Online Assessment Tracking Database

Sam Houston State University (SHSU) 2014 - 2015

Center For Assessment

Goal Assessment System P

Maintain effectiveness of the standards-based Assessment System for the Unit's Educator Preparation Program (EPP)

Objective (P)

Accreditation And Assessment Outcomes P

Communicate accreditation and assessment outcomes through current, accurate, and transparent outcomes; maintain a realtime data directory of unit and program assessments; and utilize data for program improvement.

KPI Performance Indicator

National Specialized Professional Association (SPA) Recognitions

The national organizations that represent teachers, professional education faculty, and other school professionals who teach a specific subject matter (e.g., mathematics or social studies), teach students at a specific developmental level (i.e., early childhood, elementary, middle level, or secondary), teach students with specific needs (e.g., bilingual education or special education), administer schools (e.g., principals or superintendents), or provide services to students (e.g., school counselors or school psychologists). Many of these associations are member organizations of CAEP/NCATE and have standards for both students in schools and candidates preparing to work in schools.

Key performance in this objective will include maintainin 90% of SHSU's current national recognitions and adding recognitions in select programs.

Result

Accredited Status P

To date 90% of spa accredited prorams have been retained. Only 1, Social Studies 4-8, has opted not to seek accreditation at this time. Less than 10% of programs that seek accreditation by this SPA receive accreditation due to the low levels of social studies educators with doctoral degrees. While the program did seek accreditation ins 2013-2014, faculty in CHSS have opted not to seek accreditation at this time.

KPI Performance Indicator

Design And Maintenance Of CAA Website P

The CAA Website is designed to be an open website, internally and externally, making Educator Preparation Program (EPP)outcomes readily available. The Data Directory contains all unit and program level data for advanced and initial programs within the Unit. The website is maintained and updated continuously. Data are used by faculty to make decisions about continuous improvement.

Key performance will be indicated by the website's data repository being fully updated for all programs prior to the start of the fall 2015 semester.

Result

Website Revisions P

Dr. Christina Ellis and Mr. Andy Oswald completly updted the CAA website. All reports are provided and up to date and were posted by Sept. 1, 2015. Please see http://www.shsu.edu/academics/education/centerfor-assessment-and-accreditation/ and specifically http://www.shsu.edu/academics/education/center-forassessment-and-accreditation/assessment-data/datadirectory/index.html for data reports.

KPI Performance Indicator

Unit Assessment System Matrix Improvements # P



The Unit assessment system, initial and advanced, collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Key performance in this objective will be indicated by faculty-led recomendations for new diversity-related outcome statements and assessment systems for advanced programs.

Result

PIE Recomendations P

A faculty committee has develoepd the Principles of Inclusion and Equity. These statements will serve as college-wide statements for assessment and curricular innovation. The committee presented its results and recomendations in the fall 2015 semester.

KPI Performance Indicator

Teacher Work Sample Revisions # P



TWS is a capstone assessment designed to measure candidate effect on K-12 student learning, completed during the first placement in student teaching. The data are collected, analyzed, and disseminated annually during the fall semester.

Key performance will be indicated by the TWS being removed from student teaching to methods classes and faculty-generated recomendations for TWS revisions.

Result

TWS Transformation P

The TWS was removed from the student teaching experience. The TWS committee recomended a new portfolio process be implemented by spring 2016. This recomendation was accepted and is pending implementation

KPI Performance Indicator

NCATE Annual Report Submission # P

Annually, the NCATE Unit Report is submitted to NCATE, the EPP accrediting body, indicating progress on areas for improvement (AFIs) and continuous improvement.

Key performance in this objective will include ontime, compelte submission of the NCATE annual report. A determination about this submission is not likely to be completed prior to the conclusion of thie SACS OATDB cycle, but future ccles will include a successful determination on the NCATE Annual Report.

Result

Reports Submitted P

The NCATE Institutional Report was submitted on time. The NCATE offsite report was received and reviewed on time

The NCATE addendum was prepared and submitted on time.

Objective (P)

Collection And Analysis Of Data

Assessment System that collects and analyzes data for the Educator Preparation Programs within the Unit to evaluate capacity and effectiveness.

KPI Prformance Indicator

National Specialized Professional Association (SPA) Recognitions

The national organizations that represent teachers, professional education faculty, and other professionals who teach a specific subject matter (e.g., mathematics or social studies), teach students at a specific developmental level (i.e., early childhood, elementary, middle level, or secondary), teach students with specific needs (e.g., bilingual education or special education), administer schools (e.g., principals or superintendents), or provide services to students (e.g., school counselors or school psychologists). Many of these associations are member organizations of CAEP/NCATE and have standards for both students in schools and candidates preparing to work in schools.

Key performance in this objective will include maintainin 90% of SHSU's current national recognitions and adding recognitions in select programs.

Result

Accredited Status

To date 90% of spa accredited prorams have been retained. Only 1, Social Studies 4-8, has opted not to seek accreditation at this time. Less than 10% of programs that seek accreditation by this SPA receive accreditation due to the low levels of social studies educators with doctoral degrees. While the program did seek accreditation ins 2013-2014, faculty in CHSS have opted not to seek accreditation at this time.

KPI Performance Indicator

Design And Maintenance Of CAA Website

The CAA Website is designed to be an open website, internally and externally, making Educator Preparation Program (EPP)outcomes readily available. The Data Directory contains all unit and program level data for advanced and initial programs within the Unit. The website is maintained and updated continuously. Data are used by

faculty to make decisions about continuous improvement.

Key performance will be indicated by the website's data repository being fully updated for all programs prior to the start of the fall 2015 semester.

Result

Website Revisions P

Dr. Christina Ellis and Mr. Andy Oswald completly updted the CAA website. All reports are provided and up to date and were posted by Sept. 1, 2015. Please see http://www.shsu.edu/academics/education/centerfor-assessment-and-accreditation/ and specifically http://www.shsu.edu/academics/education/center-forassessment-and-accreditation/assessment-data/datadirectory/index.html for data reports.

KPI Performance Indicator

Unit Assessment System Matrix Improvements # P



The Unit assessment system, initial and advanced, collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Key performance in this objective will be indicated by faculty-led recomendations for new diversity-related outcome statements and assessment systems for advanced programs.

Result

PIE Recomendations P

A faculty committee has developed the Principles of Inclusion and Equity. These statements will serve as college-wide statements for assessment and curricular innovation. The committee presented its results and recomendations in the fall 2015 semester.

KPI Performance Indicator

Teacher Work Sample Revisions # P



TWS is a capstone assessment designed to measure candidate effect on K-12 student learning, completed during the first placement in student teaching. The data are collected, analyzed, and disseminated annually during the fall semester.

Key performance will be indicated by the TWS being removed from student teaching to methods classes and faculty-generated recomendations for TWS revisions.

Result

TWS Transformation P

The TWS was removed from the student teaching experience. The TWS committee recomended a new portfolio process be implemented by spring 2016. This recomendation was accepted and is pending implementation

KPI Performance Indicator

Review And Evaluation Of Candidate Performance P

Program Coordinator's review and evaluation of candidate performance on multiple standards-based assessments at multiple points of the program.

Goal

Continuous Improvement

Continued improvement facilitating accreditation of the Educator Preparation Program (EPP).

Objective (P)

Accreditation And Assessment Outcomes

Communicate accreditation and assessment outcomes through current, accurate, and transparent outcomes; maintain a real-time data directory of unit and program assessments; and utilize data for program improvement.

KPI Performance Indicator

National Specialized Professional Association (SPA) Recognitions

The national organizations that represent teachers, professional education faculty, and other school professionals who teach a specific subject matter (e.g., mathematics or social studies), teach students at a specific developmental level (i.e., early childhood, elementary, middle level, or secondary), teach students with specific needs (e.g., bilingual education or special education), administer schools (e.g., principals or superintendents), or provide services to students (e.g., school counselors or school psychologists). Many of these associations are member organizations of CAEP/NCATE and have standards for both students in schools and candidates preparing to work in schools.

Key performance in this objective will include maintainin 90% of SHSU's current national recognitions and adding recognitions in select programs.

Result

Accredited Status P

To date 90% of spa accredited prorams have been retained. Only 1, Social Studies 4-8, has opted not to seek accreditation at this time. Less than 10% of programs that seek accreditation by this SPA receive accreditation due to the low levels of social studies educators with doctoral degrees. While the program did seek accreditation ins 2013-2014, faculty in CHSS have opted not to seek accreditation at this time.

KPI Performance Indicator

Design And Maintenance Of CAA Website

The CAA Website is designed to be an open website, internally and externally, making Educator Preparation Program (EPP)outcomes readily available. The Data Directory contains all unit and program level data for advanced and initial programs within the Unit. The website is maintained and updated continuously. Data are used by faculty to make decisions about continuous improvement.

Key performance will be indicated by the website's data repository being fully updated for all programs prior to the start of the fall 2015 semester.

Result

Website Revisions P

Dr. Christina Ellis and Mr. Andy Oswald completly updted the CAA website. All reports are provided and up to date and were posted by Sept. 1, 2015. Please see http://www.shsu.edu/academics/education/centerfor-assessment-and-accreditation/ and specifically http://www.shsu.edu/academics/education/center-forassessment-and-accreditation/assessment-data/datadirectory/index.html for data reports.

KPI Performance Indicator

Unit Assessment System Matrix Improvements & P



The Unit assessment system, initial and advanced, collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Key performance in this objective will be indicated by faculty-led recomendations for new diversity-related outcome statements and assessment systems for advanced programs.

Result

PIE Recomendations P

A faculty committee has developed the Principles of Inclusion and Equity. These statements will serve as college-wide statements for assessment and curricular innovation. The committee presented its results and recomendations in the fall 2015 semester.

KPI Performance Indicator

Teacher Work Sample Revisions # P



TWS is a capstone assessment designed to measure candidate effect on K-12 student learning, completed during the first placement in student teaching. The data are collected, analyzed, and disseminated annually during the fall semester.

Key performance will be indicated by the TWS being removed from student teaching to methods classes and faculty-generated recomendations for TWS revisions.

Result

TWS Transformation P

The TWS was removed from the student teaching experience. The TWS committee recomended a new portfolio process be implemented by spring 2016. This recomendation was accepted and is pending implementation

KPI Performance Indicator

NCATE Annual Report Submission & P



Annually, the NCATE Unit Report is submitted to NCATE, the EPP accrediting body, indicating progress on areas for improvement (AFIs) and continuous improvement.

Key performance in this objective will include onlime, compelte submission of the NCATE annual report. A determination about this submission is not likely to be completed prior to the conclusion of thie SACS OATDB cycle, but future ccles will include a successful determination on the NCATE Annual Report.

Result

Reports Submitted /

The NCATE Institutional Report was submitted on time. The NCATE offsite report was received and reviewed

The NCATE addendum was prepared and submitted on time.

Objective (P)

Teacher Candidate Effectiveness

Continuous improvement of performance-based accreditation and assessment system, founded on evidence, demonstrating that teacher candidates know the subject matter and can teach it effectively so that students learn.

KPI Performance Indicator

National Specialized Professional Association (SPA) Recognitions

The national organizations that represent teachers, professional education faculty, and other school professionals who teach a specific subject matter (e.g., mathematics or social studies), teach students at a specific developmental level (i.e., early childhood, elementary, middle level, or secondary), teach students with specific needs (e.g., bilingual education or special education), administer schools (e.g., principals or superintendents), or provide services to students (e.g., school counselors or school psychologists). Many of these associations are member organizations of CAEP/NCATE and have standards for both students in schools and candidates preparing to work in schools.

Key performance in this objective will include maintainin 90% of SHSU's current national recognitions and adding recognitions in select programs.

Result

Accredited Status

To date 90% of spa accredited prorams have been retained. Only 1, Social Studies 4-8, has opted not to seek accreditation at this time. Less than 10% of

programs that seek accreditation by this SPA receive accreditation due to the low levels of social studies educators with doctoral degrees. While the program did seek accreditation ins 2013-2014, faculty in CHSS have opted not to seek accreditation at this time.

KPI Performance Indicator

Design And Maintenance Of CAA Website P

The CAA Website is designed to be an open website, internally and externally, making Educator Preparation Program (EPP)outcomes readily available. The Data Directory contains all unit and program level data for advanced and initial programs within the Unit. The website is maintained and updated continuously. Data are used by faculty to make decisions about continuous improvement.

Key performance will be indicated by the website's data repository being fully updated for all programs prior to the start of the fall 2015 semester.

Result

Website Revisions P

Dr. Christina Ellis and Mr. Andy Oswald completly updted the CAA website. All reports are provided and up to date and were posted by Sept. 1, 2015. Please see http://www.shsu.edu/academics/education/centerfor-assessment-and-accreditation/ and specifically http://www.shsu.edu/academics/education/center-for-assessment-and-accreditation/assessment-data/data-directory/index.html for data reports.

KPI Performance Indicator

Teacher Work Sample Revisions # P

TWS is a capstone assessment designed to measure candidate effect on K-12 student learning, completed during the first placement in student teaching. The data are collected, analyzed, and disseminated annually during the fall semester.

Key performance will be indicated by the TWS being removed from student teaching to methods classes and faculty-generated recomendations for TWS revisions.

Result

TWS Transformation /

The TWS was removed from the student teaching experience. The TWS committee recomended a new portfolio process be implemented by spring 2016. This recomendation was accepted and is pending implementation

KPI Performance Indicator

Teaching Effectiveness P

As a practitioner-based program, connect theory to practice indicating teaching effectiveness in the P-12 classroom.

implement the PIE statements throughout the college, and to host the NCATE amd TEA visits in November 2015 with successful outcomes in both.

Objective (P)

Assessment Committee P

Define and develop unit level assesments for providing formative and summative assessments of candidate performance; and, EPP evaluations.

KPI Performance Indicator

National Specialized Professional Association (SPA) Recognitions

The national organizations that represent teachers, professional education faculty, and other school professionals who teach a specific subject matter (e.g., mathematics or social studies), teach students at a specific developmental level (i.e., early childhood, elementary, middle level, or secondary), teach students with specific needs (e.g., bilingual education or special education), administer schools (e.g., principals or superintendents), or provide services to students (e.g., school counselors or school psychologists). Many of these associations are member organizations of CAEP/NCATE and have standards for both students in schools and candidates preparing to work in schools.

Key performance in this objective will include maintainin 90% of SHSU's current national recognitions and adding recognitions in select programs.

Result

Accredited Status P

To date 90% of spa accredited prorams have been retained. Only 1, Social Studies 4-8, has opted not to seek accreditation at this time. Less than 10% of programs that seek accreditation by this SPA receive accreditation due to the low levels of social studies educators with doctoral degrees. While the program did seek accreditation ins 2013-2014, faculty in CHSS have opted not to seek accreditation at this time.

KPI Performance Indicator

Design And Maintenance Of CAA Website P

The CAA Website is designed to be an open website, internally and externally, making Educator Preparation Program (EPP)outcomes readily available. The Data Directory contains all unit and program level data for advanced and initial programs within the Unit. The website is maintained and updated continuously. Data are used by faculty to make decisions about continuous improvement.

Key performance will be indicated by the website's data repository being fully updated for all programs prior to the start of the fall 2015 semester.

Result

Website Revisions P

Dr. Christina Ellis and Mr. Andy Oswald completly updted the CAA website. All reports are provided and up to date and were posted by Sept. 1, 2015. Please see http://www.shsu.edu/academics/education/centerfor-assessment-and-accreditation/ and specifically

http://www.shsu.edu/academics/education/center-forassessment-and-accreditation/assessment-data/datadirectory/index.html for data reports.

KPI Performance Indicator

Unit Assessment System Matrix Improvements # P

The Unit assessment system, initial and advanced, collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Key performance in this objective will be indicated by faculty-led recomendations for new diversity-related outcome statements and assessment systems for advanced programs.

Result

PIE Recomendations P

A faculty committee has develoepd the Principles of Inclusion and Equity. These statements will serve as college-wide statements for assessment and curricular innovation. The committee presented its results and recomendations in the fall 2015 semester.

KPI Performance Indicator

Unit Assessments And The Assessment Committee |



The Assessment committee is responsible for the review and revision of the EPP's Unit Assessments.

Key performance in this objective will include the Assessment Committee's recomendation about improvements to the TWS, the NCATE report submission, data day recomendations, and other areas.

Goal

Center For Assessment And Accreditation Website P

Design and Maintenance of a dynamic website for the Center for Assessment and Accreditation to ensure institutional effectiveness and quality assurance.

Objective (P)

Accreditation And Assessment Outcomes P

Communicate accreditation and assessment outcomes through current, accurate, and transparent outcomes; maintain a realtime data directory of unit and program assessments; and utilize data for program improvement.

KPI Performance Indicator

National Specialized Professional Association (SPA) Recognitions /

The national organizations that represent teachers, professional education faculty, and other professionals who teach a specific subject matter (e.g., mathematics or social studies), teach students at a specific developmental level (i.e., early childhood, elementary, middle level, or secondary), teach students with specific needs (e.g., bilingual education or special education), administer schools (e.g., principals or superintendents), or provide services to students (e.g., school counselors or school psychologists). Many of these associations are member organizations of CAEP/NCATE and have standards for both students in schools and candidates preparing to work in schools.

Key performance in this objective will include maintainin 90% of SHSU's current national recognitions and adding recognitions in select programs.

Result

Accredited Status P

To date 90% of spa accredited prorams have been retained. Only 1, Social Studies 4-8, has opted not to seek accreditation at this time. Less than 10% of programs that seek accreditation by this SPA receive accreditation due to the low levels of social studies educators with doctoral degrees. While the program did seek accreditation ins 2013-2014, faculty in CHSS have opted not to seek accreditation at this time.

KPI Performance Indicator

Design And Maintenance Of CAA Website 🎤

The CAA Website is designed to be an open website, internally and externally, making Educator Preparation Program (EPP)outcomes readily available. The Data Directory contains all unit and program level data for advanced and initial programs within the Unit. The website is maintained and updated continuously. Data are used by faculty to make decisions about continuous improvement.

Key performance will be indicated by the website's data repository being fully updated for all programs prior to the start of the fall 2015 semester.

Result

Website Revisions P

Dr. Christina Ellis and Mr. Andy Oswald completly updted the CAA website. All reports are provided and up to date and were posted by Sept. 1, 2015. Please see http://www.shsu.edu/academics/education/centerfor-assessment-and-accreditation/ and specifically http://www.shsu.edu/academics/education/center-for-assessment-and-accreditation/assessment-data/data-directory/index.html for data reports.

KPI Performance Indicator

Unit Assessment System Matrix Improvements & P

The Unit assessment system, initial and advanced, collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Key performance in this objective will be indicated by

faculty-led recomendations for new diversity-related outcome statements and assessment systems for advanced programs.

Result

PIE Recomendations P

A faculty committee has developed the Principles of Inclusion and Equity. These statements will serve as college-wide statements for assessment and curricular innovation. The committee presented its results and recomendations in the fall 2015 semester.

KPI Performance Indicator

Teacher Work Sample Revisions &



TWS is a capstone assessment designed to measure candidate effect on K-12 student learning, completed during the first placement in student teaching. The data are collected, analyzed, and disseminated annually during the fall semester.

Key performance will be indicated by the TWS being removed from student teaching to methods classes and faculty-generated recomendations for TWS revisions.

Result

TWS Transformation P

The TWS was removed from the student teaching experience. The TWS committee recomended a new portfolio process be implemented by spring 2016. This recomendation was accepted and is pending implementation

KPI Performance Indicator

NCATE Annual Report Submission # P



Annually, the NCATE Unit Report is submitted to NCATE, the EPP accrediting body, indicating progress on areas for improvement (AFIs) and continuous improvement.

Key performance in this objective will include ontime, compelte submission of the NCATE annual report. A determination about this submission is not likely to be completed prior to the conclusion of thie SACS OATDB cycle, but future ccles will include a successful determination on the NCATE Annual Report.

Result

Reports Submitted P

The NCATE Institutional Report was submitted on time. The NCATE offsite report was received and reviewed on time.

The NCATE addendum was prepared and submitted on time.