

RP Group BRIC Proposal

BRIC Initiative

Bridging RESEARCH, INFORMATION, and CULTURE Initiative

Application Questions:

Q1 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)

At Laney College, the Educational Master Plan (EMP) is the blueprint for institutional priorities, commitment and strategic action. Dynamic in nature, it will be reviewed annually for congruency with new educational trends, and the evolving needs of students and the district. Program Review and Unit Plans are at the heart of the college planning process. These core planning documents address needs assessment and program efficacy that lay the foundation for the Laney College EMP, making it the outgrowth of a program review and planning model that supports improvements, based on research and assessment outcomes.

Using the cycle of assessment and planning stated above, decision-making at the college goes through a shared governance process. In the 2007 Laney College Participatory Governance and Administrative Structures document, achievement of institutional goals requires effective leadership through participatory governance. Laney College has developed a systematic participative process that involves faculty, administrators, classified staff and students.

Exemplified in the most recent efforts revising the college EMP, the Laney EMP Committee (LEMPC) was activated to integrate, streamline, and guide college-wide involvement, thereby ensuring that the 2010 EMP is a result of collaborative and inclusive efforts. The Committee identified and incorporated three primary goals.

- Conduct an environmental scan and collect data.
- Synthesize the information into trends and implications in order to revise college goals, objectives and strategies.
- Write a data-informed EMP that will guide the college towards institutional effectiveness.

The EMP document was written using an open and collaborative process, building upon prior planning conducted within the campus community and utilizing input from throughout

the college. The Committee will continue to lead college-wide planning efforts and will monitor progress on the EMP planning agendas.

Another example where information and evidence were used to direct planning and programs was modeled in Laney's participation in Strengthening Pre-collegiate Education Community Colleges (SPECC) initiative. In 2003, Laney College received a Strengthening Pre-collegiate Education Community Colleges (SPECC) grant from the Carnegie Foundation for the Advancement of Teaching. Eighteen faculty members participated in inquiry groups for two years. Within these groups, faculty examined both classroom practices and institutional and classroom data to inform evidence-based changes in practice.

In a period of diminishing resources (e.g., resulting in the recent loss of the position of college researcher), it is imperative to keep the focus on maintaining an institution committed to educational effectiveness that promotes organizational efficacy and student success. It is for this reason that the college seeks participation in the BRIC Initiative.

Some of the gaps that we expect to close during our partnership with the RP Group through the BRIC Initiative will address specific concerns in the following areas:

- There is a need to solidify and actualize a plan for transforming the college into one that exemplifies a learning paradigm;
- Minimal institutional consciousness about continuous quality improvement;
- No use of data to illuminate and address educational equity issues;
- Lack of an evidenced-based decision-making model that integrates planning and intentionality within the institution's resource allocation processes.

2. 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)

Learning Assessment Committee – a subcommittee of the academic senate, comprised of faculty, administrators, and classified staff, responsible for leading student learning and services assessment efforts on campus. Training the committee in research methods and in using data meaningfully would further the college's SLO assessment efforts.

Basic Skills Work Group – an ad hoc group of faculty, staff and administrators in the process of becoming a formal committee. The work group has led the institution in development of new learning communities; pedagogies using contextualized learning, institutionalization of a

campus-wide tutor training program, coordination of instructional support, and participation in reflective inquiry groups for basic skills instructors. Training the work group in research methods and data analysis would make them more effective at assessing existing efforts and enhance future planning agendas.

Equity Committee – select administrators, faculty and staff that meet intermittently to review and revise the equity plan. There is a great need to update and enhance the existing equity plan to include an expanded analysis of demographic data and to add an assessment component for determining campus progress in meeting the benchmarks set out in the plan.

Department Chairs – coordinate the activities of each department, and are responsible for completing unit plans and program review, among other things. There is a need for chairs to be trained in understanding research data and turning it into meaningful action.

Flex days – There are 3 flex days each semester. Flex days would be an ideal time to train other faculty and staff in the use of research methods. Additional workshops can be scheduled at other days and times.

There are other campus committees that would benefit from an understanding of data and how to turn it into meaningful action, including the Matriculation Committee and the Professional Development Committee.

Q 3. 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)

For the purpose of continuous quality improvement, under the auspices of its appropriate constituencies and governance bodies, Laney College is and will continue developing, integrating, implementing, enhancing, and assessing plans for student learning, services, and engagement, institutional effectiveness, resource allocation, facilities, technology, academic integrity and participatory governance.

It is our intention that assessment processes be meaningful and useful. We are focusing on widespread engagement of more instructors, departments and staff actively involved in assessing course and program outcomes, greater institution-wide dialogue about assessment results, what they mean and how to use them. We envision that the TA program will enable us to develop an inquiry-based evidence team of faculty and staff that will provide training and support for their peers in the assessment process. This team will help fill the void created by the loss of the college researcher position. We believe that the three gaps we've identified will be filled by the following actions:

- Develop a comprehensive plan for clearly defining, communicating and engaging the college community in demonstrating the value and role of assessment and research as functions of institutional effectiveness.
- Develop strategies for professional development, departmental and committee dialogue that turn data into meaningful action.
- Revise and strengthen the college's student equity plan.
- Integrate student equity planning agenda into EMP and other college planning documents.
- Develop a model for integrating planning and intentionality with the budget allocation processes.

Q.4 We have chosen the following modules for collaboration with the BRIC team in the 2010-2011 school year.

CORE MODULE:

Using an Equity Lens to Assess Student Learning

SUPPORT MODULES:

1. Building Information Capacity and Promoting a Culture of Inquiry
2. Turning Data into Meaningful Action

Q. 5 The following individuals have been identified to collaborate with the BRIC Team:

Laney College Learning Assessment Committee (LAC) members:

Vina Cera (CTE Faculty)

Michelle (Cheli) Fossum (Outcomes and Assessment Coordinator, Chemistry Faculty)

Mildred Lewis (Student Services Coordinator)

Evelyn Lord (Library Services Faculty)

Martha (Ann) McMurdo (Counseling Faculty)

Marco Menendez (Instructional Dean)

David J. Mitchell (ESL Faculty)

Newin Orante (Student Services Dean)

Linda Sanford (Instructional Dean)

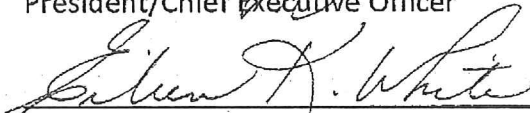
Karolyn van Putten, Ph.D. (Psychology Faculty, Senate President)

Eileen White, Ph.D. (Acting Vice President of Instruction)
Kathy Williamson (Mathematics Faculty)

Signatures [Pending – for delivery with hard copy of application]




President/Chief Executive Officer



Chief Instruction Executive Officer



Chief Student Services Officer



President, Academic Senate

Chief Research Officer