



NATIONAL ALLIANCE OF  
**CONCURRENT ENROLLMENT**  
PARTNERSHIPS

# **NACEP Accreditation Mini-Series**

## **Program Evaluation Standards**

**June 12, 2017**

*advancing quality college courses for high school students*

# Presenters



**Karen Landry,  
Everett Community  
College**



**Dr. Kayla Westra,  
Minnesota West  
Community and Technical  
College**



**Magdalena Narozniak,  
University of Connecticut**

# Program Evaluation Standards 101

Evaluation Standard	Who	How Often	Essential Questions	Summary Report
E1	CEP students	Every section	No	Yes, disaggregated by instructor
E2	CEP alumni, one year out	Every year	Yes	Yes
E3	CEP alumni, four years out	Every three years	Yes	Yes
E4	Instructors, Principals, Guidance Counselors	Every three years	Yes	Yes, disaggregated by role

# Response Rates

Response rates are more important when the study's purpose is to measure effects or make generalizations to a larger population; they are less important if the purpose is to gain insight.



**UNIVERSITY OF SOUTHERN INDIANA**  
**CAP**  
**COLLEGE ACHIEVEMENT PROGRAM**

***We Need Your Help!***

Students in your school take dual credit courses through the University of Southern Indiana's College Achievement Program (CAP). Recently you received an email survey asking how these courses have benefitted your students, as well as your school.

The results of this survey will be used to improve the services we provide to you and your students. We appreciate your input and participation in this survey.

Questions? Call 812/228-5022 or email [cap@usi.edu](mailto:cap@usi.edu)

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# Reports

- ❖ Explain the survey's methodology:
  - Who was surveyed?
  - How? (format, timing)
  - What was the response rate?
  - Include the survey instrument
- ❖ Provide the results
  - ❖ How are the results used/shared?
  - ❖ For alumni & impact surveys - draw conclusions

# Common Accreditation Issues

- ❖ Not working with qualified researcher
- ❖ Incorrect survey frequency
- ❖ Lack of follow-up with non-respondents
- ❖ Low response rates
- ❖ Limited analysis in summary report
- ❖ Lack of evidence that survey results prompted any reflection on possible program improvement



# REACH Program End of Course Feedback

SCHOOL                      COURSE NAME                      INSTRUCTOR NAME                      SEMESTER

This survey is intended to evaluate the effectiveness of the course. It is not part of your grade and does not evaluate the instructor. Please be honest and specific in your feedback.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My understanding of the subject matter has improved as a result of this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The reading, discussion, writing, projects, papers, and other course activities have helped me learn more about the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assignments in this course have helped me learn more about the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course materials were helpful in understanding the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assessments (quizzes, tests, projects, papers) were effective and provided me with feedback on my progress in mastering the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What would you change about this course? Why?

What did you like the most about this course? Why?

# Program Evaluation Standard 1 Minnesota West Example:

- Surveys are anonymous.
- Completed online.
- Completion rate is traditionally high.
- High school instructors value data.
- Survey is for course, not instructor.
- Feedback shared with college mentors.

# Program Evaluation S1

## Minnesota West Data Points

- 406 students, with many taking multiple courses during the year.
- 22 high school instructors
- 14 college mentors to provide quality instruction.
- 580 surveys were returned from 36 course sections (88% completion).
- We followed up with those who didn't complete. This year, we are over 95% completion.



# Minnesota West-What we do with data?

- Share individual data (redacted, if needed) to high school instructor and college mentor
- Share aggregate data with high school instructors, college mentor faculty, administrators, and counselors/advisors.
- Review during professional development workshop before the next year.

# Program Evaluation Standard 1

## UConn Example:

### Survey Instrument – Paper to Online (SurveyMonkey & Qualtrics)

- Anonymity, time to complete, contact info, NetID instructions
- No required NACEP questions
- Not an evaluation of instructor

#### Open-ended questions:

Q12: What was the most difficult topic?

Q13: What topic received too much class time?

Q14: What topic received too little class time?

Q15: What did or did not convince you this was a college course?

# Program Evaluation Standard 1

## UConn Example:

Send notifications to community of the upcoming evaluation period and deadlines

- Include principals

Prepare student data

- NetID sign-in or password
- Include instructor email in data
- Unique course ID → Christian Heritage School;HIST1501;805 – Husky,Jon

# Program Evaluation Standard 1

## UConn Example:

Email students including reminders

- Message overload

Process data

- Response rate
- Totals
- Word analysis
- Prepare to send

10. University grading procedures were explained to the class			
	Fall 2014	Spring 2015	Fall 2016
Strongly Agreed	38%	38%	42%
Agreed	34%	32%	33%
Neutral/no opinion	15%	15%	14%
Disagree	10%	11%	9%
Strongly Disagree	3%	4%	1%

# Program Evaluation Standard 1

## UConn Example:

Send results

- Individual instructors
- Aggregate to faculty

Course: ENGL1011 Section: 809 High School: [REDACTED]

	Strongly Agree	Agree	Neutral/No Opinion	Disagree	Strongly Disagree	Total Responses
Question 1	3	4	0	0	0	7
Question 2	3	4	0	0	0	7
Question 3	3	3	1	0	0	7
Question 4	3	2	2	0	0	7
Question 5	3	4	0	0	0	7
Question 6	3	1	3	0	0	7
Question 7	3	3	1	0	0	7
Question 8	3	3	1	0	0	7
Question 9	4	2	1	0	0	7
Question 10	2	1	3	1	0	7
Question 11	2	4	1	0	0	7

Student Open-Ended Responses (Student responses are separated by a semicolon)

Question 12	Start story analyzing; Poetry for me was the most difficult.; Poetry; Poetry; Short stories; Poetry; The most difficult topic was poetry.
Question 13	Poetry; I would say poetry.; Short Stories; Poetry; Poetry; Short stories; Poetry received too much class time.
Question 14	Essay writing; Plays and epic poems received the least amount of time.; Multiple Choice; Drama; Drama; Carpe diem poems; Plays received too little class time.
Question 15	The seriousness of the class and high standards convinced me it was a college class.; The work load was constant but not difficult.; The amount of homework we recieved; The large amounts of homework convinced me this was a college course.; Difficulty level; The amount of work, and the amount of brain power that went into completing each assignment. ; What convinced me that this was a college course was the heavy homework assignments that consisted of difficult readings and questions that took a lengthy amount of time to complete.

# Program Evaluation Standard 1

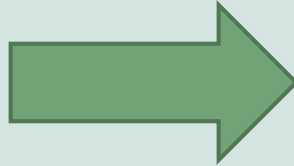
## UConn Example:

Different school calendars

Inaccurate email  
addresses

Low community buy-in

NetID use is confusing



Cultural Shift in  
progress – Steady  
response rates

# Program Evaluation Standard 2: Minnesota West Example

- 15 questions
- obtain information about where students are attending
- how REACH Program Alum are transferring their REACH Program Courses

**Question 1: Please describe what you are currently doing (select only one option).**

Of the students who responded, the majority of them are attending a private or public 4-year college or university. The survey results accurately provide Minnesota West with the anticipated outcome of where students are attending after high school.

Note: all respondents continuing education for this particular year.

	# of responses
Trade school, career school, or apprenticeship program	3
Public 2-year community or technical college	5
Private 2-year community or technical college	0
Public 4-year college or university	19
Private 4-year college or university	14
No response	0

# Program Evaluation Standard 2: Minnesota West Example

## Question 7: Looking back, how would you rate your overall experience with the REACH Program?

The overall impression of the REACH Program from respondents was excellent or good. The REACH Program strives to coordinate an excellent program for high school students.

	# of responses
Excellent	14
Good	23
Neutral	2
Poor	2
Very Poor	0
No response	0

## Question 8: Would you recommend the REACH Program to current high school students?

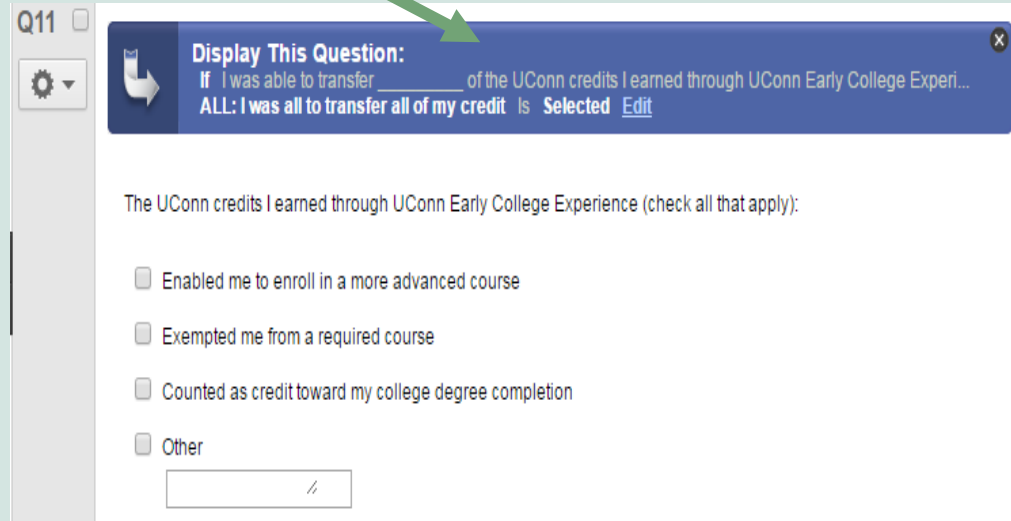
The overall feedback from respondents was that they would recommend the REACH Program to current high school students.

Yes	No	No response
41	0	0



# Program Evaluation Standard 2: UConn Example

- Similar prep work as with course evaluations
- Took advantage of survey flow feature
- Worked with IR to validate questions – run the assessment internally
- Include opt-in feature for more in-depth survey
- Incentivize survey completion
- NACEP essential questions



Q11


**Display This Question:**  
If I was able to transfer \_\_\_\_\_ of the UConn credits I earned through UConn Early College Experi...  
ALL: I was all to transfer all of my credit Is Selected [Edit](#)

The UConn credits I earned through UConn Early College Experience (check all that apply):

- Enabled me to enroll in a more advanced course
- Exempted me from a required course
- Counted as credit toward my college degree completion
- Other

# Program Evaluation Standard 2: UConn Example

- Timing can be tricky
- Email addresses inaccurate
- Response bias

 [View](#) I registered for the program and paid, but do not remember doing anything else for it. Never took an exam, never had any communication from UConn, but I guess I received credit for an Econ course somehow, even though that credit is useless at most colleges.



[View](#) This program was so beneficial. It really helped me prepare for college and now has made me ahead in my coursework so I might graduate early!

# Program Evaluation Standard 2: UConn Example- Bias

- **No-response bias:** students who do not respond may have had a different experience
  - Hate the course or love the course
  - Hate the instructor or love the instructor
- **Low response rate:** mean is susceptible to the influence of extreme scores, whether positive or negative
  - Increasing the response rate can smooth out these effects

# Program Evaluation Standard 3: Minnesota West Example

- Same process as the 1 year out survey
- Follow up on addresses that are invalid as best we can.
- Number of respondents generally lower than the one year out survey.
- Share reasons for collecting data:
  - 1) To evaluate whether the REACH Program provides value to students who participate in the program.
  - 2) To learn more about how students use the Minnesota West Community & Technical College credits that they earn through the REACH Program.
  - 3) To provide students, parents, legislators and others with documentation of the impact of the program.

# Program Evaluation Standard 3: UConn Example and Challenges

Process: Same prep work as  
1-year alumni survey +  
postcard

NACEP essential questions

Challenges: inaccurate  
emails/ mailing addresses

368 Fairfield Way,  
Unit 4171  
Storrs, CT 06269-4171



One true measure of our quality is found in the success of our graduates. We would like to know how you are doing after your participation in UConn Early College Experience. Your input provides information that is vital to understanding how we can improve the program. Please help us by taking a few moments to complete the 2012 alumni survey located at [www.surveymonkey.com/s/uconnecelyr](http://www.surveymonkey.com/s/uconnecelyr) or check out [www.ece.uconn.edu](http://www.ece.uconn.edu). Alumni who complete the survey by August 22, 2012 may choose to be entered to win one of ten \$25 iTunes® gift cards. All responses are confidential.

Thank you for your support —

UConn ECE team

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# Program Evaluation Standard 4: Minnesota West Example

Questions regarding effectiveness of program for students and for the schools/personnel:

- Number of years my high school or career center has offered REACH Program courses: \_\_\_\_\_
- I have worked with students taking Minnesota West Community and Technical College courses through the REACH Program for \_\_\_\_\_ years.
- I have a collegial partnership with the REACH Program:  
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree
- I am in contact with REACH Program staff:  
Constantly   Frequently   Occasionally   Never

# Program Evaluation Standard 4: Minnesota West Example

The Reach Program provides professional development opportunities to instructors in my high school/career center.

Constantly Frequently Occasionally Never

- The partnership I have with the REACH Program is supported by: (Check all that apply)
  - Professional Development
  - Conferences
  - Library Access
  - Technology Resources
  - Academic Advising
  - Financial Aid Counseling
  - Tutoring
  - Teacher Scholarships for Graduate Courses
  - College Campus Visits or Events
  - Other: \_\_\_\_\_

# Program Evaluation Standard 4: Minnesota West Example

14. As a result of offering REACH Program courses, my school:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. Offers a greater number of rigorous classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Offers prerequisite courses that prepare students for college courses in upper grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Demonstrates to parents that students are doing challenging work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Enhances its prestige and academic reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Has more students continuing on to postsecondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Has more students succeed in postsecondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



# Program Evaluation Standard 4: UConn Example

- Similar prep work as for course evaluations
- Separate surveys for each group
- NACEP essential questions

## UConn Early College Experience Survey of Site Representatives 2013

### Section E. Concluding Questions

21. One way I would like to see our relationship with UConn Early College Experience grow and develop is by:

22. What is the single greatest impact UConn Early College Experience has had on your students?

23. What is the single greatest impact UConn Early College Experience has had on your school?

# Program Evaluation Standard – UConn Tips for increased response rate

- Will rise if the culture of taking evaluations is strengthened
- Over time users become familiar with system and process
- Motivate students to provide feedback – instructor request
- Provide class time to do evaluations
- Provide all information needed to take evaluations clearly
- Provide frequent reminders to students and instructors



## Future NACEP Webinars and Events:

**June 19<sup>th</sup>**- Building Bridges through Appreciative Advising (W)

**July 13<sup>th</sup>**: Accreditation Mini-Series –Student Standards (W)

**July 20<sup>th</sup>**- Empower Students: Marketing concurrent Enrollment Student Voice and Outreach (W)

**July 20<sup>th</sup>**: Summer Accreditation Institute in Austin, Texas

**July 24<sup>th</sup>**: Exploring the Community College of Philadelphia dual enrollment Models (W)

