

## EVALUATING OUR EVALUATION PROCESSES

### Student Achievement

OFIE has been evaluating the different processes we use to assess student achievement. Table 1 below provides a profile of these processes.

### Findings

- 1) Course Success, Graduation, and Transfer measures are common to all processes.
- 2) ARPD integrates Perkins data but provides no focus on Native Hawaiian student access or achievement.
- 3) Strategic Plan has no measures of persistence, but does focus on Native Hawaiian and ALL students access and achievement data.
- 4) Achieving the Dream (AtD) Measures largely focus on first-year outcomes for students in our Developmental Education Program. AtD was influential in that it tracked cohorts (diachronic) from fall-to-spring, but does not continue to track them to graduation and transfer.
- 5) IPEDS data tracks cohorts of fall entering, first-time, full-time, degree seeking students, but does not provide data on part-time students, much less “home-based” students.
- 6) ACCJC/WASC measures are solely synchronic snapshots, and their persistence measure (fall-to-fall) differs from ARPD and our IEM.
- 7) Outcome-based performance measures which influence legislative budgeting are enrollment focused (Native Hawaiian undergraduates, STEM undergraduates, and Pell recipients) with two achievement measures, graduation and transfer.
- 8) Only our Achievement IEMS focus on cohorts of fall entering home-based students from course success to fall-to-spring re-enrollment through first-, second-, third-year to graduation and transfer. Further, we have completed timely and comparative studies on these measures for Native Hawaiian and All students, Pell/Non-Pell, and gender and age groups. **IEMS are Milestones on Pathways to Graduation and Transfer.**

**Table 1 Evaluation Processes Used to Inform Institutional Improvement, by Student Population, Measures, and form of Analysis, Synchronic (Snapshot) or Diachronic (Cohort)**

Evaluation Process	Student Population	Course Success Rates	Fall-to-Spring Persistence	20 credits year one	40 credits year 2	60 credit Year 3	Graduated (Awarded Certificate/Degree)	Transfer
ARPD Effectiveness	All Degree Seeking	S	S				S	S
Strategic Plan 2008-15 (A3, A4, BE,	Native Hawaiian and	S-AtD A3, B3					S A4, B4	S A4,B4

B4)	All							
Achieving the Dream (AtD)	NH and All, First Time at KCC, Degree Seeking, First AY	S	D	D	---	---	S-All	S-All
IPEDS	First Time, Full-time, Degree Seeking						D	D
ACCJC/WASC ANNUAL	All	S	Fall -to- Fall				S	S
Outcome-Based Funding to UHCCs	All						S	S
IEMS	All and Home-based only	S-All	D	D	D	D	D	D
Kapiolani Tactical Plans, 2012-2015 (PROPOSED)	All and Home-Based Only	S-All	D	D	D	D	D	D

Notes: Form of Analysis

- **Synchronic** - snapshot of a defined student group at a point in time.  
 Example: Number of X program graduates in spring 2011.  
 Evidence: A Number  
 Comparative Analysis: Year to Year Within X program
  
- **Diachronic** – a defined group of students, A COHORT, tracked over time.  
 Example: Number of new, fall, home-based students in fall 2008 who graduated in X program in 2011.  
 Evidence: A Rate with a numerator (number who graduated) and a denominator (the number in the cohort).  
 Comparative Analysis: Year to Year Within X and with other X Programs

Kapiolani IEMS Defined:

- 1) Course Success - percent of all students earning a C or higher
- 2) Fall-to-Spring Persistence – percent of fall, new, home-based students continuing in spring
- 3) Year One Academic Progress – percent of fall, new, home-based students earning 20 or more credits with C or higher, or graduated or transferred, within one academic year, includes summer.

- 4) Year Two Academic Progress - percent of fall, new, home-based students earning 40 or more credits with C or higher, or graduated or transferred, within one academic year, includes summer.
- 5) Year Three Academic Progress - percent of fall, new, home-based students earning 60 or more credits with C or higher, or graduated or transferred, within one academic year, includes summer.

### **Student Engagement**

Since 2002, the College has administered the Community College Survey of Student Engagement (CCSSE) in the spring semester of even-numbered years and OFIE has developed numerous reports on student engagement based on these survey results ([http://ofie.kcc.hawaii.edu/index.php?option=com\\_content&view=article&id=64&Itemid=80](http://ofie.kcc.hawaii.edu/index.php?option=com_content&view=article&id=64&Itemid=80)). CCSSE provides data on the students' perception of the quality of their experience at the College. It is a national institution-level tool and provides data on the perceived experience of All, part-time, and full-time students, but we have not yet used it to focus on "home-based students."

In 2009, with the integration of CCSSE into the Strategic Plan, and in 2011, with the development of the Kapiolani Engagement, Learning, and Achievement model, see page \_\_\_ of Introduction to Institution) increased emphasis has been directed at improving the CCSSE benchmarks. The Administration's Tactical Plan, updated in August 2011, states:

While CCSSE data apply at the institutional level, departments and programs are encouraged to view these results reflected in their programs and courses and to implement specific interventions to improve the CCSSE results in their courses and programs.

In 2012, for the first time, and with the leadership of OFIE within the UHCC system, students are including unique identifiers on the CCSSE surveys they complete. These identifiers will enable the analyses of possible correlations between student engagement and student achievement. Results of this cycle of assessment of student engagement will be available in early fall 2012.

To complement the quantitative assessment provided by CCSSE, and at the recommendation of the CCSSE national program, the OFIE staff felt it was important to dig deeper into student perceptions of the quality of their experience at the College. In spring 2012, using professional qualitative approaches, eight student focus groups were conducted: 2 with students from the Business, Legal, Technology, Culinary and Hospitality cluster; 2 with students from the Health Education cluster; 2 with students from the Arts and Sciences cluster; and 2 with students from the Development Education program. Results from these focus group sessions will be integrated soon into Standard 2.

We will also include results from the recently completed Graduate and Leaver Survey which had a response rate of 23 percent (N=341).

### **Student Learning**

Draft March 1, 2012

The College has sustained ongoing dialog in developing quantitative and qualitative approaches to assessing student learning in programs and courses (See ACCJC/WASC Learning Outcomes Rubric Attached) and link to OFIE, Student Learning Outcomes Assessment, <http://ofie.kcc.hawaii.edu/slo>.

In fall 2011, program learning outcomes were integrated into ARPD, and in spring 2012 templates for Program Learning Reports (PLR) and Course Learning Reports (CLR) efficiently integrating student learning assessment data into fall 2012 ARPD were developed (<http://ofie.kcc.hawaii.edu/slo>). This integration enables the annual and three-year assessment of student learning within the ARPD and CPR processes which are aligned with campus planning and budgeting processes.