March 10, 2025

David Andrus
Interim Superintendent/President

Daylene Meuschke
Vice President Institutional Research, Planning, and Institutional Effectiveness

Dear David Andrus and Daylene Meuschke,

Golden West College (GWC) is requesting the participation of a mini-Partnership Resource Team to support the college in its efforts to institutionalize our Center for Innovation and Learning (CIL). Thanks to an IEPI-PRT partnership in 2021, the CIL has established a foundation of excellence in professional development, with a strategic emphasis on equity and inclusive pedagogical practices.

Success and Rationale

In 2021, the college had the opportunity to work with a PRT who assisted us in developing a more internationally focused, centralized, and grounded center for professional learning for faculty. The culmination of that work was the CIL. The mission of GWC's Center for Innovation and Learning (CIL) is to provide research-based and equity-minded professional development, coaching, pedagogical practices, skill development, and training tailored to meet the diverse needs of faculty, staff, managers, and students. Today we seek the support of a team so we can assess and determine ways in which we can make the CIL a sustainable, permanent part of the campus.

In Fall 2021, a team at GWC sought guidance for an IEPI PRT with the goal of opening a Center for Innovation and Learning; a professional development center for faculty, and more.

The 2021 IEPI-PRT objectives were as follows:

1. Create a cross-sectional team of leaders to establish a sustainable professional learning ecosystem with diverse offerings, measurable goals and phased in approach. The focus of this initial work will include a Center of Innovation and Learning.
2. Implement a research-based and differentiated Faculty Academy focused on supporting the whole student serving new, returning, full-time and part-time faculty, as well as a New Classified Academy.
3. Build upon the Faculty Academy to provide greater depth and reflection through sessions focused on leadership development, self-reflection, data analysis/action planning, and best-practice sharing. Also included in this phase will be evidence-based peer coaching, support, and feedback program for faculty designed to improve instruction, learning, and student success.
4. Implement a series of training and learning opportunities each semester that focus on effective collaboration, planning and programs between instruction and student services.
5. Create a multi-pronged approach to build a data-driven campus-wide culture

2022-2023: Inaugural Year

In the inaugural year of the GWC Center for Innovation and Learning (CIL), the following sessions were offered and attended: Annual Data Coaching (cohort 1) strand resulting in 12 trained data coaches; New Faculty Academy; Faculty Leadership Academy; Faculty Inquiry Groups; Annual Inclusive Instructional Innovations (III) Strand; Pre-semester Strategies; Universal Design for Learning; Authentic Assessments; Enhancing Student Access in the Classroom; Part-time Faculty Toolkit Sessions; How to Read Your Load sheet and Paycheck; Introduction to HyFlex Classes; Let's Talk About AB 1705; Let's Talk About Ungrading; Curriculum Open Lab and Info Session

2023-2024: Year Two, Building Capacity

In AY 2024, the CIL built upon its inaugural year and offered the following sessions for employees, including: Annual Data Coaching (cohort 2) strand resulting in 10 trained data coaches; the Dual Enrollment Collaborative; Navigating the GWC/High School Partnership; New Faculty Academy; Faculty Inquiry Groups; Give a Practice, Get a Practice – Formative Feedback; Curriculum Open Lab; Behavioral Assessment Team (BAT) Updates, Best Practices, and Collaboration; Inclusive Instructional Innovations (III) Strand; Equitable Pedagogies and Practices for Latinx Students; Gender and Inclusion in the Classroom; Getting the Most out of Your Lesson and Unit Plans; Grading, Evaluation, and Rubrics; Lesson Plan Glow Up; Scheduling and Enrollment Management Discussion and Brainstorm; GWC Leadership Panel of Exec Team; How to Make Your Canvas Course Accessible; Supporting Student Success: Mental Health at GWC - Sessions 1 and 2; Equity Walk for Equity Plan; Excel: Lookup and Pivot, Oh My!; Creating and Measuring Service Area Outcomes (SAOs) and Administrative Unit Outcomes (AUOs); Autism Ally II; Drop In on Zoom: Support with Enter Course SLO Data; SAFE ZONE ALLY TRAINING; KPI Workshop; How to Present to Your Colleagues; 2023-24 end of year data; 2 Faculty Inquiry Groups (FIGs); 11 New Data Coaches trained; 41 unique CIL sessions throughout the year; 421 enrollments at a CIL session.2024-2025: Year Three (So Far).

2024-2025: Year Three, Expanding Our Reach

This year, the CIL has continued its transformative professional development success in a multitude of ways including enjoying more than 500 enrollments (to date) in sessions including: Data Coach (Cohort 3) for Faculty: Linked to Instructional Equity Gaps in Program Review; The Part Time Faculty Toolkit: Enhancing Student Engagement Across Modalities; Navigating Difficult Conversations: Tools for the Election Season In and Out of the Classroom; Inclusive Instructional Innovations Presents: Data in the Moment: Real-Time Instruction for Real-Time Results; RSI Part 1 - From Regulation to Practice: Implementing Effective RSI; The Part-time Faculty Toolkit Presents: Getting the Most Out of Your Part-Time Experience; Basics of Accessibility for Online, Hybrid, and In-Person Teaching; RSI Part 2 - How I Learned to Stop Worrying and Love RSI; Unlocking Library Resources: Incorporate Zero-Cost Content into Your Courses; and Humanizing STEM (Spring 2025) - Analyzing pre and post equity gaps.

Alignment with Vision 2030

Equity in Success

The GWC CIL aligns with CCCCO's Vision 2023 as it aims to create and foster classroom teaching practices that are culturally relevant, responsive, and affirming. Through training for faculty in equitable classroom practices – like the Humanizing STEM series, annua equity data coaching projects, universal design for learning sessions, and Equity Walk for Equity Olan sessions – full- and part-time faculty learn and practices and approaches to classroom teaching that support student success by focusing on specific populations of traditionally underserved students and assessing the effectiveness of the pedagogical approaches.

Next Steps

GWC recognizes the wide-sweeping benefits of the CIL at the college. We have come to rely on the work of the CIL, faculty stipends for CIL session participation, and the leadership provided by a faculty member for the CIL. It is now time to solidify The CIL as a permanent element of our campus so we can ensure its long-term impact and sustainability. **The college looks forward to the opportunity to collaborate with a mini-Partnership Resource Team of the IEPI to gain insight and ideas regarding how we might institutionalize the CIL at the college for the long-term. We would very much like to welcome a mini-PRT team to the campus in Spring semester 2025, ideally in April 2025, to assist GWC in making The CIL a permanent fixture at the campus.**

Sincerely,

Meridith Randall, President