

Team Evaluation Plan

Strategy/Goal Team Name: Project Excel

Plan year: FY15

Pilot target population size: 25

Overall target population (size):

Target population description: AP/Honors at-risk Seniors at Palatine High School

Comparison group description:

Data Sources:

Expected Outcome (What do you hope to accomplish?) Ex. Increase placement into college level courses.	Criteria for Success (How will you determine if the outcome was met?) Ex. After retesting, 25% of students will place into college level course.	Results (Provide the data collected to evaluate this outcome) Ex. 29% (33/105) of students retested into college level course.	Use of Results (How will you use this data? What changes will be made as a result of these findings?)	Processes Impacted
Complete the 3 week Project Excel program (2 weeks at Harper, 1 week at Palatine HS).	90% of students will complete Project Excel.	17 students started, 1 students finished (100%).	We can interpret this success as indication that the program was successful and that students got something out of it.	n/a
Improve readiness for college.	80% of students will improve college-readiness (pre- and post-test college readiness assessment).	We will be focusing the program around awareness of college-level rigor and the implications thereof. This will allow for the pre and post-tests to be more effective measures (rather than directly trying to measure college readiness). Furthermore, in agreement with Palatine High School, we will be adding a qualitative focus group component to both the pre and post-test experience to capture more data. In addition, we will implement a writing skills assessment, and we will assess two college level assignments (one in natural sciences, one in social sciences).	The pre-tests were given at the college however the high school did not administer the subsequent post tests. Additionally we received video of focus group data, but it did not include any of the questions given to the high school. Unfortunately, we don't have sufficient data to report results, other than anecdotal comments that Palatine High School is very pleased and wants to continue running the program. The planned commitment (by the College) is to run the program during summer 2015 as a final 'courtesy' to the high school. The program would be led by one administrator and one faculty member and costs would be cut	n/a

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			<p>by 60% (costs will involve faculty stipend and course materials ONLY). This project has been challenged to find its place in relation to Goal 3.2 but has been meaningful to our partnerships with this sender high school.</p>	
<p>Improve knowledge of accessing college services and how that can aid in college success</p>	<p>80% of students will improve college-readiness (pre- and post-test college readiness assessment).</p>	<p>We will be focusing the program around awareness of college-level rigor and the implications thereof. This will allow for the pre and post-tests to be more effective measures (rather than directly trying to measure college readiness). Furthermore, in agreement with Palatine High School, we will be adding a qualitative focus group component to both the pre and post-test experience to capture more data. In addition, we will implement a writing skills assessment, and we will assess two college level assignments (one in natural sciences, one in social sciences).</p>	<p>The pre-tests were given at the college however the high school did not administer the subsequent post tests. Additionally we received video of focus group data, but it did not include any of the questions given to the high school. Unfortunately, we don't have sufficient data to report results, other than anecdotal comments that Palatine High School is very pleased and wants to continue running the program. The planned commitment (by the College) is to run the program during summer 2015 as a final 'courtesy' to the high school. The program would be led by one administrator and one faculty member and costs would be cut by 60% (costs will involve faculty stipend and course materials ONLY). This project has been challenged to find its place in relation to Goal 3.2 but has been meaningful to our partnerships with this sender high school.</p>	<p>Continued work with counseling, library and other services in particular the Office of Financial Aid financial aid,</p>

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Improve confidence in accessing college services and how that can aid in college success	80% of students will report scores of 4 or 5 (agree or strongly agree) as measured on a Likert scale assessment following the access of college services (i.e. Career Center; Academic Support Center; Faculty Office Hours; Library; Financial Aid office)	We will be focusing the program around awareness of college-level rigor and the implications thereof. This will allow for the pre and post-tests to be more effective measures (rather than directly trying to measure college readiness). Furthermore, in agreement with Palatine High School, we will be adding a qualitative focus group component to both the pre and post-test experience to capture more data. In addition, we will implement a writing skills assessment, and we will assess two college level assignments (one in natural sciences, one in social sciences).	The pre-tests were given at the college however the high school did not administer the subsequent post tests. Additionally we received video of focus group data, but it did not include any of the questions given to the high school. Unfortunately, we don't have sufficient data to report results, other than anecdotal comments that Palatine High School is very pleased and wants to continue running the program. The planned commitment (by the College) is to run the program during summer 2015 as a final 'courtesy' to the high school. The program would be led by one administrator and one faculty member and costs would be cut by 60% (costs will involve faculty stipend and course materials ONLY). This project has been challenged to find its place in relation to Goal 3.2 but has been meaningful to our partnerships with this sender high school.	n/a
Earn a course grade of "C" or better.	80% of students will earn a course grade of "C" or better.	50% of students audited; high school reported passing grades.	We've already discussed needing to incorporate more assignments into program to be able to determine "passing" the content courses, not just the overall experience (i.e. Harper faculty give "grades" and high school gives grades.)	n/a

<u>Common Outcomes Measures</u>
Common measures for all strategies:
<ul style="list-style-type: none"> • Cost/individual¹
<ul style="list-style-type: none"> • Scalability²
<ul style="list-style-type: none"> • # people/units impacted
<ul style="list-style-type: none"> • Technology enhancement³
<u>Explanatory notes</u>
¹ total cost of project divided by number of intended target group served as well as cost if project scaled up to serve larger target group.
² measure(s) that indicate scope of project if implemented for wider target group or across the college
³ technology assistance needed for pilot phase as well as scaling up for larger target group or across the college
Common measures for strategies targeting students :
<ul style="list-style-type: none"> • Demographic breakouts (race/ethnicity, gender, age)
<ul style="list-style-type: none"> • Achievement gaps by demographic breakouts