Preparing a Successful Self-Study Report: Lessons From Fall 2015 Submissions

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Agenda

- The Self-Study Report
  - What it is and isn't

- The Formative Feedback Report (often called the Offsite Report)
  - What it is and isn't

- An evaluation of all FFRs submitted to SI EPPs in Fall 2017 focusing on AFIs and Stipulations

- How to address most common issues

The Process
SI Pathway

- EPPs submit Self-Study Reports about 8 months prior to their onsite review

- The Visiting Team reviews the SSR and all evidence and meets for a virtual Offsite Review.

- The Team reviews all evidence and writes a Formative Feedback Report that provides feedback to the EPP on each standard, on the crosscutting themes of diversity and technology, on any previous AFIs, and on the proposed Selected Improvement Plan

- The EPP has the opportunity to submit an Addendum and any additional evidence prior to the on-site visit.

The Self-Study Report

- Following CAEP guidelines, the EPP prepares the SSR providing a rationale for how it addresses each Standard and the cross-cutting themes and its SIP

- SSR includes narratives and documentation uploaded into the Evidence Room

- What is a 'successful' SSR?

The Formative Feedback Report

- Provides the following for each Standard, Diversity, and Technology
  - Narrative summary of preliminary findings
  - Evidence that is consistent with meeting the standard
  - Evidence that is inconsistent with meeting the standard
  - List of on-site tasks to be completed
    - Evidence in need of verification or corroboration
    - Excerpt from SSR to be clarified or confirmed
    - Questions for EPP concerning additional evidence, data, and/or interviews

- Preliminary recommendations for new Areas for Improvement and/or Stipulations including a rationale for each

The FFR, in many ways, provides a road map for the on-site review

- Tasks are identified

- Areas for further investigation are noted

- Visiting Team is not limited by the FFR when it arrives on site

- AFIs and Stipulations give the EPP a 'heads up' on the primary concerns raised by the Visiting Team

Areas for Improvement

- A statement written by a site visit team or Commission that identifies a weakness in the evidence for a component or a standard. A single AFI is usually not of sufficient severity that it leads to an unmet standard. However, a combination of AFIs may lead the site visit team to assign a stipulation or the Commission to determine that a stipulation is warranted. Areas for improvement should be remediated by the next accreditation cycle and progress toward improvement is reported annually in the annual report.

Stipulations

- A statement written by a site visit team or Commission which is confirmed by the Accreditation Council as a deficiency related to one or more components or a CAEP standard. A stipulation is of sufficient severity that a standard is determined to be unmet. For EPPs seeking to continue their accreditation, a stipulation must be corrected within two years to retain accreditation. For EPPs seeking initial or first accreditation, a stipulation leading to an unmet standard will result in denial of accreditation.

What we're talking about today

- 17 Self Study Reports Submitted in Fall 2017
  - All SI vists
  - And thus all addressed CAEP standards
  - All have on-site visits this semester

- AFIs and Stipulations in FFR
  - May be a result of documentation issues, not programmatic issues

Some data

- Of the 17 FFRs reviewed:
  - One received no AFIs or Stipulations
  - Two received AFIs on 2 standards
  - Six received AFIs on 3 standards
  - Two received AFIs on 4 standards
  - Six received AFIs on 5 standards

- FFRs that received multiple AFIs for the same standard
  - Eight received multiple AFIs for Standard 1
  - Five received multiple AFIs for Standard 2
  - Three received multiple AFIs for Standard 3
  - Two received multiple AFIs for Standard 4
  - Seven received multiple AFIs for Standard 5

Number of EPPs that received an AFI for each standard				
Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
12	12	9	11	14

Number of EPPs that received a Stipulation for each standard				
Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
0	0	1	5	2

Cross Cutting Themes

- 7 EPPs received AFIs for Diversity

- 4 received AFIs for Technology

Common Issues with Standard 1

- Problems with Data
  - **Data not disaggregated by program**
    - Sometimes grouped inappropriately
  - Did not provide n's
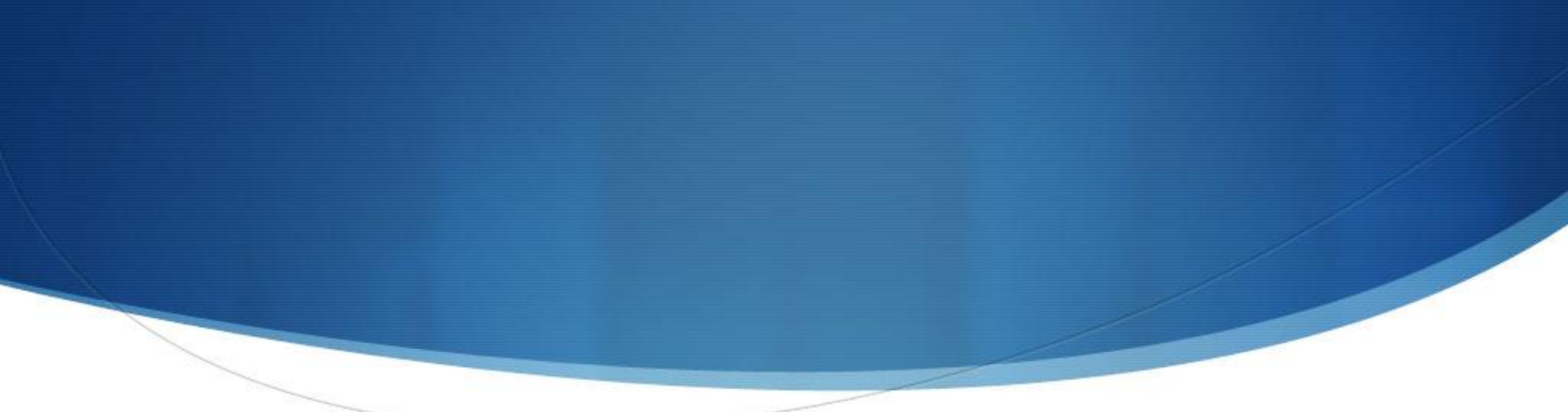 - Did not provide ranges or standard deviations
  - Did not provide sufficient data (from 3 cycles)
  - **Did not provide analysis of data**

- **Did not demonstrate alignment of assessments/data to InTASC four categories**

- Documentation was incomplete (data missing, instructions to candidates missing, rubrics missing, etc.)

- Rubrics vague, did not meet Level 3 on CAEP Assessment Rubric

- No evidence that EPP is evaluating how candidates are using research and using technology

Common Issues with Standard 2

- **Primary Issue: Little or no evidence of true clinical partnerships as described in the standard**
  - Co-construction of mutually beneficial partnerships
  - Share responsibility for candidate preparation
  - Co-select, prepare evaluate, support and ratin high-quality clinical educators
  - Provide professional development
  - Co-design clinical experiences
  - etc

- No evidence of required diverse field and clinical experiences

- No evidence of candidates' use of technology in field experiences

Common Issues with Standard 3

- **Recruitment plan is missing or inadequate**

- EPP did not provide information about use of normed national test in entrance criteria

- No evidence provided on mean GPA's of candidates at entrance to the program

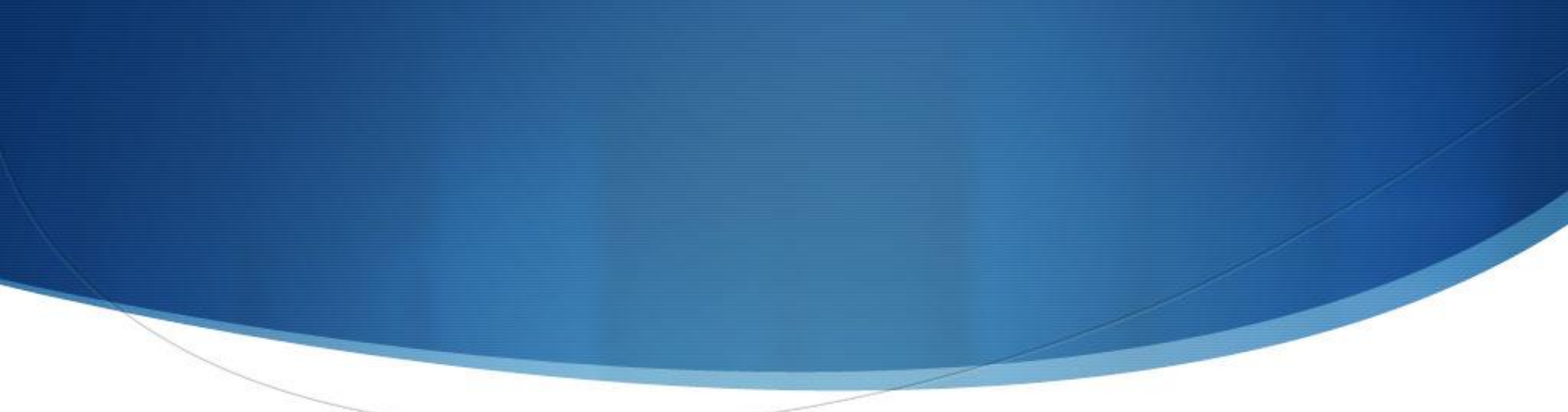- No clear definition of diversity and the characteristics of diversity that are embedded in the program

Common Issues with Standard 4

- Primary Issue—extremely consistent across AFIs and Stipulations

- **EPP has no current process and provides no plan for determining alumni's impact on student learning**
  - **Some used only student teachers**
  - **Provide case study but the study is vague, lacks specific information**

- Evidence of employer satisfaction either missing or response rates are very very low (and there is no plan provided about how to increase rates)

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- Assessments and/or surveys do not meet Level 3 on the CAEP Assessment Rubric

Common Issues with Standard 5

- EPP has not established validity and reliability of all assessments as outlined in CAEP Assessment Rubric

- Although the EPP may utilize multiple measures it is not clear how these fit together coherently and are part of a quality assurance system that utilizes these data for continuous improvement

- System does not include an assessment of alumni impact on student learning

- No documentation of how data are used to improve program

- Data on some assessments are missing

- Data are not disaggregated by program

- No documentation of involvement of stakeholders

- Rubrics do not meet level 3 on CAEP Assessment Rubric

Common Issues with Diversity

- EPP has no clear definition of diversity

- No evidence of required field and clinical experiences in diverse settings

- Assessment and rubric items pertinent to diversity are vague

- No recruitment plan

Technology

- Insufficient documentation to demonstrate candidates' use of multiple forms of technology

- Theme of technology does not appear to be threaded throughout program

- EPP survey results indicates program does not ensure that candidates acquire, model and apply technology standards

- No plan to address identified weaknesses in technology preparation

- Incomplete plan for assessing the integration of technology

Selected Improvement Plan

- Primary issue is lack of specificity

- Follow criteria delineated in Rubric for SIP

Questions????