



**MACTE Interim Report on
Outcomes Assessment Results
Guidelines for Institutions/Programs
(Revised September 2009)**

The following guidelines were designed for use in preparing the Interim Report. **Please submit the Interim Report and all other documentation electronically to the MACTE Office (via email or CD).**

Expectations regarding outcomes assessment are detailed under Criteria 1.3., 6.2., 6.4., and 7.3. in the *MACTE Handbook*. All institutions, both initial and renewing, are required to submit outcomes assessment plans as part of the Application/Self-Study. Institutions applying for renewal of accreditation must also present actual results of assessment, and state how this information is used to improve the teacher education institution. Initial applicants are given three years to present assessment data, along with improvements made, in the Interim Report.

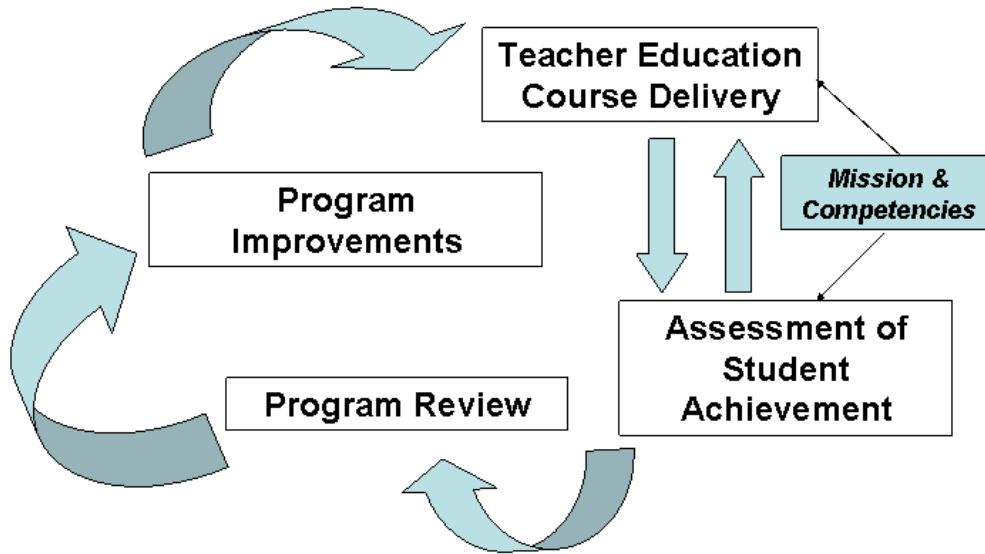
Specifically, MACTE expects the institution to develop and use a system for evaluation of program outcomes and achievement. The checklist on the following page is designed for both the institutional director and Interim Report reviewer to use. It is numbered to correlate with the corresponding items in the Essential Standards and Criteria, and provides valuable direction for completion of the Interim Report. Criteria 1.3., 6.2., 6.4., and 7.3., along with corresponding charts to use in preparing the report, can be found on the following pages.

MACTE Interim Report Checklist

	<i>Check one for each item</i>		
1. a. State your institution's or program's mission, using Criterion 1.3 as a model.	Compliant	Partially Compliant	Non-Compliant
Evidence: Text ____			
b. Following Criterion 6.2 , produce the chart that verifies the relationship between the MACTE competency, the course component title, the objective #, and means of evaluation.	Compliant	Partially Compliant	Non-Compliant
Evidence: Chart ____			
2. a. Following Criterion 6.4 , produce the chart listing forms and methods used to evaluate academic work, practicum, and instruction.	Compliant	Partially Compliant	Non-Compliant
Evidence: Chart ____			
b. Describe the methods by which these forms are used in the process of continuous review and evaluation of the curriculum.	Compliant	Partially Compliant	Non-Compliant
Evidence: Text ____			
c. Provide the policy and procedure for determining curriculum effectiveness.	Compliant	Partially Compliant	Non-Compliant
Evidence: Text ____			
d. Provide examples of how this process has affected the certification course offered.	Compliant	Partially Compliant	Non-Compliant
Evidence: Text ____			
3. a. Following Criterion 7.3 , produce the chart that lists the forms and methods used to evaluate student outcomes under the categories identified as indicators of program effectiveness.	Compliant	Partially Compliant	Non-Compliant
Evidence: Chart ____			
Graduation rates (required)			
Placement rates of graduates (required)			
Employer evaluations of graduates (required)			
Surveys of graduates (required)			
A minimum of one other measure is required to demonstrate attainment of the competencies:			
b. Describe how these forms and methods are used for program improvement in a summary of the data collected. Explain how they relate to the success of the institution.	Compliant	Partially Compliant	Non-Compliant
Evidence: Text ____			
4. Provide copies of the forms and methods listed above.	Compliant	Partially Compliant	Non-Compliant
Evidence: Documents ____			
5. For institutions with multiple levels, explain how this system has worked to improve each level offered.	Compliant	Partially Compliant	Non-Compliant
Evidence: Text ____			

Below is a visual representation of a model Outcomes Assessment System which incorporates all of the elements described above.

**Model Student Outcomes Assessment System
Standard 7.3 Student Outcomes Assessment**



MACTE Commission
May 2003

1.3. Mission Statement: The educational goals of both the institution and its programs are clearly stated; educational objectives and outcomes are specified, reasonable, and consistent with the mission.

Documentation

Appendices (handbook/catalog)

- 1) State the overall educational objectives of the institution and specific objectives of each certification course in relation to the Montessori concept of education.
- 2) Provide page numbers and dates of the latest revision of objectives.

6.2. Description of Course Components: The institution defines its educational task with a clearly written syllabus for each component of each certification course, which must include all of the following:

1. title of course component and number (if applicable);
 2. instructor(s);
 3. academic clock hours;
 4. competencies to be achieved (designated with numbering used in Section 3 of this Handbook);
 5. outline of content and learning experiences (designated with numbering used in Section 3 of this Handbook);
 6. assignments, evaluation requirements, and/or performance assessments;
 7. objectives, other than MACTE competencies (see Section 3 of this Handbook);
 8. required textbooks/readings.
- (see the chart below for clarification)

Documentation for each certification course offered:

Text

- 1) Show the relationship of the component objectives, and evaluation of student performance to the competencies defined by MACTE for the child age range of the student's preparation (use the chart provided below).

NOTE: For new institutions/programs, this material constitutes Item #1 of the Interim Report.

Appendices

- 1) Provide the syllabus for each course component. Number the objectives for ease of reference. Objectives should relate directly to competencies and to evaluation. Include sufficient information to show support of the objectives, competencies, and achievement of successful evaluation.

Competency	Certification Course Component Title	Objective #	Means of Evaluation for Objective/Competency

6.4. Curriculum Effectiveness:

The institution uses appropriate measures to evaluate the effectiveness of the certification course. This is accomplished through examination of student coursework.

NOTE: For new institutions/programs, this material constitutes Item #2 of the Interim Report.

Documentation

Text and Appendices (student handbook)

- 1) Using the chart shown below, list the forms and methods used to evaluate academic work, practicum, and instruction.

Chart of Evaluation and Review
Key: A = Academic Phase P = Practicum Phase

Phase	Task	Who Performs?	Who Evaluates?	How?	When?
A	Albums	Student	Faculty	Form B	Dec/May
P	3 Visits	Field Supervisor/ Consultant	Director	Form E	3 x yr
Orientation Phase (If applicable)					

- 2) *Describe the methods by which these forms and methods are used in the process of continuous review and evaluation of the curriculum.*
- 3) *What is the policy and procedure for determining curriculum effectiveness? List the page number(s) on which the policy and procedure can be found.*
- 4) *Give an example of how this process has affected the certification course(s) offered.
Example: Have courses been lengthened, resource materials or instructors changed?*

7.3. Outcomes Assessment: The institution utilizes a well-defined and ongoing system for evaluating program outcomes and achievement in relation to both its mission, and the competencies listed in Section 3. The institution incorporates the results into documented plans for program improvement.

NOTE: For new institutions/programs, this material constitutes Item # 3 of the Interim Report.

Documentation

Text

- 1) *Using the chart below, list the forms and methods used to evaluate student outcomes under the categories identified as indicators of program effectiveness. **The following indicators are required:** graduation rates, placement rates, employer evaluations, and graduate surveys. Applicants for renewal of accreditation must provide records and rates for at least five (5) years; applicants for initial accreditation must provide data for each year of operation. The following Indicators Chart must be used to illustrate annual data, or data compiled from the past five (5) years.*
- 2) *Describe how these forms and methods are used for program improvement in a summary of the data collected. Explain how they relate to the success of the institution.*
- 3) *For institutions with multiple levels, explain how this system has worked to improve each level offered.*

Appendices

- 1) *Provide copies of forms and methods used.*

Available for On-Site Evaluation Team

- 1) *Provide the actual materials used in this process.*

Criterion 7.3 Indicators Chart – Part A

REQUIRED INDICATORS	Who performs?	Who evaluates?	When are the evaluations done?	How many forms were returned out of how many forms distributed? (# ___ out of # ___)
Graduation rates *				
Placement rates of graduates *				
Employer evaluations of graduates**				
Surveys of graduates**				

Examples for key: S = Student F = Faculty ES = Each Session 2X = Twice per year

* Data reported in the MACTE Annual Report

Five (5) years of data are required for renewal of accreditation; data for number of years of operation are required for initial accreditation. **In addition to data indicating how many forms were returned of those distributed, please include in the text a summary of the data/information gleaned from the returned surveys. This is required for both employer evaluations of graduates and surveys of graduates.

**Use Competencies (Section 3 of Handbook) from appropriate certification course level

Criterion 7.3 Indicators Chart – Part B

A minimum of one (1) other measure is required, and may be chosen from those listed below to demonstrate attainment of the competencies.

INDICATORS	Who performs?	Who evaluates?	When are the evaluations done?	How many forms were returned out of how many forms distributed? (# ___ out of # ___)
Grade summaries				
Standardized tests				
Portfolio reviews				
School district requirements				
Other				

Institutions are initially accredited for a maximum of four (4) years, with extension to a maximum of seven (7) years upon documentation of positive outcomes and a satisfactory Interim Report. This documentation is due at the end of the third year of operation.

Institutions applying for initial accreditation submit, as part of the Application/Self-Study, a plan for assessing student outcomes and state how information gathered is to be used for program improvement, as referenced in 1) above. If the data/information collected are not used for program improvement, an explanation must be included. Actual results are to be included in the Interim Report submitted at the end of the third year of operation.