California Community Colleges
Institutional Effectiveness

Institutional Effectiveness Partnership Initiative
Partnership Resource Teams
List of Primary Successes and Menu of Options for Institutional Consideration
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Primary Institutional Successes

Description of Primary Institutional Successes	Notes and Comments
1. Artificial Intelligence Strategy and Institutional Capacity Building The district has taken a proactive and strategic approach to exploring artificial intelligence (AI) as an opportunity to enhance teaching, learning, and operational effectiveness. Leadership has intentionally framed AI as a tool for innovation and institutional learning, creating early momentum across the district. The district has demonstrated a strong institutional commitment to AI adoption, with high participation and effective leadership in place. However, it primarily documents training and access rather than demonstrated learning. To strengthen the analysis, the district should specify what employees and students can do as a result of these efforts, using observable behaviors and concrete examples. Distinguishing between participation metrics and evidence of capability will make the impact of this work clearer and more credible.	1. CLPCCD began exploring AI approximately 12–18 months ago in response to faculty concerns regarding teaching, learning, and academic integrity. 2. Leadership positioned AI as an opportunity rather than a disruption, helping shift the institutional mindset. 3. Partnership with GenAI Academy provided foundational AI training focused on practical workplace applications. 4. Training reached senior leadership, vice presidents, deans, directors, executive assistants, and senate leadership. 5. Approximately 85% of administrators completed the three-hour training with strong positive feedback. 6. AI training expanded to Academic Senate, Classified Senate, and governance groups, with additional sessions planned (e.g., Flex Day). 7. District established OpenAI enterprise accounts with approximately 115 users participating in applied learning. 8. Employees completing training receive access to AI tools, supporting continued experimentation and skill development. 9. AI permissible use is incorporated into the faculty bargaining agreement, demonstrating alignment between innovation and policy. 10. Professional development includes progressive AI skill-building: • Foundational literacy • AI as a thought partner • Role-specific applications • Exploration of emerging AI agents 11. Efforts emphasize practical application to enhance effectiveness, responsiveness, and student support.

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	12. This section reflects strong institutional momentum and meaningful engagement across the district. Several foundational strengths are evident, including: • High levels of administrative support and alignment • Broad participation in training efforts • Early progress toward policy development 13. These significant accomplishments position the district well for the next phase of work and continuous improvement. 14. The section references important elements such as: • Training • Skill development • Applied learning 15. A helpful next step would be to make these more explicit and measurable. For example, What new skills, behaviors, or practices can participants demonstrate after training that were not present before? Clarifying this will help translate strong participation into clearly defined outcomes. 16. The concept of "AI as a thought partner" is a strong and forward-looking idea. To deepen its impact, it would be helpful to clarify what this looks like in practice through observable actions, such as: • Drafting or refining content using AI • Evaluating and improving AI-generated outputs • Designing effective prompts • Using AI to support analysis or decision-making 17. The section identifies an important goal: enhancing teaching, learning, and operational effectiveness. 18. To build on this, the district could consider incorporating specific examples of impact, such as: • Redesigned assignments or curriculum changes • Improvements in student work or learning outcomes • Streamlined workflows or reduced processing time • Practical use cases from faculty, classified professionals, or administrators
2. Faculty Innovation and Institutional Dialogue Faculty-led innovation is emerging as a key driver of AI exploration, with growing engagement in pedagogical discussions and experimentation.	1. Faculty communities of practice are exploring AI-informed teaching and assessment strategies. 2. Faculty is actively discussing assignment redesign and the role of AI in supporting deeper learning. 3. Flex Day sessions and Academic Senate forums have expanded dialogue beyond academic integrity to include pedagogy and ethics. 4. Emerging shift from reactive concerns to thoughtful instructional innovation. 5. Faculty engagement reflects increasing openness to experimentation and collaboration. 6. The section highlights important elements such as: • Ongoing discussions • Active dialogue • A culture of openness 7. These are strong and necessary conditions for meaningful change. To further strengthen this section, the district may consider complementing these with evidence of resulting actions or outcomes, showing how dialogue is translating into practice.

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3. Faculty Innovation and Institutional Dialogue Faculty-led innovation is emerging as a key driver of AI exploration, with growing engagement in pedagogical discussions and experimentation.	8. The reference to "deeper learning" reflects an important goal. To enhance clarity and consistency, it may be helpful to define this concept in observable and measurable terms. For example, "deeper learning" could be demonstrated through student or faculty ability to: • Analyze • Evaluate • Revise • Produce 9. Making this more explicit will support shared understanding and assessment. 10. It is encouraging to see that faculty are actively engaging in conversations about assignment redesign. As this work progresses, the section could be strengthened by including: • Specific examples of redesigned assignments • Sample artifacts or before/after comparisons • Evidence of impact on student learning 11. These additions will help illustrate how discussions are leading to tangible instructional improvements.
3. Emerging Vision for Workforce Preparation and Student Engagement The district is developing a forward-looking vision that integrates AI into workforce readiness, digital literacy, and student learning.	1. Partnership with OurMedia supports dialogue around the role of AI in teaching, learning, and workforce preparation. 2. Cross-constituent learning opportunities engage administrators, faculty, classified professionals, and governance leaders. 3. Student focus groups and workshops provide insight into how students are currently using AI and their expectations. 4. Institutional efforts emphasize responsible AI use and student preparation for an evolving workforce. 5. Growing recognition of students as partners in shaping AI practices. 6. The district is well-positioned to further strengthen its work by clearly articulating the specific skills students are developing through AI integration. The following examples in the MOO offers ways to translate broad goals into observable, measurable student behaviors, helping make learning outcomes more explicit and actionable.
4. Shared Governance and Decision-Making Alignment (Chabot College) The college demonstrates a strong commitment to shared governance, with active engagement across constituencies and a culture of collaboration.	1. Broad participation from faculty, classified professionals, administrators, and students is evident across governance structures. 2. Academic Senate serves as a central forum for institutional dialogue on instructional practices, policy, and emerging issues. 3. Classified Senate maintains consistent communication through tools such as "Around the Campus in 10 Minutes." 4. Governance committees support inclusive dialogue and collaborative institutional decision-making. 5. Strong culture of collaboration, consultation, and shared responsibility for institutional effectiveness.

Menu of Options for Institutional Consideration for Its Innovation and Effectiveness Plan

Area of Focus	Options for Institutional Consideration: Ideas, Approaches, Solutions, Best Practices	Models, Examples, and Comments
A. Artificial Intelligence Strategy and Institutional Capacity Building	1. Strengthen faculty engagement through sustained dialogue and professional learning focused on AI-supported teaching and learning. 2. Develop clear districtwide guidance on responsible AI use, including academic integrity, acceptable use, data privacy and ethical considerations. 3. Support applied teaching strategies by providing time, tools, and structured opportunities for experimentation, piloting and sharing effective practices. 4. Scale professional development through a train-the-trainer model and AI champions across campuses. 5. Provide role-specific AI training for classified professionals, IT staff, and operational units. 6. Establish centralized communication channels for AI resources, updates, and training opportunities. 7. Advance student AI literacy through curriculum integration, workshops, and orientation activities. 8. Use data and employee feedback to align professional development with institutional needs. 9. Establish a district-wide, cross-functional AI workgroup (composed of faculty, classified professionals, and managers) to collaboratively • develop an AI vision and strategic framework • inform policy and governance discussions • support a scalable professional development • sustain coordination implementation across the district. 10. As the district continues to build on this strong foundation, the next step is to shift from describing participation and activities to demonstrating capability and impact by clearly showing what employees and students are able to do as a result of these efforts.	1. EDUCAUSE AI resources and AI communities of practice 2. Implemented AI workforce preparation programs and AI-integrated curriculum https://www.mdc.edu 3. Stanford and UCLA AI guidance frameworks for higher education 4. Stanford University AI Policy Resources https://ai.stanford.edu 5. Harvard University AI Guidance https://ai.harvard.edu 6. MiraCosta College AI Discovery Lab https://www.miracosta.edu 7. Stanford AI Teaching Toolkit https://teachingcommons.stanford.edu 8. San Mateo County Community College District AI Resource Hub https://smccd.edu 9. Arizona State University AI Student Fellows Program https://ai.asu.edu 10. Guidance on developing institutional recommendations or policy/procedures around AI acceptable use (see DVC Acceptable Use; SMCCD Guidance; College Unbound Policy Development Plan; Harvard policy) 11. Development of resource repository that is easily accessible to all employees 12. Application of OurMedia "train the trainer" model, using existing district programs (COOL, POCR) as model 13. Implemented AI workforce preparation programs and AI-integrated curriculum. https://www.mdc.edu 14. www.sdccd.edu/docs/IIE/Research/AI_Survey_Briefing_2025.pdf 15. www.cccco.edu/-/media/CCCCO-Website/docs/report/generative-ai-and-the-future-of-teaching-and-learning-7-17-24-2-a11y.pdf 16. Data classification/privacy. 4CD's data classification framework (link: https://www.4cd.edu/gb/policies-procedures/business/fin22_22.pdf) and Stanford data classification for responsible AI (link: https://uit.stanford.edu/security/responsibleai) 17. AI Faculty Fellows (University of Florida) • UF AI Faculty Fellows Program • Faculty redesign courses, build AI literacy modules, and lead faculty learning communities • Observable outputs: course redesigns, teaching guides, AI modules 18. Google Higher Ed Faculty AI Fellowship • Google Higher Ed Faculty AI Fellowship • Requires faculty to submit a portfolio of AI-integrated teaching or innovation • Observable outputs: documented projects, course redesign artifacts 19. SUNY AI for the Public Good Fellows • SUNY AI Fellows Program • Faculty lead webinars and integrate AI literacy into general education • Observable outputs: curriculum integration + recorded sessions 20. University of Minnesota Emerging Technologies Fellows • UMN Emerging Technologies Faculty Fellows • Focus on GenAI literacy and institution-wide impact • Observable outputs: faculty-led innovation projects

Area of Focus	Options for Institutional Consideration: Ideas, Approaches, Solutions, Best Practices	Models, Examples, and Comments
	11. The district is well-positioned to further advance its work by clearly articulating the specific skills students are developing through AI integration. The following examples offer ways to translate broad goals into observable, measurable student behaviors, helping make learning outcomes more explicit and actionable: Define Workforce Skills in Behavioral Terms 1. Replace general language with specific capabilities 2. Students will be able to: • Generate AI-assisted drafts for professional tasks • Evaluate AI outputs for accuracy and bias • Revise AI-generated content to meet task requirements • Document and justify AI use in completing work Translate "Digital Literacy" into Observable Tasks Examples include students who can: • Write effective prompts for a defined task • Compare AI-generated responses and select the most appropriate one • Identify errors or hallucinations in AI output Connect Student Input to Institutional Action For example: • Add statements such as: • Student feedback informed the redesign of specific assignments • Student input led to the development of AI use guidelines in courses Define "Responsible AI Use" Operationally For example: • Students disclose AI use • Students verify information before submission • Students demonstrate authorship through revision	21. San José State AI Faculty Fellows • SJSU AI Faculty Fellows • Faculty lead AI curriculum innovation and institutional projects • Observable outputs: curriculum changes and AI initiatives 22. AI Literacy Framework Synthesis (Every Learner Everywhere) • AI Literacy Frameworks for Higher Education • Emphasizes: ○ Evaluation of AI outputs ○ Responsible use ○ Decision-making • Observable behaviors: judgment, evaluation, and selective use 23. ACUE AI Literacy Resources • AI Literacy in Higher Education (ACUE) • Highlights: ○ Students already using AI extensively ○ Need for structured guidance • Observable implication: faculty must design tasks that guide AI use 24. Harvard AI Teaching Practices • Harvard AI Teaching Examples • Example: AI evaluates slide decks for clarity and alignment • Observable output: improved instructional materials 25. Northeastern University AI Integration (Claude Partnership) • All students, faculty, and staff receive AI access • Includes "learning mode" for instructional use • Observable outputs: AI-generated study guides, quizzes 26. Google Gemini for Education (Large-Scale Deployment) • Implemented across 1,000+ colleges • Focus: ○ Curriculum integration ○ administrative workflows • Observable outcomes: AI-supported learning and operations 27. . Faculty Learning Community Model: UNC System AI Faculty Learning Community • Referenced within AI literacy literature • Faculty participate in structured cohorts exploring AI in instruction • Observable output: shared practices and course changes 28. Student Innovation / Agency Models: University Innovation Fellows (Stanford d.school) • University Innovation Fellows Program • Students redesign institutional practices using innovation frameworks • Observable outputs: implemented campus innovations

Area of Focus	Options for Institutional Consideration: Ideas, Approaches, Solutions, Best Practices	Models, Examples, and Comments
B. Shared Governance and Decision-Making Alignment	1. Clarify committee roles (recommending, consultative, decision-making). 2. Define clear decision-making pathways across governance structures. 3. Strengthen communication and reporting expectations between committees. 4. Improve feedback loops to ensure transparency after decisions are made. 5. Provide governance onboarding and training for committee members. 6. Conduct periodic review of committee structure, purpose, and effectiveness. 7. Improve coordination and alignment between governance groups. 8. Differentiate governance and operational committees to streamline processes. 9. The college demonstrates a strong commitment to inclusive dialogue and shared governance. The following suggestions are intended to further enhance transparency by clearly illustrating how discussions lead to decisions, actions, and ongoing communication across the institution. **Examples of Decisions and Outcomes** • Include 2–3 examples such as: • Adoption of an AI guidance policy • Revision of instructional practices • Implementation of a new process • Each example should show: • issue then discussion then decision then action **Clarify Governance Roles** Define: • which bodies recommend • which bodies decide • which bodies implement • This could be done with a simple statement or chart. **Document Decision Flow** Add a description such as: • how proposals move from committee to final decision • expected timelines **Introduce Feedback Loop Language** For example: • Decisions are communicated back to constituencies with a summary of input received and actions taken	1. Governance structure mapping models (AGB, ACCJC-aligned practices) 2. College Council models for coordinating governance recommendations 3. Shared governance toolkits (American Council on Education, AGB) 4. Institutional committee review frameworks used in California community colleges 5. Cañada College Participatory Governance https://canadacollege.edu/pgm/index.php 6. San Bernardino college: https://www.valleycollege.edu/about-sbvc/campus-committees/college-council/index.php 7. San Diego City College: https://www.sdcity.edu/about/leadership/council/index.aspx 8. Also a good example of a structure and college council is College of the Redwoods: https://www.redwoods.edu/fs/college-council/index.php 9. Victor Valley College college participatory/shared governance handbook: www.vvc.edu/sites/default/files/2025-10/VVC-Governance-And-Decision-Making-Handbook-4.0-04-29-2024.pdf 10. Norco College: www.norcocollege.edu/sp/documents/government/nc-spgm-2025-2030-book-interactive-complete.pdf 11. Victor Valley College: www.vvc.edu/sites/default/files/2025-10/VVC-Governance-And-Decision-Making-Handbook-4.0-04-29-2024.pdf