

Data Retreat = Continuous Improvement

Paul Adams
Janet Stramel

CAEP Standard 5

- 5.5 The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are **involved** *{in a meaningful way}* in program evaluation, improvement, and identification of models of excellence.

What Do We Do With Data?

- Give meaning
- Interpret
- Act on that data
- Use it to improve
- Determine the effectiveness of our improvement plan



What do we need to do to achieve our mission?



Group Questions

- How do you meet the requirement for data sharing and/or data analysis?
- What is your process of acting on these?
- What do you do to engage ALL stakeholders?

Report Out

Our journey began in 2004 with NCATE Standard 2

- *The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.*
 - System is regularly evaluated by professional community.
 - Candidate assessment data are systematically collected, compiled, aggregated, summarized, & analyzed.

**We are using a similar format
with the transition to CAEP**

Process

- Assessment Committee
 - The Assessment Committee identifies concerns
 - The committee organizes the day and the data according to the Shared Values and Beliefs
 - The Data Retreat is a “day of directed questions”

Our Philosophy

We had a choice

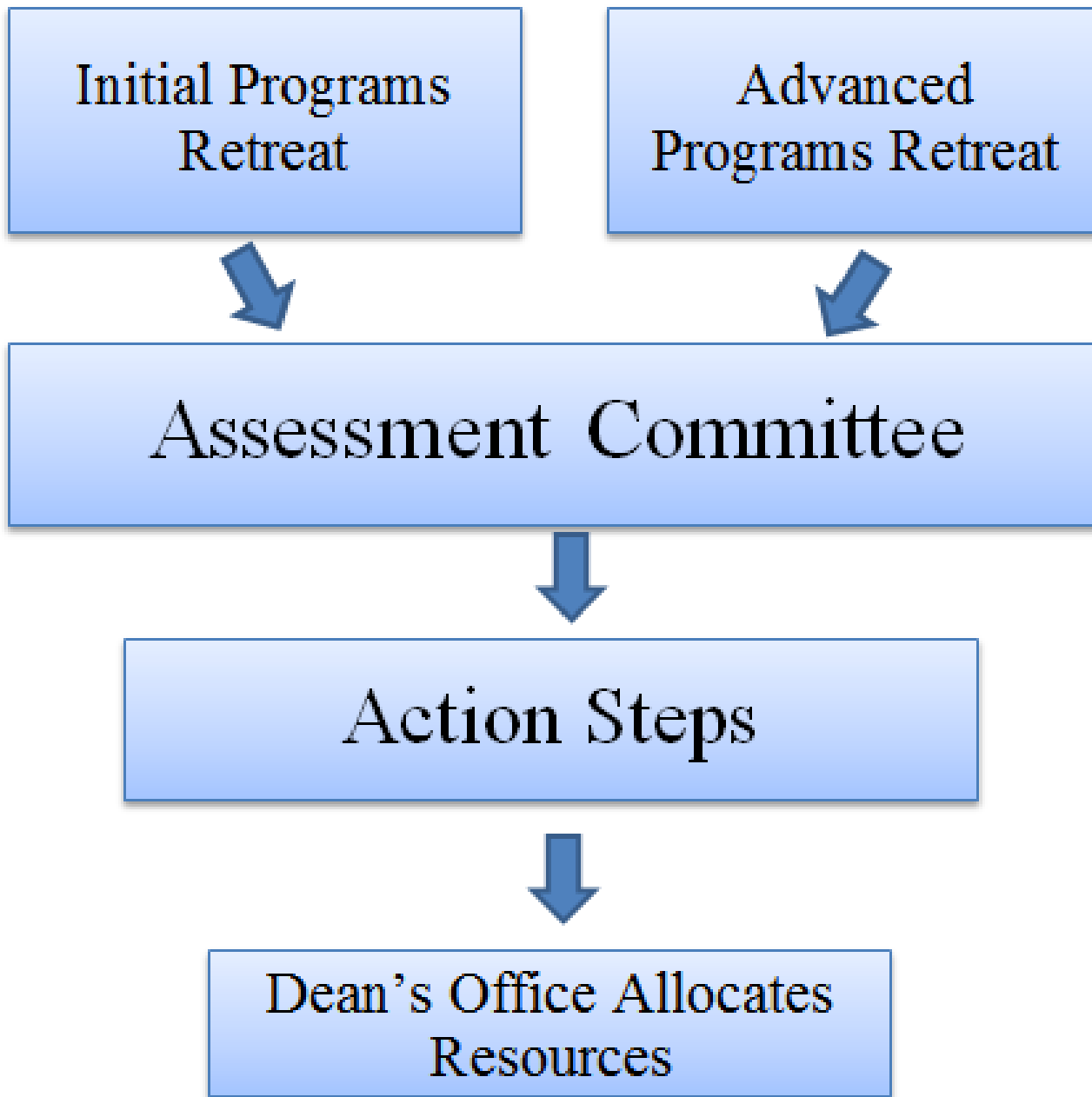
- Top Down

or Bottom Up?

Process of the Day

- Agenda
 - Review of Progress from the Last Retreat
 - Focused Review of Data Instruments and the Assessment System
 - Focused Review of Data
 - Interpretation of Data
 - Report Out
 - Threads and Trends
 - Reports to Assessment Committee

- I. Welcome – Dean Rob Scott
- II. CAEP Update – Janet Stramel
 - a. CAEP-O
 - b. Emphasis on Shared Values and Beliefs – Regi Wieland and Steve Sedbrook
 - c. Timeline to the CAEP Visit – Janet
- III. EPP and Program Data
 - a. What is the Difference? – Janet
 - b. EPP Data Collection Points – Jeff Sadler
 - c. Tk20 Update – Janet
 - d. Five Criteria for Evaluating the Quality of Evidence – Paul Adams
- IV. Data Analysis (Breakout Groups)
 - a. Exit Survey – Suzanne Becking
 - b. Praxis II Scores – Joyce Ellis
 - c. Entrance and Disposition Data – Lorie Cook-Benjamin
 - d. FPA Data – Joe Chretien & Yaprak Dalat-Ward
 - e. Student Teaching Evaluations – Mike Karl
- V. Group Summary Presentations
- VI. Final Retreat Summary – Paul Adams



Process

- The Assessment Committee then collects all information and summaries to create Action Steps
 - Short Term
 - Long Term

EPP Improvement Actions Stemming from Data Retreat

EPP Improvement Actions stemming from the FHSU Annual Data Retreat – November 2014 2015 EPP Improvement Plan for Initial Program Level



Item	Data Supporting Improvement	Assessment Committee Recommendation January , 2015	Accreditation Steering Committee Action*	Council on Preparation of Teachers and School Personnel*	Dean of the College of Education and Technology*	Responsible Party and Written Report Date Due to Dean	Complete
1	1	1	1	1	1	1	1

EPP Improvement Actions Stemming from Data Retreat

Item	Data Supporting Improvement

EPP Improvement Actions Stemming from Data Retreat

Assessment Committee Recommendation January, 2015	Accreditation Steering Committee Action*

EPP Improvement Actions Stemming from Data Retreat

Council on Preparation of Teachers and School Personnel*	Dean of the College of Education and Technology*	Responsible Party and Written Report Date Due to Dean	Complete
---	---	--	-----------------

CAEP Standard 5

- 5.5 The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are **involved in program evaluation, improvement, and identification of models of excellence.**