

Quality Focus Essay Area One: Improving Outcomes Assessment Processes

Introduction of Projects

This action project will improve the outcomes assessment processes at Crafton Hills College. The college disaggregates and analyzes student learning outcomes and makes results available to the college community. In addition, integrated planning processes at the College are informed by assessment results that are widely disseminated to the campus. The results from outcomes assessment and achievement data inform discussions and decision-making. Although the College meets this standard, it has room to improve by establishing a consistent process for evaluating disaggregated student learning outcomes data. In addition, the college could also make improvements in the processes for regularly and consistently evaluating GEO and ILO results, more specifically defining the four-point assessment rubric, and the further development an annual assessment calendar.

Crafton has had large successes in the area of outcomes assessment especially with the development and implementation of the SLO Cloud and the adoption of a four-point rubric. The Cloud and the rubric have allowed the college to conduct assessment at the course level and align those assessments at the program, general education, and the institutional levels. At the same time, as the college as engaged in the continuous evaluation of its outcomes assessment process, Crafton has identified areas to help improve the assessment process.

Anticipated Impact on Student Learning and Achievement

The purpose of outcomes assessment is to improve the learning of Crafton students at every level. Improving the processes will help faculty and the college to make direct improvements to instruction and services on a more consistent and continuous basis, thereby increasing student learning and achievement. Specifically, improving the outcomes assessment processes will increase student learning to a three or higher on the SLO rubric for 80% of the students for the Society and Culture ILO, Social and Behavioral Sciences GEO, Quantitative Reasoning GEO, and the American Heritage GEO. All of the other ILOs and GEOs are above 80%.

Outcome Measures

The outcomes for improving the assessment process were developed from conversations at In-Service, the Institutional Effectiveness, Outcomes, and Assessment Committee, Faculty Department Chairs Committee, and the Educational Technology Committee.

1. Improve the processes for evaluating and assessing the disaggregation of outcomes assessment data and fully implement the six-year assessment cycle
2. Improve the processes for evaluating assessment data on a consistent and regular basis including data-driven decisions surrounding improvements to GEOs and ILOs, and the definitions of the four-point rubric in the SLO Cloud

Action Plan(s)

Outcome 1: Improve the processes for evaluating and assessing the disaggregation of outcomes assessment data and fully implement the six-year assessment cycle.

| Activity | Responsible Party | Resources | Timeline |
|---|---|--|---|
| Work with TESS to revise the SLO Cloud to collect disaggregated assessment data on a six-year assessment schedule | Dean of Institutional Effectiveness, Research, and Planning | Personnel and time at TESS to update the SLO Cloud | Pilot in Fall 2020 and fully implement in Spring 2021 |
| Find faculty to pilot | Vice President of Instruction | | August 2020 – December 2020 |
| Base on feedback from faculty piloting make improvements to tool | Dean of Institutional Effectiveness, Research, and Planning | | August 2020 – December 2020 |
| Annually review disaggregated assessment data by instruction method in the ETC | Dean of Institutional Effectiveness, Research, and Planning | | August 2020 – December 2020 |

Outcome 2: Improve the processes for evaluating assessment data on a consistent and regular basis including data-driven decisions surrounding improvements to GEOs and ILOs, and the definitions of the four-point rubric in the SLO Cloud.

| Activity | Responsible Party | Resources | Timeline |
|--|-------------------------------|-----------|---------------|
| Work with the Professional Development | Vice President of Instruction | | August 2020 – |

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| Committee to ensure that at fall In-Service outcomes work is completed on an annual basis | | | December 2020 |
| Provide the outcomes assessment results to faculty, staff, and administrators at fall In-Service | Dean of Institutional Effectiveness, Research, and Planning | | August 2020 – December 2020 |
| Annually, at fall In-Service, evaluate the GEO and ILO results and develop action plans to improve outcomes | Dean of Institutional Effectiveness, Research, and Planning | | August 2020 – December 2020 |
| Work with the Institutional Effectiveness, Outcomes, and Assessment Committee to define the four-point rubric and include the definitions in the SLO Cloud web tool | Dean of Institutional Effectiveness, Research, and Planning | | Spring 2021 |

Quality Focus Essay Area Two: Development of a Data Coaching Program

Introduction of Projects

The Office of Institutional Effectiveness, Research, and Planning has consistently provided easily accessible explanations for submitting data (such as Student Learning Outcomes through the SLO Cloud) and invited faculty and staff to ask for any additional help they need in the data gathering and interpreting processes. However, the results from the most recent Campus Climate Survey show that the College can improve at ensuring that decision-making processes are evidence-based. Specifically, 35 percent of respondents did not agree that planning and decision-making processes at Crafton are evidence-based. In order to better address the need for data to inform decision-making processes at Crafton, Crafton will develop a data coaching program.

A data coaching program represents a framework for collaborative inquiry that leverages the expertise of decision-makers to bring about a culture in which evidence is used to continuously improve teaching, learning, and institutional effectiveness (CCCCO, 2019). A data coach, therefore, is an institutional leader – one who facilitates the dialogue centered on how to interpret evidence, one who helps others make informed decisions about additional relevant evidence that can inform such discussions, and one who helps decision-makers turn the evidence into actionable outcomes that impact teaching and learning. In this way, data coaching includes all of the following elements: (a) The enhancement of data literacy across the college, (b) collaborative evidence-based decision-making, and (c) the collaborative development of measurable action items directly tied to evidence.

A data coaching program would significantly enhance the already existing culture of inquiry and evidence. In fact, such an effort would positively impact all institutional facets tied to student learning (including student learning outcomes), student achievement, student engagement, institutional effectiveness and planning, and professional learning. Our vision is to embed data coaching into every one of our shared governance committees, and in doing so, align the data discussions to already existing agenda items. In this way, we hope to better integrate data and evidence into already existing decision-making structures.

Anticipated Impact on Student Learning and Achievement

A data coaching program would offer the college additional access points to data and evidence that can help others across the college community make informed decisions about how to help students master their learning outcomes and achieve their educational goals.

For instance, a data coach charged with facilitating discussions centered on student learning outcomes may help faculty navigate the menus in our locally developed SLO Cloud, enter and interpret corresponding SLO data, and help guide faculty towards the development/implementation of classroom strategies designed to enhance student learning in areas directly tied to the observed SLO data. Similarly, a data coach assigned to support our college's equity committee may lead the discussions centered on disproportionately impacted student groups, particularly with respect to interpreting available evidence on the matter along with the development of action plans that align with the pattern of evidence that the committee examines. These examples highlight the impact that a data coaching program would have on the college. The expanded discussions stemming from the examination of data/evidence would

enhance our collective understanding of how to leverage evidence into goals and objectives that have the potential of having a discernable (and measurable) impact on our students' access to the courses they need, access to financial aid, attainment of learning outcomes tied to gainful employment, and successful completion of their educational plans. In other words, a data coaching program has the potential of having a transformative impact on how we go about helping our students succeed.

Outcome Measures

1. The development of professional learning activities designed to prepare coaches in areas tied to (a) accessing data, (b) interpreting data, (c) communicating data findings, (d) collaborative learning, (e) leadership styles, and (f) facilitating change.
2. Recruitment of faculty and staff members interested in serving as data coaches; subsequent training on topics described earlier in #1.
3. Enhanced data literacy across the college, starting with individuals serving on shared governance committees.
4. Enhanced integration between the work of shared governance committees and data/evidence; every agenda for shared governance committees will include at least one item that involves the discussion and interpretation of data/evidence.

Action Plan(s)

| Activity | Responsible Party | Resources | Timeline |
|---|---|---|-----------------------------|
| Professional learning to prepare data coaches | Office of Institutional Effectiveness, Research, and Planning | Curriculum developed by other colleges with successful programs; Leading from the Middle leadership academy | December 2019 – August 2020 |
| Recruitment of coaches | Office of Institutional Effectiveness; Guided Pathways Leads | All vice presidents; department chairs; shared governance | August 2020 – December 2020 |

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| | | committee chairs | |
| Enhanced data literacy across college | Data coaches; Office of Institutional Effectiveness | Support of Academic, Classified, and Student Senates; support of president and vice presidents | January 2021 – June 2022 |
| Enhanced integration between the work of shared governance committees and data/evidence | Data coaches; Office of Institutional Effectiveness, Research, and Planning; Guided Pathways Leads | Support of Academic, Classified, and Student Senates; support of president and vice presidents | January 2021 – June 2022 |
| Ensure that on a consistent basis shared governance committees are provided data to inform decision-making | Office of Institutional Effectiveness, Research, and Planning | | January 2021 – June 2022 |