Report:	Assessment Plan Details for: School of Education
	Report Generated by TaskStream
Workspace:	Operational Plan & Assessment Report - OPAR
Assessment Plan:	2009-10 Cycle: Assessment Plan and Assessment Findings
Assessment Plan Template:	OPAR Assessment Plan
Report Generated:	Friday, August 27, 2010

Measures and Findings

School of Education Unit Goals

1. Increase enrollment, retention, and graduation rates

1. Increase retention

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.1.5., 1.5.2.,
- UNC Tomorrow: 4.3.1, 4.3.2

Measures & Findings

Education learning community

Details/Description: 60 first time freshman and transfer students will participate in the education learning community, which will provide direct advisement by instructors housed in the School of Education.

Acceptable Target: At least 70% of students participating in the Education Learning Community will complete the Plato Diagnostic Test. The data from the pretest will serve as formative assessment for supplemental instruction to meet the Praxis I teacher admission requirement. At least 15 of the students will achieve the Praxis I requirement by the sophomore year.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Education learning community

Summary of Findings: Fifty students participated in the Education Learning Community. Sections were limited to 25 each. All students completed the Plato Diagnostic Test.

Acceptable Target Achievement: Met

Recommendations : The Unit will continue to seek funds to support select Praxis-takers with financial hardship.

Reflections/Notes : The Unit will request additional sections to include the incoming students in the Learning Community.

Substantiating Evidence:

SOEARRC QuarterlyProgressReport (ThirdQuarter)10 (FINAL).pdf (Adobe Acrobat Document)

The Unit will document advisement process

Details/Description: The Unit will document advisement process through completed curriculum plans maintained in students' academic file. The advisement process will include collecting data on students' Plato scores, which will be used to advance their praxis I success rate. The completed curriculum plan will provide students with personalized guidelines to guide them through their tenure as students in the School of Education. Advisement will also result in a decrease in the number of students' complaints and DWF grades.

Acceptable Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for The Unit will document advisement process

Summary of Findings: 93% of new students (freshmen & transfers) were advised of curriculum plans developed. 81.6% of first time students who declared a major requested for fall 2010 classes; 75.7% of transfer students who declared a major, registered for fall 2010 as of July 19th. DFW rates are inconclusive.

Acceptable Target Achievement: Met

Recommendations :

Reflections/Notes :

Substantiating Evidence:

The School of Education.pdf Declared Majors.pdf (Adobe Acrobat Document)

2. Increase teacher completion numbers

Measures & Findings

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.1.5.,
- UNC Tomorrow: 4.3.1, 4.3.2

Advisor update

Details/Description: The Departments will update advisor/advisee list by 100% and will provide advisement to 75% of advisees, which will serve to guide them to degree completion. This means that the names of faculty members and student advisees no longer at FSU will be removed from the advisor list in banner. Advisement processes will be documented through sign-in sheets and updated curriculum plans for undergraduate students with less than 30 credits and for graduate students enrolled in programs. Students with 30 and less credits or who are first time freshman and transfer students will be advised by the School of Education Academic Advisement and Retention Center.

Acceptable Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Advisor update

Summary of Findings: 144 BS degrees earned, with an increase of 28 (met)
44 advanced degrees earned, with a decrease of 28 (not met)

Acceptable Target Achievement: Not Met

Recommendations : Review of curriculum plans of 86 M.Ed enrollees to determine needs and assist to completion

Reflections/Notes :

Substantiating Evidence:

FSU Expansion Worksheets9-17.pdf (Adobe Acrobat Document)

Revise EDUC 211

Details/Description: The EDUC 211: Field Experience in Area Schools, the gateway course to teacher education, will be revised to streamline the Plato process. The course will be designed to capture and use Plato scores as formative assessments. Supplemental instruction will be coordinated by the Praxis Committee to meet the needs of students as evident in the Plato data.

Acceptable Target: Of the 172 students currently enrolled in the EDUC 211 courses, 70 or 40% will sit the Praxis I exam and of those, 25 or 33% will experience success and submit applications for admission to Teacher Education. One hundred fifty or 87% of these students will return their rented textbooks (a cause of financial hold to accounts that prevents students from registering the next semester), thereby keeping them on track to complete individualized curriculum plans.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Revise EDUC 211

Summary of Findings: Data is inconclusive. However, most students completed Plato; many participated in Praxis I workshops with some students recorded success on the test. 57 students were admitted to TE seeking a degree. 24 students admitted to TE seeking a license only.

Acceptable Target Achievement: Not Met

Recommendations : Funding to support students completing Praxis I. Assigning key course to faculty willing to work with students to meet test expectations.

Reflections/Notes :

Substantiating Evidence:

The School of Education.admits to program 09.10.pdf (Adobe Acrobat Document)

3. Increase transfer and low-SAT completers

Measures & Findings

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.1.2., 1.1.5.,
- UNC Tomorrow: 4.3.1, 4.3.2, 4.3.5,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.3

Monitor Low-SAT Students

Details/Description: The SOE has requirement of 2.5 to be admitted to, and continue through, Teacher Education programs. Advisors of students who were admitted to FSU with a SAT score below 799 will monitor these students academic achievement and as necessary refer them to The Curriculum Resource Center or to other Centers to received support instruction so as to progress through the program and complete program expectations.

Acceptable Target: These efforts will assist these students will low SAT scores to earn degrees in numbers comparable to students with higher SAT scores.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Monitor Low-SAT Students

Summary of Findings: Results inconclusive. Meetings were held with the students, however, impact on intervention is not known.

Acceptable Target Achievement: Not Met

Recommendations : Continue to monitor the students with GPA below 2.5.

Reflections/Notes :

Substantiating Evidence:

The School of Education.admits to program 09.10.pdf (Adobe Acrobat Document)

SOEAARC will work directly with transfer students

Details/Description: The Director of the SOEAARC will work directly with transfer students, to not only recruit, nut to provide advisement and develop personalized curriculum plans that will be sued to move the students through the process to program completion. These transfer students will have centralized location and an advisor to guide through the first semester on campus. The SOEAARC will continue to track the progress of these students after they have been assigned to program advisors within departments in order to assist them to earn degrees in numbers comparable to first time freshmen.

Acceptable Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for SOEAARC will work directly with transfer students

Summary of Findings: While the number of transfer students has increased, the data is inconclusive/not available on the students earning degrees.

Acceptable Target Achievement: Not Met

Recommendations :

Reflections/Notes :

Substantiating Evidence:

School of Education Completers 2006-2010.pdf (Adobe Acrobat Document)

2. Enhance student learning

4. Improve NSSE Scores related to learning

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.2.2., 1.2.3.,
- UNC Tomorrow: 4.1.1,
- USA- NCATE Unit Standards (effective fall 2008): Sub-Standard 1c., Sub-Standard 1g.

Measures & Findings

Reflection in field experience courses

Details/Description: Courses aligned to a field experience placement will provide an opportunity, through major course assessments, for students to reflect on the activities and experiences in the field. Classroom discussions will allow students to discuss their experiences and receive feedback that will further assist them in maximizing opportunities and learning in the field which will be reflected in critical and analytical reflection in the field experience report. All 15 courses with a field experience component will require a summative report with focus determined by faculty and OTE and specified in Field Experience Handbook. Faculty members will invite students to

Findings for Reflection in field experience courses

Summary of Findings: Students participated in American Education Week (120 participants, The Excellence in Teaching Institute (150 participants), Colloquium (60 participants), and Deans Forum (47 participants). Samples of filed experience reports and literature reviews on file.

Acceptable Target Achievement: Met

Recommendations : Continue to monitor role of students in the field; provide activities for students' participation.

Reflections/Notes :

participate in conferences and other professional development activities that will promote critical and analytical skills.

Acceptable Target: Attendance rosters will document that at least 100 students participated in planned academic activities.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Substantiating Evidence:

EITI Student Attendees #.pdf (Adobe Acrobat Document)

Use of outcomes and rubrics

Details/Description: Each course at the three transition points will clearly outline student learning outcomes, which will be aligned to major assessments, DPI teaching standards, and the SOE Conceptual Framework themes. Alignment of outcomes to standards and the presentation of rubrics to evaluate each major assessment will assist students in experiencing the academic development necessary to succeed upon program completion. Data as related to major assessments will document academic knowledge and skills and personal development. At least 3 faculty members from each department will participate in professional development activities that will provide strategies to enhance course planning, delivery, and analysis of data that will result in a positive impact on candidates' academic learning and the enhanced skills of the professors, which will be reflected in increased students' rating of faculty instruction on items 1 to 10 of the SIR II results.

Acceptable Target: (Items 1-5 increase from 4.40 to 4.50 and items 6-10 from 4.49 to 4.51.)

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Use of outcomes and rubrics

Summary of Findings: Data not available. However, Graduating Senior Survey (GSS) indicates 84.09% of students were satisfied with advising received, an increase of 2.30%.

Acceptable Target Achievement: Not Met

Recommendations : Use the GSS as a source of data and continue efforts to promote effective advisement and intervention to meet students' academic needs.

Reflections/Notes :

Substantiating Evidence:

3. Enhance attractiveness to prospective students

4. Continuous improvement in student/customer services

7. 70% student satisfaction

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.5.1.

Measures & Findings

SOE Student Satisfaction Survey

Details/Description: The School of Education will develop a student satisfaction survey, which will be administered to students in each course at the end of the semester and after receiving services in the SOEAAC.

Acceptable Target: At least 70% of the

Findings for SOE Student Satisfaction Survey

Summary of Findings: 84.09 % of participants were satisfied, an increase of 2.30%; data on student complaints inconclusive.

Acceptable Target Achievement: Met

students will indicate satisfaction with the services provided by the School. Students' complaints will decrease by 5% as a result of this concerted effort.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Recommendations : Will maintain a better tracking system of student complaints and continue to monitor student satisfaction.

Reflections/Notes :

Substantiating Evidence:

Report1_SOE_Satisfac1 (2) pdfspring 2010.pdf (Adobe Acrobat Document)

Student responses to SSI and CQS

Details/Description: Students will respond to questions on Student Satisfaction Inventory (SSI) and the Campus Quality Survey (CQS) indicating that they are satisfied with the services provided by the School of Education. Student satisfaction will be enhanced through improved customer service strategies, which will include training by Human Resources to SOE Staff.

Acceptable Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Student responses to SSI and CQS

Summary of Findings: 84.09 % of students were satisfied.

Acceptable Target Achievement: Met

Recommendations : Continue to monitor student satisfaction.

Reflections/Notes :

Substantiating Evidence:

5. Partnership with the community and public schools

8. Increase service to public schools

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 5.3.3., 5.4.1.

Measures & Findings

Area schools will be invited to participate in planned activities

Details/Description: Area schools will be invited to participate in planned activities such as American Education Week, Excellence in Teaching Institute, etc.

Acceptable Target: The number of students and staff served will be reflected in the IHE report and will show an increase of at least 7% from that which was submitted for the 2008-009 report. The SOE Calendar of Activities will be developed and posted to SOE website at the start of the fall semester, by September 1, 2009.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Area schools will be invited to participate in planned activities

Summary of Findings: SOE calendar posted. Participants at EITI activity reflected 9 counties (14 principals/administrators & 84 teachers); American Education Week activities were attended as was Awards ceremonies.

Acceptable Target Achievement: Met

Recommendations : Continue activities for outreach and public school engagement.

Reflections/Notes :

Substantiating Evidence:

IHE chart 06 02 2010 finished.pdf (Adobe Acrobat Document)

The SOE will implement the PDS Agreement

Details/Description: The SOE will implement the PDS Agreement that was crafted with partner schools to provide service to the sites as identified on the Needs Assessment Survey that was completed by principals. The placement of field experience students will be coordinated so that students will work in groups at partner schools to provide academic service to students and enhance experiential learning for FSU candidates. The coordinated field placement roster will reflect this process. Faculty and students will participate in the United We Service Campaign to document outreach to students.

Acceptable Target: At least 100 service

Findings for The SOE will implement the PDS Agreement

Summary of Findings: IHE School Service Report represents an increase in service activities to public schools.

Acceptable Target Achievement: Met

Recommendations : Continue to monitor public school service through the Office of School Services.

Reflections/Notes :

Substantiating Evidence:

IHE narrative for public school service june 2 2010 (2).pdf (Adobe Acrobat Document)

hours will be reported by faculty with at least 100 students served though this process. The Community Service forms will serve as documentation of service. Faculty will participate on at least 5 committees or activities designed for community service.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

6. Expand partnerships and collaborations

9. In crease dual enrollment and international partnerships

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 4.3.3., 5.1.1.

Measures & Findings

Collaborate on international students in teacher education

Details/Description: Discussions will be initiated with at least one international institution of higher education to plan a collaboration that would result in international students enrolling in one or more teacher education programs. Students and faculty from both institutions will benefit from the diversity and global awareness the experience will provide.

Acceptable Target:

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Collaborate on international students in teacher education

Summary of Findings: MOU signed with Baoton Teachers Collete, Inner Mongolia China on 06.05.2010

Acceptable Target Achievement: Met

Recommendations : Continue process to receive students and develop collaborative to offer professional development for teachers from international institutions.

Reflections/Notes :

Substantiating Evidence:

2009 FSU-BTTC Cooperation Agreement-Education-Final-01042010.pdf (Adobe Acrobat Document)

Implement the Community College Partnership Action Plan

Details/Description: The Director of Teacher Education Recruitment and Advisement will implement the detailed Community College Partnership Action Plan as outlined in the Teacher Education Recruitment Plan and will reflect an increase in community college partnership by 2 new agreements. The Director will conduct on-site and/or virtual recruitment and advisement at community colleges. A schedule of planned activities and attendance rosters will serve as documentation of these events. Troops to Teacher Hire in Advance Program will be resumed.

Acceptable Target: Military personnel and their spouses will be recruited into dual degree or 2+2 programs resulting in an increase of dual degree agreements from 142 in 2008-2009 to at least 157. The discussion on the

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Implement the Community College Partnership Action Plan

Summary of Findings: Document 157 signed dual enrollment plans; 3 new CC agreements developed but not signed.

Acceptable Target Achievement: Met

Recommendations : Continue to work with military and to resume the Troops to Teachers discussion.

Reflections/Notes :

Substantiating Evidence: