Developing a Quality Assurance System: Guiding Strategies

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| **Strategy: Conduct High Level Needs Analysis** |
| **Data Tools & Human Resources:*** What assessment collection data tools are in place?
* What assessment data reporting tools are in place?
* Where are data reports stored?
* How is data being archived?
* How does assessment data interface with student demographic data?
* What data tools are working well?
* Are there any needs in relation to improved data tools?
* What support is currently in place to support data systems, data extraction, and data reporting?
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| **Analysis & Assessment Planning:*** What assessments are in place?
* When and how often are they administered?
* How are copies of instruments maintained and updated?
* Where are report files stored?
* Who is responsible for administering instruments?
* Who is responsible for reporting the data?
* How is it accessed by program leaders, faculty and staff?
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| **Policies & Procedures:*** How is CAEP, SPA, other accreditor, or state reporting requirements aligned to university assessment reporting requirements?
* What assessment reporting requirements are in place at your university?
* What assessment reporting requirements are required by your state department of education?
* What systematic reporting schedule and expectations are in place?
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| **Strategy:** Intentional discussion and engagement of results with appropriate audiences**Examples:** Communicating results with EPP leadership team who communicates with college leadership, faculty and staff; communication with university leadership such as Vice Provost and Provost |
| **Notes:** |

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| **Strategy: Complete Assessment Audit** |
| **Analysis & Assessment Planning:*** Assessment Audit (template)
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| **Strategy:** Intentional discussion and engagement of results with appropriate audiences**Examples:** Communicating results with EPP leadership team who communicates with college leadership, faculty and staff; formed committee to review proprietary evaluation instruments; engaged UniversitySupervisors, faculty, administrators, assessment expert, and staff with redesign of EPP level performance assessment |
| **Notes:** |

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| **Strategy: Identify & implement data tools** |
| **Data Tools & Human Resources:*** Data collection tool(s)
* Data reporting & archiving tool(s) that interface with university demographic data system
* Cloud or centralized collaborative tool for storing reports
* Statistical analysis tool
* Data management system
* Website or content management system
* Staff to support implementation of assessment and data reporting
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| **Analysis & Assessment Planning:*** Licensure exam reporting system (e.g., Pearson reporting tool)
* Methods for requesting state data (e.g., dashboards, online forms for requesting information)
* Employer sources of data (e.g., Induction program evidence)
* Impact data (e.g., Google Scholar, Open Knowledge)
* Institutional data (e.g., PAIR)
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| **Policies & Procedures:*** Business processes for the collecting, reporting, and archiving data
* Budget considerations or responsibilities for data tools
* Campus resources to support training for use of tools, data reporting, and analysis
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| **Strategy:** Intentional discussion and engagement of results with appropriate audiences**Examples:** Communicating data management system specifications to development team; training of faculty on use of data collection tool and how to access updated report files; training of staff on how tosupport faculty |
| **Notes:** |

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| **Strategy: Develop Assessment Policies & Procedures** |
| **Analysis & Assessment Planning:*** Assessment Audit Template evolved into Master Assessment Plan & Calendar which was consolidated to create a Table of Contents to work from for tracking the status of evidence files for the CAEP Self-Study Report
* Master Assessment Plan & Calendar (template) being used for developing annual work plan
* Self-Study Evidence File (templates) used for CAEP Self-Study Report and being maintained as a model

for updating and presenting data annually or as appropriate; template intended to be adapted to fit type of evidence (e.g., quantitative, qualitative, documentation) |
| **Assessment Policies & Procedures:*** Biennial Report Policy & Template including policy and procedures related to university assessment requirements for programs, reporting years, and data tools and human resources supporting process
* Biennial Report Chart (template) for tracking data reporting requirements and expectations regarding program level assessment reports
* 5.1 CAEP Self-Study Evidence File and other evidence files can outline assessment policies and procedures for EPP-level assessments
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| **Strategy:** Intentional discussion and engagement of results regarding policies and procedures for master assessment plan, calendar & systematic reporting**Examples:** Communicating results with EPP leadership team who communicated to faculty and staff; formed committee to review proprietary evaluation instruments; engaged University Supervisors, faculty,administrators, assessment expert, and staff with redesign of EPP level performance assessment; utilized “speed sharing” strategy to inform large group of faculty meeting of progress and results |
| **Notes:** |