HSI-STEM Research, Policy, & Practice Dissemination Series

Webinar #1
Pursuing Institutionalization of Program Components

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Institutionalization Workbook

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Table of Contents

Part I: Setting the Stage for Institutionalization

Institutionalization Planning Grid

What to Institutionalize • What is the component? • Who does it serve? • What are its goals?	
Value Proposition for Institutionalization • Value? Impact? • Ability to build capacity? • **What institutional need is your program component meeting (15 words or less)?**	
Making Your Case – Using Evidence • How do you *know* the component works? Adds value? • Evaluation evidence? • Anecdotal evidence?	
Environmental Scan and Mapping • Connection to other efforts on campus? • Connection to other similar STEM efforts? HSI efforts? • Statewide and nationally?	

Part II: Moving to Action

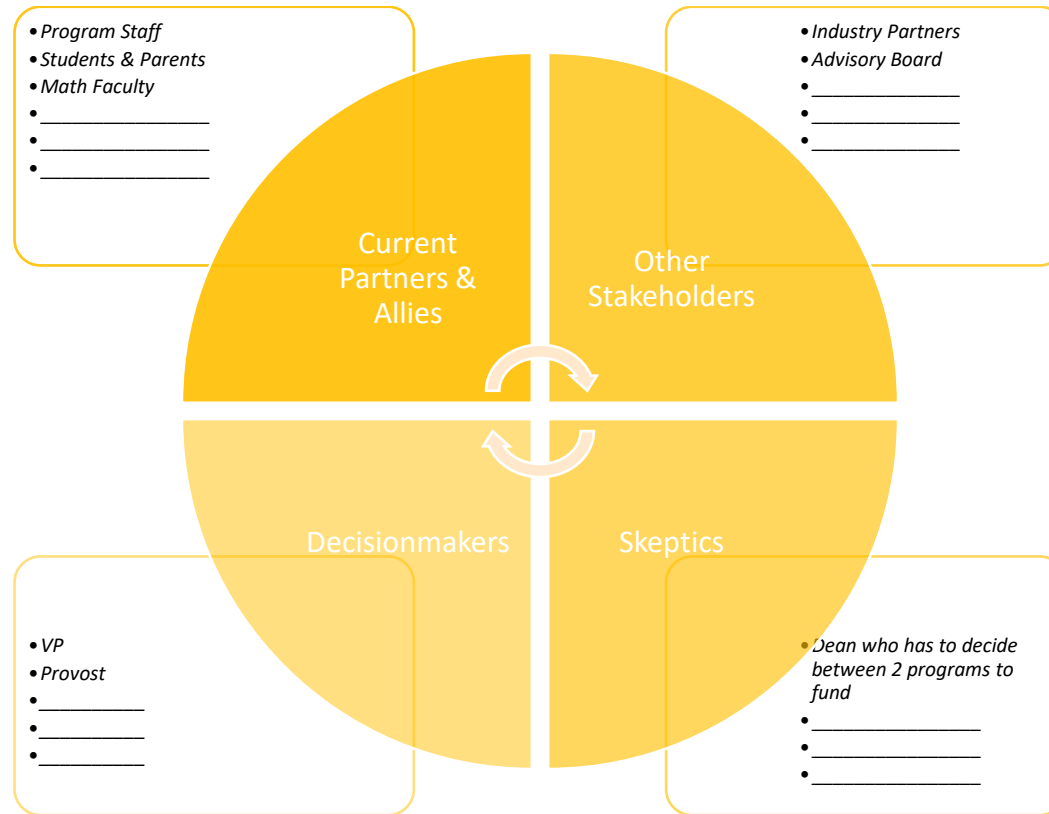|	
Your Vision for Institutionalization • What will institutionalization look like? (#s served, where housed, how paid for, staffing needed etc.)	
Allies and Stakeholders • Who cares about and can be partners in the program? • How can they help you institutionalize? *Develop a Network Map!*	
Decisionmakers • Who can make decisions to institutionalize your component? • What information do they want to see to be convinced? In what format? (think evidence of outcomes, benchmarking, synergies with other efforts) *Add to Network Map!*	
Demonstrating Effectiveness & Value - Communicating Your Case • What evidence do you already have? • What evidence to you still need? How will you get it? • How will you communicate your story?	

Identifying Obstacles & Challenges • What are possible obstacles & challenges to achieving institutionalization for this component? • What are your counter arguments or strategies to rebut?	

Institutionalization Network Map

Current Partners & Allies
- *Program Staff*
- *Students & Parents*
- *Math Faculty*
- _____
- _____
- _____

Other Stakeholders
- *Industry Partners*
- *Advisory Board*
- _____
- _____
- _____

Decisionmakers
- *VP*
- *Provost*
- _____
- _____
- _____

Skeptics
- *Dean who has to decide between 2 programs to fund*
- _____
- _____
- _____

Part III: Next Steps - Developing an Action Plan

	Short-Term	Intermediate-Term	Long-Term	Goal/s
SAMPLE ROW **TASKS** *Include Target Timeline and Who is Responsible/Involved*	*Complete network map to determine who to meet with, get on board, etc.* **Target:** *August 1, 2019* **Responsible:** *Project Director (but get feedback from evaluator)* *Collect additional data determined missing from Environmental Scan & Institutionalization Grid exercises* **Target:** *September 1, 2019* **Responsible:** *Project Director & Evaluator*	*Schedule meetings with key stakeholders to solicit feedback* **Target:** *By October 1, 2015* **Responsible:** *Project Director; Key staff; Evaluator*	*Developing marketing materials for faculty mentor ($500 stipend) and incoming 10 student position descriptions* **Target:** *Spring 2021* **Responsible:** *Project Director*	***Institutionalization of 10 My Mentor Positions by Fall 2021***
TASKS *Include Target Timeline and Who is Responsible/Involved*				

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Communication Plan Template

Audience (e.g., president/vp, dean, faculty colleagues, other offices)	Message(s) (e.g., cost effectiveness, specific outcomes/impact, connection to other projects on campus, promising practices)	Format (e.g., presentation at XXXX steering committee, infographic on key outcomes)	Data to Provide (e.g., retention in major, GPA comparison, time-to-degree comparison, student testimonials)

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SAMPLE: Completed Institutionalization Planning Grid

What to Institutionalize • What is the component? • Who does it serve? • What are its goals?	My Mentor program (peer-mentoring component) Serves: 15 entering STEM freshman by pairing them with near-peer mentor who has completed LD courses and program requirements. Also serves UD student mentor by providing hourly pay and stipend for lab materials. Goals: To develop community, sense of belonging, and connect peers to share resources (e.g., tutoring, faculty interactions) to assist in retention of students in program & school.
Value Proposition for Institutionalization • Value? Impact? • Ability to build capacity? • <mark>**What institutional need is your program component meeting (15 words or less)?**</mark>	Higher grades in courses for participants and greater sense of community/belonging. The My Mentor Program: - increases student engagement and success for URM students in the Sciences; & - Participants graduate within 4 years at higher rates than non-participants
Making Your Case – Using Evidence • How do you *know* the component works? Adds value? • Evaluation evidence? • Anecdotal evidence?	Evaluation data shows that in comparing participants to non-participants, those in My Mentor Program complete gateway courses at higher rates; have higher STEM GPAs; and report a higher sense of belonging and engagement in the university. Evaluation data also shows My Mentor participants graduating within 4 years with a STEM degree at higher rates than non-participants. Participants and their families also state how much the program made them feel connected to college – and made them feel like a scientist. 95% of participants who have completed the program have applied to, and are accepted in, graduate programs in STEM.
Environmental Scan and Mapping • Connection to other efforts on campus? • Connection to other similar STEM efforts? HSI efforts? • Statewide and nationally?	Campus: Graduation Initiative (CSU) Campus: Other STEM programs for URM students

Your Vision for Institutionalization • What will institutionalization look like? (#s served, where housed, how paid for, staffing needed etc.)	Institutionalization of 10 mentor positions. Housed in STEM Success Office on campus. Open to Upper Division, URM student majoring in STEM discipline with interest in graduate school. Paid for with state budgeted funds. Mentors receive $18 per hour; 10 hours per week + lab support of $500 per year. Faculty member should mentor the 10 peer mentors and receive support of $500 per year for research/travel.
Allies and Stakeholders • Who cares about and can be partners in the program? • How can they help you institutionalize? *Develop a Network Map!*	Partners: current mentors, current students, alumni, STEM faculty, industry partners who have hired our alumni. They can help: we can collect additional data from them; show impact of program. Support letters??
Decisionmakers • Who can make decisions to institutionalize your component? • What information do they want to see to be convinced? In what format? (think evidence of outcomes, benchmarking, synergies with other efforts) *Add to Network Map!*	Decisionmakers: President & Provost; Business & Finance Division, others?? Information they need: total costs per year; evidence of success; forecasting of impact on student success and institutional success (ppt slide??)
Demonstrating Effectiveness & Value - Communicating Your Case • What evidence do you already have? • What evidence to you still need? How will you get it? • How will you communicate your story?	We have: • GPA data, satisfaction, faculty perspectives on impact on students We still need: • testimonials, ideally including alumni, retention data (contact IR office), data from partners on impact of similar programs, estimated cost of attrition per student Communication: create infographic on retention and GPA; do testimonial videos; prepare 30-second pitch

Identifying Obstacles & Challenges • What are possible obstacles & challenges to achieving institutionalization for this component? • What are your counter arguments or strategies to rebut?	Obstacles: Cost Counter-argument: benefits far outweigh the costs (would be willing to reduce number of institutionalized positions)