

## Technology Based Data Management System

The development and implementation of the Unit assessment system resulted in a regular and systematic method for compiling, summarizing, analyzing, and reporting data results for the improvement of program quality and unit operations. The offices of the dean and associate dean coordinate the assessment of initial and advanced candidate performance, program effectiveness, and unit operations. Once the data management system is fully operational, the unit assessment system and data management will be coordinated through the office of the associate dean and the Unit Assessment Oversight Committee. Aggregating and summarizing of the data collected are responsibilities that are shared by the OAA and the Coordinator of Technology and Data Management. Data in both the initial and advanced programs are maintained and analyzed through the use of information technologies.

The COE leadership team was responsible for researching and selecting a data management system. Initially, the team decided to use the Chalk and Wire portfolio system. After piloting the system, the team made the decision in October 2005 to discontinue the use of this format for data collection. The portfolio-based system did not provide the unit with the desired information. In fall 2005, a data management specialist was hired to assist with the development of a data management system. After reviewing the data needs of the COE, the leadership team and the new data management specialist selected FileMaker Pro as the database for data collection in the COE. This software was widely used by departments in the unit and the team felt that it would be a more effective, efficient, and appropriate way to collect, manage, and store data for program review. FileMaker Pro is a cross platform, relational database. The system allows for the development of data input screens for each candidate and supports the use of data to analyze candidate proficiency and trends. The data management team developed the system and an implementation plan. The team determined the data point of entry and training sessions were held for the data input assistants. The database contains files on the following:

- Candidate admission to Educator Certification information for initial and advanced candidates
- GPA information for initial and advanced candidates at key transition points
- Initial and advanced candidate scores on key unit assessments and specialized professional association assessments
- All candidate field experience/clinical experience final evaluations
- Schools used for field placement including demographics of the site
- Scores for all candidates on all required state certification exams
- Survey information from candidates, mentors, employers, and alumni

The linking field in the database is the candidates' student identification number. The relational database is used to produce reports that are used for program analysis. The database is updated at the end of each semester. In spring 2006, all twenty-three SPA reports included candidate data generated by the data management system. The university-wide database, Student Information System (SIS), is used to maintain student information such as transcripts, demographics, cumulative GPAs, and standardized test scores. Faculty can access this information and requests for aggregated data are made through the Office of Institutional Research (OIR).

The COE Office of the Associate Dean, the OIR, and the unit OAA have the responsibility of organizing and compiling data generated from the university, unit, and program assessments. The dean, associate dean, department heads, and program coordinators lead analysis of data. The OIR disseminates university assessment data through annual data release, electronic requests, and the Institutional Fact Book. Unit data is distributed to the appropriate administrator or program faculty who then plan program meetings to review data as indicated on the Comprehensive Assessment Plan. Documentation of recommended improvements is cited on the Program Review form.

SBEC uses testing data for accreditation of educator preparation programs. The data are systematically analyzed and accreditation status is issued based on program completers. SFASU is a state accredited institution with a Final Test Pass Rate for Completion Year 2005 of 99 percent. This information is publicly reported annually for all educator preparation programs in Texas through the Title II Report.