

Board of Institutional Reviewers (BIR) Training

Biennial Reports & Program Assessment

Online BIR Module 2



Board of Institutional Reviewers (BIR) Training

Biennial Reports



Goal for BIR Training

To ensure that members of the Board of Institutional Reviewers have the

- Knowledge
- Skills
- Characteristics

necessary to participate effectively in accreditation activities

BIR Training Outcomes

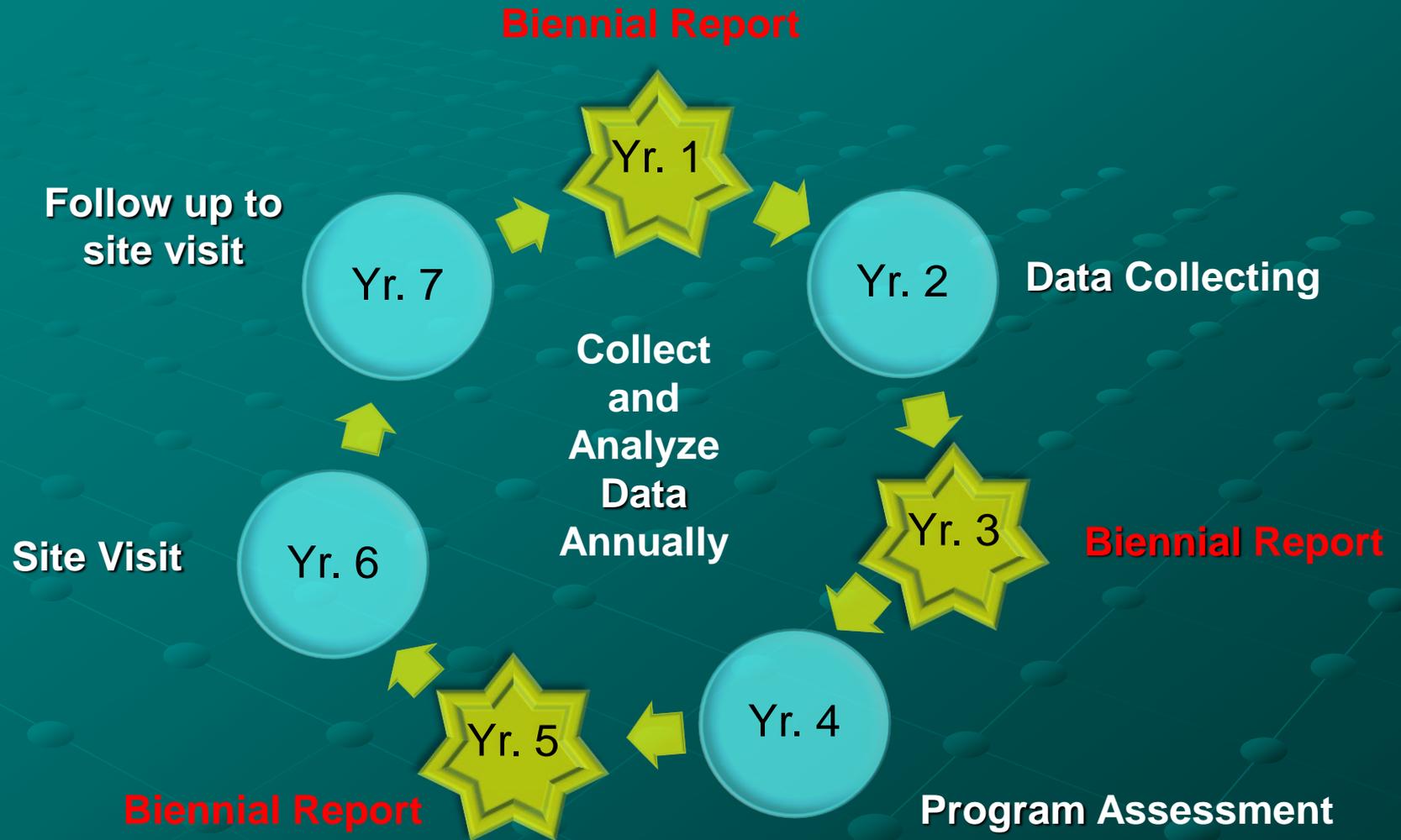
Participants will

- review or learn the knowledge and skills a BIR member needs
- practice use of the skills
- participate in activities related to accreditation system components

Expectations for Module 2

- Biennial Reports and Program Assessments
 - Understanding of these components and their contents
 - How each fits into the accreditation cycle
 - The responses received by the institution
 - Provide practice with each of the component

Review of the Accreditation Cycle



Underlying Assumptions

All accredited credential programs will be engaged in

- continuous, on-going, data collection
- analysis of that data
- utilizing results of the analyses for program improvement purposes

Data Use

- Programs determine (except TPA) the measures that will be used to gather data on
 - candidate competence
 - program completer performance
 - program effectiveness
- Programs report how these data are used for program improvement purposes
- Submitted at the end of years **1, 3, and 5** of the accreditation cycle

Response to Biennial Reports

- CTC staff review each institution's Biennial Report
- CTC staff provides feedback on each Biennial Report to help program sponsors refine their data gathering and reporting processes
- CTC staff's comments will not indicate whether any standard is met

The “Bottom Line”

What did the program do with the results on

- candidate performance in the program
- outcomes for completers
- program effectiveness
- feedback from the Commission

consistent with the appropriate Program or Common Standards

Use by Site Visit Teams

- A critical *but limited* source of information for site visit team members to consider
 - when determining whether an institution meets particular program standards for candidate competencies and program effectiveness
 - when determining whether the institution meets Common Standards (2 and 9)

Components

Section A

Program-specific Reports

- Part I
- Part II
- Part III
- Part IV

Section B

- Overview of institution's trends and action plan (submitted by the designated director of educator preparation programs)

Section A

Purpose: Snapshot of each program's processes for utilizing data to increase program effectiveness

Part I. Contextual information

Part II. Assessments of Candidates & Completers

Part III. Analyses of data

Part IV. Proposed Program Changes

A Self-Guided Tour

- Select two reports to compare from the *01 Biennial Reports* handout
- In each report, skim through *Parts II, III, and IV of Section A* to get a sense of
 - the connections between the data presented and the proposed program changes
 - the differences from one program to another in what kinds of data are collected and analyzed

A Self-Guided Tour

- Jot down some of your thoughts on the *02 Biennial Reports Guided Tour Worksheet*
- Bring your thoughts to the on-site training
- Be prepared to share some of your findings with the whole training group
- Press the **pause button** until you are ready to resume

Section B Defined

- Purpose: Identify how the *institution* plans to utilize data to increase program effectiveness
- Institution
 - reviews reports from each program
 - identifies trends, institutional strengths, areas of growth that occur across programs
 - describes a plan of action to improve effectiveness of all programs

Section B Review

- Summary is reviewed and submitted by unit leader:
 - Dean
 - Director of Education
 - Superintendent
 - Head of the Governing Board of the Program Sponsor
- Institutions sponsoring only one program

Returning to the Guided Tour

- Returning to the Biennial Report previously reviewed, skim Section B for each of the reports
 - Determine whether or not the summary addresses improvements *across programs* and from a *unit and/or institutional* perspective
 - Note your thoughts on the *02 BR Guided Tour Worksheet*
 - Be prepared to share at the on-site training
 - **Pause** the presentation until you have finished

Returning to the Self-guided Tour

- Review examples of *03 CTC Biennial Feedback* to the Biennial Reports you have been examining
 - Note what types of feedback are provided
 - Identify examples of feedback that seem especially useful
 - to an *institution*
 - to a *BIR reviewer*
- Jot down your thoughts on the worksheet
- **Pause** the presentation until you are finished

Program Assessment Use

Biennial Reports & Biennial Report feedback are provided to Program Assessment readers

- Provides contextual information and recent changes for each program
- Provides information on the processes employed by the institution to meet both the Common and Program Standards

Check for Understanding

- Based on the review you have done so far, what sections of a Biennial Report and CTC BR Feedback would you turn to in the following situations?
- Mark your responses on the *02 Biennial Report Guided Tour Worksheet* in the Check for Understanding section
- Be prepared to share your responses at the on-site training

Check for Understanding 1

- As a Program Assessment reader, you are attempting to verify that the institution assesses both the **programs** they sponsor and the **unit** that provides the programs.
- Where would you look to verify the institution has assessments for both?

Check for Understanding 2

- You're preparing for a site visit and you want to know what kinds of assessment data programs are gathering. Where would you look?

Check for Understanding 3

- You're looking for evidence that an institution is using data for improvement across all programs—as a unit. Where might you find this?

Check for Understanding 4

- In reviewing documents prior to a site visit, you get the feeling that a particular program “has always done things this way.” Where would you look to see if there have been any recent changes in program design or delivery?

Check for Understanding 5

- In reviewing program data in a Biennial Report, you question the usefulness of the particular measures the program is using to assess candidate competence. Where would you look in order to determine whether the measures being used are producing useful information for the program?



Introducing COC



- The fictional College of California
- Review the COC Biennial Report and CTC feedback on the BR
- Locate *04 COC Biennial Report* and the *05 CTC Feedback* files in the handouts section





COC Biennial Report



- Read *04 COC Biennial Report*
- Pay particular attention to
 - *the connections between the data being reported and the program improvements being proposed or implemented*
 - *data indicating areas for improvement that the report does not appear to address?*



COC Biennial Report Feedback



- Review the file *05 CTC Feedback--COC*
- What does the chart indicate about
 - whether COC programs are using data for ongoing program improvement and
 - whether the School of Education at COC is using data for unit-wide improvement?

Should you want more information...

You may wish to consult
The Accreditation Handbook,
Chapter 5: Biennial Reports

Electronic Survey Review

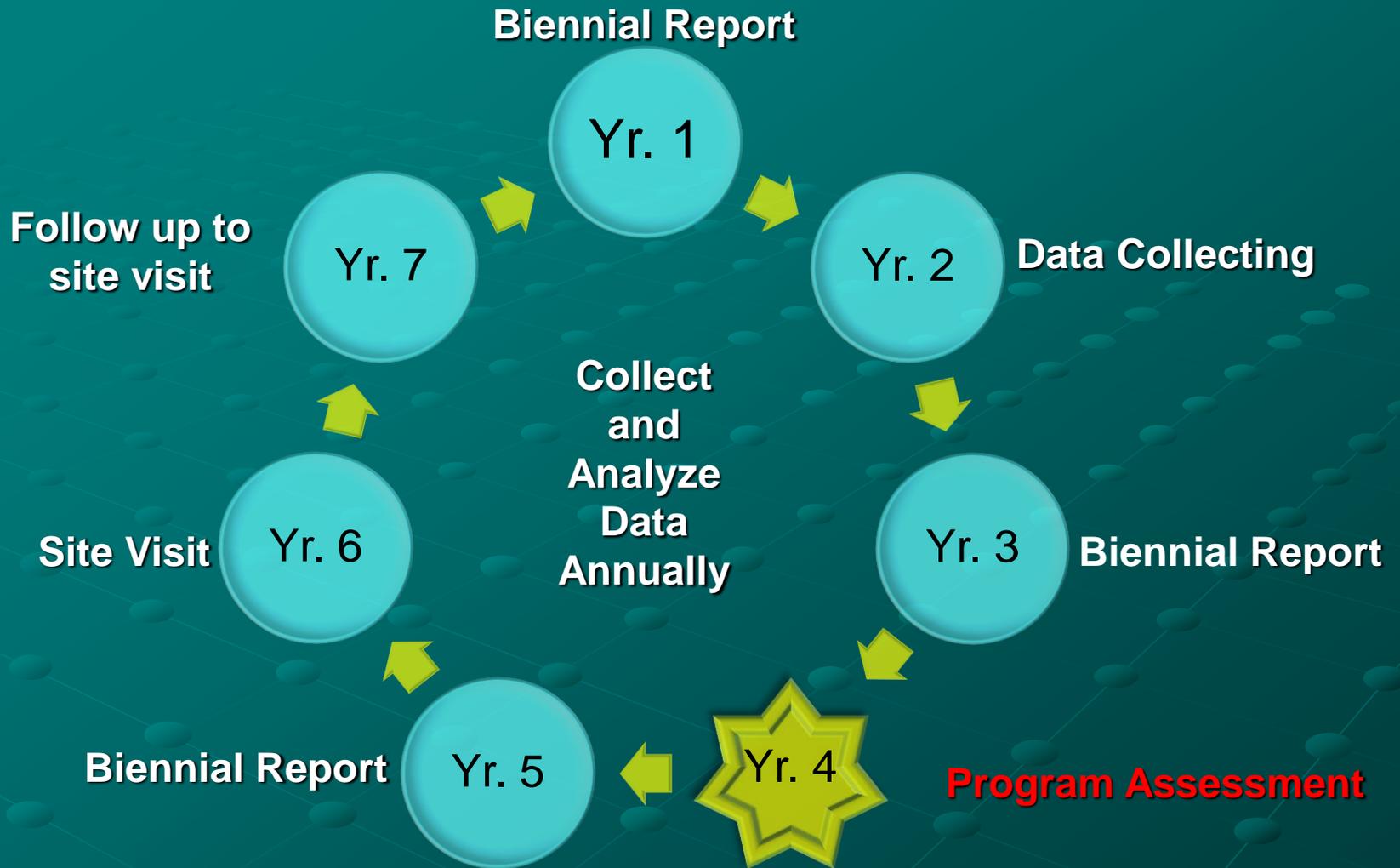
Please remember to visit the electronic survey after completion of this module to complete the short survey about Biennial Reports!

Board of Institutional Reviewers (BIR) Training

Program Assessment



Review of Accreditation Cycle



Initial Program Review Document “The Dream”

Program Assessment Document “The Reality”

Accreditation Activities

Documentation vs. Evidence

- Accreditation Cycle involves review of written documentation (PA) & on-site evidence gathering to corroborate documentation
 - Biennial Reports
 - How a program uses data for ongoing improvement
 - Program Assessment
 - How a program is designed to meet Program Standards

Accreditation Activities

- Common Standards' documentation describes how the education unit seeks to meet Common Standards
- All information must be corroborated by evidence gathered on-site before standards can be deemed met

Program Assessment Definition

- Not a new activity but originally part of the Site Visit
- Now a separate component, completed in Year 4 of the accreditation cycle
- Provides feedback to assist with Site Visit preparation and guidance for SV Team

About Program Assessment

- Each program reports how it aligns with program standards
- Provides documentation to support its claims
- Feedback provides focus for the site visit and guidance for the team

About Program Standards Extras

- Required Elements [No longer!]
- “Factors to Consider”
- “Program Planning Prompts”

Review Process

Each program submits all Program Assessment documents in Year 4 of the accreditation cycle.

- Submission (2 years prior to SV) reviewed by a team of experts
- Feedback sent to the program
- Program provides additional documentation
- Additional feedback when necessary
- GOAL: Preliminarily aligned well in advance of the Site Visit (minimum of 6 mo. prior to SV)

Program Assessment Components

- Program Assessment Narrative: a standard by standard description of how the program meets each of the standards
- Syllabi/Course of Study for all coursework of that program
- Assessments it uses to verify candidate competency
- Example: *06 SDSU Educational Leadership*
- Pause and locate the PA document

Course Syllabi/Course of Study

- If the program says that it addresses a topic in a particular course, then the syllabus/course of study should note that.
- If a program uses common syllabi/course of study for all sections of a course, only one syllabus/course of study needs be submitted.
- If every instructor creates his/her own syllabus/course of study, all syllabus/course of study from the past year needs to be submitted with the PA document.

Candidate Competence

- As part of its response to standards , the program should provide in-depth information about candidate competence measures, including
 - the instruments used
 - the rubrics or scoring guides used
 - the training of persons responsible for scoring the assessments

Program Assessment Documents

- Two readers review each Program Assessment Document, standard by standard, to determine alignment between what the standard requires and how the program responds:
 - Is it clear *how* the program seeks to meet each standard?
 - Does the narrative adequately address *all parts* of each standard?
 - Is there *sufficient* supporting information provided to demonstrate alignment?

Program Assessment Feedback Options

- Readers note *Standard is Preliminarily Aligned* or that *More Information is Needed (MIN)*
- If MIN--readers draft a statement to the program that indicates
 - which parts of the narrative are unclear or incomplete
 - where the narrative is not aligned with the standard
 - what additional documentation needs to be provided to demonstrate alignment

“Preliminarily Aligned to Standard” (detailed definition)

A program response is “preliminarily aligned to standard” when all the necessary structures, processes, procedures and activities appear to be in place such that—if effectively implemented—they would enable the standard to be deemed fully met at Site Visit

“Preliminarily Aligned to Standard”
(quick and dirty definition)

“Looks good on paper.”

Remember: Program Assessment
cannot tell you whether a program is
implemented effectively

A Professional Dialogue

- Feedback from PA readers sent to the program
- Program submits additional information in response to PA feedback
- Additional documentation and PA feedback are sent to the original readers
- Process can continue until all standards are preliminarily aligned or until 6 months before site visit
- feedback may also identify issues the review team should explore or address during the Site Visit

Examining a Feedback Form

- Locate the sample Feedback form *07 Program Assessment*
- Review its contents and note how color is used to denote the ongoing conversation
- Note to Site Visit Team
 - Significance
 - When used

Program Responses to Standards

- In an ideal Program Assessment narrative, everything in the narrative directly relates to what the standard requires, and no aspects of the standard are left unaddressed.
- Each aspect of the standard is addressed with a description of *HOW* the program meets that requirement.

Program Responses to Standards

- In reality, not all standard narratives in the first PA submission provide clear evidence of alignment.
- Examples
 - Non-responses
 - Insufficient responses
 - Off-standard responses
- In each case PA readers need to provide feedback clearly identifying what additional information is needed to document alignment

Sample Response 1

Standard: The bilingual teacher preparation program further prepares candidates to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials.

Response: The bilingual teacher preparation program at XYZ College prepares candidates to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials.

Type of Response?

Is this an adequate response?

If not, select a category below to identify the type of response.

- Non-response
- Insufficient response
- Off-standard response

Pause and Select one of the above responses

Non-Response Example

Standard: The bilingual teacher preparation program further prepares candidates to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials.

Response: The bilingual teacher preparation program at XYZ College prepares candidates to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials.

Non-Response Feedback

- “Please describe how the program prepares candidates to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials.”
- “How does the program prepare candidates to meet each specific requirement of the standard?”

Sample Response 2

- *Standard language: Participating teachers use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate...*
- Response: Participating teachers use e-mail as a tool to communicate with parents and other teachers.

Type of Response?

Is this an adequate response?

If not, select a category below to identify the type of response.

- Non-response
- Insufficient response
- Off-standard response

Pause and Select one of the above responses

Insufficient Response Example

- *Standard language: Participating teachers use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate...*
- **Response: Participating teachers use e-mail as a tool to communicate with parents and other teachers.**

Insufficient Response Feedback

- “The standard calls for participating teachers to use a ‘variety of resources’ to collaborate and communicate with parents and other teachers. What other resources do participating teachers use in addition to email?”
- “Please provide examples of resources, in addition to email, that participating teachers use to collaborate and”

Sample Response 3

- *Standard language: Each candidate strengthens the school through the establishment of community, business, institutional and civic partnerships*
- Response: All participating districts that XYZ College works with have strong relationships between schools and the communities they serve, characterized by regular involvement of

Type of Response?

Is this an adequate response?

If not, select a category below to identify the type of response.

- Non-response
- Insufficient response
- Off-standard response

Pause and Select one of the above responses

Off-Standard Response Example

- *Standard language: Each candidate strengthens the school through the establishment of community, business, institutional and civic partnerships*
- Response: All participating districts that XYZ College works with have strong relationships between schools and the communities they serve, characterized by regular involvement of

Off-Standard Response Feedback

- “Please indicate what candidates do to demonstrate their roles in strengthening schools through establishment of partnerships with. . .and how candidates’ competency in this area is determined for each candidate.”
- “What evidence does the program gather and evaluate to determine that each candidate has met the requirements of the standard?”

The “Big Three” of Program Assessment

Although CTC Program Standards are many and varied, standards for every program fall into three categories:

- Program design
- Course of study: coursework and field experience
- Assessment of candidate competence

Program Summary

- Each program writes a Program Summary
- Submitted with Program Assessment
- 2 - 4 pages in length
- Addresses each of the three categories
- Overview of the program
- Context for understanding the detailed responses to each standard in the Program Assessment Document



Program Summaries Homework



- In preparation for the onsite training:
 - Review *08 PA Reviewer's Guide-Overview*
 - Read
 - *09 COC MS-SS Program Summary*
 - *10 COC Ed Specialist MM Program Summary*
 - *11 COC MS-SS General Education Induction Program Summary*
 - Pay particular attention to
 - how they are organized
 - kinds of information they include

Electronic Survey

- Please complete the electronic survey at http://www.surveymonkey.com/s/BR_PA_Survey
- Upon submission of your electronic survey responses, you will have completed Module 2

Should you want more information . . .

You may choose to read the following chapters of the Accreditation Handbook:

- Chapter 3: Institutional & Program Approval
- Chapter Six: Program Assessment