

First Monday Report

Focus on IEPI and PRT

Issue 34, October 9, 2017



Upcoming Events:

- Oct 9 Closets are for Clothes
Discussions of Race & Sexuality
In LGBTQ America
1-3 p.m. The Great Hall
- Oct 11 Assertive Communication
Workshop 10-11:30 a.m.
Pierce Online Conference Room
- Oct 17 Working Moms Brown Bag Lunch
12:00 pm.
LLC 5150
- Oct 19 Day of Politics
9:00 a.m. to 4:30 p.m.
The Great Hall
- Oct 30 The Things We Carried
Opening Reception Nov 2
Pierce College Art Gallery

During the 2014-2015 budget cycle, the Governor included a \$10 million set aside for the creation of the Institutional Effectiveness Partnership Initiative (IEPI) through the California Community College Chancellor's Office (CCCCO). In order to fulfill the goals of the initiative, the first step the State Chancellor took was hire staff to provide support for the goals established by the Governor. According to the IEPI website:

The goal of this initiative is to help advance California Community Colleges' institutional effectiveness, and in the process significantly reduce the number of accreditation sanctions and audit issues, and most importantly, enhance the system's ability to serve students effectively. An important focus on the initiative is to draw on the exceptional expertise and innovation from within the system in advancing best practices and avoiding pitfalls.

There are three major components of the initiative:

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Genice Sarcedo-Magruder, Dean of Student Services and Equity

Dr. Genice Sarcedo-Magruder joins Pierce College with over ten years of experience in student services. She earned her doctorate in Educational Leadership with an emphasis in community college/higher education at CSULB, where she previously served as a Title IX investigator in the Office of Equity & Diversity. Her dissertation research focused on the experiences of students of color that led them to be successful in higher education. Prior to her position at CSULB, she worked at UC Irvine in Student Life and Leadership as Assistant Director managing student support and programming at the LGBT Resource Center. Other areas of experience include student conduct, assessment, multicultural/women's affairs, and teaching student development. Dr. Sarcedo-Magruder supervises the athletic department, DSPS, the student health and wellness center, handles student grievances, and acts as one of the Title IX coordinators.



IEPI Components

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1) Framework of Indicators (FOI) representing college and district goals related to student performance and outcomes, accreditation status, fiscal viability, and programmatic compliance with state and Federal regulations. The FOI are reviewed by and recommendations regarding the student performance and outcomes are vetted locally through the Academic Senate and the College Council prior to sending the information to the CCCCO and posting the indicators on the college's website.

2) Professional Development opportunities for colleges and districts are supported by the IEPI through specialized training programs, including the Professional Learning Network (PLN), which was launched in spring 2016. The PLN can be accessed at prolearningnetwork.cccco.edu. In addition to this online resource, regional workshops, such as the one on Guided Pathways on Monday, October 16 and 17, are offered regionally to facilitate participation by local college teams of participants.

3) Technical assistance teams, called Partnership Teams or PRTs, are available to colleges and/or districts that express an interest in this type of specialized assistance. A college/district expresses its interest in a short Letter of Interest (LOI) that states the institution's area or areas of concern. Once the LOI is approved, a team of members drawn from a pool of volunteer experts identified through or appointed by statewide professionals, the CCCCO and others.

A regular* PRT visit is comprised of three visits to the client college. The first visit is intended to serve as an opportunity for the members of the PRT to gather information about the college as it relates to the specific issue outlined in the college's LOI. The first visit allows the team to meet various constituency groups through committees and other college staff who have direct knowledge of the LOI issues. During the second visit of the PRT, the team members assist the college/district with preparing an Innovation and Effectiveness Plan (I&EP) to address the issues. According to the IEPI website: "Grants of up to \$200,000 in seed money are available to institutions that receive PRT visits and submit their Innovation and Effectiveness Plans." The third and final visit takes place in a subsequent semester after the institution has had an opportunity to implement its I&EP. The purpose of the final visit is to bring closure to the PRT process for the team members and for the college/district.

Los Angeles Pierce College submitted an LOI this summer, which was accepted by the IEPI Steering Committee. The LOI, which is included in this FMR, is focused on developing a comprehensive professional development program of events and activities for Pierce College. The PRT will be led by Julianna Barnes, President of Cuyamaca College in San Diego. President Barnes will be joined by a team of seven experienced individuals, including faculty, classified staff and administrators. The first visit of the PRT will take place on Friday, October 13. The second visit is currently scheduled for Wednesday, November 29. This will be a quick turnaround for the PRT team to assess the ways in which they can make recommendations about the development of our professional development activities as they support all employees of the college. If you are directly involved in the meetings of the PRT visits, please accept my gratitude for your thoughtful participation in assisting the college in the creation of a robust professional learning program. The PRT process will assist the college in addressing Action Project Two of the Quality Essay Focus.

If you are interested in learning more about the IEPI, PRTs or the PLN, additional information is available at <http://iepi.cccco.edu/>.

* There is also a "Mini-PRT" process that involves only one visit to an institution.



July 10, 2017

Dr. Dianne Van Hook, Chancellor
 College of the Canyons
 26455 Rockwell Canyon Road
 Santa Clarita, CA 91355

Dear Dr. Van Hook:

Los Angeles Pierce College is interested in seeking support through the Institutional Effectiveness Partnership Initiative (IEPI) program, Partnership Resource Team process, to build a comprehensive professional learning program.

One of the Action Projects submitted as part of the college's 2016 Quality Focus Essay, discusses the development of a comprehensive professional learning community that addresses the needs of all college employees, including the faculty, staff and administrators. Prior to writing Action Plan Two: Professional Development, the college, through its governance processes, established a College Professional Development Committee (CPDC). In April 2017, Los Angeles Pierce College filled the position of Professional Development Coordinator, which is new to the Los Angeles Community College District. This position was created to establish an Office of Professional Development/Professional Learning and to address the professional development needs of all employees.

In the California community college system, there are only a few models for robust professional development offices that serve all employees. Most colleges rely on faculty with release time to support faculty professional development and Human Resources staff to provide programming for non-faculty employees. At Pierce College, we are demonstrating our commitment to our students' success by investing in the growth and development of all the professionals who serve them.

As we establish this new office and seek to set the bar for a professional learning program at a California community college, we would like the assistance of a Partnership Resource Team in addressing some of our fundamental challenges. These challenges include the following:

1. Designing a professional learning program that will improve student success and close achievement gaps.
2. Incorporating—from the outset—assessments of the program that will assist in determining if the program is impacting student success.

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3. Creating a needs assessment that will identify what employees need in order to serve students effectively, including gathering student input to identify gaps that they observe in the knowledge, skills and practices of college employees which may be hindering student success
4. Leveraging modern, scalable, effective training delivery methods (gamification, micro learning, etc.) that meet the needs of today's community colleges in the execution of employee onboarding, orientation and ongoing training.

We believe the outcomes of this collaborative project will assist other California community colleges in creating modern, scalable, effective professional learning programs that will serve the needs of the students by addressing the professional learning needs of college employees.

The fall 2017 semester, in mid-to-late September or early October, would be an ideal time for the Partnership Resource Team (PRT) to visit the college. Of course, Pierce College's staff will be open to the availability of the PRT members' obligations and schedules at their home institutions. We appreciate your consideration of our request.

Sincerely,



Kathleen F. Burke, Ed.D.
President, Los Angeles Pierce College

Inf.: Shannon Krajewski, Professional Development Coordinator
Ania Bruzzese, Academic Senate President
Sheri Berger, Vice President of Academic Affairs
Eric Dixon-Peters, Vice President of Student Services
Rolf Schleicher, Vice President of Administrative Services