

# Monitoring and evaluation new programs

Education



Monitoring and Evaluation New Programs Monitoring and evaluation new programs al portfolios An al portfolio is a compilation of a number of facts that act as evidence that the institution is committed to achieving its mission and vision. It acts as evidence that the learning objectives identified by the institution are being achieved. Institutional portfolio can also be described as a tool used to demonstrate learning outcomes to both internal and external parties; it can also be used as a learning tool. They are also excellent tools for demonstrating an institution's accountability to its stakeholders (McClelland, 2000).

For an institutional portfolio to be considered as elaborate, a wide range of evidence should be captured during its designing proces. Important evidence that should be included on an institutional portfolio includes direct learning evidence, which includes test results and student portfolios. Information related to valuable measures of attainment should also be included; for example, employer and community satisfaction with the institution's graduates and graduate's success in further studies. Any practice believed to enhance students learning in the institution is a convincing evidence to be captured on the portfolio. Examples of such information include internships, research done by students, community work done by students, collaborative learning, corporate responsibilities, and exchange programs. An institution's contribution towards the development of its faculties is also a plus when structuring a portfolio (Lunenburg & Ornstein, 2007).

Use of institutional portfolios

Institutional portfolios serve many purposes to the institution that has embraced its use. One of the crucial uses of institutional portfolio is its ability to give the institution a chance to communicate its mission and

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achievements (Genevieve & Irby, 2001). As a result, the institution can reach a large number of people as one way of advertising itself, more so when the portfolio is placed online. Students and parents searching for a college can rely on different institutions' portfolios; they help in selecting a college of their choice without engaging any of the institutions' personnel's.

The other vital use of an institution portfolio is that it enables all of the institution's teaching staff to understand their teaching, research, and other duties assigned to them in relation to the institution's mission. This aspect of an institutional portfolio helps in nurturing a team of staffs that work under minimum or no supervision; this makes management of staff an easy task for the institution (Genevieve & Irby, 2001).

#### System-wide Evaluation

It is necessary to distinguish between institutional portfolios and traditional system-wide evaluation since both serve to give essential information, which is related to a given institution. A system-wide evaluation tool aims at assessing and evaluating the key features of a program-wide effective behaviour support in every academic year. The results obtained from the use of a system-wide evaluation tool are useful in determining annual goals, evaluating the progress of a program, revising and designing procedures, comparing achievements from year to year, and evaluating features that are in place. Therefore, institutional portfolio can be regarded as a tool used to achieve long term goals while system-wide evaluation tool helps to achieve short term goals (Lunenburg & Ornstein, 2007).

An institutional portfolio is a valuable tool to any institution that seeks accreditation due to its ability to demonstrate the institution's mission and goals, which are a prime concern to any accreditation body (Genevieve & <https://assignbuster.com/monitoring-and-evaluation-new-programs/>

Irby, 2001).

#### References

Genevieve, B. & Irby, J. (2001). *The Principal Portfolio*. New York: Corwin Press.

Lunenburg, A. & Ornstein, C. (2007). *Educational Administration: Concepts and Practices, Volume 13*. New York: Cengage Learning.

McClelland, K. (2000). *Using Portfolios*. London: Longman.