

**UNIVERSITY OF SOUTH FLORIDA SARASOTA-MANATEE  
UNIT ASSESSMENT REPORT  
2013-2014**

<b>UNIT:</b>	<b>College of Education</b> (Dr. Pat Wilson)
<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>GOAL 1 ACCESS:</b> Expand access to a University education that benefits students and the local, national, and global community. (Aligns with USF System Goals 1,2,3,4,5; State University System of Florida Goals 2,3)</p> <p><b><u>Teaching &amp; Learning</u></b>  (1a.) Expand academic programs 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>  (1b.) Promote innovative scholarship and community-engaged research.  (1c.) Seek external funding from public grants, private foundations, and individual donors.</p> <p><b><u>Public Service &amp; Community Engagement</u></b>  (1d.) Partner with a variety of organizations and stakeholders, including the USF System.  (1e.) Build a University living and learning community, including residence halls, academic buildings, and student life facilities.</p> <p><b>GOAL 2 SUCCESS:</b> Enhance success of student outcomes, faculty productivity, and community impact (Aligns with USF System Goals 1,2,4,5; State University System of Florida Goals 1,2).</p> <p><b><u>Teaching &amp; Learning</u></b>  (2a.) Produce continuous improvement in student outcome measures, including retention and graduation rates and student career results.  (2b.) Earn professional accreditation and recognition, including AACSB and NCATE.</p> <p><b><u>Scholarship, Research, and Innovation</u></b>  (2c.) Track and promote faculty-developed measures of scholarship.  (2d.) Identify student success predictors.</p> <p><b><u>Public Service &amp; Community Engagement</u></b>  (2e.) Earn recognition as a Carnegie Community-Engaged University.  (2f.) Track and share the value of the University's and graduates' economic and societal contributions.</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 (Five CAEP <sup>1</sup> Accreditation Standards)	Unit Goal	Means of Assessment	Assessment Data	Plan Resulting from Analysis of Assessment	Vice Chancellor's Response (Dr. Terry Osborn)
<b>Standard 1: Content and Pedagogical Knowledge</b> The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward	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	Details are available in the Dean's Office Annual Data Report (DOADR) on each program for the 13-14 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. Faculty analyze data at the COE Data Retreat in August and submit Annual	All areas improved in 2013-14, except for 2. Reflective and Ethical Practice under the Learn purpose. This will be monitored in 14-15 to track if the decline continues. In addition, faculty will review these data disaggregated by degree program to	Continue to refine processes for ensuring content and pedagogical knowledge of candidates, particularly in advanced programs.

<sup>1</sup> CAEP: Council for the Accreditation of Educator Preparation. National accreditor of educator preparation programs.

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attainment of college- and career-readiness standards.

\*Transition Point Projects  
\*Portfolios

Program Review Reports (APRRs) in late September for review by the Assessment Committee and the Dean.

COE Candidate Proficiency Means  
Combined Across COE Degree Programs

Purposes	Goals	Proficiencies	12-13 Mean	13-14 Mean	2-yr Aggregate
L E A R N			3.84	3.92	3.88
	1	1	3.62	3.89	3.76
	2	2	4.07	3.95	4.01
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L E A D	3	3	3.68	3.90	3.79
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I N S P	4		3.60	3.84	3.72
		4a	3.62	3.85	3.74
		4b	3.58	3.84	3.71
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T R A N S	5		3.55	3.83	3.69
		5a	3.61	3.87	3.74
		5b	3.49	3.79	3.64
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OVERALL			3.66	3.86	3.77

inform programmatic decisions within the program assessment cycle (fall 2014).

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			<i>On a 5-point scale: 1-2 falls below standard; 3 meets standard; 4 advanced; 5 exceptional.</i>		
		Test Scores on Florida State Examinations (FTCE, FELE)	All program completers passed applicable Florida State Examinations. Candidate pass rate for <u>first-time</u> examiners spring 2014: Elementary Education K-6 (FTCE)– 93% Reading – 100% FELE: 1 – 100% FELE: 2 – 66% FELE: 3 – 100%	Faculty will review results to inform programmatic decisions in fall 2014.	
		Wayfind (Technology Integration)	This assessment was piloted spring 2013. 13-14 results are detailed in the Dean's Office Annual Data Report (DOADR) on each program for the 13-14 assessment cycle. All candidates taking the assessment passed, meeting the criteria.	Faculty will review results to inform programmatic decisions in fall 2014.	
<b>Standard 2: Clinical Partnerships and Practice</b> The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12	All	Increase Partnerships for Clinical Preparation	At this time, our partnerships are fairly traditional. In the Initial Teacher Preparation Programs, we work with personnel in schools to place candidates for pre-final clinical internships, and schools place final interns. In the Advanced Programs (Educational Leadership and Reading Teacher Education) candidates are full-time employed educators who work with the faculty for approved sites (sites that meet established criteria). In	Faculty are initiating conversations regarding further ways to partner with the school districts.  Although not focused on clinical education, the Center for PAInT <sup>2</sup> partners with organizations that lead to field-based	Our clinical education component remains strong. Attention to diversity and advanced programs is warranted as the clinical education administration is centralized within the college.

<sup>2</sup> Center for PAInT: Center for Partnerships in Art-Integrated Teaching

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students' learning and development.			additions, faculty of the Educational Leadership Program meet annually with School Administrators (K-12) as an advisory board. Reading Faculty also meet with school personnel toward program improvement. Our Continuous Improvement Advisory Council is also an example of partnership.	experiences. For example, through a partnership with Sarasota Opera, COE candidates deepened their understanding of planning, design, assessment and management while at the Opera House through engagements with directors and performers.	
<b>Standard 3: Candidate Quality, Recruitment, and Selectivity</b> The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider		Creation of a recruitment plan (focus on diverse candidates who meet employment needs)  (Part of the COE Strategic Plan, with performance indicators established for 2020)	We have targeted a diversity index of 33% non-white/non-female. The COE has 183 candidates (5 pre-education; 125 matriculated undergraduate; 53 graduate students). COE Diversity Indicator (non-white/female): 23% (UG: 21%; Graduate 30%).  National Trend: almost half the children in schools are non-white; 1 in 5 teachers are non-white <sup>3</sup> .	We will work with the Office of Student Services and with faculty toward increased awareness of the profession of education as a career choice.	In addition, the College must have specific strategies it pursues as a unit in this regard.
		Enrollment (total): goal is unduplicated head-count of 406 by 2020	May, 2014: challenged by low enrollment [downward trend: 2010 (259); 2012 (181); 2014 (178 excluding pre-education), reflecting national trends in teacher	Develop strategies to promote professions in the field of education; develop programs for	I strongly support the efforts to increase enrollments and suggest continued and

<sup>3</sup> NPR report: US Teachers Nowhere as Diverse as their Students (Associated Press release, May 4, 2014, drawing on data from the Center for American Progress and the National Education Association.

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<p>demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.</p>		(Part of the COE Strategic Plan, with performance indicators established for 2020)	education P-12. In 1970, 21% all graduates earned an education degree; in 2011 it was 6% <sup>4</sup> ].	non P-12 educational venues.	expanded collaboration across campus in this regard.
		Creation of disposition assessment for admission that focuses on attributes and dispositions beyond academic ability.	At this point, we need an assessment system to incorporate as part of admission to the COE.	A model of disposition assessment as part of admissions was presented at the annual CAEP conference. This could be explored further by faculty as part of the annual program review process.	Continue development in this area.
		Improvements to individual candidate progression tracking and monitoring using TaskStream and other systems.	Points in each program for determination of candidate readiness to continue have been established for each program. Each program has a different arrangement to establish whether candidates meet criteria to move into the next phase of their program. Initial Teacher Preparation Programs work with the Office of Student Services; candidates in Advanced Preparation Programs are monitored directly by faculty.	Faculty will evaluate the effectiveness of the current progression tracking system as part of their annual program review.	Continue development in this area.
		GKT pass-rate first time takers (10/07 through 4/14)	Essay: 100% ELS: 90% Reading: 64% Mathematics: 72%	Continue to monitor.	Since this metric reflects an admission criteria and unit's ability to impact is

<sup>4</sup> NPR report using statistics from the National Center for Education Statistics

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					therefore limited, I suggest eliminating this criterion.
<p><b>Standard 4: Program Impact</b> The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.</p>		<p>Continual improvement/refinement measures of student learning impact by candidates while in their respective program.</p>	<p>Across all our programs, measures of impact on student performance number 14 discrete measures. Candidates have met standard as assessed by these measures.</p> <p>For the Initial Teacher Preparation Programs, the Impact on Pupil Performance (IP3) is an assessment with 11 discrete measures of candidate ability to assess and document impact on student learning. Overall, on this critical task, the mean score was 4.11, indicating advanced competency in this skill; with a mean of 4.2 for effective analysis of data showing impact on student learning.</p>	<p>Data were reviewed with CIAC<sup>5</sup> who recommend targeting use of data, research/scholarship. Further, it was noted that there would be a variety of reasons behind the results. A follow-up inquiry (e.g., focus groups) was suggested to help in planning.</p>	<p>Incorporate data on this issue into a comprehensive approach to continuous improvement.</p>
		<p>Analysis of Value Added Model (VAM) score data provided by FLDOE to show impact of COE graduates on student learning and rating by supervisors in the schools.</p>	<p>11-12 data from FLDOE revealed 100 completers, 30 of whom had VAM<sup>6</sup> scores. 10 were in 3 graduate programs: Reading, Educational Leadership, MAT. 20 were from the BA/BS program. The average USFSM COE VAM score was reported as (-7%), with the state mean as (-4%). AY<sup>7</sup> 10-11 reported (-2%) across 17 completers with VAM scores, with the state mean</p>		

<sup>5</sup> CIAC = Continuous Improvement Advisory Council

<sup>6</sup> VAM = Value Added Measures, as formulated by FLDOE

<sup>7</sup> AY = academic year

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			(-2%).		
		Employers Satisfaction Survey results	2014 Needs & Employers Surveys - Mailed 188 3/14/14 (scale 1 lowest to 5 highest) Results; N = 40. Range of rating candidate preparation across the COE Candidate Proficiencies 2.9 (Incorporates student performance data into his/her instructional planning) to 3.6 (proficiency with technology and applies an ethical framework)		
		Completer Satisfaction Survey	N=20 (used web-based survey tool). Range 3.4 (Incorporates student performance data into his/her instructional planning) to 4.3 (applies an ethical framework)		
<b>Standard 5: Provider Quality Assurance and Continuous Improvement</b> The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement	1-4	Continued annual data review cycle.	Data collection by faculty is robust, from multiple sources and of multiple types of data, and documented in the Dean's Office Annual Data Report. The Annual Program Reviews completed fall 2014 were particularly strong in the Initial Teacher Preparation programs, demonstrating use of data in programmatic decisions.	Continue. Streamline two similar reports (the Annual Program Review Report for the COE and the Annual Program Report for SACs).	Excellent assessment system in place. Continue to refine.
		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 external measures).</li> </ul>	Continue the reports. Build in summary of data reports to facilitate use of provided data.	Excellent assessment system in place. Continue to refine.

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<p>that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.</p>			<ul style="list-style-type: none"> <li>• State Mid-cycle evaluation from FLDOE of approved Certification Programs: Results: all 4 programs fully approved through July 2017</li> <li>• Needs Assessment results</li> <li>• Employers Satisfaction Survey results</li> <li>• Completer Satisfaction Survey</li> </ul>		
		<p>IR Assessment / Quality Assurance System Audit</p>	<p>A plan has been prepared for an audit. As part of this plan, reports and processes of the Office of Accreditation and Clinical Education have been inventoried. In spring 2014, the Assessment Committee piloted a process to review critical tasks.</p>	<p>Using the results of the pilot, continue a process to review critical tasks. This process will continue for several years; then recycle through the assessments again as a regular, established process.</p>	<p>Excellent assessment system in place. Continue to refine.</p>
		<p>CIAC Assessment / Quality Assurance System Audit</p>	<p>Assessment Audit Plan was presented to the CIAC and discussed. Some recommendations were made to change the needs assessment. The variety of sources and types of assessments was deemed positive.</p>	<p>Follow-up on recommendations for refining the needs assessment.</p>	<p>Excellent assessment system in place. Continue to refine.</p>

Outcomes (Five CAEP Standards)	Unit Goal	Means of Assessment	Assessment Data	Plan Resulting from Analysis of Assessment	Vice Chancellor's Response (Dr. Terry Osborn)
		Faculty scholarship: number of national/international peer-refereed publications for tenured track faculty (Part of the COE Strategic Plan, with performance indicators established for 2020)	7 national/international peer-refereed publications for 8 tenured track faculty	Continued support; faculty have establish a professional development plan aspect to the Annual Review process (pilot is in 14-15); through PAInT, seek opportunities for research and scholarship.	Scholarship productivity should be boosted. Suggest utilizing the resources of the Center for PAInT and the centralization of clinical education administration in providing increased opportunities for scholarly productivity.
		Resources: Money spent by the Center for PAInT for the benefit of students (Part of the COE Strategic Plan, with performance indicators established for 2020)	13-14: \$50,000	Continue to build the Center for PAInT.	PAInT is a strong, defining component of the College. Continue development.

**Chancellor's Response** (Dr. Arthur Guilford): I agree that you have excellent assessment in the College of Education. I am pleased that you are making progress in the NCATE process, and monitoring the students' progress is essential. PAInT is a very strong component of the College and it is important that you continue to nurture and develop it to its full potential. I would like to see a continuation of the scholarship of the faculty. I would not like to see the College become a college of terminal associate professors only. Again, excellent assessment in all aspects.