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 **+** Budgeting **+** Assessment **=** INSTITUTIONAL EFFECTIVENESS
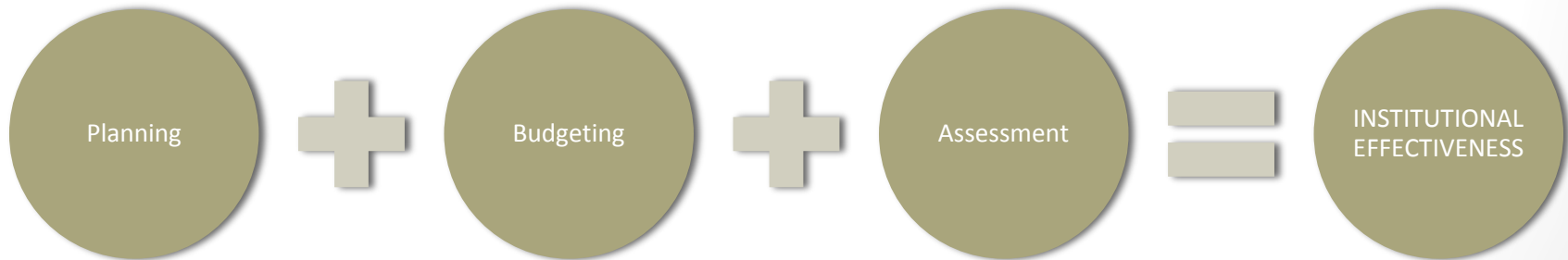
Planning – Evidence (examples)

- **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

Budgeting

Planning

Assessment

Evidence of These Linkages

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.

Institutional Mission/ Program Goal	Key Activities/ Criteria for Success	Measurables/Evidence	Outcomes/ Use of Results

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.

Institutional Mission/ Program Goal	Criteria for Success/ Key Activities	Measurables/Evidence	Outcomes/ Use of Results

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.

Institutional Mission/ Program Goal	Key Activities/ Criteria for Success	Measurables/Evidence	Outcomes/ Use of Results

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.)

Contacts at CUNY Central

- Erin Croke, Director of Undergraduate Educational Policy, erin.croke@cuny.edu

- Karen Kapp, Director of Administration and Grants, karen.kapp@cuny.edu

- Curtis Kendrick, University Dean for Libraries and Information Resources, curtis.kendrick@cuny.edu

- Cheryl Littman, Associate Dean for Institutional Effectiveness, cheryl.littman@cuny.edu

- Lucinda Zoe, University Dean for Undergraduate Studies, lucinda.zoe@cuny.edu