# **Data Summit Discussion Guide: Identifying an Area of Inquiry**

## **Purpose: To guide the writing of SLO Annual Report**

**Breakout Session Directions:**

Coordinators, please facilitate a discussion using Guiding Questions I. and II. during this 45-minute session.

1. Explore TPDM and CEP undergraduate and graduate dashboards. In the absence of data populated in dashboards, discuss programmatic data located in other files or folders.

2. Review previous annual reports and five-year plans. As you are reviewing them, generate questions about data patterns and trends that you see.

3. Try to respond to the Guiding Questions in Sections I and II today. Plan a program meeting to continue analysis for III. and IV.

4. Fill out Grows, Grapples, and Glows Table as a team.

5. If time permits, schedule a program meeting.

### **Guiding Questions: Assessing Current Reality**

Programs **identify and prioritize an area for inquiry** related to candidate learning and development. (*What needs improvement*?)

* What patterns or inconsistencies do we notice in the data?
* What gaps exist in the outcomes examined?
* What other data might we look at to triangulate our findings?
* Based on the data, what areas of strength and areas for growth emerge?
* Which areas of strength and/or growth do we want to learn more about?
1. **Guiding Questions: Identifying Root Causes**

Programs surface **root causes** related to an identified area for improvement and engage a broad group of stakeholders to brainstorm and prioritize potential root causes.

* What are potential root causes of the identified area for growth?
* What information might we collect to test our hypotheses?
* How do different stakeholders experience and interpret this issue?
* What does the evidence suggest are the likely root causes?
1. **Guiding questions: Developing a Theory of Action**

Programs **design** an intervention to address an identified root cause and develop a theory of action that articulates how they expect this **intervention to improve** the outcome of interest.

* How have other programs tackled this issue? What does research tell us has worked before?
* What might we try to address the underlying root causes of this issue?
* How widely will we pilot this intervention? With whom? Why?
* What evidence will we collect to test our theory of action? Measured how? When?
1. **Guiding questions: Implementation and Assessing Efficacy**

Programs implement their **improvement plans and gather evidence** to monitor progress and assess the efficacy of their intervention. Programs are encouraged to use evidence **to refine their implementation plans at multiple points** and to reflect on and document their learning to inform future improvement cycles.

* What are we learning about implementation from different stakeholders? What has worked well and what hasn’t?
* What do initial data tell us? Do they suggest a need for refinement of the intervention? If so, what refinements do we need to make, by when?
* What do the results mean for candidates? For individuals’ practice? For our program?

**\*\* Degree Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* **Glows: Glows are the positive things: what we’re proud of, the interactions that felt positive, or what we want to keep doing more of moving forward. This could be an example of taking initiative on a project or an opportunity to demonstrate leadership with colleagues.**
* **Grapples: To grapple something to**[**try**](https://www.macmillandictionary.com/us/dictionary/american/try_1)[**hard**](https://www.macmillandictionary.com/us/dictionary/american/hard_1)**to**[**understand**](https://www.macmillandictionary.com/us/dictionary/american/understand)**a**[**difficult**](https://www.macmillandictionary.com/us/dictionary/american/difficult)[**idea**](https://www.macmillandictionary.com/us/dictionary/american/idea)**or to**[**solve**](https://www.macmillandictionary.com/us/dictionary/american/solve)**a**[**difficult**](https://www.macmillandictionary.com/us/dictionary/american/difficult)[**problem**](https://www.macmillandictionary.com/us/dictionary/american/problem)**. When you grapple with something, you are living in a problem space and engaging in productive struggle with your colleagues.**
* **Grows: Grows are not quite the opposite of glows. To me, a grow is anything that can serve to elevate the work. This could be a reflection such as, “I attended many dynamic learning opportunities this week and gained so much knowledge. Now, I’m going to work harder in the future to capture and share this learning with my colleagues.”**

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| **Glows** | **Grapples** | **Grows** |
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