Linking Planning, Budgeting, and Assessment: Clarifying the Process

CUNY Workshop on Middle States Accreditation

March 10, 2015
Welcome!
WHAT PART OF

\( i\hbar \frac{\partial}{\partial t} \Psi(\vec{r}, t) = \left( -\frac{\hbar^2}{2m} \nabla^2 + V(\vec{r}, t) \right) \Psi(\vec{r}, t) \)

DON'T YOU UNDERSTAND?
Goals for Workshop

• Build understanding of what constitutes evidence for these linkages – as part of your ongoing processes

• Provide tips and templates that can help build the evidence base for these linkages and be used for continuous improvement

• Share real examples of how colleges are linking planning, budgeting, and assessment
Planning, Budgeting, and Assessment Linkages: Why Middle States Cares
Institutional Effectiveness is the Goal

- Sound planning and budget process based on assessment results and informed decision-making
- All leads to greater institutional effectiveness
Planning – Evidence (examples)

- **PMP** – long history of CUNY planning and assessment across colleges
- **Strategic Plan** – college-specific framework for what you’re trying to achieve as a college
- **Operational or Action Planning, Year End Reports** – that demonstrate how your SP is being implemented
- **Institutional Assessment Plan** – with evidence of implementation
- **Calendar of Planning** – especially of operational/action planning
Budgeting – Evidence (examples)

- **Budget Overview** – narrative of CUNY and college allocation
- **Description of Major Cost Centers**
- **Calendar(s) of Budgeting** – a little on how CUNY gets it, mostly on your college process
- **Budget Request Template(s)** – what departments use to make requests – could be within annual reports
- **Expenditure Reports**
- **Forecasting Models** – enrollment/budget projections
Assessment – Evidence (examples)

• **Institutional Assessment Plan** – showing assessment underway at multiple levels (course, academic and non-academic program, institution, Gen Ed)

• **PMP** – annual process of goal setting, implementation, assessment, and review

• **Calendar of Assessment** – that shows it is actually happening – what’s been done and projected (e.g., APR calendar)

• **Reports from Actual Assessments** – that help show assessments over time at different levels, with emphasis on program-level outcomes – great if can aggregate to some degree

• **Sample Data Reports** – used to inform decision-making, teaching and learning, etc.

• **Program Evaluations** – used to assess and develop programs
Transparency and Inclusion

- Important to show across planning, budgeting, and assessment processes
- Describe how participants are engaged over time and how
- Post key documents (e.g., plans, calendars, assessment results, etc.) accessible to the public
Pulling it All Together to Show Linkages

Evidence of These Linkages

Planning

Budgeting

Assessment
Your Turn –
Creating Evidence Using Calendars and Action Planning Process
(large group and breakouts)
Create a Common Calendar

• Share template example
  (large group – 5-10 minutes)

• Colleges work through a common calendar
  (breakout – 15 minutes)

• Report out and ask questions
  (large group – 5-10 minutes)
Multi-Purpose Action Planning

- Share template example
  (large group – 15 minutes)
- Colleges work through an action plan
  (breakout – 20 minutes)
- Report out and ask questions
  (large group – 5-10 minutes)
Break
Your Turn –
Creating Evidence Using CUNY and Your College Examples
(large group and breakouts)
Share Examples with Middle States

• Discuss CUNY programs that represent good examples (large group – 5 minutes)
• Review CUE as a good example (large group – 20 minutes)
• Colleges brainstorm other examples (breakouts – 10 minutes)
• Report out and ask questions (large group – 5-10 minutes)
Other CUNY Examples

- CUE
- ASAP
- Student Technology Fee
- Use of Library Electronic Resources
CUE – OAA Priorities

- **Priority Area I**: Immersion and summer bridge programs with the broad goal of improving college readiness and accelerating progress through remediation. Community colleges must include a goal to expand USIP by 10%.
- **Priority Area II**: First-year programs with the broad goal of improving first-to-second year retention rates for both native and transfer students.
- **Priority Area III**: Academic support services with the broad goal enhancing the impact of academic support services on student success in targeted areas.
CUE Annual Reporting

- Colleges articulate goals aligned with OAA priority areas for improving undergraduate education
- Goals should inform the allocation of college CUE funds and other resources at the college
- Colleges identify the types of evidence that will be used to gauge progress
- Colleges collect data and develop metrics to evaluate progress on goal at year’s end
- Colleges use assessment data to make program improvements such as changes to policy or practice, and to inform subsequent allocation of resources
Nichols 5-Column Model

• Institutional Mission/Program Goals
• Program Outcomes/Objectives
• Key Activities/Criteria for Success
• Metrics/Outcomes/Evidence
• Use of Results
PROPOSED REVISED REPORT TEMPLATE

**OAA PRIORITY AREA I**: Immersion and summer bridge programs with the broad goals of improving college readiness and accelerating progress through remediation. Community colleges must include a goal to expand participation in USIP by at least ten percent.

<table>
<thead>
<tr>
<th>Institutional Mission/ Program Goal</th>
<th>Key Activities/ Criteria for Success</th>
<th>Measurables/Evidence</th>
<th>Outcomes/ Use of Results</th>
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**OAA PRIORITY AREA II**: First-year programs with the broad goal of improving first-to-second year retention rates for both native and transfer students.

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<tr>
<th>Institutional Mission/ Program Goal</th>
<th>Criteria for Success/ Key Activities</th>
<th>Measurables/Evidence</th>
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**OAA PRIORITY AREA III**: Academic support services, with the broad goal of enhancing the impact of academic support services on student success in targeted areas.

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Real Examples of How CUNY Colleges Evidence These Linkages
What’s Happening at Colleges

- **Academic Program Review – LaGuardia**
  Bernard Polnariev, Administrative Executive Officer for Academic Affairs
  Bret Enyon, Assistant Dean For Teaching and Learning

- **Non-academic Program – Hostos**
  Dereck Norville, Institutional Research Specialist

- **Academic Program – City Tech**
  Tammie Cumming, Director, Office of Assessment and Institutional Research

- **Assessment Process and Evidence – Kingsborough**
  Rick Fox, Dean for Institutional Effectiveness and Strategic Planning

- **Linking the Processes – John Jay**
  James Llana, Assoc. Provost for Institutional Effectiveness

Other examples to share?
Wrap Up
Thank You!

(Please fill out the evaluation form.)
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