

CAL-STEP EVALUATION

CAL-STEP Evaluation Design-- Overall

Formative evaluation questions:

1. To what extent did the project team succeed in implementing the proposed project components?
 - a) What did the team accomplish in terms of developing, piloting, disseminating and delivering online lab curriculum?
 - b) What did College of Marin accomplish in terms of developing, piloting, disseminating and delivering courses using alternative delivery strategies?
 - c) How satisfied were students with the alternative delivery?
 - d) How effectively did the team promote the alternative delivery models to the CCC and four-year college communities?
 - e) How effectively did CAL-STEP leverage inputs and secure additional support?
2. What were the challenges, unanticipated outcomes, and lessons learned?
 - a) What did the team learn in terms of how to effectively develop, disseminate and deliver online lab and other alternative delivery strategies?

Summative evaluation questions:

1. To what extent did the project increase course offerings in engineering at the participating colleges?
2. Did students in courses using alternative delivery strategies learn and retain course materials differently than students in traditional lecture style courses?
3. Did access to alternative models of engineering courses increase student enrollment and persistence to transfer?
4. Did students in courses using alternative delivery strategies enjoy higher persistence and success rates than students in traditional lecture style courses?
5. Did faculty trained in alternative delivery strategies adopt the new models at their own college?

CAL-STEP Evaluation Design—Year I

A detailed evaluation plan for Year I has been developed and is available for review and feedback.

Key activities include:

Formative evaluation activities:

- Interviews w instructional team members
- Focus groups/surveys w. students in pilot courses
- Documentation of dissemination activities (e.g., ELC presentations, WEB-site)
- Linking of CAL-STEP to national and international research and practitioners

Summative evaluation activities:

- Collect list of engineering course offerings at participating colleges for fall 2014, spring 2014, and fall 2015.
- Research and select appropriate assessment to use
- Develop data sharing agreements with participating colleges to gather institutional data
- Develop data collection protocol to systematically gather student assessments from each participating college.
- Collect and analyze baseline course completion, success, and persistence data on fall 2014 students