



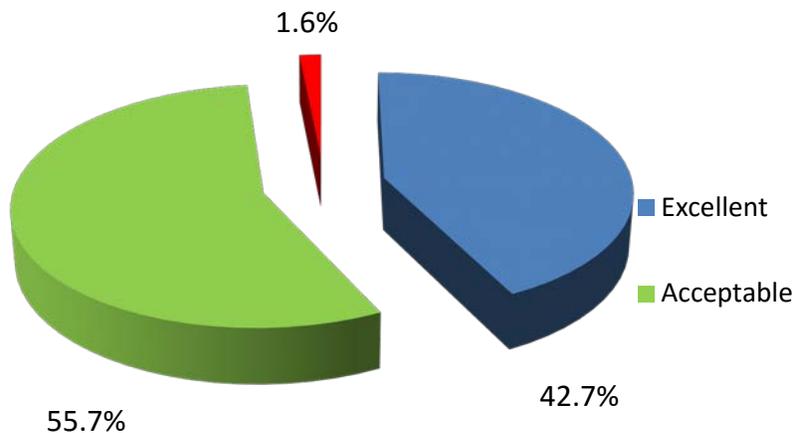
College of Education  
University of Houston Clear Lake

Performance Data  
For  
2016

June 2017

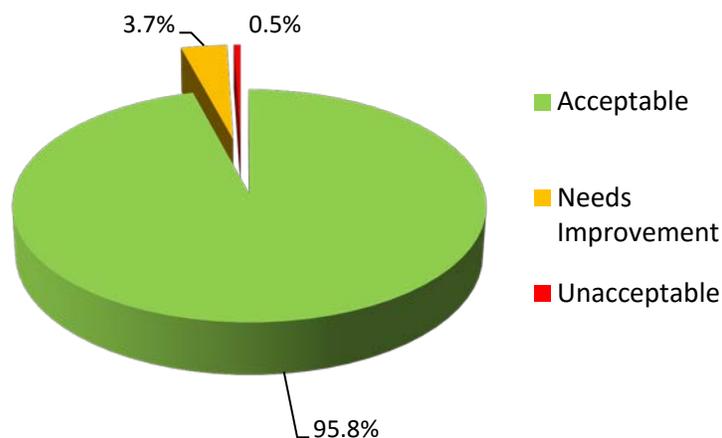
Goal: Candidates will meet professional standards for knowledge and skills ...

***Approximately 98.4% (N = 14,840) of all scores for 2016 are either “Excellent” or “Acceptable” for Course-Based Assessments.***



... and professional dispositions.

***The number of “Acceptable” scores is very high (95.8%, N = 5,204). This indicates that candidates are very aware of, and can demonstrate the dispositions required of the profession.***



## Assessments

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, work products were scored with a common rubric which results in a performance level categorized as “Excellent,” “Acceptable,” or “Unacceptable.”

At the end of each course, every CoE candidate's dispositions are assessed on five criteria: collegiality, integrity, commitment to learning, commitment to diversity, and responsibility. The scores were expressed as “Acceptable,” “Needs Improvement,” or “Unacceptable.”

The scores for these five individual criteria were used to determine an overall disposition score for the student for that course.

## TEXES SCORES

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.

Goal: Maintain State standard for accountability for State Assessments.

*The College of Education had a pass rate of 99.8% for program completers as reported by SBEC in 2016. Year after year the CoE has maintained a pass rate very close to 100%.*

### Certification Examinations Taken in 2015

|                      |              |
|----------------------|--------------|
| <b>Tests taken</b>   | <b>579</b>   |
| <b>Tests Passed</b>  | <b>578</b>   |
| <b>Pass Rate (%)</b> | <b>99.8%</b> |

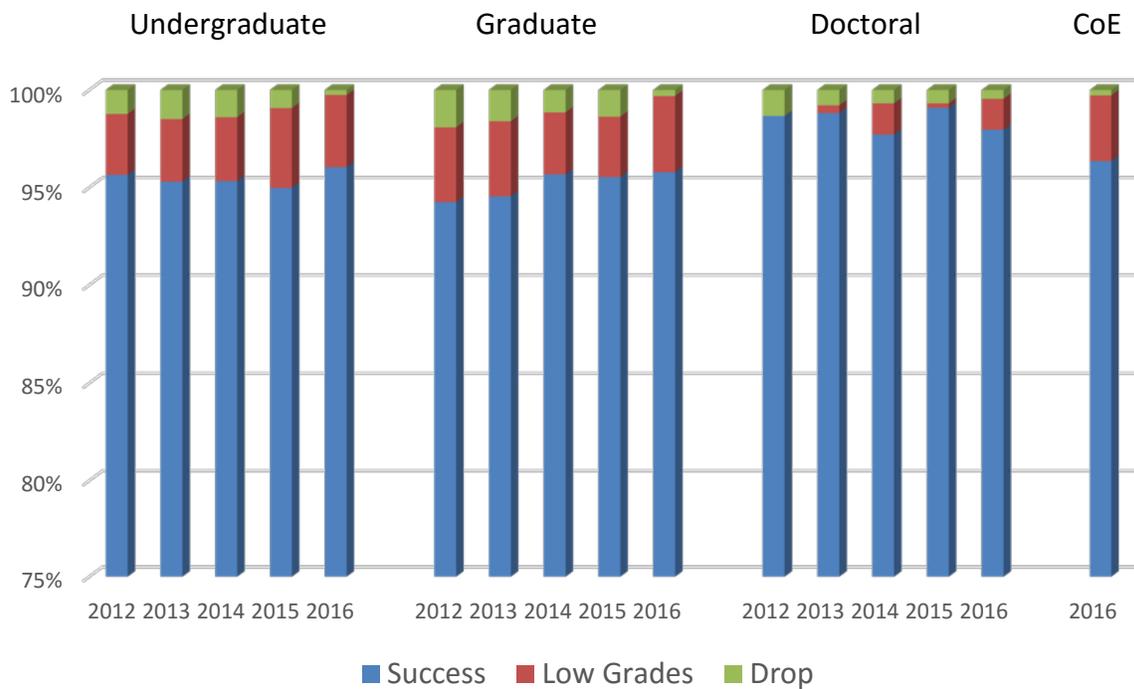
*All gender and ethnic groups at UHCL were successful in achieving an 87.0% or higher pass-rate. SBEC confirmed that UHCL was fully "Accredited" in Spring 2016 based on the TExES test data results of 2014-2015.*



Goal: Candidates will be successful in their courses.

***The success for all SoE students is 96.1%. This completion rate exceeds the established goal.***

**Course Completion Rates by Educational Level (2012 to 2016)**



To be considered "successful," undergraduate students must receive an A, B, C or CR for the course. Graduate students must receive an A, B, or CR. Grades of IP were considered as "pending" and were therefore excluded from all calculations. Courses dropped after the census date were counted in the unsuccessful category.

Five years data are provided to demonstrate any apparent trends.

Goal: Retain Candidates who have not completed their programs.

*We are exceptionally proud that 94.2% of students in the five fall semester cohorts attending classes since Fall, 2010 were retained in their programs.*

**Retention Rates for Five Cohorts (Beginning Fall Semesters 2010 to 2014)**

| <b>Cohort Entry<br/>Fall Semester</b> | <b>Cohort<br/>Size</b> | <b>Students<br/>Completed</b> | <b>Students<br/>Retained</b> | <b>Students<br/>Not Retained</b> | <b>Retained/<br/>Completed<br/>Rate</b> |
|---------------------------------------|------------------------|-------------------------------|------------------------------|----------------------------------|---|
| <b>2010</b>                           | <b>363</b>             | <b>248</b>                    | <b>72</b>                    | <b>43</b>                        | <b>86.6%</b>                            |
| <b>2011</b>                           | <b>295</b>             | <b>204</b>                    | <b>71</b>                    | <b>20</b>                        | <b>92.7%</b>                            |
| <b>2012</b>                           | <b>234</b>             | <b>143</b>                    | <b>65</b>                    | <b>26</b>                        | <b>87.5%</b>                            |
| <b>2013</b>                           | <b>221</b>             | <b>65</b>                     | <b>143</b>                   | <b>13</b>                        | <b>93.8%</b>                            |
| <b>2014</b>                           | <b>268</b>             | <b>42</b>                     | <b>207</b>                   | <b>19</b>                        | <b>92.4%</b>                            |
| <b>Total</b>                          | <b>1381</b>            | <b>702</b>                    | <b>558</b>                   | <b>121</b>                       | <b>94.2%</b>                            |

Cohorts were created for students enrolled in CoE courses for the *first* time in each of five Fall semesters. Candidates were considered "retained, if they had not completed their programs of study, and were be enrolled in one or more of the next four semesters.

Five years data are provided to demonstrate any apparent trends.

All data in this report were gathered from the Annual College Report submitted in June, 2017.