

Example of approach to evaluating a continuous program improvement process

CEAB requires programs to report on a continuous program improvement process, which includes the following descriptions:

1. *Indicators describing specific abilities expected of students*
2. *Curriculum map describing where attributes are developed and assessed in the program*
3. *How indicators are assessed (reports, exams, oral presentations, demonstrations, etc.)*
4. **Student assessment, evaluation of data collected and analysis of student performance relative to program expectations**
5. *Actions taken or planned to improve program as a result of the data gathered*
6. **Future plans for improving the process**



The rubric below has some examples of characteristics to look for in a program improvement process. These characteristics are divided into five themes reflecting elements in a continuous program improvement process, most of these are linked to one of the numbered CEAB requirements above by square brackets (e.g. [1] refers to the requirement for “*Indicators describing specific abilities expected of students*” above). Note that characteristics described in the “Exemplary” column are not required for accreditation, but rather describe an outstanding process. **NOTE THAT THIS IS NOT A CEAB-APPROVED EVALUATION SCHEME. It is an example from EGAD.**

Theme	Characteristic	Description		
Program Context		Outstanding	Good	Developing
	Program Objectives	The program has identified key objectives for itself, and has identified questions it hopes to investigate as a result of the process.	<i>This is not required.</i>	<i>This is not required.</i>
Data Collection Plan	Planning for Data Collection			
	Characteristic	Outstanding	Good	Developing
	[2] Curriculum map quality	Comprehensive description and evaluation of how attribute is currently assessed and developed in the program	Tabular description of where indicators and attributes are developed and assessed within a program	Initial curriculum map where indicators and attributes are developed with certain departments within a program.
	Stakeholder involvement	Comprehensive group of stakeholders are involved in process (faculty, staff, students, alumni, advisory board, etc.)	Stakeholders are consulted about process.	Stakeholder involvement is planned but not implemented.
	Indicators & Data Collection Procedure			
	Characteristic	Outstanding	Good	Developing
	[1] Indicator standards	Indicators describe high but achievable expectations of students	Indicators describe acceptable expectations of students	Indicators describe arbitrary standards or unattainable or simplistic expectations.
	[1] Indicator breadth	Indicators collectively encompass a comprehensive range of expectations to demonstrate attributes.	Indicators encompass a sufficient range of expectations to demonstrate attributes	Indicators encompass a limited range of expectations to demonstrate attributes
	[1] Indicator measurability / utility	Indicators are measurable, and observable, link to corresponding attributes and program objectives, and address research questions identified	Indicators are measurable and observable with an adequate link to corresponding attributes or program objectives	Indicators may not be measurable or observable; or minimal link to corresponding attributes or program objectives
	[3] Assessment measure validity	Multiple measures are used to assess some indicators to evaluate reliability (triangulation).	Direct measures are used when possible supplemented by indirect measures, reasonable support for validity.	Many indicators are assessed using measures with questionable validity, or primarily indirect measures are used.
	[3] Assessment measure utility	Assessment measures are clearly useful for program improvement, and include standardized assessment measures to allow benchmarking against other programs	Assessment measures are clearly useful for program improvement.	Assessment measures are vaguely described, and are insufficient to support conclusions about student performance.

Results	Characteristic	Outstanding	Good	Developing
	[4] Development of results	Data collection plan is effectively implemented, and results collected and compiled meticulously with a research question in focus	A coherent data collection plan is described and implemented and results are collected in useable form.	Data collection plan addresses some attributes; data collection does not appear coordinated; incomplete results are documented.
	[4] Statement of results	Clear and complete documentation of the results is given; excellent visualizations of data are used to illustrate results	Comprehensive results are documented; data is used to illustrate results.	Results are difficult to interpret.
Analysis & Implementation	Student Expectations			
	Characteristic	Outstanding	Good	Developing
	[4] Evaluation of student data	Data is objectively and categorically evaluated in order to accurately evaluate student attributes.	Data is evaluated objectively in order to depict the student competencies.	Evaluation is restricted to the <i>process</i> used, rather than evaluating the data
	[4] Degree to which students meet expectations	Clear evidence is given that every student possesses all twelve attributes.	Clear supported evidence is given that the graduating class, as a whole, possesses all twelve graduate attributes.	A significant number of students do not possess all twelve graduate attributes, or a large proportion students exceed expectations
	Implementation of Results			
	Characteristic	Outstanding	Good	Developing
	[4] Quality of analysis	Analysis of data is well executed, logical, and provides information to support the program's objectives and research questions, and compare some outcomes with other programs.	Analysis of data is well written and logical.	Analysis of collected data is presented as sequential results without a coherent flow.
	[5] Curriculum development recommendations	Comprehensive and realistic plans for curriculum development informed by data and analysis, and align with published practices for quality learning.	Actionable plans for curriculum development are based on data collected and subsequent analysis.	Curriculum development plans are in infancy and are not yet in the implementation stage.
Overall Process Quality	Characteristic	Outstanding	Good	Developing
	[All] Design of process	Process is clearly designed to gather quality information for continuous program improvement, driven by clear questions	Process is clearly designed to gather quality information for continuous program improvement	Process is poised to gather quality information for continuous program improvement.
	[All] Sustainability of process	Process is clearly sustainable and well supported with actionable plans and contingencies.	Process is clearly sustainable with actionable plans.	Process is under development and follows sustainable practises
	[6] Status of process	Process is continuous and has been demonstrably improved since the previous visit	Process is continuous and has been operating in steady state since the previous visit	Parts of continuous process ready to be implemented. Planning demonstrates development of a steady state process
	[6] Future process plans	There is a comprehensive and realistic plan to improve the process with full details regarding resources and oversight; proposed process aligns with accepted practices for program improvement.	The current process is meaningfully evaluated, and feasible future process plans are described with appropriate oversight and resources.	Process is under development, with planning consideration given to future processes.