

Program checklist for the *Inquiry Brief* or *Inquiry Brief Proposal*

Program submits this checklist with each draft during formative evaluation. After the Brief has been declared auditable, the program submits a final version of this checklist with the final version of the Brief.

| Requirement for the <i>Brief</i> | Where in the <i>Brief</i> ? | Missing items |
|--|-----------------------------|---------------|
| 1. We identify the author(s) of the document. | | |
| 2. We provide evidence that faculty approved the document. | | |
| 3. We give an account of the history of the program and its place within the institution. | | |
| 4. We provide demographics of program faculty and students, broken out by year, by “bundled” programs, and other factors. | | |
| 5. We state our claims explicitly. | | |
| 6. We address all components of <i>QPI</i> (1.1–1.3) | | |
| We address all subcomponents of <i>QPI</i> : <ul style="list-style-type: none"> o learning to learn (1.1–1.3) o technology (1.1–1.3) o multicultural perspectives (1.1–1.3) | | |
| Claims are consistent with other program documents. | | |
| 7. In the rationale, we link our assessments with <ul style="list-style-type: none"> o claims, o TEAC goal, and o program requirements. | | |
| 8. We describe the overall design of our assessments, including sampling, controls (if applicable), goodness of fit. | | |
| 9. We provide at least two measures for each claim. | | |
| 10. Every measure includes reliability and validity information. | | |
| 11. Our findings are related to every claim, and we offer a conclusion for each claim, explaining how our evidence supports the claim. | | |
| 12. We describe how we have recently used evidence in making program decisions, improvements, and changes. | | |
| 13. We provide a plan for making decisions concerning program improvement based on evidence. | | |
| 14. We meet the conditions of the internal audit: a model of the QCS that addresses 4.1–4.7; and a report approved by faculty. | | |
| 15. Our QCS includes a plan for researching links between student learning and 4.1–4.7. | | |
| 16. We provide an appendix that describes faculty qualifications. | | |
| 17. We provide an appendix that describes our program requirements. | | |
| 18. We make a case for institutional commitment to the program. | | |
| 19. We make a case for sufficient capacity to offer a quality program (4.1–4.7). | | |
| 20. We list all evidence (related to accreditation) available to the program. | | |

Signed: _____ Date: _____