



Proposal for the BRIC Technical Assistance Program

The overarching purpose of the BRIC initiative is to strengthen inquiry-based practice at institutions. Describe your institution's historical and current use of information and evidence to inform planning and make decisions. Identify projects or initiatives that have been successful in using information. Additionally, identify areas where gaps exist in either the use or availability of information or evidence. In this latter domain, where would you like to see the college evolve? (500 words maximum)

Over the last eighteen months [Cañada College](#) has made remarkable progress in its efforts to institutionalize effective practices in evidence-based decision making. The college has begun to embrace a more routine practice of looking to data and evidence as the starting point for discussions on planning and student learning. Student data has begun to work its way into discussions previously governed entirely by instinct and anecdote. Instrumental to this progress is the college's commitment to a newly established planning infrastructure.

The college planning model, introduced last year, has not only helped improve the transparency of college decision making, it has also helped build formal linkages between planning processes, bringing greater alignment across the college's various planning activities. This planning structure, illustrated in figure 1, has also helped extend the reach of planning discussions to a broader, more engaged audience of faculty, staff and students. Over the past year, both academic and services programs have been planning changes based on this model.

This progress in planning and assessment has been well received by faculty and staff. However, we continue to struggle to break down some age-old practices that have hardened to resist change. Many of the student pathway programs we have begun to map out based on the new planning paradigm, will require buy-in from a broad constituency of faculty & staff. Absent that broad commitment, we have growing concerns that we may begin to backslide. We continue to explore ways to break down these barriers but success on this front has been elusive.

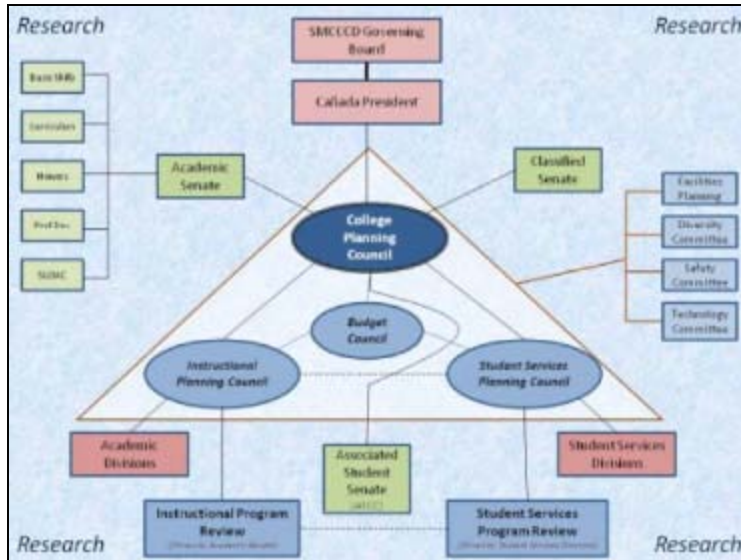


Figure 1 College Planning Framework

The Cañada community already receives support in the production, dissemination, interpretation, and translating evidence into action elements of the evidence-based model. We see a need for greater support in closing and widening the loop – the step that helps ensure that decision making at all levels is based on data, that decisions are translated into appropriate action and that the interventions that grow out inquiry and assessment are properly evaluated and serve as the foundation for the next layer of decision-making.

The TAP is designed to collaborate with existing campus infrastructures to strengthen the capacity of the practitioners at the institution. Examples of such infrastructures include Student Success Committees, Basic Skills Committees, Student Learning Outcomes Committees, Faculty Inquiry Groups, Flex Days, and department meetings. Describe the existing internal and external institutional structures that could be involved in the implementation of this project. Include the functions served by these groups and how they could expand your institution’s ability to improve programs and services through the use of timely and relevant information and evidence. Describe how these institutions fit into your governance structure. (300 words maximum)

Cañada College is currently in the process of creating a **Center for Innovation and Excellence in Teaching and Learning (CIETL)**. The campus already enjoys an excellent faculty committed to



students and the discipline they teach, but getting faculty to enter into a dialogue with their peers, where shared experiences and insights are a revelation, has been a challenge. Research shows that traditional workshops held on a one-time basis are ineffective for long-term impact on teaching and learning. The center will support on-going and inquiry-based professional development, building on projects like the [Scholarship of Teaching and Learning](#) and Faculty Inquiry Groups.

Faculty have already taken a lead in identifying and assessing [Student Learning Outcomes \(SLOs\)](#) in collaboration with Office of Planning, Research & Student Success. The quality and accuracy of assessing these Learning Outcomes becomes more critical, as the results will contribute to assessments of program and institutional effectiveness. Therefore, Assessing Student Learning Outcomes was chosen as a focus among the Core Modules of TAP. The program review process has been updated with current institutional data readily available for faculty. Additional Course Learning Outcome data will soon be added via new software (Tracdat), and department faculty will need guidance in how to best use all these data in conducting program reviews, which are overseen by the Instructional Planning Council.

Also, supported by the Basic Skills Initiative, as a hub of the [Bay Area Learning Network](#), Cañada College has sponsored numerous professional training activities, such as Basic Skills Regional Meetings, [Logic Model Training](#), Reading Apprenticeship Training, and plans to continue focusing on faculty inquiry into pedagogy and learning.

What actions do you expect the college to take as a result of participating in TAP? Are there particular changes you hope to implement as a result? (300 words maximum)

One of the goals of Cañada College's [strategic plan](#) is to provide new and expanded opportunities for faculty and staff development which support an atmosphere of excellence in academics and student support services. Support through the BRIC initiative will help provide training to faculty as they incorporate more evidence and refine the program planning process. Previous analysis has identified the need to create clear pathways for students through college. In addition to revising academic programs, this clarity can only be achieved by a strong collaboration with student services. We need evidence, from both academic and student services, to indicate the most effective strategy for this collaboration.



In addition, the budget crisis has created opportunities for change on this campus. Ideally, the campus community would like to evaluate the changes with respect to student success and use these assessments to inform plans for future changes.

The BRIC Initiative is preparing resources on the following topics. Select between one and three topics on which your institution would like to collaborate with the BRIC team in the 2010-11 academic year. Please ensure that at least one of your selections is from the CORE MODULES list.

Cañada's selections are highlighted in yellow.

CORE MODULES

- A. **Assessing Student Learning Outcomes**
- B. Using an Equity Lens to Assess Student Learning
- C. Assessing Student Services Outcomes

SUPPORT MODULES

- 1. Building Information Capacity and Promoting a Culture of Inquiry
- 2. Assessing Institutional Effectiveness**
- 3. Assessing Basic Skills Outcomes
- 4. Maximizing the Program Review Process**
- 5. Turning Data into Meaningful Action

If your institution is selected as a participant, identify the individuals who would collaborate with the individuals in the BRIC teams. Please list their names and titles.

- Anniqua Rana, Basic Skills Coordinator; Co-chair of Center for Innovation Excellence in Teaching & Learning
- Carol Rhodes, College SLO Coordinator; Co-chair of Center for Innovation Excellence in Teaching & Learning
- Denise Erickson, Co-chair of Center for Innovation Excellence in Teaching & Learning
- Martin Partlan, President Academic Senate
- Byron Raney, Counselor, and Co-Chair of Instructional Planning Council

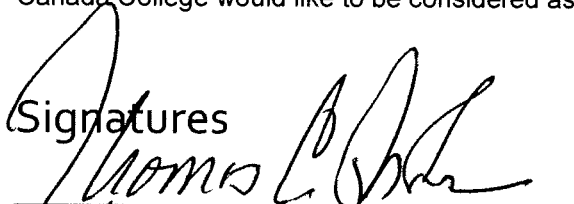


- Gregory Stoup, Director of Planning, Research & Student Success
- Margie Carrington, Interim Dean of Student Services
- Kathy Sammut, Lead Counselor
- Rita Sabbadini, Director, Learning Center
- Linda Hayes, Dean of Workforce Development Division
- Jenny Castello, Interim Dean of Humanities Division
- Janet Stringer, Dean of Science & Technology Division
- Sarah F. Perkins, Vice President of Instruction and Interim Vice President of Student Services


Please let us know if you would like to be considered as a pilot institution. A pilot institution would begin its participation in spring 2010. In exchange for receiving an additional term of support, it would provide feedback on the TAP's design, process, and reference materials. If you would like to be considered for the pilot, please submit your application by February 1st, 2010.

Cañada College would like to be considered as part of the pilot program.

Signatures



President/Chief Executive Officer



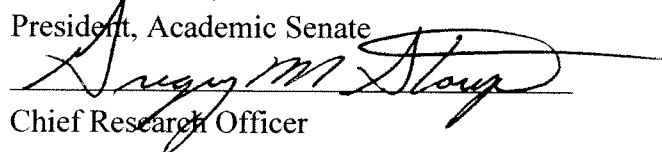
Chief Instruction Officer



Chief Student Services Officer



President, Academic Senate



Chief Research Officer