Lessons from a Successful Review

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https://www.gapsc.com/Commission/Media/DocsPresentations.aspx

 # Continuous Improvement

Context

- One main degree – ECE/Elementary Education
- 5 secondary certification programs (B, C, E, H, M)
- Two Endorsements – ESOL and Autism
- Administration – dean (no program chairs, added a coordinator of assessment in 2019 faculty with a small stipend – responsible for reports not accreditation) and one staff person who serves as the Assessment and Accreditation Specialist (data entry and data extraction)
- Faculty – varies from 6-9
- Completers – approximately 70 per year (AY 2018-2019 =99)
- Not Seeking CAEP Accreditation -- $ issue

Reviewing Processes with Eye on Context

- **Determining What We Were Doing with Data and Why**

  1) Collecting lots of data in notebooks – For what purpose?

- **Determining How Data Was Shared with Stakeholders and Effectiveness of Plan**

  1) TEC

  2) Principal Forum

  3) Assessment Committee

  4) School of Education Faculty Meetings

  5) Site Supervisors Meetings

  6) Posting On-Line

Seemingly Radical Decisions Based Upon Context

Decision

1) Eliminate Notebooks
2) Eliminate Assessment Committee
3) Eliminate Principal Forum

Result

1) Less time spent putting data in notebook – more focus on gathering meaningful data needed for stakeholders – (Snapshot)

2) Sharing of data at almost every monthly SoE faculty meeting – broader discussion instead of highlights

3) Ensure that principal on TEC/more focused time for other endeavors

Old Snapshot Data vs. New Snapshot Data

Block IV/ PES IV Graduate Survey Results
Fall ECE 2011 - 93% positive results (19/20)
(84% = strongly agree
9% = agree
2% = no response
0% = disagree
5% = strongly disagree)

Spring ECE 2012 - 94% positive results (39/39)
(83% = strongly agree
11% = agree
1% = no response
0% = disagree
5% = strongly disagree)

Spring Secondary Education 2012 - 98% positive results (13/13)
(80% = strongly agree
18% = agree
2% = no response
1% = disagree
0% = strongly disagree)

Early Childhood Education (ECE) Graduate Completers' Survey Results
Fall 2017
19 respondents

- **78%** responded positively (strongly agree/agree) to the **Content and Curriculum** survey statements.
  - *3.7% decrease from Spring 2017 (81.7%)*
  - *16% decrease from Fall 2016 (94%)*
  - *79% of the respondents scored 5 of the 6 markers in this category positively (strongly agree/agree)*
  - *Graduates were least positive about planning to relate their field to other areas of the school and to everyday life. (74%).*

What Data Was Showing Us and More Seemingly Radical Decisions

- Highly Successful Candidates on APBD and TCOI

1) Calibration Activities with site supervisors – small effect

2) Data Lab with Paquita – Shared we were worried about usefulness of data since almost all candidates were performing so well– could not make program improvements based upon data

Training Experiences

- CAEP/GaPSC Reviewer Training
- Nominating faculty to serve as reviewers and get training
- GaPSC Validity and Reliability Training Offered
- GaPSC InTASC Standard Training
- Multiple Review Teams

Taking Advantage of Training Experiences

Content Validity Study over Instruments – TCOI and APBD

    a. brought stakeholders together

    b. reconfigured instruments

    c. conducted new calibration/training

    d. gathered 3 cycles of data

    e. set new benchmarks

Four Keys to Success

1. **Don't be afraid to put your *warts* on table.**

    a) Honest and Upfront about our Autism Endorsement Deficits

    b) Honest and Upfront about struggles with Standard 4

2. **Have a clear, realistic plan and implement as much of plan as possible before on-site visit.**

   a) Showed what we had accomplished on Standard 4

   b) Made a clear plan for Autism revamp in Summer 2019

3. **Never be content with your success.**

    a) Content Validity Study with TCOI and APBD

    b) Moving Averages for Program Reviews

    c) Finding ways to split the workload across faculty, staff, and administration

Moving Averages

	n=		OVERALL		SUBAREA I		SUBAREA I Objective 1	
	DSC	*GA*	*DSC*	*GA*	*DSC*	*GA*	*DSC*	*GA*
2014-2016	4	580	100	89.90	70.00	63.89	58.33	58.94
2015-2017	5	653	100	86.68	78.00	63.51	70.00	60.62
2016-2018	11	678	90.91	87.76	64.55	63.44	59.09	61.42
2017-2019	14	689	92.86	88.53	60.48	63.67	58.33	61.90

4) Leverage the Approval Process

- **Look for strengths and weaknesses while responding to off-site prompts**

  1.2 Use of Research and Evidence–strong in ECE/weaker in Secondary

- **Use prompts to recognize gaps in data-gathering, analysis, or sharing process**

1.3 Continuous Improvement – Program Assessment Ad-hoc Committees

- **Use questions from off-site review to recognize additional gaps in data-gathering, analysis, or sharing process**

- *Data on Assessing Impact on P-12 Learners –Alumni has a collection plan but, thus far, there is not a lot of collected data. Why is there limited data?*

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