



California
Community
Colleges



**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.	
[The following are additional guiding details to help focus the work 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	Michael Shanahan, Vice Chancellor Human Resources	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 Work (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	

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 (DAC/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	
	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	
	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.	

Area of Focus B	Objective	Responsible Person	Target Date for Achievement	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	February 2019 for meeting with CBT and April 2019 to clarify a., b., and c.	1. Establish a meeting with IEPI Focus Group B and CBT Consultant Group to explore area a-c: a. Clarify the common elements and distinctions between EWD, Career Education and Contract Education in VCCCD.	a. Recommendations received from Consultant and action-steps created for a unified approach, utilizing the clarified roles and responsibilities.	
	2. Develop processes and protocols to increase communication, collaboration and coordination with VCCCD internal and external stakeholders.	2. Patti Blair, VCCCD Administrative Officer	August 2019	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).	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.	
	3. Review overall Career Education/EWD across the district and create a unified vision for the future.	3. VCCCD Chancellor lead with support from Cabinet	April 2019	2. Identify processes and communication needed for alignment and synergy within the District and Community Industry Leaders/EWD Agencies (Objectives 3 and 4).	d. <i>District Making Decision Handbook</i> updated to integrate Career Education.	
	4. Define/Clarify the purpose of the CE Committee and adjust the membership and goals accordingly.	4. VCCCD Chancellor lead with support from Cabinet	June 2019	3. Utilize feedback for recommendations from the Consultant to review the CEC charge/purpose, and create a unified vision for future endeavors.	e. Creation of communication, collaboration, and coordination protocol.	
	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 g. Hiring 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.	

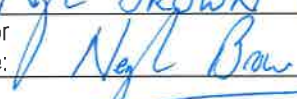
Area of Focus B	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
	6. Integrate Faculty and Staff to identify work life balance issues specific to Career Education.	CTE Deans and CTE Faculty	February for meeting with CBT and August 2019 to develop procedures.	<ol style="list-style-type: none"> 1. Establish a meeting with IEPI Focus Group B and CBT Consultant Group to: <ol style="list-style-type: none"> 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	


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.	<ol style="list-style-type: none"> a. IRAC Co-Chair b. DCAS Co-Chair c and d. Associate Vice Chancellor IT 	Begin meetings in January 2019 with implementation recommendations and plan by June 2019	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	
	2. Establish and implement a program review and planning process for District service units.	<ol style="list-style-type: none"> a. Chancellor, Vice Chancellors, and Administrative Officer 	June 2019 followed by completion of DAC reviews in October 2019	<ol style="list-style-type: none"> a. Conduct VC, OC, & MC presentations of college's Service Unit Program Review processes for DAC. b. Provide Professional Development for DAC employees related to program review. c. Develop a taskforce for creating a timeline, outcomes, processes, forms, evaluation mechanism and schedule, and software for DAC program review. d. Implement the recommendations of the taskforce. 	<ol style="list-style-type: none"> a. College presentations completed b. Professional Development provided c. Service Unit program review template and process developed d. Recommendations implemented and VCCCD DAC program review conducted in Fall 2019. 	

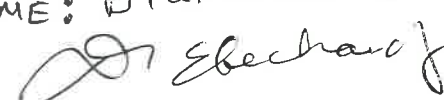
Request for IEPI Resources to Support Institutional Innovation and Effectiveness Plan

Applicable Area(s) of Focus (Copy from table above.)	Applicable Objective(s) (Copy 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 work across all three focus areas	\$86,000
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. 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: <ul style="list-style-type: none"> 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.	\$52,000
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 Program Review.	a. \$12,000 b. \$22,000
Total IEPI Resource Request (not to exceed \$200,000 per college)			\$200,000

Approval	
Chief Executive Officer	
Name: GREG R. GILLESPIE	
Signature or E-signature: 	Date: 1/23/19

Collegial Consultation with the Academic Senate	
Academic Senate President	
(As applicable; duplicate if needed for district-level I&EP)	
Name: N/L DROWN (NENAGH), Moorpark College	
Signature or E-signature: 	Date: 1/25/2019

NAME: **LYDIA MORALES, VENTURA COLLEGE**
 1/25/2019

NAME: **Diane Eberhardy, Cxnard College**
 1/25/2019