



**Institutional Effectiveness Partnership Initiative
Partnership Resource Teams
Institutional Innovation and Effectiveness Plan
Date: May 29, 2019**

Name of Institution: Porterville College

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
A. Enrollment Management	<ol style="list-style-type: none"> 1. Align the Enrollment Management Plan with other college plans. 2. Define clear goals for expanding distance education and dual enrollment that align with strategic goals for the college then formalize. 3. Hold a series of enrollment management or data analysis retreats to uncover equity gaps and help people have courageous discussions. 4. Explore expanding non-credit program opportunities to maximize growth, completion, and job readiness. 5. Improve efficiency of the scheduling process. 6. Integrate Guided Pathways into the Enrollment Management Process. 	<ol style="list-style-type: none"> 1. Enrollment Management and Strategic Planning Committee 2. Distance Education Committee 3. Enrollment Management Committee 4. Vice President of Instruction 5. Enrollment Management Committee 6. Instruction and Student Services FLEX: Vice President of Instruction and Academic Senate 	<ol style="list-style-type: none"> 1. Spring 2020 2. Fall 2019 3. Spring 2020 3a. Spring 2020 3b. Summer 2019 3c. DegreeWorks Reporting Summer 2019 4. Spring 2020 4a. Spring 2020 (assignment made for Fall 2019) 5. Spring 2020 5a. Spring 2020 5b. Summer/Fall 2019 5c. Spring 2020 5d. Fall 2019 5e. Spring 2020 5f. Spring 2020 6. Summer 2019, Fall 2019, Spring 2020 6a. Fall 2019 FLEX and Spring 2020 FLEX 	<ol style="list-style-type: none"> 1. Develop and disseminate a crosswalk of all college plans for goal alignment. 2. In applicable committee discussions, develop clear goals for expanding distance education and dual enrollment. Then circulate the goals to constituency groups and campus-wide. 3. Develop a framework on campus to work with faculty and other groups on expanding their data knowledge, and to provide data to make data-informed decisions. 3a. Have a consultant/speaker work with the committee on data analysis and finding the equity gaps through analysis of enrollment management data. 3b. Send a team to attend an Enrollment Management Academy. 3c. Develop DegreeWorks, Tableau, and Cognos reports pertaining to enrollment management and scheduling. Purchase additional Tableau licenses for the key staff. 4. Collect inventory of what other colleges are doing. Have faculty explore and research the possibility of expanding non-credit options. 4a. Assign program manager for non-credit expansion; that manager to initiate research identifying needs within the college population that might be addressed through non-credit courses to facilitate continued enrollment and completion. Faculty to explore, research, participate in meetings; attend learning events to learn more about non-credit course/programs and options. Make recommendations based on findings and develop plans to generate non-credit curriculum/courses as necessary that meet community needs. 	<ol style="list-style-type: none"> 1. Crosswalk will be developed and disseminated 2. Goals will be developed, approved, and circulated 3. A framework will be developed and approved 3a. Data needs and data analysis will be identified before a consultant or on campus group provides the training 3b. Participation in Enrollment Management Academy will be complete in July and information from Academy will be disseminated campuswide 3c. Consultants retained/contract approved and reports will be developed summer 2019; 4. An inventory will be collected 4a. Assignment will be made; research completed; recommendations made; plan developed 5. A mapping of the scheduling process with a consultant will be completed 5a. Options will be explored; recommendations made 5b. Winter Intersession proposal was shared with the District wide VP group, A&R and FA Group. A follow-up meeting with IT will be scheduled to develop a timeline, testing, and implementation. 	<ol style="list-style-type: none"> a. b.

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				<ul style="list-style-type: none"> 5. Conduct a process analysis of schedule development. Meet to map the process, utilizing a consultant. 5a. Explore other scheduling/facility event platforms with the College and District Office, and make recommendations based on the findings. 5b. Explore the possibility of a Winter Intersession, and make recommendations based on the findings. 5c. Explore the possibility of developing and implementing a year-long schedule, and make recommendations based on the findings. 5d. Reevaluate space utilization, and make recommendations based on the findings. 5e. To improve schedule alignment with college goals, develop and conduct regular, formal data analysis to inform schedule development, including analysis of waitlists, SEPs, completion, and room usage. 5f. Coordinate across divisions in scheduling to ensure student educational plans can be completed. 6. Update student front counters addressing pathways and the student journey. 6a. Relate FLEX Day training to current Chancellor's Office initiatives, such as SEA plan and Guided Pathways. 	<ul style="list-style-type: none"> 5c. A team met with West Hills Lemoore to learn more about their Reg 365 program; recommendations made 5d. This item will be placed on the Enrollment Management Committee agenda Fall 2019; reevaluation completed; recommendations made 5e. Consultants have been retained for DegreeWorks report development; data analysis as specified conducted regularly 5f. Beginning Fall 2019 Counselors with work with the divisions in creating 2 year plans 6. A space planner has provided a space design in creating seamless pathways; update work begun 6a. Initiatives have been incorporated into the Fall 19 FLEX agenda 	
B. Professional Development	<ul style="list-style-type: none"> 1. Develop a clear vision of Professional Development that supports key college initiatives, communicate it to the campus, and implement it. 2. Hold a series of college-wide data analysis retreats. 3. Develop a budget available to the staff development committee. 4. Evaluate using Cornerstone from IEPI/Foundation for California Community Colleges to track campus-wide professional development opportunities and completion. 5. Complete the Division Chair Handbook. 6. Improve college FLEX Days. 	<ul style="list-style-type: none"> 1. President and Staff Development Committee 2. Vice President of Instruction, Vice President of Student Services, IR Director, and Staff Development Committee 3. Vice President of Instruction and Vice President of Finance & Administrative Services 4. Staff Development Committee 5. Enrollment Management Committee and Deans 6. Vice President of Instruction and Academic Senate 	<ul style="list-style-type: none"> 1. Fall 2019 1a. Fall 2019 1b. Fall 2019 1c. Fall 2019 1d. Summer/Fall 2019 1e. Spring 2020 1f. Spring 2020 2. Fall 2019, Spring 2020 2a. Fall 2019, Spring 2020 2b. Spring 2020 3. Summer/Fall 2019 4. Evaluations Fall 2019; recommendations Spring 2020 5. Fall 2019 5a. Fall 2019 6. Spring 2020 	<ul style="list-style-type: none"> 1. Provide the President a role in leading the retreat/setting the Professional Development vision for the college. 1a. Establish a Professional Development/FLEX Coordinator position. 1b. Come to a consensus on a definition of professional development, then report/share out to the College. 1c. Share the new Staff Development Plan with the campus. 1d. Develop and provide training to adjuncts annually. 1e. Create a space on the college website for professional development information and opportunities. 1f. Begin discussion of creating a Faculty Learning Space on campus. 2. Establish periodic campus-wide forums on current trends and identified gaps. 2a. Create time for faculty to review data presented in an efficient manner. 2b. Incorporate Equity and Social Justice training/dialogue inside and outside the classroom. 3. Begin to develop a budget for professional development for the Staff Development Committee. 4. Evaluate Cornerstone as a reporting tool for professional development, and make recommendations based on the findings. 5. Complete and share Division Chair Handbook with all Division Chairs, and post on the college website. 5a. Provide Division Chair Training annually. 	<ul style="list-style-type: none"> 1. A President will be hired 7/1/19; role specified in consultation with her or him 1a. A draft job description has been developed; position established and filled 1b. Professional Development will be defined and the definition disseminated 1c. Staff Development Plan is approved and will be circulated Fall 2019 1d. Adjunct Training will be provided August 2019 and annually thereafter 1e. A space on the college website will be created 1f. On campus spaces are being explored 2. An annual calendar of forums will be developed, presented to the campus, and implemented 2a. Data will be discussed regularly in Enrollment Management Committee meeting 2b. Equity and Social Justice training incorporated 	<ul style="list-style-type: none"> a. b.

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				<p>6. Explore Flexible FLEX or other options to allocate time for professional development opportunities, and make recommendations based on the findings.</p>	<p>3. The College is in the process of developing the Committee budget 4. Staff Development Committee will explore the tool; recommendations made 5. Division Chair Handbook was approved at the end of Spring 2019 semester and will be disseminated/posted on the college website Fall 2019 5a. Division Chair training incorporated into the Annual Division Chair Retreat 6. Exploration of flexible FLEX completed; recommendations made</p>	
<p>C. Technology Applications/ Distance Education</p>	<p>1. Incorporate Distance Education into the culture of the campus. 2. Provide systematic evaluation of training needs to utilize technology.</p>	<p>1. Vice President of Instruction and Distance Education Committee 2. Vice President of Instruction, Vice President of Student Services, Distance Education Committee, and IT Director</p>	<p>1. Fall 2019, Spring 2020 1a. Spring 2020 1b. Spring 2020 1c. Fall 2019, Spring 2020 1d. Fall 2019, Spring 2020 1e. Spring 2020 1f. Fall 2019 1g. Fall 2019, Spring 2020 1h. Spring 2020 2. Fall 2019 2a. Fall 2019 and Spring 2020 2b. Expansion Spring 2020; training Fall 2019 2c. Fall 2019 2d. 2019-2020 2e. Fall 2019, Spring 2020</p>	<p>1. Incorporate technology training into FLEX days. 1a. Explore which programs can be offered wholly or substantially online, and make recommendations based on the findings. 1b. Expand the Distance Education webpage, providing access to links for tools, FAQs, tutorials, and tips for online instructors. 1c. Streamline technology tools for students. 1d. Incorporate technology in the Library and Student Services to meet student needs. 1e. Explore a multipurpose room for training, and make recommendations based on the findings. 1f. Explore an assessment center, and make recommendations based on the findings. 1g. Update computers and technology on campus; for example, expand the use of hideaway desks. 1h. Define and promote online pathways. 2. Evaluate technology training needs in DE at least annually, and make improvements as needs based on the findings. 2a. Continue to provide ongoing training for instructors teaching DE. 2b. Provide Student Services online training and continue to build online resources. 2c. Provide Cranium Café Counselor training. 2d. Explore and/or purchase applicable technology tools to be used for instruction. 2e. Provide applicable faculty training on technology use and integration to support student learning (for classroom and online delivery).</p>	<p>1. Will be discussed in the development of the FLEX agenda; technology training incorporated 1a. Will be placed on the Distance Education Committee agenda; exploration completed; recommendations made 1b. A timeline for webpage expansion will be created and implemented 1c. A workgroup in Student Services has created EAB implementation phases; streamlining completed in accord with phasing 1d. Technology incorporated in Library and Student Services 1e. Space will be explored; recommendations made 1f. Needs for an assessment center will be identified; recommendations made 1g. Hideaway desks have been purchased; installation completed 1h. Online pathway development/framework completed and disseminated 2. Technology training needs evaluation process developed and implemented 2a. Training provided to instructors teaching DE 2b. Online services expanded with Educational Advisors and other Student Services Areas; training provided</p>	<p>a. b.</p>


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					2c. Cranium Café online counseling training completed for at least two counselors 2d. Technology tools needs assessment completed; recommendations made 2e. Training scheduled and implemented	

Request for IEPI Resources to Support Institutional Innovation and Effectiveness Plan

Applicable Area(s) of Focus <i>(Copy from table above.)</i>	Applicable Objective(s) <i>(Copy from table above.)</i>	Description of Resource Needed <i>(Refer to Action Steps above as appropriate.)</i>	Cost of Resource
A. Enrollment Management	3. Hold a series of enrollment management or data analysis retreats to uncover equity gaps and help people have courageous discussions. 4. Explore expanding non-credit programs opportunities to maximize opportunities for growth, completion, and job readiness. 5. Improve efficiency of the scheduling process. 6. Integrate Guided Pathways into the Enrollment Management Process	3a. Have a consultant/speaker work with the committee on data analysis and finding the equity gaps through analysis of enrollment management data. 3b. Send a team to attend an Enrollment Management Academy. 3c. Develop DegreeWorks, Tableau, and Cognos reports pertaining to enrollment management and scheduling. Purchase additional Tableau licenses for the key staff. 4a. Assign program manager for non-credit expansion; that manager to initiate research identifying needs within the college population that might be addressed through non-credit courses to facilitate continued enrollment and completion. Faculty to explore, research, participate in meetings; attend learning events to learn more about non-credit course/programs and options. Make recommendations based on findings and develop plans to generate non-credit curriculum/courses as necessary that meet community needs. 5. Conduct a process analysis of schedule development. Meet to map the process, and utilizing a consultant. 6. Update student front counters addressing pathways and the student journey. 6a. Relate FLEX Day training to current Chancellor's Office initiatives, such as SEA plan and Guided Pathways.	Consultants /Speaker: \$15,000 Professional Development: \$7,500 Program Manager: \$53,000 Student Front Counter: \$15,000 TOTAL: \$90,500
B. Professional Development	1. Develop a clear vision of Professional Development that supports key college initiatives, communicate it to the campus, and implement it. 2. Hold a series of college-wide data analysis retreats. 3. Develop a budget available to the staff development committee. 4. Evaluate using Comerstone from IEPI/Foundation for California Community Colleges to track campus-wide professional development opportunities and completion. 5. Complete the Division Chair Handbook 6. Improve college FLEX Days.	1. Provide the President a role in leading the retreat/setting the Professional Development vision for the college. 1a. Establish a Professional Development/FLEX Coordinator position. 1d. Develop and provide training to adjuncts annually. 1f. Begin discussion of creating a Faculty Learning Space on campus. 2. Establish periodic campus-wide forums on current trends and identified gaps. 2a. Create time for faculty to review data presented in an efficient manner. 2b. Incorporate Equity and Social Justice training/dialogue inside and outside the classroom. 3. Begin to develop a budget for professional development for the Staff Development Committee. 4. Evaluate Comerstone as a reporting tool for professional development, and make recommendations based on the findings. 5a. Provide Division Chair Training annually. 6. Explore Flexible FLEX or other options to allocate time for professional development opportunities, and make recommendations based on the findings.	Professional Development/FLEX Coordinator Position: \$20,000 Training: \$15,000 Faculty Learning Space: \$15,000 Professional Development Budget: \$9,500 TOTAL: \$59,500

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
C. Technology/Distance Education	1. Incorporate Distance Education into the culture of the campus 2. Provide systematic evaluation of training needs to utilize technology.	1. Incorporate technology into FLEX days. 1c. Streamline technology tools for students. 1d. Incorporate technology in the Library and Student Services to meet student needs. 1e. Explore a multipurpose room for training, and make recommendations based on the findings. 1f. Explore an assessment center, and make recommendations based on the findings. 1g. Update computers and technology on campus for example expand the use of hideaway desks. 2a. Continue to provide ongoing training for instructors teaching DE. 2b. Provide Student Services online training and continue to build online resources. 2c. Provide Cranium Café Counselor training. 2d. Explore and/or purchase applicable technology tools to be used for instruction. 2e. Provide applicable faculty training on technology use and integration to support student learning (for classroom and online delivery).	Training: \$15,000 Technology Tools: \$15,203 Upgrade Technology: Multipurpose Room: \$15,000 FLEX DAYS: \$4,797 TOTAL: \$50,000
Total IEPI Resource Request (not to exceed \$200,000 per college)			\$200,000

Approval	
Chief Executive Officer	
Name: William Henry	
Signature or E-signature: 	Date: 6/3/19

Collegial Consultation with the Academic Senate	
Academic Senate President (As applicable; duplicate if needed for district-level I&EP)	
Name: Miles Vega	
Signature or E-signature: 	Date: 6/3/19