

Cuyamaca College

Quality Focus Essay

Introduction

The Quality Focus Essay serves as a means for identifying two major projects, which emerged from the College's self-evaluation, that will have significant long-term impact on student learning and achievement across the College.

As part of its commitment to continuously improving programs, services, structures, and processes, Cuyamaca College regularly reflects on and assesses its performance and operations. During the development of the Institutional Self-Evaluation Report (ISER), and specifically during the Fall 2018 campus Accreditation Retreat, over 40 practitioners from across the College, including faculty, staff, students, and administrators, reflected on the findings of the self-evaluation process and identified two major projects as priorities for the College in the next four years. These two projects, the development of a Center for Teaching and Learning and Expanding Open Educational Resources/Low-Cost Course Materials, were identified as priorities for improving student learning and achievement.

These projects had also come up in previous meetings and discussions on campus, such as during an Institutional Effectiveness Partnership Initiative (IEPI) visit, in program review documents and goals, and during guided pathways discussions; thus, the Fall 2018 Accreditation Retreat served as a broader, college-wide discussion venue and triangulation point for campus feedback. Given the College's strategic priorities of Acceleration, Guided Student Pathways, Student Validation and Engagement, and Organizational Health, the development of a Center for Teaching and Learning and expansion of Open-Educational Resources and Low-Cost Course Materials is aligned with the College's overarching goals for the next four years and are central to becoming a student-centered college.

Project #1: Establish a Center for Teaching and Learning

Overview

Cuyamaca College is focused on implementing its three “big bets” of Acceleration, Guided Student Pathways, and Student Validation and Engagement. Central to this is professional development on transformational processes and practices and a systematic cycle of inquiry, design, implementation, and assessment. Until recently, Cuyamaca College had undergone a number of significant transitions in the structures supporting learning assessment across the institution. With the re-scoped and more significant role of the SLO Coordinator, the creation of the Institutional Effectiveness, Success, and Equity Office, and the expanded one-on-one and group workshops centered on identifying and assessing meaningful student learning outcomes, the College has made progress in improving the infrastructure for assessment. However, there is still more work to be done to expand meaningful learning assessment across the campus, as well as implement curriculum and assessment systems and resources for both instructional and non-instructional areas. Furthermore, the College’s professional development offerings have traditionally been decentralized, with various departments participating in different forms of trainings, workshops, and activities without leveraging these activities or providing centralized logistical support to benefit the larger campus community.

Given these challenges, and in light of the College’s commitment to advancing student success and equity, as well as its participation in the California Guided Pathways Demonstration Project, the College recognizes the need to create a more centralized repository for student-centered professional development for practitioners across the campus, including faculty, staff, and administrators. The College believes these efforts will ultimately lead to increased sharing of effective practices in the spirit of continuous quality improvement.

The College has already identified specific steps it will take to improve learning assessment [QFE 1-1 [IEPI Plan 2019](#)]. At the same time, the College has embarked on the inquiry phase of its guided pathways work and is now moving into an inquiry-and-design phase. In line with the institution’s work on the four guided pathways pillars, additional efforts are being made to ensure students are learning the skills required to be successful as transfer students and in the workforce. As noted in the College’s California Guided Pathways Project (CAGP) Scale of Adoption and CCCCCO Guided Pathways Self-Assessment and Work Plan, the College has identified a need to create a more cohesive approach to campus-wide professional development in order to improve

student learning and completion of educational goals. In addition, as noted by the Guided Pathways Pillar 4 inquiry team, the College also identified a need to create clearer links between program and institutional learning outcomes and employment-related skills [QFE 1-2 [CCCCO Pathways Self-Assessment 2017](#); QFE 1-3 [CCCCO Guided Pathways Work Plan](#); QFE 1-4 [GPSC QFE Goals Brainstorming - Fall 2018](#); QFE 1-5 [CAGP Scale of Adoption Report 2018](#)].

Overarching Project Goal: Integrate professional development efforts to support the implementation of innovative, student-centered practices

A Center for Teaching and Learning will help connect the College's overall success and equity aims with its guided pathways and learning outcome assessment efforts through professional development. An overarching goal of creating the Center for Teaching and Learning is to advance instructional and non-instructional practices to become a more student-centered college. The Center for Teaching and Learning will serve as the College's professional development hub and integration point for college-wide professional development focused on areas such as the guided student pathways framework, inclusive and equity-minded teaching and learning practices, active learning, effective online instructional delivery methods, student-centered and equity-minded services, inquiry and action research, as well as learning assessment. The Center is also intended to provide enhanced faculty support for implementation of best practices combined with training and resources to the various peer student mentors at the College. The Center for Teaching and Learning will also serve as the College's connection point to the California Community College's online professional development repository (currently titled the "Vision Resource Center").

Project #1 Center for Teaching and Learning: Action Plan
 Integrate professional development efforts to support the implementation of innovative, student-centered practices

Action Step	Person(s) or Group(s) Responsible	Target Completion Date	Deliverable
<i>Phase 1: Inquiry and Vision-Setting</i>			
Convene a task force to facilitate the Center for Teaching and Learning vision-setting and planning	College Council	September 2019	Task force member list and charge
Host faculty, staff, and administrator forums to discuss the scope, vision, and leadership for the Center for Teaching and Learning	Center for Teaching and Learning (CTL) Task Force	October 2019 - February 2020	Initial draft of vision and scope of work for Center for Teaching and Learning
Create and administer surveys and conduct focus groups with faculty, students, and staff to assess needs and frame future of Center for Teaching and Learning	CTL Task Force and Institutional Effectiveness, Success and Equity (IESE) Office	October 2019 - February 2020	Second draft of vision and scope of work for Center for Teaching and Learning
Conduct site visits to colleges with established teaching and learning centers	CTL Task Force	March 2020 - April 2020	Outline of common center features, strengths, challenges
Outline and summarize for the campus various models for teaching and learning centers	CTL Task Force	May 2020	Drafts of possible models for Center for Teaching and Learning
Develop, present, and gather feedback from the campus on proposed models for a Center for Teaching and Learning	CTL Task Force	June 2020 - August 2020	Model for Center for Teaching and Learning

Action Step	Person(s) or Group(s) Responsible	Target Completion Date	Deliverable
<i>Phase 2: Planning/Proposal</i>			
Develop a three-year plan, budget, and scope of work for establishing the Center for Teaching and Learning	CTL Task Force	August 2020 - December 2020	Three-year plan for the Center for Teaching and Learning
Establish annual goals for the Center for Teaching and Learning to focus on student learning and achievement	CTL Task Force, College Council, Student Success and Equity Council	October 2020 - December 2020	Annual goals for Center for Teaching and Learning
Identify space on campus for the Center for Teaching and Learning	President's Cabinet and CTL Task Force	January 2021 - March 2021	Space designated for the Center
Apply for and secure resources required to launch the Center for Teaching and Learning	CTL Task Force	April 2021 - September 2021	Grant application with plan and goals
<i>Phase 3: Implementation</i>			
Develop model for Center for Teaching and Learning website and integrate Cornerstone	CTL Task Force; PD Coordinator	March 2021 - May 2021	Website outline/model
Curate resources for Center for Teaching and Learning website	CTL Task Force; PD Coordinator	April 2021 - September 2021	Directory of teaching and learning resources
Create Center for Teaching and Learning website - Link to CCCCCO Vision Resource Center (Cornerstone) and Online Teaching and Learning Committee Resources	CTL Task Force; PD Coordinator	September 2021 - December 2021	Center for Teaching and Learning website

Launch marketing campaign for Center services and workshops	CTL Task Force Members; Director of College and Community Relations	January 2021	Flyers, emails, and brochures
Begin offering workshops and services through the Center for Teaching and Learning	PD Coordinator; faculty, staff, administrators	January 2021 - May 2021	Number of workshops delivered; Number of workshop participants
<i>Phase 4: Sustainability and Assessment</i>			
Conduct surveys to assess perceptions of Center for Teaching and Learning website, workshops, and resources	CTL Task Force and IESE Office	May 2021 - Ongoing	Report summarizing perceptions of Center for Teaching and Learning in initial year of implementation
Develop annual action plan to improve resources, website workshops, and communication related to the Center for Teaching and Learning	CTL Task Force, PD Coordinator, Student Success and Equity Council	August 2021 - Ongoing	Annual Center for Teaching and Learning plan developed

Resources Needed

- IEPI Innovation and Effectiveness Seed Grant
- External funding to launch the Center
- Institutional funding to sustain the Center