



**Learning Community: Measuring Program Effectiveness**  
**Monday October 10, 2016**  
**Agenda**

Facilitators: Maureen Pettitt, Independent Consultant  
 Hilary Loeb, Puget Sound Educational  
 Service District

Kelly Bay-Meyer, Degrees of Change  
 Chris Johnson, City University

<b>Timeframe</b>	<b>Activities</b>	<b>Objectives</b>
11:30 AM – 12:15 PM	<ul style="list-style-type: none"> <li>• Lunch and networking</li> <li>• Activity: Incorporating student voice in decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy good food and conversations with colleagues</li> <li>• Participants discuss quotations about student voice and how they inform their work</li> </ul>
12:15 – 12:30 PM	<ul style="list-style-type: none"> <li>• Welcome/Introductions</li> <li>• Learning Community Goals</li> </ul>	
12:30 – 1:15 PM	<ul style="list-style-type: none"> <li>• Presentation and Discussion: Dr. Kelly Bay-Meyer, Director of Research and Evaluation, Degrees of Change <i>The Cycle of Inquiry to Build a New Program: Using Research and Qualitative Data to Inform Practice</i></li> </ul>	<ul style="list-style-type: none"> <li>• Dr. Bay-Meyer shares the case of how she gathered and communicate focus group data to improve scholarship and leadership development programs.</li> </ul>
1:15 – 2:00 PM	<ul style="list-style-type: none"> <li>• Panel: College Efforts to Measure Program Effectiveness               <ul style="list-style-type: none"> <li>• Aimee Brown, North Seattle College</li> <li>• Bo Leong, Seattle Central College</li> <li>• Sonia Ramirez and Allison Warner, Green River College</li> </ul> </li> <li>• Introduction to Mini Sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Participating Project Finish Line campuses share how they have been gathering, analyzing and acting on information about services for students</li> </ul>

Timeframe	Activities	Objectives
2:00 – 2:15 PM	<b>BREAK</b>	
2:15 – 2:50 PM	<ul style="list-style-type: none"> <li>• Measurement skill development mini session #1</li> </ul> <p><b>Using the Race Equity Tool for Qualitative Analysis Maureen Pettitt</b>  Participants will practice using the Racial Equity Tool by applying the tool to an outreach or informational brochure from an out-of-state college. <i>Alder Room, Second Floor</i></p> <p><b>Data Coaching Tools for Planning and Evaluation Hilary Loeb</b></p> <hr/> <p>Participants will learn about a suite of data coaching resources that will enable them to plan and assess progress using quantitative and qualitative data with teams. <i>Snoqualmie Room, First Floor</i></p>	<ul style="list-style-type: none"> <li>• Participants learn about measurement methods &amp; tools during concurrent mini-sessions</li> </ul>
2:55 – 3:30 PM	<ul style="list-style-type: none"> <li>• Measurement skill development mini session #2</li> </ul> <p><b>Data Display Principles Chris Johnson</b>  Participants will be introduced to the key data display principles to make reports more understandable and engaging. <i>Snoqualmie Room, First Floor.</i></p> <hr/> <p><b>Introduction to Logic Models Maureen Pettitt</b>  Participants will be introduced to the theory behind and process for developing logic models as a way to articulate your program outcomes and activities. <i>Alder Room, Second Floor</i></p>	<ul style="list-style-type: none"> <li>• Participants learn about measurement methods &amp; tools during concurrent mini-sessions</li> </ul>
3:35 – 3:50 PM	<ul style="list-style-type: none"> <li>• Discussion: Take-aways from today and connections with prior convenings</li> </ul>	<ul style="list-style-type: none"> <li>• Participants note key take-aways from event, sharing connections among the TIG topics to date</li> </ul>
3:55 – 4:00 PM	<ul style="list-style-type: none"> <li>• Suggestions for next LC Convening -- <b>January 23, 2017</b></li> <li>• Evaluation and closure</li> </ul>	
4:00 – 4:30 PM	<ul style="list-style-type: none"> <li>• “Scaling Up” Topic Interest Group (TIG) Check-in</li> </ul>	<ul style="list-style-type: none"> <li>• TIG members welcome new members and discuss goals/objectives for January convening</li> </ul>

## Resources

### **Evaluation Planning**

Pell Institute for the Study of Opportunity in Higher Education Evaluation Toolkit  
<http://toolkit.pellinstitute.org/evaluation-guide/>

W.K. Kellogg Foundation Evaluation Handbook and Logic Model Guide

<http://www.wkkf.org/resource-directory/resource/2010/w-k-kellogg-foundation-evaluation-handbook>

### **Think Aloud Protocols**

<https://www.nngroup.com/articles/thinking-aloud-the-1-usability-tool/>

[http://www.niar.wichita.edu/humanfactors/toolbox/T\\_A%20Protocol.htm](http://www.niar.wichita.edu/humanfactors/toolbox/T_A%20Protocol.htm)

### **Data Coaching**

PSESD Trainings

[https://www.psesd.org/services/learning-and-teaching/program-evaluation-and-data-services/data-services/#OSPI\\_District\\_and\\_School\\_Data\\_Team\\_Toolkit](https://www.psesd.org/services/learning-and-teaching/program-evaluation-and-data-services/data-services/#OSPI_District_and_School_Data_Team_Toolkit)

OSPI Toolkit

<http://www.k12.wa.us/CEDARS/Data/Toolkit.aspx>

### **Race Equity Resources**

Race Equity Tool

<https://www.psesd.org/wp-content/uploads/2015/03/RacialEquityTool.pdf>

Race Equity Policy Review Guide

[https://www.psesd.org/wp-content/uploads/2015/03/PSESD\\_RET\\_PolicyReviewWorksheet.pdf](https://www.psesd.org/wp-content/uploads/2015/03/PSESD_RET_PolicyReviewWorksheet.pdf)

Race Equity Tool Materials

<https://www.psesd.org/services/equity-in-education/>

### **Data Visualization**

Stephanie Evergreen's blog and training materials

<http://stephanieevergreen.com/>

Top Ten Dos and Don'ts for Charts and Graphs

<https://duke.app.box.com/v/toptenslides14>

## **Student Voices: Listening, Learning & Actions**

All quotes from “Students Speak: Are We Listening?” by Kay McCleeny and Arleen Arnsperger, (2012). Center for Community College Student Engagement, University of Texas, Austin.

### **Listen Systematically**

An essential element for this work is to determine what the college wants to know from students and how the information students provide will be used. This is more easily said than done and is the foundational work most often skipped.

It is useful to begin with thoughtful examination and discussion of the quantitative data from cohort tracking and surveys, identifying areas where students succeed, stumble, or stop. Then it is possible to ask, “What else do we need to know to understand more deeply what our students are experiencing?” “From which student groups do we particularly need to hear?”

The next step is to develop a focus group protocol – a set of discussion categories and questions to be asked of all students. Random, scattered conversation lead nowhere. Hearing responses to consistent questions from a number of students will provide actionable information. And more often than not, it also will lead to more questions! The culture of inquiry thus created should be a quintessential characteristic of community colleges on a mission to promote student success.

### **A Culture of Collaboration**

As is often noted in the literature on student retention and success, students are whole human beings. They do not have an academic division and a student services division in their heads; neither, for that matter, do they have a reading department and a psychology department. They are thinking and emotional beings. Colleges that are listening to their students are finding that collaboration across divisions and disciplines, and integration of academic support with instruction, serve students well. Further, the value of student-to-student collaboration figures strongly in effective teaching and learning, and colleges listening to their students are making collaborative learning a hallmark of their institutions.

### **Listen to Students Who Reflect the College’s Student Population**

The student body president and other student leaders might be seen as formally representing the students at a college: in a democratic sense, they do. However, they do not represent the student voice on the campus. They represent one group of students – those who are engaged in particular ways beyond the classroom. The objective is not to hear from special students but to hear from *typical* students – students who are engaged as well as those who are not.

It is important to hear from women, white students and students of color, part-time and full-time students, entering students and experienced students, day-time and evening students, athletes and future founders of technology companies, the well-prepared and the underprepared, the affluent and the poor, those who came to college immediately after graduating from high school and those who returned to college after years in the workforce. The students who truly represent the diverse students the college serves will tell us what we need to hear.