

PROJECT EVALUATION PLAN

Evaluation Design: (1) Evaluation will be a continual process, NOT a set of ancillary tasks amended to the grant project once or twice a year; (2) Involvement of a research and evaluation professional during grant development to assure reliability and validity of baseline data provided; (3) A third- party evaluation will be conducted by the District’s independent Office of Institutional Research & Planning, OIRP; (4) Adherence to *scientifically valid education evaluation methods* including use of multiple measures such as questionnaires, surveys, interviews and focus groups, control and comparison groups, and pre-post testing; (5) Staff with responsibility for institutionalization of activities post-grant will be involved in evaluation processes; and (6) Regular integration of Title III formative and annual summative assessment data into DeAnza institutional planning processes.

What Do We Mean by our Statement that ‘Evaluation will be a Continual Process’?
 At every meeting of the Title III staff, Activity Subcommittees, and Steering Committee, the topic of project assessment and outcomes tracking will be part of the agenda. Discussions of measurement tools and data collection methods will be integral to every pilot-test and new practice being implemented, with on-going adjustments of plans as needed.

Responsibility for Evaluation: Coordinator Keen and DeAnza Institutional Researcher (IR) Dr. LaManque, (worked with Title III team on application), will share overall responsibility for Evaluation. The Activity Director and Math and English Team leaders will be responsible for working IR to set up data collection; faculty will be responsible for administering measurement tools (surveys, , pre/post tests, etc.). Ms. Keen and Dr. LaManque will conduct focus groups.

Andrew LaManque, Ph.D. - Internal Evaluation Lead	
Academic Education and Credentials	B.S.,-Management Science (Finance), SUNY at Geneseo, 1986 M.A., - Economics, 1989, SUNY at Albany M.S. - Educational Administration, SUNY at Albany, 1991 Ph.D., - Education Policy, Politics and Law, SUNY at Albany, 1993
Related Professional Experiences	2002: Present, Research and Planning Officer, De Anza College; 2001: Coor. Business & Finance Policy Rsch, Office of President, Univ. of CA; 1996-2001: Sr. Research Analyst, Univ of MD; 1993-96: Exec. Asst to VP Instruction, Mohawk Valley Comm. College, Utica, NY.

The **Title III Steering Committee will also serve as a *Monitoring Committee***, reviewing on an ongoing basis assessment of the project's progress toward achieving the objectives and making recommendations for needed modifications to strategies.

External Evaluation: The Foothill DeAnza Community College District has an excellent independent Office of Institutional Research and Planning (OIRP) which supports the institutions in the district, with highly trained and credentialed staff. OIRP has established a solid reputation for conducting quality third-party evaluations on private and public special projects throughout the region. OIRP is a cost-effective (no additional cost to grant) vehicle for a quality external assessment and independent interpretation and analysis of data. *Unlike typical external evaluators, OIRP can be involved on a quarterly basis with formative assessments, rather than once a year.* Composite evaluation reports will be written each year with distribution to President, the President's Council, the Deans' Council, the Faculty Academic Senate, and Title III Steering Committee (which has student representation). Evaluation will also be posted on the project website, and sent to ED with Annual Reports. Feedback and information in the evaluation reports will be looped back into planning processes.

Measurement of Attainment of CDP and Activity Objectives.

For most pilot strategies, a student cohort of participants will be tracked for success and progression outcomes. The Institutional Researcher and the Activity Directors will set up tracking mechanisms for each student cohort. Student course completion, persistence data relative to the individual educational goals of students (attainment of AA/AS degree or Technological or Vocational Certificate), grades, and eventually, transfer data will be gathered in formative stages throughout the project. Two sets of data files will be maintained and reported: longitudinal data, the basis for trend studies or time-series studies for ascertainable changes in

student cohorts as a result of pilot interventions. Cross-sectional data typically reflect day-to-day operations (*increased use of Centers, Tutoring, Counseling, over time*) and will be useful as historical records for each reporting period.

Data Sources and Data Elements	
<p><u>MIS Support:</u> DeAnza IR, as well as District OIRP, works with a sophisticated MIS attached to the State system. All CA community colleges submit 14 data files to Chancellor’s Office within 30 days following last day of instruction each term. Four files comprised of computed variables (e.g., academic level, term & GPA) are created from combinations of static data files. Additionally, two files (program awards and financial aid) are submitted annually. In total, 166 data elements, or computed variables, are reported. There are three major categories of information (Student Data, Faculty and Staff Data, Course Data). Each database includes at least one “key” variable that enables linkages to other databases. Via this method, one-to-one, one-to-many, and many-to-many database relationships can be created.</p>	
Objectives ^(**)	Data Elements Related to CDP and Activity Objectives
Course Success and progression CDP Obj. 1, 2, 3 LASC/MRC 1-5	Info on course success will come from IR tracking files derived at the end of the term from the SIS (<i>grades</i>). Student progression through math and English sequences will be tracked (<i>courses</i>) tracking of <i>student cohorts</i> term-to-term & across multiple terms.
Monitor Student Use of Services CDP Objective 5 Activity Objective 7	LASC & MRC Directors will have <i>students log in</i> with student ID to database for tracking. Data analysis linkages can be made to assess impact of <i>frequency of use of Centers, Tutoring, and Diagnostic Assessment on grades and progression</i> of students and cohorts.
Equity: Demo-graphic Sorting of ALL Outcomes	Demographic information on students will be derived primarily from student responses to questions on application. (<i>Ethnicity, income, fin aid status, age, gender, zip code, family status, working status</i>)
Achievement of Degrees CDP Objective 1	Information on <i>students eligible for a De Anza degree</i> is extracted from SIS each summer for the proceeding year. <i>Cohorts of students participating in pilots (course lists) and using services</i> can be tracked.
IEPs/Progression toward stated goals) CDP Objective 5 Activity Objective 7	Initial info on <i>student goals</i> is derived from DeAnza application – data entered into MIS. In future this info will be augmented with data from information system in development to longitudinally track <i>progression on IEPs Individual Ed Plans each quarter</i> (similar to a degree audit).

Evaluations by Students (all Objs) & Faculty Satisfaction with Training & New Practices CDP Obj 4; Act Objective 6	Multiple measures will be used to gather <i>student and faculty evaluation feedback</i> , including standard questionnaires, surveys, individual and group interviews, and focus groups. Information on <i>student satisfaction</i> will be derived from Classroom Assessment Techniques (CATs) conducted by individual faculty members, as well as surveys of the general student population using random samples.
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BUDGET DETAILS

Per Instructions at the Application Development Workshops Given by Title III Program Staff, the Project Management Budget is Integrated with the Activity Budget

1. PERSONNEL					
Personnel Costs	'06-'07	'07-'08	'08-'09	'09-'10	'10-'11
Title III Coordinator	30,134	32,590	35,246	35,118	41,225
Activity/LASC Director	45,769	49,499	53,634	57,897	62,615
Title III Adm. Asst.	21,476	23,226	25,119	27,166	29,380
Faculty release (English)	26,500	42,848	44,133	45,457	23,384
Activity/MRC Director	38,841	42,007	45,431	49,133	53,138
Faculty Release (Math)	15,600	16,068	16,550	17,046	17,558
Faculty release (Counseling)	10,400	10,712	11,033	11,364	11,705
Instructional Associates	40,032	41,332	42,572	43,849	45,164
Total Personnel	228,762	258,282	273,617	290,030	284,169

2. FRINGE BENEFITS (% of Salary on which Benefits are Calculated)					
Position	'06-'07	'07-'08	'08-'09	'09-'10	'10-'11
Title III Coordinator (44%)	13,168	14,242	15,402	16,658	18,051
Activity Director (33%)	14,967	16,186	17,506	18,932	20,475
Title III Adm. Asst. (44%)	9,385	10,150	10,977	11,872	12,839
Faculty release (English) (14%)	3,684	5,956	6,134	6,139	3,250
MRC Supervisor (33%)	12,701	13,736	14,856	16,067	17,376
Faculty Release (Math) (30%)	4,664	4,804	4,948	5,0997	5,250
Faculty Rls(Counseling) (30%)	3,110	3,203	3,299	3,338	2,500
Instructional Associates (44%)	17,494	18,062	18,604	19,162	19,737
Total Fringe Benefits	79,173	86339	91,726	97,505	100,442

3. TRAVEL					
Year 1: \$26,000					
<p>Title III Coordinator & Activity Director to WA D.C. for national meeting. \$600 air, lodging & per diem \$250/day x four days, ground transportation \$75, airport parking \$30 (Total: 2 @\$1705 =\$3,410)</p> <p>The Kellogg Institute at Appalachian State University, NC trains and certifies</p>					