



California
Community
Colleges



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: January
A. Student Learning Outcomes Assessment cycle: Improving data collection for SLO's and PLO's	<ol style="list-style-type: none"> 1. Identify and implement a system that meets college needs for integration of curriculum review, program review, and outcome assessment 2. Integrate timelines for curriculum review, syllabi review, program review, and outcome assessment 3. Expand resource materials and training for faculty, staff, and administrators for meaningful outcome assessment 4. Improve infrastructure for assessment in non-instructional areas 5. Leverage Canvas online learning platform for learning outcome assessment 	SLO Coordinator Senior Dean of Institutional Effectiveness Curriculum Committee Co-Chairs	<ol style="list-style-type: none"> 1. Fall 2019 2. Spring 2019 3. Spring 2019 4. Spring 2019 5. Spring 2019 	<ul style="list-style-type: none"> • Develop list of requirements for an integrated accountability/curriculum management system • Submit request for technology system through college and district prioritization process • Select and implement a system for accountability/curriculum management • Develop and disseminate integrated annual timeline for major planning, academic quality, and institutional effectiveness processes • Expand assessment resource materials and professional development opportunities for faculty and staff, including both instructional and non-instructional areas • Develop and implement common lexicon and definitions for assessment in non-instructional areas • Conduct small faculty pilot uploading and assessing learning outcomes in Canvas 	<ol style="list-style-type: none"> a. New system for curriculum, program review, and outcome assessment identified and implemented b. Planning/IE calendar published and shared on college website c. Assessment handbook published d. Assessment webpages are integrated (and outdated pages are archived) to ensure current/accurate information e. Glossary of Terms for assessment f. Increased number of professional development opportunities for faculty to learn how to use Canvas to assess learning outcomes 	<ol style="list-style-type: none"> a. The College is part of a district-wide discussion on a curriculum management system; however, the selection process was placed on hold by the district IT department pending a decision from the CCCCCO regarding a statewide curriculum management system b. The Annual Integrated Planning Calendar (Attachment 1) has been created and is being edited and updated. It has been vetted with the campus community and is posted to the College's Program Review webpage. c. The Assessment Handbook is still in development and has not yet been shared; however, a guide has been drafted (Attachment 2) and will undergo revisions in Spring 2020. d. The assessment webpage has been updated in some areas but needs to be fully redesigned with new content. e. The Glossary of Terms for Assessment is still under development and will require the engagement of the new Outcome and Assessment Committee. f. The number of workshops regarding assessment has

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						increased as of the Fall 2019 semester, and the Canvas integration pilot was completed in Fall 2019. The SLO Coordinator will be sharing this information with faculty starting in Spring 2020 to help others adopt this tool for assessment.
B. Student Learning Outcomes Assessment Cycle: Improving participation by all areas of campus in course-, program-, and institution-level outcomes	<ol style="list-style-type: none"> Shift focus from compliance and data accounting to meaningful dialog and improvement Integrate assessment into college-level planning with a focus on core/institutional learning outcomes Develop models for meaningful assessment dialog and associated improvements Develop and implement learning outcome assessment faculty leadership structure Improve communication to faculty, staff, administrators and students regarding learning outcomes, assessment findings, effective practices, and college processes Foster inter-departmental collaboration and sharing of effective practices Validate and broaden communication regarding ILOs 	SLO Coordinator Senior Dean of Institutional Effectiveness, Success, and Equity	<ol style="list-style-type: none"> Spring 2019 Spring 2019 Fall 2019 Fall 2019 Spring 2019 Spring 2019 Fall 2019 Spring 2019 	<ul style="list-style-type: none"> Expand assessment resource materials and professional development opportunities for faculty Incorporate ILO assessment into campus professional development activities (e.g., Flex week, convocation, etc.) and planning retreats Develop and pilot a process for direct assessment of ILOs Identify regular dates/times for department-level and institutional-level assessment dialog each semester with accountability measures to ensure courses are being assessed Develop parameters/job descriptions and intended outcomes for faculty assessment leads Identify and train faculty outcome assessment leaders 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 Develop/launch an assessment "showcase" for faculty to share innovative assessment practices Incentivize innovation in outcome assessment by providing faculty stipends for assessment improvement projects Re-orient the campus to established ILOs; make revisions as necessary 	<ol style="list-style-type: none"> Increase in number of participants in assessment workshops/conference Flex calendar that includes designated time for discussing learning outcome assessment Process in place for direct assessment of ILOs (e.g., sample of courses mapped to ILOs assessed using common rubric) Increase in the number of departments reporting information on action taken as a result of assessment results/dialog (fall 2018 to fall 2019) Faculty assessment leaders trained and deployed for each program or division Increased number of programs with current assessment plans and information, including dialog summary and action steps Revised SLOAC charge and composition Assessment best practices showcase implemented and evaluated Increased number of faculty resources and models/frameworks for course, program, and student service area outcome assessment across multiple disciplines Revised ILOs, cross-walked to ACCJC competencies, approved by Academic Senate and College Council 	<ol style="list-style-type: none"> The SLO Coordinator has met with representatives from 7 of 8 Academic and Career Pathways (ACPs) to discuss and identify shared ACPLOs. In addition, the IESE Office has recruited 10 practitioners from the Student Services Division to attend the NASPA Assessment and Persistence Conference with members of the IESE team, including the SLO Coordinator, to strengthen assessment in Student Services areas. In addition, January 31, 2020 is the start of a series of assessment workshops for the Student Services division. Many departments hold assessment discussions during regular department meetings over Flex Week; however, the College needs to have a more formal series of workshops and opportunities for dialog on innovative assessment practices and PLO and ILO assessment results. The College recently conducted a scan of all PLOs mapped to ILOs and found that mapping was rare and inconsistent. In addition, the ILOs were revised in 2019 (Attachment 3), so all PLOs must be re-mapped. The College will aim to pilot a small direct assessment of ILOs in Spring 2020 and will simultaneously launch a mapping project to ensure PLOs are mapped to ILOs (and that courses are mapped to PLOs, many of which are being revised to be ACPLOs). TracDat information on courses has increased dramatically over the past year, and there has

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						<p>been an increase in departments reporting action taken based on assessment results in both TracDat and in program reviews.</p> <p>e. Faculty assessment leaders are envisioned as part of the proposed Outcome and Assessment Committee, which is currently being vetted (Attachment 4).</p> <p>f. SLOAC is being disbanded and replaced with the Outcome and Assessment Committee, which is being vetted with the Academic Senate in February,</p> <p>g. Information on exemplary assessment practices is currently being collected via program review. The new Outcome and Assessment Committee, once operational, will work to share these innovative projects and resources through workshops and training documents.</p> <p>h. The College revised its ILOs in Spring 2019 and is in the process of developing a marketing campaign. ILOs were cross-walked with ACCJC competencies (Attachment 5) and posted in a summer catalog addendum.</p>
C. Student Learning Outcomes Assessment Cycle: Connection with Program Review, Guided Pathways, planning	1. Integrate outcome assessment into guided pathways activities 2. Establish learning outcomes and assessment professional development resources to support Pathways Pillar IV 3. Build foundation for Center for Teaching and Learning	SLO Coordinator Instructional Faculty GP Co-Chair Student Services GP Faculty Co-Chair	1. Fall 2019 2. Fall 2019 3. Fall 2019	<ul style="list-style-type: none"> Develop and disseminate guides and resources for aligning learning outcomes with employment-related competencies Facilitate vision-setting process for Center for Teaching and Learning Develop model for Center for Teaching and Learning 	a. Guide for aligning learning outcomes with employment skills developed and disseminated b. Vision, model, and plan for Center for Teaching and Learning established and vetted	a. A guide for aligning learning outcomes with employment skills has not been developed yet; however, faculty chairs from 7 ACPs have participated in training and developed shared ACPLOs. These now need to be codified through the curriculum review and approval process, which will take place this spring. b. In Fall 2019, an initial meeting was held with a core group of faculty, staff, and administrators to start identifying possibilities for a new teaching and learning center. The group will reconvene in Spring 2020 to implement the plan outlined in the College's Quality Focus Essay (Attachment 6).

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 3. Develop models for meaningful assessment dialog and associated improvements 4. Develop and implement learning outcome assessment faculty leadership structure 5. Improve communication to faculty, staff, administrators and students regarding learning outcomes, assessment findings, effective practices, and college processes 6. Foster inter-departmental collaboration and sharing of effective practices	<ul style="list-style-type: none"> Develop and pilot a process for direct assessment of ILOs: Funding for part-time faculty stipends for participation in direct assessment of ILOs Identify and train faculty outcome assessment leaders: Funding for faculty stipends for serving as assessment leads for their division or program cluster 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 Develop/launch an assessment "showcase" for faculty to share innovative assessment practices: Funding for materials/supplies for assessment showcase Incentivize innovation in outcome assessment by providing faculty stipends for assessment improvement projects: Funding for faculty innovation and assessment stipends 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 	\$115,000
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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Facilitate vision-setting process for Center for Teaching and Learning: Funding for materials/supplies for Center for Teaching and Learning vision-setting meetings 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	
Chief Executive Officer	
Name:	
Signature or E-signature:	Date:

Collegial Consultation with the Academic Senate	
Academic Senate President	
<i>(As applicable; duplicate if needed for district-level I&EP)</i>	
Name:	
Signature or E-signature:	Date: