E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level:					
For general education if an undergraduate institution:					
List each degree program: 1.					
2.					
3.					
4.					
5.					
6.					

Institutions selecting E1a should also include E1b.

Note: Please see the Statement on Student Achievement and Success (available on the NECHE website: www.NECHE.org) for more information about completing these forms.

E-Series Forms: Making Assessment More Explicit
Option E1: Part B. Inventory of Specialized and Program Accreditation

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) List key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.

Institutions selecting E1b should also include E1a.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E2. COLLEGE PORTRAIT/VSA PLUS PROGRAM REVIEW

I. Institutions selecting this option should include copies of the most recent College Portrait institutional template under the Voluntary System of Accountability and up to two prior templates. The templates are available from APLU and AASCU.

II. Complete the information on program review, below.

CATEGORY	(1) What is the date of the most recent program review?	(2) How is an "external perspective" incorporated into the review?	(3) How are the results of the program review considered?	(4) What major changes have been made as a result of the most recent program review?	(5) What is the date of the next program review?
List each degree program: 1.					
2.					
3.					
4.					
5.					
6.					
7.					

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E3. INSTITUTIONAL CLAIMS FOR STUDENT ACHIEVEMENT, WITH VALIDATING EVIDENCE

CATEGORY	(1) What are the claims for student achievement or student success?	(2) Where are the claims published? (please specify) Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process? (e.g. by the curriculum committee)	(5) What changes have been made in the program, the claims or the evidence?
At the institutional level:					
For general education if an undergraduate institution:					
List each degree program: 1.					
2.					
3.					
4.					
5.					
6.					
7.					

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E4. MEASURES OF STUDENT SUCCESS: COMPARISON WITH PEERS

CATEGORY	(1) What is the measure of student achievement or student success?	(2) What is the institution's score or rate?	(3) What is the peer comparison group?	(4) What is the peer score or rate on this measure?	(5) What changes have been made as a result of the comparison?
At the institutional level:					
For general education if an undergraduate institution:					
List each degree program: 1.					
2.					
3.					
4.					
5.					
6.					
7.					