

A Repertoire of Institutional Effectiveness Tools and Resources

ACCJC Conference 2024



Outline of Session

- The importance of data, evidence, and information to accreditation
- Introduction to a suite of tools by The RP Group
- Application of these tools to support institutional effectiveness

Institutional Effectiveness and Data

Equity interwoven throughout the accreditation process as evidenced through data, evidence and analysis

Wordcloud

What types of data are used to track, monitor, and report on institutional effectiveness?

EDI Self-Assessment Framework and Tool

Key guiding questions related to programs, processes, practices, or policies to:

- encourage thoughtful reflection and dialogue on how efforts reflect the constructs in the each of the core components;
- establish a baseline understanding and standing of how equitable efforts are; and
- identify actions, resources, and opportunities for improvement.

EDI Framework

Equity-Minded is a perspective or lens underpinning the operations of the organization that centers on recognizing and redressing systems of oppression in its policies, practices, and actions. This underpinning includes: self-reflection, examining and prioritizing who is/has been most directly impacted, and interrogation of the status quo to ensure equity is at the forefront of the work.

We demonstrate equity-minded by:

- Fostering a culture that enables the people within the organization to continuously grow and improve equity efforts on a personal, professional, and collective level as first generation equity professionals
- Leading by example by modeling equity-minded practices and keeping equity at the forefront of its operations and work and calling out inequities
- Documenting and developing resources (e.g.,playbook, checklists, etc.) that can be shared more broadly within and outside of the organization to promote knowledge-building and sharing of the equity-minded language, practices, and considerations

Evidence-Based is a commitment to collecting and analyzing data from multiple sources and perspectives to identify problems as well as solutions; recognizing that something does not work unless it works for all; and, integrating both quantitative and qualitative analyses to provide necessary context/perspective.

We demonstrate evidence-based by:

- Keeping equity at the forefront of all stages of the process, from deciding what data to collect, to how to analyze and interpret it, to how to present/share the findings
- Analyzing data thoroughly enough to assess whether it something works for all, calling out inequities where they exist, and serving as thought-partners in moving from data to action
- Ensuring methodology is aligned to the question (and appropriate to the context) at hand, transparent enough to be replicable, and identifying limitations where they exist

Cultural Humility is the ability to reflect critically upon and acknowledge our own biases, perspectives, shortcomings, and limitations of our expertise as part of the process of learning and building the capacity to improve our community and the communities we serve. Honoring the work, voice, and perspectives of those who have an experience with our institutions.

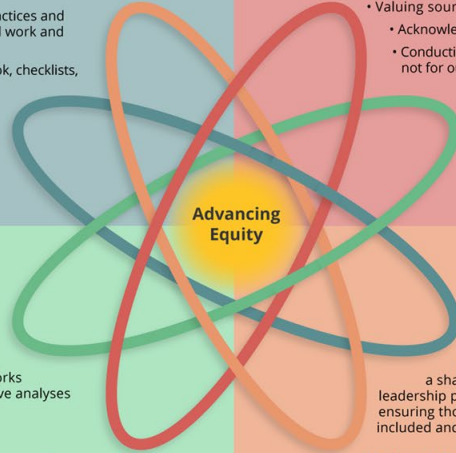
We demonstrate cultural humility by:

- Committing to a learning posture that listens to understand rather than respond
- Challenging our own perspectives
 - Valuing sources of knowledge and expertise from various contexts
 - Acknowledging gaps in expertise
 - Conducting research for advocacy and building capacity (even if not for our own benefit)
- Acknowledging and analyzing the impacts (intended and unintended) of our work
 - Committing to the work despite the challenges and barriers ahead
 - Questioning - "why do I think/believe this...?"; carefully consider constructive criticism (4Cs)

Distributive Leadership (DL) is an equity-minded approach to leadership. DL is a collective commitment to lead and implement change, unified by a shared vision. It welcomes a variety of perspectives and leadership potential and is not limited to one person or position; ensuring those impacted by implementing the vision are valued, included and empowered to implement change within their roles.

We demonstrate distributed leadership by:

- Creating the conditions (trust, time, space, capacity building, and resources) for successful and meaningful engagement in collectively leading change
- Committing to the work and shared learning over the product or outcome.
- Engaging in active reflection and reconnection to the vision and the progress being made; celebrate both success and failure, and what can be learned from them
- This includes identifying barriers, blindspots, and missing voices and ways the group can address it/them



Self-Assessment Tool Pilot: San Diego Miramar College

- Applying the Equity Framework as a tool for developing the Student Equity Plan
- Development of cross-functional workgroups
- Utilizing the tool for inquiry
- Analysis and themes
- Developing the plan
- Next steps

Self-Assessment Tool Pilot: Applying the Framework as a Tool for Developing the Student Equity Plan

- Developed workgroups around Equity Metrics
- Reviewed the Framework components
- Teams met to conduct inquiry and completed the worksheet focusing on one metric and one DI student community
- Leading Equity, Anti-Racism, and Diversity (LEAD) Office reviewed all worksheets to code and theme the data



Self-Assessment Tool Pilot:

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Miramar College has identified practices on our campus that serve as friction points/barriers to equity relative to Instruction. One of the most challenging barriers we face in addressing how to close the equity gap for our Black and African American students is connected to the amount of financial *resources to directly support efforts*. There is limited funding to support programs and professional development opportunities to support equity. Despite the success of strategies such as offering corequisite courses, providing embedded tutoring support, and offering professional development such as the Equity Institute, funding is limited and oftentimes not supported by institutional funds. Another challenge is in regard to *quantitative/qualitative data* to determine areas of strength/weakness of intervention strategies. Due to limited staffing in Research, access to data in a timely manner is a challenge. Review of data to “close the loop” and opportunities to engage directly with students regarding their experiences are disparate. Yet another barrier that may play a role in Black and African American student success is regard to *DI representation* in staffing. The current Black and African American make-up of faculty (contract, adjunct), Classified Professionals, and Administrators, within the Instructional Division, do not reflect the Black / African American student population. While there are opportunities for instruction to engage in professional development on DEIA strategies to engage in the classroom setting, there are limited, *targeted professional development* that addresses specific strategies to support Black and African American students. Opportunities to discuss strategies are also limited to school meetings/department meetings which are not consistent in all areas (once/semester versus monthly/weekly department meetings). Additionally, FLOC and DECC, do highlight both research on DI for Black and African American students, and strategies to remove barriers to success for Black/African American students, however, participation is not mandatory for all faculty, and participation is not widespread. *Structures, programs, and student engagement opportunities* allow for Black/African American students to connect and create a sense of belonging on campus, however, there are few programs and events for students to participate in. Learning communities such as Umoja, or paired courses that target Black and African American students do not exist at Miramar.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Miramar College has identified practices on our campus that serve as friction points/barriers to equity relative to Wraparound Services. One of the most challenging barriers we face in addressing how to close the equity gap for our Black and African American students is connected to the amount of financial *resources to directly support intentional efforts* to close equity gaps and address opportunity gaps. Programs such as tutoring, which has a direct impact on retention and success, are not adequately funded. We have limited opportunities for wraparound services departments to further explore and discuss *quantitative/qualitative data* and the connection between PREDD and student service data. Due to limited staffing in Research, not only is access to data in a timely manner a challenge but creating an infrastructure to collect data on student usage of wraparound services is also a challenge. It is difficult to connect the dots on how access to wraparound services may contribute to success for Black / African American students. Yet another barrier that may play a role in Black and African American student success is regard to *DI representation* in staffing (Faculty, Classified Professionals, Administrators). The current Black and African American make-up of faculty (contract, adjunct), Classified Professionals, and Administrators, within the Wraparound Services, do not reflect/mirror the Black / African American student population. While there are opportunities to engage in professional development on DEIA strategies to integrate into our services, there are limited, *targeted professional development* that addresses specific strategies to support Black and African American students. Opportunities such as FLOC and DECC, are currently focused on instruction and faculty. While Miramar has amazing programs such as Promise and EOPS, specific programs, and *student engagement opportunities* for our Black / African American students to connect and create a sense of belonging on campus do not currently exist at Miramar. Programs such as Umoja, and the Black Student Union club also allow for Black and African American students to see themselves reflected as part of the campus culture through programming highlighting the voices and experiences of Black and African American students.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

In previous sections, we described how *DI representation* in staffing (Faculty, Classified Professionals, Administrators) may present as a barrier to success as students do not see themselves reflected in our staffing. While we have made changes in how we promote our DEI culture and goals through our job announcements, there is still more work to be done to not only recruit a diverse workforce, but to support and retain our employees who do reflect our disproportionately impacted student groups. There are very few Black and African American Faculty (contract, adjunct), Classified Professionals, and Administrators at Miramar.

Component:
Cultural
Humility

Metric:
Transfer-level
Math & English

DI Group:
African
American

Self-Assessment Tool Pilot: Developing the Plan

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

To address *resources to directly support intentional efforts* to close equity gaps and address opportunity gaps, we need to adequately fund support programs and professional development opportunities that intentionally support equity (Eg. Corequisite courses, embedded tutors, teaching institute, equity institute). Funding must be tied to the strategic goals of the institution and the college must utilize mechanisms such as program review to direct resources to contribute to success and equity. Departments must utilize PREDD to review *quantitative data and review qualitative data* from the District Black Student Success workgroup to inform discussions that lead to specific action for closing the loop on strategies to support Black and African American student success. Ideally, Faculty engagement in *professional development* on DEIA strategies to incorporate in the classroom setting is required. (eg. instructors discuss the delivery of DE courses with a focus on humanizing. Specifically offer training for instructors in pedagogy that has shown to be successful in supporting Black and African American students.) Discussions on strategies to support Black and African American students in the classroom take place during all department and school meetings. (Eg. Department welcome message, best practice, inclusive language, liquid syllabi). To address *materials, curriculum offered, and programming*, we need to explore the creation of learning communities such as Umoja, or paired courses that target Black and African American student populations and develop academic support programs that conduct direct, targeted, and intentional services to support Black and African American students (eg. Tutoring, Library). Faculty should also evaluate course materials, activities, and readings to incorporate multiple perspectives.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Prioritizing resources such as tutoring, which has a direct impact on retention and success, are not adequately funded. We heavily rely on categorical funding to support general tutoring as well as embedded tutoring, where we have seen success in retention and completion of math and English. Ideally, tutoring funding should be institutionalized, and embedded tutoring support should be a model for all math and English courses rather than solely for our Math X and English 101X courses. As we move to implement Guided Pathways and our Academic and Career Pathways, it is critical that we review quantitative/qualitative data and the connection between accessing academic support programs such as tutoring and the impact on success in math and English. Yet another barrier that may play a role in Black and African American student success is regard to *DI representation* in staffing (Faculty, Classified Professionals, Administrators). The current Black and African American make-up of faculty (contract, adjunct), Classified Professionals, and Administrators, within the Wraparound Services, do not reflect/mirror the Black / African American student population. As we move to implement the ACPs, we must also address how our tutors reflect our DI student populations. While there are opportunities to engage in *professional development* on DEIA strategies to integrate into our services, there are limited, targeted professional development that addresses specific strategies to support Black and African American students. Opportunities such as FLOC and DECC, are currently focused on instruction and faculty. We must explore how to engage in meaningful professional development for all constituencies. As a campus, we will continue to host our Community, Connections, and Conversations (3Cs), our campus book reads, and our emerging Community of Inquiry opportunities. This fall 2022 semester, we are hosting a Community of Inquiry focused on Supporting our Black and Latinx students. Miramar has amazing programs such as Promise and EOPS, specific programs, and *student engagement* opportunities for our Black / African American students to connect and create a sense of belonging on campus do not currently exist at Miramar. We are also working on building up student engagement opportunities through exploration of establishing an Umoja program and supporting the establishment of a Black Student Union Club at Miramar.

Component:
Cultural
Humility

Metric:
Transfer-level
Math & English

DI Group:
African
American

Self-Assessment Tool Pilot: Inquiry

RECOMMENDATIONS FROM WORKGROUPS

Completion of transfer-level math & English in the first year within the District

	Success/Progress	Challenges/Barriers	Next Steps	Resources Needed
Equity-minded	GP Program Mapper; course sequencing GP Career Exploration focus Increased access for Latinx in transfer-level courses FLOC DECC Outreach and counseling to target math and English in year 1	Limited funding (SEA, GFU, GP) Lack of data DI pop specific services Lack of representation Lack of infrastructure for DI groups Limited professional development Lack of clear communication/information Workload (e.g. counselors are limited and at capacity)	Review data for intersection of student identities Review promotion of career pathways by DI Collegewide integration Equity focused retention, success Engage campus in ACP work PD/LEAD collaboration Feedback and refinement of Program Mapper	Comprehensive data (disaggregation of characteristics etc.) Partnerships (HS, Cont. Ed., community orgs) PD for DEIA as requirement for all groups Resources (funding, facilities, personnel)
Cultural Humility	Students see collaboration on campus Campus stakeholders engaging in culturally responsive practices DECC PD Safe Zone training Math increase in OER and ZTC	Financial resources/funding Not all voices are at the table Strategic enrollment management (cancelling courses with high DI populations) Determining which modalities work best for DI students	Campus-wide engagement Identify key stakeholders on campus & district Welcoming language Student panels	Resources (Budget, personnel, facilities) Funding for PD for faculty to hear from marginalized student groups
Distributed Leadership	Refined shared governance Equity focus groups Opportunities for campus-wide dialogue	Siloed equity & GP efforts Culture of checking the box Not all constituencies are engaged Inclusive meetings	Campus-wide engagement vs. ind. Contributors Student engagement Build in equity conversations as part of department meetings Share best practices from DECC/FLOC participants	Resources (Budget, personnel, facilities) PD on critical self-awareness – who takes up space Hiring process should include questions about leadership
Evidence Based	PREDD PD for Faculty Change in Program Review	Training for all (Admin; Faculty; Classified Professionals in particular) Lack of uniformed data collection Sustainable funding source	Review what data is missing PREDD for other areas (specific to ACPs and disaggregated by DI)	Resources (Budget, personnel, facilities)



Barriers to Equity

1. Resources to directly support efforts to close gaps for DI student groups relative to success metric
2. Quantitative/qualitative data to determine areas of strength/weakness to support DI student groups
3. DI representation in staffing (Faculty, Classified Professionals, Administrators) to reflect DI student groups
4. Targeted professional development on strategies/practices to support DI student groups' success
5. Structures/programs to support success of DI student groups & student engagement opportunities for DI student groups to engage with the campus
6. Materials/curriculum/programming related to DI student groups' history, experiences, and culture (i.e., materials representative of DI community)

Next Steps: Alignment and Integration Efforts

SAN DIEGO MIRAMAR COLLEGE Pathway to Student Equity & Success

Strategic Plan	Miramar Educational Plan		
Strategic Goals	Guided Pathways Pillars	Strategic Enrollment Management (SEM) Goals	Equity Metrics
Pathways	<i>Clarify the Path</i>	<i>Increase Access</i>	<i>Successful Enrollment</i>
Engagement	<i>Enter the Path</i>	<i>Increase Retention</i>	<i>Complete Transfer-Level Math & English in 1st year</i>
Organizational Health	<i>Stay on the Path</i>	<i>Increase in Persistence</i>	<i>Term Persistence (Term to Term)</i>
Relationship Cultivation	<i>Ensure Learning</i>	<i>Increase Success & Completion</i>	<i>Completion Rates (Vision for Success)</i>
Diversity, Equity, and Inclusion (DEI)		<i>Building a Community</i>	<i>Transfer</i>

Alignment Mapping

Vision 2030: Equity In Access			
Pathways	<i>Clarify the Path</i>	<i>Increase Access</i>	<i>Successful Enrollment</i>
Relationship Cultivation	<i>Enter the Path</i>		
Diversity, Equity, and Inclusion (DEI)			

Vision 2030: Equity In Support			
Pathways		<i>Increase Retention</i>	<i>Complete Transfer-Level Math & English in 1st year</i>
Engagement	<i>Stay on the Path</i>	<i>Increase in Persistence</i>	<i>Term Persistence (Term to Term)</i>
Organizational Health	<i>Ensure Learning</i>		
Relationship Cultivation		<i>Building a Community</i>	
Diversity, Equity, and Inclusion (DEI)			

Vision 2030: Equity In Success			
Pathways			<i>Completion Rates (Vision for Success)</i>
Engagement	<i>Stay on the Path</i>		<i>Transfer</i>
Relationship Cultivation	<i>Ensure Learning</i>	<i>Increase Success & Completion</i>	
Diversity, Equity, and Inclusion (DEI)			

Target-Setting Considerations

Resource focusing on key considerations to support local planning efforts to set targets for institutional and/or programmatic indicators and metrics

Technical Considerations

Target-setting strategies and methods

Strategy 1: Align Target With State Or District Data Or Goals

Strategy 2: Use Historical Data To Set Targets

- Method 2a: Average
- Method 2b: Standard Deviation

Process Considerations

1. Collaborate across the institution to ensure transparency of the process and clarity around the purpose and intent of the targets related to the goals and priorities.
2. Discuss how targets will be integrated into planning, evaluation, and accreditation processes, where applicable.
3. Consider adopting standard-setting methodologies rather than the target alone.

What are other target-setting practices your institution has implemented?

Target-Setting in Practice: San Diego Miramar College

- Strategic Plan Assessment Scorecard (SPAS) 2.0 - Dialogue Approach
 - How is the College meeting its mission?
 - How do we measure our success?
 - How do we build on our success?
- Balance Scorecard Approach
 - Floor benchmark (Institutional Set-Standards)
 - Aspirational benchmark (Stretch standards)

Goal I. Pathways - Provide student-centered pathways that are responsive to change and focus on student learning, equity, and success.

Strategic Direction I.2. Ensure that guided pathways leads to student completion that fit real-world demand.

Indicator	Measure	Operational Definition	Benchmark Method
I.2. Ensure that guided pathways leads to student completion that fit real-world demand.	I.2.1. Successful Course Completion Rate Source: PREDD	The success rate is the percentage of students who complete a course with a grade of A, B, C, or P out of total official census enrollments. Tutoring, non-credit, and cancelled classes are excluded.	Floor: Lowest Value Aspirational: 6-year Average
	I.2.2a. Number of Degrees Awarded Source: PREDD	The annual awards conferred are the total number of associate degrees awarded in a single academic year (summer, fall, and spring).	Floor: Lowest Value Aspirational: 6-year Average + 0.5 Standard Deviation
	I.2.2b. Number of Certificates Awarded Source: PREDD	The annual awards conferred are the total number of certificates awarded in a single academic year (summer, fall, and spring).	Floor: Lowest Value Aspirational: 6-year Average + 0.5 Standard Deviation
	I.2.3. Number of Associate Degree for Transfer (ADT) Awarded Source: PREDD	Number of associate degrees for transfer in development.	Floor: Lowest Value Aspirational: 6-year Average + 0.5 Standard Deviation
	I.2.4. Transfer Volume Source: SDCCD Information System	Transfer volume is the sheer count of transfer students who have transferred from Miramar College to a four-year institution. A student must have completed 12 or more transferrable units within six years prior to transferring to a 4-year institution and were enrolled at an SDCCD college at any time within six semesters prior to transferring (including stop outs).	Floor: Lowest Value Aspirational: 6-year Average + 0.5 Standard Deviation
	I.2.5. Awards (Career Education Students) Source: SDCCD Information System	Number of awards assigned to career/technical education in students' academic plans.	Floor: Lowest Value Aspirational: 2-year Average

Wrap-Up

Discussion of new accreditation standards and reinforcing importance of data and evidence in support of these standards

- Consideration of data disaggregation

Data Disaggregation Resources

- [Current Version of DI Calculator \(updated with PPG-1 methodology\)](#)
RP Group DI tool democratizes access to the DI methods employed by the CO.
- [A Multivariate Approach to Disaggregating Data](#)
Paper introducing the concept of multivariate disaggregation and concrete examples that highlight real-world applicability.
- [Next Level Disaggregation: Examining Program Level Information, Additional Student Characteristics, and Labor Market Data](#)
Paper providing colleges with five data points from the Launchboard practitioners can review use inform discussions about improving student outcomes.
- [Veterans Data Disaggregation: Age- and Gender-Adjusted Access to Community College](#)
Powerpoint sharing how to include gender, age, and other demographic characteristics in access analyses for veteran student populations.
- [Disaggregating Students by Metamajor and Program of Study: A Guided Pathways Project](#)
Paper sharing two CCC case studies of how data disaggregation was used to understand students' progression through pathways leading to program completion and career advancement.
- [Data Disaggregation in Action: Examining Student Success by Ethnicity at the Instructor Level](#)
Paper sharing two CCC case studies disaggregating data at the instructor level and using it to explore and address observed student equity gaps.

Q&A

Thank you!

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