

EQUAL OPPORTUNITY PLANNING COMMITTEE PROPOSAL AND PROGRAM EVALUATION TEMPLATE

EXAMPLE PROGRAM EVALUATION

After you complete this template, please attach the Title Page **for both proposal and program evaluations** (i.e., for program evaluations, attach the original Title Page that you developed for your proposal)

Type only inside cells. Cells will expand as necessary as you type. Do not type in cells where the text is **highlighted in yellow**.

Questions in red should only be filled out when completing this template as part of your program evaluation. Do not fill in cells to these questions when writing the proposal. For student recruitment and retention programs, additional evaluation information is required in addition to what is required on this template. See the Evaluation section of this website at www.equity.psu.edu/eopc/evaluations.asp for more information.

Introductory Information

Name of Program

Steps to Success

Have any of the program directors been directly involved in other EOPC programs (i.e., proposal writer, program director)? If so, please provide the name of the person(s) and of the program(s).

No

If this proposal is an academic year proposal, is it a continuation of an EOPC-funded summer program? If so, indicate the name of the summer program and the amount of EOPC funding that was provided for the summer program below.

No

If this proposal is a renewal proposal, how many years has this program been funded already (i.e., prior to this proposal)?

3

If this proposal is a renewal proposal, please provide a statement regarding your current plans for funding this program in future years without EOPC support.

This year we have accomplished about half of the budget reallocation needed to make this program a permanent component of our budget. We anticipate that by the end of the five-year funding cycle that this reallocation will have been completed.

Program Goals

Target Population - Please include the following in the target population: 1) number of proposed participants (use the same number you used on the title page) and 2) a specific demographic profile of the target population (do not use words like “minority” or “underrepresented”; instead, use specific descriptions such as “African American,” “students with learning disabilities,” etc.).

Twenty employees who are standing faculty at the assistant or associate professors rank or staff-exempt individuals (with no less than 8 from either group) from diverse groups: disabled, LGBT, African Black/American, Asian American, American Indian, Alaskan Native, Native Hawaiian, Pacific Islander, Hispanic/Latino, recent veterans of the armed forces (within the past 5 years), and women. Also, all members of the target population must express a strong commitment to advance beyond their current faculty rank or staff grade.

PROGRAM EVALUATION ONLY: Did the actual program population match the target population in terms of both 1) the actual number of participants served and 2) demographic profile? If not, please explain. Were any changes to the target population approved by EOPC prior to the beginning of the program? If not, why not?

No. We had 18 employees instead of 20, and we had 7 faculty instead of the minimum of 8 (with 11 staff). All participants came from one of the diverse groups mentioned in the target population. No changes made to the target population.

Problem Statement

While substantial progress has occurred over the past decade towards hiring and advancing diverse faculty and staff in higher education, much work still needs to be done, especially in the higher ranks and grades (see below for Penn State demographics that support this point). While the data on mid-level faculty ranks and staff positions is not as demonstrative as the data below, obviously, attaining mid-level faculty rank and staff positions is also critical to overall progress.

Full Professors

	Overall University		Our Unit	
	White	Male	White	Male
Current	80%	78%	78%	75%
10 Years Ago	86%	86%	82%	81%

Highest Staff Exempt Positions

	Overall University		Our Unit	
	White	Male	White	Male
Current	95%	56%	89%	62%
7 Years Ago	95%	61%	91%	71%

Overall Purpose and Method of the Program

The overall purpose of *Steps to Success* is to help participants develop the appropriate aptitudes and skills needed for career advancement. The overall method is to cultivate a community of diverse faculty and staff who will, through programming and mentoring, foster the development of useful strategies, resources, and encouragement to each other through networking, presentations and group discussion on specific topics that pertain to career advancement, and one-on-one mentoring. The program will integrate both faculty and staff together in one program even though the advancement process is significantly different for both groups. We believe sufficient value exists for incorporating both groups into a single program, such as helping develop better unit cohesion among faculty and staff and providing opportunities for faculty and staff to learn from each other. Of course, as might be expected, some programming will involve only faculty and other programming will involve only staff.

Goal(s) (add or delete cells as necessary)

Goal #1- Develop a peer mentoring network to optimize collaboration and group exchange of ideas, strategies, and accomplishments related to career advancement.
Goal #2- Develop, among faculty, appropriate aptitudes and skills needed for career advancement.
Goal #3- Develop, among staff, appropriate aptitudes and skills needed for career advancement.

PROGRAM EVALUATION ONLY: Were any changes made to the goals of the program? If so, please explain. Were these changes approved by EOPC prior to the beginning of the program? If not, why not?

No changes.

Objectives and Approaches (objectives must be measurable - add or delete cells as necessary. Add (copy/paste) more tables if you have more than three goals.)

PROGRAM EVALUATION ONLY: Were any changes made to the objectives or measures of any of the goals below? If so, please identify which goal(s) and objective(s) and explain the changes. Were these changes approved by EOPC prior to the beginning of the program? If not, why not?

No changes.

Goal #1- Develop a peer mentoring network to optimize collaboration and group exchange of ideas, strategies, and accomplishments related to career advancement.		
Objectives	Measure	Met objective? (Yes or No)
The following events will take place in support of this goal:	All measures below also include an 80% attendance rate for participants.	
#1 - Welcome reception	Event will occur in mid-September, with each participant sharing their background, advancement goals, and expectations on the program.	Yes
#2 - Four networking meetings with a specific discussion topic for each meeting a -developing advancement goals and an implementation plan	Each participant will identify and develop a specific plan with advancement goals and an implementation process and timetable, which will also be used in subsequent networking meetings.	Yes
b -overcoming obstacles	Each participant will identify at least one obstacle to their goals and will add at least one strategy to their implementation plan for overcoming this obstacle.	Yes
c -work-life balance	Each participant will identify at least one work-life balance issue and will add at least one strategy to their implementation plan for managing this issue.	No
d -final session to debrief accomplishments for the year and next steps	Each participant will modify their plan to include next steps for following year.	Yes
Approaches to objectives for Goal #1- The purpose of the welcome reception is to get everyone in the group acquainted with each other and to underscore the importance of the program through the participation of the unit executive, who will give opening remarks. The four group networking meetings will have at least one discussion facilitator present with appropriate expertise on the topic. Also, our unit has two alumni of the Emerging Leaders program, and at least one of them will be at each meeting to lend their voice to the discussion. The last meeting will be a group lunch that will also serve as our final event for the year, and our unit executive will also be in attendance to deliver closing remarks and encourage participants to continue working towards their advancement goals in upcoming years.		

PROGRAM EVALUATION ONLY: Comment on any objectives that were not met for Goal #1

We had to cancel our networking meeting on work-life balance because our campus was closed on this day due to a large storm. We tried to reschedule the session, but we had too many schedule conflicts to do so with any sort of reasonable attendance by participants.

Goal #2- Develop, among faculty, appropriate aptitudes and skills needed for career advancement.		
Objectives	Measure	Met objective? (Yes or No)
#1 - Two group meetings with senior faculty, one in the fall semester and one in the spring semester a-fall semester: this meeting will be led by one of our unit's senior faculty and will focus on participants' goals and implementation plans	80% attendance among participants	Yes
b-spring semester: this meeting will be led by the University's senior faculty mentor and will focus on accomplishments thus far on the implementation plan, continuing obstacles and work-life balance issues, and next steps	80% attendance among participants	Yes
#2 - Each faculty member will be paired-up with another faculty member who is at least one rank above in a related discipline for personal mentoring and consultation	Each pair will report meeting at least three times during the academic year	No
Approaches to objectives for Goal #2-(none beyond what is stated above)		

PROGRAM EVALUATION ONLY: Comment on any objectives that were not met for Goal #2

One of the faculty pairs did not have a successful experience. The two faculty members decided to discontinue the relationship half way through the year. Though we were able to find the faculty member a new match, by this time they were only able to meet once, so this faculty member could only report meeting twice during the year with another faculty member.

Goal #3- Develop, among staff, appropriate aptitudes and skills needed for career advancement.		
Objectives	Measure	Met objective? (Yes or No)
#1 - Two group meetings with senior staff, one in the fall semester and one in the spring semester a-fall semester: this meeting will be led by one of our unit's senior staff members and will focus on participants' goals and implementation plans	80% attendance among participants	Yes
b-spring semester: this meeting will be led by one of our unit's senior administrators and will focus on accomplishments thus far on the implementation plan, continuing obstacles and work-life balance issues, and next steps	80% attendance among participants	No
#2 - Each staff person will be paired-up with another staff member who occupies a position that would be considered at least at the next level up in the person's career path for personal mentoring and consultation	Each pair will report meeting at least three times during the academic year	Yes
Approaches to objectives for Goal #3-(none beyond what is stated above)		

PROGRAM EVALUATION ONLY: Comment on any objectives that were not met for Goal #2

At the spring meeting, of the 11 people in the staff group, we had 7 in attendance (64%).

Total number of objectives for all goals.

11

PROGRAM EVALUATION ONLY: Total number of objectives **attained for all goals.**

8

Evaluation Plan

For student recruitment and retention programs, go to www.equity.psu.edu/eopc/eval_recruit.asp for further instructions on writing the evaluation plan.

Identify the quantitative outcomes that the program will use to gauge success, and describe the methods employed to evaluate those outcomes.

Faculty (data below provided by the Office of Planning and Institutional Research):

Assistant Professors – Among the various categories of our target population, Penn State only tracks the tenure success rates for women and faculty from diverse racial/ethnic groups, and these rates are, respectively, 52% and 54%. We suspect that success rates for other members of the target population are similar.

Threshold for program success: 75% tenure success rate after 6 years.

Interim threshold: 90% will receive a “satisfactory” on their next scheduled 2- or 4-year tenure review prior to the final review (for those participants who still have an interim review scheduled).

Associate Professors – For the target population, again, promotion data are only available for women and faculty from diverse racial/ethnic groups. University data indicate that among associate professors about 35% of women and 30% from diverse racial/ethnic groups progress to the full professor rank after 6 years of becoming an associate professor. Again, we suspect promotion rates to be similar for members of other groups within our target population.

Threshold for program success: 50% attain the full professor rank within 6 years.

Staff:

Thresholds for success for staff advancement rates are more difficult to assess for numerous reasons (the advancement path for staff is not as linear as it is for faculty, especially under the new Competencies system; more staff than faculty do not seek advancement; and institutional research at Penn State does not have good data on the percentage of staff that attain promotions). Accordingly, no good benchmarks exist for assessing staff promotion rates. However, data provided by the Administrative Fellows Program indicates that 66% of participants have been promoted at least one time.

Threshold for program success: 50% attain at least one promotion within the next 6 years. Obviously, our program cannot provide the type of in-depth leadership development that the Fellows experience. Nevertheless, we would like to be aspirational in setting our thresholds for success for staff, and we believe a 50% success rate is realistic and aspirational.

Interim threshold: 90% will participate in at least one interview for a position that represents the next step in their career path within 2 years of completing the program.

Given the 6-year time frame established above (which was used to coincide with the potential tenure cycle of some assistant professors in the program), final data will not be reported for 7 years, though interim data will be reported as the data become available.

and/or (when appropriate, both)

Identify the qualitative outcomes that the program will use to gauge success, and describe the methods employed to evaluate those outcomes. Attach assessment instruments that will be used to measure qualitative information.

We will conduct several pre- and post-program questionnaires. One of the pre-program questionnaires will guide us in our program offerings.

Our actual qualitative assessment will be twofold: 1) We will consider a positive qualitative assessment to be, based on all questions posed, a 3.75 out of 5 on the scale of responses (“1” being “poor” and “5” being “excellent”) on a post-program questionnaire on participants’ opinions on the quality of the program. Specific points will include questions on participants’ sense of community, the value of the networking connections made, the quality of the program’s guidance in optimizing advancement, and their plans to stay engaged in the program’s advancement processes after the program is over. 2) We will also conduct a pre- and post-program assessment of participants’ knowledge of skills needed to optimize the chances for advancement, and the threshold for success will be a post-program improvement of 30% over the pre-program assessment baseline (separate pre- and post-program assessments will be given to faculty and staff).

Outcomes (PROGRAM EVALUATION ONLY)

Summarize quantitative outcomes based on the evaluation plan section of proposal. Attach, as appropriate, detailed information (i.e., tables, charts, historical/longitudinal data etc.) on these outcomes.

Since this year completes the 3rd year of the program, we only have final outcomes on some of the first-year cohort outcomes, specifically, the percentage of assistant professors who have received a “satisfactory” on their 2- or 4-year review and the percentage of staff who have had at least one interview. The program did meet its threshold for success on “satisfactory” for 2- and 4-year tenure review (100% with 90% for a threshold for success) but did not meet its threshold for staff interviews (80% with 90% as a threshold for success) Below are all outcomes thus far (thresholds for success have been the same for all 3 years of the program:

First-Year Cohort

Faculty

Assistant Professors

- 100% received a “satisfactory” on their 2- or 4-year tenure review
- Among those eligible for tenure thus far, 75% were granted tenure

Associate Professors

- 33% have been promoted to full professor

Staff

- 80% have participated in an interview that represents a position in the next step of their career path
- 20% have been promoted to a position in the next step of their career path

Second-Year Cohort

Faculty

Assistant Professors

- Of those who have had a review, 100% received a “satisfactory” on their 2- or 4-year tenure review
- Of those eligible for tenure thus far, 33% were granted tenure

Associate Professors

- 25% have been promoted to full professor

Staff

- 60% have participated in an interview that represents a position in the next step of their career path
- 10% have been promoted to a position in the next step of their career path

Summarize qualitative outcomes based on evaluation plan section of proposal. Attach, as appropriate, detailed information (i.e., tables, charts, historical/longitudinal data, etc.) on these outcomes.

For 1) in the Qualitative portion of the Evaluation Plan, our overall average for all questions was 4.12, which met our 3.75 threshold for success. For 2), our increase was a 24% overall improvement over baseline, which did not meet our 30% threshold for success.

In addition for program evaluations, attach EOPC Actual Expenditures Budget Page and any other supporting documents (i.e., assessment instruments, tables, charts, historical/longitudinal data, etc).

Linkages to External Documentation

Identify a statement(s) and page number(s) in Penn State's Strategic Plan (cf., <https://www.work.psu.edu/dept/president/pia/strategicplan/StrategicPlan.pdf>) that links or supports the implementation of this program.

To accomplish this [culture of adaptability] we need to pursue ongoing evaluation and improvement; enhancement of the teaching and learning environment; and the attraction and development of outstanding and diverse faculty, staff, and students (p. 15).

Penn State's commitment to the recruitment and retention of a more diverse faculty must also be maintained. The turnover that the University will experience in the faculty ranks also creates opportunities to enhance the number of women and faculty of color in our ranks, and to ensure their success in moving through the professorial ranks and contributing to our culture of academic excellence (p. 16).

The University has created many programs in recent years to support staff development and leadership, which have been, by all indications, very successful in improving the quality and performance of staff. These programs should be continued and shifted to an even greater focus on flexibility and cross-training for a wider range of responsibilities (p. 49).

Identify a statement(s) and page number(s) in your unit's current *Framework* diversity strategic plan (cf., www.equity.psu.edu/eopc/newplan.asp) and/or strategic plan (cf., www.equity.psu.edu/eopc/unitplan.asp) that links or supports the implementation of this program.

Fostering the development of a diverse faculty and staff, including career development and promotion and tenure, remains a high priority for the unit (p. 34).

Identify a statement(s) and page number(s) in *A Framework to Foster Diversity at Penn State: 2010-2015* (cf., http://www.equity.psu.edu/Framework/pdf/framework_2010_15.pdf) that links or supports the implementation of this program.

Establish and strengthen mentoring programs for diverse faculty and staff (p. 15).

If this document is a proposal, attach EOPC Proposed Summary Budget Page and Budget Notes. Also, attach any other supporting documents (i.e., recruiting template, retention template, GPA template, PSU ID templates, assessment instruments, tables, charts, historical/longitudinal data, etc). If this document is a program evaluation, attach EOPC Actual Expenditures Summary Budget and appropriate supporting documents (see above).