

## Outline for a typical *Inquiry Brief* or *Inquiry Brief Proposal*

### 1. Program overview

Overall logic: guiding philosophy and orientation of the program  
Program areas, levels, specialties, and options  
Brief history of the program  
Program demographics  
Table of enrollment trends, numbers and types of students, numbers of faculty and types, etc.

### 2. Claims and Rationale

Statement of the claims (consistent with all relevant claims in the program's literature)  
Reasons why the program thinks its assessments are valid and that the passing scores are appropriate

### 3. Method of assessment

Detailed description of the assessments  
Criteria for achievement or success  
Published information about the reliability and validity of the assessments  
Arguments for the content validity of the assessments  
Sampling procedure and procurement of evidence

### 4. Results

Results of the investigation into the reliability and validity of the assessments  
Evidence of stability and consistency of the measures  
Evidence of relationship, convergence, triangulation with other measures or evidence  
Results of the assessments with attention to the following issues:  
a. Significant digits  
b. Ranges of the scores and their variance  
c. Disaggregation of evidence  
d. Accurate and comprehensive table headings  
e. Sensitivity to insignificant differences  
f. Full disclosure of available evidence (all of the program's cited evidence)  
g. Evidence for each claim

### 5. Discussion and Plan

#### Discussion

Meaning of the results: Were the claims supported? Were the results good news or bad news?  
Implications of the results for the program's design

#### Plan

Steps to be taken based on the evidence: modifications to the program, quality control system (QCS), plans for inquiry into the factors responsible for the results.

### 6. References

A list of any works cited in the *Brief*

### 7. Appendices

#### Appendix A: Internal audit report

*Introduction:* Auditors; faculty approval  
*Description:* Schematic and mechanisms of QCS  
*Procedure:* Audit plan and trail  
*Findings:* Discoveries about the QCS  
*Conclusions:* How well does QCS work?  
*Discussion:* Needed modifications in QCS or future audit procedures

#### Appendix B: Capacity

Evidence that the program is supported on a par with other programs at the institution 3.1  
Evidence that the program's capacity is sufficient and adequate to satisfy 3.2

#### Appendix C: Qualifications of the faculty

Current academic rank and title  
Terminal degree, institution, field, and date  
Number of years of service  
Scholarly publications (number, type)  
Assigned courses in the program  
Awards, public school teaching, boards

#### Appendix D: Program requirements

Admissions requirements  
Course requirements and standards  
Course titles and descriptions  
Program standards and requirements  
Graduation requirements  
State license requirements  
Table of alignment of program requirements with state and national standards

#### Appendix E: Full disclosure of all relevant and available evidence (including any evidence cited elsewhere in support of, or about, the program)

- a. Grades
- b. Standardized tests (entrance, exit, and license) about the graduates or the graduates' own students
- c. Surveys of students, alumni, employers
- d. Ratings of portfolios, work samples, cases
- e. Basis for rates: hiring/promotion, certification, graduate study, professional awards, publications, etc.
- f. Reasons for neglecting or rejecting certain categories of evidence
- g. Plan for inclusion of new categories of evidence in a subsequent *Inquiry Brief*

#### Appendix F: copies of locally developed assessment instruments cited in the *Brief*

#### Appendix G: status of educator programs accredited by other USDE or CHEA recognized accreditors