

School of Education
University of Houston – Clear Lake

Performance Data
For
2015

June 2016

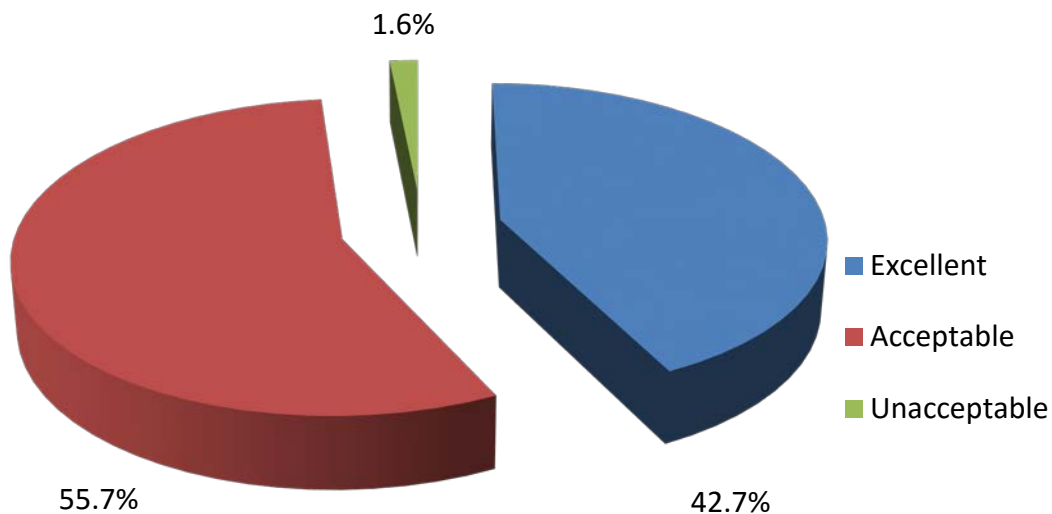
Goal: Candidates will meet professional standards for knowledge, skills and dispositions.

Of all course-based assessments 98.4% were scored as either “Excellent” or “Acceptable”; approximately 95.1% of all disposition scores were rated as “Acceptable”.

Course-based assessments are course assignments, selected by the program faculty for most SoE courses, which provide the strongest evidence that students meet the knowledge and skills required by the national, state and UHCL standards for the programs in which a student is enrolled. To ensure consistent assessments, all sections of a given course are required to use the same assessment and scored with a common rubric, which results in a performance level categorized as “Excellent,” “Acceptable,” or “Unacceptable.”

As can be seen in the chart below, approximately 98.4% (N = 24,601) of all scores for 2015 are either “Excellent” or “Acceptable.” This is well-above the percent required for all of the SoE Programs, and is about the same as the 98.6% for the prior year.

Course-based Assessment Score Distribution for 2015

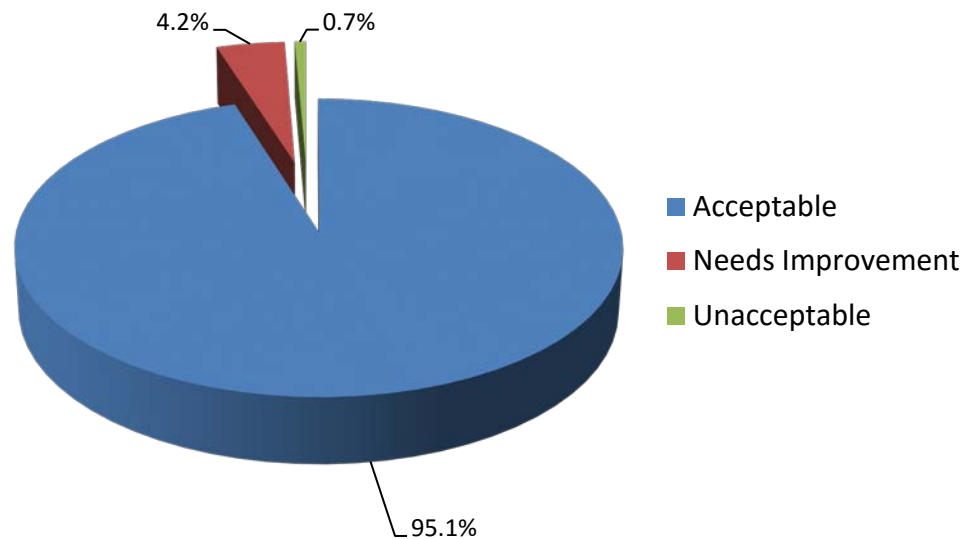


As required by the national accrediting body for the professional educator programs (The Council for the Accreditation of Educator Preparation or CAEP), the SoE assesses not only the skills and knowledge of students in professional education programs, but also the professional dispositions necessary to be successful in their chosen fields. Therefore, at the end of each course, every SoE student’s dispositions are assessed on five criteria: collegiality, integrity, commitment to learning, commitment to diversity, and responsibility. The scores are expressed as “Acceptable,” “Needs Improvement,” or “Unacceptable.” These assessments are primarily used to provide feedback to the students from a professional educator who has made careful

observations about students' behaviors that are indicators of the five individual criteria. "Needs Improvement" scores are a concrete way to communicate to students that they have not completely demonstrated the appropriate dispositions; "Unacceptable" scores indicate that there are serious concerns about a student's ability to be successful once employed.

The scores for these five individual criteria are used to determine an overall disposition score for the student for that course. Essentially, if a student receives an "Unacceptable" on any of the five individual criteria, he or she will receive an "Unacceptable" disposition score for the course. Likewise, if a student does not receive an "Unacceptable" score, but receives one or more "Needs Improvement" scores, a "Needs Improvement" disposition score is given for the course. The chart below presents the percentages for each of the three possible overall scores for all students in the SoE for 2015. *As can be seen, the number of "Needs Improvement" and "Unacceptable" scores is very low (approximately 4.9%, N = 4,763), indicating that candidates are very aware of, and can demonstrate the dispositions required of the profession.*

Disposition Score Distribution for 2015



Goal: Maintain State standard for accountability for State Assessments.

The School of Education had a pass rate of 99.4% for program completers as reported by SBEC in 2015. This is slightly less than the 99.8% for 2014 and the 100% reported for 2013. It is noteworthy that year after year the SoE has maintained a pass rate very close to 100%.

Program effectiveness in the School of Education is externally measured through standardized assessment measures, namely the Texas Examinations of Educator Standards (TExES). The State Board for Educator Certification (SBEC) holds all institutions accountable for their Pass/Fail rates on the tests. SBEC requires cumulative pass rate of 80%. The standard must be met for all subsets of data: Male, Female, White, African American, Hispanic, Other and Overall. Because it is necessary to maintain a high pass rate, policies and procedures are in place regarding TExES eligibility, remediation, and practice tests.

Completion Year Scores for State Assessment (ASEP Year 2015)

| Certification Description | Tests taken | Tests Passed | Pass Rate (%) |
|--|--------------------|---------------------|----------------------|
| Art EC-12 | 7 | 7 | 100.0% |
| Bilingual Education Supplemental | 5 | 5 | 100.0% |
| Bilingual Generalist EC-6 | 24 | 21 | 87.5% |
| Bilingual Target Language Proficiency Test Spanish | 25 | 24 | 96.0% |
| English as a Second Language (ESL) Supplemental | 10 | 10 | 100.0% |
| English as a Second Language (ESL)/Generalist 4-8 | 8 | 8 | 100.0% |
| English as a Second Language (ESL)/Generalist EC-6 | 25 | 25 | 100.0% |
| English Language Arts and Reading 4-8 | 3 | 3 | 100.0% |
| English Language Arts and Reading 7-12 | 5 | 5 | 100.0% |
| English Language Arts and Reading 8-12 | 3 | 3 | 100.0% |
| Generalist 4-8 | 13 | 13 | 100.0% |
| Generalist EC-6 | 109 | 109 | 100.0% |
| History 7-12 | 1 | 1 | 100.0% |
| Life Science 7-12 | 3 | 3 | 100.0% |
| Life Science 8-12 | 1 | 1 | 100.0% |
| Mathematics 7-12 | 3 | 3 | 100.0% |
| Mathematics 8-12 | 4 | 4 | 100.0% |
| Pedagogy and Professional Responsibilities EC-12 | 237 | 237 | 100.0% |
| Pedagogy and Professional Responsibilities EC-6 | 3 | 3 | 100.0% |
| Principal | 58 | 58 | 100.0% |
| Reading Specialist | 1 | 1 | 100.0% |
| School Counselor | 16 | 16 | 100.0% |
| School Librarian | 22 | 22 | 100.0% |

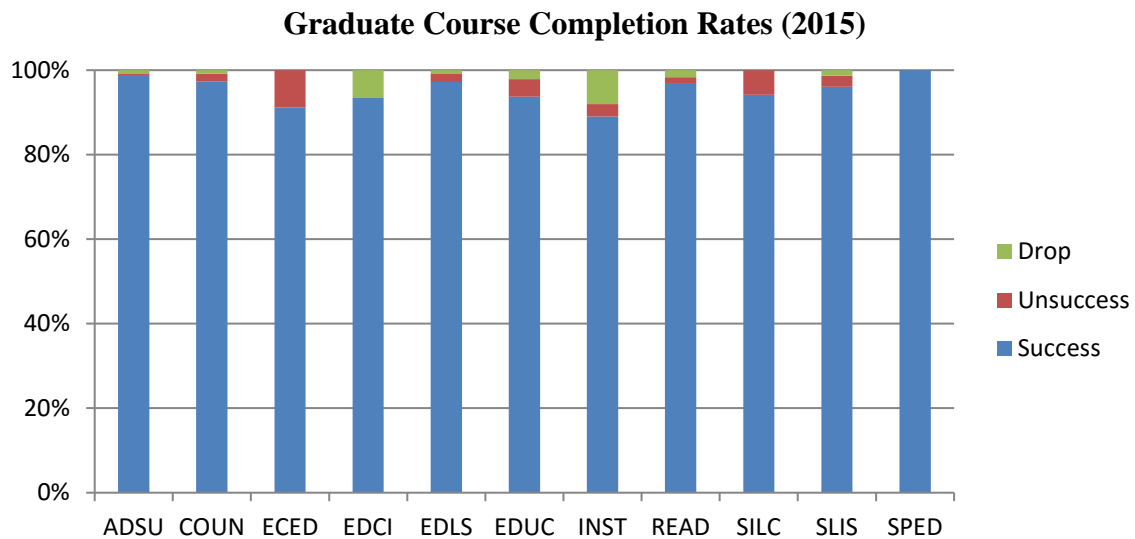
| | | | |
|-------------------------|-----|-----|--------|
| Science 4-8 | 6 | 6 | 100.0% |
| Social Studies 4-8 | 5 | 5 | 100.0% |
| Social Studies 7-12 | 13 | 13 | 100.0% |
| Social Studies 8-12 | 5 | 5 | 100.0% |
| Special Education EC-12 | 20 | 20 | 100.0% |
| Superintendent | 5 | 5 | 100.0% |
| SoE Total | 640 | 636 | 99.4% |

All gender and ethnic groups at UHCL were successful in achieving an 87.0% or higher pass-rate. SBEC confirmed that UHCL was fully “Accredited” in Spring 2016 based on the TExES test data results of 2014-2015. The Table above provides a listing of ASEP Year TExES results by certification area.

Goal: Provide opportunities for students to be successful in their courses.

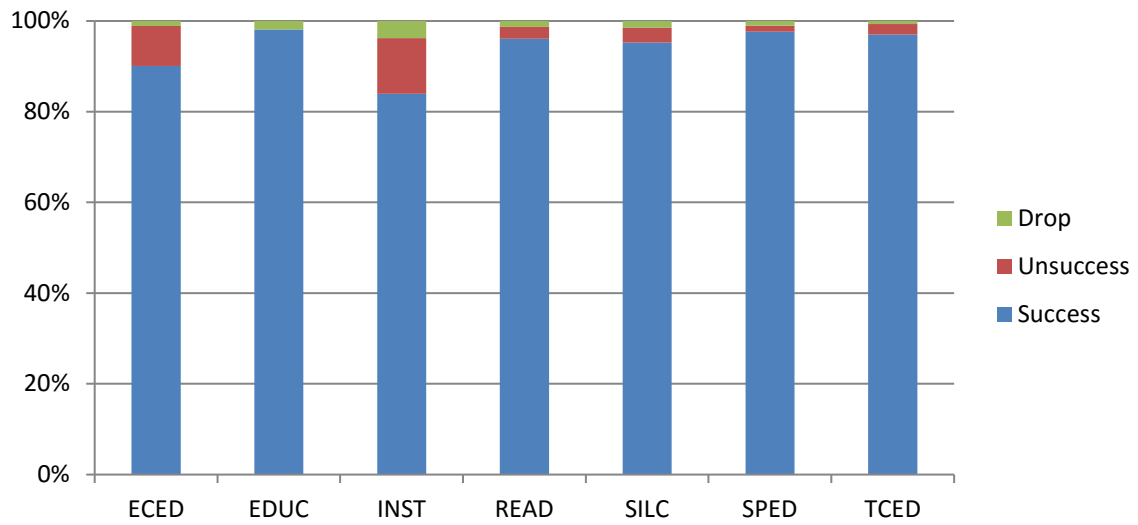
The success for all SoE students is 95.0%, about the same as for 2014. This completion rate exceeds the established goal.

Graduate Course Completion. As can be seen in the charts below, Course Completion rates for all programs except one are above 90%, with six above 95%. INST has a completion rate of 89.1%. This program is entirely web-based so this is not unexpected. These programs have high non-completion rates nationally. SPED and ADSU have the highest number of students who completed their courses at 100.0% and 98.9%, respectively. The EDUC rate, usually somewhat lower because students typically have difficulty in the research and statics courses that are required of most master’s programs, has increased in 2015.



Undergraduate Course Completion. The completion rate for undergraduate courses is about the same as the rate for graduate courses. All but one are above 90%. The INST unsuccessful percentage is the highest, because a high proportion of these course sections are offered on-line (approximately 75%). According to national studies, this mode of delivery is very prone to students getting behind and having to withdraw after the “no grade” deadline.

Undergraduate Course Completion Rates (2015)



Goal: Retain students who have not completed their programs.

As can be seen in the table below, 85.8% of students in the five cohorts attending classes since Fall, 2010 were retained in their programs. This is above the target figure of 80%.

Retention Rates for Five Cohorts (Fall Semesters 2010 to 2015)

| Cohort Entry Semester | Cohort Size | Students Completed | Students Not Retained | Students Retained | Retained/Completed Rate |
|------------------------------|--------------------|---------------------------|------------------------------|--------------------------|--------------------------------|
| Fall 2010 | 2,278 | 1,616 | 331 | 331 | 85.5% |
| Fall 2011 | 1,999 | 1,398 | 284 | 317 | 85.8% |
| Fall 2012 | 1,865 | 1,190 | 285 | 390 | 84.7% |
| Fall 2013 | 1,783 | 940 | 270 | 573 | 84.9% |
| Fall 2014 | 1,661 | 529 | 289 | 843 | 82.6% |
| Total | 11,890 | 7,458 | 1,690 | 2,742 | 85.8% |