

**UNIVERSITY OF SOUTH FLORIDA SARASOTA-MANATEE  
UNIT ASSESSMENT PLAN  
2014-15**

<b>UNIT:</b>	<b>College of Education</b> (Dr. Pat Wilson, Dean)
<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>Teaching &amp; Learning</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>Scholarship, Research, and Innovation</b>  (1b.) Promote innovative scholarship and community-engaged research.  (1c.) Seek <b>external funding</b> from public grants, private foundations, and individual donors.</p> <p><b>Public Service &amp; Community Engagement</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>Teaching &amp; Learning</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>Scholarship, Research, and Innovation</b>  (2c.) Track and promote faculty-developed measures of scholarship.  (2d.) Identify student success predictors.</p> <p><b>Public Service &amp; Community Engagement</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 (COE Candidate Proficiencies):	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.	
	LEAD	3. Evaluation and Decision-making	3. Candidates make professional educational decisions drawing on analysis of data and research from a variety of sources.	
	INSPIRE	4. Educational Design	4a. Candidates design educational experiences that result in success learning.	
			4b. Candidates demonstrate proficiency in educational technology aligned to the NETS-T standards.	
	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	
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 Assessing Outcomes	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	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	COE Candidate Proficiency Means Combined Across COE Degree Programs <table border="1"> <thead> <tr> <th>Purposes</th> <th>Goals</th> <th>Proficiencies</th> <th>12-13 Mean</th> <th>13-14 Mean</th> <th>14-15 Mean</th> </tr> </thead> <tbody> <tr> <td>LEA</td> <td>1</td> <td>1</td> <td>3.62</td> <td>3.89</td> <td>3.65</td> </tr> </tbody> </table>	Purposes	Goals	Proficiencies	12-13 Mean	13-14 Mean	14-15 Mean	LEA	1	1	3.62	3.89	3.65	Mean scores for all proficiencies were lower in AY 14-15 than AY 13-14, but most were higher than AY 12-13. Detail showed an anomaly in 13-14 data (mean scores of 5.0 for TSL Critical Tasks) resulting in artificially inflated averages was	Excellent work on identifying underlying issues.
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<sup>1</sup> CAEP: Council for the Accreditation of Educator Preparation. National accreditor of educator preparation programs.

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students toward attainment of college- and career-readiness standards.		Tasks *Transition Point Projects *Portfolios	<table border="1" data-bbox="804 204 1276 911"> <tr> <td rowspan="2">R N</td> <td>2</td> <td>2</td> <td>4.07</td> <td>3.95</td> <td>3.74</td> </tr> <tr> <td colspan="5"></td> </tr> <tr> <td rowspan="2">L E A D</td> <td>3</td> <td>3</td> <td>3.68</td> <td>3.90</td> <td>3.81</td> </tr> <tr> <td colspan="5"></td> </tr> <tr> <td rowspan="3">I N S P</td> <td>4</td> <td></td> <td>3.60</td> <td>3.84</td> <td>3.54</td> </tr> <tr> <td></td> <td>4a</td> <td>3.62</td> <td>3.85</td> <td>3.58</td> </tr> <tr> <td></td> <td>4b</td> <td>3.58</td> <td>3.84</td> <td>3.50</td> </tr> <tr> <td rowspan="3">T R A N S</td> <td>5</td> <td></td> <td>3.55</td> <td>3.83</td> <td>3.79</td> </tr> <tr> <td></td> <td>5a</td> <td>3.61</td> <td>3.87</td> <td>3.75</td> </tr> <tr> <td></td> <td>5b</td> <td>3.49</td> <td>3.79</td> <td>3.84</td> </tr> <tr> <td colspan="3"><b>OVERALL</b></td> <td>3.66</td> <td>3.87</td> <td>3.69</td> </tr> </table> <p data-bbox="804 914 1314 976"><i>5-point scale: 1-2 falls below standard; 3 meets standard; 4 advanced; 5 exceptional.</i></p> <p data-bbox="804 1052 1024 1084"><b>Employer Survey :</b></p> <p data-bbox="804 1125 1325 1214">Engages in <b>reflective practices</b> regarding his/her own pedagogy, knowledge, values, and/or role as an educational leader</p> <table border="1" data-bbox="804 1218 1192 1328"> <thead> <tr> <th>SP15</th> <th>SP14</th> <th>SP13</th> </tr> </thead> <tbody> <tr> <td><math>\bar{x} = 3.2</math> n=22</td> <td><math>\bar{x} = 3.4</math> n=40</td> <td><math>\bar{x} = 3.7</math> n=29</td> </tr> </tbody> </table> <p data-bbox="804 1331 947 1360"><i>5-point scale</i></p>	R N	2	2	4.07	3.95	3.74						L E A D	3	3	3.68	3.90	3.81						I N S P	4		3.60	3.84	3.54		4a	3.62	3.85	3.58		4b	3.58	3.84	3.50	T R A N S	5		3.55	3.83	3.79		5a	3.61	3.87	3.75		5b	3.49	3.79	3.84	<b>OVERALL</b>			3.66	3.87	3.69	SP15	SP14	SP13	$\bar{x} = 3.2$ n=22	$\bar{x} = 3.4$ n=40	$\bar{x} = 3.7$ n=29	<p data-bbox="1360 212 1545 272">discovered and addressed.</p> <p data-bbox="1360 318 1633 557">Candidate self-evaluation, demonstrated through Alumni survey results show consistently higher means than employers.</p> <p data-bbox="1360 602 1640 951">Plan: Share these data with faculty as part of the 2015 Dean's Office Annual Data Report. Ask faculty to evaluate the data and propose program changes to be implemented in 2015-2016 to address areas of perceived weakness.</p>	
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		Test Scores on Florida State Examinations (FTCE, FELE)	<p><b>FTCE 14-15 Initial Teacher Preparation First Attempt</b></p> <table border="1" data-bbox="804 626 1339 1247"> <thead> <tr> <th>Test</th> <th># Takers</th> <th># Pass</th> <th>% Pass</th> <th>Mean Total Scaled Score-USFSM</th> <th>Mean Total Scaled Score-State</th> </tr> </thead> <tbody> <tr> <td>ELEM Subtest 1: LAR (05/14-Present)</td> <td>23</td> <td>19</td> <td>.826</td> <td>224.3</td> <td>221.5</td> </tr> <tr> <td>ELEM Subtest 2: Soc Sci (05/14-Present)</td> <td>24</td> <td>20</td> <td>.833</td> <td>224.8</td> <td>228.5</td> </tr> <tr> <td>ELEM Subtest 3: Science (05/14-Present)</td> <td>23</td> <td>21</td> <td>.913</td> <td>226.8</td> <td>224.8</td> </tr> <tr> <td>ELEM Subtest 4: Mathematics (05/14-Present)</td> <td>24</td> <td>22</td> <td>.917</td> <td>237.8</td> <td>227.3</td> </tr> </tbody> </table>	Test	# Takers	# Pass	% Pass	Mean Total Scaled Score-USFSM	Mean Total Scaled Score-State	ELEM Subtest 1: LAR (05/14-Present)	23	19	.826	224.3	221.5	ELEM Subtest 2: Soc Sci (05/14-Present)	24	20	.833	224.8	228.5	ELEM Subtest 3: Science (05/14-Present)	23	21	.913	226.8	224.8	ELEM Subtest 4: Mathematics (05/14-Present)	24	22	.917	237.8	227.3	<p>The certification exams were revised last year, with an increase in rigor and the minimum passing score. In the Initial Teacher Preparation programs, USFSM scores are below the state average for Science and Social Science. The goal is to improve the pass rate for Language Arts/Reading, Science, and Social Science.</p> <p>For the Educational Leadership program, the plan will be to improve our candidates' results for FELE test 2 and the essay.</p>	How will subject specific concerns be addressed?
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			<p><b>FELE 14-15 First Attempt</b></p> <table border="1" data-bbox="804 240 1331 662"> <thead> <tr> <th>FELE test</th> <th># 1<sup>st</sup> time</th> <th># pass</th> <th>% pass</th> <th>Total Mean USFSM</th> <th>Mean State</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>4</td> <td>3</td> <td>75</td> <td>210.3</td> <td>200.9</td> </tr> <tr> <td>2</td> <td>4</td> <td>2</td> <td>50</td> <td>205.5</td> <td>199.5</td> </tr> <tr> <td>3</td> <td>4</td> <td>4</td> <td>100</td> <td>212.0</td> <td>194.6</td> </tr> <tr> <td>Essay</td> <td>4</td> <td>2</td> <td>50</td> <td>6.8</td> <td>7.1</td> </tr> </tbody> </table> <p><b>Wayfind (Technology Integration)</b></p> <p><b>Proficiency Range</b>  100-200 below basic  200-300 basic  300-400 proficient  400-500 advanced</p> <table border="1" data-bbox="804 857 1257 1089"> <thead> <tr> <th></th> <th>SU14</th> <th>FA14</th> <th>SP15</th> </tr> </thead> <tbody> <tr> <td>Number of takers</td> <td>23</td> <td>6</td> <td>15</td> </tr> <tr> <td>Mean proficiency score</td> <td>378</td> <td>310</td> <td>387</td> </tr> </tbody> </table>	FELE test	# 1 <sup>st</sup> time	# pass	% pass	Total Mean USFSM	Mean State	1	4	3	75	210.3	200.9	2	4	2	50	205.5	199.5	3	4	4	100	212.0	194.6	Essay	4	2	50	6.8	7.1		SU14	FA14	SP15	Number of takers	23	6	15	Mean proficiency score	378	310	387	<p>On average, candidates are proficient in technology. Recent changes to the pre-education Technology course should help to enhance these results.</p>	<p>Excellent result on an externally administered instrument.</p>
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<p><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</p>	<p>All</p>	<p>Targeted development of mutually beneficial partnerships with P-12 schools and community organizations for clinical preparation.</p>	<p>At the spring 2015 meeting of the Continuous Improvement Advisory Council (CIAC), members discussed means of enhancing mutually beneficial partnerships between the COE and its P-12 partners. Anecdotal evidence from the COE Coordinator of Clinical Education indicates that partner schools are pleased with our interns' contributions to their schools and</p>	<p>CIAC suggested a Task Force forming in 2015-16 (USFSM faculty, clinical education director and the directors for professional learning in the districts) be formed to develop a plan for meeting standard 2 and</p>																																											

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necessary to demonstrate positive impact on all P-12 students' learning and development.			<p>are requesting more interns than we can supply.</p> <p>The second Bayhaven Elementary Magical Mathematics Connections Day was very successful (spring 2015), with plans to improve the partnership for 2015-2016. Favorable comments were received from the Principal who asked this event continue as it is seen as effective.</p>	<p>further developing partnerships.</p> <p>Bayhaven faculty will identify mathematical conceptual weaknesses of their students based on assessment data. COE Candidates enrolled in MAE4310 (fall) and MAE 4326 (spring) will design activities to address these deficiencies as part of their course assignments. Bayhaven faculty will provide written feedback and select the activities that will be developed into the next Bayhaven Math Day. COE candidates will then lead the event in both fall and spring.</p>	Excellent example of simultaneous renewal.						
<p><b>Standard 3: Candidate Quality, Recruitment, and Selectivity</b></p> <p>The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at</p>	All	Development of a plan to recruit and retain high-quality candidates from a broad range of backgrounds and diverse populations who meet employment needs.	<table border="1" data-bbox="802 1159 1251 1395"> <thead> <tr> <th data-bbox="802 1159 1035 1268">Pell Grants</th> <th data-bbox="1039 1159 1251 1268">% of COE Undergrad Enrollment</th> </tr> </thead> <tbody> <tr> <td data-bbox="802 1271 1035 1330">3-yr Aggregate</td> <td data-bbox="1039 1271 1251 1330">GM=49.8%</td> </tr> <tr> <td data-bbox="802 1333 1035 1395">AY 12-13</td> <td data-bbox="1039 1333 1251 1395">49%</td> </tr> </tbody> </table>	Pell Grants	% of COE Undergrad Enrollment	3-yr Aggregate	GM=49.8%	AY 12-13	49%	Candidate diversity indicates positive trends and attainment of 14-15 goals related to percent of students with Pell grants and percent of non-white, non-female students.	
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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 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.			AY 13-14	47%	A new recruitment plan should include efforts to recruit more non-white, non-female candidates.	Continue to address this issue and develop plans to improve.
		AY 14-15 Goal	47 %			
			AY 14-15 Actual	53.5 %		
			<b>Non-White Non-Female</b>	% of COE Undergrad Enrollment		
			3-yr Aggregate	GM= 28.7%		
			AY 12-13	28%		
			AY 13-14	27%		
			AY 14-15 Goal	28%		
			AY 14-15 Actual	31%		
		Enrollment (total): goal is unduplicated headcount of 406 non-white, non-female by 2020.	In order to compare headcount at like times if the year, we chose May 15 <sup>th</sup> . May 2014: 183 students May 2015: 190 students  <i>Source: USF Info Center</i>		In AY 2015-2016, faculty, in collaboration with recruitment and marketing, will develop and enact a strategic plan to increase enrollment. Faculty then need to monitor and evaluate plan implementation. Faculty should also examine opportunities to reach a broader audience in existing programs.	Enrollment strategic plan should include increase in offerings in differing formats from current offerings.

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<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>	All	<p>Piloting and evaluation of results of the Classroom Assessment Scoring System (CLASS) with a sample of second year completers of Elementary Education ITP programs.</p>	<p>In light of the data now available from FLDOE related to principal evaluation of our graduates, plans to implement the CLASS pilot were suspended. Although that instrument could provide us with additional information about our completers' impact on their students, the human resources necessary for implementation cannot be justified.</p>	<p>The data suggest that our completers' P-12 students are making adequate gains. However, because our data for most demographic variables is below state averages, our candidates need more opportunities to work with minority populations prior to graduation. A new Diversity Tracking Form has been developed to track the demographic makeup of the classrooms where our candidates have field experiences.</p>	<p>Excellent work on this difficult-to-measure outcome.</p>
		<p>Analysis of data provided by FLDOE per impact of graduates on student learning (VAM data – Florida Value Added Model) and rating by supervisors</p>	<p>FLDOE data shows a score of 3 (out of 4) for all three initial teacher preparation programs based on the performance of P-12 students assigned to those who completed our programs between 2009 and 2012.</p> <p>When student performance scores are disaggregated by demographic subgroup, USFSM program scores drop significantly to 1 on a 4 point scale (n=4) for Reading graduates, and 2 for Elementary Education graduates (n=53 BA/BS; n=7 MAT).</p> <p>For the state's measure of Teacher Evaluation Results, the completers of two programs, Reading and the MAT, earned the highest possible score of 4. Completers of the Elementary Education BA/BS earned a score of 2 (out of 4). All criteria for a score of 4 were met, but a single completer who was evaluated as 'unsatisfactory' dropped this score to 2.</p>	<p>One completers' poor performance in a teacher evaluation resulted in an unsatisfactory score for the entire program. Faculty examined the academic records of this one completer and are using that</p>	



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		Employers Satisfaction Survey results	Employer satisfaction results continue to indicate that our completers are ethical (mean=3.48, n=22) but struggle to make data-driven instructional decisions (mean=3.0).	information to inform our process. We have instituted a new full faculty review of every candidate entering each level of internship. Advising is now collecting data on academic performance of candidates (number of withdrawals and unsatisfactory grades), and contributing that information to program faculty during the review process.  Changes have been made to our measurement course to address our candidates' weakness in the area of data.	
		Alumni Satisfaction Survey	Alumni survey results indicate overall satisfaction with the program, yielding an average over 4 (on a 5-point scale) for every indicator.		
<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	1-4	Continued annual data review cycle.	As part of the Annual Program Review process for 2013-2014, the Assessment Committee focused on one program per month, inviting all program faculty to attend the meeting and provide feedback about the Dean's Office Annual Data Report (DOADR) and the program review process. Leaders from Institutional Research were present to hear the feedback. In general, faculty struggle with the volume of data and the time-intensive process of reviewing data	At the request of the Coordinator of Assessment, the Initial Teacher Preparation curriculum group has agreed to add a meeting to their fall schedule to focus exclusively on review and discussion of their Annual Program Review	Excellent example of evolution of the assessment system within COE for continuous improvement.

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<p>learning and development. The provider supports continuous improvement 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>			<p>to conduct a thorough program review. The Coordinator of Assessment has observed that faculty for some programs have used a 'divide and conquer' approach, resulting in a review that lacks cohesion.</p>	<p>Reports to improve the cohesiveness of the final report. Institutional Research personnel, in collaboration with the Coordinator of Assessment, have drafted new executive summaries for each program to improve the effectiveness and efficiency of the review process. These summaries contain key data linked to each of the seven COE Candidate Proficiencies, along with data from FLDOE that is tied to its new performance metrics. The 2014-2015 DOADR will be completely electronic and housed on Canvas.</p>	<p>Excellent use of technology.</p>

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		Data-based Reports Generated	Each COE program conducted its Annual Program Review using data gathered from both internal and external sources. An Annual Program Review Report was completed for each program.	<p>Following are highlights of faculty plans for program changes:</p> <p><b>BA/BS Elementary Education</b></p> <p>A content pretest has been added to MAE 4310 and faculty plan to examine the feasibility of implementing similar measures for Social Science and Science. Candidates' ability to make data driven decisions continues to be a skill of concern. Faculty are encouraged to make program changes to address this deficiency.</p> <p><b>MAT Elementary Education</b></p> <p>Faculty acknowledge that the program's lack of focus on students with varying exceptionalities needs to be addressed. Inclusion of this content within other program courses will</p>	

Outcomes (Five CAEP <sup>1</sup> Accreditation Standards)	Unit Goal	Means of Assessing Outcomes	Assessment Data	Plan Resulting from Analysis of Assessment	Vice Chancellor's Response (Dr. Terry Osborn)
				<p>help to address this concern. A content pretest has been added to MAE 6117 and faculty plan to examine the feasibility of implementing similar measures for Social Science and Science. Candidates' ability to make data driven decisions continues to be a skill of concern. Faculty are encouraged to make program changes to address this deficiency.</p>	<p>Continue development in these critical areas.</p>
				<p><b>M.Ed. Educational Leadership</b> Faculty will develop more precise assessment rubrics for each of the domains aligned with state standards. Faculty successfully piloted a system to ensure that candidates have experiences in diverse school environments. Faculty plan to focus improvement on human resource</p>	

Outcomes (Five CAEP <sup>1</sup> Accreditation Standards)	Unit Goal	Means of Assessing Outcomes	Assessment Data	Plan Resulting from Analysis of Assessment	Vice Chancellor's Response (Dr. Terry Osborn)
				<p>management knowledge and skills.</p> <p><b>MA in English Language Teaching Arts</b> Given that this program does not yet have any graduates, the data available for analysis was limited.</p> <p><b>MA in Education General</b> Faculty committed to closely monitor data collection. Faculty acknowledged a need to transition special topics courses to formally approved courses with specific content.</p>	

Outcomes (Five CAEP <sup>1</sup> Accreditation Standards)	Unit Goal	Means of Assessing Outcomes	Assessment Data	Plan Resulting from Analysis of Assessment	Vice Chancellor's Response (Dr. Terry Osborn)
		Faculty evaluation of the validity and reliability of a sample of critical tasks.	Faculty scoring of a single artifact from a Critical Task indicated inconsistency in expectations of the assignment as well as expectations not clearly articulated in the syllabus instructions for the Critical Task.	Program faculty have been charged with revising the official syllabus language of each Critical Task to be warehoused by the Assessment Coordinator.	Continue development in these critical areas.
		Faculty scholarship: increase the number of national/international peer-reviewed publications, books, and book chapters by tenured/tenure track faculty.	2013: 7 national/international peer-refereed publications for 8 tenured/tenure-track faculty  2014-15: Five peer-reviewed journal publications and three book chapters for the 6 tenured/tenure-earning faculty with research assignments	2014-15 productivity per faculty member with a research assignment increased to 1.33 from 0.875 the previous year. Resources from the Center for PAInT have provided opportunities for data collection, but have not yet translated into publications. Continue to monitor.	Continue development in these critical areas.
		Money spent by the Center for PAInT for the benefit of students	13-14: \$50,000 14-15: \$50,000	Continue and expand partnerships through the Center for Partnerships in Arts-Integrated Teaching that support professional development for	Continue development in these critical areas.

Outcomes (Five CAEP <sup>1</sup> Accreditation Standards)	Unit Goal	Means of Assessing Outcomes	Assessment Data	Plan Resulting from Analysis of Assessment	Vice Chancellor's Response (Dr. Terry Osborn)
				candidates in arts-integrated education.	

**Chancellor's Response** (Dr. Sandra Stone): The COE is to be commended for their success NCATE/CAEP review this year – that was a major accomplishment. The faculty and Interim Dean are also to be commended for using their performance and other data to identify areas in the program that need improvement and developing corresponding plans to make changes. The assessment burdens for education programs continue to increase, and I appreciate the faculty's efforts to put good processes in place to capture the data needed for these purposes. In terms of diversity, rather than set a percent for particular demographic characteristics, perhaps it would make sense to aim to have the teacher ed program graduates more closely reflect the larger community/region we serve and where our graduates are likely to be employed.

7/7/2015