

Education, College of

Academic Programs

Goal Description:

Demonstrate quality and effectiveness of the academic programs

RELATED ITEMS/ELEMENTS-----

RELATED ITEM LEVEL 1

Candidate Quality And Effectiveness In The Field

Performance Objective Description:

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.

RELATED ITEM LEVEL 2

Benchmark: Candidate Performance In 2012-2013 On Texas Examination Of Educator Standards

KPI Description:

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%.

Results Description:

For the AY 2015-16, SHSU's candidates achieved a pass rate of 94% as calculated by TEA. Please see accompanying PDF.

Attached Files

 [15-16 SBEC TExES Pass Rate](#)

RELATED ITEM LEVEL 3

Create Strategic Plan for COE

Action Description:

Convene committee of faculty and staff to create the COE strategic plan that will guide goals and actions for all departments and programs for the next 5 years.

RELATED ITEM LEVEL 2

Benchmark: Candidate Performance On Teacher Work Sample

KPI Description:

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%.

Results Description:

TWS is being transitioned to a portfolio. Results are not yet available.

RELATED ITEM LEVEL 3

Create Strategic Plan for COE

Action Description:

Convene committee of faculty and staff to create the COE strategic plan that will guide goals and actions for all departments and programs for the next 5 years.

RELATED ITEM LEVEL 3

Design Teacher Preparation Capstone Portfolio

Action Description:

Create, pilot, and implement new Teacher Preparation Capstone Portfolio to replace Teacher Work Sample

RELATED ITEM LEVEL 2

Retention Of SHSU Teachers In The Classroom

KPI Description:

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.

Results Description:

The attachment displays teacher retention results for the 2011 cohort. SHSU outperformed all groups named in the goal.

Attached Files

 [Teacher Retention](#)

Operational Excellence

Goal Description:

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.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Candidate Satisfaction With College Operations, Services And Learning Experiences

Performance Objective Description:

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.

RELATED ITEM LEVEL 2

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

KPI Description:

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.

Results Description:

During 2015-16, surveys were given to students either completing student teaching or completing a COE degree, masters or higher. There were 651 participants. Of these, 493 gave a high quality rating (76%).

RELATED ITEM LEVEL 3

Create Strategic Plan for COE

Action Description:

Convene committee of faculty and staff to create the COE strategic plan that will guide goals and actions for all departments and programs for the next 5 years.

RELATED ITEM LEVEL 2

Candidate Rating Of Quality Of Assessment Of Performance

KPI Description:

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.

Results Description:

During 2015-16, surveys were given to students either completing student teaching or completing a COE degree, masters or higher. There were 657 participants. Of these, 530 gave a high quality rating (81%).

RELATED ITEM LEVEL 2

Quality Of Learning Experiences Related To The Conceptual Framework

KPI Description:

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.

Results Description:

During 2015-16, surveys were given to students either completing student teaching or completing a COE degree, masters or higher. There were 537 participants. Of these, 399 gave a high quality rating (74%).

RELATED ITEM LEVEL 1

Productivity Of The College

Performance Objective Description:

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

RELATED ITEM LEVEL 2

SCH Production

KPI Description:

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.

Results Description:

	Total COE SCH	Percent Online Sections	Approximate Online SCH
2013-14	50748	25.8	13093
2014-15	47906	26.6	12743
2015-16	47595	50.3	23940

In 2015-16, several categories of course instructional method were eliminated, leaving only Face-to-Face and Internet. In 2016-17 we should see a better comparison of Online percents.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

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.

Update of Progress to the Previous Cycle's PCI:

This year, the college focused on professional development for staff. The following sessions were offered:

Monthly:

1. The Dean will host a Staff Professional Development luncheon – inviting people from across campus to discuss topics such as Scholarships, Procurement, Travel, Safety, and Marketing, to name a few. Many of these topics are helpful tips in their daily work. Getting together monthly also helps to maintain a teamwork attitude for the College of Education. Lunches are monthly for 1 hour.

2 times each semester:

1. Staff Chat offered to the College of Education staff hosted by Academic Affairs Provost office. Similar to our Monthly Staff Professional Development luncheons that are hosted by the College. This Staff Chat has speakers from across the University to help staff gain experience with other areas, what other departments do, etc... This Staff Chat encourages questions and best practices are shared freely among staff. Staff Chat are offered 2 times each semester.

Yearly:

Leadership Blueprint Training – training provided by the Flippen Group. This 16 hour - 2 day training (offered on 6-16-16 & 6-17-16) was instrumental in providing Leadership / Mentorship training. This training helps practice skills to make clear, candid communication. Participants outcomes are: Create peer connections that help accomplish common goals. Open lines of communication to give and receive feedback effectively. Build high-performing, self-managing teams. Develop techniques for conflict resolution. Uncover and overcome personal restraints. Identify self-limiting behavior patterns.

Capturing Kids Hearts – training provided by the Flippen Group. This is a 16 hour – 2 day training (offered on 8-11-16 & 8-12-16). Training will help to develop healthy relationships between staff and faculty/students by decreasing disruptive behaviors and reinforcing an environment of teamwork. Participants outcomes are: Significant improvement in staff performance. High rates of job satisfaction among staff. Strengthen staff connectedness to others by enhancing healthy bonds with coworkers and faculty.

Google Sessions – training provided by a Representative from Google). 1 hour training. This training was held to demonstrate some of the latest technology that was recently purchased for innovative classrooms.

Plan for Continuous Improvement

Closing Summary:

In the 2016-2017 academic year, the college will create and implement strategic plans for the college, departments, and programs. This plan will guide the college for the next 5 years in striving to meet established goals and objectives.

RELATED ITEMS
