

NACEP National Conference  
October 26, 2015

# *NACEP Evaluation Why & How?*

Christine Denecker

**FINDLAY**  
THE UNIVERSITY OF FINDLAY

William Newell

**SYRACUSE UNIVERSITY**

Magda Narozniak

**UCONN**  
UNIVERSITY OF CONNECTICUT

# Introduction

Christine Denecker



# Why?

William Newell

# CEPA" Conference – November 1998

## Institutions Represented

Corning Community College  
Comm Coll of Allegheny County  
Indiana University  
Indiana University – South Bend  
Kenyon College  
New Hampshire Technical Institute  
Rhode Island College  
Saint Louis University  
Southampton College of LIU  
SUNY Cortland

- Syracuse University
- University of Connecticut
- U of Missouri – Kansas City
- U of Missouri – St. Louis
- U of North Carolina – Greensboro
- University of Pittsburgh
- U of Wisconsin – Oshkosh
- Utah Valley State College
- Weber State University



# Evolution of NACEP Standards

## **“CEPA” Conference - 1998**

Content

Evaluation

Oversight

Professional Development

School/College Connection

Teacher Selection

## **Standards Adopted - 2002**

- Assessment
- Curriculum
- Evaluation
- Faculty
- Student

# NACEP Conference – April 2002

## Standards Adopted

Albuquerque Technical Vocational Inst.  
Boise State University  
Corning Community College  
Finger Lakes Community College  
Herkimer County Community College  
Indiana University  
Indiana University – South Bend  
LaRoche College  
Monroe Community College  
Nebraska Wesleyan University  
New Hampshire Community Technical Coll.  
Northwest Nazarene University  
Rhode Island College  
Rio Salado College

- Saint Louis University
- Salt Lake Community College
- Syracuse University
- University of Connecticut
- University of Minnesota - Duluth
- University of Missouri – Kansas City
- University of Missouri – St. Louis
- University of North Carolina – Greensboro
- University of Pittsburgh
- University of Tennessee – Martin
- Utah Valley State College
- Vincennes University
- Weber State University



**Why?**

# Why Evaluate Programs?

- Fulfillment of accreditation requirements
- Accounting for funds
- Answering requests for information
- Choosing among possible programs
- Assisting in program improvement
- Learning about unintended effects



# Why Evaluate Programs?

to address questions such as:

- What is needed?
- What are the components of this program and how do they relate to each other?
- What is happening in this program?
- How is the program performing on a continuous basis?
- How could we improve this program?
- How could we repeat the success of this program elsewhere?

# Why Evaluate Programs?

. . . evaluation without change is pointless.

Assessing . . . reveals good news as well as bad

Such processes require time . . .



# Why Evaluate Programs?

What is going on in your program?

# How?

Magda Narożniak

# NACEP Evaluation Standards

## E1: Course Evaluations

The CEP conducts end-of-term student university/college course evaluations for each course section offered through the CEP.

## E2: 1-Year Out Survey

The CEP conducts an annual survey of CEP alumni who are one year out of high school...

## E3: 4-Year Out Survey

The CEP conducts a survey of CEP alumni who are four years out of high school at least once every three years...

## E4: Impact Studies

The CEP conducts surveys of participating high school instructors, principals, and guidance counselors at least once every three years...



# E2, E3, E4 Requirements

“The essential questions found in the templates are required to be used by NACEP-accredited CEPs and those seeking accreditation.” *NACEP Survey Guide*, p. 2.

“Methodology includes one follow-up contact with non-respondents.” *NACEP Standards*, p. 4.



# Course Evaluations

## Evaluation 1 (E1)

- The CEP conducts end-of-term student university/college course evaluations for each course section offered through the CEP.



# Course Evaluations

## Evaluation 1 (E1)

- The CEP at each university requires each course to be evaluated through the CEP.

No required questions!

student evaluations for  
through the





# Stakeholders & Their Concerns

## Instructors

- What is a timely delivery?
- Does this protect their welfare?

## Students

- Does it make it feel more like a college course?

## CEP Staff & Faculty

- Are they reflecting a college course?

## Skeptics & Supporters

- How can evaluations address their concerns?



# Collecting & Analyzing

**Step 1:** Design your data collection methods

**Step 2:** Collect your data

**Step 3:** Summarize and analyze your data

**Step 4:** Assess the validity of your findings



# Step 1: Question Content

## **Overall assessment of course**

- To improve the quality of instruction and curriculum
  - Organization of course, content, compare goals and outcomes

## **Institutional assessment of CEP**

- To improve student experience
  - Prerequisites, “college-level”, grading

# Step 2: Data Collection System

UCONN

Research Suite Support & Feedback Help and Tutorials Magdalena Narozniak

My Surveys Create Survey Edit Survey Distribute Survey View Results Library Panels Administration Reporting

Look & Feel Survey Options Survey Flow Print Survey Spell Check Preview Survey Launch Survey

2014 UConn ECE Spring & Full Ye... Last saved 30 Apr 2015 at 2:48pm Search survey contents... Advanced Options

Intro Block Block Options

Q1

**UCONN**  
EARLY COLLEGE EXPERIENCE

Q2

Welcome to your 2014 UConn Early College Experience course evaluation of full-year and spring courses. Please fill out the survey below to the best of your abilities focusing on one course at a time. You will have the chance to restart the survey at the end to evaluate another course if needed. All responses will remain strictly confidential and completing the survey should require 3-5 minutes. If you have any questions or have misplaced your access code, do not hesitate to contact the UConn ECE office by emailing [ece@uconn.edu](mailto:ece@uconn.edu). The deadline for submission is midnight on June 20.

Q3

Please enter your **access code** found in your email:

- Paper/Online
- HuskyCT
- SurveyMonkey
- Qualtrics



# Step 3: Analysis Techniques

## Closed-ended

1. Values ► nominal, ordinal, interval variables
2. Tabulation & Averaging

## Open-ended

1. Query containing all responses
2. Content analysis

- Excel
- SPSS
- Tableau

# Analyze

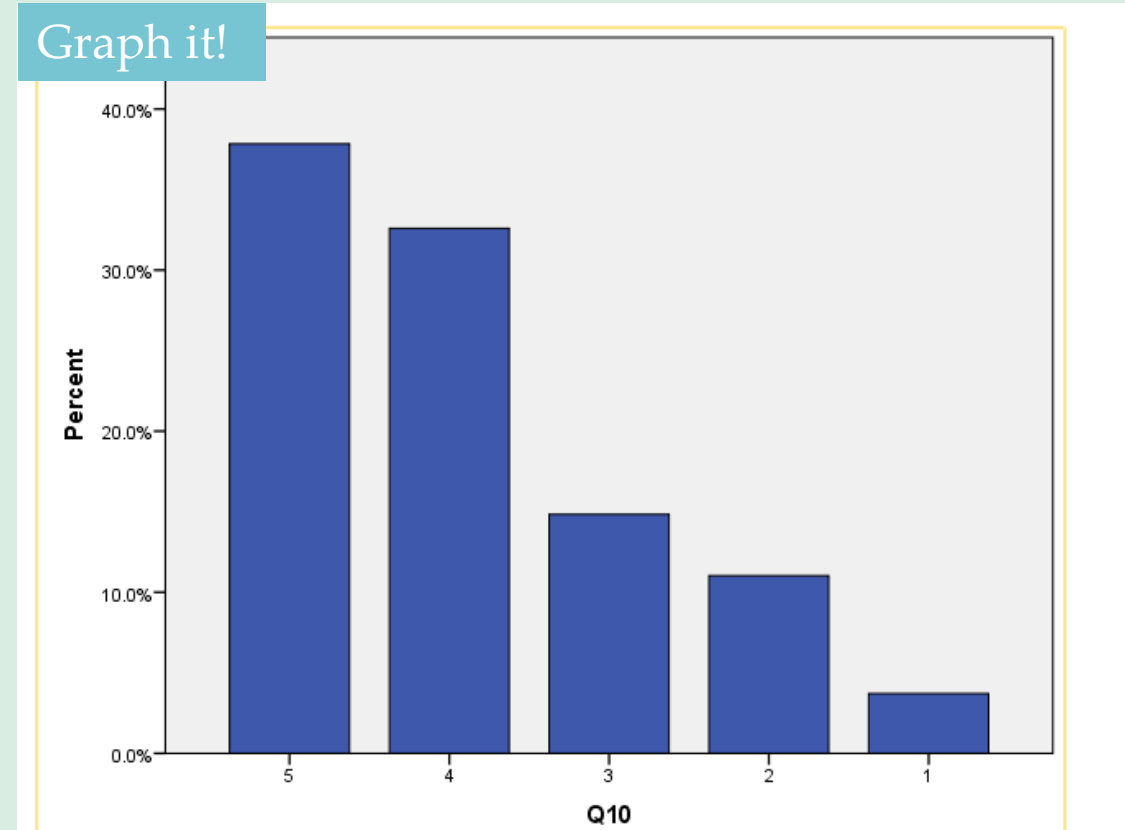
## Frequencies per school

		School			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Academy of Information Technology & Engineering	32	1.0	1.0	1.0
	Academy of Our Lady of Mercy	14	.5	.5	1.5
	Achievement First	16	.5	.5	2.0
	Amistad High School	10	.3	.3	2.3
	Amity Regional High School	18	.6	.6	2.9

## Frequencies per question

A	B	C	D
	Q10		
	Row Labels	Count of Q10	
	5 Strongly Agree	37.8%	
	4 Agree	32.6%	
	3 Neutral/no opinion	14.8%	
	2 Disagree	11.0%	
	1 Strongly Disagree	3.7%	
	(blank)	0.0%	
	Grand Total	100.0%	

## Graph it!



Q10: University grading procedures were explained to the class.

# Content Analysis

## Open-ended comments (1-year Out Survey):

“It was probably the best decision that I made in high school. Not only did I get 6 credits, I also am **nearly halfway to a minor in French**. The ECE experience allowed me to place into 400 level French, which is challenging, but I am prepared.

“I think it is really important for high school students to understand the value of the program...The 8 credits I was able to **transfer from taking Biology put me ahead of the game at Maryland** and allowed me to **bypass a few introductory classes** that would have been review. As a high school student, this did not mean very much to me.”

“I absolutely loved the experience as a whole. **Walking into my first college class (ever) this year, I was very confident**, and my grades in all written works have been - well - outstanding. This experience has helped create a better student out of me.”

“Unfortunately my high school only offered UCONN courses in the humanities not in math and sciences while I attended. So for math and science I took the AP courses offered. **I would have taken UCONN courses across all areas if possible.**”

“I am so happy and thankful that my high school offered this option. **It has given me a head start in college**, and gave me more background knowledge to build off of.”

“These classes were very helpful and **beyond the rigor of my college classes today**, I believe everyone should have the opportunity to take these classes because you will definitely be prepared for whatever higher education you decide to embark on.”

# Content Analysis

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

workload

amount of  
work

difficulty

everything

challenging

it was hard

tests

clearly  
stated

grading

quick pace

rigor

AP

teacher

writing

nothing



# Content Analysis

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



worklo

it was h

rigor

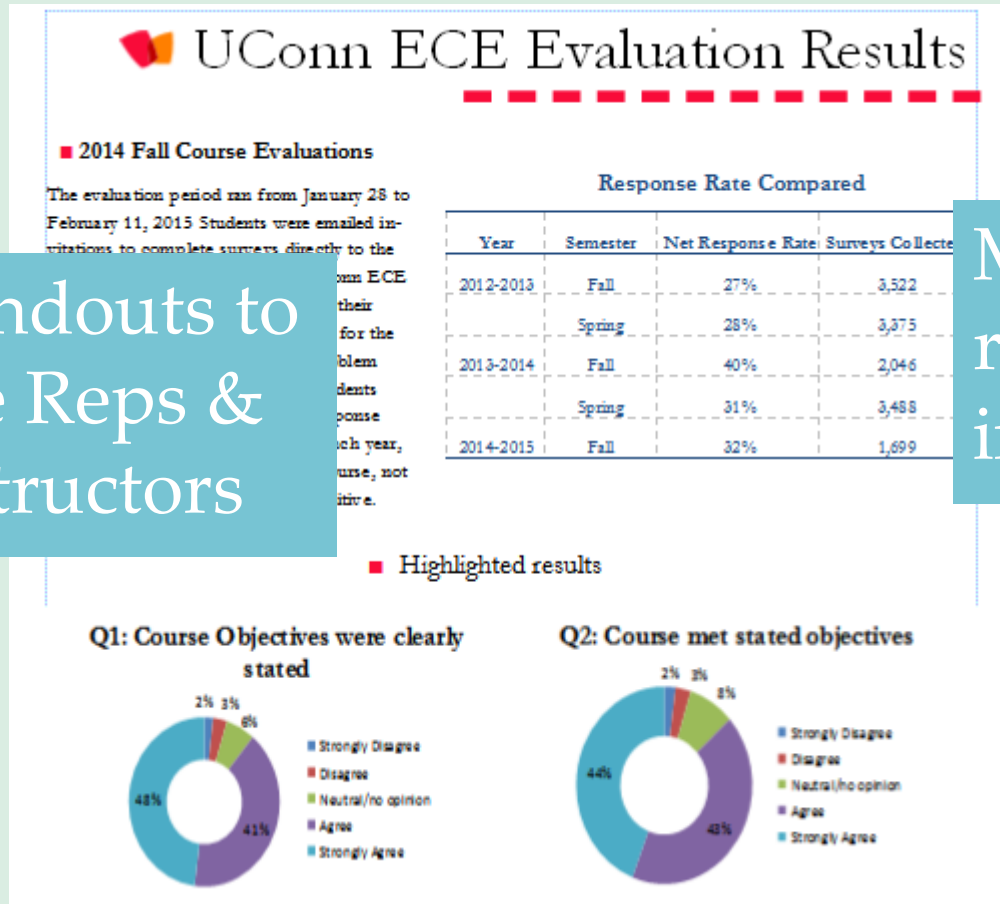
ging

ace

ng

# Distribute

Handouts to Site Reps & Instructors



Mail merge results to instructors

**UConn**  
EARLY COLLEGE EXPERIENCE

Dear [Name],

This email contains the results of your 2015 Full Year/Spring UConn Early College Experience course evaluations. The data below is a frequency distribution of responses from your students. The frequency format and open-ended responses follow the standard that is used for course evaluations at the UConn. Email invitations to complete evaluations were sent directly to the student. Evaluations were administered June 2-20, 2015. If you teach multiple classes/sections, you will receive multiple emails with the corresponding course distributions. Course evaluation results are shared with UConn ECE instructors, your site representative, or principal. If you are co-teaching, all instructors received the results. You are free to distribute these results as you see fit.

Full Year

Responses:

	Strongly Agree	Agree	Neutral/No Opinion	Disagree	Strongly Disagree	Total Responses
1. Course objectives were clearly stated.	6	3	1	0	0	10
2. Course met stated objectives.	6	3	0	0	1	10
3. Prerequisite courses at my high school adequately prepared me for this course.	3	6	1	0	0	10
4. Course content was at a college level.	6	4	0	0	0	10
5. Assigned text/reading materials/team assignments were appropriate to facilitate learning.	6	4	0	0	0	10
6. Course provided me with up-to-date information that was beyond the information presented in prior courses at my high school.	4	4	1	0	1	10

# Distribute

## UConn ECE Evaluation Results

### 2014 Fall Course Evaluations

The evaluation period ran from January 28 to February 11, 2015. Students were emailed invitations to complete surveys directly to the

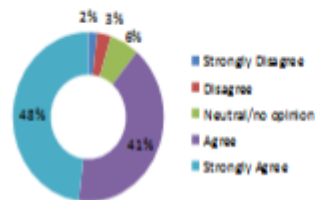
UConn ECE  
their  
for the  
blem  
dents  
ponse  
ch year,  
course, not  
itive.

### Response Rate Compared

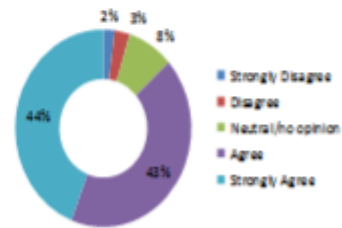
Year	Semester	Net Response Rate	Surveys Collected
2012-2013	Fall	27%	3,522
	Spring	28%	3,375
2013-2014	Fall	40%	2,046
	Spring	31%	3,488
2014-2015	Fall	32%	1,699

### Highlighted results

Q1: Course Objectives were clearly stated



Q2: Course met stated objectives



Handouts to Site Reps & Instructors

Mail merge results to instructors

Procedure	1	2	3	4	5	
11. Test scores were fair.	5	2	3	0	0	10

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

12. What was the most difficult topic?	I think all the topics were equally challenging and I believe there was nothing that was too difficult in this class.; Grammar, understanding poems and meanings; Theatre of the absurde; The most difficult topic would be writing a 5 e research paper...in french. It's just too much and is too frustrating. ; Understanding the theatre of the absurde; Theater of the Absurd studies; Martin Brun; Writing french essays with minimum time for preparation; Understanding poems and stories; Writing assignments and remembering all facts on writers
13. What topic received too much class time?	the topic that received too much class time was the untouchables movie and ; N/a; None; Le Petit Prince; I am not sure.; Reading Le Petit Prince; Le Petit Prince took too long in class. I think that it shouldn't be necessary to reread the ; we were supposed to read for homework even when some kids didnt ; Le Petit Prince; Nothing; Maybe the selections we read and the culture ; topic that received too little class time was the poems written by Victor Hugo as he was part of the nonconformist unit. However only one poem of his was covered while others authors had more pieces.; N/a; Poems; Poetry ; Review of tenses when writing sentences; Our work on Theater of the Absurd; Martine Brun only because I thought it was the hardest. I feel everything was well spaced.; Grammar/ correct article usage and more verbs; A few poems or stories could have used more time so i could understand them better but most things were timed well.; Grammar
15. What did or did not convince you this was a college course?	The class in my opinion was an adequate college course as the work was challenging and the deadline standards were stated and maintained as a college course would be.; N/a; The amount of work and grading convinced me it was a college course; The fact that everything had to be handed in on time, also no late work was accepted. ; I was told before I signed up for the class; I was convinced this was a college course by the five page paper.; The syllabus and the content was college material and had college expectations; Teacher very strict beyond high school classes. She followed college guidelines persistantly; Late homework was not accepted which convinced me it was a college course;

my high school.

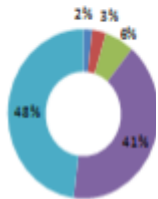
## 2013-2014 Course Evaluations Aggregate Results by Course

Aggregate Results to Faculty Coordinators

	Strongly Agree	Agree	Neutral/No Opinion	Disagree	Strongly Disagree	Total Responses
2. Course met stated objectives.	47%	42%	6%	3%	2%	522
3. Prerequisite courses at my high school adequately prepared me for this course.	46%	42%	9%	2%	1%	522
4. Course content was at a college level.	33%	44%	13%	8%	1%	522
5. Assigned text/reading materials/team assignments were appropriate to facilitate learning.	53%	37%	7%	2%	1%	522
6. Course provided me with up-to-date information that was beyond the information presented in prior courses at my high school.	54%	39%	5%	2%	1%	522
7. Course provided me with up-to-date information and/or contemporary examples.	44%	39%	11%	4%	1%	522
8. Topics in this course were presented in a sequence that facilitated learning.	37%	47%	12%	3%	1%	522
9. It was made clear to me that this was a college course.	45%	41%	9%	3%	1%	522
10. University grading procedures were explained to the class.	70%	23%	5%	2%	1%	522
11. Test scores were fair.	38%	33%	15%	11%	3%	522

Handouts to Site Reps & Instructors

Q1: Course Objectives



	0	0	10

ed by a semicolon):

ing and I believe there was nothing  
mar, understanding poems and  
most difficult topic would be writing a 5  
too much and is too frustrating. ;  
le; Theater of the Absurd studies;  
minimum time for preparation;  
ing assignments and remembering all

me was the untouchables movie and  
t sure.; Reading Le Petit Prince; Le Petit  
it shouldn't be necessary to reread the  
network even when some kids didnt  
he selections we read and the culture  
ne was the poems written by Victor  
st unit. However only one poem of his  
ore pieces.; N/a; Poems; Poetry ;  
s; Our work on Theater of the Absurd;  
vas the hardest. I feel everything was  
sage and more verbs; A few poems or  
ould understand them better but most

e college course as the work was  
were stated and maintained as a college  
ork and grading convinced me it was a  
had to be handed in on time, also no  
re I signed up for the class; I was  
ne five page paper.; The syllabus and  
d college expectations; Teacher very  
lowed college guidelines persistantly;  
convinced me it was a college course;

--	--	--	--

# Step 4: Response Rate

Year	Semester	Net Response Rate	Surveys Collected
2012-2013	Fall	27%	3,522
2013-2014	Spring	28%	3,375
	Fall	40%	2,046
	Spring	31%	3,488
2014-2015	Fall	32%	1,699
2014-2015	Spring & Full-Year	27%	3,040

First time online registration & NetID

First time Full-Year at end of year

# Why care about Response Rate?

**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



# Increase response rate – how?

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



# Respond with Improvements

Q10: University grading procedures were explained to the class.

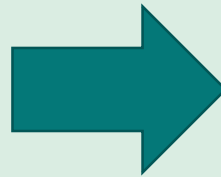
## Most Negative Response

2014 Fall Evaluations

**13%** Strongly Disagreed & Disagreed

2015 Spring & 2015-2014 Full-Year Course

**14.7%** Strongly Disagreed & Disagreed



## Required disclaimer in syllabus

\*If applicable. You may notice that your high school grade and UConn grade differ. It is possible that two different grades can be awarded for the same course. Your high school grade is determined by your high school. Your UConn course grade is determined by the grading rubric set by the University department.



Q&A

**Christine Denecker**

denecker@findlay.edu

[www.findlay.edu/admissions/college-credit-plus/](http://www.findlay.edu/admissions/college-credit-plus/)

**William Newell**

bnewell@supa.syr.edu

supa.syr.edu

**Magda Narozniak**

magda.narozniak@uconn.edu

ece.uconn.edu