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? |
| **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? |
| **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? |
| **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) |
| **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 University  Supervisors, 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 |
| **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) |
| **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 |
| **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 to  support faculty |
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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 |
| **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:** |