify gaps and ways to best utilize tools/systems.</li> <li>c. Build reports to inform Deans and others to build more responsive class schedules <ul style="list-style-type: none"> <li>i. EMC to evaluate barriers to completion from an equity lens <ul style="list-style-type: none"> <li>- Understand the program audience: Who they are? Demographics/DI? Preferred modality/ schedules?</li> <li>- Identify momentum points – where are we losing them on the path?</li> </ul> </li> <li>d. Train end-users on how to access and interpret student milestone reports.</li> <li>e. Post implementation evaluation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>a. Data from Starfish is used to inform schedule development</li> <li>b. Clear cycle of course offerings based on SEP.</li> <li>c. Decrease in number of cut sections</li> <li>d. Higher percent of fill</li> </ul>	<ul style="list-style-type: none"> <li>• SEP Tool forecast – schedule courses based on known demand.</li> <li>• Self Service transition complete.</li> <li>• Barrier – clean up degree audit – duplicate degrees/certs – hiring transcript evaluators (2yr goal)</li> <li>• Goal – One yr schedule build</li> <li>• Measure c. minimal section increase resulting in double-digit enrollment growth, seat count, fill rate improvements</li> <li>• NCR schedule blocks most efficient</li> <li>• SS wrap-around services – food insecurity, external partnerships, Thrive Center, matriculation process complete in few hours</li> <li>• c.i. in progress with Disproportionate Impact Study – complete would look like consistent cycle, regular present at EMC for implementation strategies</li> </ul>

## Guided Pathways Executive Team

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status (for Visit 3) As of Date:
A. Career and Academic Pathways (CAP, aka Meta-Majors) ( <i>including institutionalization, sustainability</i> )	5. Develop and implement alternative ways to support and include undeclared majors within the current CAP.	1. GP Executive Team/ Success Teams	End of Spring 23	<ul style="list-style-type: none"> <li>a. Review undeclared majors and Liberal Arts majors as currently established.</li> <li>b. Identify alternative support methods, and pilot one or more that fit student needs best.</li> <li>c. Evaluate the results of the pilot, make revisions as needed, and implement the new support system.</li> </ul>	<ul style="list-style-type: none"> <li>a. Review completed</li> <li>b. Pilot(s) commenced</li> <li>c. Results evaluated; revisions implemented in a new support system</li> <li>d. Fewer undeclared majors</li> </ul>	<ul style="list-style-type: none"> <li>• a. not started but core/persistent issues</li> <li>• two student groups – pre-GP/post-GP (CCC Apply changes have addressed some of these undeclared majors)</li> <li>• Success Teams/Career Center – Super Strong K-12 initiative – HS seniors fill out fall applications paired with Early Decision ("bus in" K-12/NCR to onsite orientation/ counselor mtg) in spring.</li> <li>• Career readiness counseling. Success coaches and canvas shells in place.</li> <li>• CAP events (work to track these attendees), SACDays (success rates of attendees already tracking). Early studies indicate that students selecting a Liberal Arts major are doing so intentionally.</li> <li>• Family Night</li> </ul>
A. Program Mapping Project completion ( <i>including technology, sustainability</i> )	6. Create/update program maps to integrate adult education and noncredit.	1. Guided Pathways Team	End of Fall 23	<ul style="list-style-type: none"> <li>a. Designate and convene a task force to create adult education and noncredit program maps.</li> <li>b. Provide training on mapping as needed.</li> <li>c. Create, approve, and publish program maps.</li> </ul>	<ul style="list-style-type: none"> <li>a. Task force convened</li> <li>b. Task force training completed</li> <li>c. Maps published on website</li> </ul>	<ul style="list-style-type: none"> <li>• Curriquinet mapping tool/CIC/Staff – integrate program mapping review through the curriculum process.</li> </ul>
B. Program Mapping Project completion ( <i>including technology, sustainability</i> )	1. Use program maps to inform scheduling practices and program review.	1. Guided Pathways Team	End of Spring 23	<ul style="list-style-type: none"> <li>a. Evaluate course offerings (trend) based on program maps</li> <li>b. Identify gaps toward completion</li> <li>c. Revise course offerings to align with completion agenda</li> </ul>	<ul style="list-style-type: none"> <li>a. Decrease in total number of units taken</li> <li>b. Increase in number of degrees and certificates</li> <li>c. Increased scheduling efficiency</li> <li>d. Higher fill rates</li> </ul>	<ul style="list-style-type: none"> <li>• SEP Tool</li> <li>• No bridge between Curriculum and Degree Audit – hiring new staff to work in this area.</li> </ul>
B. Program Mapping Project completion ( <i>including technology, sustainability</i> )	2. Continuously update program maps.	1. Guided Pathways Team	End of Fall 23	<ul style="list-style-type: none"> <li>a. Digitize program maps.</li> <li>b. Develop a process and timeline for program map review.</li> <li>c. Identify the responsible group and/or office for reviewing and revising maps and posting updated maps on website (e.g., Curriculum Review Committee).</li> <li>d. Implement the review process.</li> </ul>	<ul style="list-style-type: none"> <li>a. Process and timeline developed</li> <li>b. Responsible office assigned</li> <li>c. Process implemented to update program maps</li> <li>d. Maps maintained on website</li> </ul>	

## Student Equity and Achievement Program Committee

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status (for Visit 3)
As of Date:						
C. Learning and Engagement Equity Team ( <i>including resistance to change, institutionalizing change</i> )	3. Develop or adopt and implement an Equity Rubric for Student Success.	1. SEAP	End of Fall 22	a. Review current literature from CCCCO b. SEAP Committee develops first draft of Equity Rubric for Student Success c. Vet Rubric through Academic Senate and College Council d. Widely publicize approved Rubric and share it on campus website a. Evaluate Rubric annually, and refine as needed.	a. Literature review completed b. Equity Rubric for Student Success drafted c. Equity Rubric vetted and approved d. Equity Rubric publicized and shared e. Initial evaluation of Equity Rubric completed; improvements incorporated as needed	<ul style="list-style-type: none"> <li>• Mid-yr report not viable for awardees – assess better timing.</li> <li>• Progress rpts established instead – individual awardee mtgs and forums.</li> <li>• Mtg direct w/ Research team to ensure proper tools to measure impact. GP pre-work data – student mentors?</li> </ul>
C. Learning and Engagement Equity Team ( <i>including resistance to change, institutionalizing change</i> )	4. Track equity data across all student progression steps.	1. SEAP, Research	End of Fall 23	a. Explore effective tracking practices from external resources b. Determine localized practice c. Establish means to collect relevant data across all student progress steps d. Collect and evaluate data e. Publicize results f. Establish and implement action steps for improving results as the findings warrant.	a. Research on effective tracking practices completed b. Tracking process designed c. Data collection system established d. Initial data collected and evaluated e. Results publicized f. Action steps to address equity/opportunity gaps established and implemented	<ul style="list-style-type: none"> <li>• What is success? How to define?</li> <li>• Idea: track program drop-off point for DI groups (ex. Nurs program)</li> </ul>

## Professional Development Committee

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status (for Visit 3)
As of Date:						
C. Learning and Engagement Equity Team ( <i>including resistance to change, institutionalizing change</i> )	5. Participate in the CVC @ONE's (or ACUE) professional development series.	1. L&E Team, Professional Development Committee	End of Spring 23—First cohort	a. Determine appropriate training b. Allocate resources c. Train faculty d. Establish Community of Practice e. Identify and share high impact practices; celebrate successes f. Evaluate the impact of cohort 1 by collecting pre and post institute course success data that is disaggregated by race and gender (pre data prior to Fall 2021 and post is data starting Spring 2022-Spring 2023)	a. Training determined b. Funding allocated c. Faculty training commenced; in Year 1, 25 faculty participate in professional development on equitable teaching practices d. Community of Practice established e. Best practices related to equitable grading presented at the Equity in Action Allies meeting f. Reduction (3%) in equity gaps for Latinx, Black/African American, Pacific Islander students, and increase success by 1%.	<ul style="list-style-type: none"> <li>Engaged w/ ACUE for Classroom Focus series and Classified/Mgmt module. Recruit and promote end of Spring w/ ACUE facilitators. ACUE tracks impact and provides feedback to SAC.</li> <li>f. Evaluation efforts to be done</li> </ul>
D. Integrated Planning: Nuventive Tool ( <i>including review of systems/ processes, institutional change</i> )	4. Develop and implement a comprehensive Professional Development Plan for all employee groups that aligns to strategic goals and initiatives and is updated annually.	1. PD Committee, IE&A, P&B	End of Fall 23	a. Evaluate existing PD activities, including alignment with strategic goals and with each other. b. Conduct a PD needs assessment of all employee groups. c. Identify gaps in PD offerings. d. Based on the findings in the three Steps above, develop and implement a comprehensive PD plan that improves alignment, meets employee needs, and addresses gaps. e. On an annual basis, evaluate implementation of the Plan and conduct a new PD needs assessment. f. Make improvements in the Plan and in PD as the findings warrant.	a. Evaluation completed b. First annual PD needs assessment conducted c. Gaps identified d. Comprehensive Professional Development Plan developed and implemented e. Initial evaluation and second annual PD needs assessment completed f. Improvements implemented as needed	<ul style="list-style-type: none"> <li>Existing PD Committee – representatives from Staff, Fac, Mgmt.</li> <li>Current Callout for Flex Week workshops.</li> <li>PD Cornerstone Gateway united District efforts, tracking process and state reporting.</li> <li>Launching Speaker Series.</li> <li>New Faculty Institute – moving fm 1yr to 4 yr planning efforts.</li> <li>Tracking student data for FELI, Equity Institute.</li> <li>Standard trainings align w/ monthly initiatives (i.e. Black History Month).</li> <li>Developing unique and themed workshops based on current issues. (i.e. Flex Fall 2023 Theme: Equity at the Center: All Roads Lead to Completion and Student Success)</li> <li>Targeted focus i.e. Eng/Math Fac PD</li> <li>Adjunct (DuE) – developing Handbook, return to adjunct institute/ orientation. Looking to create canvas modules, complete at their speed.</li> </ul>
D. Integrated Planning: Nuventive Tool ( <i>including review of systems/ processes, institutional change</i> )	1. Encourage more full-time faculty participation in various College planning activities.	1. Academic Senate	On-going	a. Gather information from all current faculty leaders on why they participate, and how this passion could be shared with others. b. Compile and analyze the results and make recommendations on broadening engagement. c. Implement recommendations. d. Evaluate the effectiveness of the recommendations and make improvements as the findings warrant.	a. Information gathered b. Results analyzed and recommendations issued c. Recommendations implemented d. Evaluation completed and improvements implemented e. Increase in faculty participation	<ul style="list-style-type: none"> <li>Faculty and staff representation on college shared governance. Senate restructure plus NCR re-engagement.</li> <li>Faculty survey – committee participation, what do you value, difficulties, thoughts? Not involved, why? COVID impact? Certain discipline areas more involved, why?</li> <li>Share more information around PG committees (setting up Canvas page for each comm).</li> </ul>

## Curriculum Instruction Council

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status (for Visit 3)
As of Date:						
A. Career and Academic Pathways (CAP, aka Meta-Majors) (including institutionalization, sustainability)	2. Merge programs/majors that are only slightly different in order to reduce confusion for students and reduce program mapping efforts.	1. CIC	End of Spring 23 - Process	a. Create and implement a process to retire courses/programs - start w/ abstract process, not targeting areas, to avoid personal conflict b. Create and implement a process to merge programs c. Create and implement a process to eliminate certificates no longer needed	a. Retirement process implemented b. Merger process implemented c. Certificate elimination process implemented d. Fewer but more useful program/major options	<ul style="list-style-type: none"> <li>• Transitioning Certs of Proficiency to Certs of Achievement.</li> <li>• Elimination/merger process in place: Curric. Staff will notify areas who aren't updating regularly.</li> <li>• Increased cross-listing – division triggered.</li> <li>• Analyzing currency of programs – when last offered, etc.?</li> <li>• Potential of adding directed curriculum questions in the PR process?</li> <li>• Incorporate student voice?</li> </ul>
A. Career and Academic Pathways (CAP, aka Meta-Majors) (including institutionalization, sustainability)	7. Analyze the College Catalog, and streamline and consolidate content as appropriate.	1. Catalog Staff and Graphic Design	End of Spring 24	a. Collaborate w CIC and other curriculum partners b. Establish criteria and process to review courses and programs c. Establish workgroup to review catalog d. Determine why the Catalog has grown within the past decade, and recommend ways to make it more concise if feasible. e. Analyze relevant data around: - Incomplete Programs - Scheduled Courses - Completion data - LMI - Job placement - Demographics f. Continue to create online digital catalog (in progress)	a. Partners engaged b. Criteria established c. Workgroup formed and charged d. Recommendations issued e. Analysis completed f. Online catalog completed g. More concise College Catalog published	<ul style="list-style-type: none"> <li>• Begun transition to Digital Catalog – tech issues. 6 months to reorganize and ensure different user perspectives.</li> <li>• Ensure accreditation standards being met.</li> <li>• Student voice in workgroup?</li> <li>• Recommendation: ID reasonable catalog size.</li> </ul>

## Institutional Effectiveness & Assessment Committee

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status (for Visit 3) As of Date:
A. Career and Academic Pathways (CAP, aka Meta-Majors) (including institutionalization, sustainability)	8. Continue to refine the College's decision-making process handbook so that it clearly identifies how governance committees are connected to one another, delineates roles and responsibilities, explains how work flows between committees, develops a common method of disseminating information, provides templates for post-meeting communication to the campus and establishes guidance on the representation of each constituency group and their value in the process. This process could also assist the College in evaluating equitable practices and diversity in membership in its committees. (Process)	1. IE&A Committee	End of Spring 23	<ul style="list-style-type: none"> <li>a. Review impact of communication <ul style="list-style-type: none"> <li>- Further define links between committees, decision making and membership; include link to IE&amp;A Committee process and new Academic Senate Equity Intersection, Race and Social Justice Committee</li> </ul> </li> <li>b. Publish the revised handbook.</li> <li>c. Develop and implement upfront training for applicable positions based on the handbook (e.g., Committee participation, department chairs)</li> </ul>	<ul style="list-style-type: none"> <li>a. Links defined and included</li> <li>b. Participatory Governance Handbook revised and approved as specified</li> <li>c. Revised handbook published</li> <li>d. Training system implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Workgroup has been established. They have been meeting regularly.</li> <li>• Faculty Leadership in the AcadSen – looking at recruitment of involved faculty.</li> <li>• PG Handbook Revised – review on consistent basis, 360 eval process.</li> <li>• Committee Survey (goal – Fall 23) – taking draft to College Council.</li> <li>• Equity representation in committees?</li> <li>• Creating Agenda Template</li> <li>• Professional Dev on Participatory Governance</li> </ul>
D. Integrated Planning: Nuventive Tool (including review of systems/ processes, institutional change)	2. Ensure that the outcomes of each funded activity are clearly stated and then evaluated to provide a closed feedback loop for continuous improvement.	1. IE&A – Planning Review Subgroup; Research	End of Spring 23	<ul style="list-style-type: none"> <li>a. Ensure tools available to evaluate outcomes</li> <li>b. Provide a how-to guide and training to all activity leaders on outcomes development, means of evaluation, etc.</li> <li>c. Implement each funded activity.</li> <li>d. Conduct outcomes evaluation on each funded activity and report results with recommendations for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>a. Tools provided</li> <li>b. How-to guide and training provided</li> <li>c. Measurable outcomes identified</li> <li>d. Activities implemented</li> <li>e. Evaluations completed; reports and recommendations disseminated</li> <li>f. Clear connection established between activity, outcome, evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Planned for merged of all outcomes assessment, program review, and RARs to all be completed within Nuventive – but there were challenges with tool.</li> <li>• Implemented administrative unit program review followed by Cabinet review and ranking.</li> </ul>
D. Integrated Planning: Nuventive Tool (including review of systems/ processes, institutional change)	5. Evaluate the role of the Classified Professionals in the Participatory Governance Model, and use the findings to ensure inclusive participation of Classified Professionals	1. Institutional Effectiveness and Assessment Committee, College Council	End of Spring 23	<ul style="list-style-type: none"> <li>a. Review Classified Professional involvement as prescribed in existing Participatory Governance Handbook.</li> <li>b. Evaluate actual participation in governance activities by Classified Professionals.</li> <li>c. Identify gaps where Classified participation is needed but not yet supplied.</li> <li>d. Based on the findings in the three Steps above: <ul style="list-style-type: none"> <li>i. Revise the Handbook to reflect appropriate, inclusive participation by Classified Professionals</li> <li>ii. Develop and implement recommendations to increase engagement to the level specified in the revised Handbook.</li> </ul> </li> <li>e. Evaluate the effectiveness of the recommendations and make improvements as the findings warrant.</li> <li>f. Consult with 4CS on available leadership training models for Classified Professionals, adapt at least one module to fit the needs of the College, and add it to the Professional Development Plan (see Objective D.4 above).</li> </ul>	<ul style="list-style-type: none"> <li>a. Review completed</li> <li>b. Evaluation completed</li> <li>c. Gaps identified</li> <li>d. Handbook revised; recommendations implemented</li> <li>e. Initial evaluation completed and improvements implemented</li> <li>f. Leadership training module added to PD Plan</li> <li>g. Increase in participation of Classified Professionals in Participatory Governance</li> </ul>	<ul style="list-style-type: none"> <li>• PD Leadership Academy, revamp classified PD efforts.</li> <li>• District looking into paying education efforts for staff.</li> <li>• Incorporate survey?</li> <li>• Adjunct participation – committee involvement counts towards flex obligation.</li> <li>• Develop Classified Senate?? Purpose/delineation from union?</li> <li>• Same # of fac/staff on each PG committee? Not currently, topic at Summit.</li> <li>• Combined Awards for Excellence ceremony for faculty and staff, used to be planned separately.</li> </ul>
C. Learning and Engagement Equity Team (including resistance to change, institutionalizing change)	1. Structurally align/integrate Student Equity approaches with other college-wide efforts to promote support and sustainability	1. IE&AC, GP, Equity	End of Fall 23/ Spring 24—Incorporate into next Ed Master Plan	<ul style="list-style-type: none"> <li>b. Evaluate existing structures and processes, in part through comparison with those at other institutions, and identify alignment gaps.</li> <li>c. Determine measures and data needed in program review in five pilot areas to align with Vision for Success, and determine the role of Research in providing and interpreting the data.</li> </ul>	<ul style="list-style-type: none"> <li>a. Evaluation of existing structures completed; gaps identified</li> <li>b. Measures, data, and role of Research determined</li> <li>c. Changes implemented</li> <li>d. Training provided</li> <li>e. Evaluation completed; refinements applied; campus-wide implementation commenced</li> </ul>	<ul style="list-style-type: none"> <li>• Demographic data being built into dashboards. Equity part of GP plan.</li> <li>• District consultant to infuse equity into District Master plan and update SAC Master plan.</li> </ul>

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status (for Visit 3) As of Date:
				<ul style="list-style-type: none"> <li>d. Identify and implement changes to existing structures and processes to apply the applicable data and close alignment gaps.</li> <li>e. Provide training as needed to all applicable personnel, to include flex activities.</li> <li>f. Evaluate pilot results, refine structures and processes as the findings warrant, and implement campus-wide.</li> </ul>		
D. Integrated Planning: Nuventive Tool <i>(including review of systems/ processes, institutional change)</i>	3. Formally integrate all major planning processes at the College.	1. IE&A, P&B	End of Spring 24—full cycle	<ul style="list-style-type: none"> <li>a. Create a workgroup to coordinate the College-wide integrated planning effort.</li> <li>b. Designate a high-level leader for the workgroup, to report directly to the President.</li> <li>c. Include Program Review for all areas of the College in integrated planning.</li> <li>d. Provide regular campus-wide opportunities for improving understanding of the definition, nature, and purposes of integrated planning as the concept is to be applied at the College; measure understanding before and after these opportunities; make improvements as the findings warrant.</li> <li>e. Compile an information summary on all major planning processes, including purposes, goals, responsible committee, and schedule.</li> <li>f. Delineate the relationships between the College's planning processes and those of SCC and DO.</li> <li>g. Evaluate the level of integration of all planning processes with each other and with overarching College and District strategic directions.</li> <li>h. Solicit input from all applicable stakeholders in developing recommendations to improve integration.</li> <li>i. Make recommendations to improve integration in priority order, including at minimum the following: <ul style="list-style-type: none"> <li>i. Comprehensive planning calendar</li> <li>ii. Clear, accessible documentation of all processes</li> <li>iii. Training of all applicable personnel in the revised planning processes</li> </ul> </li> <li>j. Use, develop, acquire, or modify technology that fully supports integrated planning recommendations, and provide training on its use.</li> <li>k. Implement recommendations in phases according to priority. <ul style="list-style-type: none"> <li>i. Kick off initial implementation in a campus-wide Planning Summit.</li> </ul> </li> <li>l. Evaluate the effectiveness of implemented changes as they occur and make improvements as the findings warrant.</li> <li>m. Build in mechanism for periodic evaluation and improvement of all planning processes going forward.</li> </ul>	<ul style="list-style-type: none"> <li>a. Workgroup created</li> <li>b. Leader designated</li> <li>c. Program Review included</li> <li>d. Learning opportunities provided; measures applied; improvements implemented as needed</li> <li>e. Information summary compiled</li> <li>f. Relationships delineated</li> <li>g. Evaluation completed</li> <li>h. Input solicited</li> <li>i. Recommendations issued, including planning calendar, documentation, and training</li> <li>j. Technology and training provided as needed</li> <li>k. First phase of implementation commenced</li> <li>l. First phase of evaluation and improvement commenced</li> <li>m. Evaluation and improvement mechanism built in</li> </ul>	<ul style="list-style-type: none"> <li>• Workgroup has grown to include two new members.</li> <li>• Summit in development. Discover concerns about committee involvement.</li> <li>• Idea to create website with definitions, purpose, timelines, etc. Create visuals.</li> <li>• District hired vendor to delineate</li> <li>• Potential standardized use of BoardDocs for all committees.- becomes history vs being held by one person.</li> <li>• Recom: Training at beginning of each yr? Advise new committee members, roles, Robert's Rules, etc.</li> </ul>

## DONE!!

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status (for Visit 3) As of Date:
A. Career and Academic Pathways (CAP, aka Meta-Majors) ( <i>including institutionalization, sustainability</i> )	9. Join the state-wide CVC-OEI as both a home college and a teaching college to provide additional opportunities for further training in distance education to faculty, administrators and students.	1. DE Committee	End of Spring 23	a. Hire staff to implement approved reorganization of Distance Education Office b. Collaborate with District IT and CVC-OEI c. Complete necessary technology integration	a. Staff hired as needed b. Collaboration in place c. Technology integration completed d. Listed as "Teaching College" in exchange e. Increase in number of enrollments from the CVC-OEI exchange	DONE!

## Request for IEPI Resources to Support Institutional Innovation and Effectiveness Plan

<b>Applicable Area(s) of Focus (Copy from table above.)</b>	<b>Applicable Objective(s) (Copy from table above.)</b>	<b>Description of Resource Needed (Refer to Action Steps above as appropriate.)</b>	<b>Cost of Resource</b>
A. Career and Academic Pathways (CAP, aka Meta-Majors) <i>(including institutionalization, sustainability)</i>	<ol style="list-style-type: none"> <li>1. Conduct a detailed analysis of student success and retention metrics....</li> <li>2. Merge programs/majors....</li> <li>6. Join the state-wide CVC-OEI as both a home college and a teaching college....</li> </ol>	The college will look to external support (such as a consultant), pay faculty reassign time and overtime for classified staff, as needed. Additionally, funds will be set aside on-going training and software solutions.	\$40,000
B. Program Mapping Project completion <i>(including technology, sustainability)</i>	<ol style="list-style-type: none"> <li>1. Create/update program maps to integrate adult education and noncredit.</li> <li>2. Use program maps to inform scheduling practices and program review.</li> <li>3. Continuously update program maps</li> </ol>	The college will fund faculty reassign time, classified support, focused professional development, and software solutions.	\$20,000
C. Learning and Engagement Equity Team <i>(including resistance to change, institutionalizing change)</i>	<ol style="list-style-type: none"> <li>1. Structurally align/integrate Student Equity approaches with other college-wide efforts to promote support and sustainability.</li> <li>2. Fully implement data systems and software.</li> <li>4. Track equity data across all student progression steps</li> <li>5. Participate in the CVC @ONE's (or ACUE) professional development series</li> </ol>	The college will look to external support, on-going training, faculty reassign time, classified support, focused professional development, and software solutions.	\$80,000
D. Integrated Planning: Nuventive Tool <i>(including review of systems/processes, institutional change)</i>	<ol style="list-style-type: none"> <li>1. Formally integrate all major planning processes at the College.</li> <li>3. Encourage more full-time faculty participation in various College planning activities</li> <li>4. Develop and implement a comprehensive Professional Development Plan for all employee groups that aligns to strategic goals and initiatives and is updated annually.</li> </ol>	The college will look to external support, on-going training, faculty reassign time, classified support, focused professional development, and software solutions.	\$60,000
<b>Total IEPI Resource Request (not to exceed \$200,000 per college)</b>			\$200,000

<b>Approval</b>	
<b>Chief Executive Officer</b>	
Name: Dr. Annebelle Nery	
Signature or E-signature:	Date:

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