

STANDARD 2: Program Assessment and Unit Capacity

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

The Conceptual Framework of the unit at SFASU provides relevancy for the alignment of institutional standards, NCATE standards, specialized professional association standards, and the Texas requirements for the preparation of teachers and other professional education personnel. The unit has developed an [assessment system](#) that collects and analyzes pertinent data on candidate knowledge, skills and dispositions and was developed with input from the professional community. Data is collected on applicant qualifications, candidate and graduate performance, faculty performance, and unit operations for the purpose of evaluating and improving programs. These measurable outcomes and their impact on candidate and P-12 student learning form the focus of the unit's assessment process.

Guiding Questions

This assessment system is designed to answer questions that are vital to a variety of stakeholders including candidates, faculty, programs, the unit, and school partners. Each of these stakeholder groups needs meaningful and timely assessment information to assist them in answering the following essential questions:

1. What do our candidates know and what can they do at benchmark points and when they graduate?
2. How will we assess the extent to which our candidates have attained the standards that we have adopted?
3. What is the overall quality as evidenced by candidate performance?
4. What type of evidence will we offer to indicate quality? Specifically, the unit assessment system is predicated on the systematic flow of communication among our candidates, faculty, programs, unit, and school partners ([guiding questions](#)).

Element 1: Assessment System

The unit's assessment system aligns data collection and systematic review from four distinct areas: 1) candidates, 2) faculty, 3) departments and programs, and 4) the unit. Data collected on candidates and faculty are used both to monitor the performance and progress of individuals and, when aggregated into trend data, to assess the efficacy of programs, departments, and the unit. Programs and departments are also assessed through institutionalized self-study and through feedback from students, school personnel, and school partners, and other stakeholder groups. At the most comprehensive level, the unit utilizes data from all of these sources, from state and federal performance data, and from accrediting agency reviews. The evidence and understanding gained from such analysis sustains the strategic planning process and guides initiatives at the program, department, and unit levels.

Developed by Professional Community

The professional community involved in the preparation of educator candidates collaboratively developed the unit assessment system. The Associate Dean of the COE initiated the development of the system at the program level in 2002 ([Development of the Unit Assessment System](#)).

Program leaders and faculty in the SFASU educator certification programs reviewed state and national standards and developed key assessments for candidate review. As program faculty developed key assessments, the Associate Dean and department chairs researched assessment tools to evaluate candidate dispositions. In addition to the development of key assessments, a committee was formed to research and recommend a data management system. The committee selected a portfolio system and piloted the system from spring 2003 to fall 2004 in elementary and secondary education technology courses (See Hard Copy in Exhibit Room). After further review of the portfolio system, the leadership team determined that the portfolio system did not meet the data collection and storage needs of the unit. The team selected the cross-platform, relational database FileMaker Pro[®]. Using FileMaker Pro[®], a [technology based data management system](#) was designed to meet the data collection and storage needs of the unit.

Before the development of the formal assessment system, the unit had a number of assessments that were used to evaluate candidates. Data, however, were not being systematically analyzed to make decisions about candidates and to improve programs and unit operations. In fall 2004, the [Unit Assessment Committee](#) was formed with representation from all departments with educator preparation programs including both initial and advanced programs. This committee was charged with creating an assessment plan and an assessment system for the unit (See Hard Copy in Exhibit Room). A comprehensive and integrated set of evaluation measures was developed to measure [candidate performance](#) and manage and improve [unit operations](#) and programs. In January 2005, a draft of the Unit Assessment Plan was presented to faculty in a [COE Faculty Meeting](#) for review and revision. Each department reviewed the unit assessments and made suggestions for revision. The revised Unit Assessment Plan was implemented in fall 2005 at both the initial and advanced levels.

The NCATE Coordinator and the Unit Assessment Committee coordinated all work on unit assessments. The [Unit Assessment Oversight Committee](#) will assume this oversight role beginning fall 2007. The Teacher Education Council (TEC), a university-wide interdisciplinary committee, reviews, analyzes, and provides advisory and policy input on all aspects of the Teacher Education Program, including candidate assessments. Curriculum and program changes for teacher education must be approved by this committee. The TEC minutes (See Hard Copy in Exhibit Room) capture these discussions. The council is composed of representatives from Arts and Sciences, Education, Visual and Performing Arts, the Educator Certification Office, and the Office of Assessment & Accountability (OAA).

Over the last two years, a number of others from the professional education community have reviewed the plan and provided input into the development of the assessment system. These groups include but are not limited to:

- College of Education Leadership Team
- College Council (Dean's Advisory Council)
- PDS Advisory Council
- Dean's Council

For a comprehensive list and description of other groups that provided input into the development of the unit assessment system, see the [Professional Education Community Participation in the Development of the Unit Assessment System](#).

Alignment with the CF

The assessment system for the SFASU's COE is aligned with the CF of the unit. The CF provides relevancy for the alignment of institutional standards, NCATE standards, specialized professional association standards, and the requirements in Texas for the preparation of teachers and other professional education personnel. The unit has developed an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, faculty performance, and unit operations for the purpose of evaluating and improving its programs.

The mission of the COE is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. We recognize that knowledge, skills, and dispositions are gained in many ways and that learners differ in their abilities to learn. In recognition of the diversity of learning styles and approaches that we value, candidates are assessed in a variety of ways over multiple points in the program. The [CF Standards Alignment Chart](#) shows the alignment of the proficiencies and dispositions outlined in the SFASU CF with state and national standards for both initial and advanced programs. In addition, this chart shows how the unit assessments are aligned with the desired candidate outcomes.

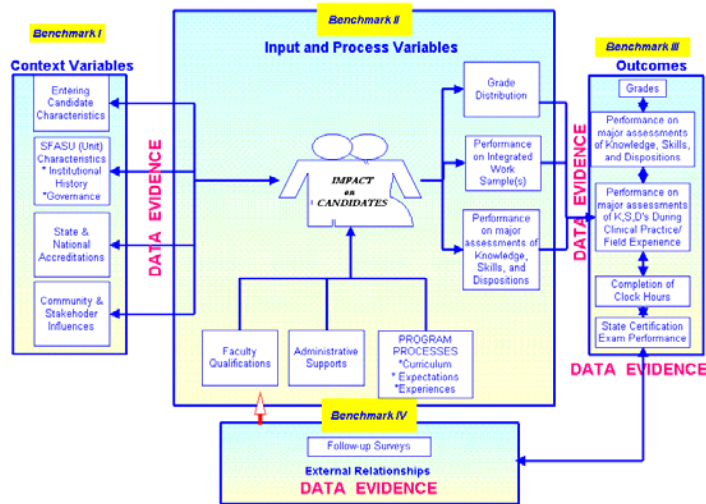
Evaluation Measures and Decision Points

The unit assessment system is designed to provide a plan for the collection and analysis of candidate performance data to improve the unit and its programs. The assessment system includes candidate performance measures in the areas of knowledge, skills, dispositions, and P-12 student learning and reflects the vision, mission, and goals of the university and the unit as well as the state standards for teacher certification. The assessment system includes a comprehensive and integrated set of evaluation measures that are used to monitor candidate performance and to manage and improve program effectiveness. Assessments are collected at benchmarks (key transition points) and the results are stored in the unit database.

Benchmarks for Initial and Advanced Programs

The unit assessment system has four benchmarks or transition points for the collection of data: Admission to Program, Field Experience/Clinical Practice, Program Exit, and Post Graduate Follow-Up Assessment. At each benchmark, there are multiple assessments collected from both internal and external sources. The Candidate Benchmark Assessment flow chart (Figure 4) shows the data collection points for candidate assessments.

Figure 4: Candidate Benchmark Assessments



The benchmarks or transition points are the same for both initial and advanced programs. However, specific assessments for candidate performance vary in the initial and advanced programs. These benchmark assessments are used for both candidate and program review.

In addition to the unit benchmark assessments, all programs in the unit have program-specific assessments that are required of candidates. These program assessments are based on, and aligned with, specific professional standards. Program assessment data are also maintained in the unit data management system.

Monitoring Candidate Performance

The mission of the COE is to prepare competent, successful, caring and enthusiastic professionals with the knowledge, skills and dispositions to positively impact the learning of all students. The unit assessment system is designed to provide multiple decision points for identifying candidate success in achieving this goal. The unit recognizes that candidates must receive accurate feedback information to assist them in reaching their individual and professional goals. All candidates in the unit, both initial and advanced, must be [advised](#) every semester before registering for classes. This advising block helps ensure that candidates receive accurate information and allows faculty to guide those candidates who may need additional assistance or career advice.

All candidates seeking initial certification must be admitted to the [Teacher Education Program](#) to take field experience/clinical practice courses. The candidates in initial programs must maintain a GPA of 2.5 overall in courses taken at SFA and in the field of study after admission to the Educator Certification Program. Candidates who fail to maintain the required GPA are notified by the Educator Certification office (See Hard Copy in Exhibit Room) and informed of the services available to help them reach their academic goals. In addition to academic assistance,

other intervention strategies are in place to assist candidates who are struggling to achieve their certification goals. The [Handbook for Field Experience](#) lists the candidate responsibilities for field experiences and provides the candidate with policies guiding the experience. Table 2.1.1 illustrates examples of intervention strategies at benchmarks connected to performance assessments and used to support candidate success. Efforts to provide support are in place and as data management becomes systematized new plans will be developed to ensure candidate success in both initial and advanced programs.

Table 2.1.1: Sample Intervention Strategies for Candidate Success, Initial Programs

Benchmark I Admission to Program	Educator Certification Admission Standards Candidate referred to: Academic Assistance and Resource Center (AARC) COE Academic Advising Center Student Services
Benchmark II Field Experience/ Clinical Practice	Assessment: GPA/Course Grades Academic Assistance and Resource Center (AARC) Academic Alert Assessment: Dispositions and Work Sample Faculty feedback Candidate Notice of Concern Assessment: Proficiency/Diagnostic Exams Analysis of deficiencies/mentor assigned to direct study or additional coursework
Benchmark III Program Exit	Assessment: GPA/Course Grades Academic Assistance and Resource Center (AARC) Academic Alert Assessment: Field Experience/Clinical Practice University and classroom mentor feedback Candidate Notice of Concern Assessment: Certification Exams Analysis of deficiencies and mentor assigned to direct study or identify additional coursework

At the advanced level, candidates' must meet admission qualifications for the selected program. Throughout each advanced program, the Graduate School monitors the grade point average of each candidate (3.0 GPA required to continue in Grad school-[Graduate Bulletin](#) pg. 34). Each department monitors the progress of advanced candidates as they proceed through their program using the unit benchmarks and program specific criteria. All advanced degree-seeking candidates must be admitted to candidacy and pass comprehensive exams. Graduate advisors and course faculty assist advanced candidates when they do not meet the required program standards.

Use of multiple measures

The assessment system includes a comprehensive and integrated set of assessments that are used to monitor candidate performance and to manage and improve program effectiveness. Decisions about candidate performance are based on multiple assessments made at three points: admission to the program, field experience/clinical practice and program exit. All programs in the unit, both initial and advanced, collect the benchmark data identified in Table 2.1.2 and 2.1.3 to determine candidate performance as well as program advancement and retention. In addition, these benchmark assessments are used for the purpose of program review. Each assessment is scored using a unit assessment scoring guide and the results are recorded in the unit database for later analysis. Other program area performance assessments are also collected in the unit database.

For example, performance assessments for each of the National Association for the Education of Young Children (NAEYC) standards for the elementary education program are in the unit database for each candidate. Similarly, performance assessments for the special education program are matched to Council for Exceptional Children (CEC) standards and stored in the unit database. At each benchmark, multiple assessments of candidate performance and/or dispositions are collected from internal and external sources. Table 2.1.2 contains a list of the unit benchmark assessments used to determine admission, continuation in, and completion of the initial program.

Table 2.1.2: Unit Assessment System: Transition Points Initial Candidate Assessments

Initial Programs	Artifacts	Responsible
Benchmark I Admission to Program		
Minimum GPA Overall & Field of Study	Admission to TED Application	Educator Certification Office
Meet test Score Admission Standards THEA, etc.	Admission to TED Application	Educator Certification Office
Candidate dispositions Self-Assessment Written	Initial Dispositions Checklist/Candidate Pre Philosophy Paper	Department/Program
Benchmark II Field Experience/Clinical Practice		
Minimum GPA	Transcripts	Educator Certification Office
Field experience/Clinical practice Candidate Performance	Candidate Work Sample	Department/Program
Candidate effect on P-12 student performance	Candidate Work Sample Assessment Guide	Department/Program
Departmental Proficiency/ Diagnostic Exams	Departmental Proficiency/ Diagnostic Exams	Department/Program
Benchmark III Program Exit		
Minimum GPA	Transcripts	Educator Certification Office
State Certification Exams Field of Study & Pedagogy	State Certification Exams	Unit Assessment & Accountability Office
Field experience/Clinical practice Candidate Performance Mentor Feedback	Field Experience/Clinical Practice Assessment Guide Program Completer Survey	Educator Certification Office
Candidate effect on P-12 student performance	Field Experience/Clinical Performance Assessment Guide	Educator Certification Office
Candidate Program completion Survey	Program Completer Survey	Educator Certification Office
Candidate Dispositions Self-Assessment Mentor Assessment Written	Dispositions Checklist/Candidate Dispositions Checklist/Mentor Philosophy Paper	Department/Program
Benchmark IV Follow-Up		
Survey of First 3 Years of Practice (Employers)	Follow-up Employer Survey	Associate Dean's Office
Survey of First 3 Years of Practice (Alumni)	Follow-up Alumni Survey	Associate Dean's Office
Candidate effect on P-12 student performance	Follow-up Survey (Employer & Alumni)	Associate Dean's Office

Decisions about candidate performance in the advanced programs are also based on multiple assessments made at three points: admission to the program, field experience/clinical practice, and program exit. Additional program specific assessments are used to monitor candidate performance. At each benchmark, multiple assessments of candidate performance and/or dispositions are collected from internal and external sources. Table 2.1.3 contains a list of the unit benchmark assessments used in advanced programs.

Table 2.1.3: Unit Assessment System: Transition Points Advanced Candidate Assessments

Advanced Programs	Artifacts	Responsible
Benchmark I Admission to Program		
Minimum GPA Overall & Field of Study	Grad Program Application	Graduate Office
Meet test Score Admission Standards GRE	Grad Program Application	Department/Program
Candidate dispositions Self-Assessment Written	Initial Dispositions Checklist/Candidate Pre Philosophy Paper	Department/Program
Benchmark II Field Experience/Clinical Practice		
Minimum GPA	Transcripts	Graduate Office
Admission to Candidacy	Admission to Candidacy Form	Department/Program
Field experience/Clinical practice Candidate Performance	Candidate Work Sample	Department/Program
Candidate effect on P-12 student performance	Candidate Work Sample Assessment Guide	Department/Program
Departmental Proficiency/ Diagnostic Exams	Departmental Proficiency/ Diagnostic Exams	Department/Program
Benchmark III Program Exit		
Minimum GPA	Transcripts	Graduate Office
State Certification Exams	State Certification Exams	Unit Assessment & Accountability
Field experience/Clinical practice Candidate Performance	Field Experience/Clinical Practice Assessment Guide	Department/Program
Candidate effect on P-12 student performance	Field Experience/Clinical Practice Assessment Guide	Department/Program
Comprehensive Exam	Comprehensive Exam Assessment Guide	Department/Program
Candidate Program completion Survey	Program Completer Survey	Department/Program
Candidate Dispositions Self-Assessment Mentor Assessment Written	Dispositions Checklist/Candidate Dispositions Checklist/Mentor Philosophy Paper	Department/Program
Benchmark IV Follow-Up		
Survey of First 3 Years of Practice (Employers)	Follow-up Employer Survey	Associate Dean's Office
Survey of First 3 Years of Practice (Alumni)	Follow-up Alumni Survey	Associate Dean's Office
Candidate effect on P-12 student performance	Follow-up Survey (Employer & Alumni)	Associate Dean's Office

Evaluating Unit Operations

The COE unit assessment system is designed to address candidate performance and unit operations. Data are collected from both internal and external sources and evaluated annually to

ensure program quality and attainment of the unit goals. The following data and documents serve as a basis for [evaluation of the operation of the unit](#): course evaluations, candidate surveys, alumni follow-up surveys, employer surveys, educator competency test results, annual faculty evaluation, COE Leadership Team reviews, and the TEC policy and procedure reviews. These additional unit reviews and assessments help ensure that resources are utilized to achieve the desired unit goals. Department faculty, the TEC, COE Leadership Team, and the dean's office review programs and or policies annually.

[Assessments as predictors of candidate success](#)

The COE unit assessment system was fully implemented in fall 2005. Many of the assessments are newly designed evaluation documents and predictability some have not yet been employed. However, some assessments have been used for a number of years and have proven to be strong predictors of candidate success. For example, the completion year 2005 Title II National Report Card shows a 99% pass rate for all initial teacher preparation programs at SFASU. Several years ago when our candidates were not as successful on certification exams, all certification programs at SFASU reviewed the state standards for their program and made course changes to ensure that all candidates were acquiring the knowledge, skills, and dispositions necessary for success in their certification programs. Changes were also made in admission standards for Teacher Education programs. The required GPA for admission was raised as well as the required reading score on the standardized admission tests. Analysis revealed that reading scores showed a positive correlation with success on the exams. All certification programs within the unit designed departmental proficiency or content mastery exams in capstone courses and those exams have been used for several years. Analysis of proficiency exams revealed that candidates who score well on these exams do well on the certification exams.

Follow-up survey data have also shown that graduates of SFASU are successful when they enter the profession. As the database grows over time, it will allow for the determination of the predictive power of each specific performance assessment. The scores of individual candidates on each performance assessment will be aggregated and correlated with measures of post graduation performance. The systematic collection and annual analysis of data from the newly implemented unit assessment system will help determine which assessments most accurately predict candidate success.

[Fairness, accuracy, consistency, and elimination of bias](#)

The COE unit assessment system was designed to include multiple assessments over time by internal and external evaluators to help ensure fairness, accuracy, consistency, and the elimination of bias. The assessment plan includes provisions for evaluation of the assessment documents by faculty, university mentors, school-based cooperating teachers, and program leadership. Changes in assessments are reviewed by the unit leadership team, the College Council, and the PDS Advisory Council and approved by the TEC. To eliminate potential bias in the unit assessments, data are collected from multiple sources to provide for triangulation of data through program assessment results, feedback from the professional community, feedback from candidates, employer surveys and evaluations, and data on student performance.

Fairness is addressed by the use of multiple internal and external assessment methods to evaluate the success of all candidates. The unit assessments are used in all programs and each assessment

is scored using a common scoring guide. All programs in the unit use the standard unit scores of 3-Exemplary performance, 2-Acceptable performance, and 1-Unacceptable performance for assigning scores on unit assessments and specific program assessments. Candidates are informed of program outcomes and procedures and have access to assessment guides used in evaluation. The unit assessments are aligned with the CF to ensure accuracy. Program reviews are based on state standards, INTASC principles, and national professional association standards. As data are collected over time, the accuracy and predictive value of assessments will be determined through the analysis of assessment data.

Consistency is structured by the outcomes prescribed in the CF and published accreditation results. Standard scoring guides and evaluator training help assure consistent use of all assessments. In fall 2006, [consistency training](#) was held for all university mentors of student teachers. Additional consistency training is scheduled for the work sample and the other unit assessment instruments. The unit is engaged in an ongoing process of document review and training to ensure fairness, accuracy, and consistency of the assessments and assessment procedures.

Element 2: Data Collection, Analysis, and Evaluation

The unit maintains an assessment system that provides regular and comprehensive information on candidate proficiencies, competence of graduates, unit operations, and program quality. These data are collected from both internal and external sources as shown in the Unit Assessment System. The data collected is regularly compiled, summarized, and analyzed to make decisions regarding candidate performance, program quality, and unit operations. All unit assessment activities and initiatives are coordinated through the office of the associate dean.

Regular and comprehensive information

The unit maintains a system in which multiple sources of data are collected and analyzed. Data on candidate proficiencies includes both internal sources (work samples, philosophy papers, field evaluations) and external sources (state certification exams, field evaluations, follow-up surveys). The [Comprehensive Data Collection](#) chart shows the types of data collected and used for analysis of the educator certification programs. [Departmental data collection charts](#) show the courses and faculty responsible for the collection and assessment of candidate proficiency data. Reports are systematically scheduled to be generated by the COE Coordinator of Technology and Data Management or by designated program coordinators for use in advising individual candidates and/or informing programs.

Data Collected on Applicant Qualifications

The benchmark transition points in the candidate assessment tables (Table 2.1.2, 2.1.3) show that multiple assessments are used to make decisions for program admissions. For undergraduate admissions to the Teacher Education Program, the following data are collected on each candidate and evaluated by the Office of Educator Certification: GPA; scores on a standardized test for reading, math and writing; and number of hours completed. Scores on the disposition checklist and the pre-philosophy paper for every candidate are maintained in the data management system.

For advanced degree programs, the COE collects the following information on all candidates: (a) GPA in undergraduate or previous graduate work; (b) GRE; and, (c) SFASU GPA. The unit

benchmark assessments are used in all advanced programs as well as program specific assessments. Data are collected by faculty and input into the data management system by designated program directors or data input assistants.

Data Collected on Candidate Proficiencies

As the evidence presented in Standard 1 indicates, SFASU uses multiple sources of information on candidates to assess their proficiency as well as to assess unit and program operations and quality.

External sources. Multiple external sources of data are collected on candidates including standardized tests such as ACT, SAT, GRE and the state certification exams. Certification exam scores for all candidates are aggregated throughout the year and summarized annually by the OAA, and results are shared with faculty in departmental and college-wide meetings. These data provide programs and the unit with important information on program quality and candidate abilities.

Additional important external sources for data are field experience evaluations and program completer surveys. These documents are completed by mentor teachers and university mentors in the initial programs and the clinical evaluations completed by mentors in the advanced degree practica and internships. The evaluations provide performance evidence that is considered at benchmarks for candidate retention and program continuation. In addition, the associate dean's office provides yearly summaries of field evaluations that are shared with and evaluated by program faculty, advisory councils, and the TEC.

Internal sources. Multiple internal assessments throughout the program of study provide important information on candidate mastery of institutional, state, and national standards. Internal data for candidate retention and progression in the program are: (a) GPA; (b) assessment guide scores on work samples; (c) scores on course or program level assessments; and, (d) assessments of candidate dispositions. For candidate retention and progression in the program, the Office of Educator Certification reviews GPA at each benchmark. This information is provided to the candidate and program faculty by the Office of Educator Certification for initial programs and by the Director of Graduate Studies for advanced programs. For all programs, GPA and course selection is available to all faculty advisors on-line through the Student Information System (SIS). Candidates not maintaining the appropriate GPA are placed on probation and remediation strategies are initiated.

Internal performance data from course-level assessments provide critical information for candidate retention and progression as well as for unit and program improvement. Beginning with the fall 2005 semester, assessment guide scores from the following internal assessments were entered into the data management system for undergraduate programs: (a) work sample data; (b) diagnostic/proficiency exam scores from capstone courses; and, (c) philosophy paper.

Data collected internally in advanced degree programs includes course-level performance assessments and program-level assessments. As the chart displaying the benchmarks for advanced programs indicates (Table 2.1.3), many of these assessments will be used to determine candidate retention and progression in the program. All advanced degree-seeking programs

administer comprehensive examinations except the doctoral program. Candidates in the Educational Leadership Doctoral program develop and present a portfolio as a key assessment. Candidate data from these examinations and the portfolio are used for decisions regarding exit from the program. The data collected from unit assessments, as well as program specific data, are now aggregated and used for program and unit improvement.

Data Collected on Program Graduates

The unit collects data on program graduates: (a) [candidate completer survey](#); (b) [alumni follow-up survey](#); and, (c) [employer survey](#) and focus group data. The Office of Educator Certification surveys all educator certification graduates of undergraduate and graduate programs at graduation and systematically every three-years. The survey questionnaire addresses candidates' perception of their experience at SFASU with regard to their preparation to work in education settings and their ability to positively impact the learning of P-12 students. The responses of teacher education graduates are aggregated by the Office of Educator Certification and shared with the programs in the unit, advisory councils, and the TEC annually.

The Associate Dean of Education worked with the SFASU Alumni Association to identify COE alumni for the survey. Texas does not currently report data to institutions of higher education once the candidate leaves the institution and enters the profession. Summer 2006 was the first time SFASU implemented a coordinated effort to collect data in a systematic way from our graduates. The Alumni survey will provide the COE with important information in such areas as content knowledge, satisfaction with SFASU's preparation programs, and their ability to impact P-12 learning. It should be noted that although alumni have never been successfully surveyed, we have surveyed program completers in various forms for many years. The alumni data collected this year will serve as our baseline data for alumni surveys in the future and we will continue to work to improve tracking of candidates after they leave SFASU to better evaluate our programs.

Employers have been surveyed in a variety of ways in the past with low return rates. In an effort to increase the return rate from employers, the unit sought information from three focus groups in spring 2006: employers attending the SFASU Career Fair held each semester; principals and superintendents in the PDS Advisory Council; and the principals of the student teaching field placement sites. Employers were asked to rate graduates' skills on key CF items. This information has been aggregated and will be used for program and unit improvement. The COE will continue to refine the survey document and the process to increase the return rate to better evaluate our programs. These surveys are scheduled for distribution every three years.

Data Collected on Unit Operations and Program Quality

The [Comprehensive Data Collection chart](#) shows that the unit uses data from multiple sources to drive improvement in unit operations and program quality. Data are collected on the professional community including clinical faculty and program faculty. The data includes academic degrees earned, years of experience at various educational levels, teaching loads, courses taught, advising loads, scholarship, and service ([Standard 5](#)). In addition, data collected includes resource allocations, candidate enrollments in programs, and needs analyses ([Standard 6](#)).

Data Collected from Members of the Professional Community

The unit utilizes data from many sources to inform the unit and improve the quality of programs. Data are collected on the clinical faculty, clinical sites, and program faculty ([Standard 5](#)). Multiple data sources are used to monitor the performance of the professional community to improve unit operations. Data are collected on supervising mentor teachers and university mentors who work with practica and internship candidates. Information such as the district mentor and university mentor certifications and degrees held are maintained in the Office of Educator Certification ([Standard 5](#)).

Data collected on clinical sites. Clinical experience field sites are assessed in multiple ways. At the initial preparation level (undergraduate and PBIC), a database is maintained on the diversity of the clinical site including the number of P-12 students on free and reduced price meals, the percentage of low socio-economic students and high-risk students, as well as ethnic diversity and gender ([Standard 4.4.c](#)). Information is gathered using the most current state statistics available on the [Texas Education Agency](#) website for all campuses used for field placements. All initial candidates are placed in diverse settings for field experiences and practica.

Data collected on program faculty. An extensive database, updated every semester, is maintained for all faculty that includes data on highest academic degree, years of experience, P-12 experience, ethnicity, gender, and courses taught at SFASU ([Standard 5](#)). Similar data are kept on part-time and clinical faculty regarding earned degrees, P-12 experiences, and course evaluations. Every semester candidates are asked to complete an on-line evaluation of each course and faculty member ([Standard 5](#)). This information is aggregated and reported to the dean and department chairs. After grades are posted, faculty have access to the on-line course evaluation information. Faculty are required to reflect on the data in their annual reports and in goal setting sessions with their department chair. If consistent patterns of student concerns are identified, resolution of the concerns is addressed during the annual review of the faculty by the administration and by peers during the promotion and tenure process.

The Use of Information Technology

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 this portfolio system, the leadership 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 data and information format. 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 FileMaker Pro[®] system allows for the development of data input screens for each candidate and supports the use of data to analyze candidate proficiency and trends. These 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 data collection chart. 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.

Annual reports of assessment data are made to the TEC, College Council, and the unit leadership team. Unit and program assessment results are presented to the professional community through

membership reports of unit and program administrators and faculty who serve as members of the various groups (COE Advisory Groups). Certification data is presented to the TEC at each meeting since the test is administered five times per year in a paper and pencil format and is on-demand electronically.

Record of Complaints

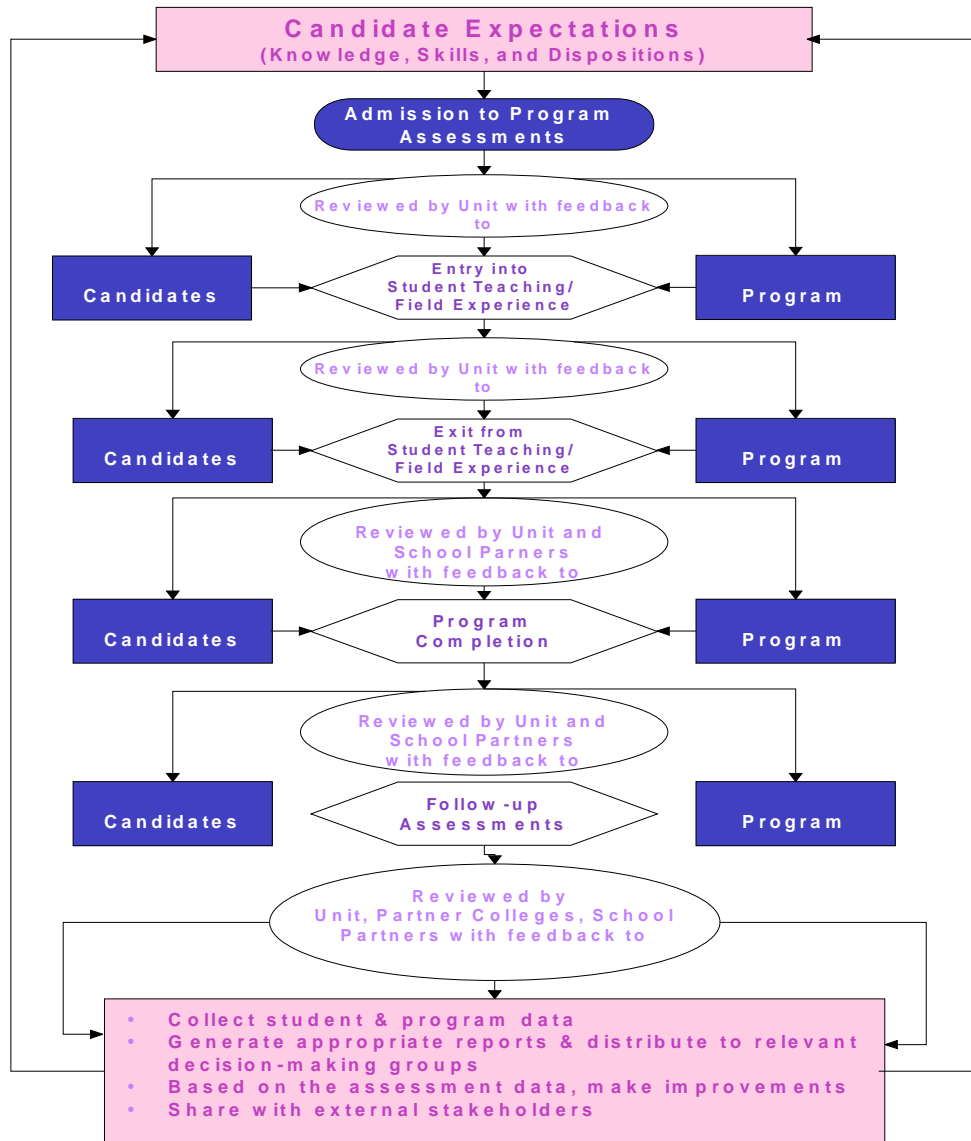
SFASU and the unit value good communication between faculty and students. Although disputes between them are infrequent, if disagreements occur, it is university policy to provide a mechanism whereby a student may formally appeal faculty decisions. According to policy, when a candidate uses the appeals procedure, all parties should endeavor to resolve the dispute amicably at as early a stage as possible and in compliance with applicable laws, regulations and policies. Formal university procedures are outlined in the policy [Academic Appeals by Students \(A-2\)](#). All records of complaints and their resolution are filed in the dean's office. Since the current Dean arrived in 2003, there has been only one complaint filed. The complaint was a dispute of a program continuation decision.

In addition to university policy, the unit publishes procedures in the Student Handbook for field experiences. Candidates are informed of their roles and responsibilities as well as the process for resolving a [Notice of Concern](#).

Element 3: Use of Data for Program Improvement

The unit assessment system provides a means to monitor candidate performance at each stage of the program and during the first years of practice. Data are shared on a regular basis with candidates and faculty to help them reflect on and improve their performance. The Candidate Expectations chart (Figure 5) demonstrates the flow of data to candidates and programs for program improvement. The unit compiles, summarizes, and analyzes data from the assessment system for the purpose of improving candidate performance, program quality, and unit operations, and to make recommendations for improvement. Likewise, the CF and assessment system are reviewed annually to reflect changes and assessment modifications for the unit.

Figure 5: Candidate Expectations:



Regular and Systematic Use of Data; Sharing Data with Faculty and Candidates

Historically, the unit has used both formal and informal information for program improvements. The development of the unit assessment system enables a more systematic approach to the use of data that guide all improvements, including improvement of the assessment system and individual assessments. The [Comprehensive Data Collection Chart](#) details the data collection and evaluation process.

Each educator program reviews data annually and reports the following:

- A comprehensive analysis of the program area’s data including an analysis of candidate performance on core data elements.
- Analysis of data on candidate performance relative to SPA standards.
- Plans to address weaknesses in each program area that are revealed by the data analysis.

In 2006, using the information gathered from assessment guide scores and other assessments

(certification exam scores, [follow-up survey data](#), [employer interviews](#)), department and program areas conducted an annual review. This annual review, completed by September 30, is based on aggregated data collected during the previous year. The program leader submits this review to the department chairperson by October 1st. The document submitted includes a description of program improvements planned in response to assessment data. The department chair will present the annual review to the TEC and other program advisory groups as appropriate.

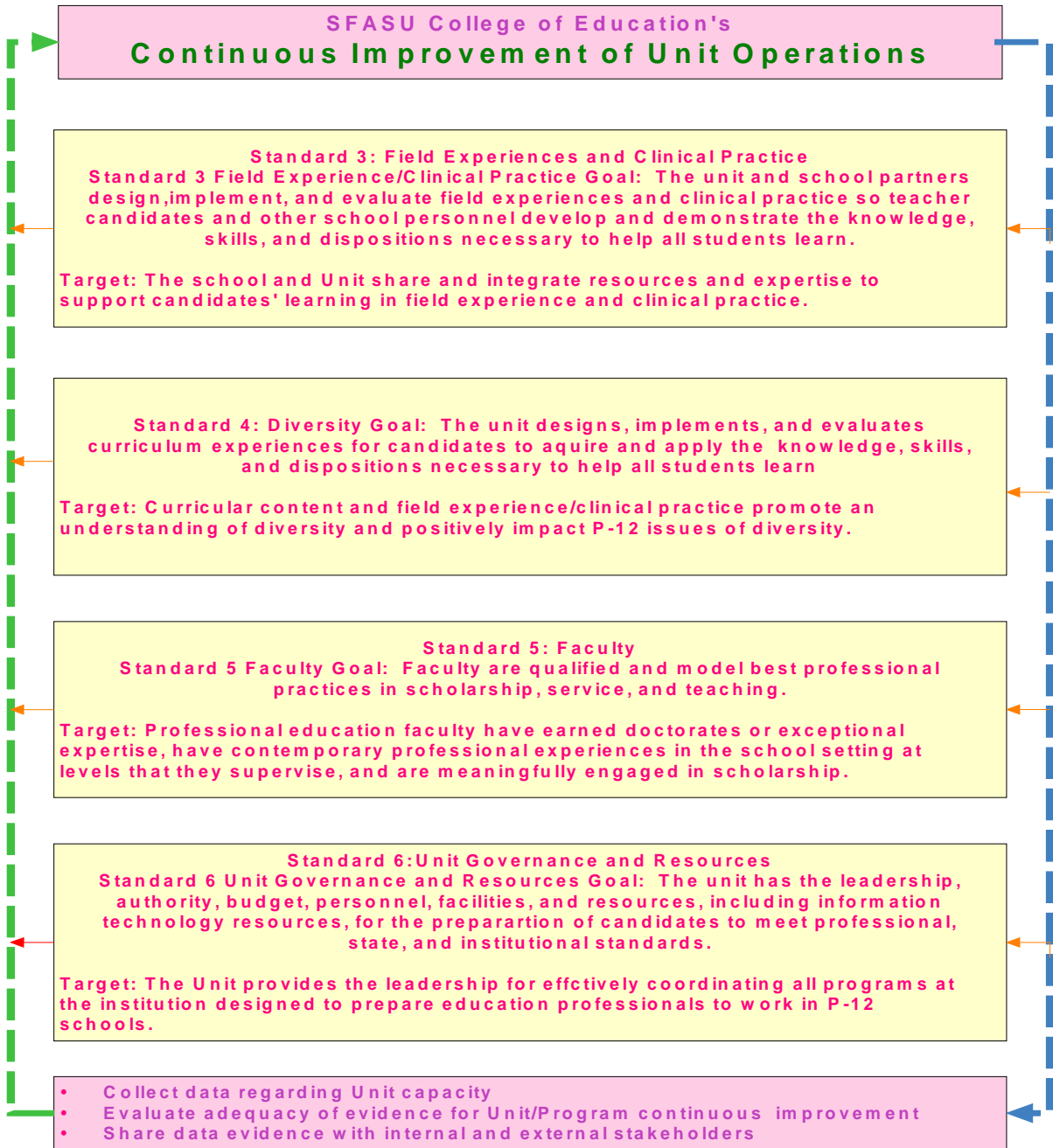
In addition to the analysis of candidate data used to drive program and unit operations, candidates receive feedback from the professional community during courses, field experiences, and clinical practice. The use of common unit assessments and scoring guides ensures that each candidate receives appropriate, fair, and consistent feedback on the key assessments in core courses, methods courses, and field experience/clinical practice. The work sample and clinical and field experiences evaluation forms also provide the candidate feedback on P-12 student learning from faculty and the classroom mentor. Candidates receive feedback on dispositions from faculty and classroom mentors through the use of the disposition checklist and philosophy papers that are completed at two points in their program. Candidates receive scores on diagnostic exams and certification exams to help them improve their knowledge and skills for teaching. Candidates who have not passed exams are invited to participate in review sessions. In addition, candidates in educator certification programs are required to reflect on their performance and develop plans for improvement. For example, in the teacher work sample, teacher education candidates must plan and deliver an instructional sequence, assess student performance before and after instruction, analyze student learning, and then reflect on their practice in light of the learning of the students. As part of their reflection, candidates must consider areas of their practice that should be developed and improved.

Faculty continuously and systematically utilize data to reflect on and improve their own practice. [Course evaluations](#) completed by candidates serve as an important source of data for the annual evaluation of individual faculty members. The annual [Faculty Activity Report](#) serves as an important source of data produced by critical reflection and self-evaluation. Faculty work with peers and department chairs to reflect on their performance and to develop ways to improve their teaching.

Use of Data for Program and Unit Improvement

Through summary reports of data, the unit and its respective advisory and policy-making committees use assessment data to reflect on candidate and faculty performance and to initiate program and unit changes where needed. These mechanisms ensure that programs are continuously evaluated and that the goals of the CF are met. The Continuous Improvement of Unit Operations diagram (Figure 6) shows how SFASU uses data to improve unit operations.

Figure 6: Continuous Improvement of Unit Operations



Program data, as well as data collected on unit operations, are aggregated and used to improve educator preparation programs at SFASU. Examples of the unit use of data to improve programs at SFASU are shown in Table 2.3.1 (See Hard Copy in Exhibit Room).

Table 2.3.1: Examples of Use of Data for Program Improvement

Date	Reviewer	Study and Findings	Resulting Change
Yearly	All departments.	Course Evaluations	Faculty use the information to modify courses.
2002-2003	Elementary Ed Faculty	Certification exam domain scores revealed a weakness in the area of science.	Faculty from sciences and Elementary science methods met to modify required science courses to include required content knowledge. (See Hard Copy in Exhibit Room)
Fall 2005	COE Programs	The Field Experience/Clinical Practice unit document did not have program specific standards.	The SPA specific addendum was added to better evaluate program specific standards. (See Hard Copy in Exhibit Room)
Spring 2006	Secondary Ed & Ed Leadership	Work sample data reviewed. Scores were given in only two areas.	Candidate instructions were rewritten to clarify assignment. The Not Attempted (0) score was removed.

SFASU has developed a comprehensive Unit assessment system. The system was developed with input from the professional community and generates data on candidate knowledge, skills, and dispositions that are assessed at multiple points throughout the candidate's career. Evidence is collected that measures candidate and graduate achievement of the competencies identified in the CF and state and national standards. The data collected on candidate and graduate performance and unit operations are aggregated and used to evaluate and improve the unit and its programs.