EVALUATING OUR EVALUATION PROCESSES

Strategic Planning and Strategic Plan Scorecard

The Kapiʻolani Community College Strategic Plan 2008-2015 identifies six major outcomes and 29 performance measures. Twenty-seven of these measures are quantitative. The two measures below will have quantitative baselines and benchmarks established for 2012-2015:

D6   Increase the number of globally competent and collaborative students through high quality, coherent curriculum aligned with general education learning outcomes assessed through e-portfolios or comparable assessment tools.

F4   Increase the number of courses, programs, and initiatives that integrate assignments and opportunities leading to improved sustainability learning outcomes.

These two measures, plus the seven listed below are specific to the College:

B6   Every two years, target 2 CCSSE Benchmark Items for Improvement.
B7   All certificate and degree programs complete two documented cycles of development, assessment, evaluation, and improvement of student learning outcomes. Career programs seek industry validation of learning outcomes. Strengthen assessment of employer and student satisfaction.
D5   Increase the number of students pursuing the Associate in Science/Natural Science transfer degree, with concentrations in Physical or Life Sciences, from 5 to 300.
D7   Increase the number of students annually completing course-embedded Service-Learning assignments from 600 to 1,000.
D9   Increase the number of "Teach Hawaii" students transferring to UHM as Pre-education majors from 110 to 150.
D10   Redesign curriculum approval and fully implement 5-year curriculum review process.
F2   Establish minimum technology standards for all campus learning and administrative spaces. Bring all classrooms, labs, and offices into compliance by 2015. Secure advanced technologies for student engagement.

In developing the Scorecard (OFIE/PLANNING/Strategic Plan) we disaggregated performance measures A3 and B3 into three submeasures each, and performance measures A4 and B4 into four submeasures each. These sub-measures drill down into the comprehensive Achieving the Dream project and database.
https://www.hawaii.edu/institutionalresearch/uhcc/atdToc.action?reportId=ATDTOC.
Performance measure B5 is also disaggregated into two submeasures.

The Scorecard summarizes result on 20 quantitative and 16 quantitative submeasures. The College has achieved the benchmark goal on 15 of 20 quantitative measures. We are making good progress on completing a cycle of program learning assessment (B7) as will be evident in fall 2012 ARPD. The College has not achieved the following benchmarks: degree and certificate completion in occupations where wages ar above U.S. average (D1), STEM degree completion

(D4), service-learning completers (D7), international student enrollment (D8), and repair and maintenance budget requests (F1).

The College has achieved the benchmark goal on eight of 16 quantitative submeasures. The College has not achieved the developmental reading, writing, and math benchmarks for Achieving the Dream Cohorts of Native Hawaiian and All students (A3a,b,c and B3a,b,c) nor the benchmarks for All student transfer to non-UH campuses (B4d) and degrees and certificates awarded in underserved regions (B5a).

Annual Report of Program Data (ARPD)

In the fall 2011 department chairs, unit heads, and administrators indicated a high level of engagement in planning, program review, and learning assessment (Data Book 3, page 8-9, question 21). The program review process at the college is gaining greater traction and relevance as improvements are being guided by the UHCC system. Since the last comprehensive visit, the UHCC system has continued to improve the Program Review Process. Grounded in the systemwide policy, UHCCP 5.202 Review of Established Programs the process has been managed by the systemwide Instructional Program Review Council (IPRC). http://www.hawaii.edu/offices/cc/iprc.html

From 2007 – 2009, the system moved from common data elements reported by the colleges to on-line templates with data generated centrally by the Office of the Vice President for Community Colleges. The on-line templates include metrics to assess program health in the areas of demand, efficiency, effectiveness, and overall. At their March 2009 meeting, the IPRC decided to include Distance Education data in the ARPD, effective August 2009. Templates for remedial/developmental Reading, Writing, and Math were added in 2009. Student Support Services were added in 2010, and Academic Support Services will be added in 2012. The data and analysis for 2010 and 2011 is publicly available at http://www.hawaii.edu/offices/cc/arpd/index.php.

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.

Each degree program is completing learning assessments in spring 2012 and those results will be included in their Annual Review of Program Data in August 2012. Programs will evaluate their results and develop improvement plans by December 2012.

The linkage between ARPD and Tactical Planning is better understood and implemented particularly as new academic deans work more closely with department chairs and faculty. Evidence of program learning outcomes assessment was integrated into the ARPD in fall 2011, and ARPD for fall 2012.

Tactical Planning

The College has completed a 3-year tactical plan process for 2007-2010

(http://quill.kcc.hawaii.edu/page/tactical.html). With the updating of the Strategic Plan, academic and educational and administrative support units completed new tactical plans for 2009-2012. (http://ofie.kcc.hawaii.edu/index.php?option=com_content&view=article&id=26&Itemid=60).

These plans were designed to enable units to:
1) develop background and mission statements;
2) develop strategies to improve data measures in their Annual Reports of Program Data;
3) develop strategies in support of strategic plan outcomes and performance measures;
4) identify responsible individuals;
5) develop synergies with other departments;
6) identify key community partners;
7) specify resource needs.

These detailed plans resulted in a great deal of detailed dialog in the PPAC and between related units, however they also called for annual summaries of data and "Use of Results" which were not completed. Also, the fall 2011 survey indicated that only 38.1 percent of all faculty and staff (N=105) understood the connection between department budgets and tactical plans, and only 36.1 percent (N=99) were involved in the department's tactical plan process. Further, tactical plans are generally not updated annually.

Funding for equipment purchases and student learning outcomes assessments was allocated to departments based on their tactical plans. And external grant funds targeted strategic plan and tactical plan improvements.

Evaluating 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) In fall 2010, the UH Community Colleges introduced an outcomes-based budget process as a component of its overall budget request to the Hawaii State Legislature. The five

weighted outcomes for this budget component are: Number of Graduates (35%), Native Hawaiian Graduates (10%), STEM Graduates (5%), Pell Grant Recipients (10%) and Transfer to University of Hawaii baccalaureate campuses (40%).

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 (S) or Diachronic (D)

| 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, B4)	Native Hawaiian and All	AtD A3, B3					S A4, B4	S A4,B4
Achieving the Dream (AtD)	NH and All, First Time at KCC, Degree Seeking, First AY	S	D	D	---	---	S-All	S-All
IPEDS	2006 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
Kapiolani Institutional Effectiveness Measures (IEM)	All and Home-based only	S-All	D	D	D	D	D	D

Notes: Form of Analysis
- **S**ynchronic - snapshot of a defined student group at a point in time.
- **D**iachronic – a defined group of students, A COHORT, tracked over time.

Since 2009, the College has identified ten institutional effectiveness measures (IEM). The five achievement IEM track academic progress for All Students, Native Hawaiian students, and selected other student groups. In this report these selected groups are females, males, Pell/Non-Pell recipients, students under 25, and students 25-49 years of age. However, the achievement IEM can be used with any specific group to which an intentional improvement strategy is being applied.

1) Course Success (the percent of students who earn a C or better)
2) Fall-to-Spring Persistence of new fall students who are Kapi'olani home-based
3) First Year Academic Progress: the percentage of fall cohorts of new home-based students who earn 20 or more credits with a C grade or higher, transfer or graduate within one academic year;
4) Second Year Academic Progress: the percentage of fall cohorts of new home-based students who the earn 40 or more credits with a C grade or higher, transfer or graduation within two academic years;
5) Third Year Academic Progress: the percentage of fall cohorts of new home-based students who earn 60 or more credits with a C grade or higher, transfer or graduate within three academic years.

Focusing the efforts of faculty, staff, and administrators on these five measures will result in improvements in all the other rates identified in the table above and in achieving strategic plan measures and submeasures.

Kapiolani Engagement, Learning, and Achievement Model

Source: Office for Institutional Effectiveness
Office of the Chancellor
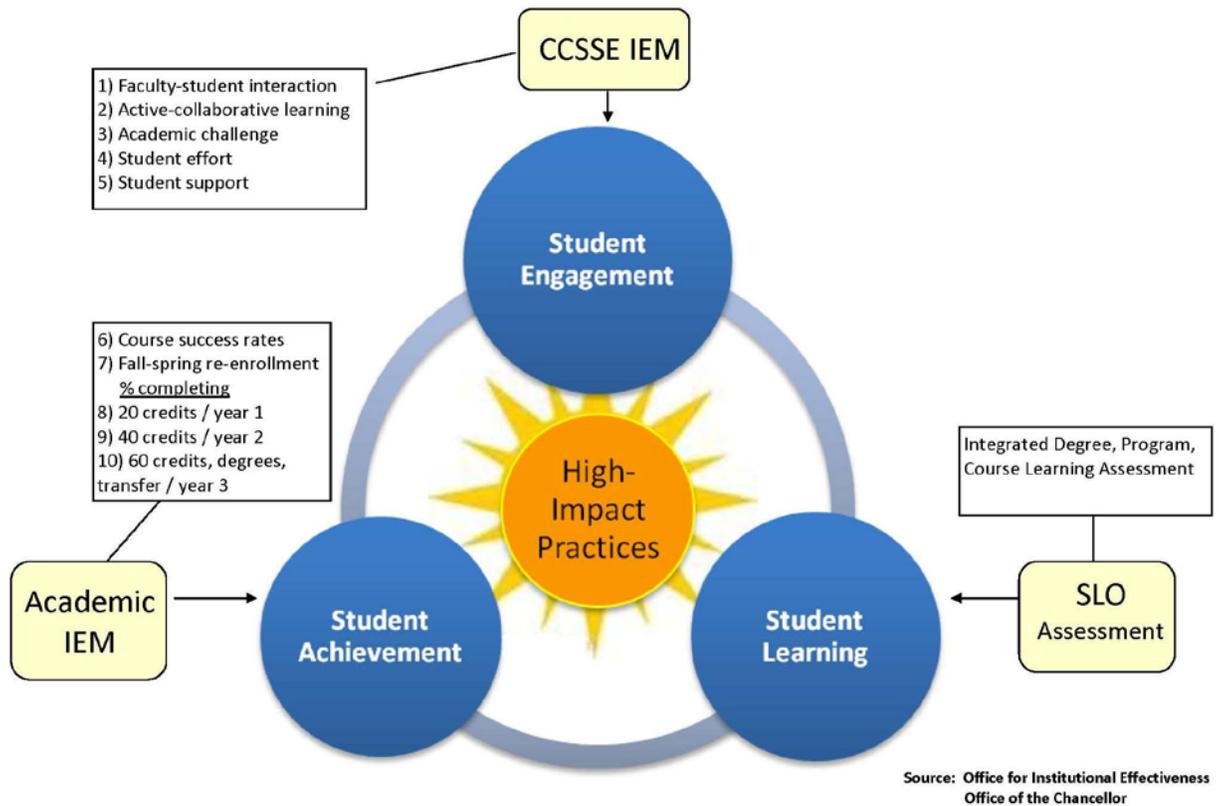
Student Engagement

The second set of IEM is the five benchmarks from the Community College Survey of Student Engagement which the College administered in 2006, 2008, 2010, and 2012:

1) Active and Collaborative Learning
2) Faculty-Student interaction
3) Academic Challenge
4) Student Effort
5) Support for Learners

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. 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."

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, 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. "At a Glance" results from these focus groups and from the recently completed Graduate and Leaver Survey are found at http://ofie.kcc.hawaii.edu/index.php?option=com_content&view=article&id=27&Itemid=64.

Student focus groups and improved results from the Graduate and Leaver Survey provide the College with improved qualitative evidence on the quality of the students' experience.

Student Learning

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.
      There are 283 courses in Career and Technical Education programs (Business Education, Food Service, Health Sciences, Hospitality Education, and Nursing Education). One hundred and thirty of these courses (45.9%) have course assessment plans (CAP) in place, 188 (66.4%) have course learning reports (CLR, or equivalent) completed, and 69 (24.4%) have both. There are 457 courses in the liberal arts (Humanities, Language, Linguistics and Literature, Math Sciences, and Social Sciences), 170 (37.2%) have CAP, 123 (26.9%) have CLR, and 86 (18.8%) have both.
      On May 14, 15, and 17, 2012, the College 40 faculty participated in the first annual "Closing the Loop" Summer Institute which showcased samples of completed course level student learning assessment and trained faculty how to design and implement useful assessment

strategies, including rubric design. Coaching assistance was provided by experienced colleagues. The Institute supported thought provoking, collaborative dialog on the next steps for those courses with completed learning assessment. Faculty also shaped long term strategies for continuous learning improvement and policies on using learning assessment to drive vital budget and resource allocation at the College.

<u>Conclusion</u>

The evaluation of our evaluation processes, and the use of the ACCJC/WASC Rubrics, is furthering campus dialog and focus on student engagement, learning, and achievement, the Institutional Effectiveness Measures and Institutional Improvement Matrix, and revision of Comprehensive Program Review policy (being reviewed in PPAC until May 13, 2012).