



Understanding by Design and Data Dialogue

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College of Marin Mission

- ▶ College of Marin's mission reflects a commitment to educational excellence for all members of its diverse community by providing:
 - ▶ preparation for transfer to four-year schools and universities
 - ▶ workforce education
 - ▶ basic skills improvement/English as a Second Language
 - ▶ intellectual and physical development and lifelong learning
 - ▶ cultural enrichment

Educational Master Plan Priority 2: Student Learning and Success

Strategic Objective 1:

Develop, implement, and evaluate a collegewide
plan for student success

Established Goal:
Student Success

Essential Question: What is student success?

Understanding:

- What are the “big ideas” that we should come to understand about student success?
- What specific understandings about student success are desired?
- What misunderstandings about student success are possible?

Transfer:

- What should we be able to do with our learning about student success?
- What long-term transfer ability is desired?
- So what?

Knowledge and Skills:

- What key knowledge and skills will we acquire as a result of this learning?
- Traditional ways: retention rate; success rate; transfer rate, persistence rate.
- What are other ways to measure student success?

Thinking from Wiggins and McTighe (2007), *Schooling by Design*.

Essential Questions

- ▶ How are we doing in the area of student success?
- ▶ How will we know that students really learned or succeeded?
- ▶ Are we assessing everything we value or only those things that are most easily assessed (tested and graded)?
- ▶ Is anything important “falling through the cracks” because we are not assessing it?
- ▶ How might our student success indicator(s) better promote learning, not simply measure it?
- ▶ Are the traditional ways of measuring student success better to promote learning or not?

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- ▶ Talk to your neighbor about what is the “aha” for you regarding student success

Connection?

- ▶ Where did we see student success connect with our CoM Mission?
- ▶ How are they connected? Or disconnected?

Ground Effective Data Use

adapted from NANCY LOVE, KATHERINE E. STILES, SUSAN MUNDRY, AND KATHRYN DiRANNA (2008)

ASSUMPTION 1

Making significant progress in improving student learning (and closing achievement gaps) is a moral responsibility. It is not student's poverty or race or ethnic background that stands in the way of success. It is college practices and policies and the beliefs that underlie them that pose the biggest obstacles.

ASSUMPTION 2

Data have no meaning. Meaning is imposed through interpretation. Frames of reference, the way we see the world, influence the meaning we derive from data. Effective data users become aware of and critically examine their frames of reference and assumptions. Conversely, data can also be a catalyst to questioning assumptions and changing practices based on new ways of thinking.

ASSUMPTION 3

Collaborative inquiry — a process where faculty and managers construct our understanding of student learning problems and invent and test solutions together through rigorous and frequent use of data and reflective dialogue — unleashes the resourcefulness and creativity to continuously improve instruction and student learning.

Ground Effective Data Use

adapted from NANCY LOVE, KATHERINE E. STILES, SUSAN MUNDY, AND KATHRYN DIRANNA
(2008)

ASSUMPTION 4

A college culture characterized by collective responsibility for student learning, commitment to equity, and trust is the foundation for collaborative inquiry. In the absence of such a culture, college may be unable to respond effectively to the data they have.

ASSUMPTION 5

Using data itself does not improve teaching. Improved teaching comes about when faculty implement sound teaching practices grounded in cultural proficiency — understanding and respect for their students' cultures — and a thorough understanding of the subject matter and how to teach it, including understanding student thinking and ways of making content accessible to all students.

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Data-Driven Dialogue

Step 1

- ▶ **Step 1: Activating & Engaging**
- ▶ **Surfacing experiences, possibilities, and expectations**
 - ▶ With what assumptions are we entering?
 - ▶ What are some predictions we are making?
 - ▶ What are some questions we are asking?
 - ▶ What are some possibilities for learning that this experience presents to us?

Data-Driven Dialogue

Step 2

- ▶ Step 2: Exploring & Discovering
- ▶ Analyzing the data
 - ▶ What important points seems to “pop out”?
 - ▶ What are some patterns or trends that are emerging?
 - ▶ What seems to be surprising or unexpected?
 - ▶ What are some things we have not yet explored?

Data-Driven Dialogue

Step 3

- ▶ **Step 3: Organizing & Integrating**
 - ▶ **Generating hypotheses (recommendation??)**
 - ▶ What inferences, explanations, and conclusions might we draw? (Causation)
 - ▶ What additional data sources might we explore to verify our explanations? (Confirmation)
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- ▶ What are some solutions we might explore as a result of our conclusions? (Action)
 - ▶ What data will we need to collect to guide implementation? (Calibration)

Connection?

- ▶ What are the connections?
- ▶ Mission, Strategic Objectives, Student Success, Essential Questions

What's next?

▶ ??