



**INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE**  
**Participate | Collaborate | Innovate**

**Institutional Effectiveness Partnership Initiative  
 Partnership Resource Teams  
 Institutional Innovation and Effectiveness Plan  
 Date: December 9, 2016**

**Name of Institution: Cañada College**

<b>Area of Focus</b>	<b>Objective</b>	<b>Responsible Person</b>	<b>Target Date for Achievement</b>	<b>Action Steps</b>	<b>Measure of Progress</b>	<b>Status As of Date: 9/8/2017</b>
A. Integrated Planning and Resource Allocation Processes	1. Develop an Educational Master Plan 2017-2022 and establish a hierarchy of college plans. 2. Improve employees' knowledge and skills related to planning and resource allocation integration 3. Restructure the charge, mission, and authority of the PBC to allow it to serve as a recommending body in the planning, budgeting, and resource allocation processes. 4. Adopt a room management system that is fully compatible with Banner in coordination with the district office, to establish Cañada's space allocation process and improve efficiency in facility/space use.	1. EMP Team and Cabinet Members 2. PBC 3. PBC 4. VPI/VPA	1. May 2017 2. Feb 2017 3. May 2018 4. May 2017	1.1 Draft College Goals 1.2 Draft Educational Master Plan and place it within an overall hierarchy of plans. 1.3 Planning Institute 2 Training for the EMP implementation team to operationalize and implement the EMP goals. 1.4 Development of operational projects designed to help achieve EMP goals and objectives. 2.1 SPOL Training for program review writers and responsible parties to capture their progress and align their work with the EMP goals. 3.1 In a series of PBC Meetings, develop recommendations to revise the charge, mission and authority of the PBC, and then obtain the necessary approvals for the recommendations. 4.1 Work with other SMCCCD Colleges to identify a system that matches the required parameters 4.2 Purchase software 4.3 Implement software and provide training for all users across the campus who will be responsible for the scheduling of classes	1.1 Goals adoption 1.2 Plan and hierarchy adoption 1.3 After the Planning Institute 2 training, the EMP Implementation Team decide and Implement the operational projects 2.1 Training is provided to a critical mass of employees in all constituency categories 3.1 Evidence of restructuring and actual recommendations made by PBC 4.1 Software matching parameters identified 4.2 Software purchased 4.3 Software implemented, and training provided to appropriate campus employees on system application 4.4 Processes and procedures established for the ongoing and systematic maintenance of an active scheduling process using the identified solution	A1. During Spring 2017 semester, the Educational Master Plan (EMP) team and college leadership participated the Society for College and University Planning (SCUP) Institute II. The EMP tem then lead the college development and adoption of 3 college goals and 12 strategic initiative themes for the Educational Master Plan. Toward the end of the spring semester, there was a college-wide effort to develop strategic initiatives to accomplish each strategic goal. A total of 18 strategic initiatives were identified and incorporated into the EMP. The Educational Master Plan was approved by the College Planning and Budgeting Council in May 2017.  A2. The college developed employee training and technical assistance to improve employees' knowledge and skills related to planning and resource allocation. Workshops and drop-in assistance were offered at college Flex Days in Spring and Fall 2017, and ongoing one-on-one assistance is provided by the college Instructional Technologist, PRIE office, and Budget Office. Training materials and video tutorials are also available for employees to use as needed.  A3. In Spring 2017, the College Planning and Budgeting Council began discussing the need to clarify the role and function of PBC. The Council agreed this important work should begin at the start of the subsequent academic year (17/18), to allow for adequate time to organize the conversations. In Fall 2017, PBC began this process with a discussion about integrated planning and budgeting and the role of PBC in this process. Through the discussion, 5 action areas were identified and the college is working on the action areas during the Fall 20107 semester.  A4. The college purchased a room scheduling software system (AdAstra) in Spring 2017 and is working on implementation during the Fall 2017 semester.

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B. Professional Development	<p>1. Establish a comprehensive professional learning program for the college that coordinates all related activities and aligns with the Cañada Professional Learning Framework.</p> <p>2. Develop a Professional Learning Plan for Cañada College that reflects campus-interests and needs.</p>	<p>1. Director of PD and Innovation 2. Director of PD and Innovation</p>	<p>1. Dec 2017 2. May 2017</p>	<p>1.1 Identify a space and branding for the program</p> <p>1.2 Determine goals, objectives, and materials for the program</p> <p>1.3 Create a calendar of events</p> <p>1.4 Develop and implement a schedule for evaluating the program and implementing improvements as needed.</p> <p>2.1 Collect data on campus-wide professional development</p> <p>2.2 Analyze data from the needs assessment and open forum</p> <p>2.3 Draft and collect feedback on the plan prototype through shared governance process</p> <p>2.4 Finalize plan, obtain required approvals, and implement plan.</p> <p>2.5 Develop and implement a schedule for evaluating the plan and implementing improvements as needed.</p>	<p>1.1 Space and branding determined, organized, and distributed</p> <p>1.2 Goals and objectives established and vetted through participatory governance; resources identified</p> <p>1.3 Calendar of events established and vetted through participatory governance; distributed throughout campus; and implemented throughout campus</p> <p>1.4 Evaluation and improvement schedule implemented.</p> <p>2.1 Distribution of a needs assessment and data collection</p> <p>2.2 Alignment of data with Cañada Professional Learning Framework and EMP</p> <p>2.3 Completed prototype plan for temporary implementation and feedback</p> <p>2.4 Approved plan implemented.</p> <p>2.5 Evaluation and improvement schedule implemented.</p>	<p>B1. A team of representatives from the college worked together to develop a Professional Learning Framework to serve as the foundation for a college plan. The entire college was engaged in the development of 3 core concepts: Professional Learning and Teaching, Communication and Collaboration, and Career &amp; Personal Growth and Learning. The Framework was vetted through the participatory governance process and served as the basis for the College Professional Learning Plan.</p> <p>A significant need for professional learning at the campus is related to learning outcome assessment. Last spring, the college Assessment Coordinator led efforts to revise/revamp the assessment cycle. The Academic Senate approved a new assessment cycle in May 2017. To provide professional development to faculty related to assessment, a team of assessment coaches will be available to provide training and support to faculty.</p> <p>B2. The College Planning and Budgeting Council approved the first College Professional Learning Plan in May 2017. Through input from the entire campus, the plan identifies 2 Goals for the 17/18 academic year: (1) Establish a dedicated space, resources and program of activities for ongoing campus-wide professional learning; (2) Implement an ongoing college-wide professional learning program that engages campus constituents while creating opportunities for innovative practices that promote student success.</p>

## Request for IEPI Resources to Support Institutional Innovation and Effectiveness Plan

Applicable Area(s) of Focus <i>(Copy from table above.)</i>	Applicable Objective(s) <i>(Copy from table above.)</i>	Description of Resource Needed <i>(Refer to Action Steps above as appropriate.)</i>	Cost of Resource
Integrated Planning and Resource Allocation Processes	Develop an Educational Master Plan 2017-2022 and establish a hierarchy of college plans.	Training, support, and resources to assist in educational master planning efforts for faculty, staff and administrators; development of educational master plan (e.g., Planning Institute 2 training, supplies, equipment, materials, resources, stipends and refreshments for EMP work)	\$20,000
	Improve employees' knowledge and skills related to planning and resource allocation integration	Strategic Planning Online (SPOL) Training (e.g., supplies, equipment, materials, resources, stipends and refreshments, training from vendor)	\$10,000
	Restructure the charge, mission, and authority of the PBC to allow it to serve as a recommending body in the planning, budgeting, and resource allocation processes.	PBC meetings	\$0
	Adopt a room management system that is fully compatible with Banner in coordination with the district office, to establish Cañada's space allocation process and improve efficiency in facility/space use.	Technological solutions will be identified to assist in the implementation of college plans in coordination with district operations, including but not limited to room management software and educational plan analysis software for schedule projection. (Action Steps: 4.1, 4.2, 4.3)  Cañada College may use a combination of independent contract services and local capacity to implement the solution, train responsible staff, and develop procedures and processes in order to ensure the adoption of the identified solution. (Action Steps: 4.2, 4.3)	\$45,000 - Software Licensing (depending on terms)  \$20,000 - IC Project Implementation Services  \$5,000 - Staff Stipends for Training and Implementation
Professional Development	Establish a comprehensive professional learning program for the college that coordinates all related activities and aligns with the Cañada Professional Learning Framework.	Branding for professional learning program; supplies, equipment, and materials for professional learning space (Action Step 1.1)  Materials, resources, potential stipends and refreshments for professional learning events, including possible facilitators and speakers related to Professional Learning Plan (Action step 1.2, 1.3)	\$20,000 - Branding and PL space  \$30,000 - Stipends for various program participants  \$40,000 - Resources, materials, refreshments
	Develop a Professional Learning Plan for Cañada College that reflects campus-interests and needs.	Support to conduct assessment of campus professional learning needs; develop college wide professional learning plan (Action step 1.1)	\$9,250 - Needs assessment  \$750 - Refreshments
<b>Total IEPI Resource Request (not to exceed \$200,000 per college)</b>			<b>\$200,000</b>

<b>Approval</b>	
<b>Chief Executive Officer</b>	
Name: Dr. Jamillah Moore	
Signature or E-signature:	Date:

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