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| **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. **EGAD Logo.png**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. | *This is not required.* | *This is not required.* |
| **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 measureable 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 *process*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. |