

EXCESS HOURS EVALUATION ACTIVITIES

This memo is to provide ideas for evaluating the Excess Hours Training Classes for advisors and faculty.

Background

The Academic Advising department believes that freshman students, advisors; faculty and parents do not adequately understand a new law passed by the Senate in 1995 called **the Excess Hours** bill. Beginning with the freshman class of 1996 if a goes beyond 115% of the hours for their major they will be charged a **+50% per hour surcharge** on all those hours above 115%.

Rationale

In order to prove our program successful and to receive approval to roll it out and potentially add classes for new students, we need to provide evaluation. There are two types of evaluation—the formative which helps refine the program, and the summative, which is what will be done after the training sessions are complete. We plan to do formative evaluation by “test piloting” the program with a few advisors from the Academic Advising office. Then once the program is refined and is actually delivered we must consider ways to evaluate the program after its completion.

FORMATIVE EVALUATION

Audiences and Purpose

There are several audiences who will want to either be included in the program before it launches. The purpose therefore of our evaluation is to get input as to the effectiveness of the program. Since the Academic Advising department helped input to the development of the program we will test pilot the program with them. Refinements to the program will then be made before roll out.

Evaluation Activities

The trainer will present the course in the 90 minute format planned. At the end of the session all participants will be asked to complete a feedback sheet to help them refine their thinking of the class. Then the trainer will lead a brainstorming session about likes, dislikes and things to change. Then, an open discussion will be held among the whole group about the points covered. After input is given, decisions will be made by Sylvia about how or if to adjust the program. Results will be summarized in a memo and forwarded through Sylvia’s management.

SUMMATIVE EVALUATION

Audiences and Purpose

There are several audiences who will want to either be included in the evaluation, or to whom the evaluation results will be presented. The purpose therefore of our evaluation is to assess how effective we were at transferring the information to advisors. We also will want to know if the behaviors change, and students are advised of the law and its impact. Ultimately, we want to see if the percentage of students who are trending toward being charged under the law decreases. Audiences therefore include the advisors, student and the leadership of the Academic advising Department.

Evaluation Activities

After the training, we will give all the advisors attending feedback sheets so they can evaluate their reactions to the training and the presenters. This will include effectiveness of the program, materials and media. The second type of activity will be included in the design of the course, where participants will be tested to make sure they learned the skills and knowledge. In small group breakouts, they will correctly identify students who might be impacted using case studies. They will also practice role-plays in small groups of what to say to select students.

The third type of evaluation we will do concerns whether their behaviors have changed. This will be done 3 months after the class, where selected students of these advisors will be quizzed via phone interviews on their knowledge of the new law. The fourth and last type of evaluation will take place after one year and will measure the percentage of students overall who are heading toward being charged for Excess Hours versus previous years' students. Hopefully, the percentage will be lower.

All of the formal data will be analyzed using appropriate statistical methods and analysis. Results will be shared via a memo to Sylvia forward to management and any other interested parties. The timing will be as mentioned above.