Georgia Southern University College of Education
Educator Preparation Provider (EPP) Quality Assurance System Overview

The College of Education Educator Preparation Provider (EPP) Quality Assurance system refers to the cycle of planned processes that are designed to support continuous evaluation and improvement throughout all educator preparation programs.

**Figure 1** illustrates three interconnected levels that can be seen as representing major components of the quality assurance system process. This process is guided by four conceptual framework commitments: (1) Practice of Continuous Reflection and Assessment; (2) Technology; (3) Diversity; and (4) Knowledge, Skills, and Dispositions of the Profession. This process also includes stakeholders and categories of EPP assessment toolkit data and evaluation. The EPP Assessment System is designed to facilitate our annual evaluation of the effectiveness of our work through the lenses of these four conceptual framework commitments.

The annual EPP assessment cycle involves candidates, College of Education faculty and administrators, P-12 partners and other members of the professional community, and committees who take part in generating data, conducting evaluations or reviews of multiple measures and data sources, and developing relevant policy. Categories of major stakeholders and data sources are labeled within the two inner circles of the figure. EPP assessment “toolkit” data refers to the planned aggregation of data sources from across all educator preparation programs using designated assessment tools which together inform EPP decisions.

**Figure 2** illustrates the annual assessment cycle from Fall to Spring to Summer. Throughout the annual cycle, analyses, recommendations, and decisions have reciprocal influences on the evaluation process, the decisions made, and the goals developed. Representative assessment activities during each semester phase are shown.

A detailed description of the College of Education EPP Assessment Process and toolkit can be found at this link: [Quality Assurance System Description](#)
Figure 1.
College of Education EPP Assessment Annual Cycle: Representative Activities During Each Semester Phase

**Fall**
- The annual assessment cycle and data gathering begins with fall term courses and assessments.
- In collaboration with P-12 representatives and/or other stakeholders, programs analyze previous academic year’s (fall, spring, summer) assessment data to evaluate, revise and implement Action Plans for continuous improvement.
- In collaboration with program faculty, program directors finalize Annual Assessment Reports integrating summer data.
- Chairs and program directors analyze program reports and examine candidate performance and feedback to write Annual Departmental Reports.

**Spring**
- Faculty/staff prepare their individual annual performance evaluations using current calendar year data (due January).
- Using faculty/staff annual performance evaluations & program assessment reports, chairs/directors conduct annual individual goal setting and evaluation with faculty/staff.
- February assessment retreat: Admin Team focuses on annual departmental/program reports, including candidate performance.
- Feedback on annual department reports provided to departments.
- Programs analyze fall assessment data and begin an initial review of Action Plans.
- Annual data gathering continues.

**Summer**
- Program directors review fall and spring assessment data and begin writing annual Program Assessment Report.
- Chairs/directors/deans provide budget data for EPP aggregation and review.
- Recommendations from committees and other constituents made to dean for upcoming year COE goals and resource allocations.
- Personnel and Special Services data are aggregated for review.
- In collaboration with chairs and associate deans, dean writes COE Annual Report.
- August assessment retreat: Admin Team reviews aggregated budget data and office/center reports.
- Annual data gathering continues.