Program Evaluation Planning Template

Program evaluation is the SYSTEMATIC METHOD of collecting, analyzing and using information to answer questions about a program or projects.

An evaluation can be small (for one program) or large (an evaluation of many programs across the campus)

Programs can include anything from small boutique programs (e.g. student mentoring programs), large institutional programs (e.g. tutoring on campus), categorically funded programs (METRO, EOPS, and Guardian Scholars), academic programs (e.g. English department course track) and more.

Name of the program: ­­­\_\_­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Define the Program:

## Write out a description of your program:

|  |
| --- |
| *Describe the program in a way to help people who are not involved in the program understand what the program is* |

|  |  |  |
| --- | --- | --- |
| List your Stakeholders | List the Program Activities | List the Goals of the Program |
| *Who does your program Serve?*  *Who Funds the Program?*  *What Faculty are involved?*  *What Staff are involved?*  *What administrators are involved?*  *Other Stakeholders?* |  |  |

# Identify the Evaluation Questions:

|  |  |  |
| --- | --- | --- |
| Question | What data will answer this question? Where is the data? | Measurable |
| *Write out a question you are interested in* | *College database/Needs to be collected* | *Yes/No* |
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# Data Collection:

## How do you identify your students?

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| --- | --- | --- | --- |
| Marked in college database | All students are in the same course section | A list on my desk | Other\_\_\_\_\_\_\_\_ |
| *Where can they be found and what is the code?* | *If yes what is the course and the unique section Identifier?* | *If yes, you will need student ID or College Email address to match to database* | *Please describe* |
|  |  |  |  |

Possible Comparison Group: \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Data Type | Data Collection Source | Who will provide this information? | When will the data be collected |
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# Timeline

#### This timeline is a one year timeline. Consider using a 3 or 5 year timeline to plan your evaluation (and program) activities.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Activity | JAN | FEB | MARCH | APRIL | MAY | JUN | JULY | AUG | SEP | OCT | NOV | DEC |
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Program Evaluation Planning Example

Program evaluation is the SYSTEMATIC METHOD of collecting, analyzing and using information to answer questions about a program or projects.

An evaluation can be small (for one program) or large (an evaluation of many programs across the campus)

Programs can include anything from small boutique programs (e.g. student mentoring programs), large institutional programs (e.g. tutoring on campus), categorically funded programs (METRO, EOPS, and Guardian Scholars), academic programs (e.g. English department course track) and more.

Name of the program: ­­­\_\_New to College for Working Adult Program (NCWAP)\_\_\_

# Define the Program:

## Write out a description of your program:

|  |
| --- |
| *Describe the program in a way to help people who are not involved in the program understand what the program is*  New to College for Working Adult Program (NCWAP) is an accelerated 3 in 1 degree program for working adults which began in Fall 2017. NCWAP students take 1-12 units in a semester and can earn three degrees in under three years. Students meet with a NCWAP counselor once a semester and are given a schedule of courses to enroll in. The courses are for NCWAP students only. The students move through as a cohort. Students get reminder emails throughout the semester. |

|  |  |  |
| --- | --- | --- |
| List your Stakeholders | List the Program Activities | List the Goals of the Program |
| *Who does your program Serve?*  Working adults from the Bay Area  *Who Funds the Program?*  Student Equity and AEBG  *What Faculty are involved?*  NCWAP coordinator  NCWAP counselor  NCWAP faculty teaching the courses  *What Staff are involved?*  *What administrators are involved?*  Dean of Student Equity and AEBG  *Other Stakeholders?* | * Recruit working adults from the Bay area * Build partnerships with companies to recruit groups of students from different companies * Provide a clear pathway to 3 AA degrees in 2 years * All courses are offered during the nights and weekends * Contact the students often * NCWAP counselor support | * Offer Working Adults who have never been to college an opportunity to be successful in college * Boost enrollment at the college |

# Identify the Evaluation Questions:

|  |  |  |
| --- | --- | --- |
| Question | What data will answer this question? Where is the data? | Measurable |
| *Write out a question you are interested in* | *College database/Needs to be collected* | *Yes/No* |
| Are we closing the equity gap for our students? | College Database | YES |
| How many of our students are in Basic Skills courses? | College Database | YES |
| Are students succeeding in their courses? | College Database | YES |
| Are the NCWAP more enjoyable than other college courses? | The NCWAP students have not been in other college courses. | NO |
| Did the student enroll in the next set of courses the following semester? | College Database | YES |
| Do students hang out outside of class? | Would need to collect in a survey | Possibly |
| Will the NCWAP program improve the students overall wellbeing after they graduate and get a job? | We do not know if something will affect students in the future and we cannot track students after they leave the college 10 years from now | NO |

# Data Collection:

## How do you identify your students?

|  |  |  |  |
| --- | --- | --- | --- |
| Marked in college database | All students are in the same course section | A list on my desk | Other\_\_\_\_\_\_\_\_ |
| *Where can they be found and what is the code?* | *If yes what is the course and the unique section Identifier?* | *If yes, you will need student ID or College Email address to match to database* | *Please describe* |
|  | English A - CRN: 36854  POLS 1 – CRN: 36821  Math 10 CRN: 39521 |  |  |

Possible Comparison Group: \_\_\_New to College students starting in Fall 2017 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| Data Type | Data Collection Source | Who will provide this information? | When will the data be collected |
| Grades | College Database | The Office of Research | Early spring after grades roll |
| Ethnicity and other demographics | College Database | The Office of Research | Mid Fall after census |
| Course enrollments | College Database | The Office of Research | Mid Fall after census for Fall Enrollments  Mid Spring after Census for Spring Enrollments |
| Placement Scores | College Database | The Office of Research | Mid Fall |
| Student Connectedness Survey | Survey | Designed and implemented by the NCWAP coordinator. | Survey designed in early fall – Administered in Late fall 2 weeks before Finals |

# Timeline

#### This timeline is a one year timeline. Consider using a 3 or 5 year timeline to plan your evaluation (and program) activities.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Activity | JAN | FEB | MARCH | APRIL | MAY | JUN | JULY | AUG | SEP | OCT | NOV | DEC |
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Programs can include anything from small boutique programs (e.g. student mentoring programs), large institutional programs (e.g. tutoring on campus), categorically funded programs (METRO, EOPS, and Guardian Scholars), academic programs (e.g. English department course track) and more.

Name of the program: ­­­\_\_­­­­­­­­­­­­­­­­­­­­­Guided Pathways – Are we ready? \_\_\_\_\_\_\_\_\_\_\_

# Define the Program:

## Write out a description of your program:

|  |
| --- |
| *Describe the program in a way to help people who are not involved in the program understand what the program is*  Guided pathways is a student focused approach that clarifies the path, helps student enter a path to reach their Ed goals, helps students stay on track to reach their goals and ensures learning.  The college has decided to start to implement Guided Pathways to foster student success and to be a part of the Guide Pathways movement in the CCCs. Our first steps are learning where we need to focus our GP efforts and attention. |

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| --- | --- | --- |
| List your Stakeholders | List the Program Activities | List the Goals of the Program |
| Students  Categorical funding/Grants *–(Future U fund)*  Faculty  Counselors  Administrators  Research  Student Services  Staff  BOT | * Review Data * Current length of time to degrees/certificates (Student completion time and number of units needed) * program options * possible majors/degrees/certificates * Review completion and acceleration programs already implemented on campus * What activities are they doing? * What is the structure? * What type of support do they provide (Student services)? | * Gain a clear understanding of the current model at our college * Understand the need for GP * What is working? * Where can we expand current services? * What needs improvement/change? * Gain an understanding about programs/activities on campus are working |

By filling out this chart you are on your way to creating a logic model. Find logic model resources here:

<https://prolearningnetwork.cccco.edu/ask/resource/materials_for_logic_model>

# Identify the Evaluation Questions:

|  |  |  |
| --- | --- | --- |
| Question | What data will answer this question? Where is the data? | Measurable |
| *Write out a question you are interested in* | *College database/Needs to be collected* | *Yes/No* |
| How many units do students accumulate by exit (Degree/certificate/transfer)? How long does it take students to complete? | College database / CCCCO data resources (Scorecard, Data Mart) | Y |
| How many units are needed for each degree/certificate? Is it possible to complete in 2 years? | College database | Y |
| What completion/acceleration programs are on campus and what are their activities? | Collect from program coordinators | Y |
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# Data Collection:

## How do you identify your students?

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| Marked in college database | All students are in the same course section | A list on my desk | Other\_\_\_\_\_\_\_\_ |
| *Where can they be found and what is the code?* | *If yes what is the course and the unique section Identifier?* | *If yes, you will need student ID or College Email address to match to database* | *Please describe* |
|  |  |  | Data Mart – Scorecard |

Possible Comparison Group: \_\_\_\_N/A\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| Data Type | Data Collection Source | Who will provide this information? | When will the data be collected |
| Majors | Database | Research Office |  |
| Departments | Database | Research Office |  |
| Time to completion (degree/certificate/transfer) | Database/ Student Score Card/ Data Mart | Research Office |  |
| Number of units for each degree/certificate | Database | Research Office |  |
| number of options for a degree | Database | Research Office |  |
| Clarity in understanding the requirements towards degree/certificate | Catalog/website | A work group of counselors, instruction staff and faculty |  |
| Completion and acceleration programs and program activities | Program coordinators | Program coordinators |  |
| Student services activities and student usage | Counseling/matriculation tracking databases | Research Office |  |

# Timeline

#### This timeline is a one year timeline. Consider using a 3 or 5 year timeline to plan your evaluation (and program) activities.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Activity | JAN | FEB | MARCH | APRIL | MAY | JUN | JULY | AUG | SEP | OCT | NOV | DEC |
| For GP work group | X |  |  |  |  |  |  |  |  |  |  |  |
| Research office collects data and prepares report outs | X | X | X | X |  |  |  |  |  |  |  |  |
| Sub group analyzes catalog and website |  |  | X |  |  |  |  |  |  |  |  |  |
| Create list of completion and acceleration programs |  | X |  |  |  |  |  |  |  |  |  |  |
| Analysis of activities |  | X | X |  |  |  |  |  |  |  |  |  |
| Prepare a write up and presentation of results |  |  |  | X | X | X |  |  |  |  |  |  |
| Report out to college (Flex Day) |  |  |  |  |  |  |  | X |  |  |  |  |