

***Online Assessment Tracking Database***

Sam Houston State University (SHSU)  
2014 - 2015

**Education, College of**

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**Goal****Academic Programs** 🔑

Demonstrate quality and effectiveness of the academic programs

**Objective (P)****Candidate Quality And Effectiveness In The Field** 🔑

As the leader of the educator preparation unit, the College of Education will assure candidate preparedness for teaching through benchmark assessments at entry, entry to clinical experience, and at exit. In addition, the college monitors candidate performance and employer satisfaction after graduation. The assessment system for initial candidates includes measures of proficiency which occur at specified transition points. These measures are aligned with institutional, state and professional standards.

Unit-level learning objectives for candidates completing the educator preparation programs are recorded here by the College of Education because responsibility for learning outcomes resides in multiple departments within the college.

**KPI  
Performance  
Indicator****Benchmark: Candidate Performance In 2012-2013 On Texas Examination Of Educator Standards** 🔑

Pass rates on the TExES certification tests comprise one component for state accreditation of the Educator Preparation Programs. Interdisciplinary Studies majors preparing for teaching in elementary or middle school settings acquire much of their required content knowledge while taking degree-specific courses in the Core Curriculum and also in the courses offered within the college. They acquire pedagogical content knowledge and skills in courses offered by the departments of LLSP, Educational Leadership and Counseling, and Curriculum and Instruction. Results for candidates seeking initial certification are thus reported for the unit by the College of Education. Performance by SHSU candidates should meet or exceed the state standard which specifies an overall pass rate of 80%.

**Result****Overall Passing** 🔑

The overall average of all SHSU certification programs' TExES pass rates is currently above the state-mandated 80% threshold as of January 2015.

**KPI  
Performance  
Indicator****Retention Of SHSU Teachers In The Classroom** 🔑

Each year, the five-year retention rate of SHSU graduates who are teaching in Texas schools is tracked and compared to the following groups: 1) graduates of the largest University systems' Educator Preparation Programs (EPPs), 2) graduates of the private University's EPPs, 3) those teachers produced by for-profit Alternative Certification Programs (ACPs), and 4) teachers produced by non-profit ACPs. Retention in the field is considered a key indicator of quality in teacher preparation. Historically, SHSU teachers have been retained in the classroom at a rate that exceeds each of the other groups, as reported annually by the Center for Research, Evaluation and Advocacy of Teacher Education (CREATE). The five year retention rate reported

in fall 2013-2014 should meet or exceed the rate of each of those groups.

#### Result

#### CREATE PACE Data

As of Jan. 2015, 85% of SHSU teacher candidates are retained in the teaching field 3 to 5 years after graduation. This is in comparison to the statewide average of 76%.

#### KPI Performance Indicator

#### Benchmark: Candidate Performance On Teacher Work Sample

Upon completion of the initial certification programs, candidates are required to submit a Teacher Work Sample which provides evidence of their ability to consider the contextual factors of the classroom, develop goals for instruction, develop an assessment plan appropriate to those goals, design and deliver effective instruction, evaluate student learning and reflect upon the teaching and learning related to the unit of instruction. Overall and component scores are reviewed and analyzed annually by program faculty to examine both the assessment processes and trends in performance that might prompt program changes. The Teacher Work Sample assessment is scored using a blind scoring protocol and assigned a score of 3, 2 or 1. As a key performance indicator, the percent of candidates scoring 3 (target), in 2013-2014, should meet or exceed 60%.

#### Result

#### TWS Data

According to the 3 year trend report, candidate performance has consistently been above 60% on target in each of the 7 content domains of the TWS. The unit's assessment committee has reviewed these data and is recommending actions from one section of the TWS which is relatively lower compared to other domains.

#### Action

#### Continue Teacher Preparation Services

As teacher education candidates are currently performing above all desired levels, efforts will be continued. However, this process has identified several areas of needed improvement in the Teacher Work Sample. In 2016, the unit will refine the Teacher Work Sample.

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#### Goal

#### Operational Excellence

Operational excellence is examined by determining the extent to which operations, programs and services within the college are managed in ways that meet candidate needs. In addition, candidates are questioned about their perceptions of the efficacy and importance of their learning experiences as related to key elements of the Conceptual Framework-i.e. the extent to which 1) Technology, 2) Assessment, 3) Communication, 4) Knowledge, and 5) Experiences with Diverse Populations were a part of their learning. Annual operations surveys are administered to both baccalaureate and master's degree completers as they finish their work in the programs.

In the routine schedule of assessment review and revision, the Assessment Committee revised the Likert scale for the Services and Operations Survey, thus the 2013-2014 scale reflects only three levels of performance, where five levels had been assigned by students completing the Survey in past years. The goals for each indicator on this survey was set during the previous assessment cycle at 80% student rating of quality as "High" or "Very High". For the 2013-2014 survey results, only those areas that exceed 80% rated "High" should be considered as meeting the goal. Since the rating scale was revised, it is not possible to conclude that ratings that do not exceed 80% are indicative of goal attainment related to student satisfaction with the quality of learning experiences, assessment or experiences with diverse learners, faculty or peers. Goal setting for the upcoming year should reflect the new rating scale.

Objective (P)	<b>Candidate Satisfaction With College Operations, Services And Learning Experiences</b> 🔑
	<p>Candidate ratings of the quality of services and experiences offered by the College of Education provide several measures of efficiency and effectiveness. The Conceptual Framework of the unit is the organizing framework for programs, services, teaching and evaluation. Thus, an important measure of the efficacy of programs is evaluation of the extent to which learning experiences of candidates were connected to key elements of the Conceptual Framework. In addition, candidates rate the assessment practices within the programs, the quality of interactions that they experience with diverse peers, faculty and P-12 students. They also rate the quality of management and organization of their learning experiences. A survey to assess the quality of operations, services and programs is disseminated to all graduates during the final class in their program and data is collected, analyzed and reviewed in order to promote improved efficiency and effectiveness of operations and services in the college.</p>
KPI Performance Indicator	<b>Quality Of Learning Experiences Related To The Conceptual Framework</b> 🔑
	<p>Candidates are surveyed upon completion of their program as to the quality of learning experiences connected to the conceptual framework. Questions in this section relate to creating authentic technological environments, communicating effectively, use of assessment and feedback to improve P-12 learning, use of learner profiles for improving instruction, all key elements of the unit's Conceptual Framework. Target level performance requires 80% of respondents will rate the connection of the program to the elements of the Conceptual Framework as high or very high.</p>
Result	<b>Conceptual Framework Data</b> 🔑
	<p>For 2014-2015, all elements of the Conceptual Framework were measured above the 80% level. Gradautes' ratings of assessment of their abilities (98.5% acceptable), diverse interactions (98.4%), certification services (92.1%), and overall satisfaction (99.1%). The response sizes for this survey ranged from 2256 to 4441. Overall graduates are highly satisfied with the unit's performance. However,</p>

customer service related to advising (89.4%) and certification services (92.1%) were identified as areas of lowest performance, but still above acceptable performance. Please see <http://www.shsu.edu/dotAsset/e9d74b48-a940-427c-809e-79f91d19a6db.pdf> for full results.

**KPI  
Performance  
Indicator**

**Candidate Rating Of Quality Of Assessment Of  
Performance** 🔑

Candidates rating of the quality of assessment by professors and supervisors within the unit. Questions in this section related to accuracy and fairness of assessments, how assessment practices were modeled and used, and assessment of field experiences. No fewer than 80% of respondents should rate the quality of performance assessment as high or very high.

**KPI  
Performance  
Indicator**

**Candidate Rating Of Quality Of Interactions With  
Diverse Peers, Faculty And P-12 Students** DRAFT 🔑 🔑

Candidates report their perception as to the quality of their interactions with faculty, peers, and P-12 students of other races, languages and ethnic traditions. Questions in this section relate to interactions with diverse faculty, peers, school based faculty and P-12 students. Based on previous results, the target level performance on this indicator is 85% % of of respondents will rate the quality of interactions with diverse persons as high or very high.

**Action**

**Continue Service Efforts** 🔑

The College has performed well on the Services and Unit Performance survey, with all aspects above 90% when 80% is expected as acceptable. The College may refine the criteria for successful performance to a higher level. However, the College is also undergoing 4 major accountability efforts. Areas for service improvement will be identified in these events.

**Objective (P)**

**Productivity Of The College** 🔑

Increase semester credit hour production, at all locations, in undergraduate, graduate and doctoral programs .

**KPI  
Performance  
Indicator**

**SCH Production** DRAFT 🔑 🔑

Semester Credit Hour production for undergraduate, graduate, and doctoral programs provide a measure for tracking growth in the various departments at each level in the College of Education. This is a critical measure that provides information to our analysis of strengths, weaknesses, opportunities and threats. Since programs are now offered online and at three distant locations, tracking of SCH production by location, should be calculated in 2013-2014.

**Action**

**Data Needed** 🔑

As of 10.14.15, data for this area are not yet available and have been requested to Institutional Effectiveness. Once data are available, we will refine this submission with results and our intended actions.

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### **Previous Cycle's "Plan for Continuous Improvement"**

Serious attention to EC-12 English Language Learners, the LOTE-Spanish, and Students with disabilities efforts. The College will be hosting a professional development series with speakers and workshops addressing each of these areas and ethnic diversity as well. This should also support improvements in the students' satisfaction with experiences with diverse learners.

Assessment improvements are also expected. New rubrics for the TWS and the DDP are expected. Faculty may also reconsider criteria levels for several key performance indicators if longitudinal data remain static despite our improvement efforts.

**Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.**

As of Feb. 6, 2015, two series on diversity of students have been conducted.

The college has also initiated a significant curriculum realignment process led by the Associate Dean of Teacher Preparation to support improvements in the aforementioned programs.

The College has tasked a committee of faculty to refine the TWS and DDP process as of Feb. 2, 2015. Progress is being made on these efforts.

**Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.**

The College has developed a plan of improvement that will continue to focus on the goal and indicators listed in this report. Two significant improvements for next year will be the transition of the Teacher Work sample to a portfolio and offering customer service and team building exercises for staff.

Once data on SCH production are available, the College will provide this information in the form of an update.

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