California Community Colleges
Institutional Effectiveness

Institutional Effectiveness Partnership Initiative
Partnership Resource Teams
List of Primary Successes and Menu of Options for Institutional Consideration
Date: 10/19/2022

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Primary Institutional Successes

Description of Primary Institutional Successes	Notes and Comments
• The college has taken important steps in planning and developing the expanded East Campus presence. • The community support is impressive. • Good start with Dual Enrollment and other pathways and partnerships.	
• A variety of experiments and pilots have been started for on-boarding and orientation of new staff, faculty, and managers.	

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

Area of Focus, with Specific Questions from VC	Options for Institutional Consideration: Ideas, Approaches, Solutions, Best Practices	Models, Examples, and Comments
A. Expand VCEC and build into a Center	1. Update and revise Santa Clara Higher Education Needs & Priorities report. 2. Develop draft Letter of Intent and draft Needs Study. 3. Prioritize retention and success as key strategies for growth. 4. Apply for Strategic Enrollment Management program with CCCCO for 2023-24. 5. Maximize use of DE and alternative sites to build FTES (intermediate site options--community resources, schools, possible larger locations). 6. Provide direct enrollment support for non-credit and credit ESL students to navigate CCCApply and provide support to bridge ESL to degree/cert pathways.	a. Hard copies of examples of letter of intent and needs study, as well as a draft "centers strategy," will be provided during second PRT visit. b. Contact colleagues and consultants who have managed Centers and have relevant experience: Whitney Yamamura (Chancellor, Coast Community College District), Frank Kobayashi (VPI, American River College), Judy Beachler (retired researcher and dean), Kevin Horan (President, Crafton Hills College). Eduardo Cervantes (Cabrillo College, Dean of Education Centers, Distance Education, and Dual Enrollment (831) 786-4710). c. Contact consultants such as the group who did the last regional study or Brailsford & Dunlavey (https://www.bdconnect.com/), for possible revision of needs analysis. d. Sample short-term calls for faculty paid roles in supporting ESL student enrollment: https://as.marin.edu/sites/as/files/ESLN%20Online%20Registration%20Enrollment%20Support%20Spring%202021.pdf
i. How can we best promote Dual Enrollment in our region and	1. Emphasize scheduling and student service support for Transfer pathways to CSU, CI (and other institutions where students show pathway focus).	a. Join Dual Enrollment Community in the Vision Resource Center. b. Woodland CC agriculture program (Michael Minnick mminnick@yccd.edu, Director of Special Programs)

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community with a targeted approach?	2. Continue to support and expand CE pathways offered at VCEC. 3. Coordinate with local schools on their facility and equipment options for additional courses to be hosted.	c. Kinders Go to College (engage students at all levels, high school students as mentors for younger children): SCC: Kinders Go to College (secctv.org) SCC: Kinders Go To College (secctv.org)
ii) What marketing strategies are most effective in advertising our VCEC programs with social media? Other forms of media and press?	1. Partner with the city and local advocacy organizations to promote programs. 2. Use radio commercials to promote enrollment/registration dates; target English and Spanish-speaking channels.	a. Promote college tracks throughout the area (transit stops, buses, community events, farmer's markets). b. Promote promise programs. c. Podcasts from Laney College: The President's Desk - President's Office (laney.edu) (Listen, for instance, to episode 3 or 11)
iii) What retention strategies have proven successful for these specialized programs?	1. Consider applying for Phase 1, 2, and 3 ZTC Program grants to develop VCEC programs into fully ZTC programs, minimizing one potential barrier to access and success. 2. Offer HyFlex option. 3. Provide technologies and tech support to students who otherwise might experience access barriers with online options. Integrate intentional technology literacy "on ramps" within programs.	a. ZTC Guidance b. Colleges with HyFlex offerings: San Diego College of Continuing Education, College of the Canyons
iv) How do we go about partnering with businesses within the Santa Clara River Valley to ensure that our instructional programs meet the industry needs of the community and promote services?	1. Coordinate through the Chambers of Commerce, Workforce Innovation Board, and local unions. 2. Set up collaborative group with the local businesses at the college.	a. Stay involved with EWD for opportunities.
v) How do we market effectively to our non-traditionally aged students regarding our specialized programs?	1. Direct outreach to the communities through quick mailers, flyers at community areas, and pop-up tents at events. 2. Make "Trusted messengers" a key focus for communication strategy.	a. One example of targeted marketing to community members more likely to enroll: College APP https://yourcollegeapp.com/
vi) What strategies prove most effective when working with local grassroots organizations that can provide resources like child care and legal services for our most vulnerable population?	1. College Child Development centers can target students who may need their services. 2. Consider providing student housing and related resources to give more students proximity to the college's programs. 3. Consider an MOU with United Farm Workers Foundation to grant legal advice to students/staff.	a. Collect student needs through surveys and region metrics. b. Apply for state funding grants like that awarded to SD City College to provide resources for facilities. c. UFW Foundation https://www.ufwfoundation.org/about
B. Developing an effective orientation and onboarding process for new employees to support diversity and stability among our crew.	1. Work with stakeholders within the college and District in developing an onboarding and orientation plan; then share it to get feedback, incorporate feedback as appropriate, and implement the plan. See also Option B.i.4 below. 2. Recruit and train a cadre of veteran employees to follow up with each new employee after the initial orientation. 3. Track new employees through data collection (such as a climate survey) that includes demographics (such as gender, gender identity, race, age, etc.), to assess onboarding and orientation effectiveness.	a. Work with the District's Institutional Research department to develop a climate survey (PRT can provide climate survey examples)..

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i. Determine Best Practices in Onboarding of New Employees	1. Develop an onboarding option that relies on recorded videos and other self-serve resources in lieu of requiring live attendance at infrequently-offered orientation sessions. 2. Work with District HR to ensure more flexibility and responsiveness in onboarding processes that gatekeep access to key technical and physical resources. 3. Consider, with District HR, re-establishing college-specific, college-located HR staff/services. 4. Empower the new PD coordinator to develop consistent onboarding processes for all employees, and to ensure that all new employees have personal support during onboarding.	a. Camtasia for creating & editing videos in-house http://discover.techsmith.com/camtasia-brand-desktop/ b. Canvas Studio is available for recordings through STAC agreement. c. Onboarding background for classified employees: forms attached from Los Rios CCD (for checklists: p103a, p103b, p202; for computer permissions: How Access Works, A/R Role Descriptions) d. Develop a "One Stop Shop" website with all relevant information needed by new employees, identify the different types of employees. e. NEOED Employee Onboarding Software https://www.neoed.com/products/onboard f. Kim Goff (A/R Supervisor, Sacramento City College) as an onboarding consultant (especially staff and especially DB privileges)

ii. Determine Best Practices in Orientation Programs for New Employees:	1. Meet with Faculty Senate to review their orientation program for new faculty once implemented to determine if it can be adapted for classified and managers.
	2. As a college-wide community, identify key learning outcomes for classified staff and faculty professional learning across the college. Ideally, this is part of the development of a PD plan for the college, which could then incorporate the onboarding and orientation plan suggested in Option B.1 above.
	3. Develop onboarding and ongoing PD opportunities that bridge faculty, staff, and administrators, with the specific goal of establishing respectful, collaborative relationships.
	4. Plan college-wide, cross-functional PD events on "5th Fridays" (which usually occur a couple times a year, and usually are free from regularly scheduled governance meetings). Ensure classified staff are released from duties to attend. Ensure Flex credit for faculty. Ensure managers are not forgotten. Consider possibility of pay for part-time faculty to attend.
	5. Evaluate Orientation activities with qualitative data support, to inform ongoing improvements that keep up with new employee cohorts over time.
	6. Evaluate Orientation with a short evaluation that also encourages testimonials.
	7. Consider implementation of a College Hour for common, shared time in which staff and faculty can connect for PD.
	8. Develop a faculty/classified/managers welcome package that has contact information.
		a. Consider adapting process and form examples from other institutions. SMC Orientation for New Hire website has ideas https://www.smc.edu/administration/human-resources/new-hires/.
		b. Sierra College has a great model for identifying shared professional learning outcomes: https://www.sierracollege.edu/wp-content/uploads/2022/07/hr-core-competency-path.pdf and https://www.sierracollege.edu/wp-content/uploads/2022/07/hr-core-competency-outcomes.pdf.
		c. College of the Canyons has a great model for a menu of PD programs: https://www.canyons.edu/administration/pd/index.php.
		d. 4CSD Resources https://www.4csd.com/resources
		e. SMC has an Evaluation and Orientation packet provided to faculty: faculty-evaluation-orientation-packet-2022-2023.pdf (smc.edu).
		f. Some examples of Onboarding from other colleges:
		  i. Merced College MC Traditions (see workshop #3): https://www.mccd.edu/about/committees/flex/downloads/FA19_Workshop.Brochure_05.23.2019.pdf
		  ii. College of the Canyons: https://www.canyons.edu/academics/onlineeducation/ol/index.php
		  iii. Separate attachment: SMC PPT New Faculty Orientation
		  iv. Separate attachments from Reedley College: New Faculty Academy Syllabus, New Faculty Academy Proposal and New Faculty Academy Presentation
		g. Sacramento City College has a monthly PD event for faculty, staff, and managers, called Celebrate City. They base it on a model developed at Odessa College (TX) and they emphasize coordinated efforts across college programs. (Robin Ikegami, Interim VPI, coordinates, (916) 558-2225)
		h. For new faculty, Sacramento City College has a regular orientation meeting, Friday afternoons, for the whole fall semester, with follow-up in spring. Curriculum emphasizes equity and success. That program is organized through their Staff Development office.
		i. For new faculty at Sacramento City College, the college has developed a website (https://inside.scc.losrios.edu/new-hire-steps/new-hire-steps/new-hire-steps/new-hire-steps) and a handbook (attached). (That website is behind a wall, we have attached some screenshots. If you would like to see the content, the PRT can show material from the site during the team visit.)

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		j. Review the CCCCO Equity Best Practices (attached) for perspective and ideas for staff and faculty orientation.