California Community Colleges

IEPI INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE

Institutional Effectiveness Partnership Initiative
Partnership Resource Teams
Institutional Innovation and Effectiveness Plan
Date: 1/8/2019

Name of Institution: Ventura County Community College District

Area of Focus A	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
A. Organizational Structure and Implementation Processes for District Services.	1. Obtain organizational structure review services through a consultant including a summary report with recommendations	Focus Area Co-Chairs and Chancellor	March 2019	a. Develop and finalize consulting proposal and contract with CBT Higher Education Consulting. Activities to occur November 2018 through March 2019	a. Completed report and recommendations. b. CBT report priority list generated July 2019.	a. Completed 3/27/19; presentation to BOT August 2019; CBT report recommendations for Human Resources reviewed June, July and August of 2019 by Focus Group A. 1. Request For Quotes sent to industry vendors based on CBT report recommendations and I & E plan. 2. CBT campus visit and focus groups conducted. b. CBT priority list of recommendations identified HR in top 4.

Area of Focus A	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
[The following are additional guiding details to help focus the wor1< of CBT during the review and report development process.]	Human Resources: 1. Improve effectiveness of temporary and permanent employee hiring processes: a. Classified b. Faculty c. Management	Vice Chancellor Human Resources Michael Arnoldus and Laura Barroso with exception of sponsorship of Vice Chancellor of Institutional Effectiveness	Phase 1 - June 2019 Phase 2 - November 2019	Phase 1 a. Select Business Process Analysis (BPA) Consultant for hiring process b. Cross representative team to review Scope of Wor1< (SOW) with membership from all sites. c. Conduct BPA (Include Executive Leadership) d. Develop a communication plan to educate potential candidates about the hiring process. Phase 2 a. Review and prioritize recommendations from BPA b. Implement prioritized recommendations c. Implement communication plan d. Develop evaluation tools to determine effectiveness of BPA recommendations and communication plan implementations.	Phase 1 a. Business Process Analysis Completed b. Cross representative team constituted and active c. Communication plan developed Phase 2 a. Prioritized list of recommendations completed b. Prioritized recommendations implemented c. Communication plan implemented d. Evaluation tools developed and implemented	Phase 1 a. In progress. b. Done March 2019 1. Group sub-committee created to develop criteria for selection of consultant to conduct Business Process Analysis. c. Depends on outcome of Business Process Analysis (BPA). Phase 2 a. Not started; depends on outcome of BPA Other: 1. Cross representative team established RFQ's. 2. Criteria for evaluating quotes and proposals for consultant received. 3. RFQ's to be reviewed by Focus Group A and recommendations made to Chancellor Gillespie. 4. Consultant to conduct BPA to be selected by Dr. Gillespie by November 2019.

Area of Focus A	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:

	Grants:
	1. Improve the Grant Process
	  a. Develop a new process
	  b. Shorten the steps/time
	  c. Clarify roles/responsibilities
	    (DAG/College)
		David El Fattal and Staff	Phase 1 - June 2019
			Phase 2 - October 2019
				Phase 1
				a. Select Business Process Analysis (BPA) Consultant for grants process.
				b. Cross representation to review of Scope of Work (SOW) and membership from all sites.
				c. Conduct BPA {Include Executive Leadership)
				d. Develop a communication plan to educate the District and College communities about the revised grants process as it is implemented.
				Phase 2
				a. Review and prioritize recommendations from BPA
				b. Implement prioritized recommendations
				c. Implement communication plan
				d. Develop evaluation tools to determine effectiveness of BPA recommendations and communication plan implementations.
					Phase 1
					a. Business Process Analysis Completed
					b. Cross representation achieved
					c. Communication plan developed
					Phase 2
					a. Prioritized list of recommendations completed
					b. Prioritized recommendations implemented
					c. Communication plan implemented
					d. Evaluation tools developed and implemented
						Postponed until completion of HR Business Process Analysis. Internal experts and consultants to conduct BPA for grants process.

	Contracts: 1. Clarify Roles/responsibilities for contract generation, review, and approval 2. Develop and implement communication and training plans 3. Determine process for legal review and support	David El Fattal and Staff	Phase 1 - June 2019 Phase 2 - October 2019	Phase 1 a. Select Business Process Analysis Consultant for contracts process b. Conduct BPA (Include Executive Leadership), including the process for legal review and support. c. Develop a training and communication plan to educate the District and College communities about the revised contracts processes as they are implemented Phase 2 a. Implement recommendations b. Implement training and communication plan. c. Develop evaluation tools to determine effectiveness of BPA recommendations and training and communication plan implementations.	Phase 1 a. Business Process Analysis Completed b. Training and communication plan developed Phase 2 a. Recommendations implemented and evaluated for effectiveness b. Training and communication plan implemented	Postponed until completion of HR BPA.
	Institutional Effectiveness and Research: 1. Build Districtwide capacity in Institutional Effectiveness and Research that supports the Colleges and DAC. 2. Engage IRAC to work with CBT in conducting a Business Process Analysis. 3. Clarify the roles and responsibilities of the colleges and the district office.	IRAC and Chancellor Cabinet	Phase 1 - June 2019 Phase 2 - December 2019	Phase 1 a. Engage the district-wide Institutional Research Advisory Committee to work with CBT on the development of recommendations for increased district capacity in Institutional Effectiveness & Research, and on the respective roles and responsibilities of the colleges and the district office. b. Analyze recommendations for synergies and feasibility within the DAC (include Executive Leadership). Phase 2 a. Implement recommendations	Phase 1 and 2 a. Recommendations developed b. Recommendations implemented.	a. In progress. b. To be conducted spring 2020.

Area of Focus B	Objective	Responsible Person	Target Date for	Action Steps	Measure of Progress	Status As of Date:

B. District-wide Support for Workforce and Economic Development	1. Clarify and establish the college and district roles and responsibilities related to Economic & Workforce Development (EWD) to increase effectiveness with the VCCCD internal and external stakeholders.	1. VCCCD Chancellor lead with support from Cabinet
		
		2. Patti Blair, VCCCD Administrative Officer
			February 2019 for meeting with CST and April 2019 to clarify a., b., and c.	1. Establish a meeting with IEPI Focus Group B and CST Consultant Group to explore area a-<::
				  a. Clarify the common elements and distinctions between EWD, Career Education and Contract Education in VCCCD.
				  b. Clarify District and College roles and responsibilities in EWD, CE and Contract Education.
				  c. Clarify college roles and responsibilities in identifying use of resources in Career Education Agencies (i.e .flow of recommendations).
				2. Identify processes and communication needed for alignment and synergy within the District and Community Industry Leaders/EWD Agencies (Objectives 3 and 4).
				3. Utilize feedback for recommendations from the Consultant to review the CEC charge/purpose, and create a unified vision for future endeavors.
					a. Recommendations received from Consultant and action-steps created for a unified approach, utilizing the clarified roles and responsibilities.
					b. CEC charge/purpose re-envisioned/created
					c. Creation of Districtwide communication processes and procedures to enhance integration of District, College, Industry leaders and EWD Agencies to enhance student success, education goal-completion and job placement.
					d. District *Making Decision Handbook* updated to integrate Career Education.
					e. Creation of communication, collaboration, and coordination orotocol.
						a. Focus Group mtg w/ CBT not yet scheduled.
						b. Internal restructuring of EWD is underway w/ review of strategic priorities.

	2. Develop processes and protocols to increase communication, collaboration and coordination with VCCCD internal and external stakeholders.	3. VCCCD Chancellor lead with support from Cabinet 4. VCCCD Chancellor lead with support from Cabinet	August 2019			a. VCIE newly assigned as member of Ventura County Economic Development Collaborative.
	3. Review overall Career Education/EWD across the district and create a unified vision for the future.		April 2019			a. New EWD leadership mtg. w/ and coordinating w/ CTE Deans in defining campus and District priorities.
	4. Define/Clarify the purpose of the CE Committee and adjust the membership and goals accordingly.		June 2019			a. Action steps are developing from EWD new review of strategic priorities. These will be reviewed, revised, and implemented in coordination with campus leadership. b. Dist. Leadership is currently planning to reactivate the CEC with a newly defined mission and strategic goals and processes.

	5. Integrate the voice of Faculty and Staff in all elements of CE and EWD.	Mary Rees, Dean at Moorpark College and Alexandria Wright, VCCCD EWD	February through May 2019 for meetings with facilitator and September 2019 to define operational procedures.	1. Establish a series of meetings with IEPI Focus Group B and a contracted facilitator to a process/structure that supports joint discussion and recommendations on the following topics specifically directed to CE and EWD: a. Faculty Negotiations b. Curriculum c. Minimum Qualifications d. Internships e. Externships f. Apprenticeships a. Hirina processes	Create a District-Wide Career Education Operational Procedures document that clarifies, structure, roles, and specific description of how items 1.a-e will be organized and implemented.	a. Current EWD and Institutional Effectiveness leadership is preparing programmatic priorities which will include development of defined processes and procedures along with facilitated partnership between the colleges, District, and industry leaders through the newly reconstituted CEC.

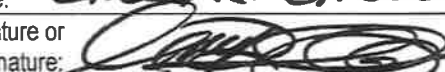| Area of Focus B	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
	6. Integrate Faculty and Staff to identify work life balance issues specific to Career Education.	GTE Deans and GTE Faculty	February for meeting with CBT and August 2019 to develop procedures.	1. Establish a meeting with IEPI Focus Group B and CBT Consultant Group to: a. Clarify the roles for Faculty and Staff in Career Education. b. Identify the impact on Classified Staff in Career Education. c. Review Faculty wage compensation structure. d. Review Faculty Lab hour compensation structure. e. Review Advisory Board requirements. f. Review Pace of curriculum design that aligns with current and emerging industry needs. g. Make recommendations for continual professional Development. h. Track employment data for students. i. Review grant-related responsibilities such as budgeting, reporting and resource reQuest.	Clear procedures and agreements that define the listed points are established	a. Focus Group mtg w/ CBT not yet scheduled. b. Internal restructuring of EWD is underway w/ review of strategic priorities including District / campus roles and investments; staff roles and compensation agreements; curriculum design; professional development; student success measures; and industry need.

Area of Focus C	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
C. District Level- Student Success Performance Metrics (SCFF) and Planning	1. Develop performance metrics aligned with CCCCO Student Centered Funding model.	a. IRAC Co-Chair b. OGAS Co-Chair c and d. Associate Vice Chancellor IT	Begin meetings in January 2019 with implementation recommendations and plan by June 2019	a. Review and identify common elements of Student Centered Funding model, led by IRAC taskforce/subgroup b. Hire a consultant to explore the alignment of VCCCD data, analyze current effectiveness, and project revenues associated with SCFF metrics. c. Discuss best approach to obtain predictive analytics (software, data science, consultant, etc...). d. Explore the design of a data warehouse.	a. District/college data elements aligning with the SCFF identified by the Taskforce. b. Cambridge West hired as a consultant with a recommendation report provided. c. Recommendation on steps needed to provide adequate predictive analytics capacity. d. Provide an implementation plan for data warehouse design.	a. Taskforce has been established to examine the metrics for SCFF and enrollment goals. They have met once and will meet again soon. b. Consultant Cambridge West wrote a White Paper on SCFF and data elements to align with performance metrics. DCAS and IRAC reviewed the White Paper. Additional consulting work regarding SCFF may be requested at a later date. c. For predictive analytics, VC El Fattal will provide some contacts to explore. However, the District wants to explore building baseline analytics before possibly proceeding with predictive analytics. d. DCAS will continue to discuss and perhaps have joint meetings. Points to consider would be: (1) How can the District simplify the allocation model without having to use all of the multiple elements associated with SCFF? (2) How will we apply allocations when students are enrolled at multiple campuses? Updates to CCCCO FCMAT calculator should be completed soon and will assist in estimating funding and identifying specific SCFF elements. Hopefully, calculator will be available for next DCAS meeting. e. District IT/IRAC will continue to look into a data warehouse to build our baseline analytics storage and then may make the recommendation to move forward with predictive analytics. This portion has been delayed due to migration to the Cloud. If the committee decides to move forward with a data warehouse they will want to include it in their program review for District prioritization.

	2. Establish and implement a program review and planning process for District service units.	a. Chancellor, Vice Chancellors, and Administrative Officer	June 2019 followed by completion of DAG reviews in October 2019	a. Conduct VC, OC, & MC presentations of college's Service Unit Program Review processes for DAG. b. Provide Professional Development for DAG employees related to program review. c. Develop a taskforce for creating a timeline, outcomes, processes, forms, evaluation mechanism and schedule, and software for DAG program review. d. Implement the recommendations of the taskforce.	a. College presentations completed b. Professional Development provided c. Service Unit program review template and process developed d. Recommendations implemented and VCCCD DAG program review conducted in Fall 2019.	a. VC, OC, and MC present their program review processes, timelines, software (VC/MC TracDat and OC eLumen), and outcomes to DAC employees. Larry Buckley, Interim Vice Chancellor of Institutional Effectiveness will make arrangements for this to occur in October. b. Supplemental professional development to be planned out of District Institutional Effectiveness Office. One suggestion was to take a District team and visit another CCD with an established district office program review process. c. Nov. 1 is the tentative deadline for the pilot program preview at DAC and taskforce will be formed.

Request for IEPI Resources to Support Institutional Innovation and Effectiveness Plan

	Applicable Area(s) of Focus (Copy from table above.)	Applicable Objective(s) (Coov from table above.)	Description of Resource Needed (Refer to Action Steps above as appropriate.)	Cost of Resource
A.	Organizational Structure and Implementation Processes for District Services	1. Obtain organizational structure review services through a consultant including a summary report with recommendations	Consulting services to provide organizational structure review services along with integration of wor1< across all three focus areas	$86,00C•

8.	District-wide Support for Workforce and Economic Development	1. Clarify and establish the college and district roles and responsibilities related to Economic Workforce Development (EWD) to increase effectiveness with the VCCCD internal and external stakeholders.
		2. Develop processes and protocols to increase communication, collaboration and coordination with VCCCD internal and external stakeholders.
		3. Review overall Career Education/EWD across the district and create a unified vision for the future.
		4. Define/Clarify the purpose of the CE Committee and adjust the membership and goals accordingly.
		5. Integrate the voice of Faculty and Staff in all elements of CE and EWD.
		6. Integrate Faculty and Staff to identify work life balance issues specific to Career Education.
			a. Contract with CBT Consultant Group to:
			  i. Clarify the common elements and distinctions between EWD, Career Education and Contract Education in VCCCD.
			  ii. Clarify District and College roles and responsibilities in EWD, CE and Contract Education
			  iii. Clarify college roles and responsibility in identifying use of resources in Career Education Agencies (i.e. flow of recommendations).
			  iv. Identify processes and communication needed for alignment and synergy within the District and Community Industry Leaders/EWD Agencies.
			  v. Conduct focus groups and/or interviews of Faculty and Staff in all elements of CE and EWD.
			  vi. Conduct focus groups and/or interviews of Faculty and Staff to identify work life balance issues specific to Career Education workload.
			b. Utilize feedback on recommendations from the Consultant to review the CEC charge/purpose and create a unified vision for future endeavors.
				$52,00D

C.	District Level- Student Success Performance Metrics (SCFF) and Planning	1. Develop performance metrics aligned with CCCCO Student Centered Funding model.	a. Hire a consultant to explore the alignment of VCCCD data, analyze current effectiveness, and project revenues associated with SCFF metrics. b. Explore the design of a data warehouse.	a. $18,000 b. $10,000
		2. Establish and implement a program review and planning process for District service units.	a. Hire a subject matter expert to provide Professional Development for DAC employees related to program review implementation. b. Software for Service Unit Outcomes and Prooram Review.	a. $12,000 b. $22,000
	Total IEPI Resource Request (not to exceed $200,000 per college)			$200,000

A roval		Collegial Consultation with the Academic
Chief Executive Officer		**Senate Academic Senate President**

Name: GREG R. GILLESPIE 1/23/19

Signature or E-signature: _____ Date:

Name:	Nyl Brown (Nenagh), Moorpark College	
Signature or E-signature:	Nyl Brow	Date: 1/25/2019

NAME: LYDIA MORALES, VENTURA COLLEGE

Lydia Morales   1/25/2019

NAME: Diane Eberhardt, Oxnard College

Di Eberhardt   1/25/2019