

Graduate NYC! Academy for Leaders in the Field of College Transition

## Data, Data Everywhere: Now What?

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Program Management  
&  
Program Evaluation

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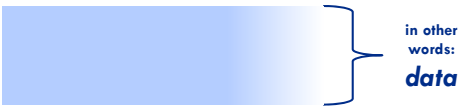
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### Why do we care about data?

- To achieve program goals, programs must meet the needs of students by designing effective instruction, services, activities, and/or support.
- Only through information about  **in other words:  
data**

can you effectively design and manage a quality program that helps students.

- Data clarifies, explains, and informs program management.

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### Collaborative Programs Research & Evaluation

- Support for Program Design and Management
- Evaluation of Programs
  - Process
  - Impact
- Conduct Research on College Transition

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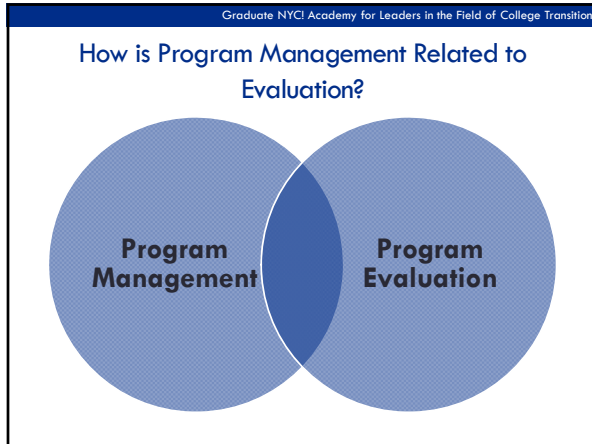
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### Program Evaluation

A systematic method for collecting, analyzing, and using information to answer basic questions about a program.

U.S. Department of Health and Human Services

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### Program Evaluation's Role

The overarching goal of evaluating a program is to create an evidence and information data base through which administrators and managers are informed so as to allow them to identify aspects of the program that require improvement in order to achieve intended strategic goals or to communicate the value of their program to key vested stakeholders.

Grayson, T. (2012) *Handbook on Measurement, Assessment, and Evaluation in Higher Education*.

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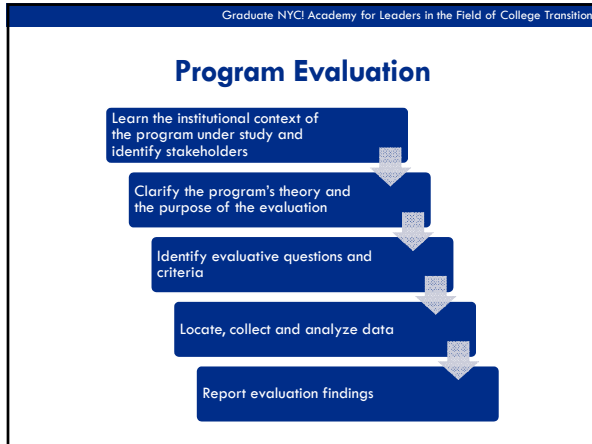
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### Program Management

Data, Data Everywhere –  
What do I do with it?

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### Program Management

- Data can provide clarity:
  - What makes a good program?
  - Does the same approach work for everyone?
  - What are the differences in outcomes?
  - Are differences expected or surprising?
- Data can pinpoint areas of improvement:
  - Where are the problems?
  - What needs to be changed? How?

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### Data to Inform Program Management

- **Example:**

Program Serves Out-of-School Youth  
 Offers Two Sets of Classes in Manhattan:

1. A College Workshop
2. A College Workshop with CUNY Placement Exam

Assumption that Similar Students Enroll in Both Classes  
 Recruitment for Both was the Same  
 Same Teachers Teach Both Sets of Classes  
 HOWEVER...  
 Enrollment was Lower and Students were Not Succeeding in Class 1.

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### Data to Inform Program Management

- **Example:**

Native Language	Workshop	Workshop + Exam
Spanish	60%	35%
English	20%	42%
Chinese	7%	15%
All Others	13%	8%

Borough	Workshop	Workshop + Exam
Bronx	50%	15%
Brooklyn	35%	12%
Manhattan	10%	55%
Queens	5%	13%
Staten Island	0%	5%

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### Data to Inform Program Management

- Discuss Findings
- Consider Possible Changes in Recruitment and Class Structure
- Implement Changes
- Use Data to Evaluate Changes

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### Data to Inform Program Management

Without data, you can only guess what is not working, how to correct it, and whether your efforts at change were effective.

While guesses may be informed by your experience and expertise, this approach might not be as successful as it could have been, especially in a large program with many variables to consider.

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### Data Can Serve Two Primary Functions for Programs:

<b>Describe &amp; Demonstrate</b>	<b>Inform Decision-making</b>
Reporting Accountability Marketing	Identify Issues Develop Questions Allocate Resources Solicit Buy-In

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### What Is Data?

**Factual material used as a basis for discussion and decision.**

 **Quantitative**

 **Qualitative**

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