

# Quality Assurance System

## *Process for Updating, Reviewing, and Reporting EPP-Level Self-Study Data Files (CAEP 5.1)*

The purpose of this flowchart is to represent the process for systematically updating and reviewing EPP-level data aligned to CAEP Standards.

### Formation of CAEP Standard Subcommittees:

- The EPP leadership recruits faculty, staff, and administrators for subcommittees related to each of the CAEP Standards.
- Recruitment of members should be focused on a broad representation of faculty and staff from the colleges with initial teacher preparation programs as well as staff and administrators from other university departments whose mission or work supports the respective CAEP Standard (e.g., Admissions, Graduate College, Institutional Research, etc.).
- After subcommittee member lists are approved, a letter from the EPP leadership is formally drafted and emailed to subcommittee members, copying the Associate Deans (or Committee chairs). The letter informs the subcommittee members of their roles and responsibilities, as well as key deadlines and timeframes, during the ongoing review process.
- A Chair for each CAEP Standard Subcommittee is recruited from the EPP's leadership.

### CAEP Standard Subcommittees roles and responsibilities:

- The Chair identifies subcommittee members to take the lead on specific components of each CAEP Standard.
- Subcommittee members meet annually to review evidence collected and submitted in the Report during and after the Self-Study to ensure continuous improvement.
- The subcommittee meets initially to discuss the Report writing process, the expectations of CAEP for the Report, and reviews the template for each piece of evidence.

**1. EPP leadership appoints CAEP Standard Subcommittee Members.** The Subcommittee Chair oversees and facilitates the work of the subcommittee. Members review data and work for each CAEP Standard components. Members contribute to the work of the ongoing review process.

**2. Subcommittee members are informed of their roles and responsibilities.** A preliminary meeting is set to discuss the forthcoming expectations, Self-Study or Biennial Report expectations, data or documentation that will need to be collected, and to document the ongoing review process.

**3. Professional Education Programs staff complete initial sections of the evidence templates for each piece of evidence submitted as part of the report or update sections from previous report, as appropriate.**

**4. Subcommittee members review key data, documentation, etc.** Members search for trends, patterns, noticeable changes in data over time, etc., and write preliminary notes on these findings.

**5. Subcommittee members begin making interpretations based on the data or documentation.** Members complete the sections of the evidence template labeled "Data Summary." With guidance from Professional Education Programs staff, drafts of the evidence templates are completed.

**6. The drafts of each piece of evidence are then archived on NAU's SharePoint drive for internal and external reviewers.** The drafts are reviewed and revised for content, style, and readability. Any revisions are then incorporated into the final draft version of the Report.

**7. The Final Draft of the Self-Study Report or Biennial Unit Level report is submitted/completed per the specified timeline.** Six (6) months after Self-Study submission, CAEP provides feedback and possibly conditions. Biennial Report shared with university assessment office.

**8. Action plan and annual work plan created based on results and proposals for change documented in evidence files.** The EPP leadership develops action plan and work plan using the Master Assessment Plan and Calendar template based on results.