

MoTEP Educator Preparation Program Data Sources Survey Report

Working as a sub-committee of the Missouri Transforming Educator Preparation (MoTEP) work group and with DESE support; staff at the Hook Center in MU's College of Education and in the Educator Preparation Program Data offices at both MU's College of Education and the College of Education at the University of Missouri-St. Louis developed and administered a "landscape survey" to gather information related to data gathering systems used in Educator Prep Programs (EPP's) in Missouri. The survey was distributed to forty EPPs, and thirty-five responded. The results of the survey will inform continuing work to develop recommendations to improve data reporting and analysis practices in Missouri.

Work is currently underway to develop national standards for education data and for data systems interoperability in both the K-12 and higher education sectors. This project will help Missouri join that nationwide initiative with information about a vital element of education improvement, the EPPs. Some goals of the initiative are to improve data availability and data governance, automate accountability and accreditation data reporting, and to make common and comparable data available for use in EPP improvement. Respondents to this survey have provided key assistance to these early steps toward more helpful data use in all of our work. MoTEP, DESE, and the statewide data systems sub-committee are all indebted to you for the responses you provided.

As you review the attached survey results, please note your reactions to and questions about the responses. You will have the opportunity to share your thoughts in a follow-up questionnaire. We hope to improve the data environment so that the EPPs can more readily and securely collaborate around best practices in data gathering, reporting, and analysis. Ongoing follow-up activities will be planned as more information becomes available from these surveys and other sources.

Thank you for your participation and consideration.

MoTEP Ed. Prep Data Sources Report

September 12th 2018

A list of forty EPP Assessment/Data Contacts was provided by DESE. Thirty-five institutions responded to the survey.

Q2 - Survey Data: What program(s) do you use to administer and collect data from surveys?

Check all that apply.

#	Answer	Count
6	Other (Please list.):	15
5	Qualtrics	7
9	Survey Monkey	7
2	Canvas	5
4	LiveText	2
7	We do not administer or collect data from surveys in our EPP.	2
1	Blackboard	1
3	GradLeaders	0
8	12Twenty	0

Other (Please list or describe):

Foliotek, Google Forms

Google

Google Forms

Google forms

Google Forms

Google forms

Google forms if needing quick, basic feedback and not a research project

Google Forms, MyCOE

It's possible that faculty are independently using Canvas or Google Forms for course use, but officially we only use Qualtrics for surveys.

Jotform

Paper

Taskstream

Tk20

Unfortunately we still collect data on paper forms.

Q13 - Survey Data--Additional Information. Please provide additional information and comments describing how your institution administers surveys related to the Educator Preparation Program.

Alumni Surveys are sent to all alumni--2, 3, 5 and 10 years after graduation.

Face-to-face in the EPPA's orientation.

Many times, in addition to Survey Monkey, we administer surveys face-to-face.

Some end-of-program surveys were conducted in Tk20, but have been moved to Qualtrics. Some surveys in classes or to gather external input have been done in Google forms. Our completer surveys and surveys sent their principals are currently done using Qualtrics.

Teacher candidates complete a survey after student teaching. We use the information to determine strengths and weaknesses of the program for continual program improvement. Cooperating teachers are also given surveys, hard copy only at this time, at the end of field experience II (corresponding to teacher candidates' methods coursework) and after student teaching. We use the information to determine strengths and weaknesses of the program for continual program improvement.

University classroom dispositions may be completed on Google Forms. Cooperating Teachers complete dispositions in Foliotek.

We distribute surveys to university supervisors and cooperating teachers on all aspects of the student teaching experience through Tk20.

We embed exit surveys from all CAEP programs into Foliotek, our online portfolio system. Surveys connected to a course are created in Canvas, and we have used Google forms with faculty/cooperating teachers for quick feedback about PD workshops, etc. For formal research projects, we use the institution's Qualtrics account.

We have collected student teacher end of experience, degree specific information previously. We adopted Canvas this fall and plan to use Canvas to collect this information in the future.

We regularly survey those about to complete (Exit Survey), our alumni (teacher ed. and Ed. Admin. at 1 and 3 years post-exit; counseling at 2 and 5 years post-exit), and as many employers as we can locate. Counseling also uses Qualtrics for student's field assessments.

We survey our first-year teachers and their administrators and have them send surveys back to us. We tally them manually, but our numbers are small. We also survey our cooperating teachers and teacher candidates.

We survey our students and graduates.

We use Google forms to survey students at the end of their teacher certification programs. Very similar to the OSEDA 1st-Year Teacher surveys.

We use surveys to collect data from cooperating teachers, supervisors, students and alumni during various points in and after the program. This data is used to assess program effectiveness.

Q3 - Recruitment, Student Information, and Alumni Data: What system(s) do you use to capture information about EPP prospects, participants, and graduates? Check all that apply.

#	Answer	Count
1	Alumni Databases (campus)	14
8	Other (Please list):	12
2	Alumni Databases (college)	9
4	PeopleSoft	3
5	Slate	3
3	LiveText	2
6	Starfish	2
7	Web of Science/Scopus	0

Other (Please list or describe):

Because our programs are small, we track some of this information manually in Excel.

CAMS

Colleague

Education Division database

Email, Facebook, LinkedIn

Excel

from Alumni Association and recruitment visits

Noel Levitz

Taskstream

University Developed Assessment Program and Tk20 by Watermark

University student information system and department Access database

WorkDay for prospects, CAMS for participants

Q14 - Recruitment, Student Information, and Alumni Data--Additional Information. Please provide additional information and comments describing how your institution collects and manages prospect, participant, and alumni data related to the Educator Preparation Program.

Admissions and Alumni Association carry out this work

Again, because the program is small, I use Excel to manage data pulled from Park's database.

College of the Ozarks uses Jenzabar as a campus management system. The Education Department is in the process of planning for the use of Chalk and Wire to collect and review data.

from Alumni Association, recruitment visits, and university enrollment days

I am not sure what our university uses.

I don't directly handle prospect data, so can't speak to that. LiveText collects student learning outcomes data that is used for program improvement. Alumni data is primarily housed in spreadsheets.

Our institutional research office prepares retention reports for the university and disaggregates by school. We do not receive specific prospect data from our institution unless we request it. While we receive the placement data from DESE, we do not integrate it into our internal database at this time due to a lack of resources.

Primarily administered by the Admissions Office.

Retrieve data for current teacher candidates from campus student information system and load into education department Access database that stores other teacher ed data such as test scores and milestone events.

The Alumni Office keeps records of graduates (which we use for completer/alumni surveys). Recruiter is a university system used to track prospective students. We then use CX/Jenzebar to track students/candidates as they progress through their program. CX data is used for Title II and other reports. Various staff keep other databases (FileMaker Pro and Google docs) to keep track of certain data. And we are exploring new ways to use Canvas to track candidate progress through their programs.

The education program coordinator keeps digital records on participants and graduates on s secure computer located on campus. Prospects are contacted about the possibility of pursuing a secondary education degree. Prospects who take education coursework are encouraged to apply for admission.

The office of admissions recruits and collects information about graduates.

We collect data from active students in Tk20 by Watermark and some data in a university developed assessment program. Alumni data is also collected in Tk20 and a university developed assessment program.

Q4 - Fieldwork Placement and Observation/Evaluation Data: What system(s) do you use to collect information about fieldwork assignments and performance? Check all that apply.

#	Answer	Count
10	Other (Please list):	13
1	Canvas	6
11	We do not use system(s), but we do collect data on paper, in Excel, and other formats for serial review.	6
2	Blackboard.	4

3	EPP-specific Data Warehouse	4
7	Qualtrics	3
4	LiveText	2
16	Google Docs	2
5	Placement Database (Campus)	1
13	MS Access	1
14	DropBox	1
15	Box	1
6	Placement Database (College)	0
8	Sakai	0
9	TeachingChannel	0
12	We do not use system(s) to collect information about fieldwork assignments and performance.	0

Other (Please list or describe):

Chalk and Wire (future)

Email, PDF

Foliotek

Foliotek

Google Forms

Jenzabar

Jotform

Microsoft Forms

Populi

Taskstream

Tk20

Tk20 by Watermark

Q15 - Fieldwork Placement and Observation/Evaluation Data--Additional Information. Please provide additional information and comments describing how your institution collects and manages fieldwork placement and observation/evaluation data related to the Educator Preparation Program.

Most is collected in LiveText via the Field Experience module; counseling is collected via Qualtrics. Data/reports are shared either through the LiveText dashboard or the Qualtrics collaboration feature. Aggregated data for program use is stored in folders in Box; appropriate faculty have folder permissions.

We are currently putting a system into place using forms feature on Microsoft so that the form will compile demographic data related to the placements. We also complete evaluations using a digital form that reports back to an excel document.

Currently our fieldwork placements are in a university developed system, but we are planning to start doing placements in Tk20 soon. Performance of fieldwork placements is kept both in our university developed system and Tk20.

All fieldwork courses are on Canvas, so students submit all assignments there.

We have some information collected via our Jenzabar system, but we also collect and tabulate manually.

We are currently collecting data with paper, however, we are in the process of switching to Live Text.

Supervisors use Word documents throughout the semester. At the end of the semester, they upload the document and complete the Jotform providing data on the field placement. We collect the other artifacts from the supervisors and upload them to the student file.

Many times, in addition to Survey Monkey, we administer surveys face-to-face.

We were using Tk20 in the past but this year will convert to Qualtrics as we move everything out of Tk20.

We use Google Forms to gather MEES data on Student teachers as well as evaluations on field experience placements.

Teacher candidates prepare a reflective summary for each field observation. The reflective summaries are assessed within each field experience course and the summaries are included in the teacher candidates' portfolios.

All our field placements, observations, evaluations, logs, etc. are all maintained in Foliotek. We have an internal database using data pulled from Foliotek.

Q5 - Courses, Grades, and Assignments: What system(s) do you use for information regarding student enrollment in courses and their final grades in those courses? Check all that apply.

#	Answer	Count
9	Other (Please list):	17
6	Canvas	9
4	Blackboard	4
2	Assessment Files: Pearson	3
1	Assessment Files: ETS	1

7		LiveText	1
10	We do not use system(s), but we do collect data on paper, in Excel, and other formats for serial review.		1
11	We do not use system(s) to collect information about Courses, Grades, and Assignments.		1
3	Assessment Files: Other Vendor (Please specify):		0
5		Box.com	0
8		Sakai	0

Other (Please list or describe):

Banner, Argos

CAMS

CAMS is the university system

Colleague UI (by Ellucian) (our College's database)

CX/Jenzebar (often accessed through the Connections web portal)

CX-Jenzebar

Griffinet and Schoology

Jenzabar is the learning management system used at Cottey College.

Moodle

Our Jenzabar system.

People Soft - (JoeSS- UM system)

Peoplesoft

Populi

Self developed system

Taskstream

University Banner System

University propriety student information system

Q16 - Courses, Grades, and Assignments--Additional Information. Please provide additional information and comments describing how your institution collects and manages courses, grades, and assignments data related to the Educator Preparation Program.

All courses have Canvas shells, which many instructors use during their courses. Initial certification programs also use Canvas for tracking entrance to teacher certification (Passport 1) and entrance to Apprentice Teaching (Passport 2). Grades for all courses are stored in CX/Jenzebar, which has a web portal (Connections) that is used by most faculty. Grades are also populated into our new Student Success Portal, powered by Starfish.

Courses and grades are maintained in the university system CAMS. For assignments, we use Canvas and are starting to use the Outcomes features. Until we have that completely integrated, students also upload key assessments into Foliotek for final scoring by faculty.

Each course has a Canvas Shell. Core assessments are built in Canvas so we can pull that data at the end of every term. As for grades, those are input into the university system. Scores for MoGEA, MEES & MoPTA (formerly) were input like a "course" into the college's system.

Final grades would be in Canvas and also in our University Banner System.

Peoplesoft (Pathway) houses course enrollment, grades. We use Cognos to pull reports from Peoplesoft. Canvas also houses grades/enrollment. LiveText imports rosters from Peoplesoft; assessment in LiveText is by rubric and may or may not factor in to course grades.

The education program collects course grade information through the college's learning management system. Teacher candidates use course assignments and additional evidence in their portfolios, which are assessed four times prior to graduation from the program. The information is kept in digital files by the program coordinator.

University based system

We are in the process of moving from submitting all grades to CAMS to submitting all grades to Canvas.

We collect information, many times, point-to-point.

We use Canvas.

We use the university wide course system

Q7 - Professional Development (Teacher Candidates/Students): What system(s) do you use to track professional development opportunities/completions specific to teacher candidates/students?

#	Answer	Count
1	Please list:	9
2	We do not use a system to track professional development opportunities/completions for teacher candidates.	16

Please list or describe:

Blackboard, Paper

MVC developed system.

Student teachers are being required to create their own log any way they choose.

Students document on their field experience time logs and write reflective summaries for all professional development activities.

Students track PD through hours and explanation of opportunities with the use of paper artifacts

Taskstream

This is a part of their portfolio in Foliotek. Our current investigation is a badging platform.

University developed system

We use an electronic form to track this data

Q17 - Professional Development (Teacher Candidates/Students)--Additional Information. Please provide additional information and comments describing how your institution tracks professional development opportunities/completions specific to teacher candidates/students in the Educator Preparation Program.

Not sure what you're asking - isn't all of a student's professional program considered professional development? Professional dispositions are tracked in LiveText via a rubric.

See above.

sign-in sheets

Students document on their field experience time logs and write reflective summaries for all professional development activities.

Students track this information on paper, and then it is entered into our university developed system.

Q8 - Professional Development (Faculty, Cooperating Educators, College/University Supervisors): What system(s) do you use to track professional development opportunities/completions specific to EPP Faculty, Staff, and Cooperating Educators?

#	Answer	Count
3	Other (Please list):	13
4	We do not use a system to track professional development opportunities/completions for EPP faculty.	11
2	MyVita	3
1	MyPerformance	2

Other (Please list or describe):

Digital Measures

Digital Measures for faculty, and we have an internal system for faculty annual evaluations where evidence is uploaded.

Faculty submit an annual report which displays this information

Monthly self-reporting

MVC developed system.

MyLearning (through MyHR)

Nothing other than Excel

report as part of tri-annual review

Resume, Annual reports and attendance rosters

The college has a portfolio for faculty to keep record of their professional development activities. The education program coordinator also holds annual reviews with education faculty.

These are identified in the Annual Faculty Performance Review

University Developed System

We just recently implemented a stipend for Professional Development. It is tracked through Human Resources.

Q18 - Professional Development (Faculty, etc.)--Additional Information. Please provide additional information and comments describing how your institution tracks professional development opportunities/completions specific to the Educator Preparation Program Faculty.

I don't oversee this data.

Currently we are using a university developed system to track faculty professional development, however, the university purchased a new system this fall and we may start using that to track faculty professional development. Currently, they are still testing to see if the new system will work.

Each professor is responsible for updating resume each year. This tracks professional development.

MVC developed system.

The college has a portfolio for faculty to keep record of their professional development activities. The education program coordinator also holds annual reviews with education faculty.

We don't have specific tracking for EPP faculty, but there are university systems for all faculty. We don't have tenure, so everyone is evaluated annually.

Q10 - Data Reporting/Dashboarding: How do you develop or obtain the data reports and displays helpful to your work? Check all that apply.

#	Answer	Count
1	Compile independently from varied data sources.	22
3	Use analysis/reporting system specific to campus or college (Please list):	7
2	Use vendor-based automated analysis/reporting system(s) (Please list):	3

Use vendor-based automated analysis/reporting system(s) (Please list):

Use vendor-based automated analysis/reporting system(s) (Please list): - Text

LiveText

Tk20

Tk20

Use analysis/reporting system specific to campus or college (Please list):

Institutional Research/Registrar provide some dashboard reports

Jenzabar

JoeSS- UM system

MyCOE

Sharepoint

University propriety student information system

Q19 - Data Reporting/Dashboarding--Additional Information. Please provide additional information and comments describing how your institution reports and displays data related to the Educator Preparation Program.

At present we have multiple systems and multiple processes. We have a full-time Coordinator of Assessment and Analysis who dedicates her time to many of these reports, but many staff and faculty create their own reports using various software packages and data sources depending on the need. We were using Tk20, but found that the automated reports were not very informative.

independent collection by Assessment Director - reports to EPP

Many of our data reports are pulled from Tk20 by Watermark. This would be our largest data warehouse. However, we are still using an additional university developed assessment program as well, at this time.

Our Department of Education maintains an Access database that combines all necessary data required for teacher education tracking and reporting.

Reported to various governmental agencies in the format that they request.

Some data is obtained through reports pulled from our college's database and other information is kept on Excel spreadsheets.

The education program coordinator completes an annual review of the program. The annual review is discussed with our teacher education council.

We use reports from within the University-wide database (Colleague) to gather data. We also use various spreadsheets from which we compile data for reports or for display.

Q11 - Data Governance: How do you establish and maintain data quality, usability, integrity, and security? Check all that apply.

#	Answer	Count
1	Data Governance lead or team (campus)	15
2	Data Governance lead or team (college)	10
3	We do not have a lead or team for Data Governance.	7

Q20 - Data Governance--Additional Information. Please describe the data governance process in your institution related to the Teacher Preparation Program.

The Education Department has a designated individual that oversees assessment as part of their course load. The same individual works on a team at the institutional level.

The University Assessment Committee provides governance related to program improvement data; the School of Education's Assessment Committee suggests governance related to data within the School.

The college's admin team manages the data

Our education faculty goes through content validity, reliability with many key assessments. Additionally, our campus has assessment teams as well.

We have an Office of Institutional Effectiveness with whom we work.

Data managed by the Education Division staff.

We have a university assessment coordinator, and an assessment unit administrator for each college.

We currently do not have anyone or any group with "Data Governance" as part of the duties. We have an Assessment Office and the School of Education CAEP Committee, both of which examine our use of data, its security, its validity, and its usability.

This is a team that is in development. The teacher education council will be comprised of education program coordinator, Vice President of Academic Affairs, non-education faculty member, two high school principals, two to five certified secondary teachers, and at least one teacher candidate representative. The council meets twice per academic year to review and discuss the strength and weaknesses of the EPP, and to plan for improvement.

Our teacher education enrollment is small compared to larger institutions. In any given semester we have about 25 teacher education candidates enrolled in our programs. It is relatively easy to maintain data accuracy with this number of candidates.