A. Quality Focus Essay

Introduction of Projects

This project will improve the outcomes assessment processes at Crafton Hills College. At present, the CHC Office of Institutional Effectiveness, Research, and Planning (OIERP) accomplishes its objectives for outcomes assessment by disaggregating and analyzing student learning outcomes and making 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 all parts of the standards relating to learning outcomes assessment, it has room to improve by establishing a more 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 General Education Outcomes (GEO) and Institutional Learning Outcomes (ILO) results, more specifically defining the four-point assessment rubric and further developing an annual assessment calendar.

CHC has had substantial successes in the area of learning 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 learning outcomes assessment process, it has identified areas to help improve the assessment process.

Anticipated Impact on Student Learning and Achievement

The purpose of learning outcomes assessment is to improve the learning of Crafton students at every level. Improving the processes will help faculty and the College make improvements to instruction and learning support 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 percent 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 already above 80 percent.

Outcome Measures

The outcomes for improving the assessment process were developed from conversations at in-services; the Institutional Effectiveness, Outcomes, and Assessment Committee; Faculty Department Chairs Council; and the Educational Technology Committee. They are expected to

> **Commented [WKA1]:** Goal 1

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 disaggregated 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 Fall 2021
Recruit instructional faculty to pilot the disaggregation assessment process	Vice President of Instruction		August 2020 – December 2020
Based on feedback from faculty piloting process, 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
Fully implement the assessment with SAOs within the SLO Cloud. Explore SLOs in Student Services	Dean of Institutional Effectiveness, Research, and Planning		Pilot in Fall 2020 and fully implement in Fall 2021
Pilot the SAO assessments in Student Services	Vice President of Instruction		August 2020 – December 2020
Based on feedback from Student Services pilot, make improvements to tool	Dean of Institutional Effectiveness, Research, and Planning		August 2020 – December 2020
QFE summary report			Mid-Term Report

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 Committee to ensure	Vice President of Instruction		August 2020 –

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 and Academic Senate 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
Work with the Professional Development Committee to provide training on how to incorporate what we learn from assessment into evidence-based action plans	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 (OERP) 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 the College, CHC will develop a data coaching program.

> **Commented [WKA6]:** Goal 2

A data coaching program will provide a framework for collaborative inquiry that leverages the expertise of decision-makers to bring about a culture in which evidence is used to improve teaching, learning, and institutional effectiveness continuously (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 improve 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 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. Some of the current work of committees is carried out without the benefit of data literacy-oriented facilitation – the kind of facilitation designed to connect decision-making to evidence-based practices, such as data disaggregation and the use of documented case studies. CHC's campus culture – one that remains committed to leveraging evidence-based strategies – is uniquely situated to benefit from a more purposeful approach to relying on evidence in its decision-making structures. Therefore, our vision is to embed data coaching into every one of the College's participatory governance committees, and in doing so, align the data discussions to existing agenda items. In this way, we hope to better integrate data and evidence into 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 participants in governance 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 could help faculty navigate the menus in our locally developed SLO Cloud, enter and interpret corresponding SLO data, and guide faculty towards their development/implementation of classroom strategies designed to enhance student learning in areas tied to the observed SLO data. Similarly, a data coach assigned to support CHC's Equity Committee could 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. These trainings will be available in-person and online.

2. Recruitment of faculty and staff members interested in serving as data coaches, primarily from among faculty and staff already serving in a leadership role, such as shared governance committee member or chair, an academic department chair, or a guided pathways lead. One of our principle aims is to integrate data literacy support into existing

decision-making bodies, and we believe we can accomplish this by leveraging the expertise that such leaders already possess – individuals that can not only present evidence and have a discussion about what it means but can readily contextualize it within the scope or charge of the decision-making body.

3. Completion of the training described in #1, including the completion of specific learning modules grouped within the training categories described above (e.g., accessing data, facilitating change).

   Development of a data/evidence review process to be embedded within all participatory governance bodies. In collaboration with the data coaches, the Office of Institutional Effectiveness will develop a process to guide the coaches' facilitation efforts when working with shared governance committees. Broadly speaking, the evidence review process will encompass two core components: (a) The regular delivery of reliable evidence that has direct bearing on the work of the committee, and (b) the facilitation of efforts to make use of the evidence, including the development of goals and objectives. The data literacy that the coaches will possess by virtue of the training described above, coupled with their expertise in matters pertaining to the work of their respective participatory governance committees, will be conducive to the development of a meaningful process by which key decision-making bodies can use evidence to both make sound decisions and implement successful strategies.

4. Enhanced integration between the work of shared governance committees and data/evidence. Every agenda for participatory governance committees will include at least one item that involves the discussion and interpretation of data/evidence. Additionally, each shared governance committee will have a committee member specifically responsible for presenting on an agendized evidence item and will help facilitate that conversation.

Action Plan(s)

Outcome Measure/Activity	Responsible Party	Resources	Timeline
Professional learning to prepare data coaches	Office of Institutional Effectiveness, Research, and Planning (OIERP)	Curriculum developed by other colleges with successful programs and Leading from the Middle leadership academy, which will be adapted to meet local needs.	December 2019 – December 2020
Recruitment of coaches	OIERP: Guided Pathways Leads; participatory governance committees; department chairs	All vice presidents; department chairs; participatory governance committee chairs	August 2020 – December 2020

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Outcome Measure/Activity	Responsible Party	Resources	Timeline
Completion of data literacy training	OIERP; recruited data coaches	All vice presidents; department chairs; participatory governance committee chairs	January 2021 – May 2021
Development of data review process embedded in all participatory governance committees	Data coaches; OIERP	All vice presidents; department chairs; participatory governance committee chairs	March 2021 – May 2021
Enhanced integration between the work of participatory governance committees and data/evidence	Data coaches; OIERP; Guided Pathways Leads	Support of Academic, Classified, and Student Senates; support of president and vice presidents	January 2021 – June 2022
Ensure that participatory governance committees are consistently provided data to inform decision-making, which will be included in the committee chair training and in management training.	OIERP; Data Coaches	Curriculum developed by other colleges with successful programs and Leading from the Middle leadership academy, which will be adapted to meet local needs	May 2021 and thereafter