

# Program Improvement and Evaluation Standards (Pies)

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**Where do you start slicing  
up the pie for evaluation  
standards?**

# Purpose of Standards

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- E1 – End of Term Course Evaluations
  - Feedback for the instructor for reflection and self-improvement
  - Feedback to faculty liaisons, academic leadership and CEP staff of possible issues
- E2 – Continuous Program Improvement
  - Research or evaluations to guide program improvement

# The First Bite is the Easiest (E1)

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- Use your college course evaluation form or modify it to meet the needs of your CEP
- Conduct the course evaluation
- Share the results with the instructor, faculty liaison and academic leadership
- Required evidence:
  - Survey
  - Sample report
  - Methodology

# Second Slice needs a Bit more Consideration (E2)

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- What do we want to know about our program?
- Who wants to know?
- How do we get these answers?
- What tools do we need?
- What do we do with the data?



# Getting Started

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- In your team/group discuss the following questions
  - What?
    - What is working; what outside influences are impacting our program; what is the perception of our program by ....; what process or curriculum changes can improve are program; what data/information do we have available?
  - Why?
    - Why are students doing well/not well; why are students coming to our college; why are students going to other colleges?
  - How?
    - How are we doing compared to our peer institutions; how can we improve this process; how can we reduce barriers to participation?

# Make a Plan

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# Pick one question from the “Getting Started” exercise

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- What instrument/data can you use to answer the question?
- When should the evaluation/research be done?
- Who should be involved?
- What is the process/steps?
- How will you analyze and report the results?





# Finishing the Pie

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## Steps:

- Fully define your research question(s) defining all variables and how they will be measured.
- Meet with qualified researcher to the design study or evaluation and any survey instruments and focus group questions needed to complete the study
- Plan your study to allow for disaggregation of the data into subpopulations such as gender, ethnicity, course subject area
- Do the work. Conduct the study and gather the data
- Analyze data with the help of the qualified researcher or Institutional Research Office
- Discuss and vet the results. What did you find out?
- Share what you learned
- Use information to identify further research needs

# Document your Evidence

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NACEP will require specific evidence to demonstrate an institution has met the Evaluation 2 standards (see Appendix B for Template):

- **Study findings should be presented as a report, including the following:**
  - Abstract/Executive Summary
  - Introduction.
  - Methodology
  - Results
  - Discussion

The research study must be completed within the two years prior to submitting accreditation application

# Best Practices for Accreditation

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- Be concise and to the point
- Address the who, what, why, and how
- Plan your study to allow for disaggregation of the data into subpopulations such as gender, ethnicity, course subject area
- Utilize charts, graphs and tables where appropriate to help tell your story
- Do not assume reviewers know your college/university campus, culture, and constraints



# Questions

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