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Using Integrated Planning and Evaluation in Your College's Accreditation Cycle
Introductions

Jeff Spano
Vice Chancellor of Institutional Effectiveness, California Community Colleges

Micheline Pontious
Consultant, RP Group/IEPI & Research Analyst, Research and Planning, City College of San Francisco

Mark Akiyama
Consultant, RP Group/IEPI & Psychology Faculty, Diablo Valley College
Presentation Outcomes

• How to use the Integrated Planning Model for your campus
• Understand evaluation and take home some evaluation tools
• How to leverage Accreditation for Evaluation
California Community Colleges

• 115 colleges serving 2.1 million students
• One of the most diverse student bodies of any higher education system
• Wide variety of student goals
• Chancellor’s Office & Board of Governors provide support, leadership, and advocacy
Pivoting Focus: Vision for Success

- Most CA Community College students never reach a defined end goal
- Students who do reach goals take a long time to do so
- Older and working students are often left behind
- CA Community Colleges are more expensive than they appear
- Serious and stubborn achievement gaps persist
- High-need regions of the state are not served equitably
Guided Pathways

• Organizing framework to align and guide initiatives aimed at achieving Vision goals

• Highly structured approach to student success

• Creates clear curricular pathways

• Integrates support services during every step of the community college experience
Top 12 Areas of Focus Through Cycle 5B, Spring 2019
Integrated Planning

Integrated planning is the linking of vision, priorities, people, and the physical institution in a flexible system of evaluation, decision-making and action. It shapes and guides the entire organization as it evolves over time and within its community.

-from Society of College and University Planning
A Conceptual Model of Integrated Planning

**DISCOVER**

What is planning process and structure? Who’s involved? What resources are needed?

- IP Tools:
  - Lit Review
  - Self-Assessment
  - Who What Mapping

**DEVELOP**

Goals, Objectives, Measurable Objectives, Strategies, Priorities

- IP Tools:
  - Logic Model
  - Process Improvement
  - Guides
  - Templates

**IMPLEMENT**

Time for Action
- Hire, Allocate, Purchase, Install, etc.
- Integration of Other Departments

- IP Tools:
  - Templates for tracking progress

**EVALUATE**

Evaluate progress towards goals. For multi-year plans, conduct annual evaluations, and refine strategies if needed.

- IP Tools:
  - Templates
  - Rubrics

**REPORT**

Make evaluation results public.

- IP Tools:
  - Reporting Tools
  - Dashboards

**DATA NEEDED**

- Institutional Data
- External Scans
- Other Institutional Plans

Sudden opportunities (i.e., new funding streams) and challenges or obstacles (i.e., as budget reductions) can happen anytime during the life of a plan. An integrated planning process provides the structure to evaluate these “unknowns” and how they relate to the plans and processes already that have been established. Separate processes might need to be developed to address opportunities vs. challenges.
Conceptual Model of Integrated Planning

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- Institutional Data
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- Other Institutional Plans

**DISCOVER**
What is the planning process and structure? Who's involved? What resources are needed?

- IP Tools:
  - Lit Review
  - Self-Assessment
  - Who-What-Where

**DEVELOP**
Goals, Objectives, Measurable Objectives, Strategies, Priorities

- IP Tools:
  - Logic Model
  - Process Improvement Guide
  - Templates

Determine milestones during development process to assess how the process is going.
Develop process to address "unknowns".

**IMPLEMENT**
Time for Action
- Hire, Allocate, Purchase, Install, etc.
- Integration of Other Departments

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Sudden Challenges or Obstacles
What is Evaluation?

- Program evaluation is the SYSTEMATIC METHOD of collecting, analyzing and using information to answer questions about a program or projects.

- An evaluation can be small (for one program/initiative/project) or large (an evaluation of many programs/campus wide initiative/projects across the campus)
COMMON APPROACHES TO EVALUATION
Types of Evaluation

- What is the need?
- How can the program be implemented?
- Is the program implemented as planned?
- Are there program processes that could be improved?
- Was the program effective?
Evaluation within the institutional context

• Institutional considerations
  • Funding
    • Is the program working?
    • Will the program be funded?
    • What is the source of funds?
  • Scope
    • Should the program be expanded?
    • Should the program narrow its focus?
    • When is it time to pivot?
Steps To Evaluation

Step 1- Define the Program
Step 2- Identify stakeholders
Step 3- Identify the evaluation questions
Step 4- Data collection
Step 5- Analyze and interpret
Step 6- Report the results and insure use
Step 7- Congratulate yourself and start planning for the next evaluation
STEP 1 - DEFINE THE PROGRAM
Define the Program

• What are the goals of the program?
• What are the intended outcomes?
• What are the activities of the program?
• Who does the program serve?
# Simplest Form: Logic Model

## Getting Rid of the HEADACHE

<table>
<thead>
<tr>
<th>Inputs (Resources)</th>
<th>Strategies/Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td>Drink the Water</td>
<td>Hydrated</td>
<td>Your headache went away</td>
</tr>
<tr>
<td>A hot compress</td>
<td>Put hot compress on</td>
<td>Feel more relaxed</td>
<td>You are able to go back to work or go back to what you were doing.</td>
</tr>
<tr>
<td>Aspirin</td>
<td>Take the Aspirin</td>
<td><em>Measure increase</em></td>
<td>You are happy</td>
</tr>
<tr>
<td>A Quiet Room</td>
<td>Sit in a Quiet Room</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STEP 2 IDENTIFY STAKEHOLDERS
What is a Stakeholder?

Stakeholders include anyone (person or funder) who has a vested interest in the program or is affected by the program. Stakeholders could include, students, faculty, staff, administrators, internal and external funders, partners in the community, shared governance bodies (e.g. Academic Senate).
STEP 3 IDENTIFY THE EVALUATION QUESTIONS
Framing the question

The first step in any evaluation is defining the question.

What you want to know…

What you can know…

Things we want to know

Things we can measure

The goal is to place your question here. Find something measurable that tells you more about something you want to know.
STEP 4 DATA COLLECTION
Data Collection

- Who is the target population for your program or activity?
  - “Sample”

- How will you know if you’re making progress? What will you measure?
  - “Metrics”

- When will you start your activities, and when will you evaluate?
  - “Timeline”

This can be (and is usually) iterative.
Data Collection

Types of Data

• Sources:
  • existing databases
  • generated specifically for the evaluation project

• Quantitative
  • Numeric
    • Tells us “what,” “how much,” or “how many”

• Qualitative
  • Text, words, pictures
  • Tells us “why” or “how”

Methods of Data Collection

• Surveys
• Interviews
• Focus groups
• Content review
Considerations when collecting data

• **Measurement quality:**
  • Validity – is it accurate
  • Reliability – is it precise

• **Sample size:**
  • Small sample sizes limit what we can do and say.
    • Results can be useful, but may be idiosyncratic and not generalizable
    • If a group falls below 10 students when disaggregated we will not report on that group
STEP 5 ANALYZE AND INTERPRET
Analyze and Interpret

We can answer, or start to answer,

- Did it work?
- What are the strengths and weaknesses?
- Can we improve?
- Should we change or expand?

- Identify the important finding and how the findings can be used for improvement.
Considerations when analyzing and interpreting data

• Self-selection
• Other confounding factors
• Correlation v. causation
  • Crime and ice cream are correlated, that does not mean one causes the other

*Dramatization of a classic example of spurious correlation: the homicide rate in NYC and per capita ice cream sales*
STEP 6 REPORT THE RESULTS AND INSURE
Reporting the results

Consider your audience when reporting the results

Possible Audiences
• Technical or formal
• Students
• Faculty and Staff
• External stakeholders

Possible Report Methods
• Report
• Presentation
• Flyer or Handout
• Website
STEP 7 CONGRATULATE YOURSELF AND START PLANNING FOR THE NEXT EVALUATION
How to avoid the pitfalls

• Good evaluation planning!
  • Sound, logical evaluation design
  • Vetted data collection tools
  • Standard data collection procedures
  • Methodical and documented practices
• Consult with Institutional Research Office and critical colleagues
These results aren’t what I expected, now what?

• The good news is: the process is the same even if your results don’t say what you thought they’d say.

• The ultimate question is always: what can we learn from what you found?