

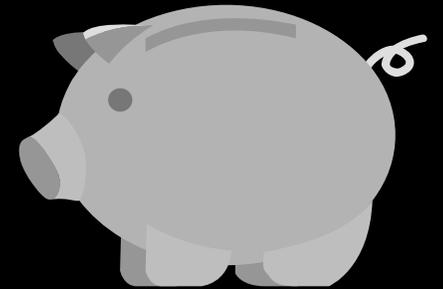
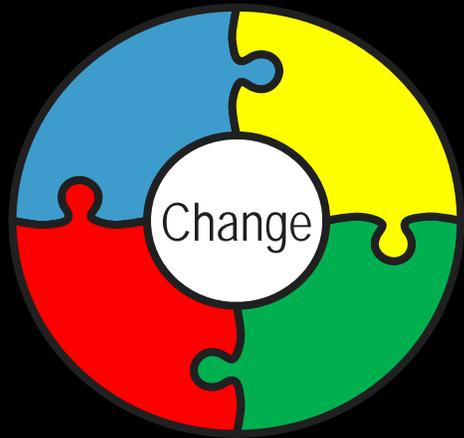
“How do I weigh my pig?”

Meaningful Measurement
in Evaluation

Administrative Affairs

Professional Development 2016

Lisa Castellino, PhD Office of Institutional Research and Planning



Housekeeping

FAQ

- Scheduled from 2PM to 4:30PM today.
 - “That’s a long time to sit!”
- This work is meant to be interactive- ask questions at any time!
 - Distractions at a minimum. Electronic devices OFF! If I catch you on one I will call you out. You too, Joyce!
- This work is meant to be educational- everyone is at different levels of skill. The goal- a common understanding, vocabulary, and process moving forward.
- This work is meant to be transformational- and that, at times, can be challenging and even scary- have no fear, this is NOT about finding errors, but finding opportunities.
- This work is meant to be on-going- outcomes assessment never stops- welcome to the rabbit hole and I told you we would meet again.

What you can expect to learn today

1. An update on blue printing the strategic plan- how that impacts this work
2. You will be able to articulate the specifics about meaningful measurement (why, what, how and who).
3. You will be able to demonstrate what makes measurement meaningful.
4. You will apply what you learn today to at least ONE of your outcomes or objectives.
5. You will at least be aware of WASC.
6. You will have fun.

Update on the Strategic Plan

Blue Print

Managing Change 101

Considering all options

What?

Facts/Blue

Rational and analytical

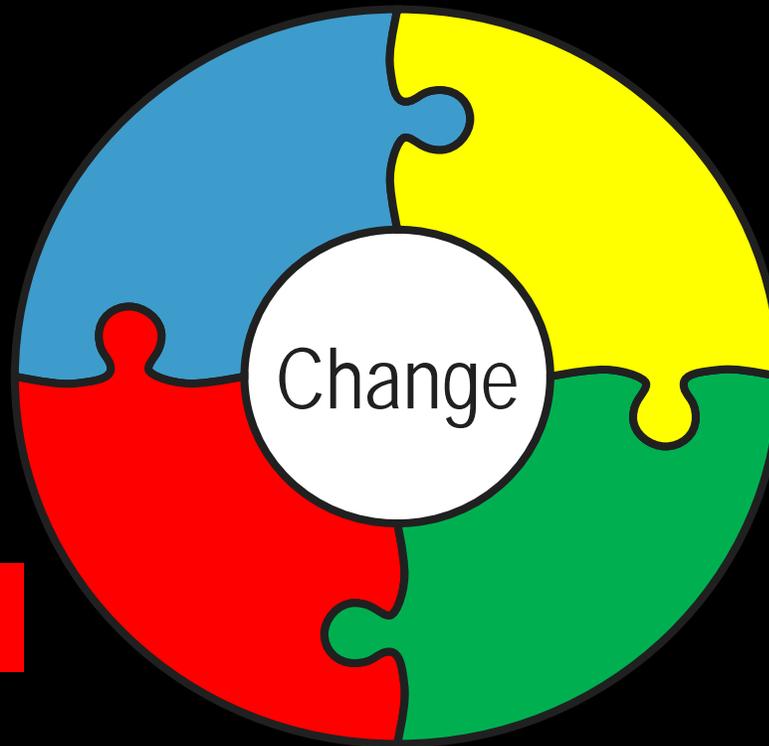
“What’s the bottom line?”

Feelings/Red

Interpersonal and people focused

“How will the solution address people’s needs?”

Who?



Why?

Ideas/Yellow

Conceptual and intuitive folks

“What’s the big picture?”

How?

Actions/Green

Detailed and planned

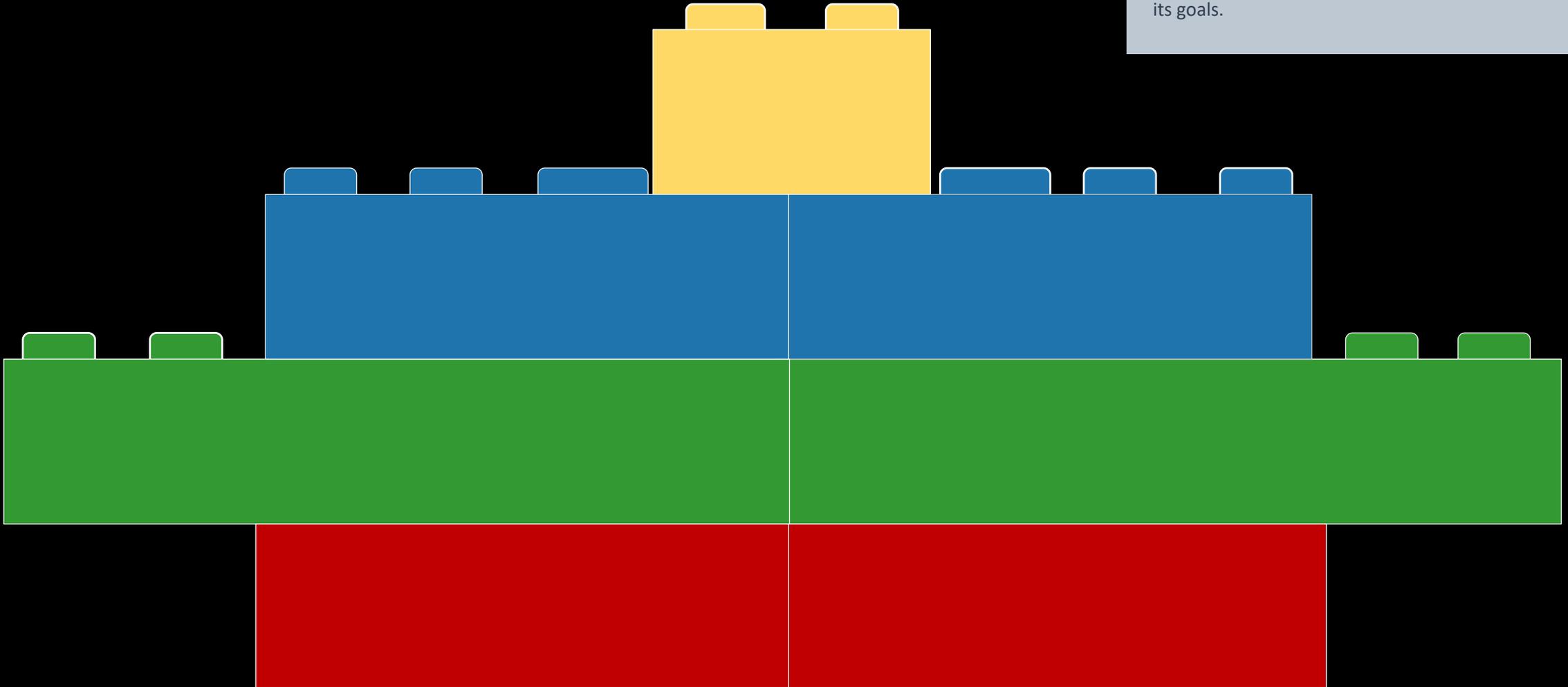
“How we will organize?”

Blue Print Formatting

Clarifying the Plan

Implementation Blue Print at a Glance

When unpacked, the Strategic Plan provides the campus with a blue print for its implementation. The content of the Plan is not replaced, but clarified to guide activity to meet its goals.



Original Plan

Objective
1.1

Enable an impactful and purposeful student experience for all students through better coordination and integration of academics, advising, support services, student activities, student life, and community partnerships.

Performance
indicator

Provide a consistent and coherent support, mentoring, and advising experience for all HSU students that builds connections with faculty, peers, and discipline area, with a special focus on supporting student access, self-efficacy, self-actualization, and empowerment

Action
Item A

Ensure that each student has a curricular map supported by technology alerts for students who fall off course

Action
Item B

Provide excellent, customized, proactive academic advising and resources for all students in order to facilitate their success and degree completion

Action
Item C

Utilize technology to facilitate appropriate class choices and timely progression toward degree as a complementary resource to personal advising and degree completion

Action
Item D

Develop and enhance first-year, transfer, and graduate programs to connect students to faculty, peers, staff, curricula, and communities

Action
Item E

Integrate meaningful learning analytics to allow for early alerts and timely interventions that promote student success at course and curricular levels

Clarified with additional detail

Outcome
1.1

All HSU students' experiences are impactful and purposeful through better coordination and integration of academics, advising, support services, student activities, student life, and community partnerships.

Sub-outcome
1.1A

Support, mentoring, and advising experiences for all HSU students are consistent and coherent and build connections with faculty, peers, and discipline area, with a special focus on supporting student access, self-efficacy, self-actualization, and empowerment.

Objective
1.1A.1

Provide each student with an accurate curricular map supported by technology alerts for students who fall off course.

Objective
1.1A.2

Provide excellent, customized, proactive academic advising and resources for all students in order to facilitate their success and degree completion.

Objective
1.1A.3

Utilize technology to facilitate appropriate class choices and timely progression toward degree as a complementary resource to personal advising.

Objective
1.1A.4

Develop and enhance first-year, transfer, and graduate programs to connect students to faculty, peers, staff, curricula, and communities.

Objective
1.1A.5

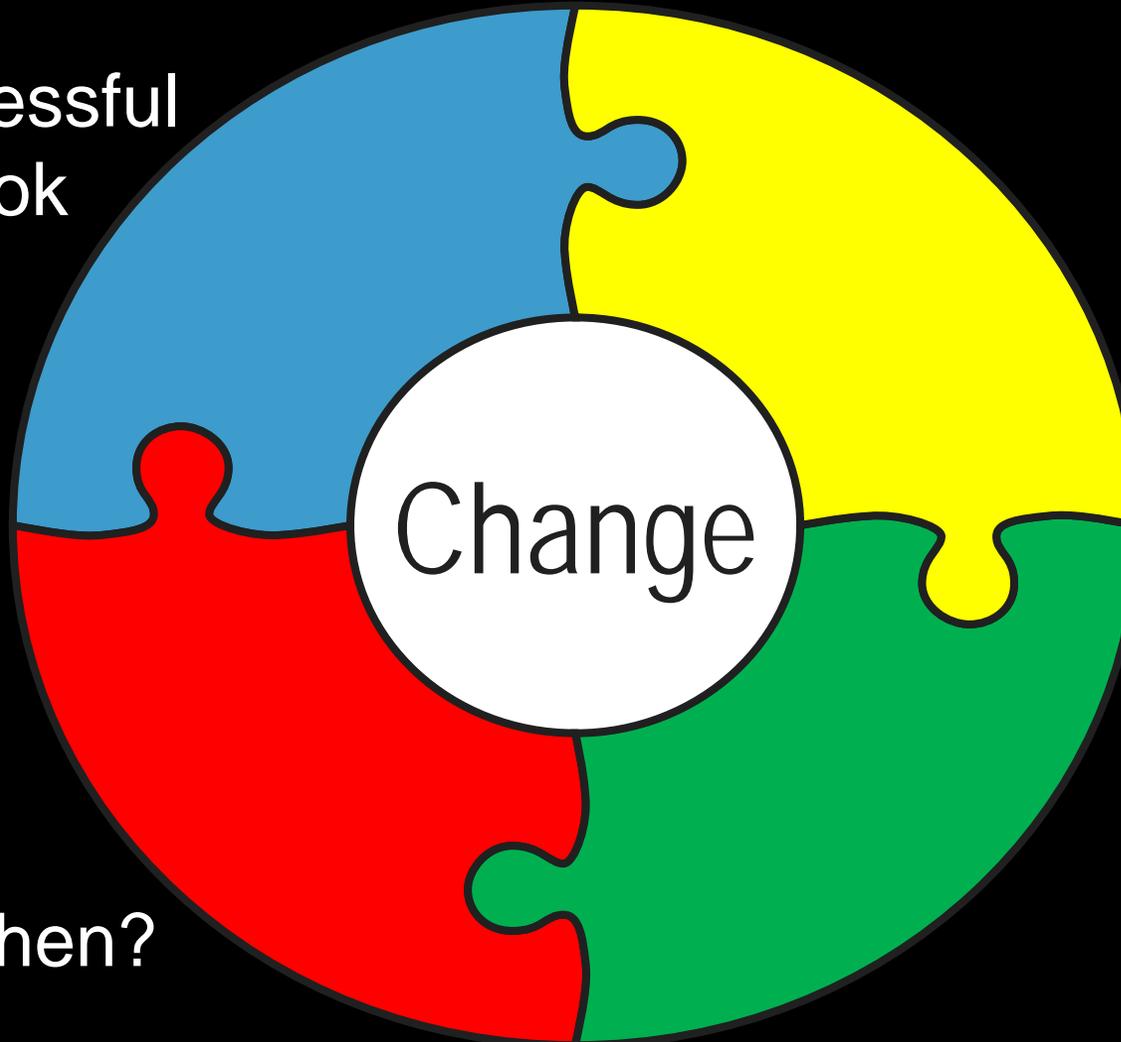
Integrate meaningful learning analytics to allow for early alerts and timely interventions that promote student success in their courses.

Assessing the Plan

Measurement
Principles

What does successful measurement look like?

Why is it important to measure anything at all?



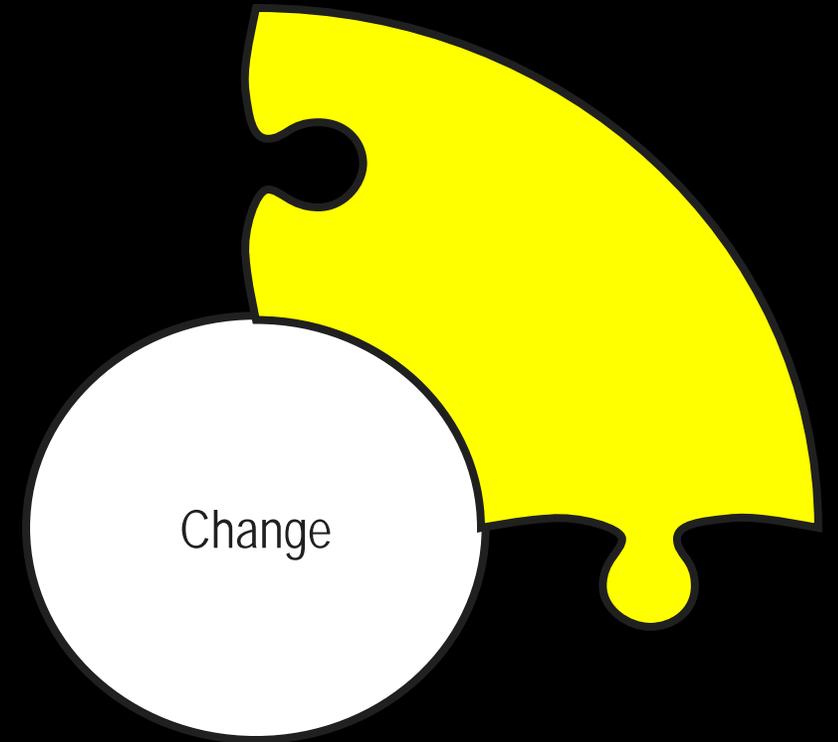
Who does the measuring and when?

How does one go about choosing what to measure, and how to measure it?

The goals of meaningful measurement are:

1. Culture of evidence-based decision-making.
2. Understood and agreed upon framework for that decision-making.
3. What to continue, what to invest in and what to stop.

Why is it important to measure anything at all?

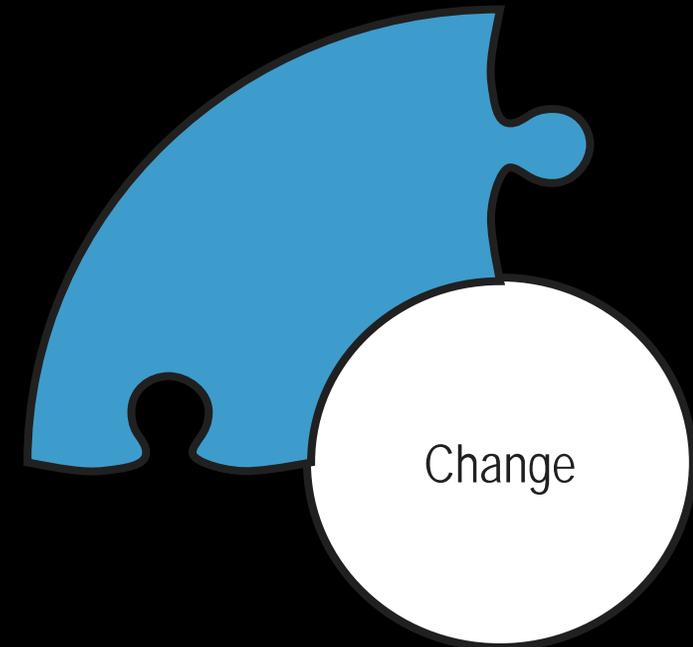


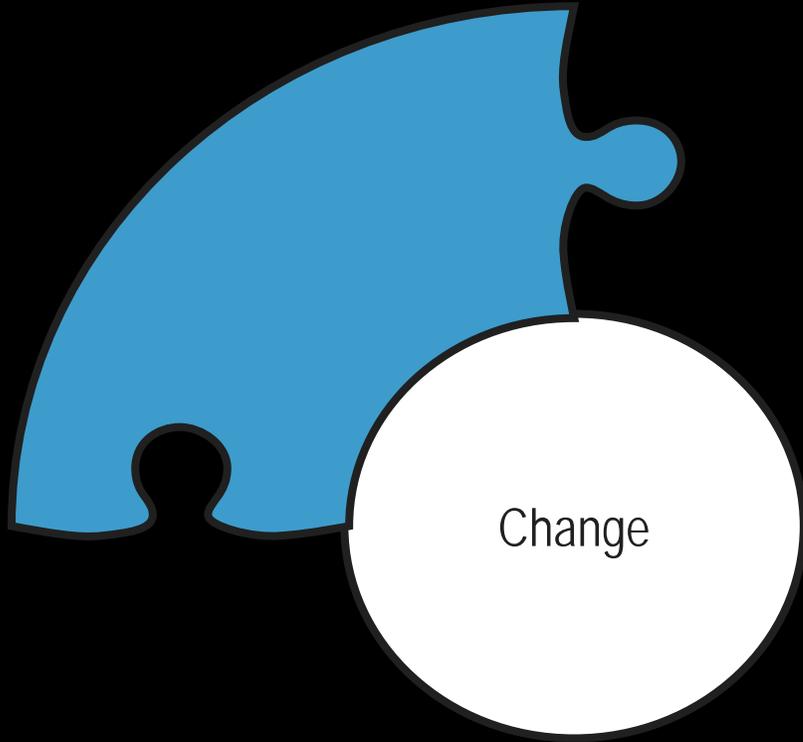
What does successful
measurement look like?

From Bereavement to Assessment:

The five stages of grief, I mean assessment

1. “This can’t be happening.” –Denial
2. “Why me? It’s not fair.”- Anger
3. “If I do this, what will you do for me?”-
Bargaining
4. “I don’t care anymore.” – Depression
5. “I’ll find a way forward.”- Acceptance





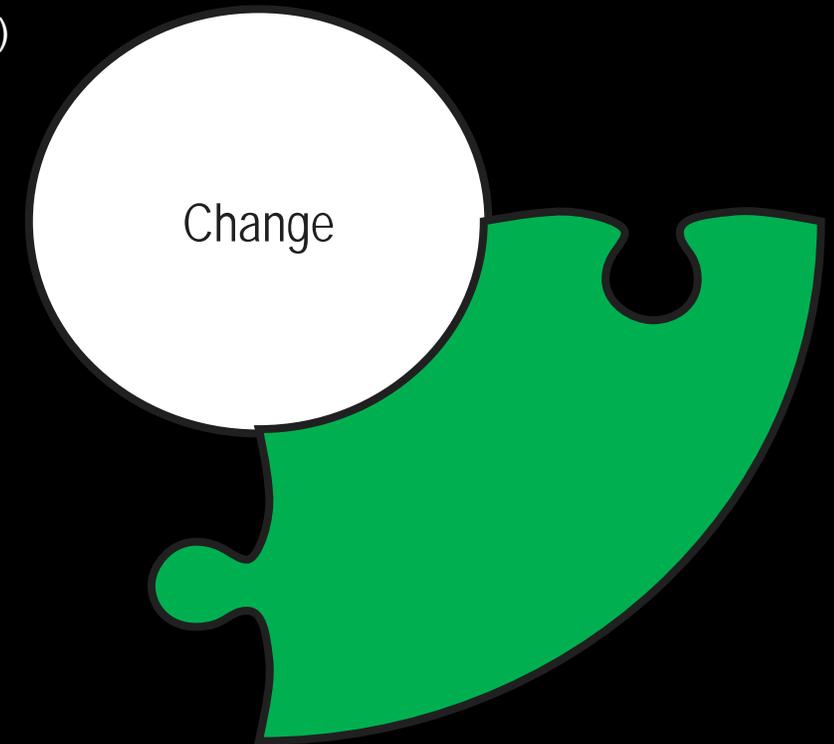
What does successful
measurement look like?

Typically has the following
characteristics:

1. It is linked to something.- know your pig. 
2. It is known, up front.
3. It is understandably defined.
4. It is consistent.
5. It has some sort of time table.
- 6. It is a call to action---and you actually ACT on it.**

1. Identify the outcome and/or objective you wish to assess.
2. Identify and craft what measurement you will use to assess. (hint, you can use best practices here)
3. Identify how often you think you should assess. (hint, more is NOT better)
4. Identify and collect what data you will use to create the measurement.
5. Identify what you will do when you assess.
6. Bonus- create and test a rubric for assessment.

How does one go about choosing what to measure, and how to measure it?



Title

Training
Outcomes

Measurement
Principles

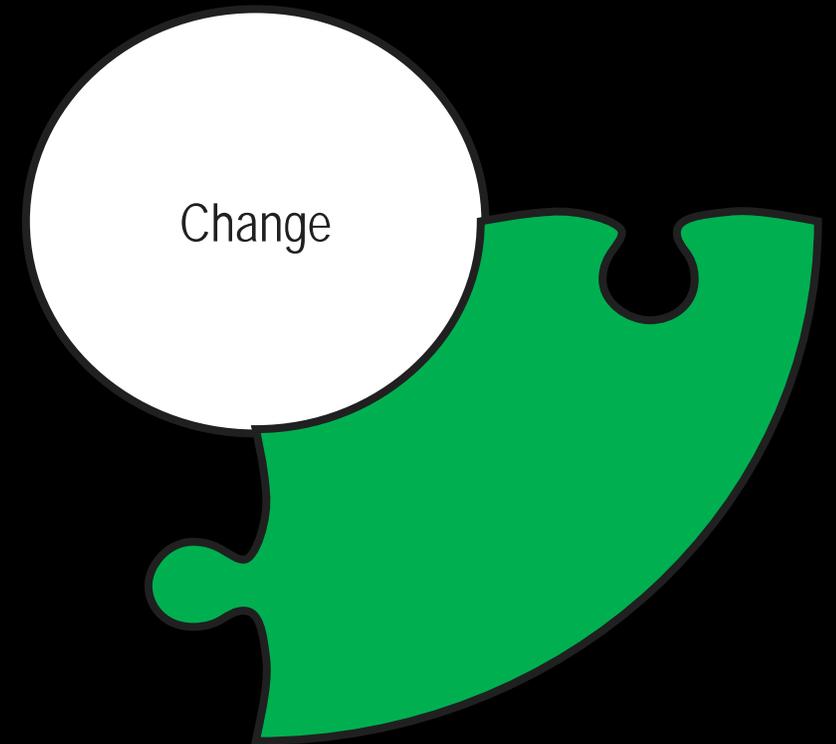
Exercises

Application

WASC

How does one go about choosing what to measure, and how to measure it?

Measurement is sort of like
“Goldilocks and the three
Pigs...I mean, Bears”



Title

Training
Outcomes

Measurement
Principles

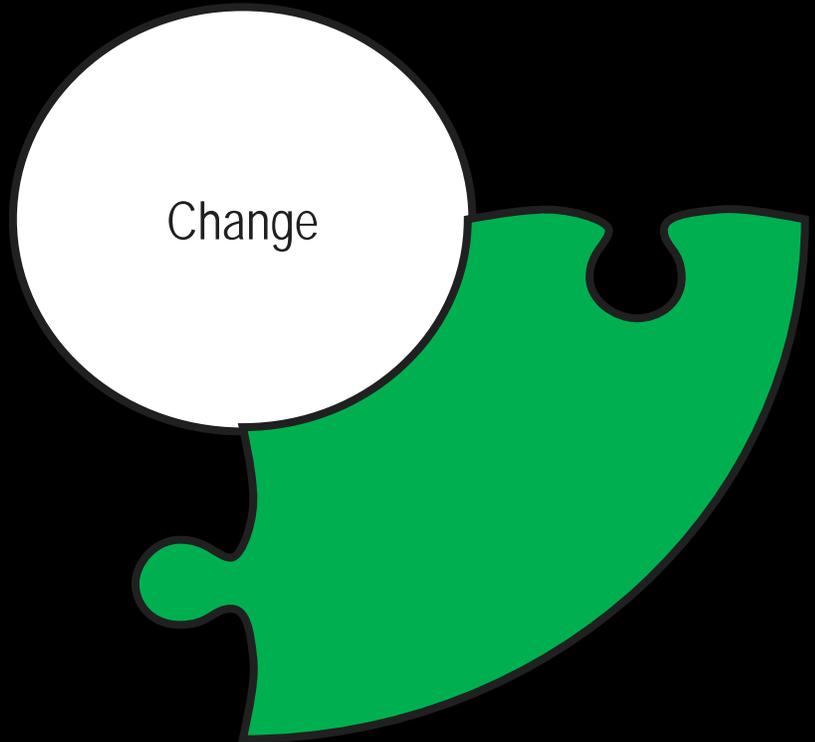
Exercises

Application

WASC

Absolutes, ranges, averages
and other types of
measurement techniques

How does one go about choosing
what to measure, and how to
measure it?



Change

Rubric

...“is a document that articulates the expectations for an assignment by listing the criteria, or what counts, and describing levels of quality from excellent to poor”


 Change

How does one go about choosing what to measure, and how to measure it?

		Scoring Matrix		
Measurement	Baseline	Good	Fair	Poor
Number of bags of mixed recycling picked up weekly	10	12 or more	10-11	9 or less
Number of attendees at weekly brown bag education meetings on recycling	5	8 or more	5-7	4 or less
Number of bags picked up for landfill	8	Less than 6	6-9	10 or more
Proportion of forms submitted weekly by web versus hard copy	20%	30% or more	10-29%	Less than 10%

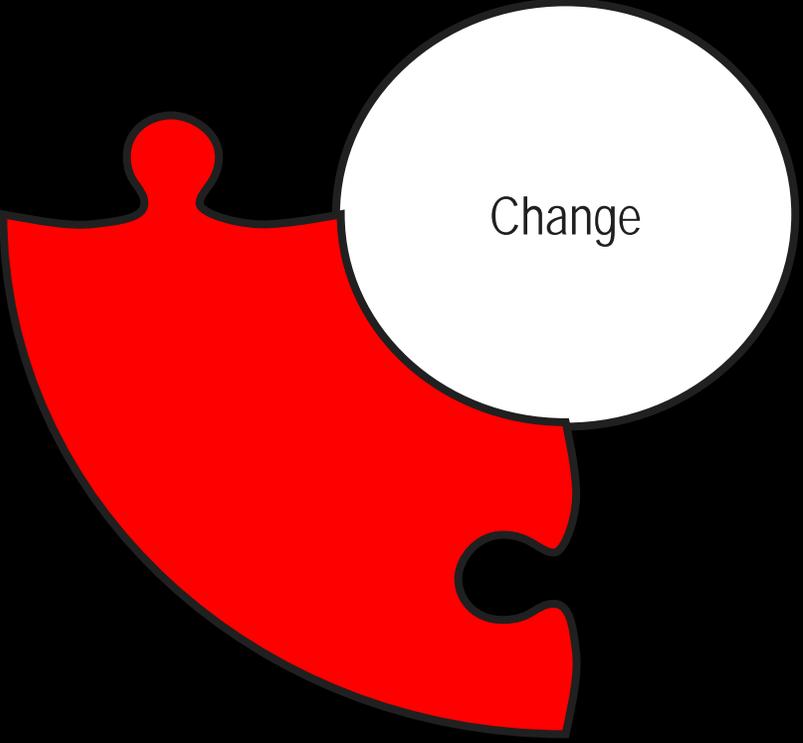
Rubrics- you use these all the time

Change



CATEGORY	4	3	2	1
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
Time-management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause \"waves\" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

Who does the
measuring and when?



Change

1. The role of impartiality vs. content expert
2. The role of when you measure vs when you can intervene
3. Measurement fatigue- the not so silent killer of response rates
4. The role of measuring what you can change
5. The role of smalls

Title

Training
Outcomes

Measurement
Principles

Exercises

Application

WASC

BREAK

Title

Training
Outcomes

Measurement
Principles

Exercises

Application

WASC

Exercise 1: HSU Umbrella Corporation

Exercise #1: 10 minutes

Employees at the HSU Umbrella Corp have received word their CFO (Vice President Pinky) is prioritizing Outcome 134 of their Strategic Plan- *“HSU’s focus on environmental sustainability is fully incorporated into the operations of the University”* over the next three years. VP Pinky has charged each unit to develop metrics to assess how well they are supporting meeting this outcome.

CFO Pinky has asked Accounts Lost Unit Head “Ms. Brain” to develop meaningful metrics for her unit. Ms. Brain has NO experience in developing meaningful metrics and comes to you, in a panic, for help.

What advice would you give Ms. Brain? (Leave while you can is NOT an acceptable answer)

Title

Training
Outcomes

Measurement
Principles

Exercises

Application

WASC

Exercise #1 Results

Exercise #2: 10 minutes

Ms. Brain from Accounts Lost was so thankful for your advice she asked you for additional feedback. She has identified the following outcome and objective to meaningfully measure:

Her outcome is: Paper waste from submitted hard copy forms will be reduced.

Her objective is: “Develop and implement a successful web form training plan.”

She has asked you to review her measures:

1. Reduce the number of paper forms being printed.
2. Increase the amount of mixed recycling being picked up.
3. Reduce the amount of landfill trash being picked up.
4. Increase web form use.

What feedback would you give Ms. Brain?

Title

Training
Outcomes

Measurement
Principles

Exercise 1

Application

WASC

Exercise #2

Results

Title

Training
Outcomes

Measurement
Principles

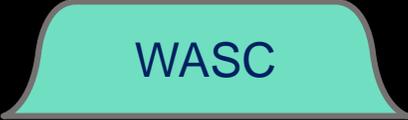
Exercises

Application

WASC

Applying what you learned to your own
outcomes and objectives

Reaffirmation and You



WASC

Title

Training
Outcomes

Measurement
Principles

Exercises

Application

WASC

“WASC is our timeline, not our reason.”

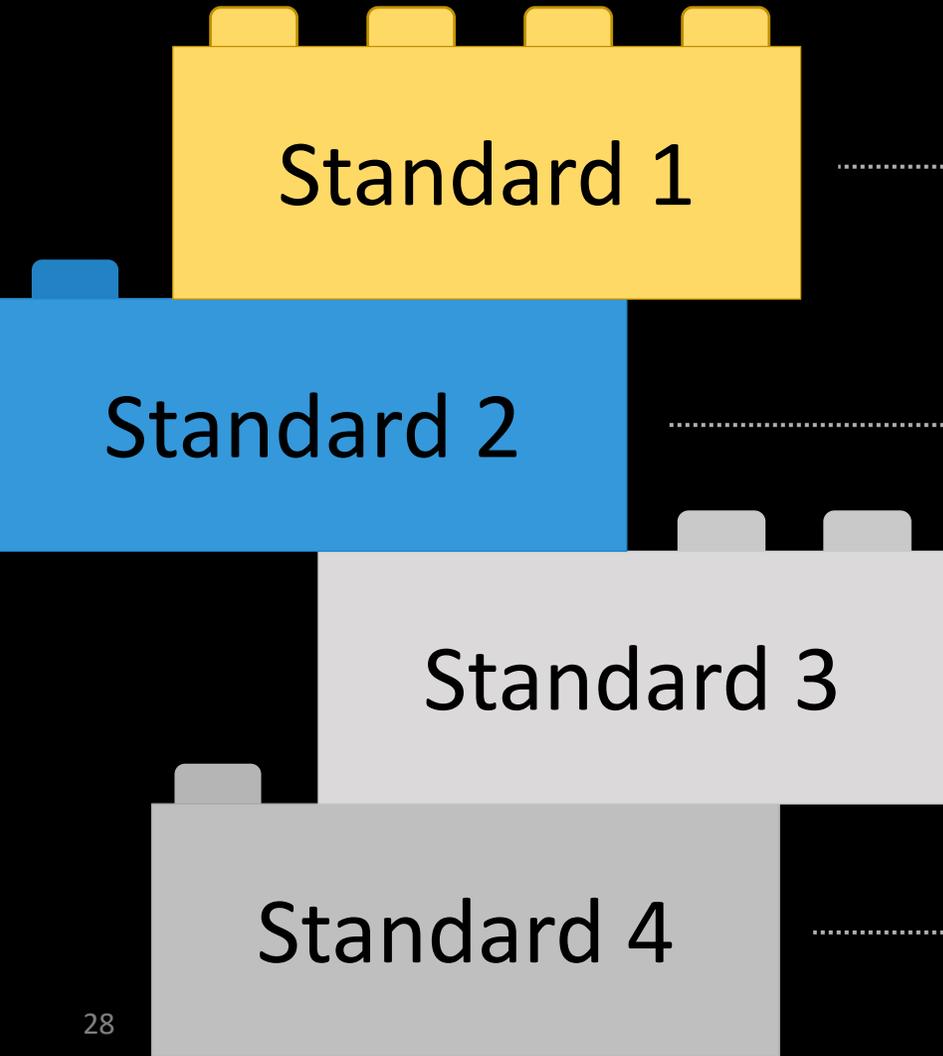
- Jena' Burges, 2015

WASC 2013 Standards

“WASC is our timeline, not our reason”

WASC 2013 Standards at a Glance

“The Standards of Accreditation consist of four broad, holistic statements that reflect widely accepted good practices in higher education...At the same time, institutions must demonstrate that they are in substantial compliance with the four Standards and related Criteria for Review in order to become and remain accredited.” WASC 2013 Handbook of Accreditation Revised Quick Reference Guide 2013, WASC



Standard 1

Defining Institutional Purpose and Ensuring Educational Objectives

Standard 2

Achieving Educational Objectives through Core Functions

Standard 3

Developing and Applying Resources and Organizational Structures to ensure Quality and Sustainability

Standard 4

Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement

HSU Blue Print

Outcome 1.1	All HSU students' experiences are impactful and purposeful through better coordination and integration of academics, advising, support services, student activities, student life, and community partnerships.
Sub-outcome 1.1A	Support, mentoring, and advising experiences for all HSU students are consistent and coherent and build connections with faculty, peers, and discipline area, with a special focus on supporting student access, self-efficacy, self-actualization, and empowerment.
Objective 1.1A.5	Integrate meaningful learning analytics to allow for early alerts and timely interventions that promote student success in their courses.
Sub-outcome 1.1B	Similar and related campus resources have been co-located and have established a practice of collaboration.
Objective 1.1D.1	Review policies (i.e. as part of the new Academic Strategic Plan) to ensure that these are creating a smooth pathway for students in their programs.

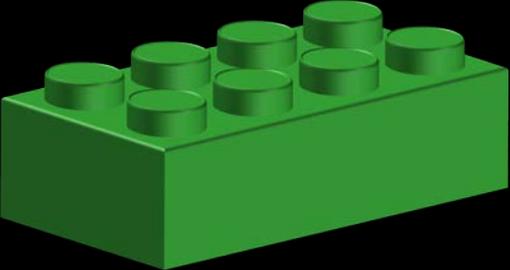
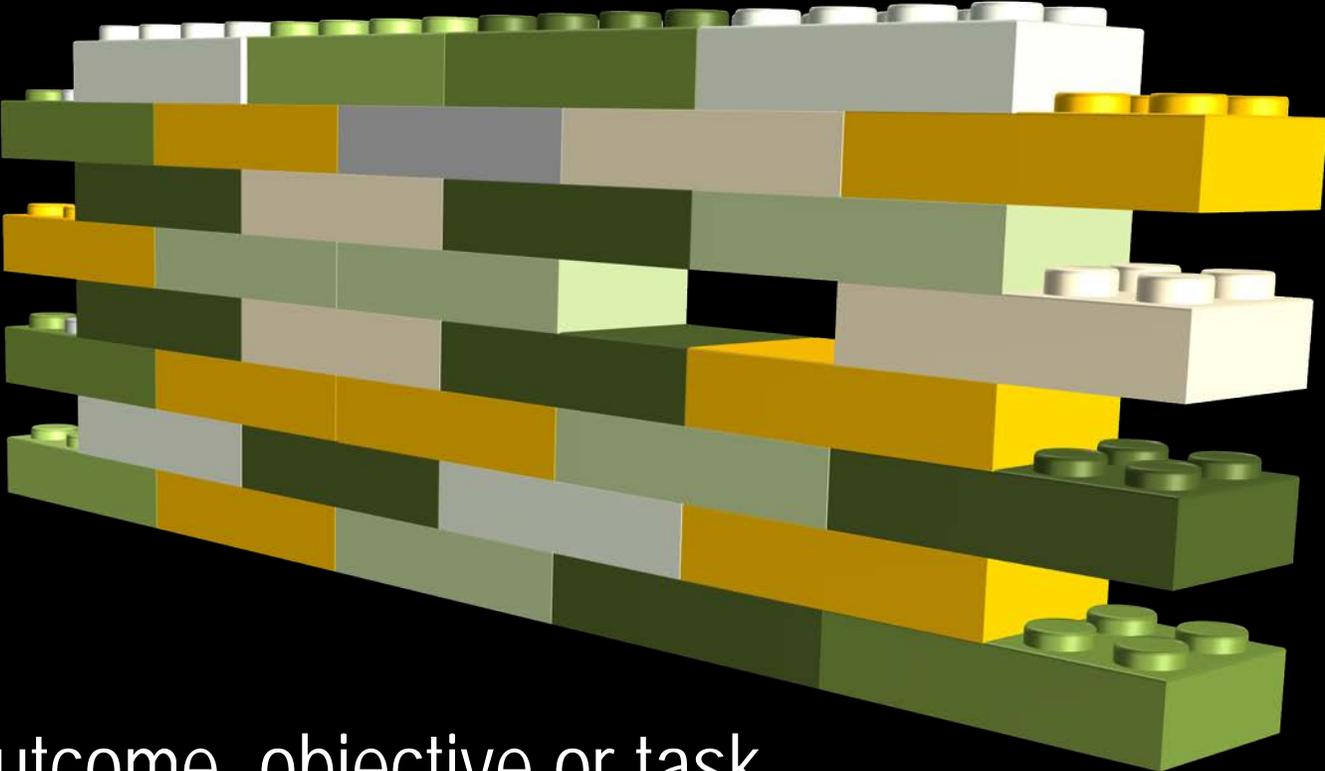
WASC Criteria for Review (CFR)

2.12	Institution provides useful and complete program information and advising.
2.13	Appropriate student support services planned, implemented, and evaluated.
4.4	Commitment to improvement based on data and evidence; systematic assessment of teaching, learning, campus environment; utilization of results.
2.13	Appropriate student support services planned, implemented, and evaluated.
4.4	Commitment to improvement based on data and evidence; systematic assessment of teaching, learning, campus environment; utilization of results.

Overall design strategy results in a coordinated, integrated and measurable strategic plan. Bonus: associations to the WASC standards

Strategic Plan

Integrated, holistic and actionable.



Any given outcome, objective or task

Has a place, an association and a measurement- if applicable