

ASSESSMENT REPORT OF STUDENT OUTCOMES

Department: Urban Education

Degree Program: BAIS degree with teacher education and MAT degree

Date: October 28, 2006

- 1. Statement of Purpose – Describe what the desired student outcomes are in this program. What should students know and be able to do after successfully completing this program?**

Objective One

Students completing a BAIS degree with teacher certification or a MAT degree will demonstrate a level of competency in the following areas of knowledge:

- Characteristics and needs of learners in multicultural settings;
- Effective teaching practices that enhance student achievement;
- Factors related to the development of effective teaching environments in urban classrooms;
- Competency of academic content areas of language arts, social studies, mathematics, or the natural sciences;
- Competency in computer/technology proficiency.

Objective Two

Students completing a BAIS degree with teacher certification or a MAT degree with teacher certification will demonstrate competency on the state TExES

exams

and will be eligible for certification to teach in Texas.

- Pass all exams required for certification;
- Obtain certification to teach in Texas.

Objective Three

Students completing a MAT degree will demonstrate leadership in the effective teaching of learners in multicultural settings and will demonstrate leadership in the field of urban education.

- Conduct and present research
- Take on leadership positions in their schools and districts

- 2. Expected Results – Indicate what information is needed to show that the desired outcomes have been achieved. Provide clear operational definitions of what the department agrees constitutes acceptable evidence of success.**

Educational effectiveness: The educational effectiveness of the BAIS and MAT degree with teacher certification will be evaluated and measured by gathering and analyzing data. This will be demonstrated through the evaluation of the following:

- Maintain an acceptable percentage of students passing the state TExES exams the first time taken. The state of Texas requires a passing standard of a total test scaled score of 240 on a scale of 100 to 300.
- Maintain an acceptable annual pass rate of students completing the program and obtaining certification to teach in Texas (Legislative Budget Board State Report). The state of Texas requires a 70% pass rate.
- Establish an above average rating of 3.5 (5 point scale) for student satisfaction of program delivery and instruction and student competency issues on the student course evaluation.
- Maintain positive feedback from graduates on departmental surveys.
- Establish an above average rating of 95% of undergraduate course completers.
- Increase semester SCH (semester credit hours) generated by the department.
- Increase the number of certified teachers.

3. Assessment Procedures – Outline the methods used to collect the assessment information needed to determine if program goals are being achieved. Be concise but clear on how major assessment procedures are administered. Provide specific information on who does what to whom, how it is done, and how often it is done.

Instructional Delivery and Student Satisfaction: evaluated at the end of each semester to each student enrolled in the program. Data will be collected on the end-of-course evaluation form.

State TExES Exam Data: evaluated annually through the ASEP reporting data furnished by SBEC (State Board for Educator Certification); data is updated 5 times each year after each test administration. Data is analyzed and distributed to Department Chair, Assistant Chairs, faculty, and staff.

Title II Data: collected and evaluated annually by the Office of Institutional Research; data is collected and analyzed each year by the Teacher Education Coordinator, Assistant Chairs, and Department Chair. Data is maintained on the SBEC website and institutional BANNER student records.

Undergraduate Course Completers: collected and evaluated annually by the Office of Institutional Research; UHD Fact Book is published.

Generated SCH: collected and evaluated annually by the Office of Institutional Research; UHD Fact Book is published.

The Number of Certified Teachers: reported annually by SBEC (State Board for Educator Certification) and ASEP.

Formal and Informal Feedback: reported by supervisors, CPDT Board partners and professionals (mentors) at the field-based sites and student survey results.

4. Assessment Findings – Summarize the findings of each major assessment procedure used and indicate the degree to which they show that program goals are being achieved. Provide explanation or analysis for findings as needed.

Instructional Delivery and Student Satisfaction: Evaluations are collected from each student in the program and analyzed at the end of each semester. Evaluations over the last three years have averaged above 4.5 on a Likert Scale of 1 to 5, with 5 the highest ranking.

State TExES Exam Data: Department of Urban Education status is “Accredited”.

<u>Test Pass Rates for Completion Year 2002</u>	<u>Test Pass Rates for Completion Year 2003</u>	<u>Test Pass Rates for Completion Year 2004</u>
Initial 99%	Initial 92%	Initial 92%
Final 97%	Final 94%	Final 95%

<u>Test Pass Rates for Completion Year 2005</u>	<u>Test Pass Rates for Completion Year 2006</u>
Initial 91%	Initial 92%
Final 94%	Final

Title II State Report:

2002 Summary Pass Rate = 90%
2003 Summary Pass Rate = 87%
2004 Summary Pass Rate = 91%
2005 Summary Pass Rate = 88%
2006 Summary Pass Rate = 85%

Undergraduate Course Completers:

<u>Semester</u>	<u>Percent of Undergraduate Course Completers</u>
Fall 01	96%
Fall 02	98%
Fall 03	96%
Fall 04	96%
Fall 05	98%

Generated SCH:

<u>Semester</u>	<u>SCH</u>
Fall 01	3345
Fall 02	3969
Fall 03	5055
Fall 04	5268
Fall 05	5214

Certified Teachers: 96.5% Certification rate for FY 2005(Legislative Budget Board State Report)

Certified Teachers: 95.9% Certification rate for FY 2006 (Legislative Budget Board State Report)

<u>Year</u>	<u>Approximate Number of Certified Teachers</u>
01-02	210
02-03	180
03-04	155
04-05	166
05-06	136

5. **Review of Assessment** – Describe how, and by whom, assessment findings are reviewed. Be concise but clear regarding the role of the departmental faculty as a whole, special assessment committees within the department, outside advisory committees, and other groups in the review and analysis of assessment findings.

Instructional Delivery: Reviewed by Department Chair following each semester.

Graduation/Retention Data: Reviewed annually by the Office of Institutional Research, Office of Policy and Planning, Department Chair, Department Faculty and Staff, and the Center for Professional Development and Teaching (CPDT) Advisory Board.

State TExES Exam Data: Reviewed annually by the Office of Institutional Advancement, Office of Policy Planning, Department Chair, Department Faculty and

Staff, and the Center for Professional Development and Teaching (CPDT) Advisory Board.

Undergraduate Course Completers; Reviewed annually by the Office of Institutional Advancement and the Office of Institutional Research.

Generated SCH; Reviewed annually by the Office of Institutional Advancement, Office of Institutional Research, and Department Chair.

The Number of Certified Teachers; Reviewed quarterly by the Department Chair and Teacher Education Coordinator.

Formal and informal Feedback; Reviewed by block faculty, CPDT Director, Director of Field Experiences, Assistant Chair for Undergraduate Program, and Department Chair.

6. Changes to be Made as a Result of Assessment Findings – List specific changes that have been made or will be made in the program as a result of assessment findings. Provide brief explanations of how the changes will better enable the program to achieve its goals.

- **Instructional Delivery**

Ongoing collaboration among faculty regarding curriculum and instruction in the undergraduate and graduate programs continually improve instructional delivery. The addition of five new tenure-track faculty has reduced the number of adjuncts. Support for first time faculty members and adjunct instructors continues to be influential to improve instructional delivery. The increased use of Web CT and online courses also assist students and have a positive impact on our program. The purchase of laptops and projectors for use in the field-based courses has increased the integration of technology in field-based teaching. In some field-based sites paired placements are designed to enhance peer coaching among students. A Professional and Academic Policy was developed to enhance the professionalism of students. Electronic portfolios are now required in all the blocks.

- **Student Satisfaction**

More online courses have been offered and the use of WebCT among faculty has increased. We continue to offer expanded options for certification (example: Alternative Certification Program and Alternative Certification combined with MAT) have focused on student needs leading to greater student satisfaction. The articulation agreements developed with community colleges will allow students an efficient path through the AAT to certification and the BAIS. The special partnership

with Cy Fair College and the department will offer students at that college a unique path to certification and the BAIS. We are developing plans with area districts for paraprofessionals to earn certification and a BAIS.

- **State TExES Data**

Revised curriculum scope and sequence, disaggregating and distributing test data, program implementation procedures, and program degree offerings assist our department in supporting students' success on the TExES.

- **Title II Report Data**

The department maintains a student to faculty ratio that supports students in field-based experiences. Faculty and the Teacher Education Coordinator continue to support students who apply for certification.

- **Undergraduate Course Completers**

Collaborative faculty team meetings address student individualization of instruction and differentiated instruction to support students to become course completers. The Teacher Education Coordinator conferences and develops personalized study plans with students to also support this effort. Faculty continue to strengthen the system for early detection and intervention of student problems.

- **Generated SCH**

Positive student feedback and recruitment efforts of undergraduate and graduate program faculty have supported our department. We are expanding partnerships with several districts in addition to those of our CPDT through ACP agreements and through discussions about paraprofessional routes to certification and benefits of our MAT.

- **The Number of Certified Teachers**

The Teacher Education Coordinator works individually with students to guide them toward completion and certification. The growth in the Alternative Certification Program has offered our students an additional option for successful certification. Collaboration with community colleges on statewide AAT initiatives is also important in our efforts to increase the number of certified teachers. We are forming new partnerships with several districts and are discussing innovative ways to help paraprofessionals attain their certification and BAIS. We have also established a unique partnership with Cy Fair Community College that will facilitate certification through a joint admission program with their AAT and our BAIS.