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Change Period   Models   Reports   Administration   Parents & Children   Navigation Logout

Sam Houston State University (SHSU)
2010 - 2011

Education, College Of
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Add New: Goal Objective Indicator Criterion Finding Action

GOAL: Academic Programs

Objective **Candidate Preparedness**

As the leader of the educator preparation unit, the College of Education will assure candidate preparedness for teaching, or a role as another school professional, through benchmark assessments at entry, entry to clinical experience and at exit. The assessment system for initial and advanced program candidates includes measures of proficiency which occur at specified transition points. These measures are aligned with institutional, state and professional standards.

Indicator **Benchmark: Oral Communication Proficiency At Entry To Program**

Candidates for admission to the Educator Preparation programs are required to demonstrate target level performance on the benchmark assessment for Oral Communications. This assessment is completed in EED/ SED 374 by all undergraduate candidates for initial certification.

Criterion **Benchmark: Oral Communication Performance**

90% of certification candidates will score ≥ 37 on TK 20 assessment entitled "EED/SED 374 Oral Presentation Grading Rubric" developed by departmental faculty.

Finding **Oral Communication Performance**

In 2010-2011, 523 of 526 candidates achieved a score of 37 or greater on the Oral Communications rubric. This level represents 99.4 % of undergraduate teaching candidates who satisfied this requirement for admission to the program.

Indicator **Benchmark: Novice Level Dispositions At Entry To Literacy Block**

At this transition point, all candidates must meet several criteria including course completion, GPA and grade requirements and must demonstrate novice level dispositions. Dispositions are assessed in EED 374 for those candidates in EC-6 and 4-8 programs, in order to proceed to Level 2 Field Experience Coursework. Candidates complete a self-assessment of their development and submit evidence to support their rating to their instructor. A score of 8 at the novice level indicates target level performance in the areas of values, commitment, ethics and organization/ flexibility.

Criterion **Benchmark: Novice Level Dispositions Performance**

90% of candidates in EC-6 or 4-8 programs will attain ratings of "8" on TK 20 assessment "TEACHER DISPOSITIONS-NOVICE LEVEL-in EED 374 in order to proceed to LITERACY METHODS.

Finding **Novice Dispositions Proficiency**

359 of 368 candidates for certification were scored at a level of 8 or above, representing 97.6 % at target level performance at the novice dispositions level

Indicator	**Benchmark: Emerging Level Dispositions At Entry To Content Methods**
	Demonstration of emerging level dispositions is required for progression toward certification, one step of which is entry to CONTENT METHODS. Performance at this level requires that the candidate complete a self-assessment of personal dispositions development and provide evidence to the instructor to support the ratings in the areas of values, commitment, ethics, and organization /flexibility. Target level performance requires a score of 8 by the instructor.

Criterion	**Benchmark: Emerging Level Dispositions Performance**
	90% of certification candidates in EC-6 or 4-8 programs will attain ratings of "8" on TK 20 assessment "TEACHER DISPOSITION EMERGING LEVEL"- in RDG 370 prior to entry to CONTENT METHODS.

Finding	**Emerging Dispositions Proficiency**
	Candidates for certification were scored at the emerging level by professors in the literacy methods class. Of 282 candidates, 269 were scored at a rating of 8 or above, which represents 95.4% of candidates achieving target level performance at this transition point.

Indicator	**Benchmark: -Dispositions At Entry To Student Teaching**
	Entry to STUDENT TEACHING requires demonstration of emerging level dispositions in the Content Methods block, along with course completion in the content area and successful completion of the Instructional Lesson Plan in CONTENT METHODS.

Criterion	**Emerging Level Dispositions Performance**
	90% of certification candidates in EC-6 or 4-8 programs will attain ratings of "8" on T20 assessment "TEACHER DISPOSITION EMERGING LEVEL" in Content Methods prior to entry to Student Teaching.

Finding	**Emerging Dispositions Proficiency 2-at Entry To Student Teaching**
	Of 265 candidates evaluated in Content Methods for performance at emerging level, 262 were rated at 8 or above. This represents 98.9% of candidates who achieved target level performance at this benchmark.

Actions for Objective:

Action	**Candidate Preparedness**
	Improved communication with undergraduate candidates regarding individual performance at benchmark points in the program was established through adding transition point documentation to the sign-in screen on TK20. Thus, immediate feedback regarding oral communication proficiency was available to each candidate and the importance of the assessment was also conveyed. Candidate performance at target level was very high. Review and revision of the oral communications assessment process, an essential for program admission and required by state law, will be conducted by the Educator Preparation Leadership Team in 2011-2012.

GOAL: Operational Excellence

Objective   **Productivity Of The College**

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

Indicator   **SCH Production**

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. For example, some master's level programs have experienced a drop in enrollment over the past two years attributed to online programs offered by another University at reduced cost. Strategic planning to address this threat is informed by this data set.

Criterion   **Undergraduate SCH Production**

Growth in Undergraduate SCH Production should meet or exceed 2%

Finding   **Undergraduate Semester Credit Hour Production**

A total of 47,408 undergraduate semester credit hours were produced by the college in the fall and spring semesters of 2010-2011, which represented an increase of 13%. For the same terms in 2009-2010, SCH totaled 41,694.

Criterion   **Master's Level SCH Production**

Master's level growth in SCH production should meet or exceed 20%

Finding   **Master's Level Semester Credit Hour Production**

For the fall and spring semesters of 2010-2011, a total of 13,705 semester credit hours were produced. The same terms in 2009-2010 reflected production of 11,639. This increased production represents an increase of 17%.

Criterion   **Doctoral SCH Production**

Growth in Doctoral level SCH Production should meet or exceed 2%

Finding   **Doctoral SCH Production**

In 2010-2011, semester credit hours for doctoral programs in the college totaled 1822. This represents an increase of 13% over the 2009-2010 production of 1610 doctoral SCH.

Actions for Objective:

Action   **Semester Credit Hour Production**

The addition of the Northwest Houston Campus, accessible by public transportation for residents of Harris County and Houston, will support both undergraduate and graduate programs. Since COE competes in a highly competitive market, teaching at this site, adjacent to many of our school district partners, is an opportunity

that the departments cannot afford to miss.

Again this year, the master's degree programs did not meet the goal of 20% growth. A state budget shortfall and anticipated reduced federal funding for TEACH grants inhibits student scholarship and grant opportunities. Competition for graduate students continues to be intense. The College administrative team will re-examine expectations for growth to determine realistic expectations for growth given the current economic and education climate. Graduate Recruitment committee efforts should include information about financial aid and scholarship opportunities. Recruitment, development and cost-cutting measures will be explored by graduate program faculty and the college administrative team.

GOAL: Operational Excellence

Objective

Candidate Satisfaction With College Operations, Services And Learning Experiences

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.

Indicator

Quality Of Learning Experiences Related To The Conceptual Framework

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.

Criterion

Quality Of Learning Experiences Related To The Conceptual Framework

This is the first year of surveying advanced candidates regarding their perception of the quality of learning experiences related to the Conceptual Framework. Percentage of candidates indicating high quality or very high quality should exceed 70%.

Finding

Quality Of Learning Experiences Connected To The Conceptual Framework

Initial program candidates reported learning experiences that reflected the five elements of the Conceptual Framework at high or very high quality at a rate of 89.3%.

Candidates in the advanced programs rated learning experiences related to the Conceptual Framework at high or very high quality at a rate of 87.6%.

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.

Criterion   **Candidates' Rating Of Quality Of Assessment Of Their Performance**

This is the first year of surveying advanced candidates related to their perception of assessment by their professors and supervisors within their program. Percentage of candidates reporting high or very high quality should exceed 70%.

Finding   **Quality Of Assessment In The Program**

Initial candidates reported high or very high quality assessment in their program at a rate of 93.2%

Advanced program candidates rated assessment within their program at high or very high quality at a rate of 87.6%.

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

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.

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

This is the first year of surveying advanced candidates regarding their perception of the quality of interactions with faculty, peers and P-12 students of other races, languages and ethnic traditions. Percentage of candidates indicating high quality or very high quality should exceed 70%.

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

Upon completion, initial-level candidates judged interactions within their program with diverse faculty, peers and EC-12 students at high or very high quality at a rate of 87.7%.

Advanced candidates evaluated interactions within their program with diverse faculty, peers and EC-12 students at high or very high quality at a rate of 78.5%.

Indicator   **Candidate Rating Of Management And Organization Of Learning Experiences**

Candidates report their perception as to the management and organization of learning experiences. Questions in this section relate to types of field experiences, access to needed courses, access to library materials, quality of department holdings, access to technology, and overall quality of field experiences.

Criterion	**Candidate Rating Of Management And Organization Of Learning Experiences**

This is the first year of surveying advanced candidates regarding their perception of the quality of the management and organization of their learning experiences within the program. Percentage of candidates indicating high quality or very high quality should exceed 70%.

Finding	**Candidate Rating Of Management And Organization Of Learning Experiences**

Initial program candidates rated the management and organization of their learning experiences at high or very high quality at a rate of 94.9%.

Candidates in advanced educator preparation programs rated the management and organization of their learning experiences at high or very high quality at a rate of 89.3%.

Actions for Objective:

Action	**Unit Operations And Effectiveness**

Candidates in both initial and advanced programs reported high levels of satisfaction with the extent to which their learning experiences related to the Conceptual Framework components. While technology, assessment, content knowledge, diverse field experiences and communication are emphasized across programs, a review of the Conceptual Framework will take place in the coming year. This review and subsequent activities should provide clarification of the elements of the framework should add to faculty confidence in these ratings by graduates. High levels of satisfaction with regard to diversity of field experiences is consistent with assessment and reflections as shown in the evaluation of candidate Dispositions and Diversity Proficiencies.

Closing the Loops Summary

Candidate Quality is assessed by the college, by the state, and by national accreditors. An improved assessment process to determine candidate proficiency in oral communication will better inform program faculty so that curriculum, assessment and feedback may be revised to assure mastery in this area. This will be undertaken by the faculty team that teaches the CIEE and CISE 3374 courses for implementation in 2012. In addition, in 2011-2012, one task for the Unit Assessment Committee will be to review admission data for initial candidates to determine whether an adjustment of admission criteria, above the minimum standards required by the state, is recommended. Goals for growth in the master's and doctoral programs are under discussion as of this writing. Support from the university to secure added space will be needed to accommodate growing student enrollments at the University Park-Northwest Houston satellite campus. Efforts to develop niche programs at the graduate level will be undertaken. A Conceptual Framework Task Force will review and revise the conceptual framework during 2011-2012. As the college begins another accreditation cycle and NCATE's expectations for the CF have evolved since the last review, the task force will be charged with making adjustments to the document and to related assessments. Review of these data will inform that process.

Jump to Top

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