

Enhancing Critical Literacy Project Evaluation Plan¹

Overview

This document sets forth a comprehensive, five-year plan to evaluate the Enhancing Critical Literacy Project (ECLP). The goal of this project is to increase Critical Literacy (CL) of upper division transfer Hispanic and other students at CSUDH. The project consists of four components:

- **Component 1: Faculty Development** that includes (a) development of a seminar for faculty that emphasizes ways to integrate critical literacy -- reading, writing and critical thinking skills -- into their content courses, (b) development of a CL Lecture Series of general interest to all faculty, and (c) development of an online Handbook on Reading, Writing and Critical Thinking in the Disciplines for use by all faculty;
- **Component 2: Curriculum Development** that will (a) infuse a CL component into GE courses and courses in the major ultimately leading to a Writing Across the Curriculum (WAC) program, and (b) create an online certifying advanced composition writing course for GWAR;
- **Component 3: Enhanced Writing Center (CLASS)** that will (a) add staff personnel to be able to provide tutorial services in CL to more students, and (b) add computer workstations and software to improve students' CL; and
- **Component 4: Assessment of Student Learning** that will (a) develop and implement an assessment strategy for entering transfer students, (b) evaluate the impact of the project on CL skills and other desired student academic and college outcomes, and (c) administer the Spiraled Reading Study to assess improvement in students' writing abilities.

All four components of the project will be evaluated formatively and/or summatively. The first two years of the ECLP will focus on initial development and implementation of Components 1-3, supported by formative evaluation to ensure that they are on sound footing (i.e., problems identified and addressed) as a foundation for later activities. Most of the evaluation tools needed for the entire project will be developed or acquired during the first two years. After Y-2, Components 1-3 activities and evaluation work will still be on-going. However, Component 4 and the assessment of project outcomes and success will become the main focus. The management of the project will also be monitored and evaluated on an annual basis.

Evaluation Plan

¹ Draft 3—March 10, 2003

Details of the evaluation plan are presented in five parts. The first four parts delineate the methods of evaluation of each project component as described above. The last part presents a plan for assessing the management of the project. A list of project evaluation deliverables (i.e., instruments and reports) with approximate due dates can be found in **Appendix A: ECLP Evaluation Deliverables**.

Component 1: Faculty Development

ECLP will enable faculty to develop and infuse a CL component – reading, writing, and critical thinking activities -- into their content courses. ECLP will develop a faculty seminar in CL, offer a lecture series in CL, and produce an online Handbook on Reading, Writing and Critical Thinking in the Disciplines.

The faculty seminar will be developed in Y-1. It will first be offered in spring of Y-1 and each year thereafter. At least 15 members of the faculty will participate in the seminar and will create a CL component for two courses each, 30 courses total each year. The lecture series will be offered on an on-going basis. The Handbook is slated for development in the last and fifth year of the grant, 2006-2007. The plan to evaluate each of these faculty development activities is outlined below.

Evaluation of Faculty Seminar

Five methods will be used to evaluate the faculty seminar: (1) end-of course questionnaire; (2) focus group interview; (3) classroom assessment techniques (CATs); (4) course portfolio review; and (5) instructor interview. Evaluation results are intended for seminar instructors and project staff to implement both immediate and long-term changes and improvements in the seminar.

(1) End-of-Course Questionnaire

The Project Evaluator (PE) will work with seminar instructors to develop an end-of-seminar, anonymous faculty questionnaire that measures how well seminar learning goals and objectives have been accomplished, identifies unmet course expectations, assesses the level of faculty satisfaction with learning activities and/or classroom presentations, and solicits ideas and suggestions for improvement. The questionnaire will include demographic and background information items (e.g., gender, years employed at CSUDH, years teaching in higher education, academic discipline, etc.) for descriptive and analytical purposes. The evaluation will guide decisions about how to enhance the seminar to meet future faculty needs, interests, and preferences. Results of the questionnaire will not be used to evaluate the instructors as part of the regular faculty evaluation process of the university.

The questionnaires will be distributed by the seminar instructors in the final class of the semester. Respondents will be instructed to complete the questionnaire and return it directly to the PE in a postage-paid, self-addressed envelope provided. This method will ensure protection of the survey against potential misuse by the university (e.g.,

faculty instructor evaluation; terminating instructor or participant involvement in ECLP). The PE will process² the completed surveys, statistically analyze the data, and write a brief summary report. Individual faculty members or any responses to the questionnaire associated with individuals will not be identified in the summary report. All survey forms will be destroyed after the report is completed and submitted to the Project Director.

(2) Focus Group Interview

Mid-way through the seminar the PE will conduct a 45-60 minute focus group interview with approximately half of the faculty to assess their perceptions of seminar strengths and weaknesses and to solicit their ideas and suggestions for making the seminar a more valuable learning experience. *“What did you like best about the seminar?”, “What did you like least about the seminar?”, “What are the most important things you have learned so far from the seminar?”, “What specifically would you like to*

A **focus group** is an interview conducted typically with 6-10 people at a time. It is a powerful means to evaluate services or generate new ideas. In the opinion of one expert, idea generation is the most valuable and least used use of the focus group. Finding out what can be is much more important than finding out about what is. The focus group will be used to stimulate ideas for improving the seminar.

see added to or eliminated from the seminar?”, “What class presentations were most (least) helpful?” are the types of focus group questions that will provide useful, formative information. The PE will provide feedback to the seminar instructors within one week following the focus group. Instructors will be strongly encouraged to make appropriate mid-course adjustments based on this feedback.

(3) Classroom Assessment Techniques (CATs)

Another technique that is strongly recommended as a way to identify where there is need for improvement in the effectiveness of meeting the learning needs of students is the CAT. An excellent resource that contains a wide range of available CATs is the book Classroom Assessment Techniques by Cross and Angelo. According to these authors, CATs require no special training or assistance. They can be built easily into a course lecture or activity to gather specific information about how much and what type of learning is immediately taking place without consuming a lot of time and paperwork. This book should be made available to the seminar instructors. The intent is to ask them to select a small number of CATs they think will be helpful to use in the seminar for evaluation purposes. The following is a brief example of one CAT, the “Minute Paper”, and how it can be used as a formative evaluation tool. The Minute Paper collects written feedback on student learning. The instructor stops class two or three minutes early and asks students to respond to some variation on the following two questions: *“What was the*

² Outside professional data entry services may be needed to process surveys for this project. The PE will coordinate jobs to be done. Costs of services are assumed to be the responsibility of the project. In addition, all survey forms will be created in Excel or Word unless otherwise noted.

most important thing you learned during this class” and “What important question remains unanswered?” Students write their responses on index cards and hand them in. It is easily seen how seminar instructors can use this information to check how well faculty are learning what they are teaching. The Minute Paper is just one among many other CATs that may be incorporated into the faculty seminar to obtain information that will help the instructors improve their teaching and thereby facilitate achievement of desired learning outcomes.

(4) Course Portfolio Review

In the seminar faculty are expected to begin developing a course portfolio that will include revised syllabi of previously taught courses or new courses being developed. For each course faculty will be asked to describe the nature and expected course or student learning outcomes (i.e., writing, critical thinking) of CL activities and/or student homework assignments they plan to incorporate into their courses. Course portfolios will be used to document faculty efforts and progress toward infusing CL into the curriculum. They will be collected at the end of the seminar and given to the PE for review, analysis, and summarization into a brief report that will describe CL enhancements and the extent that they follow the CL policy that the Academic Senate of the University is creating.

(5) Instructor Interview

With the Project Director present, the PE will lead an open-ended, discussion-type interview with the seminar instructors at the end of the semester to (1) obtain their perspective (reflections and insights) on the seminar, (2) summarize all available evaluative information gathered to date, and (3) facilitate group discussion on formulating recommendations for future seminars.

The so-called ‘interview’ will probe what lessons the instructors have learned from teaching the seminar, what they think was done well and what could still be improved, what they felt faculty gained from the seminar, what issues or concerns faculty may have expressed about CL during the seminar, what future steps might be taken to address faculty concerns, and any other matters the instructors wish to discuss that would provide useful formative information.

Immediately following the interview with the seminar instructors, the PE, instructors, and Project Director will review all available evaluative information gathered about the seminar, including the end-of-course questionnaire, mid-term focus group, CATs, and faculty portfolios. The intent of this review is to identify specific strengths and weaknesses and lay the groundwork for developing a set of recommendations for enhancing future seminars.

Evaluation of Lecture Series

Each lecture in the series will be assessed by means of a brief (one-page), anonymous questionnaire asking attendees to rate the quality, relevance, usefulness and

impact of the lecture and to comment on the most important points covered. To assist the project in planning future lectures, the questionnaire can list a number of CL topics and ask respondents to select or rate the ones that have the most interest. The questionnaire will also gather demographic and background information (e.g., gender, years employed at CSUDH, academic discipline, etc.) for descriptive and analytical purposes. Surveys will be distributed by project staff at the end of each lecture, collected and returned to the PE for data processing, statistical analysis, and reporting.

Evaluation of Online Handbook

An online Handbook that provides faculty easy access to CL information and matters related to course development and instruction in CL will be assessed in two phases. The first phase will be a formative review of a pre-production draft of the Handbook using guidelines developed by the PE. Guidelines might take the form of a checklist of categories and rating scales for assessing things such as Clarity, Relevance, Usefulness, Organization, Coverage, etc. with space for reviewer comments. Using the guidelines, three to five faculty members who have taken the faculty seminar and have successfully infused CL into their courses will be asked to serve as an ‘expert’ panel to conduct the actual Handbook review. The panel will prepare a brief report listing key recommendations for changes and improvements. If this review takes place in fall 2006 (or earlier) and the Handbook is placed online by late fall 2006 or early spring 2007, approximately one year or less prior to the official end of the project, a faculty survey can be developed to collect baseline data on use and effectiveness of the Handbook in meeting faculty needs.

Component 2: Curriculum Development

The curriculum development process as outlined in the grant proposal begins with:

- the creation of pilot courses (non-major), followed by
- development of CL courses in the majors,
- and development of an Online Advanced Composition Course.

The grant calls for pilot tests of at least 90 courses, including 24 GE courses, evaluation of an unspecified number of CL major courses depending on academic department interest in embracing CL, and evaluation of an online composition course that provides writing instruction to students preparing for GWAR. A detailed plan for evaluating CL pilot and major courses, and the online composition course is presented below.

Evaluation of Pilot Courses

The plan to evaluate pilot courses involves four different kinds of assessments: (1) survey of faculty use of WAC/CTAC components, (2) use of CATs to assess student in-class learning, (3) end-of-course student survey of course satisfaction and self-report

learning, and (4) pre- and post test measures of reading, writing and/or critical thinking skills. The evaluation of pilot courses will address four key questions:

- To what extent do seminar-trained faculty actually implement pilot courses as planned (i.e., integrate CL activities into their courses)?
- Is CL learning taking place in the classroom and how is that learning related to CL instruction?
- How satisfied are students with CL courses and to what extent do they perceive they have developed or are learning to use CL skills?
- To what degree have pilot courses increased CL skills as measured by students' performance on objective tests?

(1) Faculty Use of WAC/CTAC Components

Faculty who have received seminar training are expected to incorporate CL activities into their content courses. The extent they have done so will be documented by means of (1) expanded course portfolios, (2) a mid-term portfolio round-table, and (3) video-tape recordings of classroom instruction.

- Expanded Course Portfolios. Course portfolios that faculty have begun to develop in the seminar will be expanded to include actual samples of student work and faculty reflective essays about students' work. In preparing course portfolios, faculty will: (1) collect student work samples reflecting different degrees of performance -- below average, average, and above average -- to indicate both successes of CL instruction and challenges that still remain, (2) collect samples of student work at the beginning, mid-term, and end of the course, in order to evaluate student progress and achievement in the development of CL skills, and (3) write a brief reflective essay about students' work and the value of CL classroom activities and/or homework assignments that seemed to foster student learning with greater or lesser degrees of effectiveness.
- Portfolio round-table. At mid-term pilot faculty will be invited to share their course portfolios with other pilot faculty colleagues in a round-table discussion. Each faculty member will be called upon to share poignant examples of CL teaching practices, how they were implemented, and the kinds of demonstrable student learning outcomes they brought about. The round-table forum will provide an opportunity for faculty to learn from one another about "best teaching practices" and ways to improve or modify CL pedagogy to promote student learning. The round-table will also be beneficial to seminar instructors who will then have many examples of CL activities to share with future faculty based on actual classroom experiences.

- Video-tape observations. A small number of pilot faculty will be asked permission to video-tape record a demonstration of a CL activity in their classroom. Such demonstrations can serve as material for documentation of grant activities, faculty seminars, presentations to campus constituencies and professional organizations, as well as for the faculty Online Handbook. Professional video-tape equipment and technical staff will be needed to achieve production quality.

(2) Classroom Assessment Techniques (CATs)

The purpose and potential benefits of CATs were briefly discussed earlier in the context of evaluating the faculty seminar. Research on CATs suggests that they can increase active involvement in learning, promote interest on the part of students in learning itself, increase cooperation and a sense of the classroom as a “Learning Community”, and increase course completion rates and student satisfaction (Cross and Angelo, Chapter 10). CATs can foster student interest and motivation to learn that can lead to important college outcomes sought by the CL grant (e.g., increased retention and graduation rates). Therefore, a one-half day training workshop led by a CAT expert on the value and use of CATs specifically for facilitating CL student learning outcomes is strongly recommended for pilot course faculty.

The challenge for evaluation is to gather information about how much and what kind of CL learning is taking place in the classroom and to use classroom feedback about student learning to improve instruction and facilitate student learning outcomes. CATs have the potential to provide this kind of information.

Following are two evaluation approaches, either one or both of which can be implemented to gather evidence of classroom learning. The first approach is to ask faculty to provide actual written feedback from all students in response to a CAT. Collecting feedback on all CATs in all pilot courses from all students, however, would surely be an overwhelming task to manage. However, implementing this approach in two or three pilot courses would provide an initial assessment of how useful the information is, how much work is involved in compiling and analyzing it, and an indication of whether these particular courses are producing expected results. This approach could be expanded to additional courses if warranted by the assessment. The second approach is less direct and involves conducting a survey questionnaire or personal interview with faculty on their use of CATs and their assessment of what CATs reveal about student learning in their courses. Although personal interviews are far more time-consuming to administer and process than a survey, the interview can provide far richer, more in depth information and, therefore, is the preferred method of data collection for this purpose. The PE proposes to develop and conduct a 30 minute telephone interview mid-way through the semester with several pilot faculty who have implemented CATs.

(3) Student Satisfaction

The PE will develop a questionnaire to measure students' level of satisfaction and perceived CL-related learning gains in pilot courses. The questionnaire will also assess the value of CL courses compared with other university courses in contributing to CL learning outcomes. Specific outcome measures will be identified in consultation with the Project Director and staff and/or by means of a search and review of existing CL surveys. Relevant demographic and background information (e.g., gender, ethnicity, class level, etc.) on students will also be collected. The PE will be responsible for processing the completed questionnaires, statistically analyzing the data, and preparing a summary report.

(4) Pre- Post-Course Assessment of CL Skills

The selection of CL measures (e.g., reading, writing, critical thinking) is the first order of business in the assessment of CL skills. The Nelson-Denny Test of Reading and ETS' Criterion that measures essay writing skills and critical thinking have been selected as assessment instruments.

In Y-2, 20 SBS and GE pilot courses will be offered to students. The goal will be to assess all 20 pilot courses and a limited number of sections of pilot courses taught by regular (non-seminar trained) faculty for comparison purposes. The number of comparison classes to be assessed will depend on faculty willingness to participate in the evaluation study and the ability of the project budget to support additional testing.

The two assessment measures will be administered as homework assignments at the beginning and end of each course. Students may receive credit toward their final course grade at the discretion of the course instructor. Pre-test results will be used to identify the students that need support from CLASS workshops. Post-test results will be used in conjunction with the pre-test to assess increases in CL in pilot courses and differential increases between pilot and comparison classes.

The Nelson-Denny Test of Reading measures vocabulary development (80-word section) comprehension (seven passages followed by 5-8 questions), and reading rate. Administration time is approximately 45 minutes. One reviewer of the test states that it is not useful for diagnostic reading or critical reading, but that it is a fair indicator of a student's ability to read at a certain speed and a certain comprehension level.

The ETS Criterion Online Writing Evaluation is a web-based service that evaluates students' essay writing skills. The service provides opportunities for students to practice writing and receive immediate and reliable feedback based on widely accepted or custom standards. Teachers can use Criterion to deliver essay topics to students and to collect essay responses. The essays are then transmitted to an automated scoring system. To get immediate score feedback, students need a personal computer, access to Internet Explorer or Netscape Navigator, and continuous internet connection.

In the following years (post-Y-2), an additional 70 courses will be pilot ready according to Table 10, p. 35 of the grant proposal. Whether or not all 70 courses should be assessed as comprehensively as the initial 20 SBS and GE courses using the four-part assessment strategy outlined above need not be determined at this point. It is wise first to assess the cost effectiveness of the initial pilot and then make any future adjustments in the evaluation strategy for the remaining pilot courses as deemed necessary. Such an assessment might suggest, for example, eliminating, significantly modifying, or placing greater or lesser emphasis on any one of the four components of the evaluation (i.e., use of CL techniques, CATs, student satisfaction, pre-post skills assessment). It is best to remain flexible about how to evaluate post-Y-2 pilot courses until the initial pilot has been completed.

Evaluation of CL Courses in Majors

CL curriculum development in the majors requires departments to determine “whether CL courses make sense for their program and, if so, how many will be offered or required (p. 37-38).” Beginning in Y-2, and running continuously throughout the grant, the goal will be to infuse CL into curriculum across majors. CL trainers will work with major faculty and give class presentations (Table 10, p.35). The approach to evaluate CL major courses will involve:

- Enumerating the number of CL courses developed (by program, major, etc.)
- Conducting a needs assessment of trainer support
- Reviewing course syllabi for CL enhancements
- Evaluating the quality and effectiveness of CL practices

Enumeration of CL courses will be obtained from project records. In order to be included in the count, it is assumed that that a course has met some kind of ‘official’ project or university standard to be considered a bona fide CL course.

The PE will conduct brief (15-20 minute) telephone interviews to assess the needs of faculty for CL training support. The interview could be as simple as a few brief, open-ended questions: “*In what ways has CL training been helpful and/or not helpful?*” “*What additional kinds of training or help do you need in order to infuse CL into your course(s)?*” “*How often would you like a support person to meet with you?*” The telephone interview is recommended because it is the most efficient and effective method for collecting this type of information. All interviews will be conducted with a yet-to-be determined number of randomly selected faculty within the first half of each semester of a course. The PE will summarize faculty responses and provide feedback to the trainers soon after interviews are completed. Trainers will be encouraged to use the results to enhance faculty training and support.

Revised course syllabi will be reviewed and analyzed to describe the number and kinds of CL activities that faculty have planned to incorporate into their courses. The review will entail the following steps: (1) Faculty will be asked to write on each revised syllabus a clarifying comment or explanation where a new, specific CL-related enhancement has been incorporated; (2) The PE, working with CL trainers, will develop

a list of general CL categories that summarize the identified CL techniques; (3) The PE will quantify these techniques based on the categorization and will prepare a brief summary report.

CL instructional activities need to be evaluated to determine which ones work best (or did not work) in facilitating student learning. Selected faculty who are teaching courses across a wide range of majors will be invited to participate in a focus group discussion of CL practices in their courses. A similar focus group will be conducted with students selected from the same courses to gain their perspective on CL teaching practices. The PE will prepare a brief report on ‘best/worst’ CL practices based on the perspectives of both faculty and students.

Evaluation of the Online Advanced Composition Course

In Y-2 work on developing an online writing course for GWAR using the Blackboard platform is scheduled to begin. The course will be delivered primarily to distance-learning students but also to on-campus students. Table 10 (p. 35) of the grant proposal indicates that the course will be developed over a period of three years. Since the course development process is not specifically defined in the grant, a detailed course evaluation plan cannot be presented at this time. However, in broad terms the evaluation process would be conducted in two phases, beginning with a formative evaluation of separate, stand-alone course components/materials as they are developed, and ending with a summative evaluation of course outcomes (e.g., satisfaction, COMPCOOP pass rates, etc.) when the course goes ‘live’. Student satisfaction data would be obtained by a questionnaire administered on the web to distance students and in the classroom to on-campus students. (Studies comparing web-based and self-administered, paper-and-pencil surveys yield similar results.) COMPCOOP pass rates for students enrolled in the course can be compared with those of similar students not enrolled in the course. The potential effect of different course ‘delivery’ options can also be assessed by comparing course outcomes between distance and on-campus students.

Component 3: Enhanced Center for Learning and Academic Support Services (CLASS)

The grant proposes to enhance the CLASS by increasing staff support, adding faculty associates, strengthening the Writing Tutor Program, increasing the number of computer stations in Writing Lab, augmenting PLATO, adding CRITERION (e-rater), and increasing summer usage. Annual numerical targets for increases in staffing and services are specified in the grant.

At a superficial level the evaluation of Component 3 is straightforward. Staffing and equipment/computer hardware changes can be enumerated, tracked over time, and compared with targets (e.g., Writing Center/CLASS tutor services to increase 10% per year over 2002-02 baseline). Student surveys (i.e., SI Evaluation Form, CLASS Plato Evaluation, Evaluation of CLASS Services) are done each semester to assess service

quality and use. The PE will review these surveys with the Director of CLASS to determine how they can be used for project evaluation purposes.

Component 4: Assessment of Student Learning

Components 1-3 of the project are designed to infuse CL into the university curriculum and to reinforce CL learning in the classroom through improved student academic support services. The evaluation plan outlined produces mainly formative information to facilitate curriculum development and to improve academic services to students. Component 4 is the culminating phase of the project in which fully developed GE courses and courses in the major with CL components and fully improved student support services are put to the test with groups of students representing the project's target population. The evaluation of Component 4 is all about gathering summative evidence of real student learning and judging the overall success of the project in terms of achieving its main objective, increased reading, writing, and critical thinking skills. Two major assessments will be undertaken in this, the final phase of the project.

- Assessment of transfer students
- Spiraled Reading Study

Assessment of Transfer Students

The starting point for Component 4 evaluation is Y-3. By this time at least 30 faculty who have taken the CL seminar have developed 60 or more CL courses, at least 20 of which have been pilot tested; Social Science faculty have developed CL in a number of major courses; CLASS has expanded and improved its services; and a plan to assess entering transfer students has been developed.

In each fall of Y 3-5, CL skills (i.e., writing and critical thinking) of 200 first-time upper-division transfer students will be assessed. (Student selection process is unknown at this time.) The grant is currently leaning toward the Nelson Denny test for reading assessment and ETS' Criterion for writing and critical thinking assessment. These students, the first to experience fully developed CL courses and enhanced support services, will be closely tracked in terms of specific academic/college success indicators.

The conceptual model that will be used to guide the assessment of transfer students is displayed in Figure 1 below:

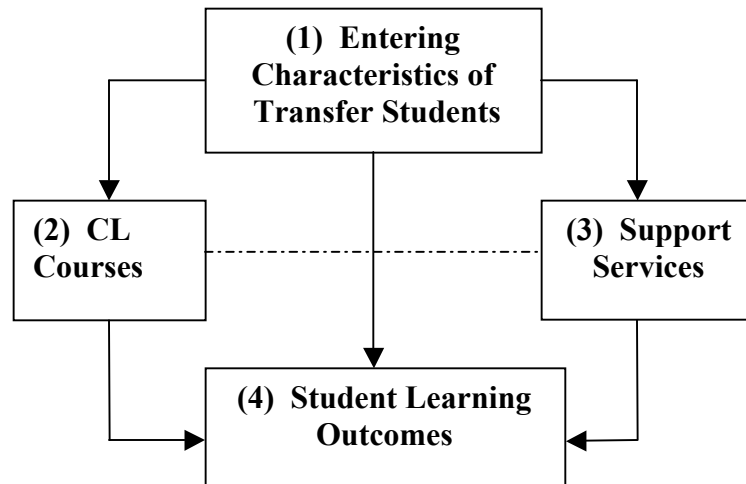


Figure 1. Conceptual Model for the Assessment of Transfer Students

The model depicts Student Learning Outcomes (Box 4) as a function (i.e., results from the influence) of Entering Student Characteristics (Box 1), CL Courses (Box 2), and Support Services (Box 3). A student outcome is defined as a change, improvement, or status on some measurable characteristic at a specific point in time (e.g., end-of-course, end-of-year, end-of-program). Key outcomes to be measured include: course grades, grade point average, writing; critical thinking; GWE; retention, persistence, and graduation rates. The arrows in Figure 1 show important direct and indirect relationships among the four boxes. Entering student characteristics influence the types of courses students and support services they seek or need, both of which in turn have an impact on student learning outcomes. The model also shows that college outcomes are heavily and directly influenced by entering student characteristics. In short, this model will serve to guide the summative evaluation of the project and to address the following key evaluative questions:

- Given (controlling for) students' entering characteristics (demographics, initial assessed writing and critical thinking skills, etc.), do students enrolled in CL courses perform better on outcome measures than students who are not enrolled in CL courses?
- Given (controlling for) students' entering characteristics (demographics, initial assessed writing and critical thinking skills, etc.), do students who use program support services perform better on outcome measures than students who do not use program support services?
- Are students who take CL course more likely to use program support services than students who do not take CL courses?
- Given (controlling for) students' entering characteristics (demographics, initial assessed writing and critical thinking skills, etc.), do students enrolled

in CL courses who also use program support services perform better on outcome measures than students who do not take CL courses or use program support services?

- What is the relative influence of entering student characteristics, CL courses, and program support services on improvement of CL skills?

These questions can be addressed by developing a longitudinal tracking database for each transfer student cohort of 200 students entering CSUDH in Y-3, Y-4, and Y-5. Designing and building a longitudinal database is a complex task. It requires sophisticated data management skills and superior knowledge of campus data sources and information systems. This effort will require the services of the CSUDH Institutional Research (IR) to build and maintain the tracking system over a period of several years and to make the system available to the PE for analysis and reporting purposes.

A longitudinal tracking database is comprised of at least two types of data elements: fixed and dynamic. (Semi-fixed elements may also be included.) Fixed elements are ones that do not change over time, such as gender, ethnicity, entering test scores, etc. In contrast, dynamic elements change (or potentially could change) regularly over time and include things such as courses taken, grade point average, retention, etc. In an electronic tracking database fixed elements stay constant over the tracking period and dynamic elements are overwritten in the updating process. Fixed elements are typically positioned at the beginning of the database followed by dynamic elements that will be periodically updated. The task of building and maintaining a student tracking system involves a number of substantive and technical issues: deciding the data elements to include in the database; determining the type, number, and location of data sources where the elements reside; and deciding the frequency and timing of database updates. The PE will work closely with the Director of IR and with ECLP project staff to address these basic issues.

Fortunately, the CSUDH IR office possesses the technical capability and requisite knowledge of the institutional student information system to build a longitudinal tracking database for this project. Most (but probably not all) of the elements of the system will derive from easily accessible data files (e.g., ERSS, ERSA, ERSD) that are routinely created and maintained by the IR office on a semester or yearly basis. Because of the significant amount and long term nature of the work to create and maintain a separate tracking database system for each of three student cohorts, it is highly recommended that work toward this end begin as early as possible (e.g., fall 2003).

Spiraled Reading Study

The Spiraled Reading Study planned in Y-2 (spring 2004) and Y-5 (spring 2007) will examine the performance of students who have taken CL courses. The study will be closely connected to writing intensive courses in the disciplines. In Y-2 faculty will be asked to administer content prompts as an embedded assessment tool in selected intensive writing courses. Writing samples will be scored using a GWE rubric. The results will be

compared with the Spiraled Reading Study completed in spring 2001 for students who were assessed in both spring 2001 and Y-2, assuming there are sufficient numbers of these students to perform a reliable analysis. The Spiraled Reading Study will be replicated in Y-5. Between Y-2 and Y-5 students will have more opportunities to take writing intensive courses simply because more will be available. Y-5 results will be compared with Y-2 results for students assessed at both times to determine whether there has been an improvement in the quality of students' writing ability. The evaluation will also explore whether any measured improvement is related to the number of writing intensive courses taken.

Assessing Management of the Grant

The Project Director will develop a Project Manual to serve as a management system for monitoring project activities and progress (Grant, p. 72). The Manual will list important activities, project reports and other forms of communication (e.g., website, newsletter), including timelines, among other things. The PE will use the Manual to determine whether all tasks have been completed and in a timely manner. The PE will document tasks that are not completed or have been modified with a brief explanation indicating reasons for delays or adjustments. The PE will need authorization to access relevant project records and freedom to speak with project support staff in order to assess any management issues that may exist.

Appendix A: ECLP Evaluation Deliverables ³

<u>Deliverable</u>	<u>Component</u>	<u>Approx. Due Date</u>
Faculty seminar questionnaire*	Faculty Development	April 30, 2003
Faculty seminar focus group protocol (mid- and end-of-term)*	Faculty Development	March 5, 2003
Faculty lectures series questionnaire*	Faculty Development	March, 2002
Online Handbook review guidelines	Faculty Development	Fall, 2006
Report: Evaluation of Online Handbook	Faculty Development	Fall, 2006
Project Report: Component 1*	Faculty Development	June 1, 2003
CAT Interview	Curriculum Development	Nov., 2003
Report: CAT Interviews	Curriculum Development	January 2004
Pilot course student satisfaction survey	Curriculum Development	October, 2003
Faculty telephone interview protocol*	Curriculum Development	Sept., 2003
Report: Evaluation of CL training support*	Curriculum Development	Sept., 2003
Report: Evaluation of course portfolios	Curriculum Development	Oct., 2003
Faculty majors focus group protocol	Curriculum Development	Nov., 2003
Student majors focus group protocol	Curriculum Development	Nov., 2003
Report: Faculty CL Practices	Curriculum Development	Dec., 2003
Student satisfaction survey of Online Composition Course	Curriculum Development	Sept, 2004

³ The evaluation plan presented in this document applies to the full five-year period of the grant. Only the list of deliverables marked with an asterisk is the responsibility of the PE as per contract ending September 2003.

<u>Deliverable</u>	<u>Approx. Component</u>	<u>Due Date</u>
Report: Evaluation of Comp. Course	Curriculum Development	Nov., 2004
Project Report: Component 2*	Curriculum Development	Aug. 1, 2003
CLASS customer satisfaction survey*	Enhanced CLASS	May, 2003
Project Report: Component 3*	Enhanced CLASS	July 1, 2003
Report: Assessment of Transfer Students:		
(1) Cohort 1	Assessment of Tr. Stds.	Aug., 2005
(2) Cohort 1 and 2	Assessment of Tr. Stds.	Aug., 2006
(3) Cohort 1, 2, and 3	Assessment of Tr. Stds.	Aug., 2007
Project Report: Management*	Grant Management	Sept. 1, 2003