



Vertically Integrated Projects
Program



Evaluating the VIP Consortium

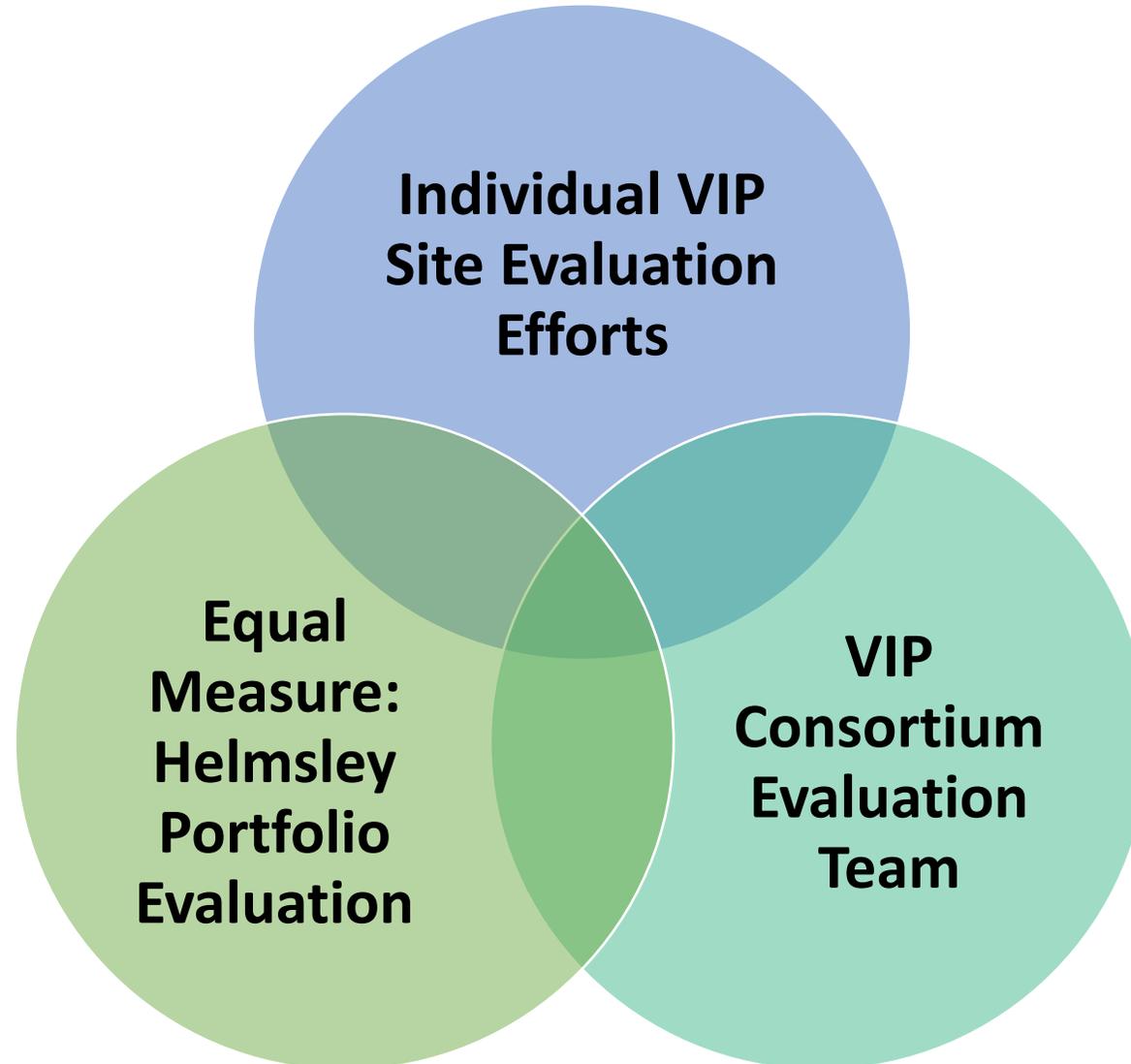
Presentation at the VIP Consortium Meeting

May 14&15, 2015

Atlanta, GA



Evaluating VIP: Combination of Efforts



VIP Consortium Evaluation Team



- Georgia Tech, School of Public Policy
 - Julia Melkers
 - Gordon Kingsley
- University of Michigan
 - Lisa Lattuca, School of Education
 - Shanna Daly, College of Engineering
- Boise State, Institute for STEM and Diversity Initiatives
 - Donna Llewellyn



VIP Consortium Evaluation Team: Our Charge

- Develop a foundational evaluation framework for the VIP Consortium that is adaptable and scalable
- Develop evidence-base of VIP Consortium impacts
- Liaison with Equal Measures in developing evaluation scope, shared learning
- Provide feedback to VIP Consortium and site leadership, and Helmsley staff

Formative

- *Areas of concern*
- *Opportunities*
- *Recommendations*

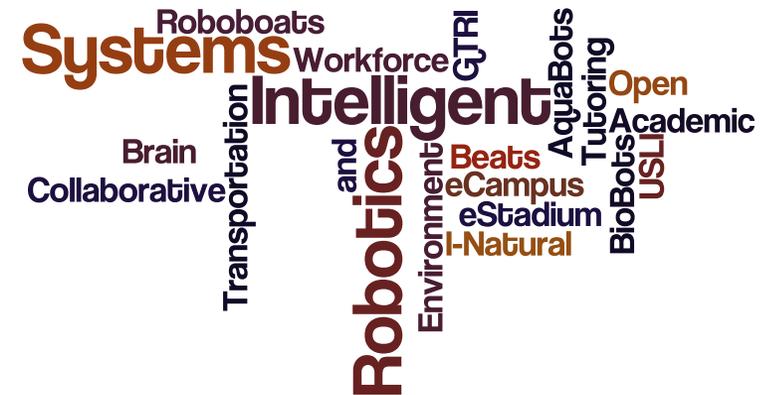
Summative

- *Early developments*
- *Outcomes and impacts*
- *Evidence*

Learning from Evaluating VIP At GATech

1. Regular surveys of students in VIP
 - a. Student VIP experience, self-reported skill development, and feedback
 - b. Social capital/knowledge networks
 - c. VIP team dynamics and capacity
 - c. Human capital, career goals and support

2. Institutional data analysis
 - a. VIP enrollment and persistence patterns
 - Variation across terms and demographics
 - b. Performance and advancement



VIP Consortium Team: A Tiered Evaluation Approach

Years 1-3

Years 4-6

Coordinated collection of student survey data across three (+?) sites

Georgia Institute of Technology



BOISE STATE UNIVERSITY

Other Schools?

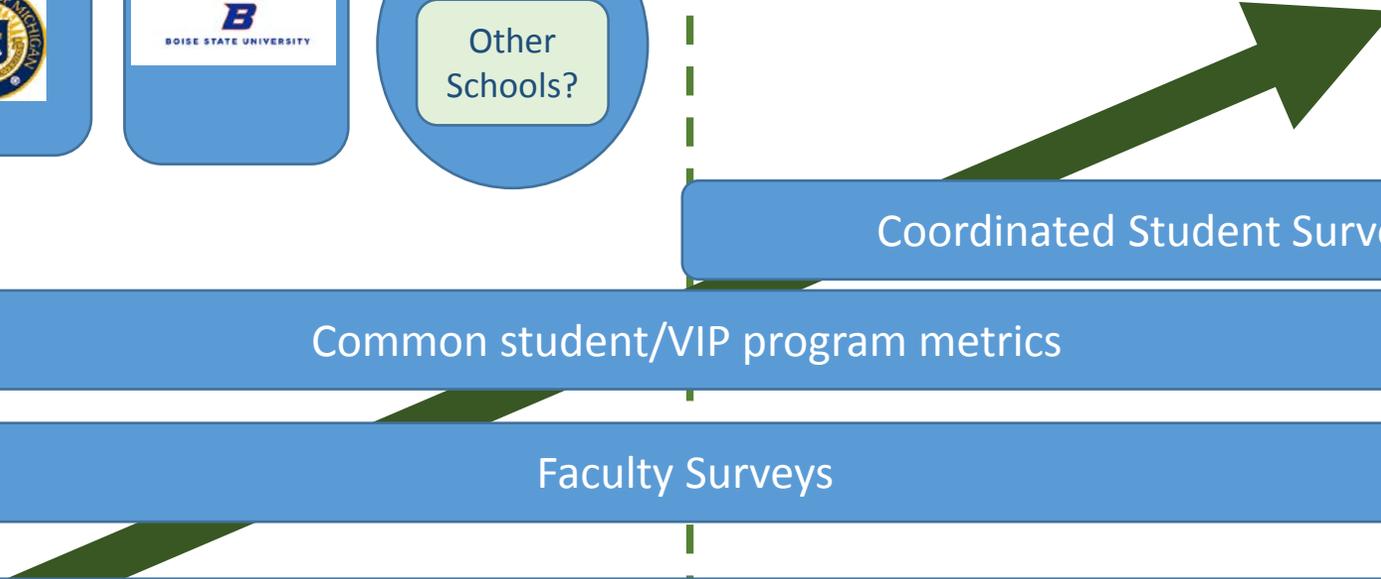
Coordinated Student Survey (all sites)

Common student/VIP program metrics

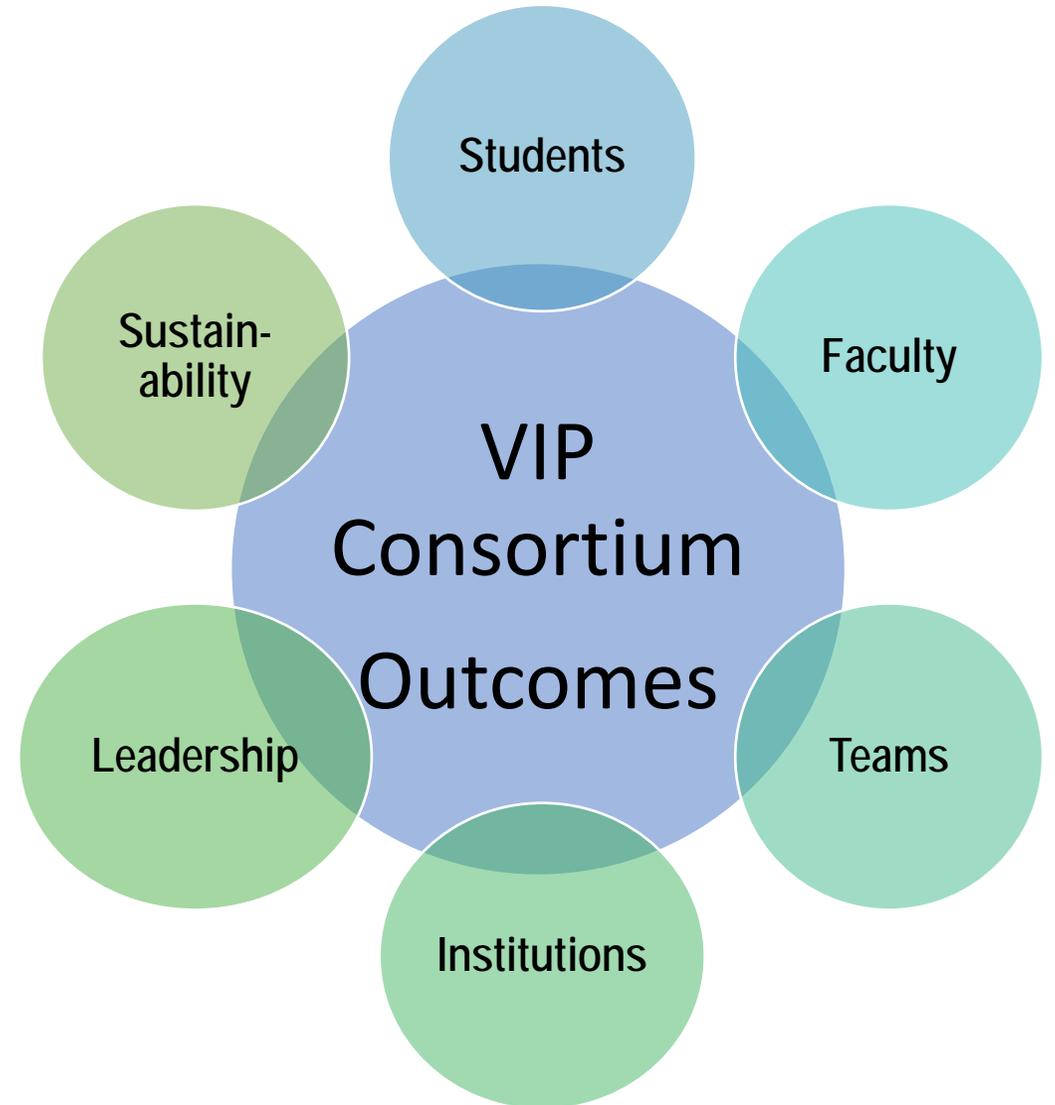
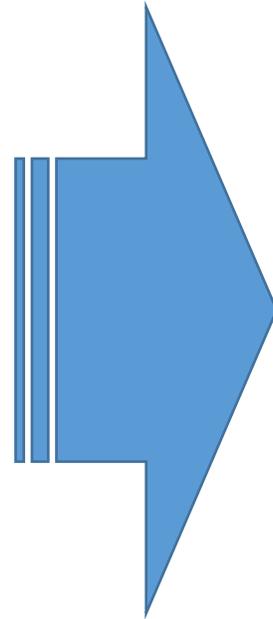
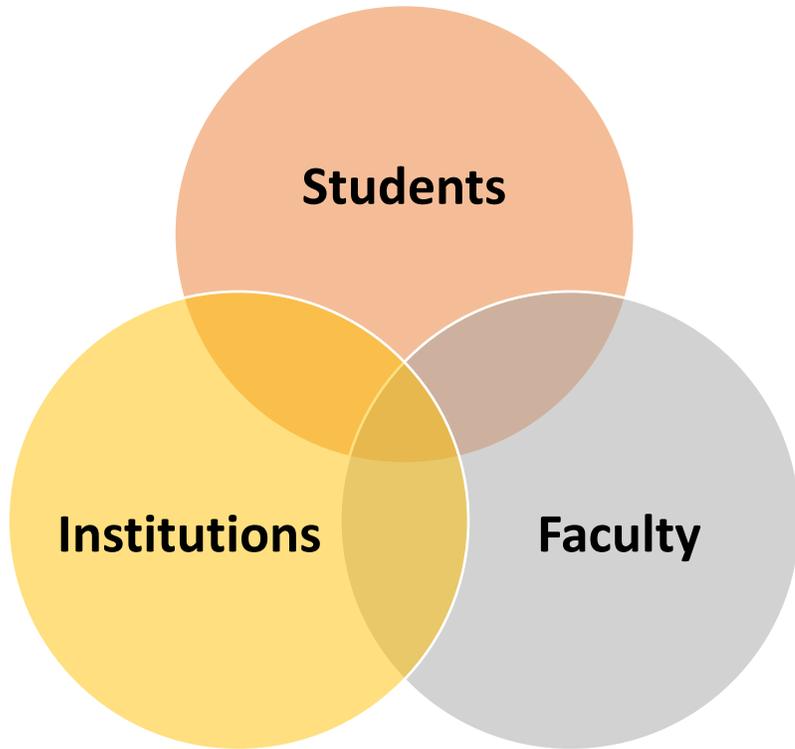
Faculty Surveys

Institutional Analysis (Case studies)

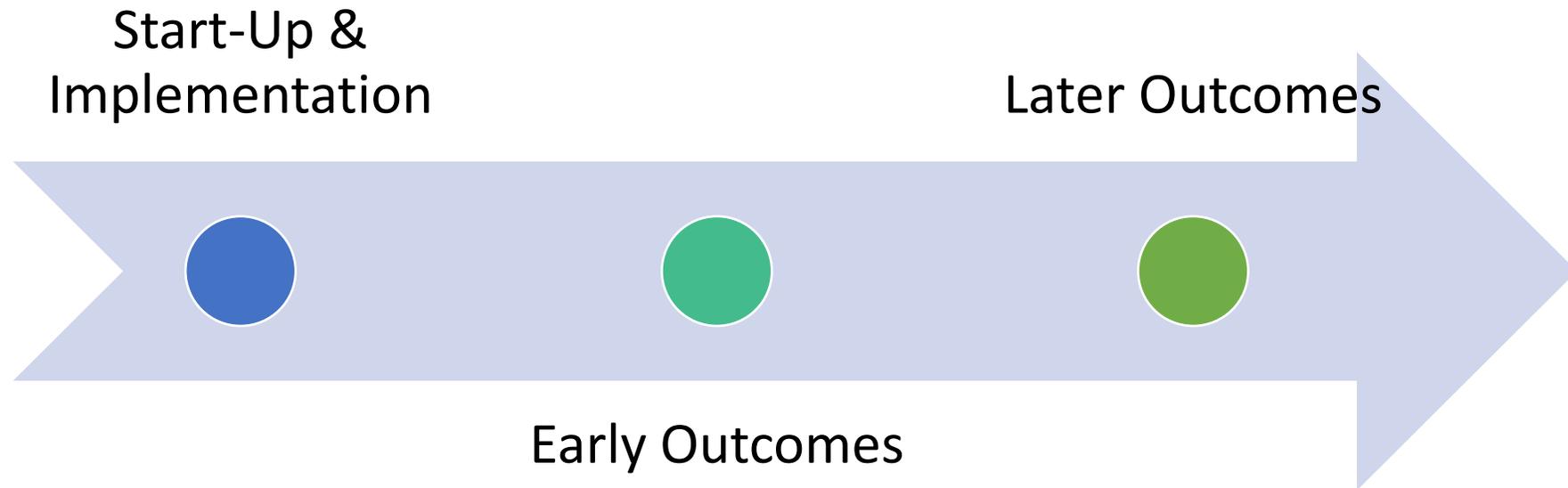
Other institutional data



VIP Evaluation Components



VIP Development and Outcomes: A Continuum



Increasing in magnitude

Across Sites: Understanding VIP Institutional Development



How well is VIP working, and to what end?

- **Sites:**
 - **What institutional factors matter for the success of VIP?**
 - Barriers? Facilitators? Resources and support? Institutional effects?
- **Consortium:**
 - **How is the VIP Consortium developing on each campus, as well as across campuses?**
 - **What is the added value of the Consortium for institutions, faculty, and students?**

Administrators
interviews

VIP Faculty
interviews

Observation

Document
Review

Comparison of Institutional Questions in the VIP and Equal Measure Evaluations

VIP Evaluation Proposal

- How is the VIP Consortium developing on each campus, as well as across campuses?
- What institutional factors matter for success?
- What is the added value of the Consortium for institutions, faculty and students?

Equal Measure Portfolio Evaluation

- The “network-level” line of inquiry: Examines the work within the networks and institutions, with the primary intent of documenting changes at the network, institution, and department levels and to a lesser extent on STEM faculty and student levels
- The “portfolio-level” line of inquiry: Focuses on the structure of the overall portfolio and the network characteristics that result in strong adoption and scaling of the Trust’s postsecondary STEM active learning strategy

Subgroup and Across Sites: Understanding Impacts on Students & Faculty

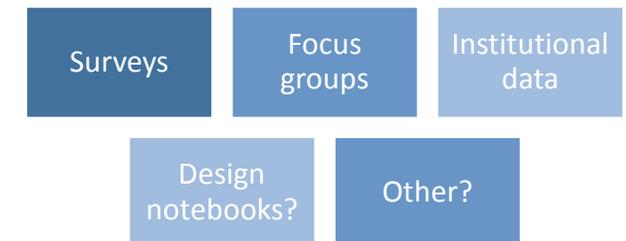


How well is VIP working, and to what end?

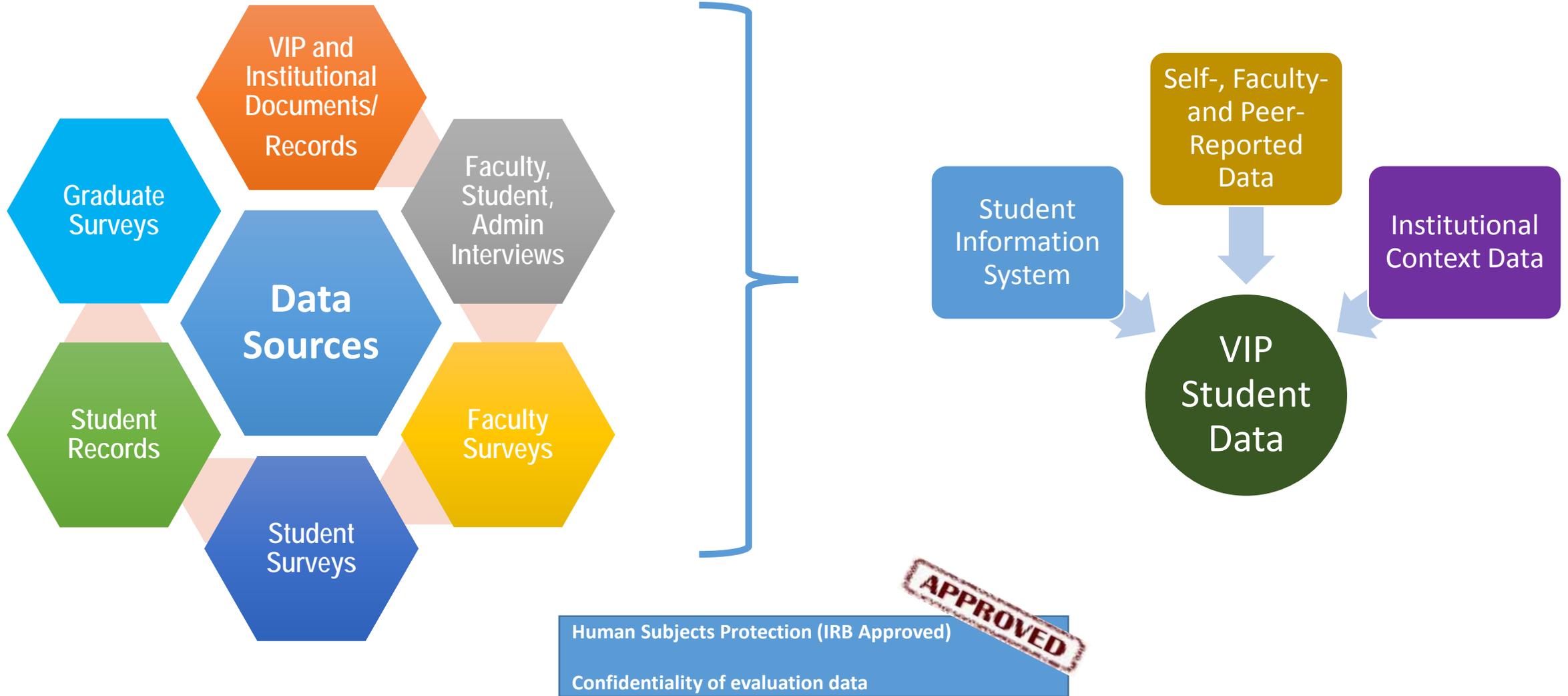
- **(Teams) How well do teams function in the VIP environment?**
 - Team composition? Structure? Culture? Cross-team resource exchange?
 - Multi-layered view: Leadership? Management? Cross-team effects?
- **(Students) How is VIP changing the student learning experience and outcomes?**
 - What matters most in this process? Do some benefit more than others? Which aspects of the VIP approach have the most impact on outcomes?
- **(Faculty) How effective is VIP in attracting faculty with “fit”? What are VIP impacts on faculty?**
 - Faculty interest, motivation, productivity, interaction, learning, retention?



- ❖ **(Comparison) How is the VIP experience different from other project-based approaches?**
 - ❖ How does what students and faculty do and gain in VIP compare to project-based and traditional approaches?



Multiple Sources of Data



Full VIP vs Subgroup

Years 1-3

Years 4-6

Coordinated collection of student survey data across three (+?) sites

Georgia Institute of Technology



BOISE STATE UNIVERSITY

Other Schools?

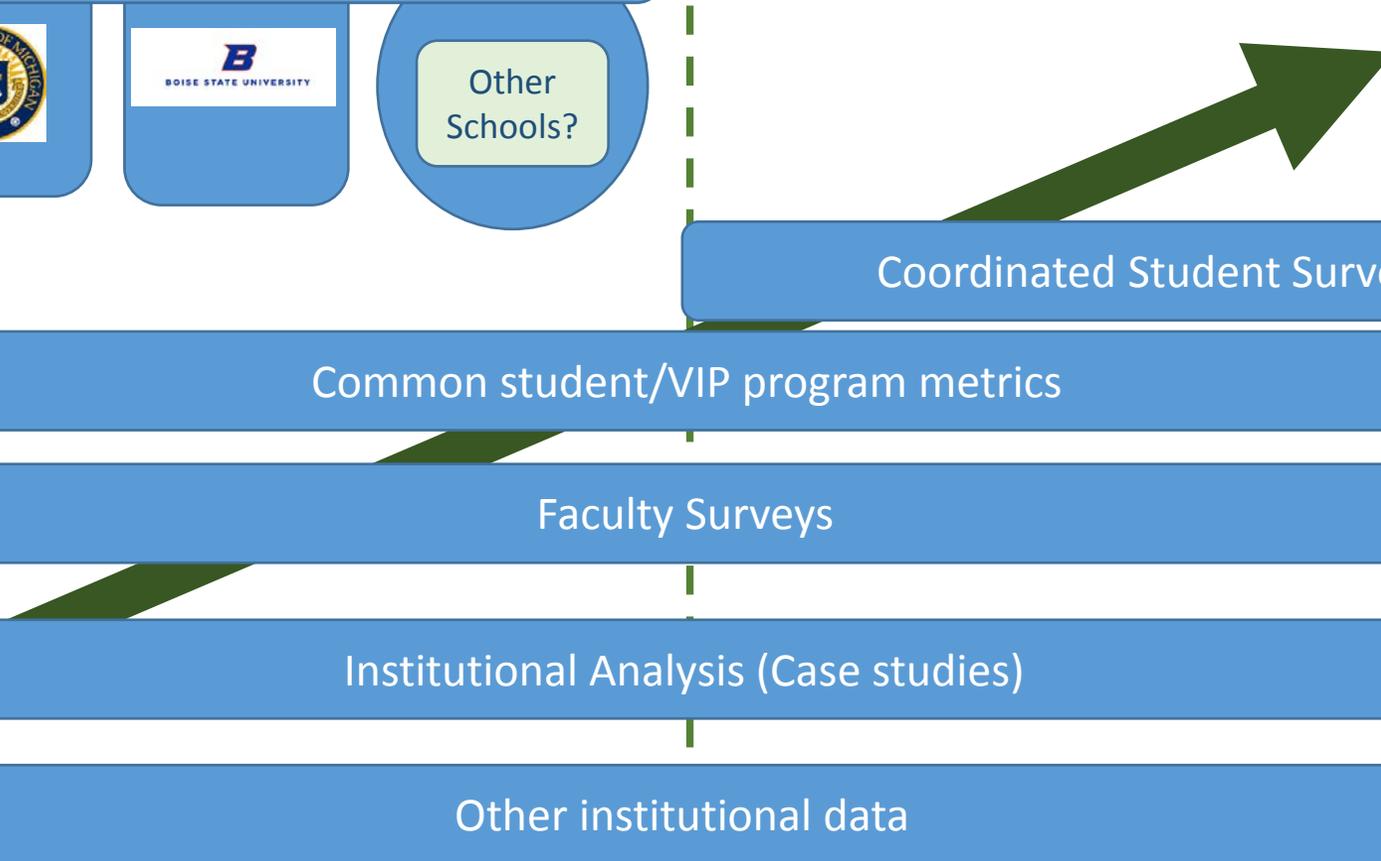
Coordinated Student Survey (all sites)

Common student/VIP program metrics

Faculty Surveys

Institutional Analysis (Case studies)

Other institutional data



What, where and when? Timeline

- Summer 2015
 - VIP Sites – Interviews, possible site visits
 - Data foundations – VIP and institutional data
 - Student and faculty survey development
 - Refinement of 3 year evaluation plan
- Fall and Spring 2015/16
 - Student Survey (Limited: GATech, Michigan, Boise State)
 - Faculty Survey (August and May)
 - Compilation and analysis of data across sites
- Years 2 and 3
 - Continuation of above
 - Refinement of data instruments for dissemination/coordination across sites
 - Continued refinement of evaluation plan, planning for second round
- Periodic
 - Video calls re: evaluation across sites



What will we need from you?

- Cooperation and access
 - Honest and thorough input
 - Updates on evaluation efforts at your sites
-
- Contact with local data or evaluation person
 - Faculty contact lists
 - Liaison to/facilitation of institutional research office contacts
 - (looking forward) IRB agreements
 - Other?



FINDING
PROMISE

FUELING
CHANGE

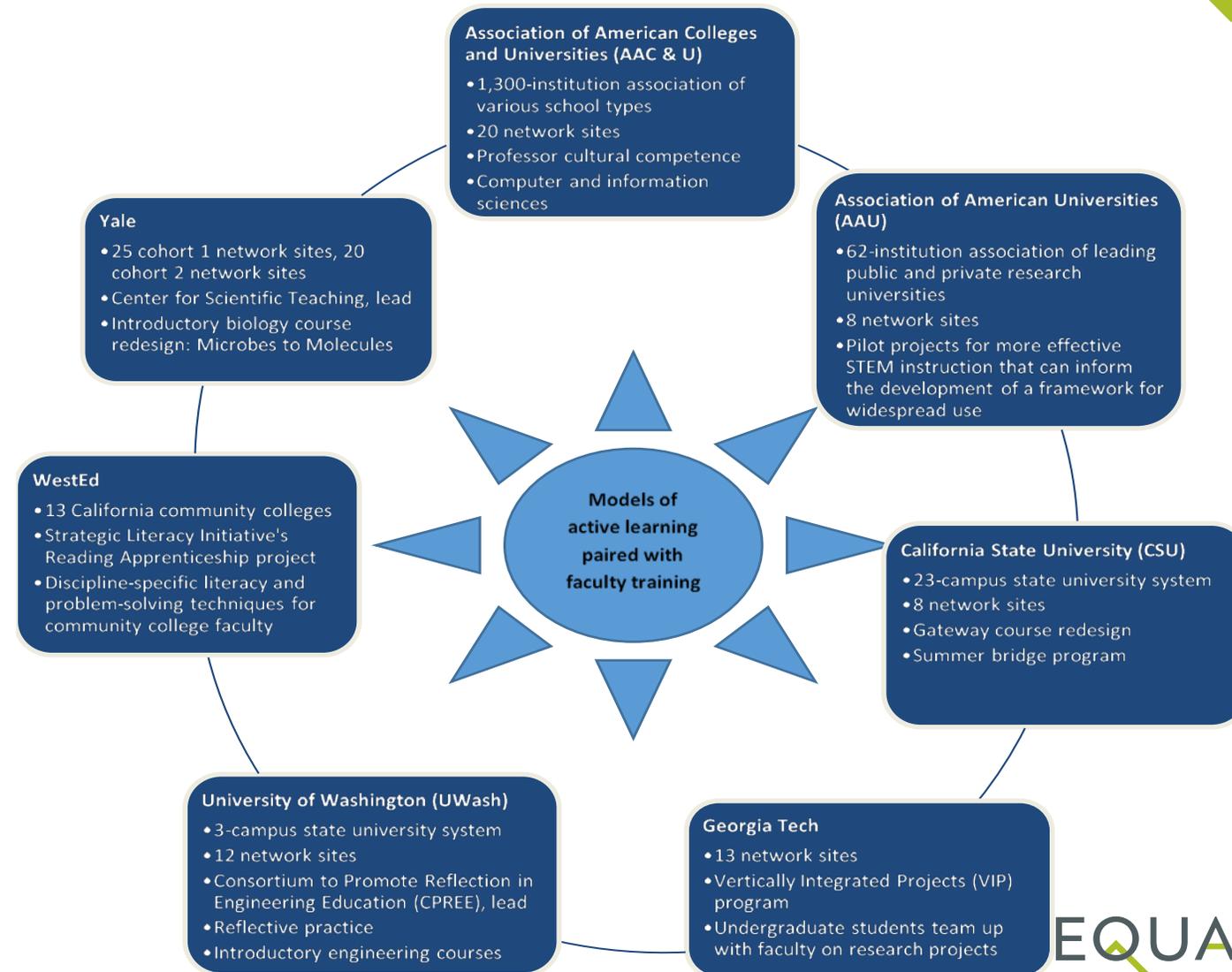
Meg Long
President, Equal Measure

mlong@equalmeasure.org
215-732-2200 ext. 222

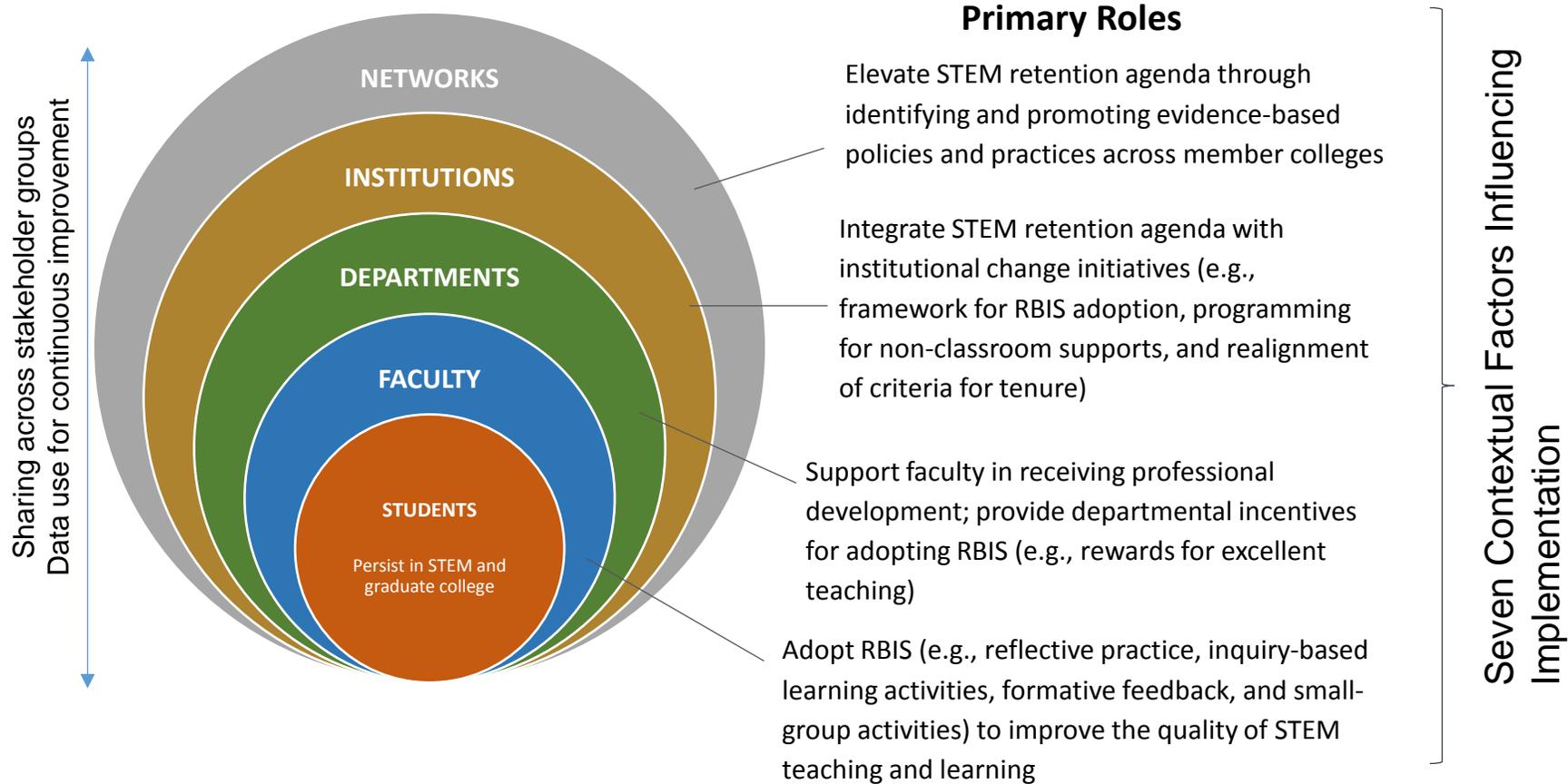
Two Evaluation Lines of Inquiry

- The “network-level” line of inquiry:
 - Examines the work within the networks and institutions, with the primary intent of documenting changes at the network, institution, and department levels and to a lesser extent on STEM faculty and student levels
- The “portfolio-level” line of inquiry:
 - Focuses on the structure of the overall portfolio and the network characteristics that result in strong adoption and scaling of the Trust’s postsecondary STEM active learning strategy

The Portfolio: Partners Included in the Evaluation



Network-Level Lines of Inquiry



Network-Level Evaluation Questions

- What evidence do we have that **networks** are adopting a STEM completion agenda?
- To what extent does the postsecondary STEM active learning strategy affect change in participating STEM **departments and institutions**?
- What **contextual and environmental factors** facilitate or impede these levels of change?

Portfolio-Level Evaluation Questions

- What factors facilitated or impeded **take-up and scaling of the Trusts' investment at the network and institutional** levels (where applicable)?
- What are the **implications of these factors** on the Trust's future investments in higher education?
- In what ways have the Trust's grants been most and least successful in advancing the STEM agenda?
- How effective are different network and institutional approaches?
- What bundle of interventions demonstrates the greatest impact in improving STEM retention?

Data Sources

- Network lead interviews – every three to six months
- Case study visits – six across portfolio
- Learning community meetings and group calls
- Document review – reports, proposals, research, white papers, etc.
- Secondary data collection and analysis – drawing from evaluation findings

Discussion and Questions?

