

## **Sources of Evidence: Education Quality Process Information Resources**

### **Learning Objectives**

- Student demographics: Major and/or educational objective; age; gender; GPA and/or results of placement tests
- Enrolled student surveys (institutional or program specific) or interviews
- Alumni/graduate surveys (institutional or program specific) or interviews
- Employer surveys (institutional or program specific) or interviews
- Advisory board/committee meeting minutes
- Feedback from faculty teaching courses for which yours are pre-requisites
- Peer feedback from senior/graduate institutions
- Competencies/outcomes (syllabi) of senior/graduate programs in your discipline
- National standards for your discipline: competencies, outcomes
- Syllabi

### **Curriculum and Co-curriculum**

- Departmental/institutional policies for curriculum development
- Minutes/notes from faculty meetings, curriculum development/textbook selection committees, etc.
- Curricula from peer programs in the discipline and from senior/graduate programs
- National standards for curriculum in your discipline
- Feedback from stakeholders (students, graduates, employers, advisory boards)
- Documentation of curriculum revision (course inventory forms)
- Syllabi

### **Teaching and Learning**

- Current research/literature on effective teaching methodology in the discipline
- Minutes/notes from faculty meetings
- Feedback from stakeholders (students, graduates, employers, advisory boards)
- Learning styles inventory assessments
- Withdrawal rates; grade distribution reports; success (grades and/or withdrawals) in subsequent courses
- Evaluations by students; supervisors
- End of course surveys
- Peer mentoring; classroom observations
- Annual personal goals and objectives
- Course analysis documents
- Assessments of student success in different instructional settings (web vs. traditional); other types of student success analysis – withdrawal rates, grade distribution, success in subsequent courses
- Professional development (internal or external); disciplinary or pedagogical
- Ongoing professional memberships

## Sources of Evidence: cont'd

### **Student Learning Assessment**

- Documentation of key learning quality indicators
- Feedback from stakeholders (students, graduates, employers, advisory boards)
- Minutes/notes from faculty meetings
- Pre-and-post tests
- Exit testing through departmental/programmatic final assessment (national, collaborative or local instruments)
- Foundation testing such as MAPP (Academic Profile)
- Student portfolios, capstone course projects, coop or internship supervisor evaluations
- Test item analysis
- Test/assessment bank or library
- Job placement rates
- Acceptance into senior/graduate programs
- Success (GPA/retention) in senior/graduate programs

### **Quality Assurance**

- Departmental/institutional policies that support collaboration, assessment, professional development
- Assessment plans, review schedules, meeting calendars, etc.
- Benchmarking for national comparison (NSSE/CCSSE, NCCBP, etc.)
- Regularly published and shared information about progress on improvement initiatives, use of results