

Evaluation Standard 2

2020



Presenters:



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NorthWest Arkansas Community College

Evaluation Standard 2

- The concurrent enrollment program conducts and reports regular and on-going evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement

Required Evidence

Team is Reviewing

1. Provide a detailed report describing a research study or set of evaluations that the concurrent enrollment program conducted within or on progress during the last two academic years prior to applying. This report should include abstract or executive summary which includes why the study was needed (i.e. what question did it answer), methodology, results, and discussion sections. Provide the research instrument such as surveys and interview questions, as appropriate. Some studies will rely on data pulls from existing data systems and will not have a research instrument.
2. Describe how the results and any improvement plans are being communicated with the college and school leadership, as well as how the program continues to track whether the improvement plan is yielding beneficial results.
3. Describe the types and frequency of program evaluation methods used by the program to assess student success, impact on school partners and/or other program goals.

Samples of E2

Examples

- **Alumni surveys (students 1-year-out and 4-years-out of HS)**
- **National Student Clearinghouse (NSC)**
- **State Education Department or University System**
- **Internal data on CEP students who have matriculated**
- **Focus groups of CEP alumni**
- **Survey of current CEP seniors**
- **School partner surveys**

Count of ID High School	SUBJ	CRSE	Instructor	GRDE									Grand Total	
				A	B	C	D	F	FP	I	W	(blank)		
Ambassadors For Christ Academy	ENGL	1013	[REDACTED]		9									9
		1023		6	3							9		
		2223		1								1		
					1							1		
	HIST	2003		3	2							5		
		2013		4	2							6		
	MATH	2554		1								1		
		2564		1								1		
	PSYC	2003	Mont, E								1	1		
Ambassadors For Christ Academy Total					26	7					1		34	
Bentonville High School	AHSC	1213		1										1
		1223	1										1	
		1403	14	5	1								20	
	ARHS	1003									1		1	
	ART	1313		17	1	1							19	
		2833		11	5	1	1						18	
		2863		11	5		1						17	
	BICL	1544		1						1			2	
		2214		1									1	
	CISM	1433		2	1								3	
	CISQ	1103		8	4								12	
	CMUS	2003		1	1	3	1						6	
		2013		2	2	2							6	
		2033		1	3	1	1						6	
		2043		1	1	3	1						6	
		2053		1	1	3	1						6	
		2343		1	1	3	1						6	
	COMM	1003		6	6	2	2		1				17	
	CST	1313		14	2								16	
		2213		11	2	1							14	
	DNTA	1014		4	2								6	
		1213		3	1	2							6	
		1512		3	1	1	1						6	
	ENGL	1013		13	19	4	6						42	
											1		1	
						14	15	4	1			1	35	
			1023		15	9	11						35	
				1	4	3	1					9		
HIM	2432		1									1		
HIST	1033									1		1		
MATH	1204			20	27	19	10	4			2	82		

High School Seniors Enrolled at NWACC: College Enrollment & College Graduation Rates

Academic Year	HS Seniors Enrolled in Concurrent Classes as HS Seniors	Enrolled at Any Arkansas College in the Academic Year Following High School Graduation		Total Unduplicated Enrollment for 5 Years following HS Graduation		Unduplicated Graduates from Any Arkansas Colleges for 5 Years following HS Graduation		Credentials Awarded										Two Year Schools in Arkansas		State Totals	
		#	%	#	%	#	%	CP		TC		Assoc.		Bacc.		All Credentials		All Credentials		All Credentials	
								#	%	#	%	#	%	#	%	#	%	#	%	#	%
2006	630	470	74.6%	534	84.8%	291	46.2%	3	0.6%	1	0.2%	47	10.0%	256	54.5%	307	65.3%	1993	79.4%	2785	78.8%
2005	607	429	70.7%	488	80.4%	276	45.5%	10	2.3%	0	0.0%	62	14.5%	241	56.2%	314	73.2%	1814	78.7%	2322	77.4%
2004	454	358	78.9%	391	86.1%	229	50.4%	5	1.4%	5	1.4%	32	8.9%	209	58.4%	251	70.1%	1509	72.6%	1853	71.1%
2003	466	343	73.6%	394	84.5%	206	44.2%	8	2.3%	4	1.2%	31	9.0%	176	51.3%	219	63.8%	1427	68.9%	1849	68.1%
2002	455	328	72.1%	395	86.8%	201	44.2%	4	1.2%	3	0.9%	31	9.5%	175	53.4%	213	64.9%	1184	69.2%	1530	69.8%
2001	477	342	71.7%	401	84.1%	214	44.9%	3	0.9%	1	0.3%	35	10.2%	193	56.4%	232	67.8%	1132	73.8%	1432	73.2%
2000	405	304	75.1%	354	87.4%	186	45.9%	0	0.0%	0	0.0%	19	6.3%	174	57.2%	193	63.5%	935	67.0%	1206	67.6%

Notes:

Calculated percentage based on the number of high school seniors enrolled in concurrent classes

Calculated percentage based on the number of of students enrolling at any Arkansas college following high school graduation. Students could be counted more than one credential type

Source: Arkansas Department of Higher Education

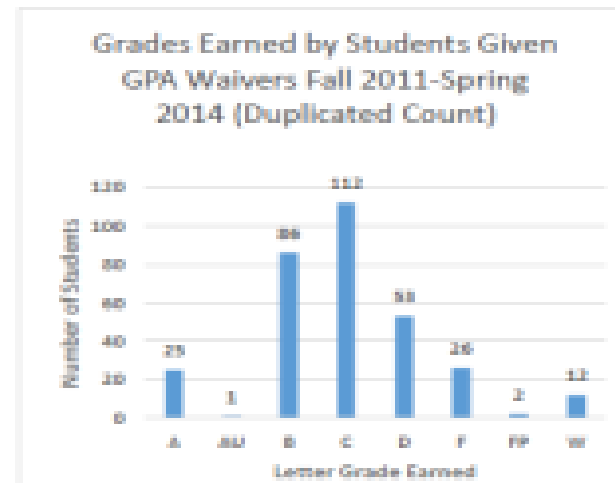
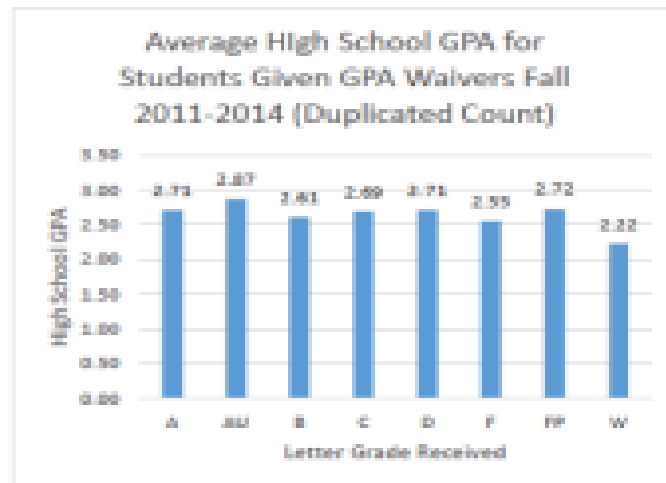
Early College Experience - High School Based Courses

Students-SSCH-Tuition

High School	AY	Students	Registrations	SSCH	Tuition Paid by Students	Value at Full Price
ACA	2007-08	13	34	71	\$ 1,000.00	\$ 6,000.00
	2008-09	20	60	103	\$ 6,100.00	\$ 17,000.00
	2009-10	12	29	69	\$ 2,277.00	\$ 6,652.75
ACA Total		45	107	354	\$ 10,488.00	\$ 30,573.75
BENTONVILLE HIGH SCHOOL	2007-08	126	128	1,070	\$ 11,000.00	\$ 88,425.00
	2008-09	140	111	1,206	\$ 84,977.25	\$ 101,812.00
	2009-10	111	141	800	\$ 28,884.00	\$ 78,000.00
	2010-11	105	133	705	\$ 27,057.50	\$ 78,770.75
	Fall 2011	140	104	675	\$ 24,400.75	\$ 68,760.75
BENTONVILLE HIGH SCHOOL Total		722	1,521	4,464	\$ 144,997.50	\$ 414,968.50
DECATUR HIGH SCHOOL	2009-10	2	0	26	\$ 1,330.00	\$ 3,435.50
DECATUR HIGH SCHOOL Total		2	0	26	\$ 1,330.00	\$ 3,435.50
FARMINGTON HIGH SCHOOL	2008-09	11	45	249	\$ 7,870.00	\$ 18,645.75
	2010-11	84	49	371	\$ 9,802.25	\$ 24,130.25
	Fall 2011	27	38	150	\$ 7,637.50	\$ 18,222.50
FARMINGTON HIGH SCHOOL Total		122	132	770	\$ 25,309.75	\$ 60,998.50
FAYETTEVILLE SR HIGH SCHOOL	2008-09	57	67	225	\$ 11,055.15	\$ 28,550.00
	2009-10	46	68	206	\$ 12,134.00	\$ 30,890.00
	2010-11	60	65	210	\$ 12,202.50	\$ 30,960.50
	Fall 2011	71	65	304	\$ 17,060.00	\$ 44,750.00
FAYETTEVILLE SR HIGH SCHOOL Total		234	265	945	\$ 52,451.65	\$ 135,150.50

NWAAC requires a high school GPA of 3.00 for general education transfer classes and a 2.00 for career and technical classes for high school students enrolling in concurrent classes. However, students may complete a GPA waiver requesting that the GPA requirement be waived in special circumstances. The percentage of high school students receiving GPA waivers in any given term has ranged from 4.7% to 11.5% for X (high school-based) and W (Secondary Career Center) student types.

High School Relations periodically reviews the data on students receiving GPA waivers to ensure that the process is not detrimental to student success. Utilizing data from fall 2011 to spring 2014, sixty-six (66%) percent of the students receiving a GPA waivers successfully complete the course(s). However, high school GPA does not seem to be the only predictor of successful completion (see tables below). Students receiving an F or FP grade do not have a significantly different high school GPA than students receiving an A grade for the three academic years analyzed. Other factors such as student's motivation and desire to be successful in the class appear to also play a role in student success. As part of the waiver application, students are asked to give a reason why the waiver should be approved and counselors are also asked for their recommendations. In 2009, we found that who completed the waiver form (i.e., the student or counselor) had the greatest effect on student performance. During the waiver review and approval process, the student's performance in similar courses and placement test scores are taken into consideration along with the student's GPA.



English composition and college algebra have the largest enrollment in the Early College Experience programs. When reviewing data for specific courses, college algebra has the highest failure rate for this population of students receiving waivers. Forty-one (41%) percent of students granted waivers for college algebra do not successfully complete the course as compared to only sixteen (16%) percent of the students receiving waivers for English Composition I. This implies that we need to be more intentional in placing students with lower high school GPAs into college algebra and look at factors other than high school GPA and placement test scores. Secondary Career Center students receiving GPA waivers result in too small populations to draw any conclusions.

Overall the GPA waiver process seems to be working by allowing students with lower high school GPAs to have access to college classes. While high school GPA does not appear to be the only predictor of success in concurrent courses, it still provides an indication of a student's work ethic and commitment to learning.

Additional Resources



ACCREDITATION GUIDE

FOR PEER REVIEWERS AND APPLICANTS

SEPTEMBER 2019
VERSION 5.5

NACEP



PROGRAM EVALUATION GUIDE



SURVEY GUIDE

RESOURCES FOR CONDUCTING CONCURRENT
ENROLLMENT EVALUATION SURVEYS

NATIONAL ALLIANCE OF
CONCURRENT ENROLLMENT
PARTNERSHIPS

advancing quality college courses for high school students

NACEP Evaluation Resources

This site is designed to help you and your institution conduct an evaluation that provides you with useful knowledge about your program and that aligns with the [NACEP Evaluation Guide](#). You and your colleagues are likely already performing aspects of evaluation within your programs - looking at data, listening to students, gaining staff/faculty perspectives, and making decisions using what you learn. In line with this perspective, the goal of an evaluation is to pose a small set of questions and collect data that guides decisions for improving your program - it does not have to be a comprehensive research study. The evaluation process adds some structure and intentionality to your improvement work to ensure your results create meaningful understanding and are useful to you.

The links below offer resources aligned to an organizational structure you may want to think about when starting an evaluation process. Components from all sections, however are not necessary to begin your evaluation work. You may choose to only use specific resources (like guidelines for collecting data through surveys and focus groups), employ resources from all areas, or select resources from various sections to supplement your current improvement process. Links to resources include abridged documents you can directly download from Google Drive and links to the original documents containing full detail on their source websites.



[Getting Started](#)

What do you need to know about NACEP Evaluation Standard 2? This page contains links to the NACEP standards and a high-level of description of evaluation.

Questions

