

Evaluation Plan for Innovative Strategies, Intervention Programs, or Projects

Title V Hispanic Serving Institutions Grant

	Outcome/Objective	Measure(s)	Target	Data Collection Timeline	Data Owners
F1	Faculty Competence in Active Learning Teaching Skills	FOCUS Academy Survey The survey will measure perceived attainment in the following teaching skills: fostering collaboration, literacy groups (use of primary sources, etc.), questioning techniques, scaffolding, class discussions, writing, planning lessons, and assessment.	Survey responses will indicate attainment of at least 75% of active learning competencies by all FOCUS participants.	December 31 of -- 2015, 2016, 2017, 2018, 2019	Office of Professional & Organizational Development (Lee Grimes & Assistant Director of Innovative Instruction) Research & Analytical Services (RAS)
F2	Improved Student Performance	Student Course Completion The number of traditional students who successfully complete (with an A, B, or C grade) courses taught by FOCUS graduates will be compared with the number of students who successfully complete courses taught by non-FOCUS graduates. A sample of equivalent courses taught by non-FOCUS faculty members will be used as the comparison group. Traditional students are classified as non-dual enrollment students.	Successful course completion will be at least 3% higher in courses taught by FOCUS graduates as compared to courses taught by non-FOCUS graduates.	April 30 of -- 2016, 2017, 2018, 2019; and December 31 of 2016, 2017, 2018, 2019	Research & Analytical Services (RAS) Office of Professional & Organizational Development (OPOD)
F3	Increased Student Persistence	Course Withdrawal Rates The course withdrawal rates of traditional students taught by FOCUS graduates will be compared to the course withdrawal rates of traditional student taught by non-FOCUS graduates. A sample of equivalent courses taught by non-FOCUS faculty members will be used as the comparison group. Traditional students are classified as non-dual enrollment students.	Course withdrawal rates of students taught by FOCUS graduates will be at least 5% lower than the course withdrawal rates of students taught by non-FOCUS graduates.	April 30 of -- 2016, 2017, 2018, 2019; and December 31 of 2016, 2017, 2018, 2019	Research & Analytical Services (RAS) Office of Professional & Organizational Development (OPOD)

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F4	Increased Content Mastery	<p>Student Attainment of Course Learning Outcomes</p> <p>Course learning outcome completion in courses taught by FOCUS graduates will be compared to course learning outcome completion in courses taught by non-FOCUS graduates.</p> <p>A sample of equivalent courses taught by non-FOCUS faculty members will be used as the comparison group.</p> <p>Traditional students are classified as non-dual enrollment students.</p>	Course learning outcome completion (as indicated by "Met") in courses taught by FOCUS graduates will be at least 3% higher than the course learning outcome completion in courses taught by non-FOCUS graduates.	April 30 of -- 2016, 2017, 2018, 2019; and December 31 of 2016, 2017, 2018, 2019	<p>Office of Curriculum & Student Learning</p> <p>Office of Professional & Organizational Development (OPOD)</p>
C1	Increased Student Performance	<p>Student Course Completion</p> <p>The number of traditional students who successfully complete (with an A, B, or C grade) courses offered in active learning (AL) classrooms will be compared with the number of students who successfully complete courses offered in non-AL classrooms.</p> <p>A sample of equivalent gateway courses offered within non-AL classrooms will be used as the comparison group (excluding graduates from the FOCUS academy).</p> <p>Traditional students are classified as non-dual enrollment students.</p>	Successful course completion will be at least 3% higher in AL classrooms as compared to courses offered in non-AL classrooms.	April 30 of -- 2016, 2017, 2018, 2019; and December 31 of 2016, 2017, 2018, 2019	<p>Research & Analytical Services (RAS)</p> <p>Office of Professional & Organizational Development (OPOD)</p>

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C2	Increased Student Performance in Tier 2 Classrooms	<p>Student Course Completion in Tier 2 Courses</p> <p>The number of traditional students who successfully complete (with an A, B, or C grade) courses offered in active learning (AL) Tier 2 classrooms will be compared with the number of students who successfully complete courses offered in non-AL classrooms. Both groups will be taught by FOCUS academy graduates in order control for variance due to faculty training and isolate the impact of the Tier 2 classrooms on student success.</p> <p>A sample of equivalent gateway courses taught within non-AL classrooms by FOCUS graduates will be used as the comparison group.</p> <p>Traditional students are classified as non-dual enrollment students.</p>	Successful course completion will be at least 3% higher in Tier 2 classrooms as compared to courses offered in non-AL classrooms. This one is hard-and-fast at 3% the way it is written. Nothing to do with increase/decrease. Just know that going in.	April 30 of -- 2017, 2018, 2019 and December 31 of 2017, 2018, 2019	<p>Research & Analytical Services (RAS)</p> <p>Office of Professional & Organizational Development (OPOD)</p>
C3	Demonstrated Use of Active Learning Strategies in Tier 1 Classrooms	<p>Classroom Observations, Interviews, & Focus Groups</p> <p>Classroom observations of faculty assigned to AL classrooms will be conducted a minimum of once per semester to confirm use of active learning strategies. Faculty members will prepare lesson plans that describe the strategies that will be used.</p> <p>Individual interviews with faculty will be conducted at the completion of their first semester in an AL classroom to discuss use of active learning strategies.</p> <p>Focus group interviews will be conducted annually with all ALC faculty to discuss use of active learning strategies.</p>	During the classroom observations, at least 60% of the active learning strategies identified in the lesson plan will be demonstrated and observed.	April 30 of -- 2016, 2017, 2018, 2019 December 31 of 2016, 2017, 2018, 2019	<p>Classroom Observations & Individual interviews - Office of Professional & Organizational Development (OPOD)</p> <p>Focus groups - Research & Analytical Services (RAS)</p>

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C4	Demonstrated Use of Active Learning Strategies in Tier 2 Classrooms	<p>Classroom Observations, Interviews, & Focus Groups</p> <p>Classroom observations of faculty assigned to AL classrooms will be conducted a minimum of once per semester to confirm use of active learning strategies and use of Tier 2 technology. Faculty members will prepare lesson plans that describe the strategies & technology that will be used.</p> <p>Individual interviews with faculty will be conducted at the completion of their first semester in an AL classroom to discuss use of active learning strategies.</p> <p>Focus group interviews will be conducted annually with all ALC faculty to discuss use of active learning strategies.</p>	During the classroom observations, at least 60% of the active learning strategies identified in the lesson plan will be demonstrated and observed.	April 30 of -- 2017, 2018, 2019	<p>Classroom Observations & Individual interviews - Office of Professional & Organizational Development (OPOD)</p> <p>Focus groups - Research & Analytical Services (RAS)</p>
C5	Increased Student Engagement	<p>Student Evaluations of Faculty Performance</p> <p>Students are asked to complete evaluations of faculty performance at the end of every course. Additional questions regarding whether the classroom environment facilitates engagement and learning will be added to evaluations of courses taking place within ALCs.</p>	At least 80% of students will respond positively to questions regarding whether the classroom environment facilitates engagement and learning.	April 30 of -- 2016, 2017, 2018, 2019; and December 31 of 2016, 2017, 2018, 2019	Office of Curriculum & Student Learning and Office of Professional & Organizational Development (OPOD)
A1	Increased Number of Faculty Advisors	<p>Increased Number of Faculty Advising Sessions</p> <p>The number of students who participate in faculty advising sessions will be tracked each semester.</p>	50% of all full time faculty (regular & temporary) will be trained by the end of Year 5 of the grant	April 30 of -- 2016, 2017, 2018, 2019; and December 31 of 2016, 2017, 2018, 2019	Office of Comprehensive Advising & Mentoring Services (Nancy Garcia & Coordinator of Faculty Advising)

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A2	Reduced Number of Students Taking Courses Outside of their Degree Plan	Reduction in the Number of Students Receiving Off-Track Notifications The number of students receiving faculty advising who are identified as "off-track" will be compared to the number of students <u>not</u> receiving faculty advising who are identified as off-track.	The number of students receiving faculty advising who are identified as off-track will be at least 5% lower than the number of students <u>not</u> receiving faculty advising who are identified as off-track.	December 31 of 2017, 2018, 2019	Office of Comprehensive Advising & Mentoring Services (Nancy Garcia & Coordinator of Faculty Advising) Technology Resources (Stephen Crum, Rolando Rangel)
A3	Increased Faculty-Student Engagement	Increased Number of Faculty Advising Sessions The number of students who participate in faculty advising sessions will be tracked each semester.	The number of students participating in faculty advising sessions will increase by at least 15% each year.	April 30 of -- 2017, 2018, 2019; and December 31 of 2017, 2018, 2019	Office of Comprehensive Advising & Mentoring Services (Nancy Garcia & Coordinator of Faculty Advising)
T1	Greater Starr County Participation	Student Enrollment in NAH courses at Starr County The number of students enrolled in Nursing & Allied Health (NAH) courses via Blackboard Collaborate software at the Starr Co. Campus will be tracked.	The number of students enrolled in NAH courses via Blackboard Collaborate software at the Starr Co. Campus will increase by 10% each year.	April 30 of -- 2016, 2017, 2018, 2019; and December 31 of 2016, 2017, 2018, 2019	Research & Analytical Services (RAS)
T2	High Quality Remote Instruction	Student Completion Rates in Courses Taught via Blackboard Collaborate The number of students who successfully complete (with an A, B, or C grade) courses offered via Blackboard Collaborate will be compared with the number of students who successfully complete equivalent courses through traditional (face-to-face) methods.	No significant difference in student completion rates will be found between the course delivery methods (Bb Collaborate and face-to-face instruction).	April 30 of -- 2016, 2017, 2018, 2019; and December 31 of 2016, 2017, 2018, 2019	Research & Analytical Services (RAS)
T3	Greater Connectivity	STC User Internet Speed The Internet speed available to STC students, faculty, and staff will be monitored. Internal software (Insight) is used to monitor Internet usage and speed in real - time.	Available internet speed (delta) will increase by 100% - from 1 gigbit to 2 gigabits.	Upon full installation. First report December 31, 2015. Updates each April 30	Technology Resources (Alex Kolahdouz)