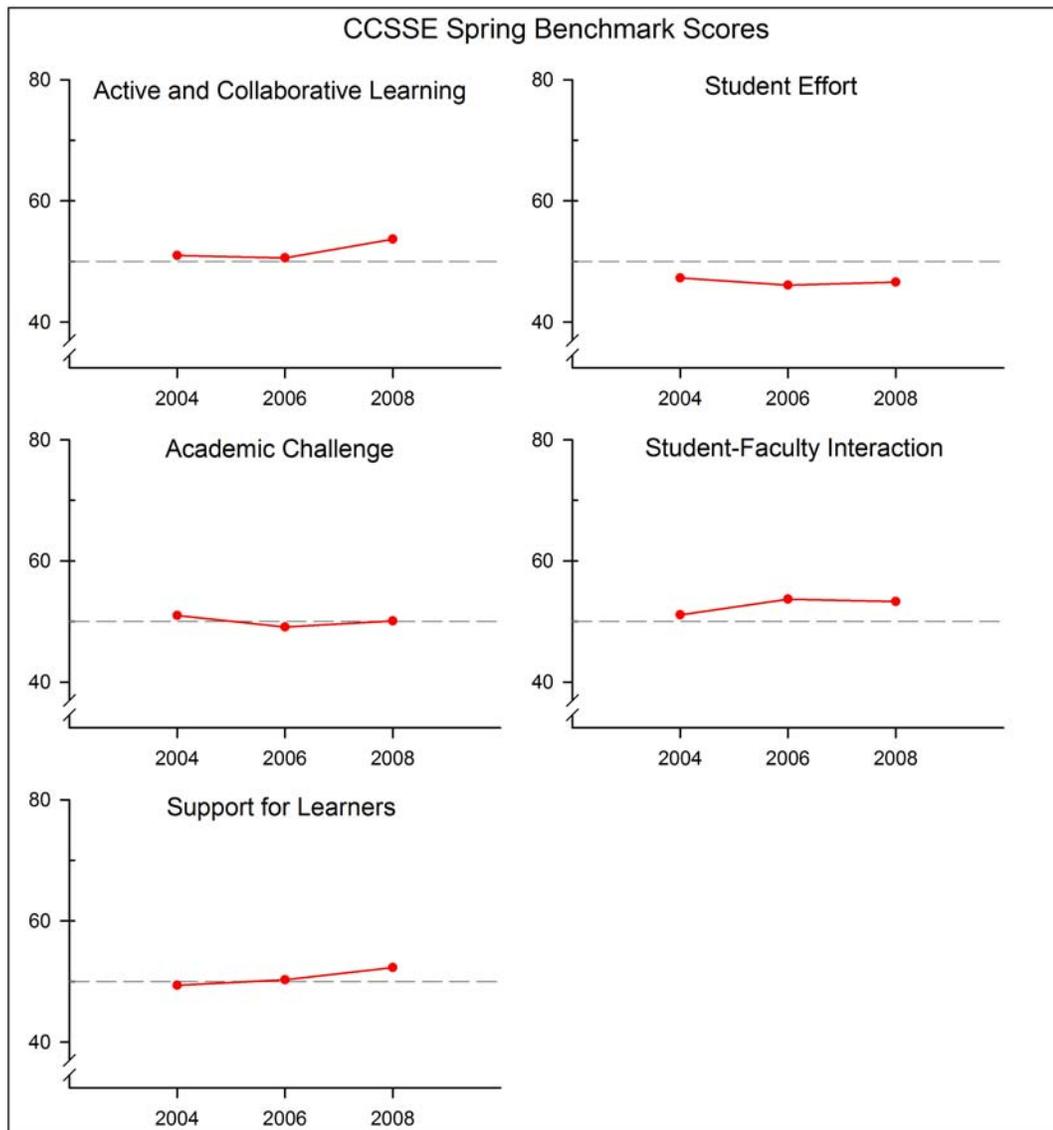




## Office for Institutional Effectiveness

### Institutional Effectiveness Measures

The Office for Institutional Effectiveness at Kapi'olani Community College (KapCC) has been tasked with developing 10 measures of institutional effectiveness. Five of the measures are comprised of the five Community College Survey of Student Engagement (CCSSE) benchmark scores from the biennial administration of the CCSSE. The additional five measures build upon program review, strategic planning goals and upon the pedagogical interventions driven by the CCSSE benchmarks. Altogether, the 10 measures of institutional effectiveness will allow us to track student engagement and the progressive arc of accomplishment that leads to course success, reenrollment, continued accumulation of successful course credits, and eventual graduation and transfer.

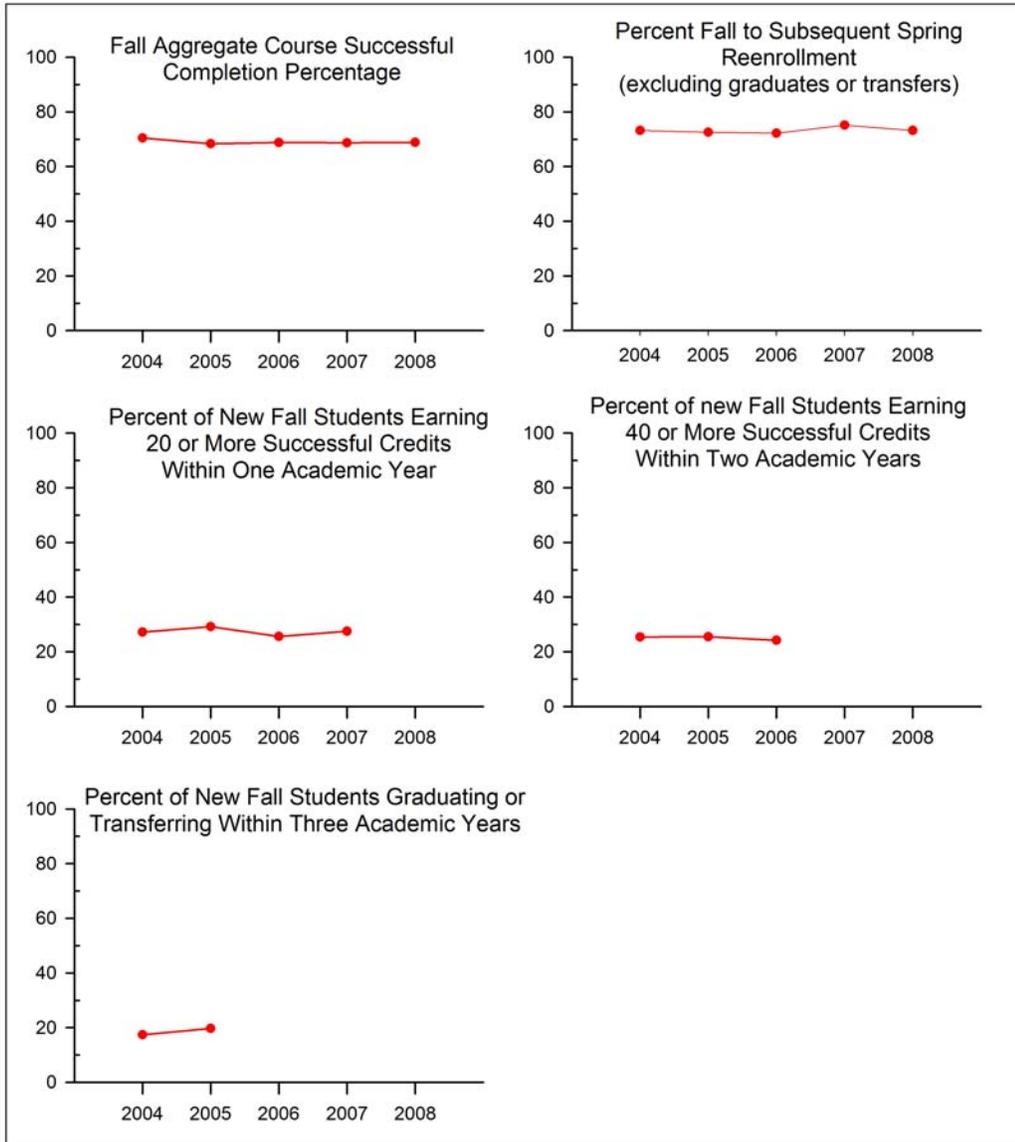


**Conceptual Framework:**  
 The CCSSE benchmark scores provide a student perspective of how actively engaged the students are with college faculty, staff, other students, and with course content. These benchmark scores can strengthen the emphasis on teaching and learning and help drive innovations in curriculum and teaching strategies. The pedagogical interventions should in turn produce measureable changes in student academic success that can be seen in the next five measures (course success, reenrollment, progressive accumulation of successful course credits, and graduation and transfer.)

Following from the five CCSSE benchmark scores are five measures that examine student success and progressive academic accomplishment. The first of these measures is successful (C or higher grade) course completion. This measure should be affected by the pedagogical changes that are suggested by the CCSSE and in turn should affect the reenrollment measure. Increases in successful course completion should build so that more students have successful fall semesters and are more likely to reenroll in the subsequent spring. Additionally, course success and fall to spring reenrollment are part of the annual UHCC instructional program reviews, and fall to spring reenrollment also is part of the UHCC strategic plan.

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Academic progress measures for the first academic year also are included in the UHCC strategic plan (a GPA  $\geq 2.00$  and either 20 or 12 credits for full-time and part-time students, respectively.) The



KapCC institutional effectiveness measures include a similar first academic year progress measure and extend the measurement to a second-year progress measure. The previously discussed successful course completion measure can be extended to longer-term academic success by measuring the accumulation of successful course credits. One institutional effectiveness measure will measure first-year academic progress by the accumulation of 20 or more successful (C or higher) credits, and another measure will examine second-year academic progress by the accumulation of 40 or more successful credits. These measures should be affected by continued engagement with the college, successful course completion, and reenrollment.

A final institutional effectiveness measure will examine graduation and transfer. Graduation and transfer measures are included in both the UHCC strategic plan and instructional program review, and represent the culmination of the progressive academic arc of accomplishment and success.