

Team Evaluation Plan

Strategy/Goal Team Name: Student On-Campus Employment

Overall target population (size): 180-225

Pilot target population size: 25-75

Comparison group description:

Target population description:

- 1. Harper credential seeking students who were employed on campus Fall 2012**
- 2. Harper credential seeking students who were not employed on campus Fall 2012**

- 1. All on-campus student workers Fall 2012 and Spring 2013 employed by Harper College versus credential seeking students who do not work on campus**
- 2. On-campus student workers who did not participate in the workplace preparedness training vs. a random sample of students who were required to participate**
- 3. Students eligible for Federal Work Study, Fall 2012, who were employed on campus vs. not employed on campus**

Data Sources: Institutional Research

Plan year: FY13

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
Increase student workplace preparedness of all new student workers employed by the College (target group #1, comparison group #2)	<ul style="list-style-type: none"> • 80% of new student workers will attend a training session. • 70% of all students participating in the training will be evaluated by their supervisor as being better prepared in 5 areas (customer service, use of office equipment, payroll system, office etiquette, and appropriate dress). 90% of the supervisors will rate the areas as "Agree" 	63 students attended training, 43% of new hires Of the 63 who attended, 27 supervisor evaluations or 43% were submitted. The results to the five areas rated as being better prepared as strongly agree-agree: Customer Service 92% Office Etiquette 89% Use of payroll system 100% Office equipment 96% Appropriate dress 95% Of the 63 who attended, 51	1.Continue to offer training for new student workers. Revising content to increase students' knowledge of working on campus. 2.Enlist supervisors to send their new hires to training by demonstrating the benefits.	Career Center with possible assistance from CII for future on-line workshop.

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	<ul style="list-style-type: none"> 90% of students will take part in a self-evaluation in order to determine whether they were knowledgeable about seven areas covered in training with 90% reporting that they “know the topic well” 	student evaluations or 81% were submitted. The results to “knowing the topic well” were: Office Etiquette 90% Office Equipment 65% Time Sheets 86% Harper website 84% Know department 80% Job Performance 84% Know Harper 86%		
Increase persistence rate of students who work on-campus. (target group #2, comparison group #1 and #3)	<ul style="list-style-type: none"> 75% of students working on campus will persist Fall to Spring. Persistence rate for the student working on campus will be 10% higher than the comparison group. 	For Student Employees Overall: <ul style="list-style-type: none"> 85.5% of students working on campus persisted from Fall 12 to Spring 13 Persistence rate for students working on campus was 16.1% higher than students not working on campus (69.4%) For FWS Students: <ul style="list-style-type: none"> 84.8% of FWS employed students persisted from Fall 12 to Spring 13 Persistence rate for FWS employed students was 5.5% higher than FWS non-employed students (79.3%) 	Data demonstrates the benefits for students who work on campus which will be marketed throughout campus.	n/a
Increase the percentage of students who complete the courses they take with	<ul style="list-style-type: none"> At least 70% of students working on campus will obtain a grade point average of 2.0 or above in 	For Student Employees Overall: <ul style="list-style-type: none"> 87.2% of students 		n/a

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a grade of C or higher. (target group #2, comparison group #1 and #3)	their Fall 2012 courses. On-campus work students will perform 10% better than the comparison group. <ul style="list-style-type: none"> At least 70% of students working on campus will obtain a grade point average of 2.0 or above in their Spring 2013 courses. On-campus work students will perform 10% better than the comparison group. 	working on campus obtained a Fall 12 GPA of at least 2.0. <ul style="list-style-type: none"> Students working on campus performed 22.4% better on Fall 12 GPA than students not working on campus (64.8%). Students working on campus (82.2%) performed 8.8% better on Fall 12 success rate than students not working on campus (73.4%) For FWS Students: <ul style="list-style-type: none"> 84.8% of FWS employed students obtained a Fall 12 GPA of at least 2.0. FWS employed students performed 13.2% better on Fall 12 GPA than FWS non-employed students (71.6%) FWS employed students (74.8%) performed 2.4% better on Fall 12 success rate than FWS non-employed students (72.4%) Spring 13 data will be available at end of FY13		
Increase the number of students who are working on campus.	<ul style="list-style-type: none"> As a result of assembling a working group of supervisors who will 	Between July 1, 2012 and February 28, 2013 there were 329 students who	Continue to market benefits of hiring student	Enlist the College as a whole to hire more student

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	receive training and will be engaged in creating job opportunities for students, Harper will increase on-campus employment opportunities over last year by 10%. (FY12, 332 students received a paycheck)	worked on campus as student aides or federal work study students; this is 5.79% increase over FY12. Data will be tracked until June 2013 and updated.	workers.	workers.

<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