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

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Content</td>
<td>Assessment</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Curriculum</td>
</tr>
<tr>
<td>Oversight</td>
<td>Evaluation</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Faculty</td>
</tr>
<tr>
<td>School/College Connection</td>
<td>Student</td>
</tr>
<tr>
<td>Teacher Selection</td>
<td></td>
</tr>
</tbody>
</table>
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

Posavac & Carey: Program Evaluation
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?
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
<table>
<thead>
<tr>
<th>NACEP Evaluation Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E1: Course Evaluations</strong></td>
</tr>
<tr>
<td><strong>E2: 1-Year Out Survey</strong></td>
</tr>
<tr>
<td><strong>E3: 4-Year Out Survey</strong></td>
</tr>
<tr>
<td><strong>E4: Impact Studies</strong></td>
</tr>
</tbody>
</table>
“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.
Evaluation 1 (E1)

• The CEP conducts end-of-term student university/college course evaluations for each course section offered through the CEP.
Evaluation 1 (E1)

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

No required questions!
## Stakeholders & Their Concerns

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Concerns</th>
</tr>
</thead>
</table>
| **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
Sept 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

- 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
Q10: University grading procedures were explained to the class.
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.”
Q15: What did or did not convince you this was a college course?

<table>
<thead>
<tr>
<th>Workload</th>
<th>Amount of Work</th>
<th>Difficulty</th>
<th>Everything</th>
<th>Challenging</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was hard</td>
<td>Tests</td>
<td>Clearly Stated</td>
<td>Grading</td>
<td>Quick Pace</td>
</tr>
<tr>
<td>Rigor</td>
<td>AP</td>
<td>Teacher</td>
<td>Writing</td>
<td>Nothing</td>
</tr>
</tbody>
</table>
Q15: What did or did not convince you this was a college course?

*workload*
*amount of work*
*difficulty*
*everything was challenging*
*it was hard*
*tests*
*clearly stated*
*grading*
*quick pace*
*rigor*
*AP teacher*
*writing*
*nothing*
Handouts to Site Reps & Instructors

Mail merge results to instructors
Distribute Handouts to Site Reps & Instructors

Mail merge results to instructors
### 2013-2014 Course Evaluations Aggregate Results by Course

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Net Response Rate</th>
<th>Surveys Collected</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>Fall</td>
<td>27%</td>
<td>3,522</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>28%</td>
<td>3,375</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Fall</td>
<td>40%</td>
<td>2,046</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>31%</td>
<td>3,488</td>
</tr>
<tr>
<td>2014-2015</td>
<td>Fall</td>
<td>32%</td>
<td>1,699</td>
</tr>
<tr>
<td></td>
<td>Spring &amp; Full-Year</td>
<td>27%</td>
<td>3,040</td>
</tr>
</tbody>
</table>

**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 remainders to students and instructors
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.