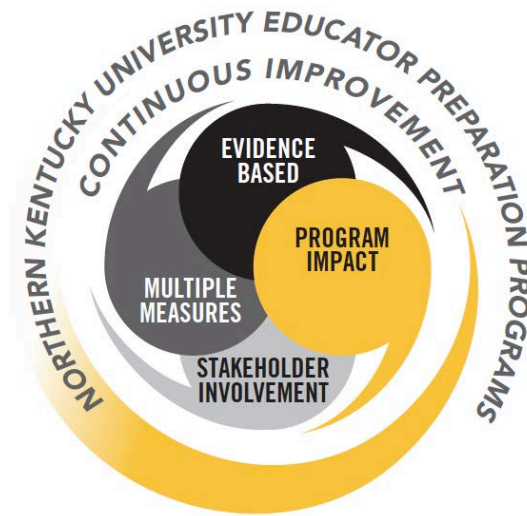


**Northern Kentucky University  
College of Education and Human Services**

**Quality Assurance System Plan**



*Submitted to the Kentucky Education Professional Standards Board  
February 15, 2017*

**Introduction**

The quality assurance system for the College of Education and Human Services (COEHS) educator preparation programs at Northern Kentucky University is comprised of components that work together to support ongoing continuous improvement. As shown in Figure 1 below, the system is comprised of multiple measures that allow us to monitor candidate progress and complete achievements. Our use of evidence-based practices assures that interpretations of data are valid and consistent. Further, measures of program impact are identified by appropriate stakeholders and used for ongoing program improvement. Finally, all of these components are systematically linked in an ongoing data-informed continuous improvement cycle.

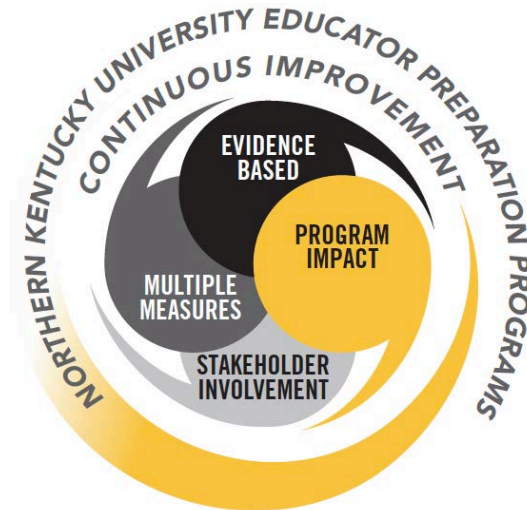


Figure 1. The quality assurance system graphic for the Northern Kentucky University educator preparation programs.

Within this document, we detail this quality assurance system and discuss each part according to, and in alignment with, the CAEP Standard 5 components. At the beginning of each section, we list the component number and definition in bold typeface as a reference and guide.

**Component 5.1. The provider’s quality assurance system is comprised of multiple measures that can monitor candidate progress, complete achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.**

Northern Kentucky University’s Educator Preparation Programs (EPP) quality assurance system is comprised of 12 key assessments. Our system stakeholders monitor candidate progress, complete achievements, and provider operational effectiveness. As indicated below, evidence from these multiple measures demonstrates how we satisfy all CAEP standards. For example, the *Professional Dispositions Survey*, used to evaluate candidates’ dispositions and professional behaviors, is a measure of candidate progress collected once per semester across all three transition points (admissions, professional seminar, and clinical experience and program completion). The PK-12 and university clinical educators are responsible for

completing the surveys. Data are displayed on the COEHS Education Data Dashboard and shared with, and reviewed by, all system stakeholders. As outlined in Table 1, data are reviewed, analyzed, monitored and reported in a coherent system that allows for application across specialty license areas and supports targeted change.

Table 1: EPP-Wide Key Assessments and Quality assurance system Process

Key Assessment	Short Description	*Type of Measure / Standard	Collection/ Transition Point*	How Often? Frequency	By Whom? Responsible	Where? Repository	Who Reviews? Analysis	Shared With?	Meets Standard
Praxis Exams	Initial undergraduate certification candidates are not required to pass the Praxis exam to complete the program and graduate. However, candidates must pass the Praxis II exam(s) to become certified in Kentucky. Graduate level candidates enrolled in initial certification programs must pass the Principle of Teaching and Learning (PLT) exam to complete their program.	Candidate Progress	After program completion	Annually	Associate Dean	<a href="#">COEHS Education Data Dashboard</a>	Program faculty; P-12 Advisory Groups; Teacher Education Committee (TEC); Quality Assurance Committee	Program faculty; P-12 Advisory Groups; TEC; Quality Assurance Committee Public via COEHS Data Dashboard	CAEP 1.3, 5.1 KTS 1,2 IECE KTS 1-9 InTASC 1,4,5
Student Voice Assessment - Survey	During clinical experiences, grades 3-12 students evaluate their teacher candidates using the Kentucky Teacher Internship Program (KTIP) student voice surveys.	Candidate Progress	3	Once during transition point 3	Grade 3-12 students complete. Director of Clinical Experiences Associate Dean	<a href="#">COEHS Education Data Dashboard</a>	Program faculty; P-12 Advisory Groups; Teacher Education Committee (TEC); Quality Assurance Committee	Program faculty; P-12 Advisory Groups; TEC; Quality Assurance Committee Public via COEHS Data Dashboard	CAEP 1.2, 5.1 KTS 1,3,4 InTASC 1,2,3,4,5,8
Technology Assessment	All candidates in initial certification programs are scored on a Technology Assessment Rubric during a required technology course.	Candidate Progress	1 (EDU313)	Once per year	Instructor of EDU313 COEHS Technology Coordinator	<a href="#">COEHS Education Data Dashboard</a>	Program faculty; P-12 Advisory Groups; Teacher Education Committee (TEC); Quality Assurance Committee	Program faculty; P-12 Advisory Groups; TEC; Quality Assurance Committee Public via <a href="#">COEHS Data</a>	CAEP 5.1, Technology KTS 6 IECE KTS 9 InTASC 6

								<a href="#">Dashboard</a>	
Lesson Plan Evaluation	Lesson plans developed by teacher candidates in initial certification programs are evaluated by their P-12 and university clinical educators before candidates teach the lesson to P-12 children	Candidate Progress	2, 3	3-5 times per semester	PK-12 and University Clinical Educators COEHS Technology Coordinator	<a href="#">COEHS Education Data Dashboard</a>	Program faculty; P-12 Advisory Groups; Teacher Education Committee (TEC); Quality Assurance Committee	Program faculty; P-12 Advisory Groups; TEC; Quality Assurance Committee <a href="#">Public via COEHS Data Dashboard</a>	CAEP 1.1, 1.2, 1.4, 2.3, 5.1, Diversity KTS 1, 2, 5, 8 IECE KTS 1, 6 InTASC 4, 6, 7, 8, 10
Lesson Implementation Evaluation	All candidates in initial certification programs are observed by their university clinical educators and PK-12 clinical educators while teaching lessons.	Candidate Progress	2, 3	3-5 times per semester	PK-12 and University Clinical Educators COEHS Technology Coordinator	<a href="#">COEHS Education Data Dashboard</a>	Program faculty; P-12 Advisory Groups; Teacher Education Committee (TEC); Quality Assurance Committee	Program faculty; P-12 Advisory Groups; TEC; Quality Assurance Committee <a href="#">Public via COEHS Data Dashboard</a>	CAEP 1.1, 1.2, 1.3, 1.4, 1.5, 2.3, 5.1, Diversity, Technology KTS 1,2,5,8 IECE KTS 2, 3, 4, 9 InTASC 4,6,7,8,10
Final Reflection Clinical Experience - Rubric	At the end of the clinical experience, candidates complete written reflections that are aligned with the KTS and InTASC Standards. University clinical educators evaluate the reflections using the designated rubric.	Candidate Progress	3	Once at end of Clinical Experience semester	University Clinical Educators Technology Coordinator	<a href="#">COEHS Education Data Dashboard</a>	Program faculty; P-12 Advisory Groups; Teacher Education Committee (TEC); Quality Assurance Committee	Program faculty; P-12 Advisory Groups; TEC; Quality Assurance Committee <a href="#">Public via COEHS Data Dashboard</a>	CAEP 1.1, 1.2, 5.1 KTS 1,3,4,5,6,8 IECE KTS 2, 4, 5, 6, 7 InTASC 6, 7, 8, 9, 10

Professional Dispositions of Candidates Survey	Candidates' professional dispositions are evaluated using the Professional Dispositions Survey.	Candidate Progress	1, 2, 3	Once per semester	PK-12 Clinical Educators & University Clinical Educators COEHS Technology Coordinator	<a href="#">COEHS Education Data Dashboard</a>	Program faculty; P-12 Advisory Groups; Teacher Education Committee (TEC); Quality Assurance Committee	Program faculty; P-12 Advisory Groups; TEC; Quality Assurance Committee <a href="#">Public via Data Dashboard</a>	CAEP 1.1, 1.2, 1.3, 1.4, 2.3, 5.1 Diversity KTS 4,7,8,9 IECE KTS 3,5,6,7 InTASC 1, 2, 8, 9, 10
PK-12 Clinical Educators and University Clinical Educators - Survey	During clinical experiences, PK-12 and university clinical educators complete a survey on teacher candidates regarding how well candidates are performing on the Kentucky Teacher Standards (KTS) and the Interstate Teachers Assessments and Support Consortium (InTASC) Standards.	Candidate Progress, Provider Operational Effectiveness	3	Once at end of semester	Director of Clinical Experiences Associate Dean	<a href="#">COEHS Education Data Dashboard</a>	Program faculty; P-12 Advisory Groups; Teacher Education Committee (TEC); Quality Assurance Committee	Program faculty; P-12 Advisory Groups; TEC; Quality Assurance Committee Public via COEHS Data Dashboard	CAEP 1.1, 1.2, 5.1 Diversity, Technology KTS 1-10 IECE KTS 1-10 InTASC 1-10
Teacher Candidate Clinical Experience Survey	During their clinical experience candidates complete a survey about how well they have been prepared in all KTS and InTASC Standards as well as the strengths/areas for growth of the program.	Candidate Progress, Completer Achievements & Provider Operational Effectiveness	3	Once per semester	Director of Clinical Experiences Associate Dean	<a href="#">COEHS Education Data Dashboard</a>	Program faculty; P-12 Advisory Groups; Teacher Education Committee (TEC); Quality Assurance Committee	Program faculty; P-12 Advisory Groups; TEC; Quality Assurance Committee Public via COEHS Data Dashboard	CAEP 1.1, 1.2, 5.1 Diversity, Technology KTS 1-10 IECE KTS 1-10 InTASC 1-10
Kentucky Education Professional Standards Board New Teacher-Survey	Administered to gather data about the perception of the quality of teacher certification programs in Kentucky and to gauge attitudes toward current institutional training.	Provider Operational Effectiveness	3 (for student teachers) and then after program completion (for KTIP)	Every other year	Teacher candidate, PK-12 Clinical Educators & University Clinical Educators, KTIP Intern, KTIP Resource Teacher, KTIP Principal	<a href="#">COEHS Education Data Dashboard</a>	Program faculty; P-12 Advisory Groups; Teacher Education Committee (TEC); Quality Assurance Committee	Program faculty; P-12 Advisory Groups; TEC; Quality Assurance Committee Public via COEHS Data	CAEP 1.1, 1.2, 4.4, 5.1 Diversity, Technology KTS 1-10 IECE KTS 1-10 InTASC 1-10

								Dashboard	
Alumni Survey	An employment survey / program evaluation is conducted with initial certification program graduates (year 1 and 3) to evaluate their educator preparation program based on the KTS and InTASC Standards	Completer Achievements & Provider Operational Effectiveness	1 and 3 years after program completion	Annually	NKU Institutional Research & Associate Dean	<a href="#">COEHS Education Data Dashboard</a>	Program faculty; P-12 Advisory Groups; Teacher Education Committee (TEC); Quality Assurance Committee	Program faculty; P-12 Advisory Groups; TEC; Quality Assurance Committee Public via COEHS Data Dashboard	CAEP 1.1, 1.2, 4.1, 5.1 Diversity, Technology KTS 1-10 IECE KTS 1-10 InTASC 1-10
Principal Evaluation of Graduates-Survey	Each year a survey is sent to various principals in the region who have hired NKU graduates to gather evaluation information on NKU graduates and program effectiveness based on the KTS and InTASC Standards	Completer Achievements & Provider Operational Effectiveness	After program completion	Annually	Associate Dean	<a href="#">COEHS Education Data Dashboard</a>	Program faculty; P-12 Advisory Groups; Teacher Education Committee (TEC); Quality Assurance Committee	Program faculty; P-12 Advisory Groups; TEC; Quality Assurance Committee Public via COEHS Data Dashboard	CAEP 1.1, 1.2, 4.3, 5.1 Diversity, Technology KTS 1-10 IECE KTS 1-10 InTASC 1-10

\*1=Admissions; 2= Professional Seminar 1, 2, & 3; 3=Clinical Experience & Program Completion

**Component 5.2. The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.**

Our quality assurance system relies on relevant, verifiable, representative, cumulative, and actionable measures and produces empirical evidence so that interpretations of data are valid and consistent (see Table 2).

**Relevance**

In order to establish relevance for our EPP-wide assessments, we use Lawshe's Content Validity Methodology (Wilson, Pan, & Schumsky, 2012). As indicated in Table 2, four of the eleven EPP-wide assessments require validity and inter-rater reliability verification. The lesson plan and implementation evaluation rubrics were developed by a group of P-12 and university clinical educators during summer 2015. Once developed, they were piloted during the 2015-16 academic year. During fall 2015 the new rubrics were also reviewed by various stakeholders, using the Lawshe method, to determine content validity. During summer 2016 the piloted lesson plan and implementation rubrics were reviewed again by a group of P-12 and university clinical educators. The group provided feedback and made changes to many of the component and evaluation statements of the rubrics. The revised rubrics were then implemented during the fall semester of the 2016-17 academic year. During the same semester the revised lesson plan and implementation rubrics were reviewed by PK-12 clinical educators and university clinical educators to determine content validity using the Lawshe method. Consequently, the lesson plan and implementation evaluation rubrics have had two validity checks thereby assuring valid data. In addition to content validity, inter-rater reliability has also been established. The P-12 and university clinical educators have been trained on the lesson plan and implementation evaluation rubrics and independently evaluate the teacher candidate's final lesson during the clinical experience semester. Data from their assessments are entered into Foliotek and the inter-rater reliability has been established at or above 0.80 on each component.

The technology assessment and the rubric for the final reflection/clinical experience are both being piloted during the 2016-17 academic year and will include content validity and inter-rater reliability measures within the next continuous improvement cycle. All other evaluations are either surveys or proprietary assessments and, in accordance with CAEP guidelines, do not need to have validity and reliability measures determined.

To follow candidates through their education programs, three transition points have been established. The first one is at admission to the education program, the second one is at the entrance to the clinical experience, and the third transition point is at program completion. Data is kept on candidates at each transition point, for each program, and reviewed as part of the quality assurance system.



Table 2: Relevant and verifiable data

Key Assessment	Established content validity?	Inter-rater reliability at .80 or above?	Tagged/aligned to standards?
Praxis Exams	Proprietary Assessment		
Student Voice Assessment	Proprietary Assessment		
Kentucky Education Professional Standards Board New Teacher-Survey	Proprietary Assessment		
Technology Assessment	In progress	In Progress	Yes (NETS)
Lesson Plan Evaluation	Yes	Yes	Yes
Lesson Implementation Evaluation	Yes	Yes	Yes
Final Reflection Clinical Experience - Rubric	In progress	In progress	Yes
PK-12 Clinical Educators and University Clinical Educators - Survey	N/A	N/A	Yes
Clinical Experience Survey	N/A	N/A	Yes
Professional Dispositions Survey	N/A	N/A	N/A
Alumni Survey	N/A	N/A	Yes
Principal Evaluation of Graduates-Survey	N/A	N/A	Yes

### Verifiable

At each collection point, the Teacher Education department chair works with the College of Education and Human Services technology coordinator to ensure that PK-12 clinical educators and university clinical educators have submitted pertinent data for that term/transition point. At the end of the academic year, the technology coordinator downloads data from Foliotek and the college's Access data base while the associate dean downloads data from the surveys on Survey Monkey. The associate dean then calculates mean, median, mode, and standard deviation for each data set across all programs and publishes the data on the COEHS Education Data Dashboard. Raw data are available to verify accuracy by recalculation at any time. All data are reviewed by the appropriate stakeholders as indicated in Table 1.

### Representative

Faculty and other stakeholders periodically review evaluation practices and teacher candidate assessments to minimize bias and ensure fairness. Assessments are aligned with state and national standards and result in outcomes that are fair, accurate, and consistent. In addition, review sessions are held to train clinical educators in the use of the identified scoring instruments. The data dashboard, comprised of data from Foliotek, Praxis, SurveyMonkey, and SAP, allows for disaggregation of data by specialty licensure area and other dimensions. Field and clinical experience assessments are independently completed by both the PK-12 and university clinical educators. The data

from the independent evaluations are then aggregated and compared as part of the annual data review and analysis.

### **Cumulative**

Data from our quality assurance system include at least three or more cycles of administration/collection of all EPP-wide assessments.

### **Actionable**

Data from our quality assurance system are accessible on the College of Education and Human Services website ([Education Data Dashboard](#)). As a result of the many reviews during the Continuous Improvement Cycle (Figure 2), decisions are made about the strengths and areas for growth within each program. Program faculty review the data and determine what changes will be made to the program. The TEC and Quality Assurance Committee review data across programs to identify and suggest EPP-wide changes. Data provide the information needed to determine what, if any, changes will be made within a specific program or EPP-wide.

**Component 5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.**

### **Assesses Performance Against Goals and Relevant Standards**

As noted in Table 1, data are systematically collected, analyzed, monitored, and reported across the EPP. As illustrated in Figure 2, the continuous improvement cycle is aligned with the academic calendar. Prior to the start of each academic year, the associate dean and technology coordinator generate reports from the data housed on the NKU Student Information System (SAP), Survey Monkey database, and the Foliotek assessment system. Those reports, as well as reports from Educational Testing Services (ETS) and the Kentucky Education Professional Standards Board (EPSB), are then shared with faculty during the fall semester to initiate the continuous improvement and reporting cycle.

During the first step of the cycle, data are summarized by the associate dean, who also serves as the assessment coordinator, and then analyzed by program faculty and stakeholders. As illustrated in the outer white ring of Figure 2, faculty in each program review and discuss data at their monthly program meetings to determine the strengths and areas for growth for the program in order to develop teacher candidates who positively impact P-12 student learning. Possible changes are regularly reviewed with external advisory committees and include such items as course or curriculum changes and additional or revised assessments rubrics.

After program-level analysis, the process moves to an EPP-wide process through the Teacher Education Committee (TEC) (see middle gray ring of Figure 2). The TEC, comprised of internal and external stakeholders, meets monthly to review and discuss various items included on the agenda, including EPP-wide data (see Table 4). Finally, at

the end of the academic year, the dean, associate dean, department chair, and a representative from each program serve on the Quality Assurance Committee to review and discuss EPP-wide data (see center of Figure 2). Data is displayed in a data room for several months for periodic review and discussion. In addition, each program representative develops a Quality Assurance Report which is then reviewed by the Quality Assurance Committee (QAC) during its annual meeting. Based on the most current data, the QAC discusses findings and makes recommendations for EPP-wide changes for the upcoming academic year, thus closing the continuous improvement loop. All program and EPP-wide data are displayed on the College of Education and Human Services' (COEHS) website through its Education Data Dashboard and disseminated to all internal and external stakeholders.

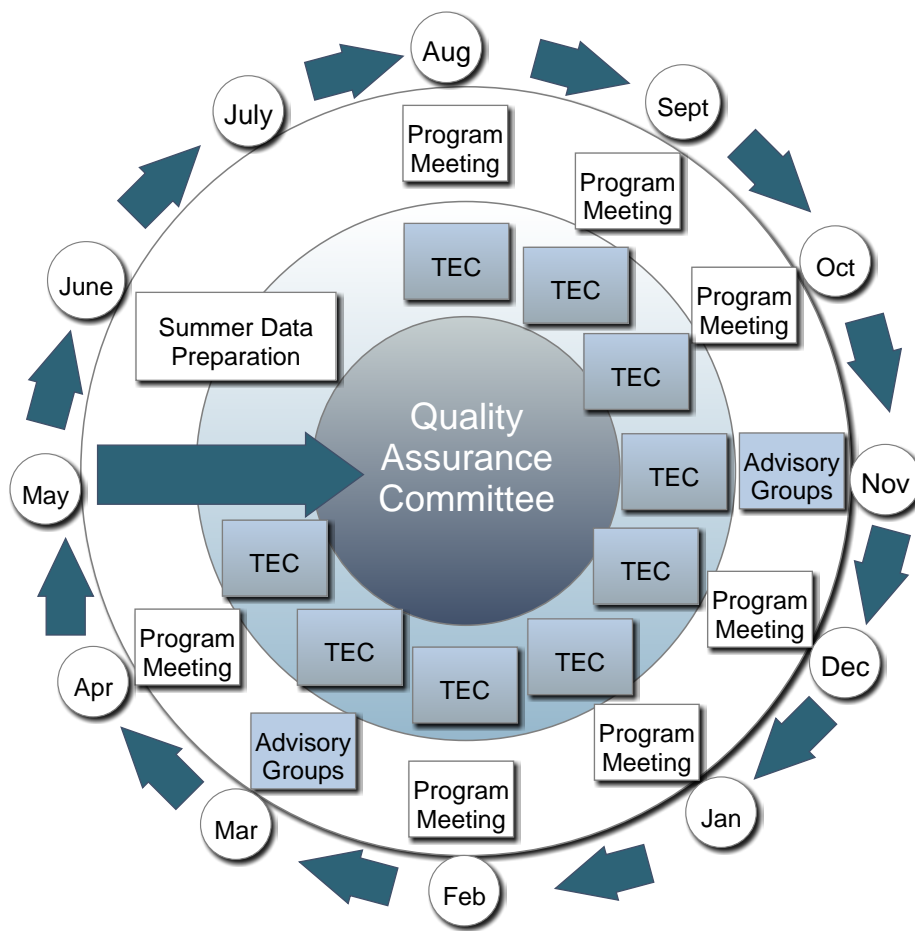


Figure 2. Continuous improvement cycle.

### **Tracks Results Over Time**

All data included within our continuous improvement process are tracked over a three-year rolling review cycle, allowing stakeholders to track results over time. At the end of every cycle, each program reports on the progress to the Quality Assurance Committee regarding recommendations from the previous year.

### **Tests Innovations and the Effects of Selection Criteria on Subsequent Progress and Completion**

A group of faculty in the elementary, middle grades, and secondary education programs has formed the Innovative Programs group. This group meets several times each semester with the college dean, associate dean, and teacher education department chair to collaborate on and discuss various innovative programs they are developing and/or are implementing in partnership with PK-12 school partners. The Innovations group collects data each semester and is developing presentations for professional conferences and articles for professional journals.

To determine how well candidates are progressing through and completing their education programs, data are collected each semester on the candidates admitted to the initial certification programs. The data include various demographics such as gender, racial/ethnic, GPA, Praxis Case and ACT scores. The entrance data are reviewed and analyzed and compared to candidates' final GPA and Praxis II data upon completion of the program.

### **Uses Results to Improve Program Elements and Processes**

As discussed previously in components 5.1- 5.3, initial certification programs systematically review the program and EPP-wide data to continuously improve, test innovations, and identify patterns across programs. Program modifications and changes are based on the data generated by the multiple assessments implemented across the EPP (Table 1).

A student recruitment and retention plan, with established goals, was developed and implemented during the 2015-16 academic year. The data are reviewed each year and successes and areas for growth are identified. The goals are then adjusted for the next academic year.

The initial certification programs have established three transition points. Transition Point 1 is at admission to the program; Transition Point II combines professional semesters one and two; and Transition Point III is at program completion. Data are gathered at each transition point, for each program, to determine how many candidates are stopped and how many candidates continue on to the next transition point. Each transition point includes data from all programs and EPP-wide assessments.

NKU collaborates closely with several partner school districts to identify more in-depth data on program completers and provide results of the completers' performance during their first several years of teaching. The State of Kentucky uses the Kentucky Framework for Teaching (KFFT) to evaluate teachers. Several partner school districts

provide the results of the KFFT evaluations, PK-12 student performance, and student voice data to NKU. The Quality Assurance Committee reviews the data to determine if the program completers effectively apply the professional knowledge, skills, and dispositions developed throughout their preparation at NKU.

**Component 5.4. Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.**

As a part of the continuous improvement cycle detailed in the previous section, measures of completer impact are included in the process and are drawn from a variety of data sources (see Table 3). The eight outcome and impact measures, listed in Table 3, are appropriately monitored and reported together with the following:

- Accurate analysis of trends
- Comparisons with benchmarks
- Evidence of corresponding resource allocations
- Future direction is informed by data

These data, including trends, are posted on our [Education Data Dashboard](#) and shared widely with appropriate stakeholders.

Table 3: Outcome and Impact Measures

Outcome/Impact	Data Source
1. P-12 student learning / development	<ul style="list-style-type: none"> <li>• Professional Growth and Effectiveness System (PGES) Data from selected school district partners.</li> </ul>
2. Observations of teaching effectiveness	<ul style="list-style-type: none"> <li>• Professional Growth and Effectiveness System (PGES) Data from selected school district partners.</li> <li>• Kentucky Teacher Internship Program (KTIP) pass rates</li> </ul>
3. Employer satisfaction and completer persistence	<ul style="list-style-type: none"> <li>• NKU Principal Survey</li> <li>• Kentucky Center for Education and Workforce Statistics (KCEWS) reports</li> </ul>
4. Completer satisfaction	<ul style="list-style-type: none"> <li>• Alumni Surveys</li> <li>• Kentucky Education Profession Standards Board (EPSB) New Teacher Survey</li> </ul>
5. Completer/graduation rate	<ul style="list-style-type: none"> <li>• NKU College of Education &amp; Human Services Director of Advising</li> </ul>
6. Licensure rate	<ul style="list-style-type: none"> <li>• NKU College of Education &amp; Human Services Director of Advising</li> <li>• Kentucky Center for Education and Workforce Statistics (KCEWS)</li> </ul>
7. Employment rate	<ul style="list-style-type: none"> <li>• Kentucky Education Profession Standards Board (EPSB) website</li> <li>• Kentucky Teacher Internship Program (KTIP) data</li> <li>• Associate Dean – personal communication with graduates</li> </ul>
8. Consumer information, including student loan default rate	<ul style="list-style-type: none"> <li>• Northern Kentucky University Financial Aid office</li> <li>• Northern Kentucky University Registrar’s website</li> <li>• Northern Kentucky University Student Account Services</li> </ul>

**5.5 Stakeholder Involvement: 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.**

As indicated in previous sections, a wide variety of appropriate stakeholders including alumni, employers, practitioners, and school and community partners are involved in program evaluation, improvement, and identification of models of excellence. For example, at the program level of our continuous improvement cycle, advisory committees, comprised of P-12 clinical educators, administrators, completers, current candidates, meet with program faculty twice a year as a part of the ongoing decision-making process required of program monitoring and evaluation.

In addition to program level stakeholder involvement, the Teacher Education Committee (TEC) meets monthly as a part of the ongoing EPP-wide decision-making processes (see Table 4). The TEC, comprised of internal and external stakeholders of P-12 clinical educators and university clinical educators, reviews data and inputs from programs and make decisions that impact the entire system.

Table 4. Teacher Education Committee (P-12 clinical educators and university clinical educators)

<b>Members</b>	<b>(Members cont.)</b>
Dean, Chair	Faculty, Mathematics & MAT
Associate Dean, Vice Chair	Faculty, Chemistry
Chair, Teacher Education	Art Education
Faculty, Secondary Ed	Faculty, Biology
Faculty, Middle Ed	Faculty, Social Studies
Faculty, Elementary Ed	Faculty, Music
Faculty, Elementary Ed	Faculty, World Languages
Faculty, MAED	Faculty, World Languages
Faculty, Clinical Experience	Faculty, Earth/Space Science
Faculty, Health & PE	Faculty, Physics
Faculty, Special Education	Secondary Principal Rep
Faculty, Ed Leadership	Middle Grades Principal Rep
Faculty, School Counseling	Elementary Principal Rep
Faculty, School Counseling	Middle Grades Teacher Rep
Faculty, IECE	Secondary Teacher Representative
Chair, Kinesiology & Health	Elementary Teacher Representative
Chair, CSWL	School Counseling Representative
Director, Advising Center	Undergrad Student Representative
Associate Dean, CoAS	Graduate Student Representative
Faculty, English	Secretary

Finally, at the end of the academic year, a representative from each program serves on the Quality Assurance Committee (QAC) to review and discuss the data from each program (see Table 5). Each program develops a Quality Assurance Report which is then reviewed by the QAC during its annual meeting. Based on the most current data,

the QAC discusses findings across programs and make recommendations for changes with the ultimate goal of developing candidates who will positively impact PK-12 children.

Table 5. Quality Assurance Committee

<b>Members</b>
Dean
Associate Dean
Chair, Teacher Education
Director, Clinical Experience
Director, Admissions' Field Experiences
Facilitator, Secondary/P-12
Facilitator, Middle Ed
Facilitator, Elementary Ed
Facilitator, IECE
Facilitator, MAED
Facilitator, MAT
Facilitator, Health & PE
Facilitator, Special Education
Facilitator, Ed Leadership
Facilitator, School Counseling

### **Conclusion**

The Quality assurance system (QAS) outlines a framework that embodies the essential elements of the NKU educator preparation programs and provides a blueprint for ensuring coherence among curriculum, instruction, assessment of candidates, and participation in field and clinical experiences. The QAS offers a shared view of how to best prepare Northern Kentucky University College of Education and Human Services candidates to deliver educational services to children, youth, schools, families, and communities. It is a guide for the systematic experiences each program requires of candidates and provides the basis for developing quality programs that facilitate continuous improvement. NKU works with its clinical partners and identified stakeholders to continuously evolve and improve each program, while developing candidates who effectively demonstrate an ability to strengthen PK-12 student learning.