Effective Practices Resource Toolkit (EPRT): Integrated Planning and Disaggregating Data

IEPI Policies, Procedures, and Practices (P3) Workgroup

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Today’s Outcomes

• Learn about IEPI and PRTs
• Learn about the purpose of the Effective Practices Resource Toolkit (EPRT)
• Learn about the goals and branches of the EPRT Tree
• Participate in the creation or development of EPRT
What is IEPI?

The Institutional Effectiveness Partnership Initiative is a collaborative effort to
• create new system of support for CCC
• advance the effectiveness of California Community Colleges,
• reduce accreditation sanctions and audit issues, and
• enhance our colleges' ability to serve students effectively.
What is IEPI?

• Student Success Task Force Recommendation 7.1 and 7.2 identified need for stronger State Chancellor’s Office that:
  o Coordinates development of indicator and goal-setting framework for colleges
  o Identifies effective practices
  o Provides technical assistance and professional development to help colleges achieve success goals

• Student Success Task Force Recommendation 6.1 and 6.2 identified need for:
  o Enhanced professional development opportunities for faculty, staff, and administrators
What is a PRT?

A Technical Assistance Team (called Partnership Resource Team, or PRT) that is assigned to assist an institution that expresses interest in receiving assistance improving institutional effectiveness.

• Team members are drawn from a pool of experts nominated through or appointed by statewide professional organizations, the Chancellor's Office, and others. Team composition for each institution is approved by the applicable CEO and CCCCOCO.

• Selection of institutions to receive PRT visits considers institutional need.
What is a PRT? (cont)

• The team visits the institution at least three times, for initial clarification of issues, development of strategies and timelines, and follow up.

• Team members receive travel reimbursement, and stipends in some situations.

• Grants of up to $150,000 in seed money are available to institutions that receive team visits, to accelerate implementation of improvement plans.
What is the EPRT?

It is under development, but the intent is for it to be

- A toolkit for assistance and resources, possibly a portfolio or repository of effective practices in the following areas:
  - Integrated Planning*
  - Disaggregation of Data*
  - Resource Allocation
  - Governance
  - Enrollment Management
  - And others as need arises…

- A template for implementing effective practices within the confines of the institution (providing examples and models for moving effective practices through local processes)

*First two areas of focus
• Areas where colleges had requested assistance in their Letters of Interest requesting a Partnership Resource Team.
• Primarily from California Community Colleges but might include ideas from across the country.
• The Toolkit would be shared by PRT members as appropriate on their college visits to support college Institutional Improvement Plans.
• The Toolkit might highlight the colleges that have implemented the effective practices so that other colleges might follow up for more information.
Goal

• The goal of ERPT is to improve the effectiveness of institutional decisions and, ultimately, institutional success as measured by institutional metrics.
EPRT Tree

Integrated Planning

Disaggregated Data

Enrollment Management

Student Learning Outcomes

Governance

Student Success

Support for Ongoing Enhancement and Growth
Ideas for the “Tool”?  

- Check List
- Descriptions
- Video Talks
Who would use the Toolkit?

- Community Colleges
- Partnership Resource Teams (PRTs)
Would colleges be required to use the Toolkit?

- NO!
- The Toolkit is a resource to find examples of solutions for those colleges seeking assistance.
- Colleges accessing the Toolkit would be able to find examples and ideas for how to modify or change their current processes to improve institutional effectiveness.
Elements of the Toolkit

• Literature review
• Methodology
  o Research process
  o How stakeholders were engaged and feedback used
  o Effective practices identification
  o Vetted example method
• Purpose and use of topic area
  o Description of topic area
  o Tools and other available resources
  o Delivery strategies
  o Barriers and how to develop strategies to minimize or eliminate them
Elements of the Toolkit (cont.)

• Effective Practices
  o Ineffective practices in topic areas where present
• Vetted examples of effective practices
• How topic area integrates with other topic areas, links to other topic areas, and the role of the topic area in the general operation of the community college
• Executive Summary
The Toolkit Standard

A. Coordination between the resources that are identifiably part of the same overall "tool cabinet" {or tree!}.

B. Each tool in a toolkit will include a general overview of the given approach or tool, the problem it addresses, a case study and some helpful implementation advice.

C. The toolkit materials will be widely distributed, including on the Professional Learning Network.
Collecting Information and Gathering Feedback

A. May include half day convening of experts on each of the focus areas to solicit ideas.

B. It might also include postings to various organization list serves.

C. Follow up discussions with individuals at various colleges (perhaps also for the purpose of collecting short video segments)
Support for Ongoing Enhancement and Growth

• The goal is that each topic area report will be developed to be a part of the larger toolkit (or tree) and will be designed so that overtime each topic area can be refreshed or revised as practice dictates.
Who is developing the Toolkit?

IEPI Policies, Procedures, and Practices Workgroup with assistance and feedback from:

- Research and Planning Group (RP)
- California Community College faculty, administrators, and staff
- California Community College Chancellors Office (CCCCCO)
- Existing statewide initiatives
- Telecommunications and Technology Infrastructure Program (TTIP South)
- Other professional organizations
How will the “effective practices” be determined?

Guiding Questions
How do we determine a spectrum of effective practices?

Who determines the quality of effective practices?

How do we account for contextual factors among our CCCs (urban/ rural colleges, diverse sizes). An effective practice for one college may not work for another.

Should we address bad practices?
Modeling IE Practices

Conference Presentations

Identifying Effective Practices

“Vetting” of Practices

Sharing The Toolkit

Ongoing Input from PRTs

Revise / Add to Toolkit
Other Ideas

• **Communities of Practice** may be able to provide insight from having received a PRT visits

• PRT “**micro-teams**” to provide specific information about issues colleges are encountering, and they may be able to articulate effective practices with deeper insight
Thoughts on the Integrated Planning and Data Disaggregation

“Branches”

How would it be used?
What components would be most useful?
Integrated Planning

Discussion

• What tools are you using that are effective?
• Why were they effective?
  why does the process work with those tools?
  why does the tool not work?
  how would you rate a tool?
  how would you rate a process?

• What other components were necessary for it to be successful e.g. leadership, communication, etc.?
For Discussion: Integrated Planning and Accreditation

(I.B.9) The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.
For Discussion: Integrated Planning - Needed Components?

Key Questions (related to Accreditation):

- Does the institution establish priorities among competing needs so that it can predict future funding? Do institutional plans exist, and are they linked clearly to financial plans, both short-term and long-range?

- Does the institution identify goals for achievement in any given budget cycle?

- Can the institution provide evidence that past fiscal expenditures have supported achievement of institutional plans?

Source Guide to Evaluating and Improving Institutions, ACCJC, July 2015
Other Considerations for Integrated Planning

Multi-College vs Single College Districts

?
Use of Disaggregated Data

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For Discussion: Data Disaggregation and Accreditation

- The institution will want to determine relevant student populations for inclusion in institution-level analysis, and will also likely want to set criteria to aid programs in determining populations of students for analysis at the program level, based upon the institutional mission and programmatic emphases.

- Data analysis should be used to inform decisions and plans to improve student learning and achievement, and to meet the college’s mission.

- The purpose of disaggregation is to provide information that will help the institution examine student learning and student achievement performance gaps and create strategies for addressing those gaps.

Source: ACCJC, April 2015 Training Notes
Data Disaggregation
Possible Sub-Populations

- Age
- Race/Ethnicity
- Gender
- Socio-economic status
- Online courses vs. face-to-face courses
- College centers vs. main campus performance
- Cohort group performance
- Other categories as appropriate

June 2013 Manual for Institutional Self Evaluation – Appendix H – Student Achievement Data
Data Disaggregation
Initial Tool Development

A. Using disaggregated data in SLO Assessment

B. Data disaggregation for assessment & placement

C. Data disaggregation in enrollment management
Other Considerations for Data Disaggregation

Colleges with many students selecting more than one ethnicity vs colleges with more homogenous populations?
### Timeline (Draft)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Goals</th>
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<tr>
<td>April – June 2016</td>
<td>Research, identification, and engagement to gather and review exemplars</td>
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<tr>
<td>July – August 2016</td>
<td>Development, sharing, and vetting of Tools</td>
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<td>September</td>
<td>Sharing beta “products” with Partnership Resource Teams during training</td>
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<tr>
<td>October – November</td>
<td>Release by TTIP South</td>
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<tr>
<td>2017 – Ongoing</td>
<td>Annual review at winter P3 meeting</td>
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Questions?