

Preparing a Successful Self-Study Report: Lessons Learned

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What are we going to do today?

- ◆ Consider most typical issues EPPs have had with each CAEP Standard
 - ◆ by focusing on common AFIs and Stipulations cited in formative reports
- ◆ Strategies for addressing these successfully
- ◆ Provide tips for writing the narrative sections of the SSR
- ◆ Of course, Q & A!

The Process

- ◆ EPPs submit self-study reports (SSR) 9 months prior to their onsite review
- ◆ The site team reviews the SSR and all evidence and meets for a virtual Offsite Review.
- ◆ The site team reviews all evidence and writes a Formative Feedback Report (FFR) that provides feedback to the EPP on each standard, component, crosscutting themes of diversity and technology, on any previous Areas for Improvement (AFIs), and the response to the FFR.
- ◆ The EPP has the opportunity to submit a response to formative review and any additional evidence prior to the on-site visit.

The Formative Feedback Report

- ◆ Provides the following for each Standard, Component and the cross-cutting themes of Diversity, and Technology
 - ◆ Narrative summary of preliminary findings
 - ◆ Evidence that is consistent with meeting the standard component
 - ◆ Evidence that is inconsistent with meeting the standard component
 - ◆ 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 Areas for Improvement and/or Stipulations including a rationale for each standard and component

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

- ◆ Tasks are identified
- ◆ Areas for further investigation are noted
- ◆ Site 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 Site Team

Areas for Improvement

- ◆ A statement written by a site team or Council 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 team to assign a stipulation or the Council 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 team or Council that identifies 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.

Issues with Standard 1

Area for Improvement	How would you address this?
Data not disaggregated by licensure area	
Did not provide sufficient data (from 3 cycles)	
Validity and reliability of assessments were not addressed	

Standard 1 (cont.)

Area for Improvement	How would you address this?
Did not demonstrate alignment of assessments/data to CAEP, InTASC standards	
Documentation was incomplete (data missing, instructions to candidates missing, rubrics missing, etc)	
No evidence that EPP is evaluating how candidates are using research and using technology	

Issues with Standard 2

Area for Improvement	How would you address this?
<p>Primary Issue: Little or no evidence of true clinical partnerships as described in the standard</p> <ul style="list-style-type: none">• Co-construction of mutually beneficial partnership• Share responsibility for candidate preparation• Co-select, prepare evaluate, support and retain high-quality clinical educators• Provide professional development• Co-design clinical experiences• etc	

Standard 2 (cont.)

Area for Improvement	How would you address this?
No evidence of required diverse field and clinical experiences	
No evidence of candidates' use of technology in field experiences	

Issues with Standard 3

Area for Improvement	How would you address this?
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	

Issues with Standard 4

Area for Improvement	How would you address this?
EPP has no current process and provides no plan for determining alumni's impact on student learning	
Provided a plan but the plan is vague and doesn't meet CAEP criteria	
Evidence of employer satisfaction either missing or response rates are very very low (and there is no plan provided about how to increase rates)	
Evidence of completer satisfaction either missing or response rates are very very low (and there is no plan provided about how to increase rates)	
Assessments and/or surveys do not meet Sufficient Level on the CAEP Assessment Rubric	

Issues with Standard 5

Area for Improvement	How would you address this?
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	
No documentation of how data are used to improve program	

Issues with Standard 5

Area for Improvement	How would you address this?
System does not include an assessment of alumni impact on student learning	
Data on some assessments are missing	
Data are not disaggregated by program	
No documentation of involvement of stakeholders	
Rubrics do not meet Sufficient level on CAEP Evaluation Framework	

What do the narrative summaries for each standard have in common?

- ◆ Provide a frame for the argument of meeting the standard, not “everything is perfect”
- ◆ Cite the evidence sources
- ◆ Provide cross-evidential analysis
- ◆ Include data use and next steps

Guiding Questions for writing narrative for each Standard

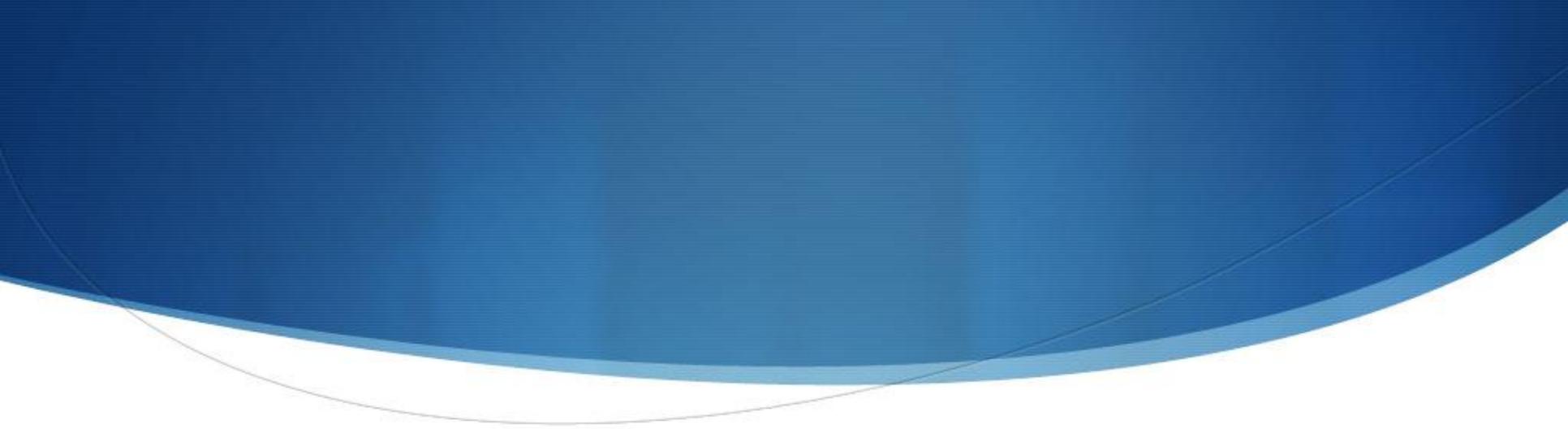
1. What strengths and areas of challenge (pertinent to this Standard) did you discover as you analyzed and compared the results of your disaggregated data by program and by demographics? What questions emerged that need more investigation?
2. What trends (pertinent to this Standard) emerged as you compared program and demographic data across evidence sources and programs? What questions emerged that need more investigation?
3. What implications (pertinent to this Standard) can you draw or conclusions can you reach across evidence sources? How do you intend to use these implications or conclusions for continuous improvement?
4. Given your analysis and interpretation of evidence, what are the plans for future directions (pertinent to this Standard)?

CAEP Resources

- ◆ Accreditation Handbook, March 2016
 - ◆ Updates published each spring
- ◆ CAEP Evaluation Framework for EPP-Created Assessments
- ◆ An Accreditation Council Policy manual will be approved in April
- ◆ CAEP Evidence Guide
- ◆ All can be found at CAEP web site/Accreditation and Program Review/CAEP Accreditation Resources

CAEP Resources

- ◆ Weekly and monthly Updates (subscribe on CAEP web site under “News”)
- ◆ CAEP Conferences, two each year
 - ◆ Fall 2017 in DC
 - ◆ Spring, TBA
- ◆ CAEP Staff



Questions?