

**Adoption of Accreditation Handbook**  
**Chapter 5: Annual Data Submission**  
**February 2017**

**Introduction**

This agenda item presents Chapter 5 of the *Accreditation Handbook* for COA consideration and possible adoption. The COA is asked to provide any suggested edits and to act to approve the chapter for posting to the *Accreditation Handbook*.

**Staff Recommendation**

Staff recommends that the COA vote to approve the proposed Chapter 5 for posting on the Commission's accreditation website, with the inclusion of any edits provided at this meeting by the COA.

**Background**

Over the course of the past two years, the Commission has worked to strengthen and streamline the accreditation system including the revision of the activities required during the 7-year accreditation cycle. In an effort to more effectively collect information about institutions and programs, including program and candidate outcomes, the Commission's accreditation system includes an annual data submission requirement. The requirement of annual data submissions was included in the updated *Accreditation Framework* which was adopted by Commissioners during the February 2016 Commission meeting and has been a source of considerable discussion in reframing accreditation from inputs to outcomes measures that help focus efforts related to accreditation. (See [Commission Agenda Item 3B](#)).

Following the approval of the *Accreditation Framework*, most chapters of the *Accreditation Handbook* were updated, approved by the COA and posted on the website with the exception of Chapter 5, Annual Data Submission. The updating of Chapter 5 was postponed in anticipation of further development of the data warehouse and data dashboards. At this time work continues on the development and implementation of the new data system and the Commission staff will continue to work closely with the contractor, a technical assistance group, members of the COA, and the education community to identify and define the parameters around specific data elements. However, much of the minute detail need not be included in the *Handbook*, but rather, the role and use of data in the accreditation cycle is the focus of the proposed chapter.

To that end, Chapter 5 is now ready for the COA to review, discuss, provide edits if necessary and possibly approve. Chapter 5 of the *Accreditation Handbook* is included in Appendix A of this item for consideration, discussion and adoption by the Committee on Accreditation.

**Next Steps**

Should the COA approve Chapter 5, with or without edits, the staff will finalize the document and post it on the website. Information about its availability will be provided to the field in the PSD E-news.

## Appendix A

### Chapter 5 Annual Data Submission

#### Introduction

This chapter provides information about annual data submission – one of the significant components of the accreditation system. One major purpose of the accreditation system is to determine whether the institution and its programs are preparing educators with the knowledge, skills and abilities required of the credential for which they seek. Within the accreditation system as a whole and pertaining to the role of data, the Commission identified several objectives. One objective was to be able to collect basic information about institutions and their programs in a more consistent manner such that the data remains current and can be mined efficiently, thus allowing more transparency to the data that is available on programs statewide.

Accreditation efforts are intended to pay greater attention to what the data indicate about how well a program has prepared its candidates and program completers. In doing so, the accreditation system is focused on outcomes rather than inputs. A third objective is to use data to focus attention on those programs and institutions that appear to need greater attention and to streamline accreditation for institutions where the data indicate that the programs are sound and are preparing educators well.

#### Data Warehouse, Data Dashboards, and Annual Data Submission

The Commission will maintain a data warehouse in which information about each institution and its approved programs will be stored. In addition, the institution and its approved programs will be responsible for submitting to the Commission, on an annual basis, information related to program context and defined outcome measures. This submission will occur through a password-protected portal. All of the data submitted will be available to the institution, Commission staff, and members of the accreditation team for that institution. It will not be accessible without permission.

With respect to data related to program context some of the information may include, but not be limited to the following types of data

- Number and type of program pathways offered
- Whether the program is delivered face to face, on-line, or a combination
- Candidate demographics such as total enrollment, gender, ethnicity, percentage of full time/part time candidates.
- Admissions requirements such as minimum required GPA, whether satisfaction of the basic skills requirement and demonstration of subject matter is required at admission, percentage of applicants admitted
- Number of units required
- Average length of program
- Number of fieldwork/clinical practice hours required

- Number of solo teaching hours required

With respect to program outcomes, some of the data may include, but not be limited to

- First time pass rates on certain required candidate examinations
- Pass rates on required performance assessments
- To the extent possible, pass rates by candidate competencies on assessments
- Completion rates
- Survey data from the Commission's statewide surveys (such as program completer surveys, master teacher surveys, employer surveys)

Some of the information will be uploaded by program personnel while others may be directly available from the Commission.

### **How the data will be used**

#### *Continuous Improvement by Institutions*

As required by Common Standards, each institution must be continually reviewing its program effectiveness and candidate outcomes data and making appropriate improvements. The data in the Commission's Annual Data submission system, data warehouse, and data dashboards will serve as the basis for some of that work.

#### *Informing the Work of Accreditation Teams*

In addition, accreditation teams will have access to the data for the institutions and programs for which they are responsible for reviewing. The data itself will not drive the findings, but rather inform further inquiry about whether and to what extent the institution is preparing prospective educators. The data will be used to inform accreditation decisions about program quality and alignment with standards. No accreditation decision will be based solely on any one data source, but rather all of the available evidence, including data, will inform the work of the accreditation teams.

#### *Focusing Accreditation Efforts on Areas of Greatest Need*

A system in which certain data may be reviewed easily will allow the Commission and the accreditation teams to be alerted to some areas that may require further inquiry thus achieving the objective of spending limited accreditation resources in areas in which there may be indications that there may be issues.

#### *Ensuring Greater Transparency in Data for the Public*

Certain data that resides in the data warehouse as well as data submitted by institutions annually will be included in the Institutional Profile data dashboard for any member of the public that wishes to view these data. The Commission will identify those data that will be included and available to the public on the dashboard.

### **Data Submission Timeline and Logistics**

The manner in which the data will be submitted each year, the types of data, and the definitions for the specific data elements will be provided on the Commission's website. The Commission staff will consult with the COA and stakeholders in the field to ensure that the data submission process is clear and understandable and achieves the objectives set out in the *Accreditation Framework* of 2015.