Designing an Evaluation Plan for AB705 & Leading Evidence-Based Change

John J. Hetts, Ph.D.
Senior Director of Data Science
Educational Results Partnership
jhetts@edresults.org
@jhetts #LetIcarusFly

RP Conference Post-Conference Workshop
April 13, 2018

Please do not quote or distribute without permission

The Meatloaf Model

Things I would do for LOVE (Leading Observations on the Value of Evidence)

- Anything
- That

The Rick Astley Corollary

Things I'm never gonna do (regarding Leading Observations on the Value of Evidence)

- Give them up
- Let them down
- Run around
- Desert them
- Make them cry
- Say goodbye
- Hurt them
- Tell a lie
- Misuse pie charts
The Des’ree Model

Things you gotta do (to lead evidence-based change)

- Be Bad
- Be Bold
- Be Wiser
- Be Tough
- Be Hard
- Be Stronger
- Be Cool
- Be Calm

Stay Together

* If you can do those things, then all I know, all I know, is that Leading Observations on the Value of Evidence will, if not save the day, really, really help your college

Research Plan Basics

Planning Phase
Evaluation Phase
Dissemination Phase

Planning Phase

- Identify
  - objectives (process vs. outcome)
    - e.g., increase gateway course completion
    - e.g., monitor/maintain stakeholder satisfaction
  - resources needed
    - data/methods/comparisons
  - responsible parties and their roles
  - expected start and completion dates
  - outcomes/metrics to be tracked
  - priorities

Basic template

<table>
<thead>
<tr>
<th>Planning Phase</th>
<th>Evaluation Phase</th>
<th>Dissemination and Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>Resources needed</td>
<td>Responsible parties and roles</td>
</tr>
<tr>
<td></td>
<td>Responsible party</td>
<td>Start date</td>
</tr>
<tr>
<td></td>
<td>End date</td>
<td>Completion date</td>
</tr>
<tr>
<td></td>
<td>Outcomes/Metrics</td>
<td>Methodology used to evaluate objective</td>
</tr>
<tr>
<td></td>
<td>Expected findings</td>
<td>Feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluation next steps</td>
</tr>
</tbody>
</table>

Things to consider:
- How are assessment data accessed at your local institution?
- Is the objective a process (actions or activities) or outcomes (related to actions and activities) related objective(s)?
- You may wish to separate the phases into separate documents (just will need clear objective identification)

Critical considerations

- How are assessment data stored/accessed at your local institution?
- Is the objective a process (actions or activities) or outcomes (related to actions and activities) related objective?

Resources to put in place

- Development of comparison cohorts
  - You’ll need HS data (required by law)
    - Submit previous students to CalPASS Plus as prospective students
    - Turn on self-reported HS module in CCCApply
  - Method for identification of probability of completion of gateway courses
    - Use broad categories from MMAP Research
    - Replicate MMAP research and develop local categories using retrospective files available via CalPASS Plus
    - Generate student-level probability of success in each course
      - Logistic regression predicting course success, including college course level as categorical variable
      - Use logit link function to create probabilities of success in each course from parameter estimates
      \[
      \pi(x) = \frac{e^{(\beta_0 + \beta_1 x)}}{1 + e^{-(\beta_0 + \beta_1 x)}}.
      \]

- Build common ground by broad exposure to research
  - Draw on evidence from MMAP, CCRC, CAP, PPIC, RELs, Career Ladders, CCA, etc.

- Mini-briefs
  - Historic throughput rates by placement level
  - Time to complete transfer-level course working backwards from students enrolled in recent term
  - Regression discontinuity studies around cutscores (or poor man’s version)
  - NSC/transfer rate analysis by grade and level of placement

Metrics to develop by cohort

- Critical/Must: One year throughput from first attempt
- Others to track/be prepared to answer/to watch for
  - Persistence to enrollment (absence of melt) from application/assessment
  - Discipline specific (once attempted) and general
    - Enrollment, time to and level of enrollment
    - Drop rate
    - (Withdrawal rate)
    - Units
    - Success Rate*
    - Grade distribution*
  - Persistence (and similar semester two metrics)
  - Next course progression & performance (throughput/cohort completion)

- Forearm yourself/know your internal arguments
  - What if you added summer or an additional year to throughput, included drops
  - Differences by delay, USD, high school
  - Disaggregate by category of HS preparation, for DI
Non-metric outcomes

- “Consequential validity” survey for students/faculty (by ID)
- Student, faculty, staff process/satisfaction surveys
  - Examples: https://www.lbcc.edu/pod/promise-pathways-resources
- Sample list of outcomes/metrics:

Other considerations

- Importance of procedural justice and felt voice
- Beware “anecdote gaps” – have stories & know the ones your institution trots out

Dissemination, Communication, and Reporting

- What format or formats will the research briefs, reports, etc. take?
- Who will receive the findings? How?
- What actions are expected taken in response to various possible findings?

At Heart, It’s Simple

- Leading change is not just about forcing compliance, or even finding ways to get buy in
- Ultimately, it’s teaching
  - Evaluate what audience brings in knowledge and preparation
    - Strategize for how far you can bring that audience from where they are to where you’d like them to be in that setting
  - Put in thought/effort to motivate audience to attend, consider, engage, reflect, and remember
  - Demonstrate commitment to material and, just as importantly, to those you are sharing it with
  - Answer questions and treat questioners with respect
  - Prepare and practice – teaching is not an attribute, it’s a skill
Leading on AB705: Maintaining Morale: The Chumbawumba Model

- **Present Research**
  - **Audience Convinced?**
    - Hooray!
  - **Audience Not Convinced?**
    - Get knocked down
    - How's morale?
  - **Low**
    - Drink
      - Whiskey
      - Vodka
      - Lager
      - Cider
    - Sing songs
    - That reminds you of better times
  - **High**
    - Get up again
    - Never let it keep you down

Leading on AB705
The Shawshank Redemption Model

- **Meticulous, careful, long-range planning**
- **Persistence**
- **Time**
- **Willingness to crawl through a river of ******
  - Need a plan to come out clean on other side
- **Hope**
  - No good research ever dies.
- **Also, and this is very important, find your institutional “Red”(s)**
  - the person who knows how to get things done.