How do we Begin Connecting the Dots?

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Barbara McNeice-Stallard, Director of Research & IE, Mt. San Antonio College
Brad Trimble, Director of Learning & Development, RP Group
Workshop Agenda

• What is Integrated Planning (IP)?
• Case Study: Applying IP to a local colleges Guided Pathways work
• IP Focus- Step 4: Evaluation
• Q & A
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*
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 or obstacles.

**Conceptual Model of Integrated Planning**

**DEVELOP**
Goals, Objectives, Measurable Objectives, Strategies, Priorities
IP Tools: Logic Model, Process Improvement Guide, Templates

**IMPLEMENT**
Time for Action
Hire, Allocate, Purchase, Install, etc.
Integration of Other Departments
IP Tools: Templates for tracking progress

**REPORT**
Evaluate progress towards goals.
For multi-year plans, conduct annual evaluations, and refine strategies if needed
IP Tools: Reporting Tools, Dashboards

**EVALUATE**
Data needed:
- Institutional Data
- External Scans
- Other Institutional Plans

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

**MISSION AND VISION**
Use to align institutional goals with strategic plan.
Case Study: Diablo Valley College - Integrated Planning and Guided Pathways
About DVC

• Diablo Valley College is one of three publicly supported two-year community colleges in the Contra Costa Community College District. The larger of DVC’s two campuses is located off Interstate 680 in Pleasant Hill, and the newer San Ramon Campus serves the south county in Dougherty Valley.

• Between its two campuses, DVC serves more than 22,000 students each semester with a wide variety of program options.
Dr. Al Solano
GUIDED PATHWAYS ESSENTIAL PRACTICES: Equity Considerations

CCRC
COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY
Elephant in the Room: Instruction in Higher Education
Success Teams

Notification Process

Instructor raises flag

Student Connects with Resources and flag is closed

Student & Team are both alerted

Success Coach calls student
Conceptual Model of Integrated Planning

DATA NEEDED:
- Institutional Data
- External Scans
- Other Institutional Plans

DEVELOP
Goals, Objectives, Measurable Objectives, Strategies, Priorities
- IP Tools: Logic Model
- Process Improvement Guide
- Templates

DEVELOP process to address “unknowns”
Determine milestones during development process to assess how the process is going.

IMPLEMENT
- Time for Action
- Hire, Allocate, Purchase, Install, etc.
- Integration of Other Departments
- IP Tools: Templates for tracking progress

Sudden Opportunities
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.

REPORT
Make evaluation results public
- IP Tools: Reporting Tools, Dashboards

Evaluate progress towards goals. For multi-year plans, conduct annual evaluations, and refine strategies if needed.
- IP Tools: Templates, Rubrics

Mission and Vision
Use feedback, implement plan
AB 705: Assessment Questionnaire (AQ)

Integrated Planning: Mt. SAC Research, IT, Faculty, Student Services Collaboration

Pre-implementation

- Ensure quality essential questions in AQ
- Translate placement rules to programming friendly format
- Test logistics
- Perform placement validation
- Collect feedback from pilot testing

Implementation

- Install data validation process
- Monitor emerging issues
- Ensure AQ data store and access
- Report out weekly updates on AQ usage and placement distribution

Post-implementation

- Continue verifying data integrity
- Create Argos dashboard/reports
- Create AQ data element dictionary
- Collect feedback on AQ from students, faculty, staff
Evaluation: Many Perspectives

- Faculty Actively Engaged in Creating **Research Action Plan** and in **Reviewing Results** – Research Dept Trained in techniques from “Training from the Back of the Room”

- **Measuring**: Placement Experience, Self-efficacy, Right Fit, Confidence, Overall Experience, Course Success, etc.
  - Surveys – Online And In Class
  - Classroom Pop-ins, Focus Groups
  - Faculty Lead Customized, Complex Cohort Tracking Evaluation
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)
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

- What are the goals of the program?
- What are the intended outcomes?
- What are the activities of the program?
- Who does the program serve?
Step 2: Identify 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)
Using Logic Models for Developing and Planning Guided Pathway Work
Why Create a Logic Model?

Logic models provide a “Road Map” of a program.

– Drawing a picture of expected program achievements and how the achievements will be realized.
– Creating a visual of relationships hypothesized to exist between the program activities and the *intended* program effects

• Logic Models describe expectations/intentions of a program.
## Getting Rid of the HEADACHE

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<th>Strategies/Activities</th>
<th>Outputs</th>
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Logic Model

This is a basic logic model that addresses a theory of change. This can be used to visualize college goals and activities that will support a college’s goals/outcomes. It is best to “work backwards” with a logic model. Begin with your college’s outcomes (long term, medium term, short term) and then plan the deliverables (measurable outputs) and then the activities that support the deliverables, and lastly the resources (inputs) that can support these activities.

Theory of Change:

- Resources
- Activities
- Deliverables (Outputs)
- Outcomes
  - Short
  - Medium
  - Long-Term

Assumptions:

External Factors:
Logic Model Vocabulary

- **Resources (Inputs)** – are the resources we use to accomplish the services and activities at our colleges. Typically this will include facilities, staff, funding, etc.

- **Activities** – are programs, services and specific actions delivered. At a college, our typical activities are the courses and student services deliver. Within an intervention strategy, the activities will be more specific to the issue being addressed.
  - Activities for a mandatory orientation might be: recruiting students, developing advertising materials, writing the curriculum for the orientation, following up with students, etc.
Logic Model Vocabulary

• **Deliverable (Outputs)** – are typically the number and percent of student or faculty/staff who complete or receive our activities.
  – Some examples might be: 200 students were recruited, 150 (75%) attended an orientation session, 300 brochures were mailed out, 15 faculty and staff members developed and delivered the orientation sessions, etc.

• **Outcomes** – are the benefits our participants receive as a result of their participation in our programs and services.
  – Outcomes are changes in knowledge, attitude, values, behaviors, or condition, improved situation, increase potential, etc. Some outcomes happen immediately and others take years to accomplish.
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— **Short-term outcomes** can typically be seen during or at the immediate conclusion of a program or service.
  
  • Students who participate in an academic skills course might have short term outcomes of: better understanding of their learning style, improved study habits and evidence of engagement in the institution.

— **Mid-range outcomes** may not be seen for months or years and typically are a result of students internalizing and applying the short-term outcomes to a large challenge.
  
  • Students who participate in an academic skills course might have mid-range outcomes of: declaring a major, accruing 18 hours in a discipline or continuous grade point averages of 3.0 and higher.

— **Long-term outcomes** may not be seen for years and happen after the mid-range outcomes occur.
  
  • Students who participate in an academic skills course might have long term outcomes of: graduating from the college, transferring to a four year college, being in good academic standing at the university, finding a job in their field, making a contribution to their field, etc.
Logic Model-Entry

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Theory of Change:

**RESOURCES (INPUTS)**
- SEAP
- GP
- Counseling
- Math
- English
- Student Services
- GPS

**ACTIVITIES**
- Develop steps to enrollment (registration, orientation, MM, academic plan)
- Develop course sequence and unit load in English (AB706) for Year 1
- Develop model for Intentional touch points of Student Support for Year 1

**DELIVERABLES (OUTPUTS)**
- Create Online Orientation
- Create FYE English Course Sequence (AB705)
- Create FYE Math Course Sequence (AB705)
- Create Student Success N/C Course for FYE

**OUTCOMES**
- Short
  - Students enroll in College Level Math/English
  - Students develop Growth Mindset/Grit
  - Students feel more connected to college

- Medium
  - Students complete 24+ units in Fall/Spring

- Long-Term
  - Students are successful in completing English/math- Year 1
  - Increase the number of students who persist through year 1 and enter into Meta-Major Pathway (Through).

Assumptions: Buy-in from Faculty, Student Support, Counseling, Other GPS Teams

External Factors: AB705, Equity, Faculty Senate. College Council, GPS, Integrated Planning
Step 3: Identify the Evaluation Question

The first step in any evaluation is defining the question.

What you can know…

What you want to 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

• 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.
Step 4: 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
Student Equity Leaders Workshop: Goals of the project

Define the Program:
Write out a description of your program:

*Describe the program in a way to help people who are not involved in the program understand what the program is all about*

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the KP group
Research • Planning • Professional Development for California Community Colleges
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- Retention
- Degrees and certificates
- Transfers to a 4 year
- Student demographics
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Step 5: 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: Reporting the results

Consider your audience when reporting the results

Possible Audiences
- A technical or formal
- Students
- Faculty and Staff
- External stakeholders

Possible Report Methods
- Report
- Presentation
- Flyer or Handout
- Website
Step 7: Congratulate yourself

Start planning for the next evaluation
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?
RP Group Evaluation Resources

- **AB 705:**
  - Research and analysis ideas for collaboration between researchers and faculty:

- **Leadership:**
  - Becoming intentional and strategic: Developing middle leaders in CCC

- **Student Support & Guided Pathways:**
  - Crosswalk: Where Student Support (Re)defined and guided pathways meet:
  - Guide to collecting student voices:
  - Collecting student voices (PowerPoint)

- **Transfer:**
  - Method for identifying the different transfer student populations along the continuum:
  - Method for multinomial logistic regression:
Questions?
The tools presented follow this slide
**GUIDED PATHWAYS ESSENTIAL PRACTICES: Equity Considerations**

**Equity Considerations in Area 1:**

- Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education?

- How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.?

- How are financial costs, potential debt, and economic benefits of program completion including paths to program-relevant regional employment, projected earnings, and transfer outcomes made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?

**Equity Considerations in Area 2:**

- Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs?

- For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses?

- Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs?
Equity Considerations in Area 3:

- How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students’ success in their programs?

- How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs?

- How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized?

- How does the college ensure that low-income students’ financial stability needs e.g., nutrition, transportation, childcare, public benefits, emergency assistance are being met so they can make progress toward program completion?

Equity Considerations in Area 4:

- How is the college ensuring that underrepresented students participate in program‐relevant active and experiential learning opportunities?

- As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students e.g., culturally responsive teaching?

- What opportunities exist for faculty or advisors to critically examine their role in advancing equity‐minded teaching and advising practices at the college e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection?

- Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?
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- Develop course sequence and unit load in Math (AB706) for Year 1
- Develop model for Intentional touchpoints of Student Support for Year 1

DELIVERABLES (OUTPUTS)
- Create Online Orientation
- Create FYE English Course Sequence (AB705)
- Create FYE Math Course Sequence (AB705)
- Create Student Success N/C Course for FYE

OUTCOMES
- Short
- Medium
- Long-Term
- Students enroll in College Level Math/English
- Students develop Growth Mindset/Grit
- Students feel more connected to college

Assumptions: Buy-in from Faculty, Student Support, Counseling, Other GPS Teams

External Factors: AB705, Equity, Faculty Senate, College Council, GPS, Integrated Planning

Increase the number of students who persist through year 1 and enter into Meta-Major Pathway (Through).
Logic Model - New Online Orientation

This is a basic logic model that addresses a theory of change. This can be used to visualize college goals and activities that will support a college’s goals/outcomes. It is best to “work backwards” with a logic model. Begin with your college’s outcomes (long term, medium term, short term) and then plan the deliverables (measurable outputs) and then the activities that support the deliverables, and lastly the resources (inputs) that can support these activities.

Theory of Change:

RESOURCES (INPUTS)
- SEAP
- GP
- District IT
- Admissions and Records
- Multiple Measures
- Counseling

ACTIVITIES
- Identify colleges employing 100% online orientations (e.g., visit to Skyline College)
- Identify the various kinds of software being used for orientation
- Identify common themes in online orientations
- Conduct focus groups with second year students

DEVELOPABLES (OUTPUTS)
- Develop a list of colleges we would like to survey/investigate
- Determine software compatibility
- Develop a list of themes found in online orientations
- Develop essential components of orientation (from student experience)

OUTCOMES
- Short
- Medium
- Long-Term

Online Platform Developed for Fall 2020.
Beta test Fall 2020/Spring 2021
Release 100% Online Orientation in Fall 2021.

Assumptions: Need to collaborate with resources, Simplifies orientation process for students
External Factors: Counseling, Assessment, IT, 3rd party software compatibility, No online orientation
Program Evaluation Planning Template

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) or large (an evaluation of many programs across the campus)

Programs can include anything from small boutique programs (e.g. student mentoring programs), large institutional programs (e.g. tutoring on campus), categorically funded programs (METRO, EOPS, and Guardian Scholars), academic programs (e.g. English department course track) and more.

Name of the program: __________________________

Define the Program:
Write out a description of your program:

Describe the program in a way to help people who are not involved in the program understand what the program is

<table>
<thead>
<tr>
<th>List your Stakeholders</th>
<th>List the Program Activities</th>
<th>List the Goals of the Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who does your program Serve?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who Funds the Program?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What Faculty are involved?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What Staff are involved?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What administrators are involved?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Stakeholders?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

By filling out this chart you are on your way to creating a logic model. Find logic model resources here:
https://prolearningnetwork.cccc.edu/ask/resource/materials_for_logic_model
Identify the Evaluation Questions:

<table>
<thead>
<tr>
<th>Question</th>
<th>What data will answer this question? Where is the data?</th>
<th>Measurable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write out a question you are interested in</td>
<td>College database/Needs to be collected</td>
<td>Yes/No</td>
</tr>
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</tbody>
</table>

Data Collection:

How do you identify your students?

- [ ] Marked in college database
- [ ] All students are in the same course section
- [ ] A list on my desk
- [ ] Other________

Where can they be found and what is the code?

- If yes what is the course and the unique section identifier?
- If yes, you will need student ID or College Email address to match to database
- Please describe

Possible Comparison Group: ______________________________
### Data Type

<table>
<thead>
<tr>
<th>Data Type</th>
<th>Data Collection Source</th>
<th>Who will provide this information?</th>
<th>When will the data be collected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

### Timeline

*This timeline is a one year timeline. Consider using a 3 or 5 year timeline to plan your evaluation (and program) activities.*

<table>
<thead>
<tr>
<th>Activity</th>
<th>JAN</th>
<th>FEB</th>
<th>MARCH</th>
<th>APRIL</th>
<th>MAY</th>
<th>JUN</th>
<th>JULY</th>
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<th>SEP</th>
<th>OCT</th>
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<th>DEC</th>
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<tbody>
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</tr>
</tbody>
</table>
Program Evaluation Planning Example

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) or large (an evaluation of many programs across the campus)

Programs can include anything from small boutique programs (e.g. student mentoring programs), large institutional programs (e.g. tutoring on campus), categorically funded programs (METRO, EOPS, and Guardian Scholars), academic programs (e.g. English department course track) and more.

Name of the program: New to College for Working Adult Program (NCWAP)

Define the Program:

Write out a description of your program:

New to College for Working Adult Program (NCWAP) is an accelerated 3 in 1 degree program for working adults which began in Fall 2017. NCWAP students take 1-12 units in a semester and can earn three degrees in under three years. Students meet with a NCWAP counselor once a semester and are given a schedule of courses to enroll in. The courses are for NCWAP students only. The students move through as a cohort. Students get reminder emails throughout the semester.

List your Stakeholders

<table>
<thead>
<tr>
<th>Who does your program Serve?</th>
<th>List the Program Activities</th>
<th>List the Goals of the Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who Funds the Program?</td>
<td>• Recruit working adults from the Bay area</td>
<td>• Offer Working Adults who have never been to college an opportunity to be successful in college</td>
</tr>
<tr>
<td>Student Equity and AEBG</td>
<td>• Build partnerships with companies to recruit groups of students from different companies</td>
<td>• Boost enrollment at the college</td>
</tr>
<tr>
<td>NCWAP coordinator</td>
<td>• Provide a clear pathway to 3 AA degrees in 2 years</td>
<td></td>
</tr>
<tr>
<td>NCWAP counselor</td>
<td>• All courses are offered during the nights and weekends</td>
<td></td>
</tr>
<tr>
<td>NCWAP faculty teaching the courses</td>
<td>• Contact the students often</td>
<td></td>
</tr>
<tr>
<td>What Staff are involved?</td>
<td>• NCWAP counselor support</td>
<td></td>
</tr>
<tr>
<td>What administrators are involved?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean of Student Equity and AEBG</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Stakeholders?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Identify the Evaluation Questions:

<table>
<thead>
<tr>
<th>Question</th>
<th>What data will answer this question? Where is the data?</th>
<th>Measurable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write out a question you are interested in</td>
<td>College database/Needs to be collected</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Are we closing the equity gap for our students?</td>
<td>College Database</td>
<td>YES</td>
</tr>
<tr>
<td>How many of our students are in Basic Skills courses?</td>
<td>College Database</td>
<td>YES</td>
</tr>
<tr>
<td>Are students succeeding in their courses?</td>
<td>College Database</td>
<td>YES</td>
</tr>
<tr>
<td>Are the NCWAP more enjoyable than other college courses?</td>
<td>The NCWAP students have not been in other college courses.</td>
<td>NO</td>
</tr>
<tr>
<td>Did the student enroll in the next set of courses the following semester?</td>
<td>College Database</td>
<td>YES</td>
</tr>
<tr>
<td>Do students hang out outside of class?</td>
<td>Would need to collect in a survey</td>
<td>Possibly</td>
</tr>
<tr>
<td>Will the NCWAP program improve the students overall wellbeing after they graduate and get a job?</td>
<td>We do not know if something will affect students in the future and we cannot track students after they leave the college 10 years from now</td>
<td>NO</td>
</tr>
</tbody>
</table>

### Data Collection:

**How do you identify your students?**

- Marked in college database
- All students are in the same course section
- A list on my desk
- Other

**Where can they be found and what is the code?**

- If yes what is the course and the unique section identifier?
- If yes, you will need student ID or College Email address to match to database
- Please describe

<table>
<thead>
<tr>
<th>English A - CRN: 36854</th>
<th>POLS 1 – CRN: 36821</th>
<th>Math 10 CRN: 39521</th>
</tr>
</thead>
</table>

### Possible Comparison Group:

New to College students starting in Fall 2017
<table>
<thead>
<tr>
<th>Data Type</th>
<th>Data Collection Source</th>
<th>Who will provide this information?</th>
<th>When will the data be collected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades</td>
<td>College Database</td>
<td>The Office of Research</td>
<td>Early spring after grades roll</td>
</tr>
<tr>
<td>Ethnicity and other demographics</td>
<td>College Database</td>
<td>The Office of Research</td>
<td>Mid Fall after census</td>
</tr>
<tr>
<td>Course enrollments</td>
<td>College Database</td>
<td>The Office of Research</td>
<td>Mid Fall after census for Fall Enrollments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mid Spring after Census for Spring Enrollments</td>
</tr>
<tr>
<td>Placement Scores</td>
<td>College Database</td>
<td>The Office of Research</td>
<td>Mid Fall</td>
</tr>
<tr>
<td>Student Connectedness Survey</td>
<td>Survey</td>
<td>Designed and implemented by the NCWAP coordinator.</td>
<td>Survey designed in early fall – Administered in Late fall 2 weeks before Finals</td>
</tr>
</tbody>
</table>

**Timeline**

*This timeline is a one year timeline. Consider using a 3 or 5 year timeline to plan your evaluation (and program) activities.*
Program Evaluation Planning Template

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Name of the program: Guided Pathways – Are we ready?

Define the Program:

Write out a description of your program:

**Guided pathways** is a student focused approach that clarifies the path, helps student enter a path to reach their Ed goals, helps students stay on track to reach their goals and ensures learning.

The college has decided to start to implement Guided Pathways to foster student success and to be a part of the Guide Pathways movement in the CCCs. Our first steps are learning where we need to focus our GP efforts and attention.

<table>
<thead>
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<th>List your Stakeholders</th>
<th>List the Program Activities</th>
<th>List the Goals of the Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>• Review Data</td>
<td>• Gain a clear understanding of the current model at our college</td>
</tr>
<tr>
<td>Categorical funding/Grants – (Future U fund)</td>
<td>• Current length of time to degrees/certificates (Student completion time and number of units needed)</td>
<td>• Understand the need for GP</td>
</tr>
<tr>
<td>Faculty</td>
<td>• program options</td>
<td>• What is working?</td>
</tr>
<tr>
<td>Counselors</td>
<td>• possible majors/degrees/certificates</td>
<td>• Where can we expand current services?</td>
</tr>
<tr>
<td>Administrators</td>
<td>• Review completion and acceleration programs already implemented on campus</td>
<td>• What needs improvement/change?</td>
</tr>
<tr>
<td>Research</td>
<td>• What activities are they doing?</td>
<td>• Gain an understanding about programs/activities on campus are working</td>
</tr>
<tr>
<td>Student Services</td>
<td>• What is the structure?</td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>• What type of support do they provide (Student services)?</td>
<td></td>
</tr>
<tr>
<td>BOT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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<tr>
<td>Write out a question you are interested in</td>
<td>College database/Needs to be collected</td>
<td>Yes/No</td>
</tr>
<tr>
<td>How many units do students accumulate by exit (Degree/certificate/transfer)? How long does it take students to complete?</td>
<td>College database / CCCCO data resources (Scorecard, Data Mart)</td>
<td>Y</td>
</tr>
<tr>
<td>How many units are needed for each degree/certificate? Is it possible to complete in 2 years?</td>
<td>College database</td>
<td>Y</td>
</tr>
<tr>
<td>What completion/acceleration programs are on campus and what are their activities?</td>
<td>Collect from program coordinators</td>
<td>Y</td>
</tr>
</tbody>
</table>

### Data Collection:

**How do you identify your students?**

- Marked in college database
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- A list on my desk
- Other________

<table>
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<tr>
<th>Where can they be found and what is the code?</th>
<th>If yes what is the course and the unique section Identifier?</th>
<th>If yes, you will need student ID or College Email address to match to database</th>
<th>Please describe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Mart – Scorecard</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Possible Comparison Group: N/A
### Data Type

<table>
<thead>
<tr>
<th>Data Type</th>
<th>Data Collection Source</th>
<th>Who will provide this information?</th>
<th>When will the data be collected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majors</td>
<td>Database</td>
<td>Research Office</td>
<td></td>
</tr>
<tr>
<td>Departments</td>
<td>Database</td>
<td>Research Office</td>
<td></td>
</tr>
<tr>
<td>Time to completion (degree/certificate/transfer)</td>
<td>Database/ Student Score Card/ Data Mart</td>
<td>Research Office</td>
<td></td>
</tr>
<tr>
<td>Number of units for each degree/certificate</td>
<td>Database</td>
<td>Research Office</td>
<td></td>
</tr>
<tr>
<td>number of options for a degree</td>
<td>Database</td>
<td>Research Office</td>
<td></td>
</tr>
<tr>
<td>Clarity in understanding the requirements towards degree/certificate</td>
<td>Catalog/website</td>
<td>A work group of counselors, instruction staff and faculty</td>
<td></td>
</tr>
<tr>
<td>Completion and acceleration programs and program activities</td>
<td>Program coordinators</td>
<td>Program coordinators</td>
<td></td>
</tr>
<tr>
<td>Student services activities and student usage</td>
<td>Counseling/matriculation tracking databases</td>
<td>Research Office</td>
<td></td>
</tr>
</tbody>
</table>

### Timeline

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<th>JUN</th>
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<th>SEP</th>
<th>OCT</th>
<th>NOV</th>
<th>DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>For GP work group</td>
<td></td>
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<td></td>
<td>X</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Research office collects data and prepares report outs</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Sub group analyzes catalog and website</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Create list of completion and acceleration programs</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>X</td>
<td></td>
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<td></td>
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<tr>
<td>Analysis of activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>Prepare a write up and presentation of results</td>
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<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Report out to college (Flex Day)</td>
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<td>X</td>
</tr>
</tbody>
</table>
Student Equity Leaders Workshop: Goals of the project

**Define the Program:**

**Write out a description of your program:**

*Describe the program in a way to help people who are not involved in the program understand what the program is all about*

<table>
<thead>
<tr>
<th>List the Program Activities</th>
<th>List the Goals of the Program</th>
<th>What data that the college already collects will support the goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.</td>
<td></td>
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<tr>
<td></td>
<td>2.</td>
<td></td>
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<td></td>
<td>3.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>
Tools & Resources to Support Research & Evaluation at California Community Colleges

AB 705:

- Research and analysis ideas for collaboration between researchers and faculty:
  - [https://asccc.org/sites/default/files/AB705_Faculty_IR_Collaboration_FINAL.pdf](https://asccc.org/sites/default/files/AB705_Faculty_IR_Collaboration_FINAL.pdf)

Leadership:

- Becoming intentional and strategic: Developing middle leaders in CCC

Student Support & Guided Pathways:

- Crosswalk: Where Student Support (Re)defined and guided pathways meet:
  - [https://rpgroup.org/Portals/0/Documents/Projects/StudentSupportReDefined/Resources/Intersection_between_Success_Factors_and_Guided_Pathways.pdf](https://rpgroup.org/Portals/0/Documents/Projects/StudentSupportReDefined/Resources/Intersection_between_Success_Factors_and_Guided_Pathways.pdf)
- Guide to collecting student voices:

Transfer:

- Method for identifying the different transfer student populations along the continuum:
- Method for multinomial logistic regression:
WHAT DATA IS AVAILABLE TO YOU

General College Wide Information

**Overall College Facts** - (usually found on your college research website)

- Student and Enrollment Data
- Student Achievement
- Regional Data
- Employee Data

**Data Mart** - datamart.cccco.edu

- How does your college compare to other community colleges?
- Do students complete the Basic Skills sequences?
- How many students are utilizing student services?

**Success Metrics** - https://digitalfutures.cccco.edu/Projects/Student-Success-Metrics

- How are the Adult Ed or Short-Term Career (CTE) Ed students doing?
- Are students completing Math and English in their first year?
- What do the college success metrics look like over time?

**CTEOS Survey** - https://cteos.santarosa.edu/visualizations

- How many former students are employed?
- Did they have a wage increase?
- Why did students stop taking classes?
- Additional Info on LaunchBoard (Password Required)

**Research Request** - (usually found on your college or district website)

- You have a cohort of students you need to track
- The above options do not meet your needs

Program Specific Data/Evaluations

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*Information colleges have in their Student Information System*

**STUDENT REGISTRATION**

- Enrollment
- Headcount
- Attendance hours

**Success**

- Course grades
- GPA
- Degree or certificate

**LOCATION**

- Residence
- Center attendance

**PROGRESSION AND PLACEMENT**

- Math placement
- English placement
- ESL placement
- Retention
- Progress through a sequence

**DEMOGRAPHICS**

- Race/Ethnicity
- Age
- Gender
- First generation
- Financial need
- Foster youth
- Veteran
- DSPS
Data Security

As the users and generators of data, we are all responsible for the safeguarding of our students’ information.

- Students have the right for their information to be kept private (FERPA)
- Participants in research studies have the right to privacy protections (Belmont Report)
- Evaluation data can only be used for its intended purpose (AIR Code of Ethics)

Safeguarding Confidential Data

- Confidential data should never be stored on a personal computer.
- All devices used to read confidential data should be locked with a strong password.
- Confidential data in paper format must be shredded before disposal.

Data Security

Collecting Student Data

A systematic method to track students is the best way to insure your collection of data isn’t biased. Think about the tools your college already has on campus to collect and track student information.

- Student information systems (Banner, Colleague, PeopleSoft, etc.)
- Other tracking software (AccuTrak, Starfish, etc.)

How do you identify your students?
Identifying your students is the first step to gather data

Group Level data

Your students may all be in the same course or have the same demographic and can be identified without keeping a list of student ID’s. Sub-population(s) on campus

- Low income students
- Equity students
- Completed Math and English courses
- Completed specific courses in a program
- Course Attribute
- Enrolled in a specific course or section

Student Level

- Cohort Codes
- Student Attribute
- Spreadsheet

Tips and Tricks for Data Collection

1. Contact the your college or district research office
   They can work with you to implement a data collection method for your program. They can help insure that the data will be meaningful later.

2. Collect a unique student identifier
   A unique student identifier is a Student ID or college email address. Student names and personal emails are not unique identifiers.

3. Collect accurate information
   If the student ID is not correct the data cannot be collected back to the.

4. Do not collect information you do not need
   There is a lot of information in your college already collects about your students. Do not collect information that is already collected that you can access or information that will not be used. Any information you collect is your responsibility to safeguard.