# California Community Colleges
## Institutional Effectiveness

**Institutional Effectiveness Partnership Initiative**
**Partnership Resource Teams**
**Institutional Innovation and Effectiveness Plan**
Date: 12-11-2020

**Name of Institution:** Grossmont-Cuyamaca Community College District

| Area of Focus | Objective | Responsible Person | Target Date for Achievement | Action Steps | Measure of Progress | Status As of Date: |
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| A. Optimization of District operations to support the Colleges | 1. Develop a software inventory for the District<br><br>2. Update and publicize a District Services inventory/directory by function<br><br>3. Identify key business processes to go paperless<br><br>4. Review, refine, and communicate processes for prioritizing requests for technology at both the college and district that links to annual integrated planning and long-term strategic planning<br><br>5. Develop guiding principles for district-wide strategic enrollment management approach<br><br>6. Create a district-wide master (multi-year) calendar for plan review cycles and updates | 1. Jerry Williamson (primary) Kerry Kilber-Rebman, Eric Klein, Shannon Cadigan<br><br>2. Gabriela Alvarez, Anne Krueger<br><br>3. VPAs, VPIs, and VPSSs, VCBS<br><br>4. Chief Technology Officer, Kerry Kilber-Rebman, Eric Klein (working with Senior Deans)<br><br>5. VPIs/ VPSSs<br><br>6. Sam Ballard, Senior Deans | 1. July 2021<br><br>2. March 2021<br><br>3. December 2021<br><br>4. December 2021<br><br>5. December 2021<br><br>6. June 2021 | 1a. Create template for obtaining information on the software in use across the district<br>1b. Reach out to colleges to discover what software is being used on the campuses<br>1c. Enter software information into a database<br>1d. Publish software database for internal use<br><br>2a. Create a template to gather information for the inventory<br>2b. Populate the directory<br>2c. Send template to each Vice Chancellor to review for accuracy<br>2d. Determine the best place to post/communicate inventory<br>2d. Publish and maintain the directory<br><br>3a. Develop list of business processes<br>3b. Identify possible processes for automation<br>3c. Prioritize processes for automation/paperless<br><br>4a. College and district technology committees review current rubric to identify areas for improvement/changes<br>4b. Vet rubric with college governance groups<br>4c. Pilot rubric on technology requests<br>4d. Develop a guide and process flow chart for identifying technology/software needs<br><br>5a. District-wide strategic enrollment management task force convenes<br>5b. Task force conducts analysis of strengths, challenges, and opportunities<br>5c. Task force reviews effective practices and literature on strategic enrollment management<br>5d. Task force develops list of guiding principles<br>5e. Task force vets, finalizes, and begins implementing guiding principles for enrollment management<br><br>6a. Senior Deans and RPIE Supervisor inventory district plans<br>6b. Senior Deans and RPIE Supervisor create multi-year plan review/update calendar and high-level<br>6c. Senior Deans and RPIE Supervisor vet and publish multi-year planning calendar | 1a. Inventory for software from colleges/district created<br><br>2a. Directory updated and published<br><br>3a. Initial list of business processes prioritized for automation/paperless transition created<br><br>4a. Software purchases are linked back to plans/program review and college/district strategic priorities<br>4b. Rubric for prioritizing requests is developed/refined/implemented<br><br>5a. Guiding principles for enrollment management created<br><br>6a. Multi-year planning calendar created and published | a.<br>b. |

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| B. Assessment and alignment of positions within and among the different divisions | 1. Conduct a comprehensive assessment of IT to identify areas for improvement (structures, processes, training needs etc.)<br><br>2. Select and purchase a curriculum management system<br><br>3. Launch district forms training<br><br>4. Begin to review and update HR Business Process Analyses<br><br>5. Identify a universal classification tool to be used for all constituent groups | 1. Lynn Neault, Kerry Kilber-Rebman, Eric Klein<br><br>2. VPIs and Curriculum Chairs (task force and IT)<br><br>3. Alyssa Brown<br><br>4. Tim Corcoran<br><br>5. Tim Corcoran | 1. July 2021<br><br>2. July 2021<br><br>3. April 2021<br><br>4. March 2021<br><br>5. December 2021 | 1a. Hire an interim CTO ASAP<br>1b. Contract with external consultant to complete assessment<br>1c. Review assessment<br>1d. Identify priorities for changes to structures, processes<br>1e. Implement changes<br>1f. Develop job description for permanent CTO<br>1f. Recruit for position<br>1g. Hire CTO<br><br>2a. Conduct a business process analysis for curriculum management<br>2b. Research products/vendors/systems<br>2c. Select a system<br>2d. Purchase system<br>2e. Evaluate system implementation<br><br>3a. Meet with stakeholders to identify training needs<br>3b. Develop training schedule<br>3c. Market training to stakeholders/recruit participants<br>3d. Implement training<br><br>4a. Meet with stakeholders to prioritize business processes for updating of analysis<br>4b. Enlist external experts to facilitate the business process analyses updates<br>4c. Identify changes that need to be made<br>4d. Implement changes (relying on external experts as needed)<br><br>5a. Research tools from other community college districts<br>5b. Compare tools from other community college districts<br>5c. Identify tool for use at GCCCD | 1a. Interim CTO hired<br>1b. Permanent CTO hired<br><br>2a. Curriculum management system purchased<br><br>3a. Forms trainings completed<br><br>4a. Business process analyses completed<br><br>5a. Classification tool created | a. |

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| C. Enhancing the capacity of various areas of operation (IT, HR, Student Support) to support the Colleges | 1. Establish training plan for IT personnel to ensure ongoing professional learning to support and maintain District systems and software<br><br>2. Foster a culture where professional development and leadership management development are valued | 1. CTO<br><br>2. Tim Corcoran, Alyssa Brown, Chancellor's Cabinet | 1. December 2021<br><br>2. December 2021 | 1a. Expand upon comprehensive assessment of IT to address specific training needs, gaps, particularly related to district systems<br>1b. Develop short-term and long-term training plan for IT<br>1c. Implement IT training plan<br><br>2a. Communicate expectations for department managers fostering participation in professional development opportunities<br>2b. Develop and pilot post-workshop evaluation tool<br>2c. Survey past professional development participants to identify program strengths and areas for improvement/gaps<br>2d. Implement changes/improvements identified in survey results | 1a. IT training detailed needs assessment completed<br>1b. IT training plan completed<br><br>2a. Increased participation in district professional development<br>2b. Post-workshop evaluation tool created<br>2c. Process for evaluating professional development and identifying employee professional development needs created | 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 |
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| **Total IEPI Resource Request (not to exceed $200,000 per college)** |  |  |  |

| Approval | | Collegial Consultation with the Academic Senate | |
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| **Chief Executive Officer** | | **Academic Senate President** *(As applicable; duplicate if needed for district-level I&EP)* | |
| Name: | | Name: | |
| Signature or E-signature: | Date: | Signature or E-signature: | Date: |