



NATIONAL ALLIANCE OF  
**CONCURRENT ENROLLMENT**  
PARTNERSHIPS

# **NACEP Accreditation Mini-Series**

## **Program Evaluation Standards**

**May 19, 2016**

*advancing quality college courses in high school*

# Presenters

## **Selena Grace, Idaho State University**

She has served as the associate vice president for institutional effectiveness at Idaho State University since October 2013, and is responsible for regional accreditation, specialized accreditation, academic program review, academic affairs policies, and institutional strategic planning. She is currently serving as a NACEP Accreditation Commissioner.



## **Jessica Mensink, Southwest Minnesota State University**

She is the College Now/PSEO Coordinator and has worked with the concurrent enrollment program for four years. She serves as the primary resource for high school partners regarding e-applications, student registrations, course surveys, and roster verifications. She has more than 10 years experience in K-12/postsecondary partnerships.



## **Magdalena Narozniak, University of Connecticut**

She is a Program Coordinator for the University of Connecticut's Office of Early College Programs and UConn Early College Experience. She assists in the planning, development, and evaluation of program objectives and serves as a resource for staff and others regarding program information and research on concurrent enrollment partnerships.



# 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)

# 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

# Program Evaluation Standard 1

## SMSU Example:

- Survey Monkey is used to conduct all of our NACEP evaluations
- Email sent to high school contacts containing a link to College Now survey page with one month remaining in the course
- Reminder email sent to high school contacts and teachers with two weeks remaining in the course
- Student worker tracks response rates as the end dates approach. We reach out a third time to classes with low/no survey response rates
- Responses are pulled and emailed to both the high school teachers and their SMSU mentoring faculty

**Challenge:** All of our courses have different end dates so this requires close attention

# 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

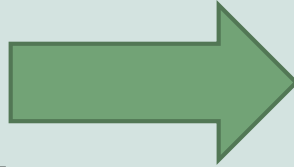
Student Open-Ended Responses (Student responses are separated by a semicolon)

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:

## SMSU Example

- Sent initial email with survey link the end of April
- We used \$100 Prepaid Visa gift card as incentive, added logo to the email, and included both a link and a hyperlink to the survey
- Reminder emails sent after one week and then again the day before the drawing
- SMSU Office of Institutional Research and Data Management reviews and analyzes our survey responses



### ***A Chance to Win a \$100 Prepaid Visa Debit Card!***

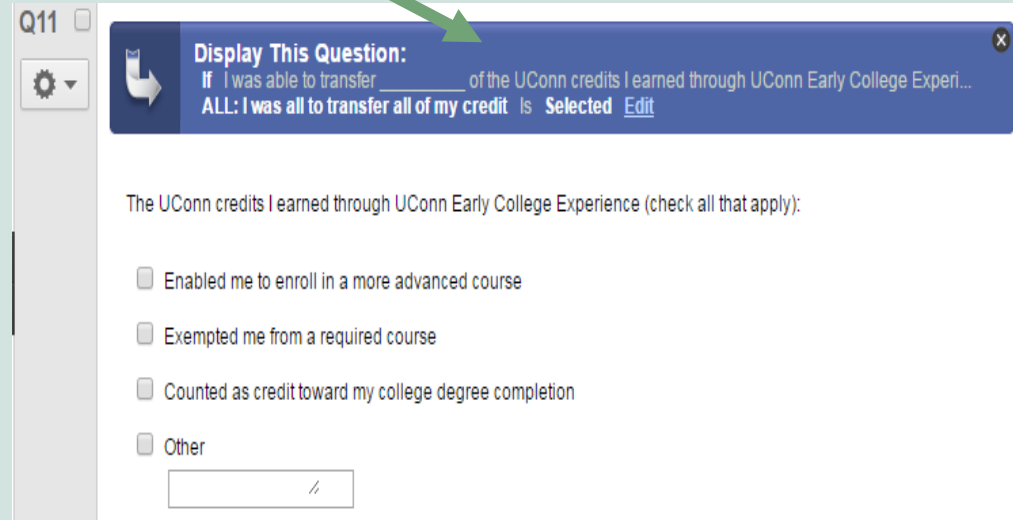
Hi Jessica,

As a valued alumnus of the College Now program at Southwest Minnesota State University, our College Now High School program, we would like to hear about your personal experience. We are hoping you could take a five minutes to complete a quick, online survey to let us know how College Now impacted your life after high school graduation. Here is a link to our survey: [SMSU College Now – 1 year out survey](https://www.surveymonkey.com/r/VPBRPW6).  
(If hyperlink does not work, the survey is available at <https://www.surveymonkey.com/r/VPBRPW6>)

# 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



The screenshot shows a survey question interface. A green arrow points to the blue header bar that reads "Display This Question:". Below the header, the question text is: "If I was able to transfer \_\_\_\_\_ of the UConn credits I earned through UConn Early College Experi...". Below this, it says "ALL: I was all to transfer all of my credit Is Selected Edit". The main content area has the text "The UConn credits I earned through UConn Early College Experience (check all that apply):" followed by four checkbox options: "Enabled me to enroll in a more advanced course", "Exempted me from a required course", "Counted as credit toward my college degree completion", and "Other". There is an empty text input field below the "Other" option.

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:

## SMSU Example

- Survey conducted annually for consistent reporting
- Sent initial email with survey link the end of April, with reminders sent one week later and again the day before the drawing
- We used \$100 Prepaid Visa gift card as incentive, added logo to email, and included both link and hyperlink to the survey
- **Challenge:** Email addresses bouncing with this group
- **Improvement:** Email sent to current seniors making them aware of alumni surveys in the future and encouraging them to update their email addresses in our system before graduation

# 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

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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:

## SMSU Example

- Emails are sent to high school contacts containing a link to College Now survey page one month prior to the school year ending
- Reminder emails are sent to high school contacts two weeks later
- Monitor responses and follow up with specific groups as needed

# 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



**Summer Accreditation Institute**  
**June 16<sup>th</sup>**  
Johnson County Community College  
Overland Park, Kansas City, Kansas

**[www.nacep.org/accreditation/forms-resources/](http://www.nacep.org/accreditation/forms-resources/)**

- **Evaluation Survey Templates**
- **Survey Guide**

**Contact Jennie Patteson <[jpatteson@nacep.org](mailto:jpatteson@nacep.org)> for  
SurveyMonkey or Qualtrics Templates of NACEP  
Essential Questions**