

# Accreditation Quality Focus Essay

Presentation to Academic Senate  
May 23, 2019

# What is the Quality Focus Essay (QFE)?

A plan for implementing 2-3 initiatives that will positively impact student learning and achievement

**Timeframe:** Within 4 years

Initiatives arising from our self-evaluation/ISER development process

# Cuyamaca's Two QFE Projects

- 1. Develop a Center for Teaching and Learning (professional development)**
- 2. Expand Open Educational Resources/Low-Cost Course Materials**

# Center for Teaching and Learning

The idea of a Center for Teaching and Learning has bubbled up from numerous discussions on campus, including...

- Student Success and Equity Committee (before it was a council)
- IEPI Partnership Resource Team visits in October and November 2018
- Guided Pathways Pillar 3 and 4 teams
- Accreditation ISER fall 2018 retreat

# Action Steps for the Plan: Center for Teaching and Learning (Part 1)

- Convene a task force to facilitate the Center for Teaching and Learning vision-setting and planning
- Host faculty, staff, and administrator forums to discuss the scope, vision, and leadership for the 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
- Conduct site visits to colleges with established teaching and learning centers
- Outline and summarize for the campus various models for teaching and learning centers
- Develop, present, and gather feedback from the campus on proposed models for a Center for Teaching and Learning

# Action Steps for the Plan: Center for Teaching and Learning (Part 2)

- Develop a three-year plan, budget, and scope of work for establishing the Center for Teaching and Learning
- Establish annual goals for Center for Teaching and Learning to focus on student learning and achievement
- Identify space on campus for the Center for Teaching and Learning
- Apply for and secure resources required to launch the Center for Teaching and Learning

# Action Steps for the Plan: Center for Teaching and Learning (Part 4)

- Conduct surveys to assess perceptions of Center for Teaching and Learning website, workshops, and resources
- Develop annual action plan to improve resources, website workshops, and communication related to the Center for Teaching and Learning

# Individuals we consulted in the development of the Center for Teaching and Learning Plan

Donna Hajj

## **Guided Pathways Pillar 3 and 4 Teams**

Kim Dudzik

- Lauren Halsted

Mary Sessom

- Kathryn Nette

Tania Jabour

- Ticey Hosley

Sophia Armenta

- Amaliya Blyumin

Ari Ahamadian

- Lauren Vaknin

- Kerry Kilber-Rebman

- Pam Kersey

- Ray Reyes

- Rhonda Bauerlein

- Cathy Fritz



# Action Steps for the Plan: OER/Low-Cost Course Materials (Part 1)

- Expand OER workgroup to include cross-functional team of people interested in OER
- Facilitate faculty feedback sessions on a proposed faculty OER leadership structure
- Conduct research on how other colleges have implemented OER and funded these initiatives
- Send a team of faculty to OER workshops and conferences
- Send a team of faculty to regional professional development convenings on effective OER practices
- Develop a plan/model for regularly collecting student feedback and engaging students in the OER expansion and assessment process

# Action Steps for the Plan: OER/Low-Cost Course Materials (Part 2)

- Host an OER-ZTC Summit to increase campus awareness
- Apply for and secure funding for faculty stipends to curate or create OER that can be replicated/used by other faculty
- Create marketing campaign to expand awareness of OER and OER-related professional development opportunities
- Host flex workshops on adopting OER and campus viewings of OER webinars
- Deliver presentations to academic departments on adopting OER, including the value and need for OER as a whole

# Action Steps for the Plan: OER/Low-Cost Course Materials (Part 3+4)

- Apply for OpenStax Institutional Partnership
- Develop and vet guidelines for OER-related work
- Organize content for OER website
- Provide flex workshop opportunities for faculty to share effective practices
- Develop and maintain a repository of OER by discipline
- Identify/designate OER/ZTC sections in the online schedule of classes
- Host a ZTC Day for students to increase awareness of OER
- Conduct student success analysis, surveys, and focus groups to assess the effectiveness of OER implementation
- Conduct faculty surveys to assess the effectiveness of OER implementation
- Develop an annual action plan to improve OER support for faculty and students

# Individuals we consulted in the development of the OER/Low-Cost Course Materials Plan

Karla Gutierrez

Kim Dudzik

Donna Hajj

Daniel Pauls

Scott Herrin

Kerry Kilber Rebman

Dave Dillon (Grossmont)

# Questions or Comments?

Please feel free to contact us!

Marvelyn Bucky, Accreditation Faculty Co-Chair

[Marvelyn.Bucky@gcccd.edu](mailto:Marvelyn.Bucky@gcccd.edu)

Bri Hays, Accreditation Liaison Officer

[Brianna.Hays@gcccd.edu](mailto:Brianna.Hays@gcccd.edu)