

**USF SARASOTA-MANATEE  
ASSESSMENT PLANNING RECORD  
2012-2013**

<b>UNIT:</b>	<b>College of Education</b>
<b>MISSION:</b>	The College of Education’s mission, contributing to the mission of University of South Florida Sarasota-Manatee, is to prepare outstanding educators who will learn, lead, inspire, and transform their schools and communities. The College of Education at the University of South Florida Sarasota-Manatee prepares educators poised to positively impact the lives of pupils in the state and nation.
<b>2012-16 USFSM STRATEGIC PLAN GOALS:</b>	<p><b>ACCESS:</b> Expand access to a University education that benefits students and the local, national, and global community; and (Aligns with USF System Goals 1,2, 3, 4, 5; SUS Goals 2,3)</p> <p><b><u>Teaching &amp; Learning</u></b></p> <p>(1a.) <b>Expand academic programs</b> in distinctive areas related to the Suncoast's needs and strengths and across disciplines, when feasible, including the ability for students to complete the full four-year bachelor's degree.</p> <p><b><u>Scholarship, Research, and Innovation</u></b></p> <p>(1b.) Promote <b>innovative scholarship</b> and <b>community-engaged research</b>.</p> <p>(1c.) Seek <b>external funding</b> from public grants, private foundations, and individual donors.</p> <p><b><u>Public Service &amp; Community Engagement</u></b></p> <p>(1d.) <b>Partner</b> with a variety of organizations and stakeholders, including the USF System.</p> <p>(1e.) Build a <b>University living and learning community</b>, including residence halls, academic buildings, and student life facilities.</p> <p><b>SUCCESS:</b> Enhance success of student outcomes, faculty productivity, and community impact (Aligns with USF System Goals 1,2,4,5; SUS Goals 1,2).</p> <p><b><u>Teaching &amp; Learning</u></b></p> <p>(2a.) Produce continuous improvement in <b>student outcome measures</b>, including retention and graduation rates and student career results.</p> <p>(2b.) Earn <b>professional accreditation and recognition</b>, including AACSB and NCATE.</p> <p><b><u>Scholarship, Research, and Innovation</u></b></p> <p>(2c.) Track and promote <b>faculty-developed measures of scholarship</b>.</p> <p>(2d.) Identify <b>student success predictors</b>.</p> <p><b><u>Public Service &amp; Community Engagement</u></b></p> <p>(2e.) Earn recognition as a <b>Carnegie Community-Engaged University</b>.</p> <p>(2f.) Track and share the value of the University's and graduates' <b>economic and societal contributions</b>.</p>

UNIT GOALS:	Purposes		Goals	Candidate Proficiencies		USFSM Goal
	LEARN	1. Content Knowledge		1. Candidates demonstrate depth and breadth of content knowledge for their respective roles.		1a,2a, 2b,2d,2f
		2. Reflective and Ethical Practice		2. Candidates engage in reflective and ethical practice as educators.		1d, 2a, 2b, 2d
	LEAD	3. Evaluation and Decision-making		3. Candidates make professional educational decisions drawing on analysis of data and research from a variety of sources.		2a, 2b
	INSPIRE	4. Educational Design		4a. Candidates design educational experiences that result in successful learning.		2a, 2b, 2d
				4b. Candidates demonstrate proficiency in educational technology aligned to the NETS-T standards.		2a, 2b
	TRANSFORM	5. Learner as an Individual in Community		5a. Candidates construct learning environments that reflect the diversity of experiences, perspectives, and cultures of their students and the larger world.		1d, 2a, 2b, 2d, 2f
5b. Candidates communicate in ways that demonstrate fairness, respect, and sensitivity to diversity, setting high academic expectations for all students.				2a, 2b		
Outcomes (Six NCATE Standards)	USFSM Goal	Unit Goal	Means of Assessment	Assessment Data	Plan resulting from Analysis of Assessment	Administrative Response to the Plan (Dr. Jones)
<b>Standard 1: Candidate Knowledge, Skills, and Dispositions</b> Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn.	1a,2a, 2b,2d, 2f	All	The Dean and faculty analyze the following student performance assessment data: *State Certification Assessments(FELE,FTCE) *Grades /GPA *Completers' Survey *Employer's Survey (all districts served) *Exit Survey *Course-based Critical Tasks *Transition Point	Details are available in the Dean's Office Annual Data Report (DOADR) on each program for the 12-13 assessment cycle. The report includes data from multiple sources (multiple times-intervals/various types of assessment/different evaluators). An indicator for Standard 1 is the mean score for the COE proficiencies (see "Unit Goals" above), aggregated from all programs	COE has one iteration of data gathered in the assessment system prior to submission of the NCATE/CAEP Institutional Report, and two iterations of data prior to the site visit, per accreditation requirements.	Glad that your data collection methods are working and that they are helping your College to make decisions. With changes in CAEP Standards, may need to make decisions of when to revise analyses of Florida Test scores to include the number who were admitted and passed, not just program

Outcomes (Six NCATE Standards)	USFSM Goal	Unit Goal	Means of Assessment	Assessment Data	Plan resulting from Analysis of Assessment	Administrative Response to the Plan
-----------------------------------	---------------	--------------	---------------------	-----------------	---	--

Assessments indicate that candidates meet professional, state, and institutional standards.

Projects  
\*Portfolios

COE Candidate Proficiency Means  
Combined Across COE Degree  
Programs

Purposes	Goals	Profici- encies	12-13 Mean
L E A R N	1	1	3.62
	2	2	4.07
L E A D	3	3	3.68
	4		3.60
I N S P		4a	3.62
		4b	3.58
T R A N S	5		3.55
		5a	3.61
		5b	3.49
OVERALL			3.66

*On a 5-point scale: 1-2 falls below standard; 3 meets standard; 4 advanced; 5 exceptional.*

completers.  
Also, suggest including Technology Integration scores from year-to-year starting with your 2013-14 COE Assessment Report.

Outcomes (Six NCATE Standards)	USFSM Goal	Unit Goal	Means of Assessment	Assessment Data	Plan resulting from Analysis of Assessment	Administrative Response to the Plan
				The data from the Master's in Elementary Education indicated that the program's curriculum is not adequate to build the knowledge, skills, and dispositions necessary to help all students learn.	Suspension of the Master's in Elementary Program. Faculty may redesign it to build candidate proficiency to meet professional and institutional standards.	
			Test Scores on Florida State Examinations (FTCE, FELE)	All program completers passed applicable Florida State Examinations.	Prepare candidates to meet the requirements in the revised FTCE and FELE	
			Wayfind (Technology Integration)	All candidates met standard; all but one at the proficient or advanced level. The pilot of Wayfind shows it to be a useful assessment tool.	Continue to use Wayfind; analyze resultant data and use the data for curricular decisions.	
<p><b>Standard 2: Assessment System and Unit Evaluation</b></p> <p>The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.</p>	2a,2b, 2d,2f	1-4	Continue annual data review cycle.	Data collection by faculty is strong and documented in the Dean's Office Annual Data Report. Faculty shaped the current report through requests for specific data (e.g., from critical tasks as a whole). Programs that had not yet collected data (new programs) prepared an extensive assessment plan. All programs have planned new or revised TaskStream structures to be set up in fall 2013.	Continue to deploy resources to increase participation in TaskStream across all programs. Goal is to have all programs (including new programs) utilizing TaskStream in their assessment system by end of AY 2013-14.	Much progress has been documented on this Standard. Great news from FLDOE on certification programs. Suggest diagramming the annual cycle for NCATE report. Please continue to document the numbers in meeting your key performance indicators by 2020 so that you can demonstrate progress and adjust plans as needed.
			Data-based Reports Generated	<ul style="list-style-type: none"> <li>Dean's Office Annual Data Report (each program) with data from multiple sources (variety of assessment types, multiple assessment points, internal and</li> </ul>	Established the Office of Accreditation & Clinical Education to bring the component endeavors structurally together.	

Outcomes (Six NCATE Standards)	USFSM Goal	Unit Goal	Means of Assessment	Assessment Data	Plan resulting from Analysis of Assessment	Administrative Response to the Plan
				external measures). <ul style="list-style-type: none"> <li>State annual reports for 3 teacher preparation reports in fall 2013: Evaluated by FLDOE, accepted with some NIs</li> <li>State annual report for 1 Educational Leadership Program, fall 2013 (no FLDOE response yet)</li> <li>Mid-Approval Reports for FLDOE approved Certification Programs: Results: all 4 programs fully approved through July 2017</li> </ul>	Tie assessments into USFSM assessment systems as appropriate (e.g., bringing together the Completers' survey and Alumni Survey)  Set key performance indicator in the strategic plan for the COE of continuous national accreditation.	
Needs Assessment results	Mailed 138 Letters, 52% Response Rate. Results show a need for competency with the Common Core State Standards P-12 ranked high; for using data; and for classroom management (rating 4.8, 4.7, 4.6 respectively)					
Employers Satisfaction Survey results	Mailed 138 Surveys, 43 Responses, 31% Response Rate.					
Completer Satisfaction Survey	Mailed 355 Surveys, 52 Responses, 15% Response Rate					
<b>Standard 3: Field Experiences and Clinical Practice</b> The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and	1d,2a, 2b,2d, 2e	All	Evaluation and modification of Internship experiences for Teacher Preparation Programs in collaboration with professional	State Report Card indicated 94% of completers scored "highly effective" or "effective" in their annual review by employers.  Within CIAC, a Clinical Education subcommittee has been established and is active.	Continued development of the Office of Accreditation and Clinical Education to include responsibility to track field and clinical experiences across all clinical preparation programs across the COE.	Fine progress. Glad you continue to work on diversity placements.

Outcomes (Six NCATE Standards)	USFSM Goal	Unit Goal	Means of Assessment	Assessment Data	Plan resulting from Analysis of Assessment	Administrative Response to the Plan
other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.			development directors in Charlotte, Manatee, and Sarasota Districts. Dissolve Clinical Experiences Steering Committee and Form Clinical Education Advisory Board to mirror successful model of CIAC.		Demographic analysis to ensure diversity placement are set by all programs.	
<b>Standard 4: Diversity</b> The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.	1a,1d, 2b	5a, 5b	Design, implement, evaluate curriculum to provide experience to acquire and demonstrate knowledge, skills, and professional dispositions	Data collected in the Dean’s Office Annual Data Report fall 2013 show candidates across all programs meet standards assessed through critical tasks [(5a) mean: 3.61; (5b) mean 3.49], and through assessment of dispositions. Further, curricular elements are addressed throughout the programs.	Office of Accreditation and Clinical Education will develop a system to monitor and track field experiences for diversity.  Faculty adopted a strategic plan key performance indicator of a 33% diversity index (non- white/female candidates) for COE by 20/20.	To strengthen your continuous improvement loop, particularly for NCATE/CAEP, please develop plans and timelines for reaching the 33% diversity index by 2020.
			Candidate Experience with diverse faculty	Current (fall 2013): % non-white (FT) faculty: 15% % non-white adjunct (PT) faculty: 20% % male (FT) faculty: 15% % male adjunct (PT) faculty: 15%		
			Candidate experience with diverse peers:	Demographic data shows the percentage of candidates identified as “white” ranges from 60% to 100% by program. The most diverse peer group (by race/ethnicity) is of the MA		

Outcomes (Six NCATE Standards)	USFSM Goal	Unit Goal	Means of Assessment	Assessment Data	Plan resulting from Analysis of Assessment	Administrative Response to the Plan
				in English Education. Gender Female percentage ranges from 74% to 93%. Educational Leadership has the highest percentage of males.		
			Candidate experience with diverse students	Data shows internships and clinical education experiences in schools with strong diversity indicators (Detailed analysis in the Dean's Office Annual Data Report)		
<b>Standard 5: Faculty Qualifications, Performance, and Development</b> Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.	1a,1b, 1d,2b, 2c,2e, 2f	All	Faculty participation in COE retreats and professional development opportunities	Accreditation related professional development provided to faculty (3 faculty attended CAEP fall; 3 faculty attended CAEP spring; 2 faculty attended AACTE; 4 faculty/staff attended FACTE meetings)  Full faculty participation in COE retreats (one Data Retreat; one Arts-Integration retreat)	Faculty adopted a strategic plan key performance indicator for 1 national or international peer-refereed publication for tenure track faculty.	I will be interested in how the key performance indicator goal is met in 13-14.
<b>Standard 6: Unit Governance and</b>	All	All	Continue to develop the COE to support	Restructured the Dean's office to support the work necessary for	We have a search for fall 2012 for a full time	Fine work on restructuring the office

Outcomes (Six NCATE Standards)	USFSM Goal	Unit Goal	Means of Assessment	Assessment Data	Plan resulting from Analysis of Assessment	Administrative Response to the Plan
<p><b>Resources</b> The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.</p>			faculty work.	accreditation; will monitor effect. Added "ACE" to be responsive to emphasis on clinical-based educator preparation	instructor.	duties; will be interested to see the progress made at the end of this academic year. Assume the search is for Spring 2014 for a full-time instructor in Educational Leadership (not fall 2012)?
			Center for PAInT: resources spent for benefit of students	\$2142.85	COE faculty adopted a key performance indicator goal of \$250,000 aggregated by 2020	COE has made a start in funding the PAInT Center. I am sure that you will have continued success toward your goal.
			Enrollments	Head count of students: 290	COE faculty adopted a key performance indicator goal of a headcount of 406 by 2020	Enrollment has been a challenge, but COE continues to work toward meeting district and community needs.
			Rates of hire for graduates	FLDOE reports 0% of completers hired; data is clearly in error as FLDOE "report card" is in beginning stages	COE faculty adopted a key performance indicator of rates of hire at or above 50 <sup>th</sup> percentile for SUS COEs.	Is there a mechanism to investigate the procedures used by FLDOE to compile numbers? May consider ways to collect on your own instead of relying on FLDOE.

Outcomes (Six NCATE Standards)	USFSM Goal	Unit Goal	Means of Assessment	Assessment Data	Plan resulting from Analysis of Assessment	Administrative Response to the Plan
-----------------------------------	---------------	--------------	---------------------	-----------------	---	--

Executive Response (Dr. Guilford): It is clear that the COE continues to provide good assessment and that you are responding to what the assessment shows. The restructuring of the office was a good move and I think that it is already paying off. I am pleased that your faculty have adopted a plan in which they will enhance their scholarly productivity. It will be interesting to see if they can maintain this plan. I continue to hope that your diversity will increase. Please keep those plans in place.