

Group i&i Consultancy

Evaluation Services: An Overview

2019



GROUP i & i

The Group's mission is to support institutional development and community advancement through capacity building, program evaluation, and grant funding.

Over nine years of service and leadership, Group i&i has to date supported 34 client organizations through 102 contracts. We have helped them secure nearly \$50M in large competitive federal grants and led the evaluation of more than a dozen comprehensive, multi-year grant-funded initiatives, with total grant budgets of \$51.6M—eight of which at New Jersey community colleges and one on a SUNY campus.

The Evaluation Teams assigned to the projects have worked directly with the staff in addressing all aspects of given projects, from curricular development to service delivery, and from outreach to student support services, including addressing issues revolving around student recruitment, retention, and training of low-income, underrepresented, and minority individuals, as well as students with learning challenges. The Teams bring advanced expertise in quantitative and qualitative evaluation design, econometrics and statistical analysis, survey design, and individual and group interviews.

The Group's leadership team brings 60+ years of collective experience in post-secondary education and has made significant contributions in a number of areas, STEM and undergraduate research among them.

Client satisfaction surveys conducted at the end of each of our projects show that Group i&i enjoys a very strong reputation for responsible service and rigor of analysis. In particular, client comments are consistently positive with regard to our responsiveness and high-quality deliverables. For more information, including sample testimonials, please visit our clients' page on www.Groupi-i.com/clients.html.

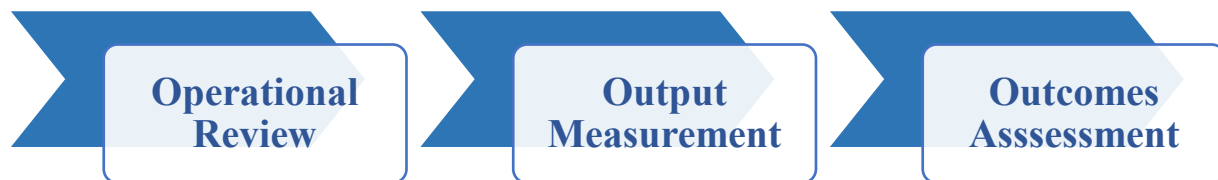
Through all its activities, Group i&i upholds and aspires to high ideals of professionalism, integrity, excellence, confidentiality and responsiveness to client needs.

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Our Evaluation Design

We adopt a three-stage review across all our evaluation projects, which is always customized to the project at hand.

Since the objective is to review progress and interpret success from various aspects of the project, we ensure that analyses from data gathered at these stages remain interconnected and feed into the same overall assessment model.



Review Model. In each stage, we gather answers to a series of questions through a variety of tools we adopt, including document reviews and observations; polls, surveys, and focus group interviews; as well as activities' data available through the project (e.g., participation in workshops and student support services) and institutional data (e.g., enrollment, persistence, performance, graduation, academic transfer, and employment).

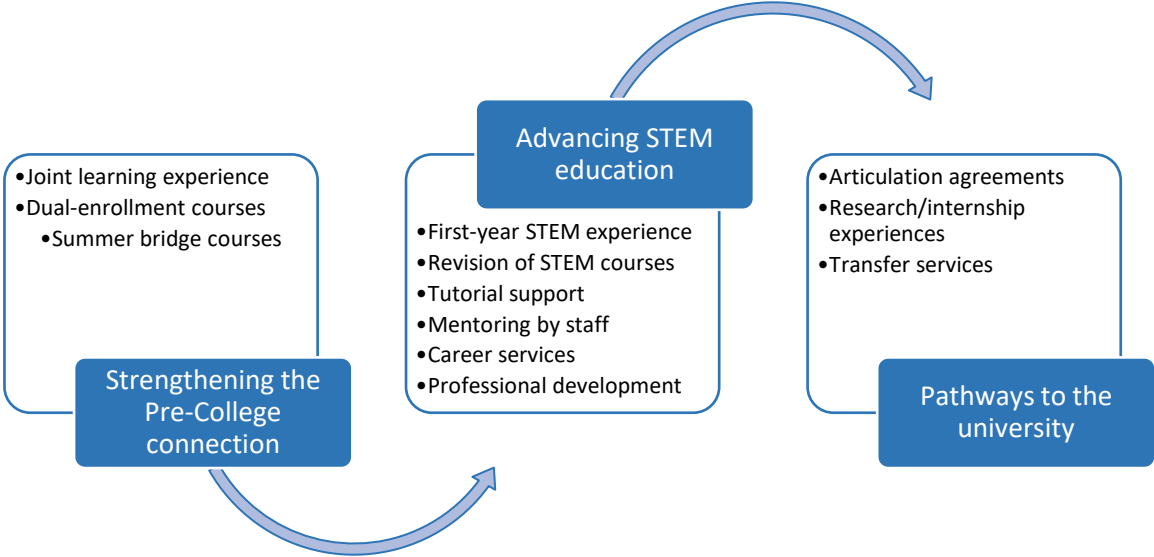
We also develop an online customized intake form to (a) assist the client in gathering and accessing pertinent project data; and (b) allow us to conduct statistical association and correlation studies. The latter help us determine characteristics of success and which activities or project components had, in greater likelihood, attributed to success as well as what can be gleaned from hard data, general faculty perceptions, and experiences of students who have not been as successful as anticipated or desired.

We conduct a comprehensive and rigorous three-stage review across all our evaluation projects, which is always customized to the project at hand.

Examples of questions employed in each phase appear in the table below. These examples are taken from an HSI-STEM grant project:

Evaluation QUESTIONS <i>Are the following statements valid and <u>to what extent</u>?</i>
1. Operational Review Have implementation strategies been adopted as per Implementation Plan (in terms of actions taken, timeline, and lines of responsibility)? Are management, reporting structures, and input gathering activities been functional? Do the planning of gatekeeper courses, experiences, and services effectively address student needs? Are coordination, communication efforts, and collaborations adequate? Are professional development/training workshops well organized, relevant and applicable? Is the structured tutoring and advising program orderly and running smoothly?
2. Output Measurement Each of the stated projected outputs has been tracked and been achieved for the anticipated period as stated. If not, what has attributed to the shortcoming, and how it can be corrected?
3. Impact Assessment Each of the projected outcomes has been met by the time proposed. If not, what has attributed to the shortcoming, and how it can be corrected? <u>Specifically</u> , how many of the students served enrolled in STEM programs and continued their university studies in this area? What significant changes have been instituted by the College and will be sustained to enhance its ongoing outreach and service to its students? <u>Ultimately</u> , has the College succeeded in improving the STEM pipeline and its flow for Hispanic/Latino students?

Our evaluation tracks progress along significant elements of the project, as depicted in the sample diagram below from a STEM grant project.



Focused attention is given during the evaluation effort to proposed objectives and outcomes, which guide the analysis and all formative recommendations, as shown in another STEM example below.

Goals First line per bullet: Actual Output (<i>Compare to Projected Output</i>) Second line: Actual Outcomes (<i>Compare to Anticipated Outcome</i>)
<p>G1. Increase student enrollment in STEM programs.</p> <ul style="list-style-type: none"> - # high school students completing STEM program (<i>Compare to 500</i>) % enrolling in college prep STEM course (<i>Compare to 250</i>) - # HS students completing a dual enrollment course in a STEM area (<i>Compare to 825</i>) % of those pursuing a postsecondary STEM degree program (<i>Compare to 30%</i>) - # HS students completing a Summer Bridge Math program (<i>Compare to 150</i>) % of those improving math proficiency by one instructional level (<i>Compare to 80%</i>) - # HS students completing Summer Bridge STEM program (<i>Compare to 120</i>) # enrolled in a postsecondary STEM course (<i>Compare to 60</i>)
<p>G2. Increase student completion rate for STEM degree requirements.</p> <ul style="list-style-type: none"> - # STEM majors completing 4 core courses for STEM major (<i>Compare to 210 by Year 2</i>) % increase of fall-to-fall persistence rate (by Year 5) (<i>Compare to 60%</i>) - # STEM majors receiving at least 100 hours of various services (<i>Compare to 245</i>) % increase of STEM majors graduating in three years (<i>Compare to 25%</i>) - # college/ high school faculty members completing 30 hours of professional development in hands-on, collaborative learning strategies (<i>Compare to 150</i>) % of them demonstrating proficiency in using these tools (<i>Compare to 75%</i>)
<p>G3. Increase student transfer rates to STEM fields at four-year institutions.</p> <ul style="list-style-type: none"> - # students benefiting from transfer counseling and internship/research (<i>Compare to 263 by Year 2</i>) % increase in transfer rates (<i>Compare to 25%</i>) - # of articulation agreements (<i>Compare to 30</i>) and # of dual admissions agreements (<i>Compare to 5</i>) created with four-year colleges or universities for STEM programs

Methodology

We normally adopt a mixed-method evaluation model, capturing both quantitative data (Performance Reporting System, surveys) and qualitative data (interviews, surveys, observations) to assess the extent to which goals were met.

Cohort Group Analysis

We follow students longitudinally throughout their experience to the extent possible (either as a full cohort, through performance data and perceptions surveys; or as a randomly selected sample). We examine statistically the effects of activities and services, such as, joint learning experiences, mentoring, tutoring, reformed STEM courses on the three key outcomes of retention, graduation, and transfer to four-year institutions in STEM field of study. This would help identify and assess patterns and probabilities of success, where success is defined by achieving the proposed desired outcomes; i.e., which services or activities or student attributes could be associated with success with statistical significance. This study will greatly depend on the availability of enrollment and performance data, present and past, by student.

Where appropriate, we design randomized controlled studies, which represent the golden standard in the field. When no control groups are possible, we always work with to identify appropriate comparison groups within the institution or elsewhere.

A Collaboration

Our evaluation effort is objective, independent and data-driven. It often depends on a mixed-method approach. We prefer to engage in formative and summative reviews. Our work rarely takes place in vacuum: evaluation is not simply the responsibility of the external reviewers; we see it as a partnership with the project staff and institutional leadership and design it accordingly.

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Evaluation Team Members

The assigned team for our evaluations generally involves one or more Group i&i Principals, Senior Associates, and junior associates for research and data management—all of whom are experienced and share the core value and professional and ethical standards of the Group.

Below is a list of some of our currently active Team members:

- ❖ **Charles Murphy, PhD, Senior Evaluation Associate**, co-led a five-year evaluation review of P-STEM, an HSI-STEM-funded initiative at Passaic County Community College and STEMatics, another HSI-STEM-funded grant at Bergen Community College—ongoing. He previously served effectively as Founding Director of the NJ Center for Science and Mathematics Education at Kean University and Professor and Chair of its Geology and Meteorology Department.
- ❖ **Radha Jagannathan, PhD, Senior Associate for Research**, has to date supported Group i&i through two evaluation efforts (STEMatics at Bergen Community College and an NSF-AISL-funded grant at Child Trends) as a lead research/data analyst. She is a professor of statistics, urban planning, and policy development at Rutgers University, who authored numerous papers and books and led many a statistical study.
- ❖ **Anjali Thanawala, EdD, Associate for Development & Evaluation**, is involved as a co-Site Evaluator for STEMatics. Among her positions at community colleges, she has previously supported and led a multi-year outreach and enrichment STEM project at Passaic County Community College and served as Executive Assistant to the President.
- ❖ **Josh Lisojo, MS**, oversees the development of the evaluation database and data-streaming activities. He is highly skilled web programmer and online systems developer.
- ❖ **Kathy Wiener, MPA, Senior Principal**, has co-led and served on numerous evaluation projects with Group i&i. She is an organizational developer who has facilitated many community partnerships, supported the capacity-building efforts off many grant-funded initiatives, and served as lead consultant on a few large-scale NJ-state-wide efforts and.
- ❖ **Eve Wenger, MBA, Senior Principal**, has served on a few Group i&i evaluation projects, including U.S. Department of Education-funded Peace Model Project at the Caldwell-West Caldwell Schools and Turning Point at Bergen Community College. She brings seasoned experience with grants, higher education, and organizational development.
- ❖ **Toufic Hakim, PhD, Founding Managing Principal**, has effectively led since the beginning all of Group i&i's 12 evaluation projects, which served five organizational clients in the review of large, multi-year federally funded grants. He is a former university professor of physics and engineering and senior university grants and research officer. He served as PI/PD on numerous grant-funded university programs and was involved in the leadership of national initiatives in higher education and the sciences.

ASSOCIATES

PRINCIPALS

For more details, please visit <http://www.groupi-i.com/our-team-1.html>.

EVALUATION PROJECTS

(As of 2/15/19)

[Project – Client – Years of Completed Review (Funder)]

Undergraduate Research – SUNY at Potsdam, NY – Three years
(US. Ed – Title III)

MOSAIC Center – Bergen Community College, NJ – Two years
(Kessler Foundation)

Employment Pathways Initiative – Bergen Community College, NJ – Two years
(U.S. Labor - ETA)

New Jersey Health Professions Consortium – A consortium of 10 NJ community colleges and
counties' Workforce Development Boards – Five years
(U.S. HHS - HPOG)

1-2-3 Connect – Bergen Community College, NJ – Three years
(U.S. Ed – Title V)

P-STEM – Passaic County Community College, NJ – Five years
(U.S. Ed – HSI-STEM)

Turning Point – Bergen Community College, NJ – Three years
(U.S. Ed – TPSID)

Peace Model Project – Caldwell-West Caldwell Schools, NJ – Three years
(U.S. Ed – School Counseling Program)

Turning Point | Phase 2 – Bergen Community College, NJ – Four years to date
(U.S. Ed – TPSID)

Child Trends News Service: Proof of Concept – Child Trends, MD – Two years
(NSF- AISL)

STEMatics – Bergen Community College, NJ – Three years to date
(U.S. Ed – HSI-STEM)

Child Trends News Service: Full Production & Dissemination – Child Trends, MD
One year to date (NSF- AISL)



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