

HSI-STEM Grant Organizational Meeting # 4

California State University
Northridge



*JD - 4440
2:00PM- 4:00 PM
December 8, 2011*

12/08/11

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Jacaranda Hall- Courtesy Prof. Steven Stepanek



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AGENDA

- **Welcome and Information Items – Ramesh, Kristin, and Susan**
 - Proposed name for program
 - Update on Cohort recruitment
 - CSUN – Nagwa and Tesha
 - Glendale CC - Kristin, Jan and Scott
 - College of the Canyons – David and Susan
- **Overview of Assessment and Evaluation Plan – Nathan**
- **Course Articulation Agreements**
 - Identification/Discussion on courses that need to be articulated with GCC and CoC*
- **Agenda Items for January 12th meeting**

*At this time we are expecting faculty leads from GCC and CoC to attend the meeting on December 8th and can arrange for breakout sessions with CSUN faculty as needed based on the size of the group.

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So what's the name of our program?

- **AI(MS)²**
Attract, Inspire, Mentor and Support Minority Students
- **AI(MS)² for CECS**
Attract, Inspire, Mentor and Support Minority Students for Careers in Engineering and Computer Science
- **AI(MS)² for ECS@CSUN**
Attract, Inspire, Mentor, Support, Minority Students for Engineering and Computer science Success @ CSUN
- **CSUN AI(MS)² for ECS**
CSUN Attract, Inspire, (Mentor- Support- Minority Students) for Engineering and Computer science Success
- **AI(MS)² @ CSUN**
Attract, Inspire, Mentor and Support Minority Students @ CSUN

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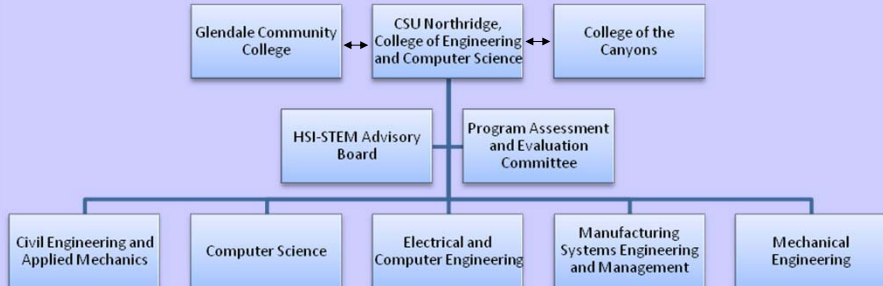

Overview

- **Approach**
 - Overall
 - Community college partners
- **Design**
 - CSUN
- **Next steps**


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HSI-STEM Partners



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Overall Approach

- Ground overall evaluation in project goals, objectives, and outcomes
- Comply with funding agency requirements
- Facilitate stakeholder involvement in the evaluation process as much as possible
- Support development of local project evaluations to meet the needs of project sites

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Approach with Community Colleges

- We support autonomy in evaluation approaches
 - Latitude in design/methods/data
 - Approach appropriate for expertise/interests/resources
- At a minimum, we need specific data collected through specific procedures for compliance
 - Program/document data and interview data
 - Project evaluation plan

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Community College Requirements

- We will need results from your evaluations to meet funding agency reporting requirements
 - Interim report (same format as APR) and annual grant performance report (APR)
- We will need annual evaluation reports from you
 - Formative evaluation report (end of first year only) and annual summative evaluation report (October 1)

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Required Submission to CSUN

- We will ask you to submit results that measure progress toward achieving project outcomes related to your sites
 - Annual summative evaluation report
- We will ask you to submit results related to a formative evaluation at the end of first year
- We will ask you to submit de-identified/redacted transcribed interview data

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Community College Considerations

- Annualize project outcomes as appropriate
- Develop design/methods to meet your needs
- Structure student participation
 - Expect participation as a requirement (stipend) and incentivize participation for non-project participants
 - We strongly encourage you to use student journals to support data collection for the evaluation of project outcomes that we share across sites

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Community College Resources

- Funding for evaluation
 - Community college project budgets may be used to purchase equipment, services or as incentives
 - Scale interviews/use focus groups to integrate into broader community college evaluations
- Electronic journal submission (if appropriate)
 - Submission via secure CSUN project website
- Consultation/collaboration/cooperation
 - Protocols/equipment and analysis/interpretation

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CSUN Design

- Embedded mixed methods design
 - Multiple data sources, types, methods (Table 11)
 - Quantitative data embedded within qualitative design
 - Cross sectional and longitudinal data collection and analysis of project and non-project (comparison) groups
- Case study/grounded theory approach
 - Develop an explanatory model of how program shapes participants grounded in empirical data
 - Examine factors that influence experiences, outcomes

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CSUN Design Considerations

- Describing diversity across project sites
- Understanding interrelationships
- Describing quality in the project
- Examining individualized outcomes

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Describing Diversity Across Project Sites

- Multiple project sites with unique contexts
- Dynamics, adaptations at local levels
- Understanding differences in contexts, content, processes, and outcomes requires a holistic, open-ended, discovery-oriented approach

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Describing Quality in the Project

- Addresses need to understand processes and outcomes that cannot be counted, compliments numeric data through nuance, detail, subtlety
- The “quality” focus is on meaning of an activity/outcome to participants
 - What does project mean to participants? How do project activities affect participants? What are the differences between participating and not?



Examining Individualized Outcomes

- Individualized outcomes across participants
 - Quality of student-faculty and peer-peer interaction
- Meaning of outcomes to participants
 - With fewer program participants and activities that are either interpersonal (faculty and peer mentoring) or unique (faculty research), there is a need to focus on meaning of outcomes to participants



Understanding Interrelationships

- Student underrepresentation in terms of race/ethnicity, gender, class, first-generation
- Student transfer from community college to CSUN/transition experiences
- Student-faculty/peer-peer interaction within context of academic/research participation



CSUN Research Questions

- During project formation and early implementation, need to examine processes
 - Formative evaluation questions
- During project period, requirement to evaluate project objectives/outcomes
 - Summative evaluation questions



CSUN Data Sources and Collection

- Data sources will include project faculty, staff, board, participants and non-participants
 - Data sources will also include institutional data
- Data collection will include documents, journals, interviews, and observations
 - Document data will include numeric data from faculty/tutor/mentor logs on frequencies of interactions/sessions

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CSUN Expected Results

- Frequencies and/or percentages
 - Transfers (from COC/GCC) and comparisons on program completion, online course enrollment, course grade and GPA
 - Articulated courses, advisors, advising, peer/tutoring, peer/faculty/mentoring, cohort model, FAWs, supplemental labs, research
- Thematic narrative/visual model
 - Quality of advising/tutoring/mentoring and relationships of project participation to outcomes

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CSUN Design Limitations

- Privileges naturalistic inquiry
 - Numeric data compliments textual data
 - Student achievement data still central to study
- Limits ability to draw causal relationships
 - Quantitative data limited to statistical descriptions
 - Comparison groups/explanatory model enhances design
- Requires more resources to execute study
 - Interview, observations are fieldwork intensive
 - Modify or scale procedures as needed

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Next Steps

- Consult with community college evaluators
 - December 8, 2011 in JD 4504 conference room
- Request feedback from project faculty/staff
 - Send feedback by January 6, 2012
- Develop evaluation proposal
 - Drafts from community college partners in January
- Share updates on evaluation design
 - Execute evaluation/collect data/discuss results

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