

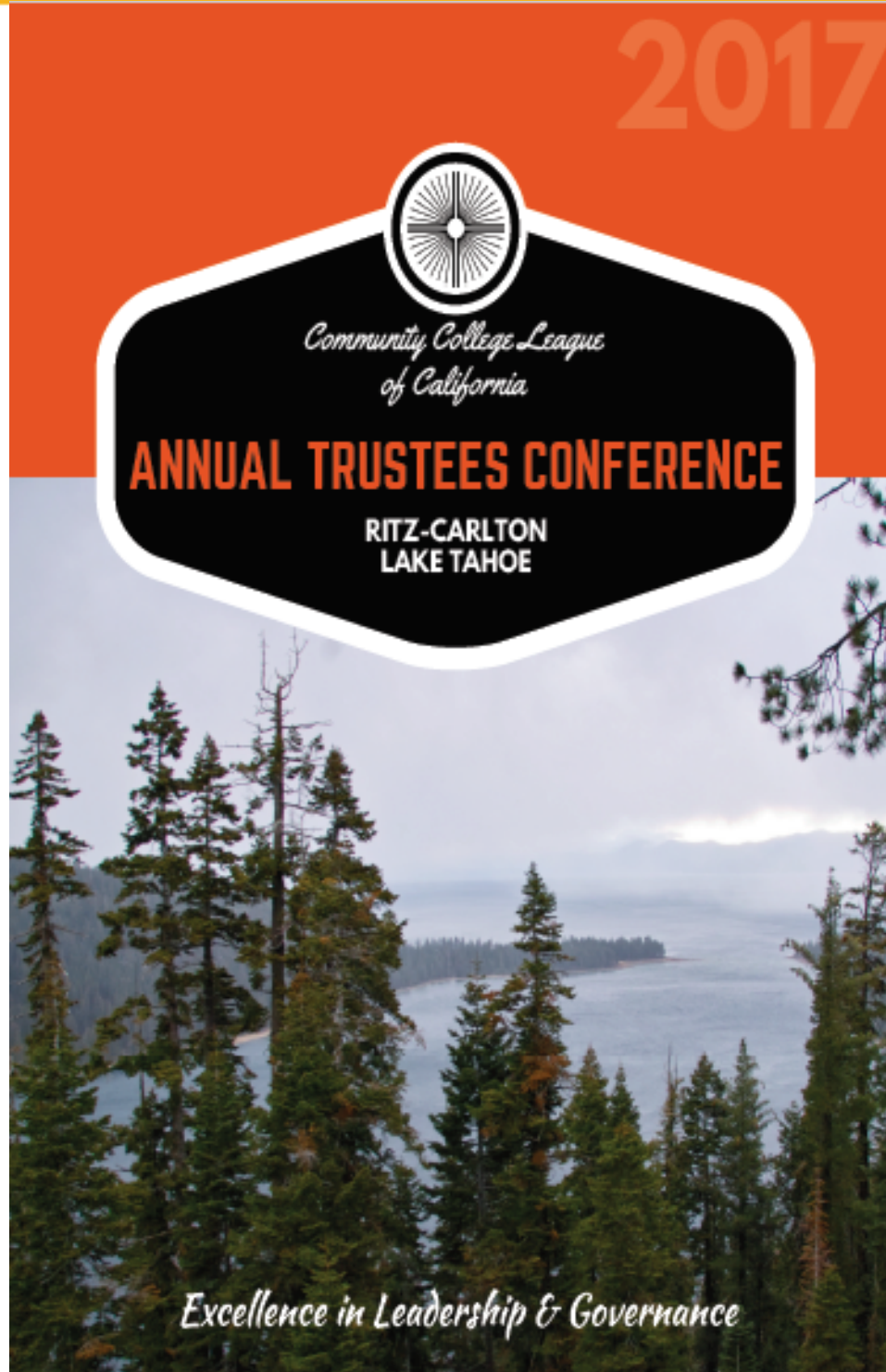


CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

Guided Pathways

Sonya Christian
President, Bakersfield College

Theresa D. Tena
Vice Chancellor, Institutional Effectiveness, California
Community Colleges



2017 Annual Trustees Conference



Sonya Christian

*President,
Bakersfield College
Chair, Guided Pathways Advisory
Committee*

Theresa Tena

*Vice Chancellor, Institutional Effectiveness,
CA Community Colleges*





Sonya Christian

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#CAGuidedPathways

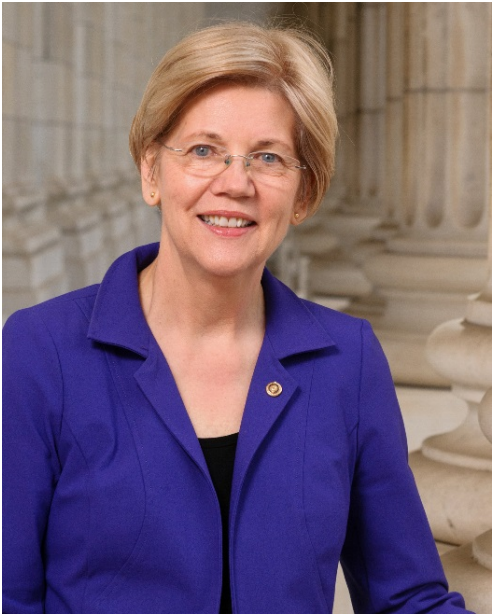
#RedesigningCCs

#EquityMatters

#LeadershipMatters



CONTEXT



Modernizing the higher education quality assurance system to improve student outcomes, reduce student debt, and safeguard taxpayer investments

To modernize our higher education system,which stifles competition, fuels soaring tuition costs,first step toward shaking up a higher education system that leaves too many people with tons of student loan debt and without degrees that lead to good paying jobs.



CONTEXT

California 'student success' initiative slow to increase community college completion rates.

Larry Gordon, *Ed Source*. April 2, 2017

\$850 Million so far

Additional \$150 Million one time



The Challenge

- CCCs originally designed to increase access to public higher education at relatively lower costs than four-year institutions.
- A byproduct of this approach was the “cafeteria model,” a confusing menu of choices that students would have to navigate with little guidance and support.
- Recently, California has invested in many strategies to help students identify a major early on, have a clear outline of required courses, and receive consistent guidance and support. Despite these investments, student success across the system has experienced little improvement.
- Unfortunately, only about **half** of degree-seeking students achieve their educational goal. For Latinos and African-Americans, the rate is **even lower**.



The Challenge

Bold changes are needed to **improve completion rates, narrow the achievement gap** and **keep pace** with an economy that is increasingly demanding more college-educated workers.



CONTEXT

*“While we choose to respond to this assessment with explanations of why completion outcomes have not improved, I urge that we instead use it as an opportunity to re-double our efforts and approach our work with renewed urgency and intentionality. In this spirit, the Chancellor’s Office has proposed implementing the Guided Pathways framework as one solution. **The Guided Pathways framework will assist colleges in improving student achievement outcomes by focusing efforts throughout the system on practices and interventions that work at scale, integrating planning across all divisions and silos on college campuses and in the Chancellor’s Office, and leveraging all of the state investments made in pursuit of improving student outcomes**”*



April 27, 2017 Letter from Chancellor Eloy Oakley



The Opportunity & Response



Following the 2010 passage
of SB 1143 (Liu)
the **Student Success Task Force**
was created.

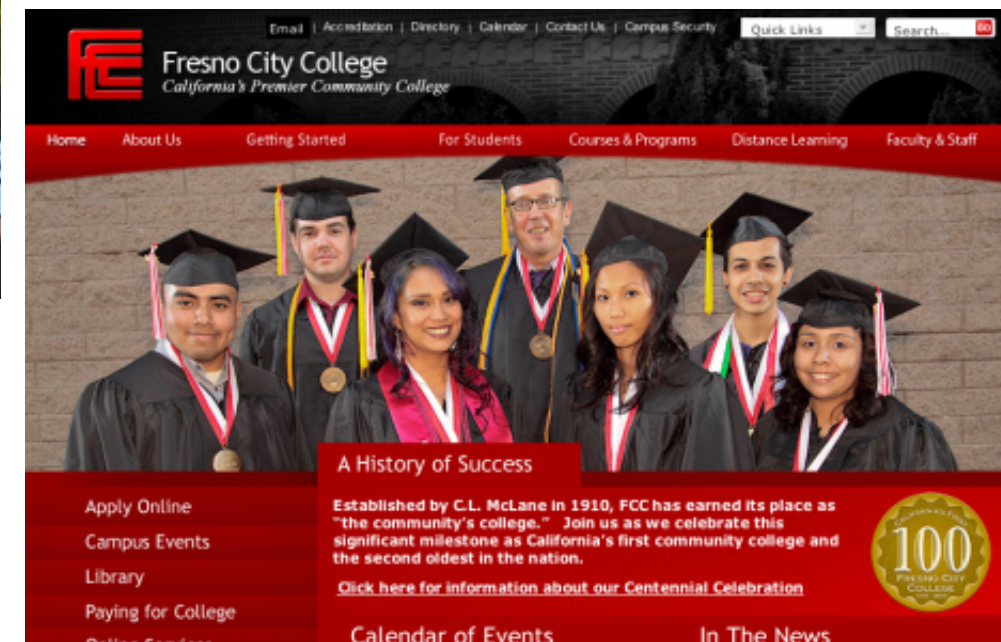


Our Response

In its 2012 report, “Advancing Student Success in California Community Colleges,” the **Student Success Task Force** had 22 recommendations, including creating:

“Structured pathways to help students identify a program of study and get an educational roadmap to indicate appropriate courses and available support services.”

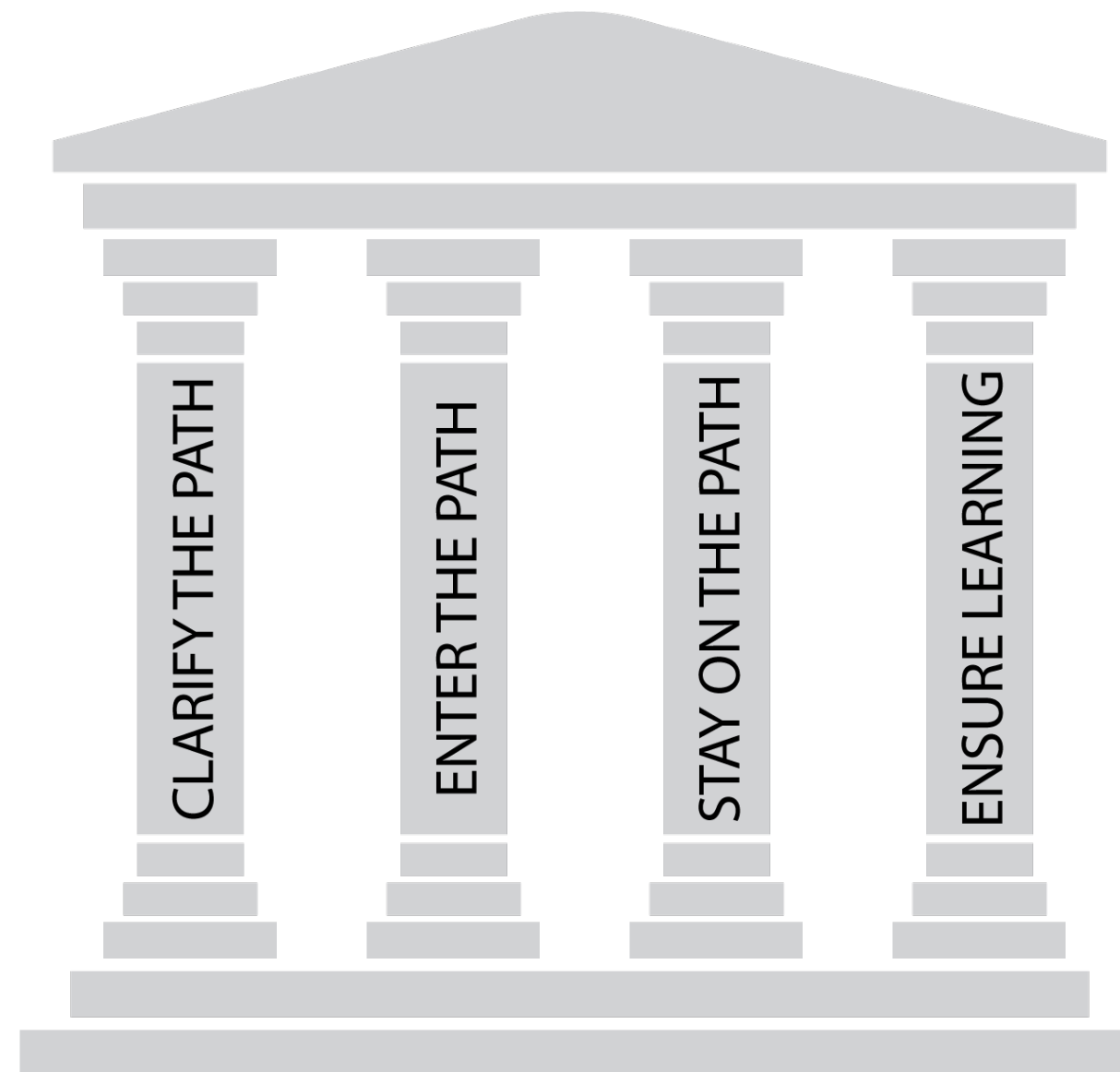
THE REAL WHY



SO WHAT IS THE GUIDED PATHWAYS FRAMEWORK?



FOUR PILLARS OF GUIDED PATHWAYS



Four Pillars of Guided Pathways



Create Clear
Curricular
Pathways to
Employment
and Further
Education



Help
Students
Choose and
Enter Their
Pathway



Help
Students
Stay on
Their Path



Ensure that
Learning Is
Happening
with
Intentional
Outcomes



Key Elements of Guided Pathways





GENERAL EDUCATION REQUIREMENTS

(Select 12 courses from this list of more than 300)

Basic Liberal Studies Requirements: [2 courses must include the Diversity (D) overlay]

English Communication: 6 credits; 3 credits must be in a writing course

Writing (ECw): ELS 112, 122 (nonnative speakers); HPR 326; WRT 104, 105, 106, 201, 227, 235, 302, 303, 304(D), 305(D), 333.

General (EC): COM 100(D), 110(D); LIB 120; PHL 101.

Fine Arts and Literature (A): 6 credits; 3 credits in Fine Arts and 3 credits in Literature

Fine Arts: ARH 120(D), 251(D), 252(D); ART 101, 207; FLM 101(D), 203(D), 204(D), 205(D); HPR 105, 124, 201A, 202A, 324; LAR 201; MUS 101(D), 106(D), 111, 292(D), 293(D); PLS 233; SPA 320(D); THE 100, 181, 351(D), 352(D), 381, 382, 383.

Literature: AAF 247(D), 248(D); CLA 391(D), 395(D), 396(D), 397(D); CLS 160(D); ENG 110(D), 160(D), 241(D), 242(D), 243(D), 247(D), 248(D), 251(D), 252(D), 260(D), 262(D), 263(D), 264(D), 265(D), 280(D), 300(D), 302(D), 303(D), 304(D), 317(D), 355(D), 357(D), 358(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HPR 105, 125, 201A, 202A; RUS 391(D), 392(D); SPA 305(D), 306(D), 307(D), 308(D); WMS 317(D).

Language/Culture (FC): 6 credits

- Demonstration of competence through the intermediate level by examination or successfully completing through 104 (living language) or 302 (classical language)
- Two-course sequence (or one course at the 113 level) in a previously studied language through at the appropriate level (all D): ARB 103, 104; CHN 103, 104; FRN 103, 104; GER 103, 104; GRK 301, 302; HBW 103, 104; ITL 103, 104, 111; JPN 103, 104; LAN 193, 194; LAT 301, 302; POR 103, 104; RUS 103, 104; SPA 103, 104, 111, 113, 210.
- Two-course sequence (or one course at the 111 level) in a language not previously studied (or studied for less than two years in high school) through the beginning level: ARB 101, 102; CHN 101, 102; FRN 101, 102; GER 101, 102; GRK 101, 102; HBW 101, 102; ITL 101, 102; JPN 101, 102; LAN 191, 192; LAT 101, 102; POR 101, 102; RUS 101, 102; SPA 101, 102.
- Study abroad in an approved program for one semester
- Major in a foreign language
- Formerly registered international students, students with recognized immigrant status, or naturalized citizens (at Dean's discretion)
- Two courses in Cross-Cultural Competence: CPL 300(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HIS 132(D), 171(D), 172(D), 180(D), 311(D), 327(D), 374(D), 375(D); HPR 201F, 202F; LET 151L(D), 151Q(D), 151R; NRS 300; PHL 331(D); RLS 131(D); SPA 320(D), TMD 224(D); six credits of a full-semester approved Intercultural Internship in a foreign country through the Office of Internships and Experiential Education

Letters(L): 6 credits

AAF 150(D), 201(D), 355(D), 356(D); APG 327; BGS 392(D); CLS 160(D), 235; EGR 316(D); ENG 110(D), 160(D), 243(D), 251(D), 252(D), 280(D), 355(D), 356(D); FRN 391(D), 392(D), 393(D); HIS 111, 112, 113(D), 114(D), 116, 117, 118(D), 130(D), 132(D), 141(D), 142(D), 145(D), 146(D), 150(D), 160(D), 171(D), 172(D), 180(D), 304, 305, 310(D), 311(D), 314, 323(D), 327(D), 332(D), 333(D), 340(D), 341(D), 346(D), 351(D), 355(D), 356(D), 374(D), 375(D); HPR 107, 201L, 202L, 307; JOR 110(D); LAR 202(D); LET 151L(D), 151Q(D), 151R(D); NUR 360(D); PHL 101, 103, 204, 210(D), 212(D), 215, 217(D), 235, 314, 316(D), 321, 322, 323(D), 325(D), 328(D), 331(D), 346, 355; PSC 341, 342; PSY 310; RLS 111(D), 125, 126, 131(D); WMS 220(D), 315(D), 320(D)

Mathematics(MQ): 3 credits satisfied by MTH 141

BUS 111, CSC 101, 201; HPR 108, 201M, 202M; MTH 106, 107, 108, 109, 111, 131, 141; PSC 109; STA 220.

Natural Sciences(N): 6 credits; satisfied by PHY

AFS 190, 210, 211; APG 201(D); AST 108, 118; AVS 101(D); BCH 190; BIO 101, 102, 105, 106, 286(D); BPS 201; CHM 100, 101, 103, 112; GEO 100, 102, 103, 110, 113, 120; HPR 109, 201N, 202N; MIC 190; NPS 207; NRS 190; OCG 110, 123, 131; PHY 109, 111, 112, 140, 185, 186, 203, 204, 205, 273, 274, 275; PLS 150, 190; TMD 113

Social Sciences(S): 6 credits

APG 200(D), 202, 203(D), 301(D); CPL 202(D); ECN 100(D), 201, 202, 306, 381(D); EDC 102(D); EEC 105, 310, 356; GEG 101(D), 104(D), 202(D); HDF 225; HPR 110(D), 201S, 202S; HSS 130; JOR 110(D); KIN 123(D); LIN 200(D); MAF 100; NUR 150(D); PSC 113(D), 116(D), 274(D), 288; PSY 103(D), 113(D), 232(D), 235(D), 254(D), 255(D); SOC 100(D), 212(D), 230(D), 240(D), 242(D), 274(D); TMD 224(D), WMS 150(D)

D.Jenkins & R.Johnstone



Show Students Their Path

Your pathway to success

Follow this checklist to set and achieve clear career goals

Engineering Technology A.S. (ENG-AS)

Biomedical Systems Subplan with embedded
Medical Quality Systems Certificate (MEDQS-CT) and
Engineering Technology Support Certificate (ENGTECH-CT)



ETI 1030	REGULATORY ENVIRONMENT FOR MEDICAL DEVICES.....	3
ETI 2031	RISK MANAGEMENT AND ASSESSMENT FOR MEDICAL DEVICE.....	3
ETI 2032	CHANGE CONTROL AND DOCUMENTATION.....	3
ETI 2171	QUALITY AUDITING FOR MEDICAL DEVICES.....	3
CGS 1070	BASIC COMPUTER AND INFORMATION LITERACY.....	1
ENC 1101	COMPOSITION I.....	3

0 TO 15 CREDITS

- ✓ Visit Career Services & complete assessments
- ✓ Discover careers & research (using BLS & ONET)
- ✓ Explore degree options & requirements
- ✓ Work with Academic Advising to create a MLP
- ✓ Familiarize yourself with MySPC, MyCourses & SPC Email
- ✓ Volunteer & join Student Government or a club
- ✓ Start a basic resume
- ✓ Locate scholarship opportunities

ETI 1701	INDUSTRIAL SAFETY.....	3
ETI 2041*	MEDICAL DEVICE DESIGN AND MANUFACTURING.....	3
ETI 1622	CONCEPTS OF LEAN AND SIX SIGMA.....	3
MAT 1033	INTERMEDIATE ALGEBRA.....	3
MAC 1105	COLLEGE ALGEBRA.....	3

16 TO 30 CREDITS

- ✓ Confirm degree plan matches career goals
- ✓ Modify My Learning Plan (MLP) if necessary
- ✓ Add Volunteer Activities & Clubs to resume
- ✓ A.S. Programs: Attend events related to program & prepare for industry certifications & exams
- ✓ A.A. Program: Determine transfer institution
- ✓ Make an advising appointment
- ✓ Visit Career Services to discuss work based learning opportunities

SPC St. Petersburg College

Your pathway to success

ETI 1420	MANUFACTURING PROCESSES AND MATERIALS I.....	3
ETI 1628	DEVELOPING & COACHING SELF-DIRECTED WORK TEAMS.....	3
EET 2949	CO-OP WORK EXPERIENCE.....	3
EET 1084C	INTRODUCTION TO ELECTRONICS.....	3
ETI 1110	INTRODUCTION TO QUALITY ASSURANCE.....	3

31 TO 45 CREDITS

- ✓ Gain experience in your field (volunteer/internships)
- ✓ Build relationships and practice interviewing
- ✓ Create LinkedIn Profile & clean up your online presence
- ✓ Complete all required courses for credit internship
- ✓ Make plans for transfer or continuing at SPC
- ✓ Complete degree audit with an advisor
- ✓ Update My Learning Plan and resume

SPC 1017	INTRODUCTION TO SPEECH COMMUNICATION.....	3
PHI 1600	STUDIES IN APPLIED ETHICS.....	3
ETM 1010C	MECHANICAL MEASUREMENT AND INSTRUMENTATION.....	3
ETD 1320C**	INTRODUCTION TO CAD.....	3
POS 2041	AMERICAN NATIONAL GOVERNMENT.....	3
HUM 2270	HUMANITIES (EAST-WEST SYNTHESIS).....	3

46 TO 60 CREDITS

- ✓ Research jobs & companies
- ✓ Get references/letters of recommendation
- ✓ Complete a graduation check with advisor
- ✓ Finalize plans for transfer or continuing with SPC
- ✓ Apply for graduation & order your cap and gown

SPC St. Petersburg College

Total Program Credits 60
Total Pathway Credits 64
GRADUATION



Part of Medical Quality Systems Certificate*
Part of Engineering Technology Support Certificate*
Denotes last course required for Medical Quality Systems Certificate*
Denotes last course required for Engineering Technology Support Certificate**

spcollege.edu/careerservices | Twitter #careerspc

D. Jenkins & R. Johnstone

SIMPLIFYING PROGRAMS WITH DEFAULT OPTIONS (BIOLOGY)

First Semester

<i>Course Number</i>	<i>Title</i>	<i>Units</i>
BIOL B3A	General Biology I	5.0
CHEM B1A	General Chemistry I	5.0
ENGL B1A	Expository Composition	3.0
	Art or Humanities elective	3.0

Second Semester

<i>Course Number</i>	<i>Title</i>	<i>Units</i>
BIOL B3B	General Biology II	5.0
CHEM B1B	General Chemistry and Chemical Analysis	5.0
ENGL B2	Advanced Composition and Critical Thinking	4.0
	-or-	
PHIL B9	Critical Thinking and Advanced Composition	3.0

Third Semester

<i>Course Number</i>	<i>Title</i>	<i>Units</i>
MATH B6A	Analytic Geometry/Calculus I	4.0
PHYS B2A	General Physics-Mechanics and Heat	4.0
COMM B1	Public Speaking	3.0
	Art or Humanities elective	3.0
	Social or Behavioral Science elective	3.0

Fourth Semester

<i>Course Number</i>	<i>Title</i>	<i>Units</i>
MATH B6B	Analytic Geometry/Calculus II	4.0
PHYS B2B	General Physics-Sound, Light, Electricity, Magnetism, Modern Physics	4.0
	Art or Humanities elective	3.0
	Social or Behavioral Science elective	3.0

CONSIDER CTE PATHWAYS

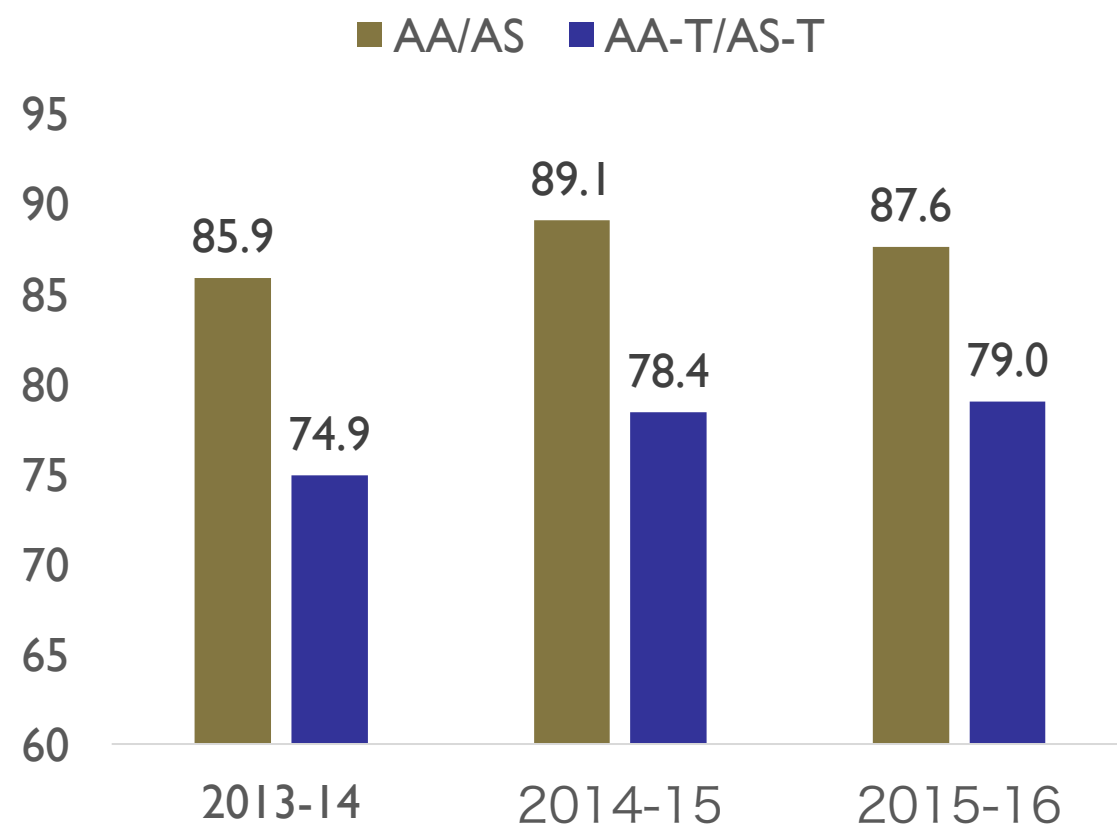
CTE programs already incorporate many pathways elements:

- Contextualized experiences
- Cohort programs
- Connection to industry
- Regular review of labor market information (LMI)
- Program mapping
- Career pathways

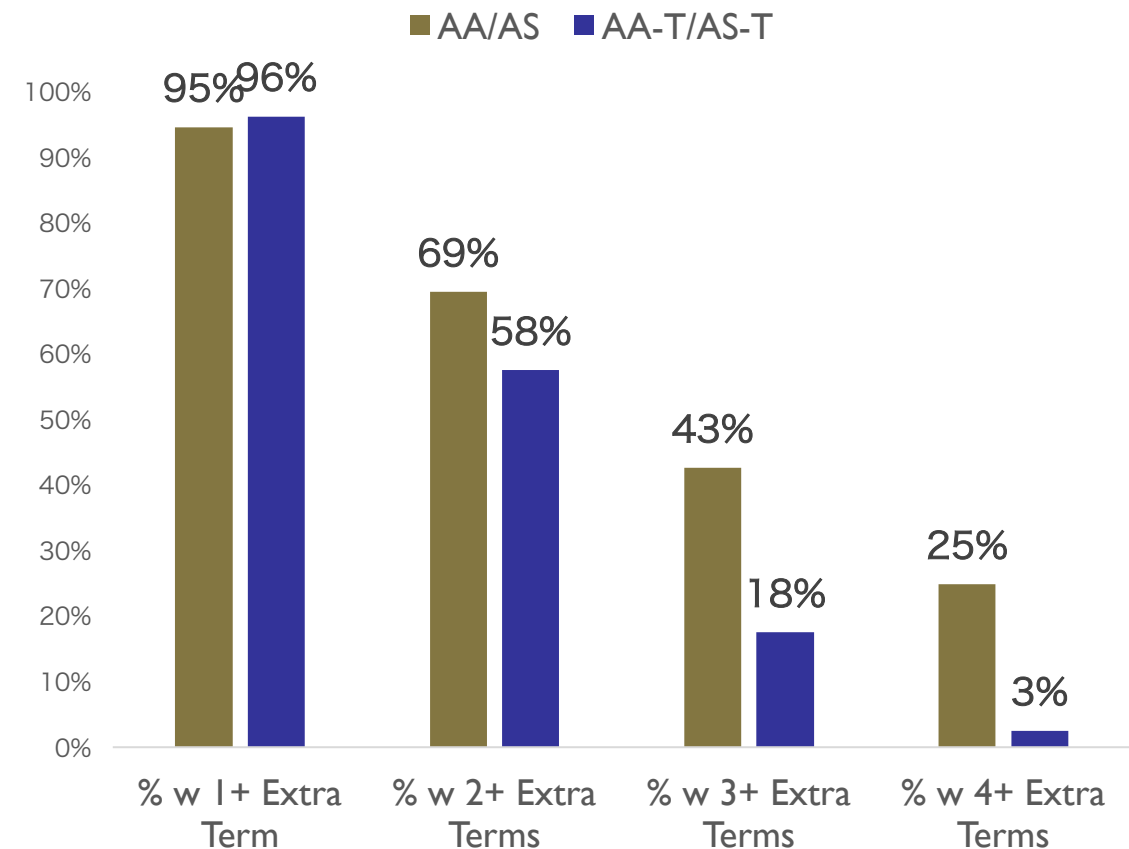


THE POWER AND PROMISE OF STREAMLINED PATHWAYS: EARLY RESULTS FROM ADT

Average unit load by degree type



Extra Terms to Completion: AA/AS vs. ADT



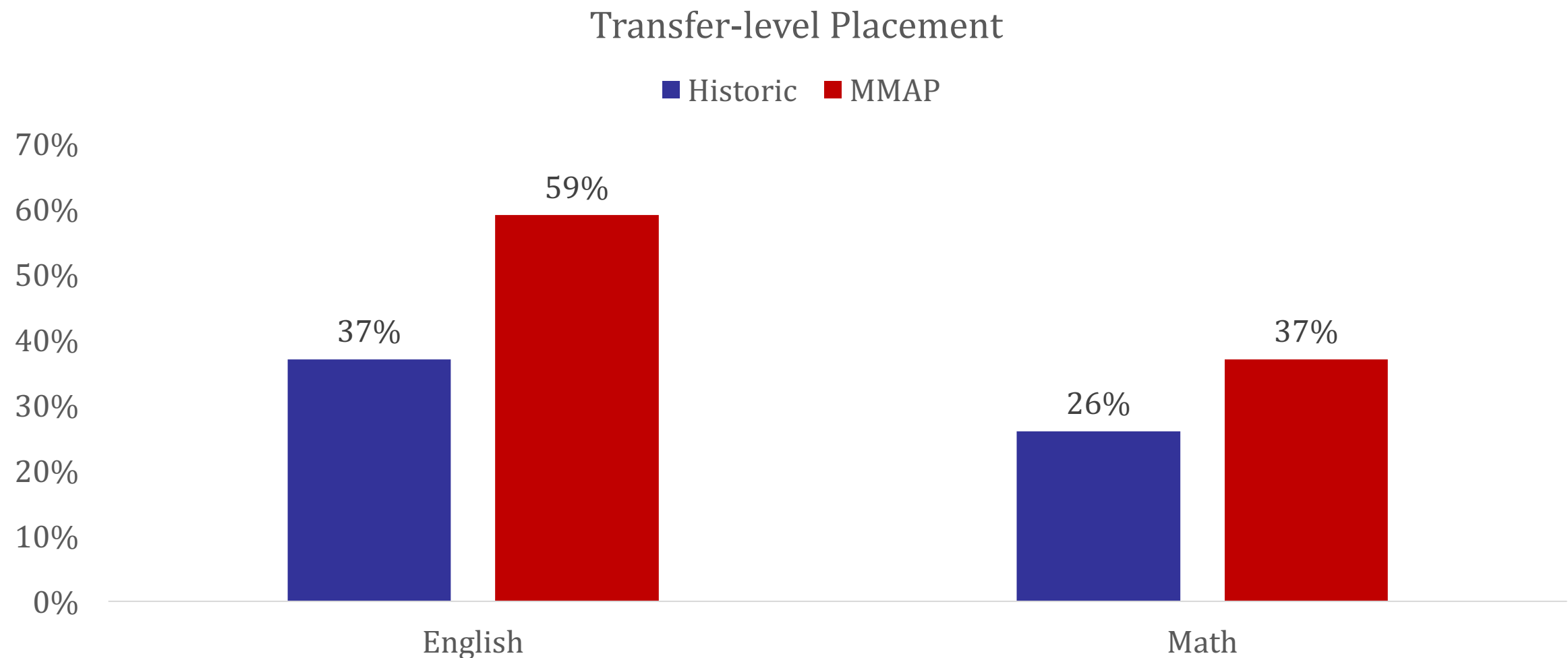
FOUR PILLARS OF GUIDED PATHWAYS



Pillar II: **Enter the Path**

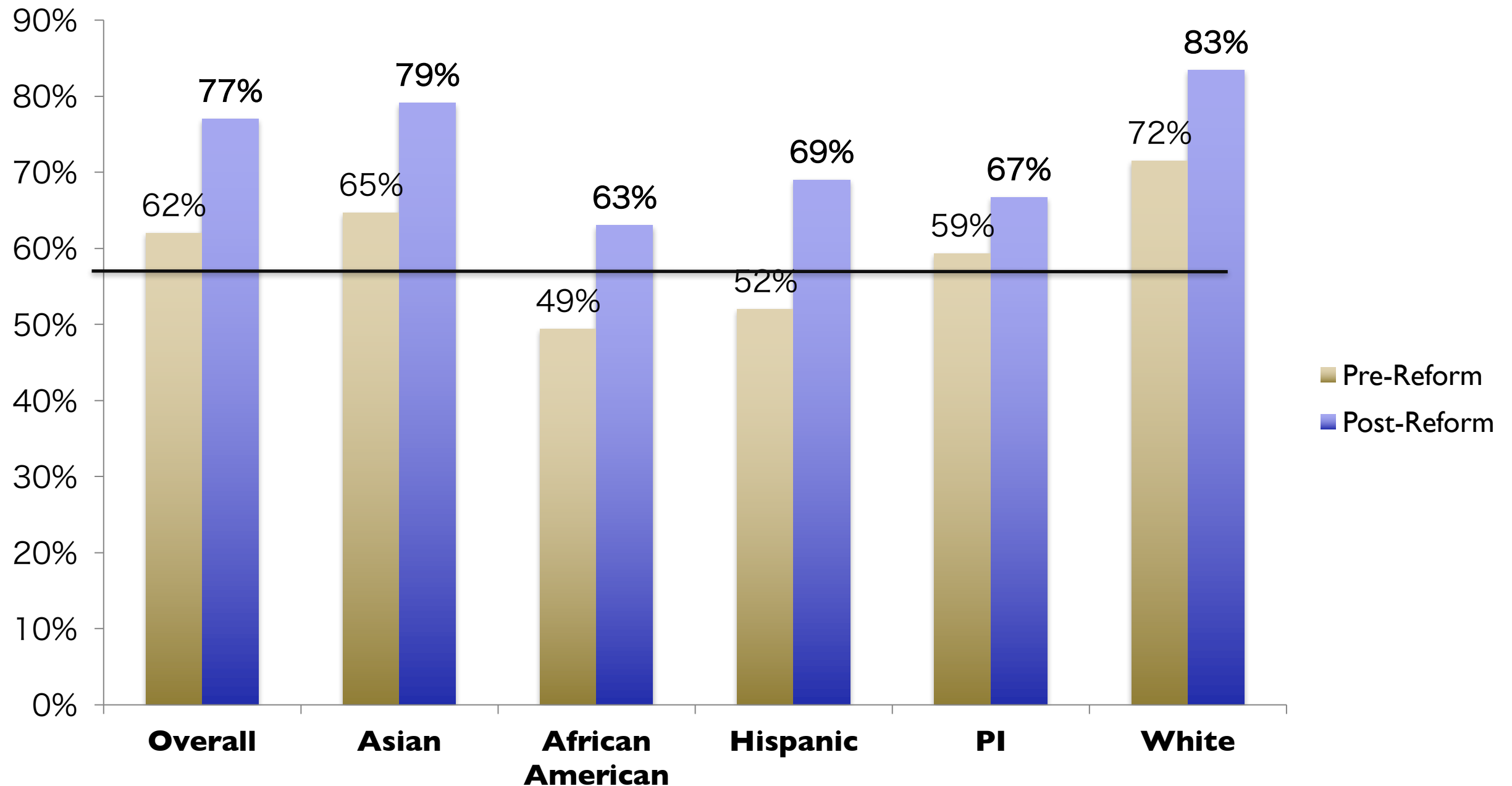
- Outreach – Ed Plan, matriculation,
- Summer Bridge to a community
- Majors or metamajors

Assessment and placement as an on-ramp to College



MULTIPLE MEASURES @ MIRA COSTA

Spring/Fall 2016 Placement into Transfer English



FOUR PILLARS OF GUIDED PATHWAYS



Pillar III: **Stay On the Path**

- Academic Support
- Completion Coaching Communities
- Co-curricular Activities



California Resources Supporting Student Success 2016-17

Student Success and Support Program	\$	285 million
Student Equity Plans	\$	155 million
EOPS	\$	123 million
DSPS (disabled student services)	\$	115 million
Basic Skills Initiative	\$	50 million
CalWORKS Student Services	\$	44 million
IEPI	\$	28 million
Technology Projects (CAI/EPI)	\$	14 million
Fund for Student Success	\$	6 million

FOUR PILLARS OF GUIDED PATHWAYS



Pillar IV: **Ensure Learning**

- Intentional co-curricular activities
- Mapped Program Learning Outcomes
- Engaging pedagogy. Applied Learning



Join the conversation: #CAGuidedPathways #LeadershipMatters summit@bakersfieldcollege.edu

LEADERSHIP MATTERS:

Re-Imagining Leadership to Sustain
Transformative Change Through
Guided Pathways



www.bakersfieldcollege.edu/conference/leadershipmatters



ELOY OAKLEY, OPENING SPEAKER

Chancellor, California Community Colleges

Join California college leaders
as we explore transformational
leadership within the guided
pathways framework.

MAY 24, 2017 | 8 am - 4 pm

Edward Simonsen Performing Arts Center (Indoor Theater)



INSTITUTIONAL
EFFECTIVENESS
PARTNERSHIP
INITIATIVE



California
Guided Pathways



theRPgroup
Research • Planning • Professional Development
for California Community Colleges



CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

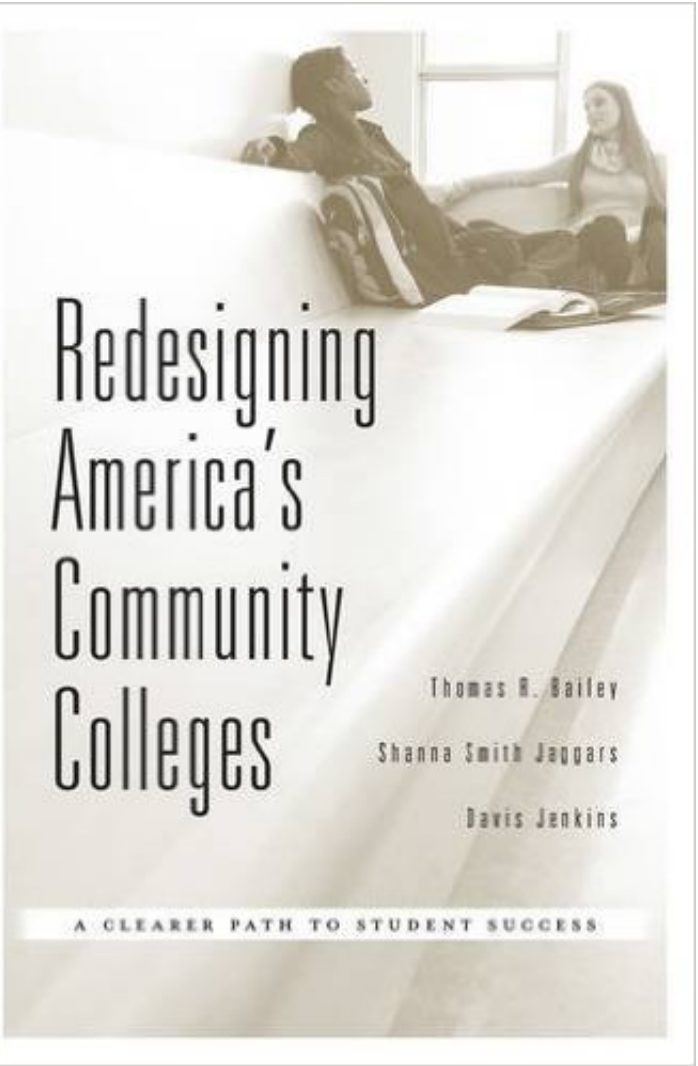
What Guided Pathways Means for California Community Colleges

- Integration, Integration, Integration
- Clarity for colleges in focusing classroom & support services
- Build on IEPI to create system infrastructure to support Guided Pathways – professional development, technical assistance, policy & research hub, evaluation
- Strategic Vision for CA Community Colleges – deliver the accountability / outcomes needed by the State
- Alignment with Administration and Legislative partners

State of California Approach

- Largest system of higher education in the nation
- The CA Strategy will be as unique as the state
- CA has resources – significant one-time and ongoing





CA Guided Pathways

- | | |
|-------------------|-----------------------|
| 1. American River | 11. Modesto |
| 2. Butte | 12. Norco |
| 3. Cabrillo | 13. Reedley |
| 4. Canyons | 14. Rio Hondo |
| 5. Cosumnes River | 15. Riverside |
| 6. Chaffey | 16. San Joaquin Delta |
| 7. Cuyanaca | 17. Santa Ana |
| 8. LA Trade Tech | 18. Santa Barbara |
| 9. Long Beach | 19. Southwestern |
| 10. Miracosta | 20. Yuba |

National Project:
American Association of
Community Colleges (AACC)

Bakersfield College
Irvine Valley College
Mt. San Antonio College

CA GUIDED PATHWAYS ADVISORY COMMITTEE



R4S at Sierra College

- Winter 2016 - data disaggregation showed that 50% of SC students were dropping out every year
- Spring 2016 - Reengineering for Success (R4S) Task Force developed
- SC recognizes that implementing pathways is a “moral imperative”
- SC plans for graduation rates to double by 2021 as a result of improving student onboarding, remapping programs, and using predictive analytics for class scheduling

Looking Ahead



The Governor's proposed budget of \$150 million in one-time funds, in addition to ongoing resources, uniquely positions California to implement Guided Pathways on all CCC campuses.

California Guided Pathways Program

- State grant program
- \$150 million in one-time funds available to all CCCs
- Up to 10% for technical assistance
- Progress towards Guided Pathways implementation expected to be made by early 2020s



California Guided Pathways Program

- State Infrastructure – capacity building for centralized professional development and technical assistance
- Integrations at all levels – Chancellor's Office and colleges/districts
- Five Year Time Horizon
 - Colleges annual allocation dependent upon measure of progress in coordination with professional development and technical assistance resources

Building Capacity for Guided Pathways

CA Guided Pathways Program (113 colleges)

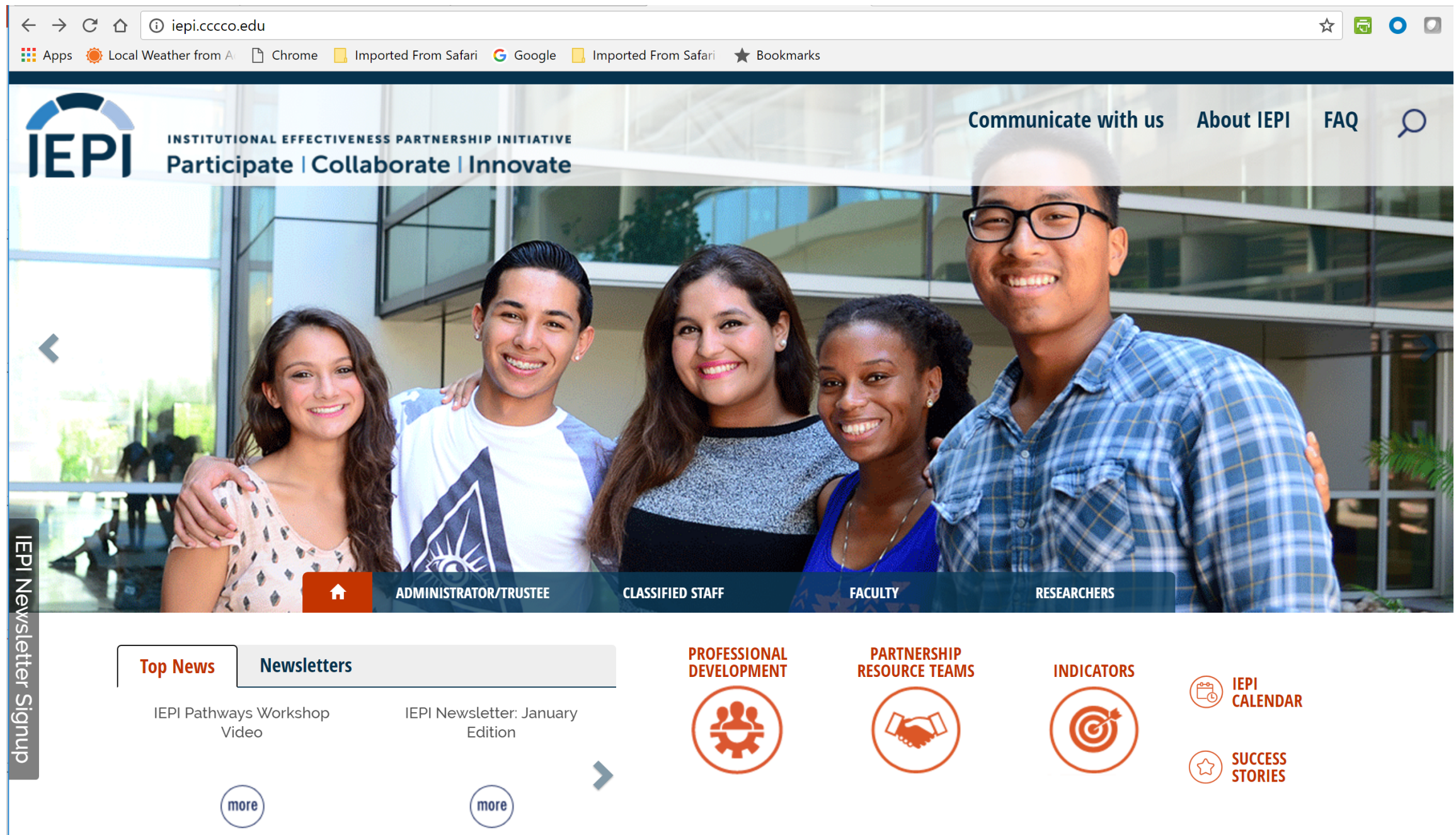
CA Guided Pathways Demonstration Project (20 colleges)

AACC Pathways Project (3 colleges)



Institutional Effectiveness Partnership Initiative

<http://iepi.cccco.edu/>



The screenshot shows the homepage of the Institutional Effectiveness Partnership Initiative (IEPI) website. The browser address bar displays iepi.cccco.edu. The website features a large banner image of five diverse young adults smiling. The IEPI logo is in the top left, with the tagline "Participate | Collaborate | Innovate". Navigation links include "Communicate with us", "About IEPI", and "FAQ". A vertical sidebar on the left contains the text "IEPI Newsletter Signup". Below the banner, there are tabs for "ADMINISTRATOR/TRUSTEE", "CLASSIFIED STAFF", "FACULTY", and "RESEARCHERS". The main content area includes sections for "Top News" (featuring "IEPI Pathways Workshop Video" and "IEPI Newsletter: January Edition"), "PROFESSIONAL DEVELOPMENT", "PARTNERSHIP RESOURCE TEAMS", "INDICATORS", "IEPI CALENDAR", and "SUCCESS STORIES". Each section is accompanied by a circular icon representing its theme.



IEPI Structure

Composition of Partnership

- CCC Chancellor's Office
- College of the Canyons
- Academic Senate
- Foothill College
- Chabot-Las Positas CCD
- Representatives from 22 Statewide Organizations
- Success Center for California Community Colleges



Success Center

- Established in 2014 as part of the Foundation for the California Community Colleges to enhance the student success efforts.
- One of a 13 centers across the nation that are part of the Student Success Network, managed by Jobs For the Future, to accelerate states' efforts to improve student persistence and completion by providing a learning community and technical assistance.
- Partner with the Chancellor's Office in the Guided Pathways effort by providing professional and policy development for the system while still allowing colleges to determine how best to deliver Guided Pathways for *their* community.

IEPI / Professional Learning Network

RESOURCES

- Promising Practices
- Emerging Practices
- Lynda
- Skillsoft

PROFESSIONAL LEARNING NETWORK

Funded by a grant from the IEPI

HOME ABOUT SHARE SUPPORT MORE

ASKs Resources Learn Forum MyPD Calendar Acronyms Workshops Speakers

**Ma
lor
mentum!**

Donec aliquam vulputate mi, tincidunt imperdiet est. Suspendisse ornare eu ipsum eu facilis. Donec eu ex ac ante faucibus laoreet eu ut quam.

RESOURCES
Learn About Effective Practices and More

ASK
Applied Solution Kits

LEARN
Access Video Trainings

FORUM
Connect with Peers

MYPD
Your Personal Development

CALENDAR
See a System-Wide calendar of events

TRENDING RESOURCES

- Canvas Resources for Faculty
- SLO Disaggregation Process Using TracDat at Irvine Valley College
- 2017 IEPI Pathways Training Workshop–Hilton Orange County Costa Mesa
- How to Submit a NEW Noncredit Course Proposal
- Pathways at Pasadena City College

NEWEST RESOURCES

EVENTS

TOP LYNDA COURSES

113 Colleges
2 Million Students

00:12 02:05

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Have a question, need assistance, or want to provide feedback? **Contact us.**

California Community Colleges Chancellor's Office

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Next Steps for State Guided Pathway Program

- Await final action on state budget
- Assess colleges' readiness to implement Guided Pathways reforms
- Develop and provide technical assistance to aid colleges where they are
- Determine indicators to ensure colleges are staying the course
- Evaluate activities – “is it working?”

Questions?



Contact Information

IEPI/Guided Pathway ASK:
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Guided Pathway Project
Sonya Christian
sonya.Christian@bakersfieldcollege.edu



IEPI Explained

About IEPI

- Classified
- CEO
- Faculty
- Administrators
- Trustees



INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE
Participate | Collaborate | Innovate

For
Classified
Staff

California
Community
Colleges

Leading the Way in
Institutional Effectiveness

Launched in 2014, the Institutional Effectiveness Partnership Initiative (IEPI) is a collaborative effort directed by the Chancellor's Office and coordinated with the California Community Colleges (CCC). IEPI seeks to improve institutional effectiveness and student success by providing technical assistance, sharing innovative and effective practices through professional development, and facilitating institutional goalsetting with a Framework of Indicators. As a respected CCC professional, we hope you will join us in this effort.

IEPI Snapshot

- IEPI works to improve success levels for more than 1 million students across the state.
- All 113 California Community Colleges have adopted the Framework of Indicators goals by the June 2015 deadline.
- The Partnership Resource Team (PRT) pool consists of over 100 professionals with a variety of areas of expertise!
- To date, 68 institutions have been approved to receive PRT support.
- Student Support (Re)Defined is the most popular PRT program (over 100 workshops conducted), with CTE Data Unlocked a close second (over 50 workshops held, with more than 100 participants).
- 38 Innovation and Effectiveness Grants have been awarded directly to the requesting colleges and districts.
- More than 5,000 users have registered for IEPI since its launch.



CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE



INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE
Participate | Collaborate | Innovate

For
Faculty

What Does IEPI Do for Faculty at California Community Colleges?

IEPI professional development workshops provide opportunities to come together with administrative and classified colleagues to support student success through ongoing training.

Participate,

IEPI's Partnership Resource Team provides technical assistance for support in meeting self-identified challenges and/or kick-starting innovations. There are two ways we can help:

The first way:
You can volunteer to serve on the PRT expert panel.

The second way:
If your college plans to implement a new initiative, we can help you develop a plan and provide ongoing support.



INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE
Participate | Collaborate | Innovate

For
Administrators

California
Community
Colleges

Leading the Way in

Launched in 2014, the Institutional Effectiveness Partnership Initiative (IEPI) is a collaborative effort directed by the Chancellor's Office and coordinated with the California Community Colleges (CCC). IEPI seeks to improve institutional effectiveness and student success by providing technical assistance, sharing innovative and effective practices through professional development, and facilitating institutional goalsetting with a Framework of Indicators. As a respected CCC administrator, we hope you will join us in this effort.



INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE
Participate | Collaborate | Innovate

For
Trustees

What Does IEPI Do for CCC Trustees and the Institutions You Serve?

IEPI helps colleges and districts discover innovative strategies to improve college and district operations and the success of your students.

- It brings Trustees into the heart of institutional goalsetting. *IEPI allows you to oversee local goals and measures for success.*
- It offers Partnership Resource Teams (PRTs) that provide an innovative "colleagues helping colleagues" approach to technical assistance. *PRTs are dispatched to approved institutions interested in receiving support in meeting self-identified challenges and/or kick-starting innovations.*
- In addition to in-person support, each entity receiving a PRT can be awarded a grant of up to \$200,000 to implement the plan created by the institution with the help of the PRT. *If you are interested in receiving a PRT, contact your CEO and visit iepi.cccco.edu to learn about the process for submitting a Letter of Interest.*
- It provides professional development through focused, timely training. *IEPI's workshops provide a great opportunity for you to learn about innovative and effective practices that can be customized for your educational context.*
- It provides access to effective practices through the Professional Learning Network (PLN), an online clearinghouse of multimedia resources developed by CCC professionals. *The PLN gives you round-the-clock access to innovative and effective practices shared by CCC administrators, faculty, classified staff and institutional researchers. prolearningnetwork.cccco.edu*
- It provides all members of a college community, including Trustees, access to Lynda.com and Skillsoft's professional development resources...at no cost to you or your district. *Gain free access to valuable training resources, spanning a broad range of professional development topics and materials.*



CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

IEPI Applied Solution Kits (ASK)

ALL ON PLN

- Data Disaggregation
- Integrated Planning
- Strategic Enrollment Management (In Development)

ASK Applied Solution Kit

Data Disaggregation (DD)

Data Disaggregation ASK

Data Disaggregation is Critical
Data disaggregation (DD) has been a topic of research for years. Now, it is playing a more prominent role in supporting student success issues such as student equity and institutional decision-making. DD can help us understand student populations. The information between subgroups, which are often performing so much better than others, can tell us from this difference? What are the lower performing subgroup?

Data Disaggregation

One may read the words “data disaggregation” and think about, but this is not the case. Data and student instruction can see patterns in student experience.

DD ASK tools are built around the Basic Skills Cohort Program; disaggregating Student Success programs; analyzing resources will continue to be a key focus.

The main goal of the DD ASK is to provide a framework for data disaggregation. We look forward to extended and improved then.

Contact Us

ASK@rpgroup.org

Access the Data

Visit the PLN website [pro](#)



ASK Applied Solution Kit

Strategic Enrollment Management (SEM)

Strategic Enrollment Management ASK

How Your College Could Benefit from Strategic Enrollment Management (SEM)

California Community Colleges face many challenges. As diverse student populations continue to grow, we must continue to maintain our focus on the changing needs of our communities. Many more, students are coming to our institution.

The SEM Development

Phase I: Information
During this phase, the results of a SEM study are being shared with the committee. This phase also includes a review of the current SEM process.

ASK Applied Solution Kit

Integrated Planning (IP)

Integrated Planning ASK

How Your College Could Benefit from Integrated Planning

By implementing Integrated Planning (IP) and working across departments, institutions can potentially decrease redundant efforts, increase efficiency, and improve student outcomes. Through integrated planning, institutions can increase institutional effectiveness, a key component in accreditation evaluation. What's not to love about improving your college's accreditation processes?

A Deeper Look at the Integrated Planning ASK

After meeting with nearly 200 California Community College professionals and conducting an intensive literature review, the resources for the initial launch were created and selected by subject matter experts. Some of the IP ASK materials include: templates, rubrics, dashboards, literature, and reporting tools.

Moving forward, the creators of the IP ASK will continue to actively search for and create additional resources. Before items are posted, they will be reviewed by subject matter experts. If you have innovative or useful integrated planning resources that you would like to share, please contact an IP ASK Project Lead using the email address below!

The SEM ASK resources will benefit anyone on campus who has a stake in the success of our students.

Integrated planning is the linking of vision, priorities, people, and the physical institution in a flexible system of evaluation, decision-making and action. It shapes and guides the entire organization as it evolves over time and within its community.

—Society of College and University Planning

Infographic Explanations

