

Evaluation Guide for Instructional Programs

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| 1. IE Report has an appropriate College/Division Mission Statement | Yes | No |
| 2. IE Report has an appropriate Unit/Department Mission Statement | Yes | No |
| 3. IE Report links appropriately to one or more of the University's Strategic Goal | Yes | No |

	Excellent	Acceptable	Marginal	Insufficient
PLAN: Expected Outcomes (Column 1)				
4. The IE Report states expected outcomes that are reasonable to the mission	All expected outcomes relate to the unit's mission and seem likely to foster improvement in student learning	Most expected outcomes relate to the unit's mission and seem likely to foster improvement in student learning	Expected outcomes do not appear to relate to the unit's mission or they do not seem likely to help the program make improvements	All outcomes are stated in terms of program characteristics, processes, or inputs--no student learning is apparent
5. The IE Report states expected outcomes that can be assessed (If accrediting agency dictates the unit's outcomes, then select N/A)	At least three expected outcomes describe single-focused student learning outcomes (not multiple verbs or skills listed within each outcome)	Two expected outcomes describe single-focused student learning outcomes (not multiple verbs or skills listed within each outcome)	Only one expected outcome describes single-focused student learning outcome (not multiple verbs or skills listed within each outcome)	Expected Outcomes do not relate to the mission or describe multiple, unrelated learning outcomes that cannot be assessed by the program
6. At least 3 expected outcomes are formulated in terms of what students will know, think, or do (verb tense is future oriented). {Program outcomes may be listed, as long as there are also 3 student learning outcomes}	At least three expected outcomes are stated in terms of what students will know, or will be able to think or do, as a result of learning	At least two student learning outcomes are stated in terms of what students will know, or will be able to think or do, as a result of learning	Only one student learning outcome stated in terms of what students will know, or will be able to think or do, as a result of learning	All outcomes are stated in terms of program characteristics, processes, or inputs--no student learning is apparent or outcomes are not stated in future tense
PLAN: Assessment Criteria/Procedures (Column 2)				
7. Adequate multiple Assessment Criteria/Procedures are described for the expected outcomes	Two or more assessment criteria/procedures are listed per each expected outcome	At least two assessment criteria/procedures are listed in the majority of the expected outcomes	Only one assessment criteria/procedure is listed per each expected outcome	No assessment criteria/procedures are listed
8. Assessment Criteria/Procedures are feasible and appropriate for assessment (verb tense is future oriented)	All outcomes contain at least one or more direct measures of student learning (e.g., standardized tests, common final exams, rubrics, faculty panels, checklists, external reviewers, employer/internship supervisor evaluation)	Most of the outcomes rely on indirect measures (attitudinal) to student learning (e.g., self-reported data or anecdotal evidence) with few direct measures	Assessment Criteria/Procedures use only indirect measures (attitudinal)	Assessment Criteria/Procedures use measures of student learning invalid for assessment purposes (e.g., final course grades, students' GPAs)
9. Assessment Criteria/Procedures measure the accomplishment of the expected outcomes adequately	Assessment Criteria/Procedures reasonably measure all aspects of each expected outcome	Assessment Criteria/Procedures measure some, but not all aspects of each expected outcome	Assessment Criteria/Procedures measure very few aspects of each expected outcome	Assessment Criteria/Procedures not directly linked to, and therefore will not measure, the desired expected outcome
Results: Assessment Results (Column 3)				
10. IE Report includes sufficient Data to determine whether assessment occurred (written in past tense)	Sufficient data reported in adequate detail to confidently assess each expected outcome.	Data reported for each outcome, but more data and/or detail would increase confidence in results	Data for some outcomes reported, but more data and/or detail would increase confidence in results	Inadequate data were collected to assess the Outcome
Results: Use of Results (Column 4)				
11. Action has been taken to improve the program, whether over the past year or over the course of several years	Specific program improvements that clearly stem from assessment results and seem likely to improve student performance are described	Some improvements made but focus on modifications to the assessment procedures/results rather than on aspects that affect student learning	Vague statements are made of program improvements, or "No action necessary" is overused.	No program improvements related to assessment results were proposed, even though Criteria were not met
12. Verb tense is appropriate {All Use of Results should contain some past or present tense. Some future tense may be provided to assist the unit with planning for the next cycle, but only if it also acknowledges what action has been taken already}	All Use of Results are written in past or present tense, even if some future tense is also included	Most of the Use of Results contain past or present tense	Only one Use of Result is written in past or present tense	None of the Use of Results are written in past or present tense

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13. The types of "Use of Results" that appeared in the IE Report were (Check all that apply)-See descriptions below

Types listed below	Description listed below
Awarded Grants	Grants awarded brought change to unit/program
Changed criteria	Modified or increased criteria/benchmark
Changed program curriculum	Curricular change to degree program (added course or other requirement, change in sequence of courses)
Engaged Advisory Board	Engaged advisory board to recommend changes to program/unit
Engaged consultant/contract labor	Engaged a consultant to further study and recommend changes; engaged contract labor to do a job
Implemented new policy	Developed and implemented new policy
Implemented new process	Developed and implemented new process
Improved outreach services	Made change to the outreach service
Informed budget	Requested fiscal or human resources
Modified assessment method	Developed and implemented new assessment method or modified assessment method
Modified training	Changed workshop or training session
Published research	Published research brought change
Revised course	Revised existing course or courses; e.g. Assignment, Content of course, or Method of evaluation
Revised pedagogy	Revised the methodology of delivering course material (less lecture, more student involvement), integrated technology
Revised process	Changed reporting forms, changed reporting process, changed tabulation process
Revised service	Modified the way the service is offered, modified frequency of service, modified some other aspect of the service
Other (Please explain):	

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