



Minutes

Committee Name: IEC

Date: February 27, 2020

Time: 3:00 – 5:00

Location: MB 318

Present: Dawn Ward, Ben Beshwate, Cliff Davis, Corey Marvin, Sharlene Paxton, Lisa Couch, Ryan Khamkongsay, Stephanie Brantley, Jaime McClure, Jessica Kawelmacher, Heather Ostash, Suzie Ama

1. Call to Order

3:02 p.m. by Dr. Corey Marvin, Vice of President of Instruction

2. Approval of Agenda

Approved with the addition of Program Review

3. Approval of Minutes and Action Items

Unanimously approved.

4. IEPI Visit March 3, 2020

Feedback requested on the below information Corey suggest sending to the IEPI visiting team.

*With this second opportunity for IEPI assistance and expertise, Cerro Coso envisions accomplishing two goals. The first is to establish a collection of key indicators that can be updated on an annual basis. These indicators would cover both performance and operational data sets in all three divisions of the college: instruction, student services, and administrative services. But they would not be *all* data at the college and not data tied to short-term projects or goals-rather a comprehensive set of some three or four dozen ongoing, core indicators that tell the story of the institution year in and year out. Are there models out there for this kind of thing? How difficult is it to set up and maintain? Are there metrics that schools have found especially helpful or, in contrast, metrics that have proven less so (like long-term cohort data)? How do we go about getting institutional buy in? At what level of transparency should it be pitched?*

The second goal is to develop a visualization of this KPI project. The outcome, after all, is to turn "data" into "information" to facilitate decision-making. In this respect, a second layer of the project is to develop operating practices about how such measures are captured and presented for maximum effect. What are some good models and proven



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strategies for a dataset such as this so it's not just a heaping cluster of graphs or a long list of links on a webpage? Is it possible to "nest" metrics so that they can be rolled up into larger aggregations? What kind of training is needed to set up and maintain the visualization? On the end user side, are there proven practices out there for developing "data coaches" to facilitate data literacy across the college, perhaps among the different stakeholder groups? What models exist for training, compensating, organizing, and incorporating data coaches into the infrastructure of the college and its work?

When asked for feedback none was received.

5. Data Coaching

Per the California Community Colleges Chancellor's Office a data coach is an education leader who guides data teams through the process of collaborative inquiry and influences the culture of schools to be one in which data are used continuously, collaboratively, and effectively to improve teaching and learning.

Data Coaching includes:

- Understanding and making sense of data while increasing data literacy
- Advocating for, hosting, and leading collaborative, collegial, and courageous data-driven discussions
- Remaining respectful and discreet, understanding that levels of data literacy vary among stakeholders
- Employing data to lead and effect cultural and institutional transformation and directly improve the outcomes of students

Focus on Equity:

- Understanding how to disaggregate data and evidence to surface the presence of equity gaps for different student populations
- Facilitating challenging and sensitive dialogue about these equity gaps
- Helping stakeholders understand the individual and institutional beliefs and behaviors that contribute to inequitable outcomes
- Supporting the identification of specific actions stakeholders can take to strengthen equitable outcomes

Effective Guided Pathways adoption requires an institutional culture that values collaborative inquiry and understands the vital role data and evidence play in driving efforts to achieve equitable student outcomes.



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Many members of the committee bring up compensation and clear defined roles for these data coaches. Is there multiple data coaches? What does this look like across our service area?

6. Program Review

Online template similar to Unit Plan, Outcome assessment, Planning section, tabular in format, not much opportunity for narrative which is why I believe that this makes it attractive.

Would a simpler format make it so that we can get through program view? Should be concise 30-40 hours to write a program review.



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7. ACCJC Recommendation for Institutional Effectiveness –

Update 4. Scheduling Committee Scheduling Year to Year / Semester to Semester

Primary Focus: On an annual basis, each of the following primary focus areas will be given a priority. This will occur in early September prior to the first meeting of unit plan preparers. Requestors are asked to select a primary focus for each budget line item request.

Student Achievement: Maintain or improve student achievement, which may be necessary for institutional effectiveness, such as institution set standards, SLOs or PLOs. Areas or measurements of specific focus will be defined each year in early September.

Safety: Addresses a safety concern, if not addressed, presents a danger or liability.

Access: Maintain or improve student access.

Engagement: Maintain or improve student or employee engagement in an activity that either directly or indirectly supports learning, professional development, campus life, or moral.

Growth: Will contribute to growth or maintain existing in a unit or program

Equity: Will address a gap in equity (for an identified population that is underperforming when compared to the general college population).

Infrastructure: Maintain or improve existing infrastructure

Replacement Plan: Does a replacement plan exist for equipment/supplies?

8. Future Agenda Items

9. Future Meeting Dates

March 26, 2020 3:00 – 5:00 p.m. | MB 318

April 23, 2020 3:00 – 5:00 p.m. | MB 318

10. Adjournment

Meeting Chair: Corey Marvin
Recorder: Stephanie Brantley