

# RP Conference

2017



## 2017 RP Conference Program



**theRPgroup**

Research • Planning • Professional Development  
for California Community Colleges

# Conference Overview

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## THURSDAY, APRIL 20, 2017

8:00 am – 9:45 am	RP Navigator Welcome Breakfast   Harbour
10:00 am – 10:35 am	Welcome: The RP Group   Grand Peninsula D
10:45 am – 12:00 pm	Breakout Session 1
12:00 pm – 1:20 pm	Lunch and Keynote Address, <i>sponsored by eLumen</i>   Grand Peninsula D
1:30 pm – 2:45 pm	Breakout Session 2
2:45 pm – 3:05 pm	Coffee Break, <i>sponsored by Tableau</i>   Grand Peninsula Foyer
3:05 pm – 3:50 pm	Breakout Session 3
4:00 pm – 5:15 pm	Breakout Session 4
5:25 pm – 6:15 pm	Poster Session   Atrium
6:15 pm – 7:30 pm	Reception   Atrium

## FRIDAY, APRIL 21, 2017

7:30 am – 8:30 am	Breakfast, <i>sponsored by Nuventive</i>   Grand Peninsula D
8:30 am – 9:00 am	California Community Colleges Chancellor's Office Updates   Grand Peninsula D
9:10 am – 10:25 am	Breakout Session 5
10:25 am – 10:45 am	Coffee Break, <i>sponsored by Higher Ed Profiles</i>   Grand Peninsula Foyer
10:45 am – 12:00 pm	Breakout Session 6
12:00 pm – 1:15 pm	Lunch and 2017 RP Group Awards Ceremony, <i>sponsored by College Futures Foundation</i>   Grand Peninsula D
1:25 pm – 2:10 pm	Breakout Session 7
2:20 pm – 3:35 pm	Breakout Session 8
3:35 pm – 3:55 pm	Coffee Break   Grand Peninsula Foyer
3:55 pm – 5:10 pm	Breakout Session 9

# Welcome!

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The Research and Planning Group for California Community Colleges (the RP Group) warmly welcomes you to the 2017 RP Conference, the largest gathering of institutional researchers and planners in the California Community College system.

This conference provides a space for us to unite, share, and learn ideas and practices that can help us to be more effective and innovative in our work. This year's conference will offer tools and strategies that can be applied to your respective institutions, highlight local and statewide projects, illuminate successful efforts, and launch robust discussions about critical issues surrounding research, planning, and assessment.

This year's conference theme of "Building Pathways to Success" focuses on creating programs and assessments that foster student success by integrating pathways to successful goal completion. Over the next 31 hours, you will have the opportunity to engage in 36 breakout sessions; learn more about the work of the 2017 RP Group Award recipients; hear about the emerging guided pathways approach from keynote speaker Dr. Darla Cooper from the RP Group; and receive updates from the RP Group and the California Community Colleges Chancellor's Office.

We hope that you have a fantastic and rewarding experience at the conference and look forward to hearing your observations and suggestions for improving this event for the field. Thank you!

Sincerely,  
The RP Conference Committee

# Odds and Ends

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## NAME BADGE

Please wear your name badge while you are at the conference. In addition to identifying yourself, it is your ticket for meals, sessions, and special events.

## REGISTRATION DESK

The registration desk will be accessible on Thursday, April 20 from 8:00 am to 5:00 pm and Friday, April 21 from 8:00 am to 1:00 pm. If you have an urgent need, please contact Lila Tavelli at 415-407-9368.

## WIRELESS INTERNET ACCESS

Complimentary wireless internet access is available in the guest rooms and in the public areas (lobby/restaurant). There is no attendee internet access provided in the meeting space.

## EVALUATIONS

At the end of the conference, we will email you a link to the conference evaluation. Please take a moment to share your thoughts and reflections about this year's event. Your feedback will help us improve the conference experience for the field next year. We will enter all completed evaluations into a drawing to win a complimentary registration to the 2018 RP Conference.

# Session Tracks

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Sessions are organized by topic areas (tracks) to help you select a schedule that addresses your professional development needs and interests. Tracks are summarized below and are indicated for each session in the conference program.

## BUILDING PATHWAYS TO SUCCESS

Sessions in the Building Pathways to Success track focus on research, evaluation, planning, and inquiry related to student pathways to completion. Specific session topics include analyzing course-taking patterns to inform meta-major or program development, assessing the cost-effectiveness of guided student pathways, leveraging tools to inform pathway development and assess student progress, and research to inform student placement.

## PLANNING AND INSTITUTIONAL EFFECTIVENESS

Sessions in the Planning and Institutional Effectiveness track focus on planning tools, processes, and strategies for advancing overall institutional effectiveness. Specific session topics include research to inform college-wide planning, promising practices and approaches for advancing a culture of evidence and inquiry, and institutional goal setting.

## ADVANCING STUDENT EQUITY

Sessions in the Advancing Student Equity track focus on development, research, and evaluation of equity-focused practices; assessing and addressing equity gaps through innovative evidence-based approaches; disaggregating data to inform practice; and approaches to equity planning.

## THE RP TOOLBOX

Sessions in The RP Toolbox track focus on practical tools and resources for institutional research and planning professionals. Specific session topics include mixed-methods evaluation, surveys to assess student outcomes, statewide initiatives of great interest to the institutional research and planning field, leadership strategies, and technology tools to advance the work of institutional research and planning offices.

## Session Formats

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**Briefings (45 minutes)** are lead by one or more presenters with a limited amount of time reserved at the end of the session for participant questions.

**Interactive Discussions (75 minutes)** are designed to allow for additional interaction between the presenter and participants. These sessions are led by one or more presenters and may include in-session discussions and activities.

**Posters** will be on display in the reception area from 5:25 pm to 6:15 pm on Thursday, April 20. Presenters will be available for questions and answers during this time.

## Welcome and Updates

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### **WELCOME AND RP GROUP UPDATES: EXPLORING OUR FUTURE**

**Thursday, April 20, 2017 | 10:00 am – 10:35 am | Grand Peninsula D**

The institutional research and planning (IRP) field may be approaching a tipping point. In an effort to advance the overall effectiveness of our institutions, our offices have taken on increasingly complex and varied responsibilities that rely on professional skills beyond the technical, and where success hinges more and more heavily on leadership and organization development. How do we, as a field, envision the future of institutional research, planning, and effectiveness to truly move the needle on student success? RP Group Board President Gregory Stoup will discuss the recent evolution of field and the RP Group in the context of state and national trends impacting higher education.

#### **PRESENTERS:**

Gregory Stoup, President, The RP Group and Senior Dean of Research and Planning, Contra Costa Community College

### **CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE UPDATE (CCCCO): TECHNOLOGY, RESEARCH, AND INFORMATION SYSTEMS (TRIS) DIVISION**

**Friday, April 21, 2017 | 8:30 am – 9:00 pm | Grand Peninsula D**

The Vice Chancellor of the Technology Research and Information Systems (TRIS) Division will provide an update on several of the large initiatives that have a direct impact on institutional researchers. The Director of Research will also provide information on research and data related activities from the division.

#### **PRESENTERS:**

Debra Connick, Vice Chancellor, TRIS Division and Alice van Ommeren, Director of Research, Analysis, and Accountability, California Community Colleges Chancellor's Office

# RP Group Awards

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## RP GROUP AWARDS CEREMONY AND LUNCH

Friday, April 21, 2017 | 12:00 pm – 1:15 pm | Grand Peninsula D

Each year, the RP Group Awards recognize the work of deserving individuals and teams, and establish the bar for excellence in the fields of research, planning, and assessment within California Community Colleges. The recipients of this year's RP Group Awards are as follows.

### EXCELLENCE IN COLLEGE RESEARCH:

*Tracking Lasers and Seekers in a Laser-like Way*

Carolyn Arnold, Institutional Research Coordinator, Chabot College

### EXCELLENCE IN COLLEGE RESEARCH:

*A Cost Effectiveness Study of a First Year Pathways Program*

Crystal Kollross, Executive Director, Office of Institutional Effectiveness; Sean Malone, Research Analyst; and Patricia Quinones, Research Analyst, Pasadena City College

### EXCELLENCE IN REGIONAL/STATEWIDE RESEARCH:

*The California Community College CTE Student Employment Outcomes Survey Goes Statewide*

Lara Abel, Research Technician; Grzegorz Drukala, Research Analyst; Jeanne Fadelli, Research Analyst; KC Greaney, Director of Institutional Research; Blair Lamb, Research Analyst; and Michael Pham, Research Analyst, Santa Rosa Junior College

### EXCELLENCE IN THESIS/DISSERTATION:

*The Evolution of Crisis at City College of San Francisco: A Case Study of Leadership and Responsibility*

Megan Corry, Paramedic Program Director, City College of San Francisco

# RP Group Awards

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## EXCELLENCE IN PLANNING:

*Student Success Framework for Long-term Integrated Planning*

Naomi Grisham, Transfer Center Director; Patricia Hsieh, President; Daniel Miramontez, Dean of Planning, Research, and Institutional Effectiveness, and Library and Technology; and Xi Zhang, Research and Planning Analyst, San Diego Miramar College

# Keynote Speaker

## THE GUIDED PATHWAYS APPROACH: REIMAGINING OUR MODEL TO FOCUS ON STUDENT COMPLETION AND WHERE IRP FITS IN

Thursday, April 20, 2017 | 12:00 pm – 1:20 pm | Grand Peninsula D

Our best efforts by our best people to significantly improve community college completion rates have not produced the scaled improvements in outcomes we had hoped. During this session, we will explore how the guided pathways approach builds on our past efforts and evolves our thinking about how students are recruited to, enter, and progress through our colleges – all with an eye towards students completing their goals at markedly higher rates. We will also pay special attention to the important role researchers and planners play in guided pathways. This session highlights innovative and effective approaches from Dr. Cooper's work on the AACC Pathways Initiative, Student Support (Re)defined, Completion by Design, the Aspen Prize for Community College Excellence, Beyond Financial Aid, and other RP Group projects.

### DR. DARLA COOPER, THE RP GROUP



Dr. Darla M. Cooper is an educational leader and expert in research and evaluation dedicated to using inquiry, data, and evidence to improve the lives of all community college students. She currently serves as the Director of Research and Evaluation for the Research and Planning Group for the California Community Colleges (RP Group <http://rpgroup.org>). In this role, she oversees all the research and evaluation projects for the organization.

Dr. Cooper has worked in the California Community College system for almost 20 years, previously holding institutional research director positions

# Keynote Speaker

at Santa Barbara City College, Oxnard College, and Ohlone College. She led Student Support (Re)defined (<http://rpgroup.org.tempdomain.com>All-Projects/ctl/ArticleView/mid/1686/articleId/76/Student-Support-Redefined>), a research project that examined what supports student success, and has been invited to present on this work at various venues across the state. Dr. Cooper is currently serving as one of the coaches for the American Association of Community Colleges' (AACC) Pathways Project, and on the advisory committee for the California Guided Pathways Project. She is also co-directing a research study funded by the College Futures Foundation that will examine what happens with students who appear ready to transfer, but do not.

Dr. Cooper has extensive experience serving as an external evaluator for several federal and private foundation grants and has worked on various other projects designed to promote student success, including the Aspen Prize for Community College Excellence, and the RP Group's Bridging Research Information and Culture (BRIC) initiative, Student Transfer in Professional Pathways Project, and Accreditation Study. Dr. Cooper also worked directly with students to assist them in achieving their educational goals, previously serving as a director of research and information, student services counselor, and ombudsperson at the University of Southern California. She holds a BA in Psychology from the University of California, San Diego, and a MSEd and EdD from the University of Southern California.

# Breakout Session 1

THURSDAY, APRIL 20  
10:45 AM – 12:00 PM

## Cluster Analysis on Student Transcripts for the Development of Program Meta-Majors

**Track:** Building Pathways

**Room:** Harbour

With the growing interest on the development of more prescriptive guided pathways for program completion, the use of meta-majors has emerged as one of the ways better direct undecided students into programs while eliminating unnecessary coursework and accelerating time to completion. This presentation will discuss the use of cluster analysis to group degrees and certificates based on the coursework completed by program completers. This cluster analysis provides an empirical approach to the development and creation of meta-majors using the course-taking behavior of the college's most success students, its completers, as the basis for grouping programs. This session will extend the institutional researcher's toolbox by exploring the use of R to perform partitioning around medoids (PAM) cluster analysis. Participants will learn the basics of performing PAM clustering in R, including selection and use of an appropriate dissimilarity index and the use of silhouette analysis to determine an optimal number of clusters.

**Presenter:** Kyle Crider, West Hills Community College District

## Excellence in Planning: Using Data-Driven Technology Tools to Move to a Culture of Inquiry and Integrated Planning: A Qualitative and Quantitative Approach

**Track:** Planning and Institutional Effectiveness

**Room:** Grand Peninsula B

In light of multiple audit issues, including a significant FTES issue, College of the Desert (COD) spent the last few years redesigning its integrated planning model. To turn this around, COD needed to move from an anecdotal culture to a culture of evidence. COD invested in research and utilized technology that was readily available to clean our data, create easy-to-use data tools (i.e., data dashboards), archive critical information for accreditation and integrated planning, and present the information in a user-friendly manner. Since then, COD was one of only a handful of California

# Breakout Session 1

THURSDAY, APRIL 20  
10:45 AM – 12:00 PM

Community Colleges to get full restoration and growth in 2015-2016. COD expects to be number one in growth for 2016-2017, and the resources earned from planned and efficient growth are allocated to faculty, staff, and equipment in a transparent and easy to understand manner.

**Presenters:** Daniel Martinez and Annebelle Nery, College of the Desert

## Using CCSSE Results to Assess Institutional Learning Outcome

**Track:** Advancing Student Equity

**Room:** Grand Peninsula A

In 2016, a quarter (28) of California Community Colleges administered the Community College Survey of Student Engagement (CCSSE), which offers a tool for assessing various initiatives and measuring progress towards achieving important goals in student learning. The purpose of this session is threefold: (1) share our experience of using CCSSE as an indirect assessment measure of institutional learning outcomes and institutional effectiveness; (2) demonstrate strategies for using a data visualization tool (Tableau) to present, disaggregate, and disseminate survey results in order to identify areas in which the student educational experience needs improvement; and (3) have attendees share strategies used at other colleges to disseminate and use the survey results.

**Presenters:** Svetlana Deplazes, Meeta Goel, and Jamie Jones, Antelope Valley College

## What Does It Mean to Lead from the Middle?

**Track:** RP Toolbox

**Room:** Grand Peninsula C

If community colleges are to move toward institutional coherence and implement and integrate an increasing number of initiatives that support student success, educators across the college — faculty, counselors, researchers, administrators, and classified staff — must prepare to take on active leadership roles. Since 2013, more than 350 community college educators have participated in the RP Group's Leading from the Middle (LFM)

## Breakout Session 1

THURSDAY, APRIL 20  
10:45 AM – 12:00 PM

Academy where cross-functional college teams work on college projects as a way to understand the institutional change process. LFM is committed to learning from its own work, implementing an evaluation that has been internal, ongoing, and applied. From the LFM evaluation we find that middle leadership is collaborative, works through coalitions, and is rooted in understanding the local college culture. We also confirm that leadership skills can be learned, developed, and advanced. This session will include a hands-on activity about coalition building.

**Presenters:** Robert Gabriner, Leading From the Middle; and Rose Asera, The RP Group

## Breakout Session 2

THURSDAY, APRIL 20  
1:30 PM – 2:45 PM

### A Cost Effectiveness Study of A First Year Pathways Program

**Track:** Building Pathways

**Room:** Harbour

In 2011, Pasadena City College (PCC) created the award winning PCC Pathways program to ensure that students complete their academic goals in a timely manner. In 2016-2017, almost 4,000 students are enrolled in the college-funded program. PCC conducted a cost effectiveness study of PCC Pathways in 2016 to help the college understand the connection between program costs and completion outcomes and the value of investing its scarce resources in this large and comprehensive program. The presenters will briefly describe PCC Pathways and the strategies used to assess its impact on two indicators: credits accumulated and completion. They will share the process of conducting the cost effectiveness study and their findings. Finally, the presenters will engage the audience in a discussion of the challenges and benefits of conducting cost effectiveness studies on higher education programs.

**Presenters:** Crystal Kollross, Sean Malone, and Patricia Quinones, Pasadena City College

### A Future for IR: AIR's Statement of Aspirational Practice

**Track:** Planning and Institutional Effectiveness

**Room:** Grand Peninsula B

This session addresses ideas presented in the Statement of Aspirational Practice for Institutional Research, published by AIR in 2016. The key tenets of the aspirational statement are featured, including an expanded definition of decision makers, structures and leadership for IR, and a student-focused paradigm. Join us for a conversation about this dynamic piece of work that is poised to grow with the field of institutional research.

**Presenters:** Jason Lewis and Leah Ewing Ross, Association for Institutional Research

## Breakout Session 2

THURSDAY, APRIL 20  
1:30 PM – 2:45 PM

### When More is Better: Levels of Disaggregation in Program Review and Equity Planning

Track: Advancing Student Equity

Room: Grand Peninsula A

The Institutional Effectiveness Partnership Initiative has supported the development of a Data Disaggregation Applied Solution Kit (ASK) to profile promising practices in data disaggregation. This session contrasts bivariate and multivariate data disaggregation in the context of program review and equity planning. Course success rates are typically examined in program review although often the analysis is limited to time trends and bivariate disaggregation. Adding additional levels of disaggregation (e.g., ethnicity disaggregation for each individual faculty member) can provide meaningful insights. We will show examples of disaggregated data analysis from several colleges and present ideas for use at your campus. The session will review examples from Student Equity Plans across the state, (1) comparing how conclusions regarding disproportionate impact are influenced by level of disaggregation, and (2) exploring how combining gender with ethnicity and age with veteran status can change our understanding of which groups on campus are disproportionately impacted.

**Presenters:** Craig Hayward, Bakersfield College; Giovanni Sosa, Chaffey College; Carolyn Holcroft, Foothills College; and Jared Lessard, Irvine Valley College

### What Happens to Students after Carnegie Math Pathways: Post Pathways Achievement

Track: RP Toolbox

Room: Grand Peninsula C

The Carnegie Math Pathways initiative is a multifaceted remedial mathematics program designed to accelerate students' progress through developmental mathematics sequences to complete a gateway college course. This presentation describes outcomes from students in the Math Pathways programs, Quantway and Statway. Using institutional data, the Foundation examined near-term outcomes of post-remedial, college-level math

## Breakout Session 2

THURSDAY, APRIL 20  
1:30 PM – 2:45 PM

course completion and grades through a study comparing Math Pathways and similar students in traditional math remediation courses who were matched using propensity scores. Additionally, rates for two-year degree completion, transfer to a four-year institution, and/or four-year degree completion were calculated and compared with national benchmark data on two-year institution student success. Math Pathways enrollees are more likely to complete college-level math courses, achieve similar grades, earn a two-year degree, transfer to a four-year institution, and/or earn a four-year degree compared to the national average.

**Presenters:** Melrose Huang, Jon Norman, and Hiro Yamada, Carnegie Foundation for the Advancement of Teaching

## Breakout Session 3

THURSDAY, APRIL 20  
3:05 PM – 3:50 PM

### Connecting the Dots: Using Data Visualization to Connect High School to College

**Track:** Building Pathways

**Room:** Harbour

Students' educational success does not exist in a vacuum. Students have academic histories that we can leverage to help them be successful at the college level. Santa Ana College has had a powerful cross-segmental relationship with Santa Ana Unified School District for 20 years. This relationship, which includes data sharing, has been strengthened by powerful visualizations that allow faculty and administrators to draw conclusions and suggest courses of action to improve student success at the college level. In this presentation, we will demonstrate how we used this data and Tableau to develop the Santa Ana Partnership tools and discuss how these tools have led to discussions that have aided in decisions regarding dual enrollment, placement, and articulation.

**Presenters:** George Sweeney and Whitney Youngren, Santa Ana College

### Promising Practices in Integrated Planning

**Track:** Planning and Institutional Effectiveness

**Room:** Grand Peninsula B

The RP Group and the Institutional Effectiveness and Partnership Initiative (IEPI) developed agnostic integrated planning (IP) tools for community colleges. As such, the tools are not labeled as "best practices," but rather, are considered to be "promising practices." This session will provide a "speed dating" opportunity to engage with these IP tools. Participants will also learn about an IP model for bringing these resources together to promote institutional effectiveness and explore its application. Participants will learn how collaborative inquiry and the American Association for Community Colleges (AACC) Pathways Project overlaps with this IP Model. Participants will discover how they can potentially use this model and other tools in their work and how the model and tools can help guide their leadership across the college. Learn about the work to create the tools and the future of the Integrated Planning Applied Solution Kit (ASK) that

## Breakout Session 3

THURSDAY, APRIL 20  
3:05 PM – 3:50 PM

resides in the Professional Learning Network (PLN).

**Presenters:** Theresa Tena, California Community College Chancellor's Office; and Barbara McNeice-Stallard, Mt San Antonio College

### Making Peace with Data Visualization Choice Overload

**Track:** Advancing Student Equity

**Room:** Grand Peninsula A

Data dashboards are becoming essential tools for data-driven decision-making but there is an overwhelming volume of software to consider. In this presentation, we will discuss our decision process and examine programs that have been used to make data dashboards at two community colleges, with a focus on Power BI and Tableau. We will discuss back-end data infrastructure, ways to determine specifications with end users, methods and tips to create the dashboards, user training, and troubleshooting. We will conclude with comparing Power BI and Tableau packages and identifying other options including Excel, R, Hyperion, and locally developed interfaces.

**Presenters:** Megan Leonard, Cabrillo College; and Tina Merlin, San Joaquin Delta College

### Understanding the Strong Workforce Program 17% Incentive Funding Formula

**Track:** RP Toolbox

**Room:** Grand Peninsula C

The Strong Workforce Program provides \$200 million in annual funding for career and technical education. Eighty-three percent of the funds are based on CTE FTES, unemployment rates, and regional job openings. Starting in 2017-18, 17% will be used to incentivize a focus on student completion and employment outcomes. This session will describe the new funding model including how student outcomes will be calculated, resources will be allocated, and your college can ensure it gets full credit for positive outcomes. Come ready to review core documentation for the model and to ask questions.

**Presenter:** Kathy Booth, WestEd

## Breakout Session 4

THURSDAY, APRIL 20  
4:00 PM – 5:15 PM

### Applied Solution Kit for Strategic Enrollment Management

**Track:** Building Pathways

**Room:** Harbour

California Community Colleges face unique enrollment challenges. They are open entry institutions that receive state funding based on the number of students they serve. Their complex mission drives the development of instructional programs and student services to meet the needs of a diverse student body with varied educational goals. Effective enrollment management planning and strategies help colleges meet their mission while maintaining their fiscal viability. The RP Group is collaborating with the Institutional Effectiveness Partnership Initiative to create an Applied Solutions Kit (ASK) that includes concepts, approaches, tools, models, resources, and exemplary practices designed to support strategic enrollment management (SEM) planning and implementation. During this session, participants will learn about the results of a system-wide survey on enrollment management practices, and an overview of literature and research on SEM, including operational definitions, models, tools, and use cases that could be included in the SEM Applied Solutions Kit.

**Presenters:** Michelle Barton, Palomar College; Marc Beam, The RP Group; Cathy Hasson and Michelle White, San Diego Community College District

### Student Success Framework for Long-term Integrated Planning

**Track:** Planning and Institutional Effectiveness

**Room:** Grand Peninsula B

San Diego Miramar College's response to strategic planning is quite unique. Rather than putting efforts into silo processes, the college has successfully integrated the student experience into its planning efforts. The college has developed a planning framework built upon two national and statewide initiatives (Student Support (Re)defined and Completion by Design). The framework focuses on the student educational experience, targets fostering success factors in students, and encourages redesign for

## Breakout Session 4

THURSDAY, APRIL 20  
4:00 PM – 5:15 PM

continuous quality improvement. Within the framework, student success is addressed in a systemic and integrated manner. Across multiple venues, managers, faculty, staff, and students collaboratively dialogue, analyze both quantitative and qualitative data, and design and implement action items to increase student success. Furthermore, the framework has been introduced and discussed in classrooms. Taken together, the college's unique response to student equity, access, and success will serve the needs of our students for years to come.

**Presenters:** Naomi Grisham, Daniel Miramontez, Gerald Ramsey, and Xi Zhang, San Diego Miramar College

### Disjunctive Placement: Throughput and Output

**Track:** Advancing Student Equity

**Room:** Grand Peninsula A

Adjusting cut-scores and removing negative multiple measure weights slightly increased one-year, transfer-level math completion from 8% to 12%. Given the low impact of these changes, College of the Canyons piloted a placement process using self-reported high school information on GPA, last math course, and grade in last math course to (1) implement "floors," (2) place students in transfer-level statistics, and (3) apply higher positive weights for multiple measures. Transfer-level placement in the Statistics pathway increased five-fold (71% vs 14%), and two-fold in the Calculus pathway (29% vs 14%). Disproportionate impact (80% of the overall rate) was eliminated in transfer-placement for the Statistics Pathway. For students on the Calculus pathway, the new model reduced gaps where African-American/Black and Latino/Hispanic students placed in transfer-level at a higher rate (6.3% and 13.8% difference respectively). Success rates, logistic regression results, and information on the process of implementing these changes will be presented.

**Presenters:** Joe Gerda, Saburo Matsumoto, Daylene Meuschke, and Preeta Saxena, College of the Canyons

## Breakout Session 4

THURSDAY, APRIL 20  
4:00 PM – 5:15 PM

### **Building the Foundation for Guided Pathways: How to Design a Student Focused Inquiry Process that Galvanizes and Informs Pathways Design**

**Track:** RP Toolbox

**Room:** Grand Peninsula C

In order to galvanize a campus-wide movement towards guided pathways, it is necessary to design an effective inquiry process that engages different campus stakeholders and create a shared understanding of the structural barriers to student success. In this session, we will share a framework for an effective inquiry process that shifts the focus from course-level to program-level and college-level outcomes. We will provide examples of data visualizations that communicate students' experience in selecting courses, share results of student focus groups that help underscore the need for meta majors, and discuss how an effective inquiry process can inform integrated planning for student success.

**Presenters:** Mina Dadgar and Chase Fischerhall, Career Ladders Project

## Poster Session

THURSDAY, APRIL 20  
5:25 PM – 6:15 PM | ATRIUM

### **1. Building Participatory Pathways for Successful Planning**

Integrated planning within a shared governance framework can be complicated, but it need not be a daunting task. This session will offer information to help participants get started, highlighting approaches two different community colleges took to the role of initiating an integrated planning process that resulted in comprehensive master plans. Leaders from Santa Rosa Junior College and San Joaquin Delta College will share approaches, stories, challenges, and successes from their integrated planning processes that cut across silos and departments at their institutions. Participants acquire meaningful strategies for fostering broad participation in integrated planning at their own institution.

**Presenters:** Deborah Shepley, Gensler; Matt Wetstein, San Joaquin Delta College; and KC Grealaney, Santa Rosa Junior College

### **2. Comprehensive Statistical Methods for Analyzing Short-term and Long-term Educational Programs Offered at Community Colleges**

A large portion of programs designed to provide academic support to community college students reach either (1) relatively small student populations or (2) populations which encounter significant student attrition with time. The impact evaluation of such programs is challenging from statistical point of view, due to the small group size and the nature of the program outcomes. We will discuss a study in which we offer two distinct methods for evaluating the effectiveness and long-term impact of such interventions. One method utilized before and after analysis suitable for evaluating short-term interventions, while the other utilized treatment and control group analysis based on Propensity Score Matching (PSM) suitable for evaluating both short as well as long term interventions. We will discuss the application of these evaluation methods by highlighting two cases studies of academic programs offered at Cañada College.

**Presenter:** Milena Angelova, Cañada College

## Poster Session

THURSDAY, APRIL 20  
5:25 PM – 6:15 PM | ATRIUM

### 3. MMAP vs Summer Advantage (Basic Skills Boot Camps): Using Data to Determine Student Success and Guide Decision-making

We will discuss a comparative study that examined the outcomes of the Multiple Measures Assessment Project (MMAP) against Summer Advantage (basic skills refresher workshops) at Norco College. We will share difference in placement and success in English and math courses as well as how these data guided decision-making for the best placement of incoming freshman. Research and faculty input has been integral to the implementation of MMAP and Summer Advantage at Norco College. In turn, we will also reveal how both perspectives (research and faculty experience) contributed to the decision on which program would become the institutional approach to placement and student success.

**Presenters:** Greg Aycock, Jason Parks, and Caitlin Welch, Norco College

### 4. Harbor's Assessment-based Planning: A Systems Approach

Harbor's Assessment-based Planning System (HAPS) records and manages online the results of the college's program review, student learning outcomes assessment, and planning processes. In our assessment and planning model, the college mission is the organizing principle that drives the operation of the institution. The mission is expressed through the Institutional Student Learning Outcomes (ISLOs) and Strategic Educational Master Plan (SEMP) goals. Using the systems-based approach, hierarchical relationships are established between the mission and the institutional and operational outcomes that express the mission. Assessment of these outcomes serves as the basis for all planning activities at the college. The hierarchical relationships defined in our model integrate our planning and assessment processes and connect the classroom and college services with the college mission. These relationships are also used to generate data that assess the achievement of the College Mission as measured by achievement of the Strategic Educational Master Plan and Institutional Student Learning Outcomes.

## Poster Session

THURSDAY, APRIL 20  
5:25 PM – 6:15 PM | ATRIUM

**Presenters:** Joachin Arias, Rhea Estoya, Joan Lang, and Edward Pai, Los Angeles Harbor College

### 5. Understanding Factors that Lead to Student Success for Men of Color

While there is an underrepresentation of men of color (Latino/Hispanic and African-American/Black) in higher education overall, community colleges are the predominant entry point for the majority of men of color who attend college. Unfortunately, data also reveals disparities in terms persistence, retention, and degree/certificate completion between men color and their counterparts. Additional research needs to be conducted so community colleges can develop a better understanding of factors that promote and hinder success for this specific student population. This session will outline the efforts undertaken by Moreno Valley College to identify factors that lead to student success for men of color.

**Presenter:** Jaime Rodriguez, Moreno Valley College

### 6. Strategic Mapping: Using GIS to Inform Student Equity Research and Planning

GIS (Geographic Information System) software is frequently employed across a wide range of sectors as a spatial data analysis and visualization tool that can support problem solving and inform decision-making. This session will explore Skyline College's experience employing GIS mapping in fall 2016 to better understand its local demographics and feeder high schools, and to help drive forward its student equity agenda. This session will offer practical information on key considerations to weigh in launching a mapping project at their college and/or within their community college district.

**Presenters:** Aaron D. McVean and Zahra Mojtabaei, Skyline College; and Brian Greer, Dynamic Planning + Science

## Poster Session

THURSDAY, APRIL 20  
5:25 PM – 6:15 PM | ATRIUM

### 7. How to Evaluate Regional Collaboration: Tools, Resources, and Lessons Learned

Many federal and state initiatives such as WIOA and the California Career Pathways Trust aim to increase collaboration among colleges, K-12, workforce development, industry, and other partners. Yet, few tools exist to empirically examine collaboration, especially as an intermediate outcome in achieving broader programmatic goals. This poster session will offer an overview of the Collaboration Evaluation and Improvement Framework (CEIF) (Woodland and Hutton, 2012), which colleges, researchers, and evaluators can use to operationalize and measure collaboration. The session will also describe how our organization used the framework to conduct a post-hoc analysis of data collected from an evaluation of a career pathway development project involving California Community Colleges and will provide links to data collection tools and resources colleges and partners can use to evaluate collaboration.

**Presenters:** Kelley Akiya and Nada Rayyes, IMPAQ International

### 8. A Balanced Scorecard Approach for Evaluating Progress on Student Success and Support Program Services

Applying balanced scorecard methodology, strategic focus areas, key performance indicators (KPI), and targets were developed to better monitor progress on the Student Success and Support Program (SSSP). These KPI complement the metrics on the college's state scorecard. Baseline data for each KPI from 2014-2015 were used as a basis for setting targets. KPI like attempted and completed credits were utilized in addition to the SSSP initiatives-related KPI. To incorporate key existing frameworks, other sources were used to develop the KPI (e.g., the course success KPI target is from the Institutional Effectiveness Partnership initiative (IEPI) indicator goal for 2015-2016 and the college's Educational Master Plan; the completion rate KPI is from the CCCCO Student Success Scorecard; and overall student satisfaction is determined by Community College Survey of Student Engagement results). Any KPI with actuals falling below the actuals set target are being reviewed for continuous improvement purposes.

## Poster Session

THURSDAY, APRIL 20  
5:25 PM – 6:15 PM | ATRIUM

**Presenters:** Svetlana Deplazes, Meeta Goel, and Jamie Jones, Antelope Valley College

### 9. Rethinking Basic Skills Pathways at MiraCosta College

In November of 2015, MiraCosta began to implement a new placement model, which more heavily relied upon high school performance as means for placement (rather than standardized testing). Under the old model, all students were directed to complete the COMPASS assessment test and placed utilizing a formula, which included exam performance and high school GPA. Under the New Model, students who have a cumulative High School GPA of 3.0 or higher are exempt from taking the COMPASS assessment test and are eligible for English 100. Students who earned a cumulative High School GPA between a 2.5 and 2.9 and earned a B or better in their 11th or 12th grade English class are also exempt from completing the COMPASS test and are eligible for English 100. Those students who do not meet the above GPA thresholds are directed to complete either the ESL or English COMPASS test and are placed utilizing the same formula that existed previously (a combination of test results and High School GPA). Additionally, MiraCosta developed an accelerated path for students placed one level below transfer English, allowing students to remediate while being concurrently enrolled in transfer-level English. As a result of these two changes, over 90% of students assessed in English will be eligible to complete English 100 in their first term at MiraCosta, with the remaining 10% having the ability to remediate and access English 100 within 2 terms.

**Presenters:** Kelley Hagen, Bridget Herrin, Luke Lambert, and Lisa Menuck, MiraCosta College

## Breakout Session 5

FRIDAY, APRIL 21  
9:10 AM – 10:25 AM

### Tracking Lasers and Seekers in a Laser-like Way

**Track:** Building Pathways

**Room:** Harbour

In 2013, the Chabot College IR Office refined the art of tracking cohorts of new students by grouping them into one of 10 “educational goal groups.” These groups, based only on their educational goal, their full-time (FT)/part-time (PT) status, and their assessment level in English, proved remarkably distinct in student characteristics, progress milestones, and outcomes. We have now followed three cohorts of the students in educational goal groups, focusing on Laser (FT) and Seeker (PT) students with degree or transfer goals. We have successfully used the varying levels of progress of these groups to identify which students are benefiting from initiatives, where bottlenecks occur in our curriculum, and where to best leverage academic and student support and services to increase degree and transfer completion. This presentation will demonstrate the value of this type of cohort tracking for planning and evaluating institutional effectiveness, and show how easy it is to create these cohorts yourself.

**Presenter:** Carolyn Arnold, Chabot College

### Strategic Planning from the Ground Up: Using Qualitative Software to Support the Development of Institutional Goals

**Track:** Planning and Institutional Effectiveness

**Room:** Grand Peninsula B

Where and how do you get started in developing strategic goals and a plan that can become your guiding document for the next five years? One of the main drivers while redeveloping our mission, vision, and goals at San Diego Continuing Education (SDCE) was to separate from the traditional top-down approach and to build goals utilizing a disruptive innovation thought model and data-driven decision-making by quantifying narrative-based, unit-level plans to form institutional goals. Program and departmental teams brainstormed on disruptive innovations, goals, and resource needs to support their initiatives. These documents were coded using qualitative analytical

## Breakout Session 5

FRIDAY, APRIL 21  
9:10 AM – 10:25 AM

software, measuring the frequency of and analyzing resulting themes, which were then contextualized into five institutional goals. This data-driven approach was modeled throughout the strategic planning process to ensure that all plans and activities institution-wide (accreditation objectives, one- and five-year unit-level action plans, etc.) were linked to the institution’s goals.

**Presenters:** Michelle Fischthal and Jessica Luedtke, San Diego Continuing Education

### Identifying and Addressing Performance Gaps Using Disaggregated SLOs

**Track:** Advancing Student Equity

**Room:** Grand Peninsula A

Learn how to disaggregate SLOs using two different approaches. As part of the Institutional Effectiveness Partnership Initiative’s data disaggregation project, City College of San Francisco and Irvine Valley College will provide step-by-step details to collect and disaggregate SLOs using CurricNET and TracDat, respectively. Additionally, learn about the valuable insights the two colleges are beginning to derive from these assessments. Come participate in a dialogue regarding SLO disaggregation, identify ways to implement a similar process at your institution, and share your questions and ideas for how disaggregation can take SLO assessment to the next level.

**Presenters:** Craig Hayward, Bakersfield College; Rick Fillman and Pam Mery, City College of San Francisco; and Lisa Wang, Irvine Valley College

### Creating Clear Pathways for Developmental Students: Preliminary Findings from a Mixed-Methods Evaluation of Co-Requisite Math and English Models

**Track:** RP Toolbox

**Room:** Grand Peninsula C

With the award of Basic Skills Student Outcomes and Transformation (BSSOT) Program grants to colleges across the state in summer 2016, many campuses forged ahead with innovative, evidence-based approaches to improving outcomes for developmental students. Among these approaches

## Breakout Session 5

FRIDAY, APRIL 21  
9:10 AM – 10:25 AM

are accelerated basic skills pathways and “co-requisite models,” which allow students to enroll directly in a college- or transfer-level math and English course with an associated concurrent enrollment support course. Cuyamaca College has offered accelerated basic skills math and English courses since 2011, and in fall 2016, with funding from the BSSOT Program, began offering intermediate algebra with concurrent enrollment support to students identified as underprepared. In addition, the college developed clear math and English pathways for students based on their major area or “meta-major.” This session will discuss Cuyamaca College’s co-requisite math program model, present the mixed methods evaluation design for the program, and share preliminary evaluation findings.

**Presenters:** Katie Cabral, Bri Hayes, Tammi Marshall, and Terrie Nichols, Cuyamaca College; and Christopher Tarman, Grossmont-Cuyamaca Community College District

## Breakout Session 6

FRIDAY, APRIL 21  
10:45 AM – 12:00 PM

### Using BRIC's to Build a Path

**Track:** Building Pathways

**Room:** Harbour

As a result of a conversation around student equity and success, Sierra College created a taskforce to re-engineer our processes in order to increase the number of students who were achieving their goals. The backbone of this effort is a core of research findings and tools that have helped Sierra College make data informed decisions. Come find out how Sierra College’s research office used the BRIC principles to support institutional change.

**Presenter:** Erik Cooper, Sierra College

### Excellence and Distinction: Our Pathway to Accreditation via the Research Office

**Track:** Planning and Institutional Effectiveness

**Room:** Grand Peninsula B

Mt San Antonio College’s (SAC) Research and Institutional Effectiveness (RIE) Office provided stellar support to the college’s accreditation Self Evaluation. The over 1,600 pieces of evidence to support the 550-plus page Self Evaluation were, to an extensive degree, reviewed by, evaluated by, and refined by members of the RIE team. Full-time and part-time researchers were engaged in this process for many months. Now, the researchers have an exceptional level of understanding of the college’s operations. Time devoted to this work far outweighed the time lost on the many research and evaluation projects waiting in the cue. Please attend to hear about the journey and the lessons learned, including suggestions for promising practices. Discussions will also focus on governance and how research was part of the process throughout this accreditation journey.

**Presenters:** Irene Malmgren and Barbara McNeice-Stallard, Mt San Antonio College

## Breakout Session 6

FRIDAY, APRIL 21  
10:45 AM – 12:00 PM

### Go Ahead, Be Prepared: Comparing Multivariate Models for Evaluating the Math Plus Intervention

**Track:** Advancing Student Equity

**Room:** Grand Peninsula A

Math Plus is a short-term, intensive math preparation program designed to prepare students for retaking the placement test and succeeding in their next math class. Modeled after Pasadena and Cañada College's Math Jam programs, Cabrillo's Math Plus shows promising initial results and is a featured intervention in the campus' Equity Plan for reducing achievement gaps. However, as with most interventions, evaluating Math Plus requires wrestling with self-selection issues and confounding factors. This session will compare several quasi-experimental techniques including logistic regression, logit- and probit-based propensity score matching (PSM), and newer machine learning based PSM methods. Discussion will include output interpretation, software considerations, sample code from STATA and R, and implications for equity and implementation of placement systems and support services.

**Presenters:** Stephen Blohm, Leila Jamoosian, Megan Leonard, Terra Morris, and Terrence Willett, Cabrillo College

### The California Community College CTE Student Employment Outcomes Survey Goes Statewide

**Track:** RP Toolbox

**Room:** Grand Peninsula C

The California Community College CTE Outcomes Survey (CTEOS) started as a grassroots effort when CTE deans collaborated to collect employment outcomes and other information not available elsewhere, both for program review purposes and for accountability and program promotion. Participation has grown from 15 colleges in the pilot year to 113 this year, as the CTE Data Unlocked Initiative is covering the costs of participation for all California Community Colleges. Year after year, the survey shows that students who earn nine or more CTE units and who leave community college report an income boost, regardless of whether they completed a

## Breakout Session 6

FRIDAY, APRIL 21  
10:45 AM – 12:00 PM

degree or certificate. The rich data set, which includes a plethora of COMIS data in addition to survey responses, can be used by researchers for various purposes, including: program review and discontinuance/revitalization; ACCJC annual reporting (job placement rates); reporting to specialized program outside accreditation boards; and regional analysis of CTE employment outcomes.

**Presenters:** Craig Hayward, Bakersfield College; Zhenya Lindstrom, Centers for Excellence; KC Greaney and Michael Pham, Santa Rosa Junior College

# Breakout Session 7

FRIDAY, APRIL 21  
1:25 PM – 2:10 PM

## Creating Custom-made Peer Groups

**Track:** Building Pathways

**Room:** Harbour

The Chabot College Office of Institutional Research created a peer group of California Community Colleges (CCC) for Chabot that is simple, useful, and credible with our college community. We were able to order all CCCs based on how closely they matched Chabot characteristics by (1) using college-level data from the CCCCO's Data Mart and the Scorecard peer group analyses, (2) identifying the factors with the most salience for Chabot based on research and faculty knowledge, and (3) choosing ranges that encompass Chabot student and college characteristics. The final peer group consisted of 17 colleges with the closest overall matches to Chabot. This group has been used for benchmarking and goal setting in student outcomes, and as models for college institutional effectiveness, planning, and governance processes and structures. Individual indicators can also be chosen for a particular purpose. Spreadsheets with data will be available for participants to start creating their own custom-made peer groups.

**Presenter:** Carolyn Arnold, Chabot College

## Building Community: The Power of Engagement in Integrated Planning

**Track:** Planning and Institutional Effectiveness

**Room:** Grand Peninsula B

Challenged to design a transparent, inclusive, participatory and collaborative strategic planning process, Santa Rosa Junior College (SRJC) embarked on an 18-month effort that engaged over 400 faculty, staff, administrators, students, community partners, and trustees. Now four years later, hear about how the institutional culture and engagement with integrated planning has changed. This session will provide participants with an overview of the effort, including (1) how strategic planning may be used to develop a more collaborative and engaged college community, (2) new tools and techniques to communicate about and fully engage the college community in the planning process, (3) a model of a Strategic

# Breakout Session 7

FRIDAY, APRIL 21  
1:25 PM – 2:10 PM

Planning Scorecard to monitor progress and facilitate integrated collaborative goal setting, and (4) a model of the linkage of strategic planning efforts to program planning and resource allocation.

**Presenters:** Deborah Shepley, Gensler; Greg Drukala, KC Greaney, and Jane Saldana-Talley, Santa Rosa Junior College

## California Community Colleges Chancellor's Office Integrated Plan: Basic Skills, SSSP, and Student Equity

**Track:** Advancing Student Equity

**Room:** Grand Peninsula A

The California Community Colleges Chancellor's Office (CCCO) recently released a revised plan template and guidance for the Basic Skills, Student Success and Support, and Student Equity initiatives for 2017-2018. The template and guidance differ significantly from previous versions, offering more flexibility in program administration with a corresponding change in local responsibility for ensuring legislative and regulatory requirements are met. CCCO staff will provide an overview of the template, discuss budget and expenditure guidelines along with program requirements, and provide an update on what the next steps are for further integration and refinement.

**Presenters:** Kirsten Corbin, Rhonda Mohr, Erik Skinner, and Pamela Walker, California Community College Chancellor's Office

## CCCAssess: The Starting Point for Student Success

**Track:** RP Toolbox

**Room:** Grand Peninsula C

This session will provide an update on the progress of the Common Assessment Initiative. An overview of the project's work and achievements will be highlighted, detailing the efforts of the project to research current assessment practices and processes so that it could develop a common assessment system (CCCAssess) that will be effectively utilized by California Community Colleges. Demonstrations of the CCCAssess platform and reporting functionality will be exhibited. We will also

## Breakout Session 7

FRIDAY, APRIL 21  
1:25 PM – 2:10 PM

discuss the implications for campus research with the data that is made available from CCCAssess.

**Presenters:** Jennifer Coleman, CCC Technology Center; Loris Fagioli, Irvine Valley College; Tim Nguyen, The RP Group; and Erik Cooper, Sierra College

## Breakout Session 8

FRIDAY, APRIL 21  
2:20 PM – 3:35 PM

### Non-cognitive Measures: Do They Have Utility for Placement?

**Track:** Building Pathways

**Room:** Harbour

Non-cognitive measures (NCM) have received increased attention in placement practices and in predicting student success. Numerous studies have shown how non-cognitive measures can predict success in college, and in some instances, have been shown to be better predictors than standardized tests. This session highlights the results from over 11,000 students who completed a 50-item, non-cognitive survey at two community colleges and how their scores relate to several student outcomes (enrollment, persistence, and success). Results indicate that non-cognitive variables had low correlations with student outcomes across a wide range of measures. While the correlations are weaker than expected based on prior published research, this session explores how non-cognitive measures could still be valuable. This session encourages participation in interpreting the results and discussing other potential uses beyond placement such as early alert for students who might need additional support and more refined analyses that look at interactions beyond simple correlations.

**Presenter:** Loris Fagioli, Irvine Valley College

### The Evolution of Crisis at City College of San Francisco: A Case Study of Leadership and Responsibility

**Track:** Planning and Institutional Effectiveness

**Room:** Grand Peninsula B

This session will present research that addresses the question of why an institution as vast and influential as City College of San Francisco (CCSF) could find itself on the brink of closure following accreditation sanctions and a take-over by the California Community Colleges Chancellor's Office. The research uses historical case study to examine leader decision-making in the context of politics, economic conditions, regulatory climate, and organizational culture in the time period between the formation of the San Francisco Community College District in 1970 and

## Breakout Session 8

FRIDAY, APRIL 21  
2:20 PM – 3:35 PM

the accreditation sanction of 2012. Normalization of deviance theory frames the analysis and provides one potential explanation for problem persistence and the development of an institutional blind spot as to the magnitude of the crisis as it approached. Recommendations suggest that a more nuanced examination of the problem would lead to the development of viable long-term solutions.

**Presenters:** Megan Corry, City College of San Francisco; and Robert Gabriner, Leading From the Middle

### **Equity-based Instruction and Pathways Development: A Look at Reading Apprenticeship in the Pathways Program at Pasadena City College**

**Track:** Advancing Student Equity

**Room:** Grand Peninsula A

Pasadena City College has developed a Pathways Program with Reading Apprenticeship at its core. In this session, participants will experience how the Reading Apprenticeship Framework and metacognitive routines are foundational in the seminar course, summer bridge, tutor training, and the professional learning that supports instructors in the program. The use of Reading Apprenticeship has been foundational to the success of the program and scale up of the program since 2010.

**Presenters:** Tiffany Ingle, Glendale Community College; Myriam Altounji and Shelagh Rose, Pasadena City College

### **Tableau Is More Than Data Visualizations: Operational Dashboards for SSSP**

**Track:** RP Toolbox

**Room:** Grand Peninsula C

Publicly available data dashboards are an increasingly important tool for making data accessible to the campus and community to promote cultures of evidence and inquiry. However, data dashboards can also be utilized to increase the effectiveness of campus operations. Come join the Fresno City College Institutional Research staff in their presentation of

## Breakout Session 8

FRIDAY, APRIL 21  
2:20 PM – 3:35 PM

their operational dashboards for SSSP. Our staff has worked closely with the SSSP coordinator and committee to create dashboards to track the core services including orientation, placement, compressive student education plans (SEP-C), and probation. Specifically, we will present the four SSSP dashboards and additional dashboards built for specific programs including CalWORKs and Transfer Center to share how our work is making counselor's work on campus more efficient and effective.

**Presenters:** Alex Adams, Lili Gao, Chuck Krawolec, Julie Preston-Smith, Carol Rains-Heisdorf, and Lijuan Zhai, Fresno City College

# Breakout Session 9

FRIDAY, APRIL 21  
3:55 PM – 5:10 PM

## Leveraging Technology to Measure Progression: A Tale of 2 BIs

**Track:** Building Pathways

**Room:** Harbour

Cerritos College and Phytorion designed and built Business Intelligence (BI) solutions for cohort progression for basic skills and college completion, which allow for multiple disaggregation at multiple points in time, creating actionable information from the data output by various college constituents all sharing the common goal of student success. In this session, participants will learn about how to use BI to identify loss and momentum points more clearly, as well as describe paths students are taking in their basic skills journey. We will also discuss how the use of technology and capacity building can aid in sharing data and information in a more timely way and with more frequency.

**Presenters:** Kristi Blackburn, Cerritos College; and Ashley Silverburg, Phytorion

## Making Institutional Goal Setting and Evaluation Meaningful: A Tale of Two Colleges

**Track:** Planning and Institutional Effectiveness

**Room:** Grand Peninsula B

All of the system's community colleges are faced with the challenge of balancing internal improvement efforts at various levels with external accountability demands. With accreditation-required Institution-Set Standards, IEPI goals, and internally selected key performance indicators at the forefront of institutional planning, how can colleges make institutional goal setting meaningful at all levels of the organization? This session will highlight two colleges' approaches to integrating college-wide improvement goals (including IEPI indicators) into unit-level planning processes. In 2016, San Diego Mesa College and Copper Mountain College brought forward unit-level target setting for core indicators, such as course success rate, through program review. Via professional development, data visualization, and collaboration with campus stakeholders, Institutional

# Breakout Session 9

FRIDAY, APRIL 21  
3:55 PM – 5:10 PM

Research and Planning offices at these two colleges engaged faculty, staff, and administrators in benchmarking processes to meaningfully link unit-level to college-level planning. Approaches, tools, and primary outcomes of these efforts will be discussed.

**Presenters:** Jacob Kevari, Copper Mountain College; Bri Hayes, Cuyamaca College; and Alanna Milner, San Diego Mesa College

## Vision to Reality: Implementing Enhanced Multiple Measures

**Track:** Advancing Student Equity

**Room:** Grand Peninsula A

The Multiple Measures Assessment Project (MMAP) is in its third year of implementation with the help of over 63 pilot colleges implementing high school transcript-based multiple measures across the state. The research team has begun to analyze data from the field to determine how well the models are working and what implications the rule sets have on student assessment. The data thus far show stable or improved success rates in transfer-level English and math, even with additional students placing at that level, in comparison to students placed by previous methods. Data also show a reduction in the disproportionate impact in developmental education placement for students of color. Join us to learn more about the project and outcomes from the pilot implementation.

**Presenters:** Craig Hayward, Bakersfield College; Terrence Willett, Cabrillo College; Mallory Newell, DeAnza College; John Hetts, Education Results Partnership; and Loris Fagioli, Irvine Valley College

## State-of-the-art Research on a Budget: A Review of Free and Inexpensive Tools for Institutional Researchers

**Track:** RP Toolbox

**Room:** Grand Peninsula C

Modern institutional researchers are faced with rapidly growing amounts of data and data sources, increasing demands for data processing and reporting, and ever present budget cuts, which make it hard to acquire expensive

## Breakout Session 9

FRIDAY, APRIL 21  
3:55 PM – 5:10 PM

state-of-the-art data processing tools. Fortunately, there are a number of excellent research tools that are very inexpensive or even free. This presentation will demonstrate how to leverage low-cost Tableau Desktop with free SQL clients and R programming packages to create powerful, easily updatable, interactive visualizations and dashboards. Specifically, participants will learn how to configure Tableau Desktop to acquire data directly from relational databases, how to use R statistical packages to pre-process data for Tableau (propensity score matching example), and how to use some advanced Tableau features to build impressive visualizations. While this presentation will include some very basic programming concepts, it welcomes researchers at all levels including those with no programming experience.

**Presenter:** Greg Drukala, Santa Rosa Junior College

## Conference Sponsors and Exhibitors

Located in the Grand Peninsula Foyer, our sponsors and exhibitors will be available to answer questions and showcase useful resources on Thursday, April 20, between 8:30 am – 6:00 pm, and Friday, April 21, between 8:00 am – 4:00 pm. These organizations provide important revenue to the conference and help us maintain the lowest possible registrations fees. We encourage you to stop by and explore their services.

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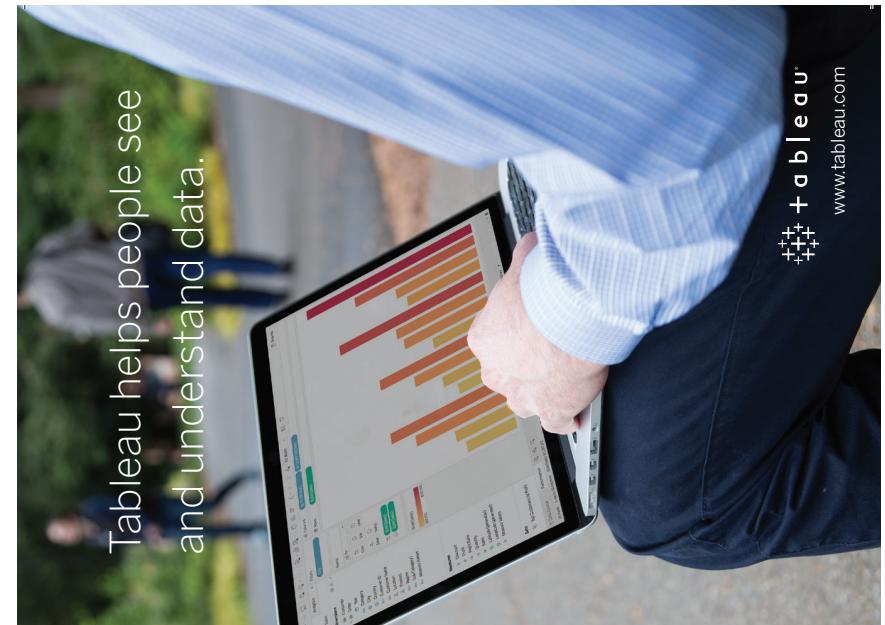
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# Announcements

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## STRENGTHENING STUDENT SUCCESS CONFERENCE

Join us for the 12th annual Strengthening Student Success Conference! This year's conference (October 11-13, 2017, at the Hyatt Regency San Francisco Airport) will focus on our commitments to our students, our colleges, and our communities. Come learn about how colleges are helping to improve equitable student outcomes and ensure all learners reach their goals. Presentations will represent work of practitioners in seven topical strands, including (1) Creating Coherent Pathways, (2) Supporting College Readiness, (3) Learning in the Classroom and Beyond, (4) Leadership and Transforming the Institution, (5) Professional Learning — Building a Culture of Improvement, (6) Integrating Plans and Initiatives into the Campus Fabric, and (7) Beyond Campus Boundaries: Engaging Your Community and the World. Registration opens next week!

**Details at** <http://rpgroup.org/Events/Strengthening-Student-Success>

## NOMINATIONS FOR THE RP GROUP BOARD

Consider becoming an at-large member of the RP Board. Joining the RP Group Board gives you an opportunity to learn about big-picture issues that are shaping the California Community College system. Working with a network of leaders both within the RP Group and through strategic partnerships, you can help to strengthen institutional effectiveness, cultures of inquiry, and student success and equity. The RP Group's board members serve a number of roles for the organization and the field, including providing guidance regarding the organization's strategic direction; advising on research projects; organizing professional development activities; developing resources and templates related to research, planning, and assessment; serving on statewide committees; and building relationships with various constituencies to encourage the use of evidence in decision-making. Terms run from July 2017 through June 2019 and require attending three face-to-face meetings each year (travel costs are reimbursed), plus involvement in organizational activities. Applications are due by Tuesday, April 25, 2017.

**Details at** [http://rpgroup.org/About-Us/Board-of-Directors/Join\\_the\\_RP\\_Group\\_Board](http://rpgroup.org/About-Us/Board-of-Directors/Join_the_RP_Group_Board)

# Announcements

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## THANK YOU

A heartfelt thank you to Lila Tavelli and Loann Solem for their administrative flair, to Kelley Karandjeff for her eagle eyes, and to Claire Stallard\* for his technical savvy. You are gems, brilliant gems.

## RP CONFERENCE COMMITTEE

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\*Gracious volunteers from the field. Thank you! (All others serve as board, staff, or consultants with the RP Group.)

# Thank You

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Gregory Anderson	Vice President of Instruction, Cañada College
Erik Cooper	Dean of Planning, Research, and Resource Development, Sierra College
Barry Gribbons*	Deputy Chancellor, College of the Canyons
Pamela Mery	Dean of Institutional Effectiveness, City College of San Francisco
Karen Rothstein	Associate Dean of Student Success, Long Beach City College
David Torres	Dean of Institutional Research, Riverside Community College District
Lisa Wang	Senior Research and Planning Analyst, Irvine Valley College
Matt Wetstein	Assistant Superintendent/Vice President of Instruction and Planning, San Joaquin Delta College
Aeron Zentner	Dean of Institutional Research, Effectiveness, Planning, and Grant Development, Coastline Community College

\* Gracious volunteers from the field. Thank you! (All others serve as board members with The RP Group.)

