

Family Involvement for Latino Success in College: A Family-Centered and Community-Based
Approach to Latino Student Access, Persistence, and Retention

Mountain View College
Dallas County Community College District

Evaluation Plan

Revised

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Project Goal and Objectives. The goal of the 2006-2009 FIPSE grant is to increase Latino student access, persistence, and retention through participating community colleges.

Definition of Terms

Access means that students will demonstrate increased awareness of college services, processes, and opportunities

Community-based refers to the enlistment of resources and opportunities offered by community organizations to promote student academic success in college.

Family-centered refers to the integration of one or more key family members of Latino students into student success initiatives throughout their academic experiences in college.

Key family member is a person in a Latino student’s family whose decisions affect the successful achievement of that student’s academic goal.

Persistence means remaining in and completing the family-involvement course

Retention means enrolling in and completing course work beyond the family-involvement course

Project Objectives and Their Measurement. Objectives of the “*Family Involvement for Latino Success in College*” (FIM) Project address Latino student access, retention, and persistence. As a result of key family involvement in courses,

- 1) Latino students will demonstrate increased awareness of college services, processes, and opportunities, measured by the results of their completion of pre-test and post-test surveys.
- 2) Latino students will demonstrate retention by completing course work beyond the family-involvement course at a higher level than those first-generation Latino students not enrolled in the family-involvement course.
- 3) Latino students will demonstrate persistence by the completion of the family-involvement course at a higher level than those first-generation Latino students not enrolled in the family-involvement course.

Evaluation Design. Project evaluation starts at the beginning of the program and will illustrate effectiveness, implementation of the project, outcomes and performance levels, and the extent and type of institutionalization of new practices that have taken place.

Evaluating the Effectiveness of Family Involvement in Academic Courses.

Components of the Quasi Experimental Research Design. Information will be collected about the Latino students enrolled in the credit classes involved in the Project and will be extracted from the District's Datatel's Colleague system. Colleague is an integrated information technology system incorporating student, staff, and financial data. It is designed specifically for higher education and used by the DCCCD. The integration of the systems provides the colleges with the capability to share information across the District. Other institutions using Colleague or similar database systems will be able to adapt this tracking model for their institutions. The evaluation of the project will measure (1) the retention of the students involved, (2) their persistence in the supporting project courses, and (3) their enrollment in subsequent college courses.

Non-Experimental Measures of Evaluation. Faculty, advisors, and staff will be involved in the use of a variety of survey instruments, including: student satisfaction assessments, classroom-based research techniques, and focus groups. Quantifiable outcomes will include measures by pre- and post-comparisons, cost studies, time analysis, and achievement of stated goals. Student and instructor feedback and opinion will be obtained using a DCCCD owned, internet based program. It will be used to monitor and track satisfaction, provide feedback on workshops and activities, solicit ideas, and compile results for program evaluation, improvement, and monitoring. The program offers on-demand and closed incident surveys, web survey links, custom mailing lists, and survey-tracking administration including survey workflow notification and response scoring.

Evaluating the Effectiveness of the Colleges in Instituting the Program.

Formative evaluations of the Project will allow any areas identified as needing improvement to be addressed immediately. Formative evaluation will allow for adjustment of objectives and schedules,

reallocation of resources, and revised managerial decisions made by the project director and college administrators based on preliminary evaluation results. *Summative evaluations of the Project* will be conducted at the end of each grant year focusing on the accomplishments toward the specific objectives for that year. *Final summative evaluations of the Project* will be conducted at the end of the project and will focus on total accomplishments relevant to objectives and institutional goals. It is projected that the evaluation process put in place will continue after the formal termination of the project.

Project Evaluator. The Project Evaluator will serve throughout the duration of the Project and work with the Project Director and other designated Project members each semester for the improvement of instruction and student services.

Responsibility of the Project Evaluator: (1) Meet each semester with the Project Director to coordinate evaluation activities at the colleges. (2) With the cooperation with the Project Director, select or design and develop the instruments appropriate for evaluating student access, persistence, and retention. (3) Compose periodic formative and summative reports of findings for use by the Director and other college personnel in revising learning and support activities and services. (4) Attend the national FIPSE Conferences, as required, with the Project Director. (5) Participate with the Project Director in two national web conferences during the grant period. (6) Compile data for and draft the final summative project evaluation and submit it to the Project Director at the end of the grant period.

Expected Outcomes: Likely Impact. With the successful completion of the "*Family Involvement for Latino Success in College Project*," a model will be placed across the colleges that addresses, course-based approaches including the family as content in the instructional process. This model should speak powerfully to institutions enrolling large numbers of Latino, first-generational college students. Although many institutions include support programs that are included in the "*Family Involvement for Latino Success in College Project*," this model is unique in the instructionally integrated family-centered component. The instructional approaches span traditional course credit structures and team-taught

learning communities. The appeal of this approach is that colleges may choose to replicate that part of the model that they find most useful for their situation. The model may be implemented in one or a number of courses and make use of existing support programs with little addition of new funding.

Dissemination of Findings. Throughout the grant's tenure, the Project Director will collate the project related data documenting cohort student access, persistence and retention. Each college will disseminate periodically the results of the program elements to 1) participating students and their families, 2) other colleges and universities participating in this Project, and 3) additional colleges and universities serving large urban Latino and other underserved student populations. These findings will be collated and distributed through a variety of technologies and venues.

1) Project College Award Recipients: Each fall the Project Director and perhaps other project team members will attend the National FIPSE Conference where they will display the FIPSE Project with graphic aids, auto-run CD-ROM's, a short video, and printed project descriptions and summaries.

2) Other Interested Colleges and Universities: Making use of a variety of technologies available to most colleges and universities and the traditional venues through which college staff communicate, the Project Director and project team members will participate in a number of professional activities for disseminating information about the project model and its findings:

Community College National Conferences: The Project Director will submit proposals for presentations at *The League for Innovation in the Community College* and others.

Project Website: Research and program results will be updated and posted twice each calendar year in downloadable PDF files. Additionally, the website will invite visitors' questions, allow them to post documents and will link to Title V sites at Hispanic Serving Institutions to encourage inter-institutional conversation and sharing.

Web Conferencing: Web conferencing may be scheduled with interested two- and four-year institutions. The first web conference will be held at of the second year (2007) and a second at the end of the project.

These web conferences will address lessons learned through the Project as well as issues of interest to HSI's and other audiences serving Latino student and family populations.

Community College Publications: The Project Director and/or staff will submit articles describing the family-centered concept, the Project, and its findings to publications such as *The Community College Journal*, *Innovation Abstracts*, *Community College Journal of Research and Practice*, and *The Chronicle of Higher Education*.