**Clarity** – Clear statements about the assessment model/program

***Components of Quality Assessment Systems***

*what is measured, why it is measured, how it is measured, how the data are collected, how the data are analyzed, how decisions are made, what types of decisions are made, how the intended and unintended consequences are evaluated*

**Evidence of Program Impact** - (arises from the accountability movement – assures the public that the institution is effectively preparing its graduates)

**Validity** – The most critical component of any assessment system (term used in a global sense – includes reliability, intended and unintended consequences, fairness)

* + Train raters/observers (eliminate bias)
	+ Ensure clear directions for completing the assessment
	+ Use multiple raters
	+ Ensure decisions/conclusions are made based on the data/evidence
	+ Use expert reviews of instruments/rubrics
	+ Use multiple sources of data – results in better quality data for making valid inferences
	+ Align assessments to the curriculum
	+ Pilot test instruments

**Collaboration** – All stakeholders should be included in assessments that will elicit data used for making high-stakes decisions (business partners, students, faculty, administrators, student affairs, staff, etc.)

**Standardize Assessment Instruments/Rubrics** – Enhances the technical quality of the data

**Explicit Feedback Loops** – Feedback loops about performance should be built into system; feedback from observer; reflect on performance; demonstrate performance

**Data and/or Processes used to Determine Program Effectiveness**

|  |  |  |  |
| --- | --- | --- | --- |
| **Selection** | **Progression** | **Completion** | **Post-Graduation** |
| Methods & criteria for determining the quality and diversity of candidates | Demonstration of minimal established criteria (benchmark assessment) of student learning outcomes (observations of performance, course-based assessments, GPAs, etc.) | Demonstration of mastery of student learning outcomes (capstone performance, Internship performance, GPAs, etc.) | % of Graduates that obtain employment in their field |
| Student Questionnaire | Exit Interview/Questionnaire | Survey of employer satisfaction  |
| Graduation rates |
| Length of time for completion |
| Survey of alumni |