Initial Discussion of Chapman University's Inquiry Brief Focus and Plan to Integrate its Accreditation Work with Teacher Education Accreditation Council (TEAC)

June 2009

Overview of this Report

This agenda item opens the discussion with Chapman University about its proposed focus for accreditation activities designed to integrate the Commission's accreditation system with TEAC's Inquiry Brief and accreditation procedures.

Staff Recommendation

This is an information item only. COA discussion will guide staff in working with Chapman University as it continues the development of its proposal to work with the Commission and TEAC in a joint effort towards accreditation.

Background

California law provides that institutions may elect to seek both state and national accreditation through a single set of accreditation activities if the COA has adopted a protocol with the other accrediting entity as defined in the *Accreditation Framework*. In April 2009, Chapman University submitted a letter to the Committee on Accreditation requesting that Chapman University be supported in working towards joint accreditation with both the Commission and TEAC. In response, staff began to work with TEAC to understand the TEAC accreditation system and procedures and to plan how the two systems' processes could be aligned. At the May 2009 COA meeting, an agenda item providing background information on TEAC's approach to accreditation, institutions accredited by TEAC, timelines for TEAC's accreditation activities, and TEAC's *Quality Principles* and *Standards of Program Capacity* will be presented.

Beyond the work with TEAC, staff has met with representatives from Chapman University to discuss how Chapman University would like to focus its work toward CTC-TEAC joint accreditation. Provided in Appendix A of this agenda item is Chapman University's current concept description on how it proposes to align its accreditation activities to meet the requirements for both the Commission and TEAC's accreditation systems. A face to face meeting with Chapman University and TEAC is scheduled for the week of June 22, 2009. Staff will provide an oral update on the COA meeting.

Chapman University and Commission staff invite the COA's review and discussion of Chapman's "Approach to Program Improvement" and plan to use the information from the discussion to fine tune the Chapman University proposal.

Next Steps

After the COA's discussion, staff will continue to work with Chapman University to refine the proposal for program improvement activities that will allow Chapman University to earn both Commission and TEAC Accreditation. A future COA agenda item will include specific details about Chapman University's proposal for COA consideration and possible adoption.

Appendix A

CES

CHAPMAN UNIVERSITY
COLLEGE OF EDUCATIONAL STUDIES

Approach to Program Improvement

The purpose of any ongoing program improvement system is to provide data/evidence on a recurring schedule that will allow, in this case, College of Educational Studies (CES) faculty to make decisions that will improve programs and ensure that the undergraduates, educators, counselors, psychologists, and athletic trainers prepared at Chapman meet the highest standards of quality and effectiveness. Of course the collection and examination of data/evidence is grounded in a mission and philosophy for our work that is further grounded in the evidence-based literature of educator preparation and reflects the particular values and commitments of the CES faculty.

The College of Educational Studies has designed a unit-wide ongoing program improvement system that reflects the mission, values, and expectations for quality programs held by CES faculty and staff. While the CES program improvement system (CESPIS) generates data and evidence with which faculty/staff can judge program quality, it is also designed to meet the needs of external state and national accreditations.

We have designed the program improvement system in accordance with the following principles:

Comprehensiveness. The overall system will gather and summarize information on all key program components. This includes student knowledge and performances, but it also includes such components as quality of faculty, CES resources, design of programs, quality of partner schools, and so on.

Parsimoniousness. At the same time, the system will be simple and streamlined enough to not require inordinate time to operate. It should provide enough data/evidence for decision-making, but not too much.

Flexibility. To be most effective and simple, it should be flexible enough to meet multiple needs. That is, each component should provide information about multiple things in order to maximize efficiency. It should also generate information, data and evidence that can be used to a variety of external accreditors.

Timeliness. The program improvement system should produce reports throughout the year on a cycle and timeframe that is most helpful for program improvement decision-making. Thus, for example, if we wish to ask the question: Are we admitting highly qualified students? a report in early fall summarizing this information would be most timely in making decision about admissions policies for the following year.

 Worthiness. The most important criterion for any successful ongoing program improvement system is that CES faculty judge the work involved in generating, summarizing data/evidence and

interpreting data to be **worth it** in terms of being able to improve programs and be assured that our programs are as good as we know how to make them.

Paperless. To the greatest extent possible in today's world, the CES internal program improvement systems will rely on electronic formats for 1) collecting information, 2) analyzing and compiling information, and 3) viewing information as much as possible.

The overall structure of CESPIS is illustrated in Figure 1 and reflects 7 areas of review: Admissions, Student Guidance, Program Design, Fieldwork, Student Achievement, Graduate Outcomes, and Governance, Resources, and Personnel.

Figure 1: CESPIS Structure
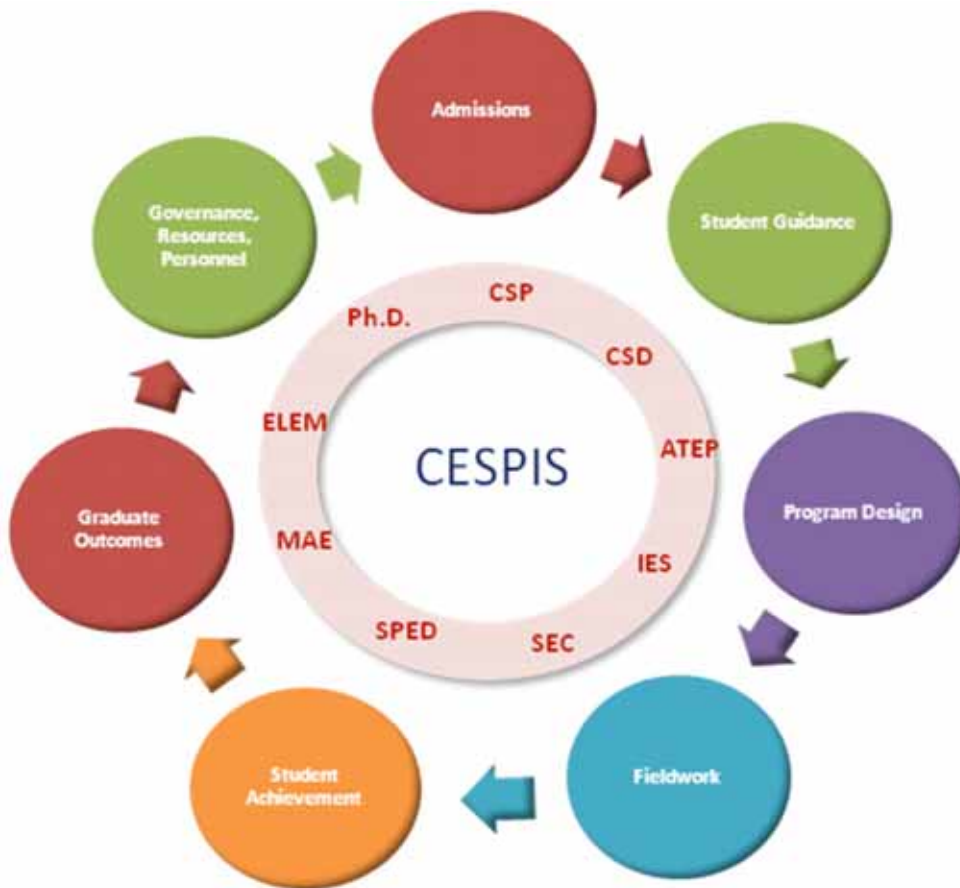
For each area of review we have articulated a series of questions and claims that drive our data and evidence collection efforts. Each set of data or evidence are supported by procedural protocols and compiled into reports that are both aggregated across the CES and disaggregated by individual programs to assist in faculty review and decision making. An example of these questions and claims for student achievement is below.

CESPIS Questions & Claims for Student Achievement

QUESTIONS	CLAIMS
STUDENT ACHIEVEMENT	
1. Do students complete course assignments, products, portfolios, and activities with high quality?	All CES students perform to high quality in all courses getting not only high grades, achieving high ranting on the assessment metric.
2. Do students demonstrate achievement of program roles/expectations/standards and receive formative feedback at key points throughout their programs?	All students' work to acquire program goals/expectations/standards is assessed throughout their programs and they are provided formative feedback two or more times before summative assessment.
3. Are students who experience difficulties, or for whom faculty/staff have concerns about performance, informed and assisted in a timely manner and well before the student expects to complete?	All students experiencing difficulties, or about whom faculty/staff have concerns receive timely feedback and assistance that leads to better performance or new career choices.
4. Do students perform well on each program's summative assessment of achievement of program roles/expectations/standards?	At least 80% of the students receive high ratings on the program's summative assessment of their work to demonstrate achievement of program goals/roles/standards.

CESPIS Procedures

The CESPIS uses a 7 year cycle of review in order to align with outside accreditors such as CTC. This cycle ensures that data/evidence for all areas of review is analyzed and decisions made in an ongoing way to ensure program quality.

A standing Program Improvement Council (PIC) that includes all program coordinators and key administrators reviews compiled and disaggregated reports for each area of review and prepares and initial analysis for discussion at targeted CES faculty meetings throughout the year. Data for some areas of review are examined every year while others are examined every other year. In this way, the process is comprehensive, but also manageable for faculty. Once reports and the PIC analysis is reviewed by the CES faculty, specific programs follow through on further analysis and decision-making specific to their program.

CES annual Report

All data will be centrally stored and reports will be written as scheduled for each program. Data will also be compiled across the unit and unit reports will be submitted to the Program Improvement Coordinator. Each summer the Coordinator will analyze data across unit that were produced and report that year. A compiled report will be prepared that:
- Summarizes the results for all that year's reports across the unit.
- Summarize how data have been analyzed and used for program improvement decision with the unit and individual programs.
- Recommend issues/questions that would benefit from CES faculty discussion.

The CES Annual Program Improvement Report will be submitted to the faculty at the annual faculty retreat in August. At the same time, it will be submitted to the Chancellor's Office to

meet the requirements of the Chapman University Program Review. We also believe that this annual report will meet or exceed the needs for TEAC annual reports and CTC Biennial reports.

Proposal to COA

We believe our CES-based program improvement system meets the needs of the new CTC accreditation process and will also meet the needs of the TEAC accreditation process. By September 2009 we will submit a full proposal that includes a description of our system, how we believe it aligns with both CTC and TEAC requirements and a schedule for preparing an Inquiry Brief that addresses all requirements.