# California Community Colleges | IEPI — INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE

## Institutional Effectiveness Partnership Initiative
## Partnership Resource Teams
## Institutional Innovation and Effectiveness Plan
### Date: January 25, 2019

## Name of Institution: Cuyamaca College

| Area of Focus | Objective | Responsible Person | Target Date for Achievement | Action Steps | Measure of Progress | Status As of Date: |
|---|---|---|---|---|---|---|
| A. Student Learning Outcomes Assessment cycle: Improving data collection for SLO's and PLO's | 1. Identify and implement a system that meets college needs for integration of curriculum review, program review, and outcome assessment<br>2. Integrate timelines for curriculum review, syllabi review, program review, and outcome assessment<br>3. Expand resource materials and training for faculty, staff, and administrators for meaningful outcome assessment<br>4. Improve infrastructure for assessment in non-instructional areas<br>5. Leverage Canvas online learning platform for learning outcome assessment | SLO Coordinator Senior Dean of Institutional Effectiveness Curriculum Committee Co-Chairs | 1. Fall 2019<br><br>2. Spring 2019<br><br>3. Spring 2019<br><br>4. Spring 2019<br><br>5. Spring 2019 | • Develop list of requirements for an integrated accountability/curriculum management system<br>• Submit request for technology system through college and district prioritization process<br>• Select and implement a system for accountability/curriculum management<br>• Develop and disseminate integrated annual timeline for major planning, academic quality, and institutional effectiveness processes<br>• Expand assessment resource materials and professional development opportunities for faculty and staff, including both instructional and non-instructional areas<br>• Develop and implement common lexicon and definitions for assessment in non-instructional areas<br>• Conduct small faculty pilot uploading and assessing learning outcomes in Canvas | a. New system for curriculum, program review, and outcome assessment identified and implemented<br>b. Planning/IE calendar published and shared on college website<br>c. Assessment handbook published<br>d. Assessment webpages are integrated (and outdated pages are archived) to ensure current/accurate information<br>e. Glossary of Terms for assessment<br>f. Increased number of professional development opportunities for faculty to learn how to use Canvas to assess learning outcomes | a.<br>b. |
| B. Student Learning Outcomes Assessment Cycle: Improving participation by all areas of campus in course-, program-, and institution-level outcomes | 1. Shift focus from compliance and data accounting to meaningful dialog and improvement<br>2. Integrate assessment into college-level planning with a focus on core/institutional learning outcomes<br>3. Develop models for meaningful assessment dialog and associated improvements<br>4. Develop and implement learning outcome assessment faculty leadership structure | SLO Coordinator Senior Dean of Institutional Effectiveness, Success, and Equity | 1. Spring 2019<br><br>2. Spring 2019<br><br>3. Fall 2019<br><br>4. Fall 2019 | • Expand assessment resource materials and professional development opportunities for faculty<br>• Incorporate ILO assessment into campus professional development activities (e.g., Flex week, convocation, etc.) and planning retreats<br>• Develop and pilot a process for direct assessment of ILOs<br>• Identify regular dates/times for department-level and institutional-level assessment dialog each semester with | a. Increase in number of participants in assessment workshops/conference<br>b. Flex calendar that includes designated time for discussing learning outcome assessment<br>c. Process in place for direct assessment of ILOs (e.g., sample of courses mapped to ILOs assessed using common rubric) | a.<br>b. |

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| | 5. Improve communication to faculty, staff, administrators and students regarding learning outcomes, assessment findings, effective practices, and college processes<br>6. Foster inter-departmental collaboration and sharing of effective practices<br>7. Validate and broaden communication regarding ILOs | | 5. Spring 2019<br><br>6. Spring 2019<br><br>7.<br>Fall 2019<br><br>8. Spring 2019 | accountability measures to ensure courses are being assessed<br>• Develop parameters/job descriptions and intended outcomes for faculty assessment leads<br>• Identify and train faculty outcome assessment leaders<br>• Restructure the Student Learning Outcomes and Assessment Committee (SLOAC) to promote communication into and across disciplines, divisions, and instructional/non-instructional areas, including faculty, staff, administrators and students<br>• Develop/launch an assessment "showcase" for faculty to share innovative assessment practices<br>• Incentivize innovation in outcome assessment by providing faculty stipends for assessment improvement projects<br>• Re-orient the campus to established ILOs; make revisions as necessary | d. Increase in the number of departments reporting information on action taken as a result of assessment results/dialog (fall 2018 to fall 2019(<br>e. Faculty assessment leaders trained and deployed for each program or division<br>f. Increased number of programs with current assessment plans and information, including dialog summary and action steps<br>g. Revised SLOAC charge and composition<br>h. Assessment best practices showcase implemented and evaluated<br>i. Increased number of faculty resources and models/frameworks for course, program, and student service area outcome assessment across multiple disciplines<br>j. Revised ILOs, cross-walked to ACCJC competencies, approved by Academic Senate and College Council | |
| C. Student Learning Outcomes Assessment Cycle: Connection with Program Review, Guided Pathways, planning | 1. Integrate outcome assessment into guided pathways activities<br>2. Establish learning outcomes and assessment professional development resources to support Pathways Pillar IV<br>3. Build foundation for Center for Teaching and Learning | SLO Coordinator<br>Instructional Faculty GP Co-Chair<br>Student Services GP Faculty Co-Chair | 1. Fall 2019<br><br>2. Fall 2019<br><br>3. Fall 2019 | • Develop and disseminate guides and resources for aligning learning outcomes with employment-related competencies<br>• Facilitate vision-setting process for Center for Teaching and Learning<br>• Develop model for Center for Teaching and Learning | a. Guide for aligning learning outcomes with employment skills developed and disseminated<br>b. Vision, model, and plan for Center for Teaching and Learning established and vetted | a.<br>b. |

## 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 |
|---|---|---|---|
| B. Student Learning Outcomes Assessment Cycle: Improving participation by all areas of campus in course-, program-, and institution-level outcomes | 2. Integrate assessment into college-level planning with a focus on core/institutional learning outcomes<br>3. Develop models for meaningful assessment dialog and associated improvements<br>4. Develop and implement learning outcome assessment faculty leadership structure<br>5. Improve communication to faculty, staff, administrators and students regarding learning outcomes, assessment findings, effective practices, and college processes<br>6. Foster inter-departmental collaboration and sharing of effective practices | • Develop and pilot a process for direct assessment of ILOs: Funding for part-time faculty stipends for participation in direct assessment of ILOs<br>• Identify and train faculty outcome assessment leaders: Funding for faculty stipends for serving as assessment leads for their division or program cluster<br>• Incorporate ILO assessment into campus professional development activities (e.g., Flex week, convocation, etc.) and planning retreats: Funding for professional development targeting non-instructional and instructional programs | $115,000 |

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|---|---|---|---|
| | | • Develop/launch an assessment "showcase" for faculty to share innovative assessment practices: Funding for materials/supplies for assessment showcase<br>• Incentivize innovation in outcome assessment by providing faculty stipends for assessment improvement projects: Funding for faculty innovation and assessment stipends<br>• Develop/launch an assessment "showcase" for faculty to share innovative assessment practices: Funding for professional services to create graphics and visuals for resource materials related to assessment and other project deliverables | |
| A. Student Learning Outcomes Assessment cycle: Improving data collection for SLO's and PLO's | 1. Identify and implement a system that meets college needs for integration of curriculum review, program review, and outcome assessment | • Select and implement a system for accountability/curriculum management: Funding for new accountability/curriculum management system initial implementation | $60,000 |
| C. Student Learning Outcomes Assessment Cycle: Connection with Program Review, Guided Pathways, planning | 3. Build foundation for Center for Teaching and Learning | • Facilitate vision-setting process for Center for Teaching and Learning: Funding for materials/supplies for Center for Teaching and Learning vision-setting meetings<br>• Develop model for Center for Teaching and Learning: Funding for professional development focused on assessment in the context of the guided pathways framework | $25,000 |
| **Total IEPI Resource Request (not to exceed $200,000 per college)** | | | $200,000 |

| Approval | | |
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| **Chief Executive Officer** | | |
| Name: Julianna Barnes | | |
| Signature or E-signature: | | Date: 2/5/19 |

| Collegial Consultation with the Academic Senate | | |
|---|---|---|
| **Academic Senate President** *(As applicable; duplicate if needed for district-level I&EP)* | | |
| Name: KIM DUDZIK | | |
| Signature or E-signature: | | Date: 2/5/19 |