Institutional Effectiveness Partnership Initiative
Partnership Resource Teams
List of Primary Successes and Menu of Options for Institutional Consideration
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Primary Institutional Successes

Description of Primary Institutional Successes	Notes and Comments
The college focused significant effort in 2017-18 on restructuring its governance framework to address areas of concern, and had implemented its new model commencing in the 2018-19 academic year. The new structure is linked to the institution's Educational Master Plan and orients the college's governance processes to strategic rather than operational matters.	
The college is seeking to infuse data-informed decision-making and planning into its work in a manner that is sustainable across the institution and integrated throughout its governance, decision-making, and planning processes and structures.	
The college has a tradition of offering service learning experiences to students and seeks to broaden that to a more expansive service leadership vision.	
The Education and Equity Committee is assessing and utilizing the college's 2015-16 Equity Plan as a baseline for current efforts to develop a revised equity plan.	

Menu of Options for Institutional Consideration for Its Innovation and Effectiveness Plan

Area of Focus	Options for Institutional Consideration: Ideas, Approaches, Solutions, Best Practices	Models, Examples, and Comments
1. Governance	1. Consider working through a logic model to determine how a successful implementation of the new governance model will impact 1) the delivery of services and instruction; 2) the efficacy and efficiency of resource allocation; and 3) the college governance culture. This effort will help identify measurable outcomes and establish touchstone points along the implementation timeline to discuss and assess progress toward those outcomes.	▪ Sample Logic Models from 3CSN: https://docs.google.com/viewerng/viewer?url=http://3csn.org/files/2012/07/CoPsLogic-Models.pdf ▪ Logic Model Guide:: https://www.bttop.org/sites/default/files/public/W.K.%20Kellogg%20LogicModel.pdf

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	2. Develop an evaluation process for the newly implemented governance model during this inaugural year to ensure a formal assessment of implementation and progress with a goal of developing appropriate benchmarks, outcomes, and professional development necessary to ensure success and sustainability. Then implement this evaluation process using internal and/or external (e.g., engaging with the RP Group or other consulting organization) resources. 3. To ensure effective and broad participation by classified staff in college governance: a. Provide relevant training to classified staff who are new to serving on governance committees. Topics to be covered might include (1) overview of the meaning and purpose of constituent-based participatory governance; (2) the role and responsibilities of governance committee members; (3) communicating effectively; (4) leadership training; and (5) how to be an effective voice for classified staff. b. Address workload responsibilities and uneven management support, which may preclude classified staff from fully engaging in institutional governance. This could take the form of: (1) providing funds to affected departments to address workload issues that might result when departmental staff are officially appointed to governance committees (such funds could be used for overtime or hourly backfill or other purposes, at the discretion of the department); (2) providing ongoing training for all managers to shape/reshape perceptions around the benefits of classified staff involvement in college governance, and to discuss effective approaches to balancing workload when departmental staff are appointed to governance positions; (3) regularly assessing and evaluating classified staff's perspective regarding the interplay of workload, management support, and ability to engage in college governance processes; and/or (4) including a statement in the Governance Handbook affirming the importance of ensuring a college culture that fosters and promotes constituent group involvement in governance, particularly for classified staff. 4. Develop a formal orientation/onboarding process to newly selected committee members to ensure a common understanding of the college's governance structure, the charge and workings of the committee on which each will be serving, and their role and responsibilities as committee members. This orientation/onboarding could include pairing those who are new to serving on governance committees with seasoned members of such committees for a specified period of time. 5. To provide an independent and informed assessment as to the efficacy of the new governance structure, provide trained observers (separate from the facilitators and tri-chairs) for each of the four new governance committees during this inaugural year. These observers would be charged with attending each governance meeting, observing the interactions and communication within each committee, evaluating	▪ Theory of Change Guide: http://www.theoryofchange.org/pdf/TOC_fac_guide.pdf

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	the group and organizational dynamics, assessing the alignment of the committee's work with the stated charge of the committee, and proffering recommendations for improvement. 6. To secure broad participation in the new governance structure and ensure committee member selection is transparent, consider the following: a. Add clarifying information to the Governance Handbook that gives a more detailed explanation as to the committee member selection process for each constituent group. b. Communicate the selection process to all campus constituents in various methods as a means to recruit and inform. c. Identify strategies for developing a broad recruitment process in an effort to include those who may feel disengaged. 7. To ensure a common understanding of the new governance structure, provide clarity regarding the charge, scope of responsibility, and goals of each of the four governance committees. Ensure each committee's charge, scope of responsibility, and goals are aligned to purpose and manageable within the new meeting structure.	
2. Institutional Effectiveness	1. Evaluate the composition of the study group formed to revamp the program review process to ensure adequate representation from non-instructional staff and classified staff. Make adjustments/additions as needed to ensure non-instructional and/or classified perspectives are adequately captured. 2. Consider approaches to best communicate the results of the program review study group's efforts. This may include collaboration with the Marketing and Public Relations Office to development a basic write-up communicating the outcomes of the process in a "who, what, when, where, why?" approach. For example, create a Foothill College Opening Day Program Review Refresher (Marketing and Public Relations One-Pager that is accessible and straight to the point) including perhaps a table of the different forms of program review if multiple exist, their time period cycles, submission process and/or timelines. Focus the document on the main sources of confusion on campus about the process, including data coaches contact information as a resource. 3. Consider the creation of a Foothill College Project Plan to formalize the institution's aspirations to strengthen key facets of institutional effectiveness and to ensure there is an overarching vision for the college's efforts in "closing the loop": a. Engage key stakeholders in defining what "closing the loop" means to the institution. b. Provide documented clarity regarding: (1) the college's vision/direction for strengthening and improving institutional effectiveness; (2) the elements that comprise that vision/direction; (3) the plan for advancing that vision/direction; and (4) where and how the current effort to revise the program review process	▪ Formal document or brief report recapitulating Program Review Enhancements based on a cross-functional task force formed at Skyline College in 2016-2017: https://www.skylinecollege.edu/programreview/cpr/assets/documents/Fa17%20CPR%20Revision%20Process%20Overview.pdf ▪ Sample "College of Alameda Employee Voice Survey": http://alameda.peralta.edu/office-of-research-planning-and-institutional-effectiveness/files/2015/01/CoA-Employee-Voice-Survey-Report-May-2017.pdf

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	fits into the broader context and vision of strengthening and improving institutional effectiveness. 4. To ensure there is a sustained commitment to the effective integration of data into all facets of institutional planning, evaluation, and improvement, strengthen the professional development program for all data consumers. This may include (1) a plan for ongoing, institutionalized professional development opportunities; (2) tailoring training to the varying and evolving levels and needs of end users; (3) training in how to develop meaningful plans of action and improvement informed by the analysis and evaluation of data; and (4) ensuring that the understanding and evaluation of equity data is a regular element of the professional development program. 5. Rebrand campus surveys and other institution-wide efforts as needed to shift away from compliance language associated with accreditation, and align more directly with the college Strategic and Master Education Plans (i.e., bringing emphasis to seeking college feedback and using the feedback to make continuous improvement in the pursuit of the college's mission and objectives). For example, consider renaming the Foothill College Employee Accreditation Survey to "Foothill College Employee Feedback Survey" or "Foothill College Employee Voice Survey."	
3. Service Leadership	1. To provide clarity and institutional direction, engage key stakeholders in a systematic and inclusive process to determine: (1) the degree to which service leadership is a shared institutional priority and (2) a common definition for service leadership. As part of this process, the college may wish to seek student input in particular, through such means as a student survey and/or student focus groups. 2. If, through such a process described in #1 above, it is determined that service leadership is a top institutional priority, then (1) develop a tangible plan of action to advance this vision, taking into account resources and staffing that would be needed to coordinate and sustain this effort; and (2) include key campus leadership in the dialogue on next steps for institutionalization. 3. Recognize the need for faculty leadership and continued campus-wide professional development in order to build and sustain an institutional culture of service. Recommended efforts include: a. A community of practice composed of faculty and staff who are early adopters of service leadership and learning practices and can champion the work. The group could meet regularly (possibly in collaboration with new professional development offerings through the newly formed Equity function on campus) to collaboratively create web resources, deliberate on curricular implications of service leadership in the classroom (e.g., weighing various models and formats of offering), and serve as a repository of knowledge and practices.	▪ Resources for Service Learning: www.compact.org ▪ Volunteerism: www.californiavolunteers.ca.gov ▪ Colleges with history of service: www.miracosta.edu/serve www.glendale.edu/students/studentservices/multicultural-community-engagement-center www.mesacc.edu/community-civic-engagement ▪ Faculty Professional Development Communities of Practice at Skyline College https://skylinecollege.edu/cttl/communitiesofpractice.php

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	b. Compile the service leadership efforts currently being offered across campus into a repository which would serve as a resource as well as a baseline for moving forward. c. Provide ongoing professional development opportunities for all stakeholders including faculty, staff, students, and potential external partners. d. Consider offering release time, mini-grants, or a formal peer mentoring program to advance the service leadership initiative campus-wide and promote its sustainability.	
4. Student Equity Plan	1. Engage in collegewide professional development (e.g., flex) and/or town hall opportunities to enhance communication and develop a stronger coalescence around the institution's equity, inclusion, and social justice work. 2. Support, focus, and refine the institution's equity efforts: a. Through a well-defined and collaborative process, develop a common definition of equity that will serve to frame and unify the college's work moving forward. b. Ensure the timeline to produce the new equity plan is aligned with external (i.e., Chancellor's Office) deadlines; and c. Ensure that the new plan stems from rigorous data analysis and broad-based action planning to address deficiencies, gaps, and disproportionate impacts, and is reflective of the institution as a whole and not any one person, constituent group, or body. 3. Determine the role of the newly hired Dean of Institutional Equity, Diversity, and Inclusion in establishing a sustained approach to equity-minded planning and professional development, to lead the college towards both: (1) a formalized vision of equity beyond the state reporting templates and (2) sustained equity professional development, (i.e., going beyond individual PD and one-off events, towards ongoing college engagement around this work, which could entail, for example, the creation of cohort-based communities of practice for faculty and staff professional development). 4. Support faculty and staff in critical data analysis training. a. Provide data drop-in sessions (brown bags). b. Provide department wide sessions so a broad range of faculty and staff are adept with data analysis related to their departments.	▪ Utilize the new Office of Equity and personnel to connect and align with the State Chancellor's Office regarding: a. Change in allocation model (Student Equity and Achievement) b. Equity Data Dashboard (anticipated launch January 2019) c. Equity Plan template and timeline See http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx. ▪ Example: Equity Training Series at Skyline College http://skylinecollege.edu/studentequitydivision/equitytraining.php