

INSTRUCTIONS REVISED  
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INSTRUCTIONAL EVALUATION VARIABLES AND STANDARDS  
1984-85

## INSTRUCTIONAL EVALUATION VARIABLE

## PROGRAM ACCREDITATION

Purpose

This variable is designed so as to reward institutions that design and offer academic programs, for which accreditation services are provided, that meet or exceed the standard of responsible accreditation agencies.

Performance Standard and Point Allocation

An institution may be awarded up to 25 points on this variable. The number of points awarded to the institution will be a percentage of this maximum amount calculated as the percentage of eligible programs accredited.

Definitions and Procedures

- (1) A "program" is defined as a sequence of educational experiences leading to a degree major as listed in the THEC program inventory.
- (2) A program is defined as "eligible" if there is a COPA member agency or organization which accredits programs for that field and degree level (unless exempted under (6) below). Additional accrediting agencies may be proposed by governing boards. Upon THEC staff approval, all programs accreditable by such agencies will be included as eligible statewide.
- (3) Program fields covered by an umbrella accreditation will not be counted as "one" unit, but each degree major as "one." For example, if an institution offers five bachelor's degree majors in business, and the business school or college is AACSB accredited at the undergraduate level, these five programs will be counted as five programs for the purposes of this variable.
- (4) Programs automatically excluded from the list of eligible programs are programs (a) that have been approved by the THEC for less than five years, unless the program is accredited by a COPA agency, (b) that are being terminated or phased out--based on appropriate official action, and (c) that have been identified as "inactive" by the appropriate board and the THEC.
- (5) A program eligible for accreditation by more than one agency will be counted only once on the eligible list.
- (6) Where program accreditation efforts are shown to be unjustified on a statewide basis in relation to an accumulation of factors such as economic feasibility, critical mass of enrollees, low benefits to students, more important qualitative priorities, etc., institutions may request respective governing board to seek program exception. Any exception approved by the THEC staff must apply to all similar program areas in the state.

7. Proposals from governing boards for statewide changes in eligibility of programs or appropriateness of accrediting agencies as outlined in (2) and (6) above must be submitted to the THEC staff before January 1 each year to facilitate any necessary revision of the eligible program or acceptable accrediting agency lists for the next budget cycle. The official list of eligible programs or appropriate agencies shall be maintained by the THEC staff based on inventory records and approved exceptions as noted above.

## II

### INSTRUCTIONAL EVALUATION VARIABLE

#### PROGRAM FIELD EVALUATION

##### Purpose

This variable consists of two standards. An institution may earn a maximum of 10 points under the first standard (IIA) and a maximum of 20 additional points under the second standard (IIB). The first standard is intended to encourage an institution to evaluate the quality of each of its academic programs at least once within a five year period. The second standard is designed to reward those institutions which can demonstrate on the basis of test results that the quality of their programs is increasing or has attained an above average level of quality. Together, these standards provide a means of evaluating the quality of the specialized academic offerings of institutions.

##### IIA

#### PROGRAM FIELD EVALUATION

##### VIA

EXTERNALLY VALIDATED TESTS, LOCALLY DEVELOPED TEST, OR EXTERNAL PEER REVIEW

##### Performance Standard and Point Allocation

Under Standard IIA, an institution may be awarded up to 10 points. The number of points awarded to the institutions will be a percentage of this maximum amount calculated as the percentage of program fields which have met the requirements outlined below within the past five academic years.\*

The institution has assessed the performance of a representative sampling of graduates of the program field by means of an externally validated instrument approved by the THEC staff. This instrument shall be applied to and appropriate for the program level with the largest enrollment at the institution.

OR

The institution has assessed the performance of a representative sampling of program field graduates by process of the administration of a locally developed program test. This instrument shall be applied to and appropriate for the program level with the largest enrollment at the institution.

OR

The institution has evaluated the quality of individual programs via external peer review (this alternative is not available for accreditable programs). This evaluation shall cover all levels of the program field offered by the institution.

\*For the first four years' administration of this variable, the 10 points maximum will be awarded to an institution according to the following schedule.

- A. In the first year--at least 20% of the program fields have met one of the listed requirements within the first year.
- B. In the second year--at least 40% of the program fields have met one of the listed requirements within the first or second year.
- C. In the third year--at least 60% of the program fields have met one of the listed requirements within the first, second, or third year.
- D. In the fourth year--at least 80% of the program fields have met one of the listed requirements within the first, second, third, or fourth year.

IIB

#### PROGRAM FIELD EVALUATION

##### IMPROVED PROGRAMS OR PROGRAMS OF EXCEPTIONAL QUALITY

###### Performance Standard and Point Allocation

To be eligible for points under this standard, an institution must demonstrate that it has assessed the performance of a representative sample of graduates of its program fields via externally validated tests or locally developed tests. Up to 20 points may be awarded under Standard IIB. The number of points awarded to the institution will be a percentage of this maximum calculated on the basis of the percentage of programs that have met the requirements outlined below within the past five academic years. (See the table below for further details.)

The institution can demonstrate on the basis of an externally validated test that the performance of program graduates exceeds the performance of graduates of similar programs at comparable institutions.

OR

The institution can demonstrate on the basis of an externally validated test that the performance level of program graduates exceeded the level of performance by program graduates on the most recent previous administration of that test.

OR

The institution has assessed the performance of a representative sampling of program graduates through administration of a locally developed test and can demonstrate program graduate scores which exceed the scores from the most recent previous administration of that test.\*\*

## AWARDS UNDER STANDARD IIB

Percentage of Program Fields Meeting Requirements	Points Awarded
75% - 100%	20
72.5% - 74.9%	19
70.0% - 72.4%	18
67.5% - 69.9%	17
65.0% - 67.4%	16
62.5% - 64.9%	15
60.0% - 62.4%	14
57.5% - 59.9%	13
55.0% - 57.4%	12
52.5% - 54.9%	11
50% - 52.4%	10
47.5% - 49.9%	9
45.0% - 47.4%	8
42.5% - 44.9%	7
40.0% - 42.4%	6
37.5% - 39.9%	5
35.0% - 37.4%	4
32.5% - 34.9%	3
30.0% - 32.4%	1
27.5% - 29.9%	1
0 - 27.5%	0

\*\*In order to compensate institutions for the initial costs of developing local tests, institutions will be rewarded for the first administration of such tests during the first five years (to July 1, 1988). A locally developed test administration for the first time in this period will be scored as if the institution's test scores had exceeded a previous score on the same test.

### Definitions and Procedures

- (1) In general, a "program field" is defined as all levels of programming bearing the same name as an academic major. A group of closely related programs with dissimilar names may also be considered a single program field. General technology and general transfer programs leading to an associate degree are exempt from this variable as are pre-professional programs which do not result in a degree under that name. All individualized programs offered by an institution will count as one program field for purposes of this variable. Programs automatically excluded from consideration under this variable are programs (a) that have been approved by the THEC for less than five years, (b) that are being terminated or phased out--based on appropriate official action, and (c) that have been identified as "inactive" by the appropriate board and the THEC.

- (2) An institution choosing to conduct external peer reviews must submit a plan for external review through its governing board staff to the THEC staff for approval prior to the review. The plan for external peer review must include names and vita of at least two peers proposed to conduct the review, a schedule of planned activities to be included in the review, include efforts to measure the improvement of educational outcomes to the maximum extent possible, and provide for a written critical report summarizing the findings which will be forwarded to the THEC as part of the budget request process.
- (3) A "locally developed program test" must be constructed in cooperation with at least one similar institution with a similar degree major program or in consultation with a team of at least two external consultants.
- (4) An institution choosing to use locally developed program tests must submit a plan for test construction through its governing boards staff for THEC staff approval prior to construction. The plan for test construction must include a schedule of activities, sampling procedure, credentials of cooperating institution staff or credentials of external consultants, and a proposed schedule for submission for THEC staff approval prior to use. Results and analysis of locally developed program tests must be submitted as part of the budget request process.
- (5) The master list of appropriate externally validated tests available for programs will be determined and maintained by the THEC staff.
- (6) In choosing among externally validated tests, locally developed tests or peer reviews, an institution should consult its governing board staff.

### III

#### INSTRUCTIONAL EVALUATION VARIABLE INSTITUTION-WIDE EDUCATION OUTCOMES

##### Purpose

This variable consists of two alternative standards. The particular standard to be applied is dependent on the class of institution. This variable provides a means of evaluating the general (non-program-specific) quality of the educational program at each institution.

##### IIIA

###### GENERAL EDUCATION OUTCOMES

This standard shall apply to all four year institutions and may apply to community colleges as described below.

##### Performance Standards and Point Allocation

- (1) The institution will be awarded 5 points if, within the past five academic years, the institution has assessed the performance of a representative sample of graduates for its major academic degree utilizing the ACT-COMP Objective or Composite measure.
- (2) The institution will be awarded an additional 20 points if through annual assessment utilizing the ACT-COMP measure, the institution can demonstrate that the performance of its graduates regarding value added is above average when compared with the performance of graduates of comparable institutions. (see definition #6 for procedure.)

OR

The institution will be awarded an additional 20 points if through annual assessment utilizing the ACT-COMP measure, the institution can demonstrate an improvement in value-added from the most recent institutional measure of value-added. (see definition #6 for procedure.)

##### IIIB

###### PLACEMENT OF GRADUATES

This standard shall apply to all technical institutes. Community colleges must first make a determination as to which of their programs can be assessed by a measure of general education outcomes. For these programs, the standards of IIIA shall apply. For the remaining programs at these institutions, IIIB shall apply. The total number of points awarded shall be prorated between the two standards according to this division.

##### Performance Standards and Point Allocation

- (1) For programs being evaluated within this standard, the institution will be awarded 5 points if the institution each year has conducted a follow-up survey of all graduates to ascertain their employment status in the cluster of occupations for which they were trained.



- (2) The institution will be awarded an additional 20 points if, through analysis of the surveys conducted in IIIB(1), the employment rate for graduates in the cluster of occupations for which they were trained exceeds 70 percent.

OR

The institution will be awarded an additional 20 points if the employment rate of graduates in fields for which they were trained exceeds the employment rate in the most recent similar survey of employment rate of graduates in fields for which they are trained.

#### Definitions and Procedures

- (1) Follow-up surveys must be designed to establish the employment status of all program completers during a period not earlier than 30 days following program completion and not later than 90 days following program completion. The single exception to this shall be the survey of students completing in the spring quarter in time for a May or June convocation. These students must be surveyed not earlier than September 1 and not later than October 31 following their program completion.
- (2) All completers surveyed within a fiscal year will form the basis of calculation of employment rate. The placement percentage is calculated as the ratio of the total number of students placed in fields for which they were trained to the total number of program completers less those in military service or pursuing further education.
- (3) A list of "clusters of occupations" appropriate to each program subject to evaluation under standard IIIB shall be maintained by the THEC staff.
- (4) A representative sample is a sample of entering students or graduates chosen so that the sample statistically represents the population of entering students or graduates for a given year.
- (5) Value added shall be measured by a comparison of the general education mean score as measured by the ACT or COMP for entering freshmen to the mean COMP score for a graduating class. Any one of the following procedures may be used:
  - (a) Longitudinal Study using the COMP Composite Examination
  - (b) Longitudinal Study using the COMP Objective Test
  - (c) Cross-sectional Study using the COMP Composite Examination
  - (d) Cross-sectional Study using the COMP Objective Test
  - (e) Exit-level assessment only, estimating the entry level COMP score based on a concordance table with the ACT composite score.
- (6) Above average performance in value-added must be demonstrated by an institution having a value-added mean score which exceeds the value-added mean score for a similar set of institutions measuring value-added with a comparable procedure. A similar set of institutions shall number no less than six and shall include, to the extent possible, institutions with

similar purposes, similar enrollments, similar support systems, and similar testing or surveying techniques. A similar set of institutions cannot be exclusively or predominantly composed of in-state public institutions. The THEC staff shall determine which set of institutions are to be considered similar following consultation with institutional and governing board staffs and with personnel from the American College Testing Program.

- (7) The sampling procedure for activities in this variable must be submitted prior to use for THEC staff review.
- (8) Institutions must submit a written report including scores, survey results and analyses as part of the budget request process.

## IV

### INSTRUCTIONAL EVALUATION VARIABLE

#### INSTRUCTIONAL IMPROVEMENT BASED ON REFERENT GROUP SURVEY

##### Purpose

This variable consists of two standards. A maximum of 5 points can be earned under each standard for a total of 10 points under this variable. This variable is designed to encourage institutions to seek evaluation of its overall academic program quality by consumers of the educational product.

##### IVA

##### SINGLE SURVEY

##### Performance Standards and Point Allocation

The institution will be awarded 5 points upon demonstration that the institution has surveyed, with an evaluative instrument, a representative sample of at least one of three referent groups (enrolled students, formerly enrolled students, or community members/employers) with application to the majority of its program fields or to the entire institution. To be awarded points for this standard, the institution must submit a brief presentation of the analysis of the survey results and provide a description of specific substantial, instructional improvement actions taken as a result of the survey and analysis when such improvement actions are indicated.

##### IVB

##### TWO SURVEYS

The institution will be awarded an additional 5 points if the institution has surveyed, with an evaluative instrument, two or more of the referent groups with application to the majority of its program fields or to the entire institution. To be awarded points for this standard, the institution must submit a brief presentation of the evaluative survey results and provide a description of specific, substantial, instructional improvement actions taken as a result of the surveys and analyses when such improvement actions are indicated.

OR

The institution will be awarded an additional 5 points if the institution can demonstrate that an evaluative survey has been administered more than once to the same referent group and can demonstrate for this referent group's most recent evaluation, the institution has received improved scores from the previous survey taken as a whole.

##### Definitions and Procedures

- (1) An "evaluative survey" is defined as one yielding quantifiable indices reflecting satisfaction with or evaluation of instructional programs. The survey instrument may be a nationally or locally constructed instrument. A list of acceptable instruments for this variable will be maintained by the THEC staff. Prior approval by the THEC staff for the use of instruments not on this list is required.

- (2) A representative sample means a sample chosen so that it statistically represents the population.
- (3) Instructional improvement actions must relate directly to improvement of classroom instruction or indirectly in terms of academic support activities such as library services, academic counseling services, etc. (items such as food service, parking, or other student conveniences, etc., are excluded).
- (4) As part of the budget request, an institution must submit a copy of the survey instrument, date(s) of administration, description of sampling procedure, and analysis sufficient for any points claimed.
- (5) To qualify as a survey, it is necessary that a single instrument be used. Multiple instruments employed within the same fiscal year constitute a survey when taken as a group; they are applied to a majority of the institutional program fields or to the entire institution.
- (6) To be awarded points under this variable, the survey or surveys must be conducted during the fiscal year immediately preceding the fall appropriations request cycle.

## INSTRUCTIONAL EVALUATION VARIABLE

## PLANNING FOR INSTRUCTIONAL PROGRAM IMPROVEMENT

Purpose

This variable consists of two standards. A maximum of 5 points can be awarded under each standard for a total of 10 points under this variable. This variable is designed to encourage institutional self-evaluation of its academic program quality.

VA

## PLAN DEVELOPMENT

Performance Standards and Point Allocation

The institution will be awarded 5 points under this standard, provided it submits an acceptable annual plan for instructional improvement in the forthcoming year to the THEC staff at the time of submission of appropriations requests for that forthcoming year. An acceptable plan must exhibit these features:

- a. Specific goals and benchmarks or measurable objectives can be reached in the planning period are set forth.
- b. Activities scheduled as part of the plan must provide for an evaluation component.
- c. All activities which form the basis of claims for points under the other four institutional evaluation variables should be included in the plan, but the plan should address additional means of instructional improvement.
- d. Faculty must be involved in the development, execution, and evaluation of the plan.
- e. The plan must be focused upon improvement in instruction, either directly in terms of improved classroom performance as illustrated by outcomes measures or indirectly in terms of improvement to academic support activities such as library services, academic counseling services, etc.
- f. The plan should be related to longer term plans of the institution, its governing board and the THEC and these relationships should be made explicit.

VB

## PLAN EVALUATION

Performance Standards and Point Allocation

The institution will be awarded an additional 5 points under this standard, provided it submits at the time of submission of appropriations requests an evaluation of the plan for instructional improvement covering the previous year. This evaluation must report the degree to which the plan was executed and the results obtained in terms of reaching goals and benchmarks or measurable objectives and completion of activities. Only those institutions which can demonstrate that at least half of the objectives and benchmarks have been reached or activities favorably evaluated will be awarded points under this standard.