



2021-2022



College of Education

Department of Counselor Education

Counseling MA

G 1: Clinical Documentation Will Be Improved

Goal Description:

Improve the collection of this documentation so that each student has complete clinical documentation as they progress through the program. This will be done by using a checklist attached to a separate file folder for clinical documents.

Providing Department: Counseling MA

Progress: Ongoing

G 2: MA program students will be evaluated as candidates

Goal Description:

Students enrolled in the counseling program will be evaluated as candidates for the MA degree after they have completed the required courses consisting of 18 credit hours.

Providing Department: Counseling MA

Progress: Ongoing

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

LO 2: Candidates will be competent in Core Content Areas

Learning Objective Description:

Candidates in the Counseling MA program will be knowledgeable in the core content areas of Clinical Mental Health Counseling.

RELATED ITEM LEVEL 2

ICF 2: CECE Examination

Indicator Description:

The CECE is the instrument used to evaluate candidates' competency in the core content areas.

Criterion Description:

All MA students will be required to pass the CECE assessing eight core areas prior to taking Internship I. Students not passing the exam will be allowed to take other classes, but will not be allowed to move onto Internship until the exam is passed.

Findings Description:

For Spring 2022, 88% (n=48) passed the exam.

RELATED ITEM LEVEL 3

ICF 2:CECE Examination

Action Description:

90% of students will receive passing score on CECE.

RELATED ITEM LEVEL 1

LO 2: Professional Dispositions

Learning Objective Description:

Candidates in the MA counseling program will indicate no concerns on the CPS to measure professional dispositions

RELATED ITEM LEVEL 2

ICF 2: Candidacy Applicants (Dispositions)

Indicator Description:

Faculty must score counseling students on concern or no concern for items of the Counselor Potential Scale (CPS). Students with rating of concern will be considered for a growth plan to address the area of deficiency.

Criterion Description:

90% of students will receive no concern CPS leading to growth plan.

Findings Description:

For Spring 2022, 94% of students (119/126) who were assessed using the CPS, received no concern leading to growth plan. 1 concern student received a grade of F in a course.

RELATED ITEM LEVEL 3

ICF 2: Candidacy Applicants (Dispositions)

Action Description:

Goal for evaluation of students apply to candidacy met.

G 3: Professional Practice And Training

Goal Description:

Students will engage in an internship providing supervised professional practice and training experiences.

Providing Department: Counseling MA

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

LO 3: Graduate Students Complete An Appropriate Professional Practice And Training Experience.

Learning Objective Description:

Students will successfully complete an appropriate professional practice and training experience by demonstrating a thorough understanding of the process of counseling while enrolled in the Internship courses (COUN 6386).

RELATED ITEM LEVEL 2

ICF 3: Site Supervisors Evaluation Form

Indicator Description:

Site supervisors will complete and submit the final Site Supervisor Evaluation Form to faculty teaching the internship course, COUN 6386, when students complete the field experience.

Criterion Description:

All students enrolled in COUN 6386, Internship will be evaluated by their site supervisor. Items are scored on a scale of 1-6, with 3 and above being at the acceptable or exceptional level of performance. Program faculty prefer scores of 4-6. The site supervisors are to review the completed evaluation form with the student intern. Both site supervisor and student sign and submit the evaluation to the faculty member teaching the course.

95% of students will receive a rating of meets or exceeds expectations on all items of the Site Supervisor Evaluation Form.

Attached Files

 [site supervisor evaluation.pdf](#)

Findings Description:

For Fall 2021, 100% of students will receive a rating of meets or exceeds expectations on all items of the Site Supervisor Evaluation Form.

For Spring 2022, 99% of students will receive a rating of meets or exceeds expectations on all items of the Site Supervisor Evaluation Form.

RELATED ITEM LEVEL 3

ICF 3: Site Supervisors Evaluation Form

Action Description:

Goal met as students received a rating of meets or exceeds expectations on all items of the Site Supervisor Evaluation Form.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

Increase enrollment, more efficient admission procedures, hire 3 more faculty. Students will receive passing scores on required examinations. Site supervisor evaluations will be complete with satisfactory scores.

Update of Progress to the Previous Cycle's PCI:

Enrollment remained similar between Fall 2020 and Fall 2021. No need for further action.

Admission procedures greatly improved with efficient prescreening process, interview process, and onboarding.

2021-2022 8 faculty interviews were conducted resulting in 6 new faculty for the 2022 year.

New Plan for Continuous Improvement Item

Closing Summary:

Provide exam preparation workshops to meet 90% passing.

Counselor Education PhD

Competence in counselor supervision

Goal Description:

Candidates for the Ph.D. demonstrate the practical application of knowledge of counselor supervision.

Providing Department: Counselor Education PhD

Progress: Completed

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Practical application of knowledge of counselor supervision

Learning Objective Description:

Candidates of the Ph.D. in Counselor Education will demonstrate the practical application of knowledge of counselor supervision through competent supervision of one master's degree level practicum student over one semester as rated by the instructor of COUN 7335 Practice of Supervision.

RELATED ITEM LEVEL 2

Competent supervision of one master's degree level practicum student over one semester.

Indicator Description:

In COUN 7335 Practice of Supervision, the Ph.D. student demonstrates the practical application of knowledge of counselor supervision through competent supervision of one master's degree level practicum student over one semester as rated by the instructor.

Criterion Description:

The instructor for COUN 7335 rates the student's competence in a semester long supervised supervision of a master's degree counseling practicum student as Novice, Competent, or Proficient. The goal target is 100% of students will be Competent or Proficient in all seven Supervision Skills and Practices evaluated. Doctoral faculty will create a remediation plan for students rated as Novice.

Attached Files

 [COUN 7335_SkillsandPractices_Proficiences.docx](#)

Findings Description:

Of 14 students, 89.1% scored in the proficient range. and 100% scored in the competent or proficient range. No remediation was necessary for this group.

RELATED ITEM LEVEL 3

Competent Supervision of one's master's degree level practicum student over one semester.

Action Description:

monitor midterm and final evaluation

Competence in teaching

Goal Description:

Candidates of the Ph.D. will demonstrate practical application of knowledge of college teaching.

Providing Department: Counselor Education PhD

Progress: Completed

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Practical application of knowledge of college teaching

Learning Objective Description:

Candidates of the Ph.D. in Counselor Education will demonstrate the practical application of knowledge of college teaching through competent co-teaching of 50% of related instructional activities in one master’s degree level course during COUN 7339 Doctoral Internship (Teaching) over one semester. Competence is noted as a score of 4 or 5 on 10 items on an evaluation form, as well as rankings or Acceptable or Excellent in the areas of Class Structure, Methods, Teacher-Student Interaction, and Content. These scores and rankings must be made by both the COUN 7339 professor and the master's course instructor.

Attached Files

 [7339 teaching evaluation rubrics.docx](#)

RELATED ITEM LEVEL 2

Ph.D. student competently co-teaches a master's level course in counseling.

Indicator Description:

The Ph.D. candidate co-teaches a master's level counseling class under the supervision of the doctoral level instructor for the class. 50% of all instructional activities are conducted by the candidate. Both COUN 7339 instructor and master's level course instructor will rate the candidate on a mid- and final term evaluation form.

Attached Files

 [7339 teaching evaluation rubrics.docx](#)

Criterion Description:

The COUN 7339 Doctoral Internship (Teaching) instructor and master's level course teacher supervise and evaluate the Ph.D. candidate's whole activities as a co-teacher of the master's level counseling course at mid- and end-of term using the attached 7339 teaching evaluation rubrics. Scores of 4 or 5 must be obtained for all 10 items, and rankings of Acceptable or Excellent must be obtained for every item in four areas: Class Structure, Methods, Teacher-Student Interaction, and Content. Candidates with scores below 4 or rankings below Acceptable will receive a remediation plan for the specific activities or areas.

Attached Files

 [7339 teaching evaluation rubrics.docx](#)

Findings Description:

every student in cohorts 17 & 18 received a pass. no remediation required.

RELATED ITEM LEVEL 3

Ph.D. student competently co-teaches a master level course in counseling.

Action Description:

move forward with course instruction as suggested

Demonstrate Research Competency in the Completed Dissertation

Goal Description:

Candidates demonstrate research competency by completing original dissertation research.

Providing Department: Counselor Education PhD

Progress: Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Demonstrate Competency In Research Through the Completed Dissertation

Learning Objective Description:

Candidates of the Counselor Education Ph.D. program will demonstrate competency in research by planning, implementing, analyzing, and writing a scholarly dissertation based on original research.

RELATED ITEM LEVEL 2

Checklist for Dissertation Quality is Used to Evaluate the Completed Dissertation

Indicator Description:

Committee Chair or Chair/Co-Chair scores the Checklist for Dissertation Quality

Attached Files

 [Dissertation Checklist.pdf](#)

Criterion Description:

Degree candidates will score at least 95% on the Checklist for Dissertation Quality during the dissertation defense with the understanding that 100% must be achieved before final dissertation approval and graduation. Adjustments are made based on the choice of method (quantitative, qualitative, mixed-methods).

Attached Files

 [Dissertation Checklist.pdf](#)

Findings Description:

One student defended her dissertation and received the recommended 95% pass.

RELATED ITEM LEVEL 3

Action - Checklist for Completed Dissertation

Action Description:

collect data for each student proposing disseration

Knowledge Of Counselor Education Literature in the Dissertation Proposal

Goal Description:

Current literature informs research as demonstrated in the dissertation proposal.

Providing Department: Counselor Education PhD

Progress: Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

PHD Candidates Will Demonstrate Knowledge Of The Literature in the Dissertation Proposal

Learning Objective Description:

Candidates of the Counselor Education Ph.D. program will demonstrate knowledge of current literature in the field of counseling by preparing a dissertation proposal to conduct their own independent research. The proposal must be approved by the dissertation committee.

RELATED ITEM LEVEL 2

Checklist for Dissertation Quality for the Dissertation Proposal

Indicator Description:

The Checklist for Dissertation Quality will be used to score the introduction, literature review, and methodology of the dissertation proposal.

Attached Files

 [Dissertation Checklist.pdf](#)

Criterion Description:

1. All committee members must approve the dissertation proposal before the candidate can begin data collection.
2. 85% on the Checklist for Dissertation Quality for the first three chapters. Adjustments will be made for methodology (quantitative, qualitative, mixed-methods).

Attached Files

 [Dissertation Checklist.pdf](#)

Findings Description:

During this time frame, 5 students defended their dissertation proposal and received above the 85% pass recommended.

RELATED ITEM LEVEL 3

Action - Dissertation Quality for the Dissertation Proposal

Action Description:

collect checklist for dissertation proposal

Knowledge and application of counseling theory in advocating for counseling clients

Goal Description:

Candidates of the Ph.D. in Counselor Education will demonstrate the knowledge and skills to advocate for a counseling client.

Providing Department: Counselor Education PhD

Progress: Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Apply counseling theory in advocating for a counseling client

Learning Objective Description:

Candidates of the Ph.D. will provide a verbal description, a recording, or an artifact demonstrating advocacy for a counseling client in COUN 7339 Doctoral Internship (Clinical).

RELATED ITEM LEVEL 2

Describe advocating for a counseling client.

Indicator Description:

The instructor of COUN 7339 (1) evaluates the verbal description, recording, or artifact where the Ph.D. candidate advocates for a counseling client.

Criterion Description:

The COUN 7339 instructor evaluates competence for the assignment on the end-of-semester assessment of Doctoral Counseling Internship proficiencies using the ranking of Novice, Competent, or Proficient. The student must obtain a rating of Competent or Proficient in order to pass the class. Competence is a description of specific advice or advocacy given to a client such as referral to a social service agency, or helping the client take a stand (safely) against abuse.

Attached Files

 [Evaluation for COUN 7339 I Counseling Doctoral Internship.doc](#)

Findings Description:

13 students enrolled in the 7339 and all students received a competent and/or proficient. no remediation needed for this group.

RELATED ITEM LEVEL 3

Action - Advocating for a counseling client

Action Description:

monitor new cohort for growth and remediation needs

RELATED ITEM LEVEL 1

Knowledge of Counseling Theory

Learning Objective Description:

Students will demonstrate a mastery of the necessary components of multiple core counseling theories addressed in the curriculum. These include, but are not limited to: Gestalt, Existential, Person-Centered, Cognitive-Behavioral, Reality, and Adlerian.

RELATED ITEM LEVEL 2

Application of counseling theory

Indicator Description:

The student will demonstrate an 80% competence rate in applying counseling theories in COUN 7331 Advanced Counseling Theories through the theory application to case study term paper.

Attached Files

 [COUN 7331 Syllabus elements.docx](#)

Criterion Description:

COUN 7331 instructor's evaluation of the theory application term paper on a scale of 0-100. A criterion level of 80% must be reached

Attached Files

 [COUN 7331 Syllabus elements.docx](#)

Findings Description:

In cohort 19 (11) students submitted the term paper assignment. all 11 students received a 100% pass in Fall of 2021.

RELATED ITEM LEVEL 3

Action - Application of counseling theory

Action Description:

monitor next cohort for growth and remediation needs

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

In the AY 21-22, the program will focus on improving processes. Streamlining assessments, consolidating forms, creating and adhering to data collection timelines will be priorities for program improvement. Doctoral students will provide supervision and co-teach counselor education courses.

Update of Progress to the Previous Cycle's PCI:

No updates to progress. Remains in process.

New Plan for Continuous Improvement Item

Closing Summary:

AY 22-23, the program will focus on improving processes.

- Supervision Assist web platform implemented for all doctoral clinical experience courses
- Doctoral internship will move from consisting of 2 internship experiences (teaching, clinical, supervision, research, leadership) to CACREP compliant at least 3 out of 5 experiences.

Human Services Minor

Knowledge and Understanding Goal

Goal Description:

Students will gain knowledge and understanding related to human service careers.

Providing Department: Human Services Minor

Progress: Ongoing

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Attitudes, Dispositions and Skills Learning Objective

Learning Objective Description:

Students will define basic attitudes, dispositions and skills needed for helping relationships and counseling.

RELATED ITEM LEVEL 2

Pre and Post Self-Assessment of Professional Knowledge

Indicator Description:

Students will complete a pre and post assessment in COUN 3321 that measures their Knowledge of Counseling-Related Topics. This is a faculty-developed assessment with 8 items that requires responses from students on a 5-point Likert scale that ranges from "Does not describe me well" to "Describes me well." The assessment measures students' ability to learn skills and their ability to apply that knowledge to related to human service careers.

Attached Files

 [Human Services Minor Assessment.docx](#)

Criterion Description:

Overall student average will be in the range of 2-4 for each of the 8 questions on the pre-assessment.

Overall student average will be in the range of 4-5 on each of the 8 questions on the post-assessment.

Findings Description:

For spring 2022, overall student average was 3.28 for the 8 questions on the pre-assessment. Overall student average 4.32 for the 8 questions on the post-assessment.

RELATED ITEM LEVEL 3

Action - Self-Assessment of Professional Knowledge

Action Description:

Goal met. No further action needed.

RELATED ITEM LEVEL 1

Motivations, Needs, Goals Learning Objective

Learning Objective Description:

Students will identify personal motivations, needs, and goals related to helping professions.

RELATED ITEM LEVEL 2

Pre and Post Self-Assessment of Professional Knowledge

Indicator Description:

Students will complete a pre and post assessment in COUN 3321 that measures their Knowledge of Counseling-Related Topics. This is a faculty-developed assessment with 8 items that requires responses from students on a 5-point Likert scale that ranges from "Does not describe me well" to "Describes me well." The assessment measures students' ability to learn skills and their ability to apply that knowledge to related to human service careers.

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Overall student average will be in the range of 4-5 on each of the 8 questions on the post-assessment.

Findings Description:

For spring 2022, overall student average was 3.28 for the 8 questions on the pre-assessment. Overall student average 4.32 for the 8 questions on the post-assessment.

RELATED ITEM LEVEL 3

Action - Self-Assessment of Professional Knowledge

Action Description:

Goal met. No further action needed.

RELATED ITEM LEVEL 1

Professional Counselor Identity Learning Objective

Learning Objective Description:

Students will describe professional counselor identity and the value of the counseling relationship.

RELATED ITEM LEVEL 2

Pre and Post Self-Assessment of Professional Knowledge

Indicator Description:

Students will complete a pre and post assessment in COUN 3321 that measures their Knowledge of Counseling-Related Topics. This is a faculty-developed assessment with 8 items that requires responses from students on a 5-point Likert scale that ranges from "Does not describe me well" to "Describes me well." The assessment measures students' ability to learn skills and their ability to apply that knowledge to related to human service careers.

Attached Files

 [Human Services Minor Assessment.docx](#)

Criterion Description:

Overall student average will be in the range of 2-4 for each of the 8 questions on the pre-assessment.

Overall student average will be in the range of 4-5 on each of the 8 questions on the post-assessment.

Findings Description:

For spring 2022, overall student average was 3.28 for the 8 questions on the pre-assessment. Overall student average 4.32 for the 8 questions on the post-assessment.

RELATED ITEM LEVEL 3

Action - Self-Assessment of Professional Knowledge

Action Description:

Goal met. No further action needed.

Skills and Ability Goal

Goal Description:

Students will learn skills and ability to apply related to human service careers.

Providing Department: Human Services Minor

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Application of Skills Learning Objective

Learning Objective Description:

Students will apply the skills needed for competent helping relationships related to careers in human services.

RELATED ITEM LEVEL 2

Pre and Post Self-Assessment of Skills, Knowledge and Application

Indicator Description:

Students will complete a pre and post assessment in COUN 3321 that measures their application of Counseling-Related skills/characteristics. This is a faculty-developed assessment with 10 items that requires responses from students on a 5-point Likert scale that ranges from "Never or almost never true" to "Always or almost always true." The assessment measures students' perceived ability to apply skills necessary for human service careers.

Attached Files

 [Human Services Minor Assessment.docx](#)

Criterion Description:

Overall student average will be in the range of 2-4 for the 10 questions on the pre-assessment.

Overall student average will be in the range of 4-5 for the 10 questions on the post-assessment.

Findings Description:

Overall student average was 3.8 for the 10 questions on the pre-assessment.

Overall student average was 4.07 for the 10 questions on the post-assessment.

RELATED ITEM LEVEL 3

Action - Self-Assessment of Skills, Knowledge and Application

Action Description:

Goal met. No further action needed.

RELATED ITEM LEVEL 1

Identification of Skills in Helping Relationships Learning Objective

Learning Objective Description:

Students will identify the requisite skills for competent helping relationships.

RELATED ITEM LEVEL 2

Pre and Post Self-Assessment of Skills, Knowledge and Application

Indicator Description:

Students will complete a pre and post assessment in COUN 3321 that measures their application of Counseling-Related skills/characteristics. This is a faculty-developed assessment with 10 items that requires responses from students on a 5-point Likert scale that ranges from "Never or almost never true" to "Always or almost always true." The assessment measures students' perceived ability to apply skills necessary for human service careers.

Attached Files

 [Human Services Minor Assessment.docx](#)

Criterion Description:

Overall student average will be in the range of 2-4 for the 10 questions on the pre-assessment.

Overall student average will be in the range of 4-5 for the 10 questions on the post-assessment.

Findings Description:

Overall student average was 3.8 for the 10 questions on the pre-assessment.

Overall student average was 4.07 for the 10 questions on the post-assessment.

RELATED ITEM LEVEL 3

Action - Self-Assessment of Skills, Knowledge and Application

Action Description:

Goal met. No further action needed.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

Data for assessments is being gathered. A baseline will be created from two semesters to determine future action.

Update of Progress to the Previous Cycle's PCI:

Data baseline started. Further data collection needed.

New Plan for Continuous Improvement Item

Closing Summary:

Goals met with initial data collected. Data baseline needed 2022-2023 to better determine future action.

Department of Educational Leadership

Developmental Education Administration EDD

Internship Professional Competencies and Written Communication

Goal Description:

Students will develop professional competencies through an internship experience and write the experience up in a scholarly manner.

Providing Department: Developmental Education Administration EDD

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Internship - Professional Competencies and Writing - Learning Objective

Learning Objective Description:

Internship completers will attain and report on the following content:

Objectives of Internship

Major Activities of Internship

Self-Evaluation of Attainment of Objectives

Competencies Acquired/Refined in Internship

Implications for Personal Career Goals

They will provide a scholarly paper describing these items in detail. The paper will be well written and in APA format.

RELATED ITEM LEVEL 2

Internship Professional Competencies - Indicator, Criterion, and Findings

Indicator Description:

Rubric is Attached

Indicators are:

Objectives of Internship

Major Activities of Internship

Self-Evaluation of Attainment of Objectives

Competencies Acquired/Refined in Internship

Implications for Personal Career Goals

Appendices - Internship Log/Work Products

APA Format/Writing Mechanics

Attached Files

 [7336 TK20 Assignment Rubric UPDATED.xlsx](#)

Criterion Description:

1. 100% of students will demonstrate an overall rating of “acceptable” (Grade of 80) on the DVED 7336 final course project.

2. 75% of students will demonstrate an overall rating of “excellent” (Grade of 95) on the DVED 7336 final course project.

RELATED ITEM LEVEL 3

Internship Professional Competencies - Action

New Cohort - Demonstrate Competencies with Technology

Goal Description:

Incoming students with the most recently accepted cohort will develop and exhibit technology competencies important to engaging and learning in an online doctoral program.

Providing Department: Developmental Education Administration EDD

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

New Cohort - Demonstrate Competencies with Using Technology - Learning Objective

Learning Objective Description:

Through a series of presentations, the latest entering cohort of students will be assessed in their first semester on learning and engaging in the fully online program using technology. The following technology competencies will be developed:

Students will successfully respond and engage in synchronous online meetings, have adequate computer equipment, high speed Internet, camera and microphone. They will also deliver professional presentations using technology from a quiet environment. If necessary they will successfully resolve technology challenges.

RELATED ITEM LEVEL 2

New Cohort Effective Use Of Technology Rubric - Indicator, Criterion, and Findings

Indicator Description:

Students Access and Engage with Instructors Using Technology. Students effectively using technology to engage on synchronous and asynchronous course activities while instructors assess proficiency using a common rubric that examines whether students:

Understands the Requirements of a Synchronous Online Meeting, Responds to Meeting Requests, Keeps Track of Meeting Scheduling, Logs in to Videoconferencing in Timely Manner, Has Adequate Computer Hardware Equipment, Has a High Speed Internet Connection and engages routinely with the LMS, Has a Working Camera and Headset Microphone, Deliver Using Some Form of Technology-Based Presentation Medium (Powerpoint, Prezi, Video, etc.), Has a Quiet Environment in Which to Participate, and Successfully Deals With Technology Challenges During Presentation (If Needed).

Criterion Description:

- 1. 100% of students will demonstrate an overall rating of “acceptable” (Grade of 80) on the Technology Assessment.
- 2. 75% of students will demonstrate an overall rating of “excellent” (Grade of 90) on the Technology Assessment.

Findings Description:

89% of the incoming cohort scored above an 80 on the technology assessment.
78% of the incoming cohort scored above a 90 on the technology assessment.

The results were close to meeting the target, however, some students need to consider professionalism and, in particular, awareness of their videoconferencing environment. There were some instances where students engaged in videoconferences from noisy environments and using their phones from the car or a public place.

RELATED ITEM LEVEL 3

New Cohort Effective Use of Technology Rubric - Action

Action Description:

Going forward, faculty and staff will continue to use the opportunities of application interviews, orientation, and class time early in the semester to inform and remind students of the technology requirements. Student will be reminded that a quiet videoconferencing environment is required and will be a part of their grade. Students will be discouraged from engaging in video conferences on their phones from public places. During technology-based presentations, immediate feedback for improvement will be offered. A scheduling template can be shared to be sure that all time/date/time zone/length of session will be attained from students.

New Cohort - Writing and APA Skills

Goal Description:

The latest incoming cohort will, over the course of the first semester, develop an appropriate level of writing and APA competencies.

Providing Department: Developmental Education Administration EDD

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

New Cohort - Writing and APA - Learning Objective

Learning Objective Description:

Through a series of writing assignments, the latest entering cohort of students will be assessed in their first semester on scholarly writing and APA skills. The following skills will be developed and assessed:

Students will understand the APA requirement for written work, format papers to APA specifications, cite internal references, cite quotes, cite publications in reference list, meet word count requirements, use headings appropriately, cite data according to specifications, and formatted tables, figures, and charts according to specifications. They will submit a well written and edited paper.

RELATED ITEM LEVEL 2

New Cohort Writing and APA Skills - Indicator, Criterion, and Findings

Indicator Description:

Number of students reaching a basic proficiency with APA 6th edition format as rated on a department-generated common rubric used to assess a written assignment.

Criterion Description:

- 1. 100% of students will demonstrate an overall rating of “acceptable” (Grade of 70) on the Writing and APA Assessment.
- 2. 50% of students will demonstrate an overall rating of “excellent” (Grade of 80) on the Writing and APA Assessment.

Findings Description:

89% of the incoming cohort scored a 70 or higher on the writing and APA assessment.

67% of the incoming cohort scored an 80 or higher on the writing and APA assessment.

56% of the incoming cohort scored a 90 or higher on the writing and APA assessment.

The criteria were not quite met. But this year, but the program is in its second year of the transition to APA 7. Students are slow, to some extent, to learn what they don’t know. In their defense, having used APA 6 for many years, it may be difficult to know what has changed. The process is more about learning what has changed, rather than learning the format – for most.

RELATED ITEM LEVEL 3

New Cohort Writing and APA Skills - Action

Action Description:

Going forward, students will be required to purchase the current APA publication manual upon program entry. A guide to APA 7 changes was recently compiled by a colleague. This will be shared going forward with students in order to help them understand the items that were change from the previous version of APA. Assignments will be given that require the manual to be used in the writing process. After a first writing assignment, students with less than an 80% score will be referred to the SHSU Online Writing Center. Resources such as Purdue Owl will also be provided to assist in learning APA.

Post Graduate Competencies Assessment

Goal Description:

Graduates will be surveyed occasionally for a self assessment of skills and competencies in particular scholarly areas.

Providing Department: Developmental Education Administration EDD

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Post Graduate Assessment - Learning Objective

Learning Objective Description:

Graduates of the program will be assessed for their opinion about the strengths and weaknesses of the doctoral program in developmental education administration. They'll also be asked to rank how well the program improved their academic writing, leadership skills, ability to plan and conduct quantitative research, ability to plan and conduct qualitative research, communicate knowledge in professional settings, communicate knowledge in academic settings, and incorporate theory into education practice.

RELATED ITEM LEVEL 2

Post-Graduation Survey - Indicator, Criterion, and Findings

Indicator Description:

A survey of recent graduates from the doctoral program in Developmental Education. This survey is distributed every two years.

Attached Files

 [Graduate Survey](#)

Criterion Description:

- 1. 80% of program graduates will report that the program improved their writing skills.
- 2. 80% of program graduates will report that the program improved their leadership skills.
- 3. 80% of program graduates will report that the program improved their ability to plan and conduct research.
- 4. 80% of program graduates will report that the program improved their ability to communicate knowledge in professional settings.
- 5. 80% of program graduates will report that the program improved their ability to incorporate theory into practice.

RELATED ITEM LEVEL 3

Post-Graduate Survey - Action

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

In the coming year, faculty and staff will continue to use the opportunities of application interviews, orientation, and class time early in the semester to inform and remind students of the technology requirements. Also, in DVED 7360, immediate feedback will be offered following technology-based presentations. This feedback will focus on improvements that students can make in their use of technology, and in securing a quiet environment from which to videoconference. Our specified learning objectives for this item will be shared with entering students. As minimum class sizes have been raised for doctoral classes, we have been placed in a position to accept students that need more learning and support in APA and writing. Therefore, we'll need to spend more time and resources on this activity.

Entering students in the summer term will be engaged in a discussion about the reliance and importance of technology in an online program. The entering cohort performed well in this particular area, however, it should continue to be a focus, due to its importance in a fully online program.

With regard to APA Student Knowledge and Usage, new entering students will be engaged in a discussion of the importance and reasoning as to why APA is used and important to the program. Ultimately, students will need to write and publish a dissertation study that is formatted to APA specifications.

Furthermore, a focus on quality scholarly writing is important as well. In orientation, the syllabus, and in early DVED 7360 class discussions, this will be emphasized.

Students will continue to be provided with Internet resources about APA. We were fortunate to again, be able to provide each new student with the APA 7 manual. Hopefully, we can continue to do so in the future. Otherwise, new students will be required to purchase the current APA manual. Exercises applying specific (typically problematic) APA guidelines will be given. These will include the development of title pages and reference lists. Prior to each writing assignment, students will be encouraged to allot time for proofreading and editing. Following the first (and all subsequent) graded writing assignments, a referral to the SHSU Online Writing Center will be made for any student scoring below 80%.

Update of Progress to the Previous Cycle's PCI:

The actions from last year's plan were put into place. This resulted in students doing well in the assessment areas. However, other issues led to the program just missing some of our benchmarks. These challenges will be addressed with the new year plan.

New Plan for Continuous Improvement Item

Closing Summary:

In the coming year, faculty and staff will continue to use the opportunities of application interviews, orientation, and class time early in the semester to inform and remind students of the technology requirements. Also, in DVED 7360, immediate feedback will be offered following technology-based presentations. This feedback will focus on improvements that students can make in their use of technology, and in securing a quiet environment from which to videoconference. Our specified learning objectives for this item will be shared with entering students.

Entering students in the summer term will be engaged in a discussion about the reliance and importance of technology in an online program. They will also be discouraged from working entirely from their phones. A guide for professional videoconferencing will be shared with students.

With regard to APA Student Knowledge and Usage, new entering students will be engaged in a discussion of the importance and reasoning as to why APA is used and important to the program. Ultimately, students will need to write and publish a dissertation study that is formatted to APA specifications. A focus on quality scholarly writing is important as well. In orientation, the syllabus, and in early DVED 7360 class discussions, this will be emphasized.

Students will continue to be provided with Internet resources about APA. We were fortunate to again, be able to provide each new student with the APA 7 manual. Hopefully, we can continue to do so in the future. Otherwise, new students will be required to purchase the current APA manual. Exercises applying specific (typically problematic) APA guidelines will be given. These will include the development of title pages and reference lists. Prior to each writing assignment, students will be encouraged to allot time for proofreading and editing. Following the first (and all subsequent) graded writing assignments, a referral to the SHSU Online Writing Center will be made for any student scoring below 80%. Students will also be given a guide to APA 7 changes, and encouraged to research and discuss this guide with the instructor and their peers.

Higher Education Administration MA / Academic Advising Certificate

Enroll, Retain, and Graduate Diverse Students

Goal Description:

The M. A. in Higher Education Administration program will enroll, retain, and graduate diverse students to serve in college and university administration.

*The program conducted a 6-year self-study during AY 2017-18. An report was drafted in November 2017. An external site visit was then conducted in February 2018 with a final report with action items was drafted in July 2018. Some of the learning outcomes and KPIs presented in this year's assessment plan are connected to this self-study report. The incorporation of these action items is ongoing as this self-study report was only recently completed and we are still in the current year's assessment cycle. copies of those documents are attached here.

Attached Files

 [Self-Study Final Report Action Plan HIED 070918.docx](#)

 [Self-Study Document - HIED MA - 12-13-17.pdf](#)

 [External Reviewer Report.docx](#)

Providing Department: Higher Education Administration MA / Academic Advising Certificate

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Improve Program Graduation Rate

Performance Objective Description:

The M.A. in Higher Education Administration program will increase the proportion of students who graduate with a degree in three years.

RELATED ITEM LEVEL 2

3-Year Graduation Rate

KPI Description:

This will be measured using the graduation rate or percent of students who graduate from the program within three years.

Target Description:

The goal is to increase the graduation rate to 75%.

Results Description:

Graduation rates for F16 - F19 are reported below. The years that follow 2018 cycles, were affected by the impact of COVID 19 over student retention.

F19 Cohort Graduated through Summer 22 - 52%

F18 Cohort Graduated through Summer 21 - 61%

F17 Cohort Graduated through Summer 20 - 70%

F16 Cohort Graduated through Summer 19 - 88%

RELATED ITEM LEVEL 3

Action - 3 yr Graduation Rate

Action Description:

The program is focusing on graduation in a 3-year period, due to the fact that the majority of students in the program work full time professionally. Students have struggled to complete in a timely manner the portfolio requirement. The program is trying to complete parts of the portfolio earlier in the program, and making making closer connections with this requirement and the Practicum.

RELATED ITEM LEVEL 1

Improve Student Retention

Performance Objective Description:

The M.A. in Higher Education Administration program will improve the retention of students.

RELATED ITEM LEVEL 2

1-Year Retention Rate

KPI Description:

In an effort to meet performance objectives, the program aims to improve the retention rate of 1st year graduate students. This is defined as the percent of students who have remained enrolled one-year from the start of their graduate program.

Target Description:

The target for this goal is 85%.

Results Description:

We met our target through Fall 19, after this, retention rates were impacted by COVID 19.

F20 Cohort Retained F21 - 68%

F19 Cohort Retained F20 - 68%

F18 Cohort Retained F19 - 82%

F17 Cohort Retained F18 - 80%

F16 Cohort Retained F17 - 94%

RELATED ITEM LEVEL 3

Action - 1 yr Retention Rate

Action Description:

The program is revisiting the course sequence at the beginning of the program.

The program offered professional development opportunities, and because of attendance numbers, it is looking to different formats to continue to offer them.

Prepare Students for Higher Education Leadership

Goal Description:

The Master of Arts in Higher Education Administration will prepare students for mid-level administrative and leadership positions at higher education institutions and for further doctoral studies through curriculum on student services, academic affairs, and student success, enrollment management, governance and organization of higher education, contemporary issues such as information technology, resource allocation, and other administrative functions.

Providing Department: Higher Education Administration MA / Academic Advising Certificate

Progress: Ongoing

RELATED ITEM LEVEL 1

Effective Communication Skills

Learning Objective Description:

Students will effectively communicate their understanding of higher education leadership and related research.

RELATED ITEM LEVEL 2

Comprehensive Portfolio

Indicator Description:

The purpose of the portfolio is that students will revisit their coursework during the program and make explicit the connections of it to five professional learning outcomes related to leadership and administration, assessment, student learning and development, student characteristics, among others. The portfolio format allows students to communicate a reflective analysis of their learning and practices, establishing linkages to professional practices and individual professional development plans.

Attached Files

 [Rubric Draft 101718.docx](#)

 [Portfolio Overview.doc](#)

Criterion Description:

- On comprehensive portfolios, 80% of students completing it will demonstrate "**writing**" at the "acceptable" or higher level of the updated rubric after the rewrites portion (2nd round) of exams.
- On comprehensive portfolio, 80% of students will demonstrate acceptable use of "**evidence-based concepts**" (HIED Comprehensive Exam Rubric Category) by the end of the rewrites period.

Findings Description:

100% of students successfully completed the Comprehensive Portfolio.

RELATED ITEM LEVEL 3

Comprehensive Exam

Action Description:

The program is revisiting the Comprehensive portfolio and introducing changes so it will be more connected to the Practicum experience.

RELATED ITEM LEVEL 1

Identification And Evaluation of Research

Learning Objective Description:

Students will be able to identify, analyze, and evaluate research in the field of higher education

RELATED ITEM LEVEL 2

Comprehensive Portfolio

Indicator Description:

The purpose of the portfolio is that students will revisit their coursework during the program and make explicit the connections of it to five professional learning outcomes related to leadership and administration, assessment, student learning and development, student characteristics, among others. The portfolio format allows students to communicate a reflective analysis of their learning and practices, establishing linkages to professional practices and individual professional development plans.

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Criterion Description:

- On comprehensive portfolios, 80% of students completing it will demonstrate "writing" at the "acceptable" or higher level of the updated rubric after the rewrites portion (2nd round) of exams.
- On comprehensive portfolio, 80% of students will demonstrate acceptable use of "evidence-based concepts" (HIED Comprehensive Exam Rubric Category) by the end of the rewrites period.

Findings Description:

100% of students successfully completed the Comprehensive Portfolio.

RELATED ITEM LEVEL 3

Comprehensive Exam

Action Description:

The program is revisiting the Comprehensive portfolio and introducing changes so it will be more connected to the Practicum experience.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

Curriculum alignment process:

This year we will be implementing the curriculum changes that were decided upon in the curriculum alignment process that occurred 2019-2021.

Comprehensive Exam / Portfolio Assessment Tool:

We will continue to assess and revise (as needed) the assessment tool for the comprehensive exam, to ensure that it is beneficial to the students in the program.

Due to the lack of new enrollment in the Higher Education Assessment and Institutional Research certificate program, we have begun the process to sunset this certificate program.

Update of Progress to the Previous Cycle's PCI:

The program continues with the implementation of the curriculum alignment processes.

And, it purposefully revisited the format of the Comprehensive portfolio to make it more connected to program content and the practicum experience.

The Certificate in Higher Education Assessment and Institutional Research has been closed .

New Plan for Continuous Improvement Item

Closing Summary:

For the year 2022-2023. the program

- Continues to review the Comprehensive Portfolio
- Review professional development opportunities offered to students
- Implements the changes identified by the curriculum alignment process

School Leadership MED (Principal Certification)

Mastery Of Knowledge And Skills Associated With The Texas State Board Of Educator Certification (SBEC) Standards

Goal Description:

Students will demonstrate knowledge and skills associated with being an effective principal as conceptualized in the Texas Administrative Code and SBEC.

Providing Department: School Leadership MED (Principal Certification)

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Mastery Of The Knowledge And Skills To Be An Effective Principal

Learning Objective Description:

Students will demonstrate knowledge and skills associated with being an effective principal as conceptualized in the Texas Administrative Code and SBEC Principal Competencies.

RELATED ITEM LEVEL 2

Texas Examination Of Standards - TExES Principal Test 268 and 368

Indicator Description:

As required by the Texas Education Code, successful performance on educator certification examinations is required for the issuance of a Texas educator certificate. The TExES Principal Certification exams are criterion referenced. They designed to measure the knowledge and skills delineated in the Principal test framework, which is based on the Principal standards that are listed in the Texas Administrative Code.

The 268 TExES Principal Certification exam is a selected-response and constructed response test designed to measure the requisite knowledge and skills that a beginning Texas principal must possess. This test includes both individual and stand-alone items that are arranged in clustered decision sets based on real-world situations encountered by school principals and assistant principals in elementary, middle, or high school settings.

The 368 TExES Principal test is made up of 3 school improvement tasks designed to measure the requisite knowledge of school improvement processes.

Committees of Texas educators and interested citizens guide the development of the TExES Principal Certification exams by participating in each stage of the test development process. These working committees are comprised of Texas educators from public and charter schools, faculty from educator preparation programs, education service enter staff, representatives from professional educator organizations, content experts, the business community, and parents. The committees are balanced in terms of position, affiliation, years of experience, ethnicity, gender, and geographical diversity. The committee membership is rotated during the continuous development process so that numerous Texas stakeholders are actively involved.

Criterion Description:

At least 80% of the graduate students/principal certification candidates in the Principal program will pass each of the TExES Principal exams.

Findings Description:

At least 80% of our candidates passed both certification exams.

RELATED ITEM LEVEL 3

Action: Texas Examination of Standards - TExES Principal Test 268 and 368

Action Description:

Due to the changing exams, over the course of the last year we have implemented TExES 368 (PASL) boot campus sessions to ensure our candidates are successfully submitting their PASL.

Over the course of the last year, a few candidates have not passed the TExES 268 exam on the first attempt but have passed on the second attempt. To better support our candidates, we will add CR practice opportunities in one course.

Mastery Of The Knowledge And Skills Associated With Program Standards

Goal Description:

Students enrolled in the principal certification program will demonstrate knowledge and skills on comprehensive examinations referenced to the Competencies set forth by SBEC for principal preparation and Educational Leadership Constituent Council (ELCC) Standards.

Providing Department: School Leadership MED (Principal Certification)

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Mastery Of The Competencies Associated With Principal Certification

Learning Objective Description:

Students will demonstrate mastery of knowledge and skills on the principal certification program comprehensive examination which addresses the Texas principal standards as determined by SBEC and course content.

RELATED ITEM LEVEL 2

Comprehensive Examination

Indicator Description:

The comprehensive examination is the Interactive Practice Exam (IPE) from ETS. The examination includes content from the Principal Framework.

Criterion Description:

Because we are using a new and more comprehensive exam, we have set the passing rate to 80% of the students will pass on the first attempt on the exam.

Findings Description:

Over the 2022 year, all but 2 candidates passed the comprehensive exam with an 80% pass rate on the first attempt.

RELATED ITEM LEVEL 3

Action: Comprehensive Exam

Action Description:

To support every candidate, we will provide the opportunity to complete a practice comprehensive exam prior to the final comprehensive exam.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

We will hire a consultant who will support candidates with preparing to submit TExES 368. This consultant will also assist and approve candidates re-submission components.

No action was required for the comprehensive exam objective because data indicate that the assessment is serving the program.

The program faculty will review current curriculum to identify the most appropriate courses and ways to incorporate more school improvement projects and assignments into coursework to better prepare candidates for the realities of school leadership and to increase their success rate on the both certification exams. The focus on this area is an on-going effort.

Update of Progress to the Previous Cycle's PCI:

We hired a consultant to support our candidates working on TExES 368.

Our comprehensive exam goal fell short this past year.

A school improvement project has been added to one course; we need to add additional opportunities to other courses.

New Plan for Continuous Improvement Item

Closing Summary:

To support every candidate, we will provide the opportunity to complete a practice comprehensive exam prior to the final comprehensive exam.

Due to the changing exams, over the course of the last year we have implemented TExES 368 (PASL) boot camp sessions to ensure our candidates are successfully submitting their PASL.

Over the course of the last year, a few candidates have not passed the TExES 268 exam on the first attempt but have passed on the second attempt. To better support our candidates, we will add CR practice opportunities in one course.

Superintendent Certification

Mastery of The Texas State Board Of Educator Certification (SBEC) Standards for Superintendent Certification

Goal Description:

The coursework for superintendent certification will contain assignments to allow for mastery of the superintendent certification competencies and upon completion of the coursework, students will successfully pass the TExES superintendent certification exam.

Attached Files

 [Standards vs Course Matrix Superintendent](#)

Providing Department: Superintendent Certification

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Mastery of TExES Exam

Learning Objective Description:

100% of the students seeking the superintendent certification will pass the exam within the first two attempts.

RELATED ITEM LEVEL 2

TExES pass rates

Indicator Description:

Passage rate of the superintendent certification exam will be the indicator.

Criterion Description:

We expect 100% of the candidates to pass the exam within the first two attempts.

Findings Description:

97% of the candidates passed the exam on the first attempt.

RELATED ITEM LEVEL 3

TExES pass rates

Action Description:

Practice resources will be provided by the program coordinator for students to achieve a passing score on the certification test. In addition, additional practice resources will be provided for students that were unsuccessful on the first attempt to provide a passing score on the second attempt on the certification test.

Superintendent Program Practicum Experience

Goal Description:

The Superintendent Certificate program will provide students with a practicum experience under the supervision of a certified superintendent.

Providing Department: Superintendent Certification

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Practicum

Learning Objective Description:

100% of candidates will complete a practicum experience under the supervision of a mentor that is a certified superintendent.

RELATED ITEM LEVEL 2

Mentor Placements

Indicator Description:

Percentage of students placed in practicum experiences with a mentor certified as a superintendent.

Criterion Description:

100% of students placed in practicum experiences with a mentor certified as a superintendent.

Findings Description:

100% of students placed in practicum experiences with a mentor certified as a superintendent.

RELATED ITEM LEVEL 3

Mentor Placements

Action Description:

100% of candidates were placed with superintendent certified mentors.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

The professors and coordinator for the superintendent certification program will continue to provide remediation through additional resources for all students who do not pass the TExES exam so that at least 90% of the students will earn a passing score on the certification exam. The practicum professor will continue to provide documentation of superintendent certification for all site supervisors of superintendent practicum mentors.

Update of Progress to the Previous Cycle's PCI:

The professors and coordinator for the superintendent certification program will continue to provide remediation through additional resources, such as Certify Teacher (superintendent module) for all students who do not pass the TExES exam so that at least 90% of the students will earn a passing score on the certification exam. The practicum professor will continue to provide documentation of superintendent certification annually for all site supervisors of superintendent practicum mentors.

New Plan for Continuous Improvement Item

Closing Summary:

The coordinator of the superintendent certification program will continue to expand the resources that improve certification testing outcomes for students so that students obtain a passing score within two attempts.

Department of Library Science and Technology

Instructional Systems Design and Technology EDD

Scholarly Research Performance Goal

Goal Description:

Improve students' performance in the instructional/learning technology research field.

Providing Department: Instructional Systems Design and Technology EDD

Progress: Completed

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Learning Objective for Scholarly Research PRESENTATION Performance

Learning Objective Description:

Candidates will perform a research presentation at instructional/learning technology-related international and/or regional conferences at least twice prior to their dissertation process.

RELATED ITEM LEVEL 2

Indicator, Criterion, Findings for Scholarly Research PRESENTATION Performance Learning Objectives

Indicator Description:

The program director will monitor candidates' research presentation efforts stemming from coursework and faculty lead research groups using a survey administered at the end of each assessment cycle. The number of conference presentations in the field of instructional/learning technology will serve as an indicator of student learning.

Criterion Description:

The criterion for success is the delivery of at least two research presentations at instructional/learning technology-related international and/or regional conferences by each candidate prior to their dissertation process.

Findings Description:

Twenty-six (55%) of the forty-seven candidates enrolled in the program completed the survey administered at the end of the assessment cycle to determine the number of research presentations delivered during the 2021-2022 assessment period. Candidates self-reported a total of sixty (60) presentations delivered during this timeframe. However, eleven (42%) of the twenty-six candidates responding indicated they had not delivered any presentations during the previous academic year. Also, the data collected was flawed in that there was no way to determine where the candidate was in their program of study, meaning that it was impossible to determine if the candidate was already in the dissertation process. Furthermore, no data was available to determine if a candidate had previously met the criterion for success during a previous assessment cycle.

RELATED ITEM LEVEL 3

Action for Scholarly Research PRESENTATION Performance Learning Objectives

Action Description:

The new ISDT Doctoral Director, Kimberly LaPrairie, will monitor candidates' conference presentation efforts stemming from coursework and faculty lead research groups. Courses facilitating scholarly research resulting in the potential presentation will be identified and examined for best practices to be shared across the ISDT program to promote curricular enhancements resulting in improved academic performance in the instructional/learning technology research field.

RELATED ITEM LEVEL 1

Learning Objectives for Scholarly Research PUBLICATION Performance

Learning Objective Description:

Candidates will submit their research for publication in instructional/learning technology-related peer-reviewed journals at least once prior to their dissertation process.

RELATED ITEM LEVEL 2

Indicator, Criterion, Findings for Scholarly Research PUBLICATION Performance Learning Objectives

Indicator Description:

The program director will monitor candidates' publishing efforts stemming from coursework and faculty lead research groups using a survey administered at the end of each assessment cycle. The number of scholarly publications in the field of instructional/learning technology will serve as an indicator of student learning.

Criterion Description:

The criterion for success is the attempt to publish at least one scholarly manuscript in an instructional/learning technology-related peer-reviewed journal by each candidate prior to the dissertation process.

Findings Description:

Twenty-six (55%) of the forty-seven candidates enrolled in the program completed the survey administered at the end of the assessment cycle to determine the number of efforts to publish made during the 2021-2022 assessment period. Candidates self-reported a total of sixteen (16) manuscripts currently under review or rejected and ten (10) manuscripts currently in press or published during this timeframe. However, fourteen (54%) of the twenty-six candidates responding indicated they had not attempted to publish during the previous academic year. Again, the data collected was flawed in that there was no way to determine where the candidate was in their program of study, meaning that it was impossible to determine if the candidate was already in the dissertation process. Furthermore, no data was available to determine if a candidate had previously met the criterion for success during a previous assessment cycle.

RELATED ITEM LEVEL 3

Action for Scholarly Research PUBLICATION Performance Learning Objectives

Action Description:

The new ISDT Doctoral Director, Kimberly LaPrairie, will monitor candidates' publishing efforts stemming from coursework and faculty lead research groups. Courses facilitating scholarly research resulting in potential publication will be identified and examined for best practices to be shared across the ISDT program to promote curricular enhancements resulting in improved academic performance in the instructional/learning technology research field.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

Keep monitoring students' and faculty's research performance.

Keep documenting students' and faculty's research performance.

Update of Progress to the Previous Cycle's PCI:

Candidates worked on research projects with the three ISDT faculty resulting in numerous international/national presentations. Research collaborations leading to publications were underway at the time of this report; a nominal number are in press or currently under review. The doctoral director, one of

the three full-time ISDT faculty, resigned during the assessment cycle, resulting in a disruption of goal attainment monitoring and a gap in candidate research mentoring.

New Plan for Continuous Improvement Item

Closing Summary:

During the 2021-2022 assessment cycle, the doctoral director and one of only three full-time ISDT faculty resigned, resulting in a disruption of goal attainment monitoring and a gap in candidate research mentoring. Throughout the 2022-2023 assessment cycle, Kimberly LaPrairie, the new ISDT Doctoral Director, will monitor candidates' conference presentations and scholarly writing efforts stemming from coursework and faculty lead research groups using a survey administered each semester. The survey will be constructed to collect individual-level data, as opposed to the previously aggregated data collection instrument. Courses facilitating scholarly writing resulting in potential presentation or publication will be identified and examined for best practices to be shared across the ISDT program during program faculty meetings to promote curricular enhancements to stimulate improved candidate academic performance in the instructional/learning technology research field.

During the 2022-2023 assessment cycle, the Doctoral Director will also review candidates' conference presentations and scholarly writing efforts stemming from coursework and faculty lead research groups through the dossier assessment. ISDT candidates' not performing research presentations at instructional/learning technology-related international and/or regional conferences at least twice prior to their dossier submission will be required to provide a plan for improvement before entering the dissertation process. Likewise, ISDT candidates' not submitting research for publication in instructional/learning technology-related peer-reviewed journals at least once prior to their dissertation process will be required to provide a plan for improvement before being admitted to candidacy.

In addition, the ISDT program will conduct a search for a new tenure-track faculty member to start in the fall of 2023. The new faculty member will be encouraged to establish a research group to further promote candidate academic performance in the instructional/learning technology research field.

Instructional Systems Design and Technology MED

Program Goals

Goal Description:

1. Standard Goals

- Standard Goal 1. Align the program curriculum with the International Society for Technology in Education (ISTE) standards.
- Standard Goal 2. Align the program curriculum with the Association for Educational Communications and Technology (AECT) standards.

2. Program Quality Goals

- Program Quality Goal 1. Improve students' professional knowledge and skills in the instructional/learning technology field.
- Program Quality Goal 2. Monitor and track students' professional knowledge and skills in the instructional/learning technology field.

Providing Department: Instructional Systems Design and Technology MED

Progress: Ongoing

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Learning Objectives for Program Quality Goals

Learning Objective Description:

[Program Quality Goal 1. Improve students' professional knowledge and skills in the instructional/learning technology field.]

[Program Quality Goal 2. Monitor and track students' professional knowledge and skills in the instructional/learning technology field.]

1. ISDT students demonstrate mastery of APA (American Psychological Association) writing style in formal writing.
2. ISDT students demonstrate mastery of the planning, design, development, implementation, and evaluation of technology-infused learning, instructional, or training materials.

RELATED ITEM LEVEL 2

Indicator, Criterion, Findings for Learning Objectives for Program Quality Goals

Indicator Description:

[Program Quality Goals - Learning Objective 1. ISDT students demonstrate mastery of APA (American Psychological Association) writing style in formal writing.]

[Program Quality Goals - Learning Objective 2. ISDT students demonstrate mastery of the planning, design, development, implementation, and evaluation of technology-infused learning, instructional, or training materials.]

1. The ISDT students will be encouraged to conduct their technology-infused learning, instructional, or training material development project as their capstone project in the program.

2. The ISDT students will be encouraged to use APA (American Psychological Association) writing style for their capstone project description.
3. Submitted project materials are the indicators of student learning.
4. The ISDT Program will evaluate the ISDT students' capstone projects.

Criterion Description:

1. The correct use of APA (American Psychological Association) writing style evaluated by the ISDT faculty (Pass or Fail).
2. The quality of the capstone project will be evaluated by the ISDT faculty (Pass or Fail).

Findings Description:

1. According to the program policy, the correct use of APA (American Psychological Association) writing style will be evaluated by the ISDT faculty. Therefore, this criterion is 100% met. However, there was a change in the role of program director during the summer 2022. Hard data will be collected during the 2022-2023 academic year.
2. According to the program policy, the ISDT students were required to submit their capstone project. The quality of the artifacts was evaluated by the ISDT faculty. Therefore, the criterion is 100% met. However, there was a change in the role of program director during the summer 2022. Hard data will be collected during the 2022-2023 academic year.

RELATED ITEM LEVEL 3

Action for Learning Objectives for Program Quality Goals

Action Description:

1. Students' knowledge about APA style will be evaluated at the end of ISDT 5367.
2. The quality of the capstone project will be evaluated by the ISDT faculty who teach ISDT 5338 and ISDT 5369.

RELATED ITEM LEVEL 1

Performance Objectives for Program Quality Goals

Performance Objective Description:

[Program Quality Goal 1. Improve students' professional knowledge and skills in the instructional/learning technology field.]

[Program Quality Goal 2. Monitor and track students' professional knowledge and skills in the instructional/learning technology field.]

1. Elaborate on the students' capstone project to systematically evaluate student learning.
2. Establish the evaluation rubric for students' capstone project artifacts.

RELATED ITEM LEVEL 2

KPI and Results for Performance Objectives (for Program Quality Goals)

KPI Description:

[Program Quality Goals - Performance Objective 1. Elaborate on the students' capstone project to systematically evaluate student learning.]

[Program Quality Goals - Performance Objective 2. Establish the evaluation rubric for students' capstone project artifacts.]

1. The alignment of the students' capstone project design with the program's marketable skills.
2. The alignment of the students' capstone project evaluation rubric with the program's marketable skills.

Target Description:

1. 100% of the ISDT Instructors will include the the program's marketable skills in the syllabi.
2. An evaluation rubric will be develoepd by the ISDT instructors.

Results Description:

1. According to the program policy, Instructors should include marketable skills in their syllabi. Therefore, the target is 100% met. There was a change in the role of program director during the summer 2022. Hard data will be collected during the 2022-2023 academic year.
2. There was a change in the role of program director during the summer 2022. The ISDT instructors were not able to meet and discuss the evaluation rubric. An evaluation rubric will be developed during 2022-2023. This target is 0% met.

RELATED ITEM LEVEL 3

Action for Performance Objectives for Program Quality Goals

Action Description:

1. 100% of the MED instructors will submit their syllabi to a designated folder before the beginning of the semester. In their syllabi, they need to highlight where they emphasize marketable skills. Program director will review the syllabi.
2. An evaluation rubric will be developed by all the ISDT faculty members to assess the quality of final artifacts in ISDT 5338 and 5369.

RELATED ITEM LEVEL 1

Performance Objectives for Standard Goals

Performance Objective Description:

[Standard Goal 1. Align the program curriculum with the International Society for Technology in Education (ISTE) standards.]

[Standard Goal 2. Align the program curriculum with the Association for Educational Communications and Technology (AECT) standards.]

1. Identify each ISDT course's current standards.
2. Evaluate the alignment of each ISDT course's standards with the International Society for Technology in Education (ISTE) standards.
3. Evaluate the alignment of each ISDT course's standards with the Association for Educational Communications and Technology (AECT) standards.

RELATED ITEM LEVEL 2

KPI and Results for Performance Objectives (for Standard Goals)

KPI Description:

[Standard Goals - Performance Objective 1. Identify each ISDT course's current standards.]

[Standard Goals - Performance Objective 2. Evaluate the alignment of each ISDT course's standards with the International Society for Technology in Education (ISTE) standards.]

[Standard Goals - Performance Objective 3. Evaluate the alignment of each ISDT course's standards with the Association for Educational Communications and Technology (AECT) standards.]

1. The standards section in the current ISDT course syllabi will be reviewed by the ISDT faculty.
2. The International Society for Technology in Education (ISTE) and Association for Educational Communications and Technology (AECT) standards will be reviewed and compared with the standards section in the current ISDT course syllabi by the ISDT faculty.
3. The ISDT faculty will evaluate the alignment.
4. If needed, changes for better alignment will be made.

Target Description:

1. 100% of the ISDT instructors will include ISTE and AECT standards in the syllabi.
2. 100% of the ISDT instrutors will evalute the alignment.

Results Description:

1. According to the program policy, ISDT instructors should include ISTE and AECT standards in the syllabi. Therefore, this target is 100% met.
2. There is a change in the role of program director during the 2022 summer. Therefore, ISDT instructors were not able to meet and evalute the alignment. This target is 0% met.

RELATED ITEM LEVEL 3

Action for Performance Objectives for Standard Goals

Action Description:

1. 100% of the MED instructors will submit their syllabi to a designated folder before the beginning of the semester. In their syllabi, they need to highlight where they include ISTE and AECT standards in the syllabi.
2. All ISDT faculty member will host a meeting prior to the fall and spring semester to determine the alignment in the syllabi.

New Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

Keep reviewing each course syllabus focusing on writing portions.

Update of Progress to the Previous Cycle's PCI:

No PCI for continuous improvement item is required.

New Plan for Continuous Improvement Item

Closing Summary:

The program will need to make sure to collect, analyze, and interpret hard data on a regular basis and report numeric findings from now on. This will be an important first step to monitor the success of the program.

Library Science MLS

Library Science Program Goal

Goal Description:

Align the curriculum with the 2019 American Association of School Librarians (AASL)/Council for Accreditation of Educator Preparation (CAEP)/International Society of Technology in Education (ISTE) standards.

Providing Department: Library Science MLS

Progress: Ongoing

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Candidate Knowledge, Skills, And Dispositions

Learning Objective Description:

Candidates will successfully complete a portfolio which showcases the knowledge, skills, and dispositions of a professional school librarian. This portfolio is built upon the AASL/ISTE/CAEP school librarian educator preparation standards (2019).

RELATED ITEM LEVEL 2

TExES

Indicator Description:

All candidates seeking school librarian certification must take the TExES (Texas Examination of Educator Standards) for school librarians. This exam directly corresponds to the state content competencies that are designed to measure the candidates' level of mastery as it relates to the field. Results of candidate scores on the TExES test for school librarians determine the pass rate for each testing period.

Criterion Description:

All Candidates will pass the TExES Exam for School Librarian. A scaled score of 240 is required for passing. The overall pass rate, with those who have to retake the exam for the second time, will exceed 90% of candidates. The overall pass rate with those who have to retake the exam for the third time will be 100%.

Findings Description:

Summary: Over the course of the recorded time period, Candidates take the TExES 150 exam once they complete LSSL 5337. They are cleared to take the exam once they also complete online practice tests and must register and complete the exam within 170 days of registration. Candidates who do not successfully complete the exam must retake it and also enroll in a one-credit remediation course. The attached file shows that of the 108 attempts, 58 passed and 55 failed. In addition, SHSU lags behind a comparison of SHSU with the entire state test results. This result is also included here. The goal for the Program is to exceed the average pass rate for the State of Texas TExES 150 test after the next cycle.

Attached Files

 [9 1 21-8 31 22CompDomain.xlsx](#)

 [ResultyAnalyzer Test-Data FY22.xlsx](#)

RELATED ITEM LEVEL 3

TExES

Action Description:

Because the criterion was not met, TExES testing data will be reviewed to determine what, if any, programmatic changes are necessary to impact students' first-attempt test performance.

Library Science Program Quality

Goal Description:

Instill in Candidates the professional knowledge, professional dispositions, and professional skills in the School Library field necessary for successful school librarianship.

Providing Department: Library Science MLS

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Candidate Knowledge, Skills, And Dispositions

Learning Objective Description:

Candidates will successfully complete a portfolio which showcases the knowledge, skills, and dispositions of a professional school librarian. This portfolio is built upon the AASL/ISTE/CAEP school librarian educator preparation standards (2019).

RELATED ITEM LEVEL 2

TExES

Indicator Description:

All candidates seeking school librarian certification must take the TExES (Texas Examination of Educator Standards) for school librarians. This exam directly corresponds to the state content competencies that are designed to measure the candidates' level of mastery as it relates to the field. Results of candidate scores on the TExES test for school librarians determine the pass rate for each testing period.

Criterion Description:

All Candidates will pass the TExES Exam for School Librarian. A scaled score of 240 is required for passing. The overall pass rate, with those who have to retake the exam for the second time, will exceed 90% of candidates. The overall pass rate with those who have to retake the exam for the third time will be 100%.

Findings Description:

Summary: Over the course of the recorded time period, Candidates take the TExES 150 exam once they complete LSSL 5337. They are cleared to take the exam once they also complete online practice tests and must register and complete the exam within 170 days of registration. Candidates who do not successfully complete the exam must retake it and also enroll in a one-credit remediation course. The attached file shows that of the 108 attempts, 58 passed and 55 failed. In addition, SHSU lags behind a comparison of SHSU with the entire state test results. This result is also included here. The goal for the Program is to exceed the average pass rate for the State of Texas TExES 150 test after the next cycle.

Attached Files

- [9 1 21-8 31 22CompDomain.xlsx](#)
- [ResultyAnalyzer Test-Data_FY22.xlsx](#)

RELATED ITEM LEVEL 3

TExES

Action Description:

Because the criterion was not met, TExES testing data will be reviewed to determine what, if any, programmatic changes are necessary to impact students' first-attempt test performance.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

For the goal Portfolio Demonstrating Mastery of Standards, faculty members will need to revise the guidelines and requirements to match the newest standards, ALA/AASL/CAEP School Librarian Preparation Standards (2019). The revision will include all benchmark assessments within LSSL courses that support the learning necessary for demonstrating content knowledge as it relates to the standards.

For the goal Master the Texas Educator Standards for School Librarians, faculty members will review their courses for vocabulary and content knowledge and how these are assessed. Edits will be made to improve candidate preparation for the TExES examination. Feedback will be given to the candidates by faculty members to support their learning in these areas. In addition, stronger support for those who fail their first attempt. Candidates will be required to review their testing results, identify weak areas, and develop a personalized study plan that will be reviewed and approved by a faculty member who is working with these individual candidates.

Update of Progress to the Previous Cycle's PCI:

For the goal Portfolio Demonstrating Mastery of Standards, faculty have successfully updated the portfolio requirements to reflect the educator preparation protocols set by AASL/ISTE (2019).

For the goal Master the Texas Educator Standards for School Librarians, faculty are in process of not only reviewing the courses for possible vocabulary and content knowledge to support Candidate success in the certification exam. They are also using the Domains and Competencies within the test to examine areas of weakness in order to better prepare Candidates for the test. In addition, test-taking strategies and courses are being offered to Candidates in order to prepare them adequately for sitting the exam.

New Plan for Continuous Improvement Item

Closing Summary:

Closing Summary

For the goal Portfolio Demonstrating Mastery of Standards, faculty members will need to adopt the rubric for success regarding the ALA/AASL/CAEP School Librarian Preparation Standards (2019). The rubric supersedes the currently used rubric and will encompass the entire Standards as evidenced by the Portfolio performance. Faculty will identify LSSL courses that support the learning necessary for demonstrating content knowledge as it relates to the standards.

For the goal Master the Texas Educator Standards for School Librarians, faculty members will review results of candidate performance on the TExES every semester. Areas of low performance will be identified and efforts made to improve candidate preparation for the TExES examination. Feedback will be given to the candidates by faculty members to support their learning in these areas. In addition, stronger support for those who fail their first attempt includes opportunities for enrollment in a one-credit course. Candidates are required to review their testing results, identify weak areas, and develop a personalized study plan that will be reviewed and approved by a faculty member who is working with these individual candidates.

School of Teaching and Learning

Dyslexia Certificate

Dyslexia Certificate Goal

Goal Description:

The goal of the certificate program is to prepare dyslexia practitioners who possess the strategies, skills, and techniques to effectively assess and plan instruction for students with dyslexia and other reading disabilities.

Providing Department: Dyslexia Certificate

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Competence in Instruction

Learning Objective Description:

Students will develop skill in using multi-sensory, explicit, sequential, and structured instruction.

RELATED ITEM LEVEL 2

Multi-Sensory Language Resource Booklet

Indicator Description:

Students create a resource booklet of multi-sensory, explicit, structured activities that support dyslexic students.

Criterion Description:

100% of students in the certificate program will be expected to score an 80 or above.

Findings Description:

During the summer and spring courses of READ 5304, candidates completed the multisensory booklet. In both courses, 14 students completed this project with 80% or higher.

RELATED ITEM LEVEL 3

Multi-Sensory Language Resource Booklet

RELATED ITEM LEVEL 3

New Action Item- Multisensory Strategies Booklet

Action Description:

Add the Multisensory Strategy booklet to be scored in the SHSU TK20 system to be indicated as an assessment for the program.

RELATED ITEM LEVEL 1

Intervention Plan

Learning Objective Description:

Students demonstrate their proficiency of the key components of dyslexia intervention through work samples and reflection.

RELATED ITEM LEVEL 2

Intervention Plan Indicator, Criterion, and Findings

Indicator Description:

Candidates create an intervention plan that demonstrates proficiency in each of the elements of dyslexia instruction.

Criterion Description:

The intervention plan is scored during the practicum in READ 5307. 100% of candidates will receive a score of Milestone or above on all elements of the scoring rubric.

Capstone=4

Milestone= 3 and 2

Benchmark= 1

Findings Description:

In 2021-22, the dyslexia candidates did meet the criteria of making a score of Milestone of 2 or 3 on the rubric scored in TK20. There were 14 students altogether in the Fall and Spring READ 5307.

RELATED ITEM LEVEL 3

Intervention Plan

RELATED ITEM LEVEL 3

New Action Item Intervention Plan Portfolio

Action Description:

For the 2022-23 years, the rubric for the intervention project plan will include a line item for utilizing the Multisensory language learning strategies booklet in the intervention plan.

RELATED ITEM LEVEL 3

New Action Item for Intervention Plan

Action Description:

For the 2022-23 years, the rubric for the intervention project plan will include a line item for utilizing the Multisensory language learning strategies booklet in the intervention plan.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

The Program will add in a task to include Multisensory language strategies into the intervention project to be able to utilize that resource created.

Additionally, the program will work to offer access to multiple dyslexia screeners so that candidates can have hands-on experience with a variety of assessments.

Update of Progress to the Previous Cycle's PCI:

The Program did add in a task to include Multisensory language strategies into the intervention project to be able to utilize that resource created.

However, the program did not offer access to multiple dyslexia screeners so that candidates can have hands-on experience with a variety of assessments. We will continue in 2022-23 to find ways to offer this on a online platform.

New Plan for Continuous Improvement Item

Closing Summary:

Closing summary:

For the 2022-23 years, the rubric for the intervention project plan will include a line item for utilizing the Multisensory language learning strategies booklet in the intervention plan.

Additionally, the program will Add the Multisensory Strategy booklet to be scored in the SHSU TK20 system to be indicated as an assessment for the program.

Education BA/BS (Elementary EC-6)

Program Quality And Effectiveness

Goal Description:

The candidates will demonstrate mastery of the state mandated standards for the Pedagogy and Professional Responsibilities (PPR) certification exam.

Providing Department: Education BA/BS (Elementary EC-6)

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Candidates Will Be Able To Plan, Implement, Assess, And Modify Effective Instruction For All Learners.

Learning Objective Description:

Candidates will be able to plan, implement, assess, and modify effective instruction through a variety of lesson plans and in person observations by faculty.

RELATED ITEM LEVEL 2

Impact on Student Learning Assignment

Indicator Description:

The Impact on Student Learning Assignment is a performance assessment designed to demonstrate evidence of Sam Houston State University EC-6 student teachers' ability to measure their instructional impact on student learning. This assignment uses the Association for Childhood Education International Elementary Education (ACEI) Standards, particularly, Standard 4.0- Assessment for Instruction as a foundation for this assignment. According to the standard, teacher candidates will be able to plan instruction, assess instruction and use data from the assessment to plan further instruction that address the students academic, social and physical development. Thus, in the assignment teacher candidates will assess their students, plan and teach a series of lessons, and collect data at the end of the instruction to determine the impact of their instruction. This assignment occurs in the student teaching semester. The assignment will be evaluated on a 4 point rubric. The rubric will focus on lesson plans, assessment, analysis of data/reflection and written communication.

Criterion Description:

At least 95% of candidates during the 2019-2020 academic year will achieve a score 9 or greater on the Impact on Student Learning Assignment.

Information on Scoring Procedures: Each candidate's assignment is scored by their course instructors. The scorer evaluates each section and assigns a score of four(exceeds expectation), three(meets expectation), two(approaching expectation) or one(does not meet expectation). The overall scores on the assignment are sent to the teacher candidates.

Findings Description:

At least 95% of teacher candidates scored a 9 or better on this final assignment in thier Capstone course.

RELATED ITEM LEVEL 3

Impact on Student Learning Assignment

Action Description:

Teacher candidates develop a unit of study in which they plan 3-5 lessons based on instructional needs, standards, and assessment data. They implement their lessons, post assess student learning, and reflect on the process.

RELATED ITEM LEVEL 2

Pass Rates On The Capstone Portfolio

Indicator Description:

The Capstone portfolio is a performance assessment designed to demonstrate evidence of Sam Houston State University EC-6 teacher candidates' ability to demonstrate their knowledge and understanding about the field of teaching. The Capstone Portfolio uses the Interstate Teacher Assessment and Support Consortium (InTASC) Standards created by the Council of Chief State School Officers. The standards are organized into 4 Domains: Learners and Learning Environments, Content Knowledge, Instructional Strategies, and Professional Development. The teacher candidates are required to write narratives for each domain and provide evidence of the understanding and knowledge of the given standards. The Capstone Portfolio occurs in the content methods semester. The teacher candidates are scored on 4 point rubric derived from the InTASC standards. In addition to the 4 Domains, there is a written communication score on the rubric. Teacher candidates need to earn a 12 to pass the Capstone Portfolio. Teacher candidates that score a 1 in any of the Domains will redo that specific Domain.

Criterion Description:

At least 95% of candidates during the 2019-2020 academic year will achieve a score of 12 or greater on the Capstone Portfolio. Information on Scoring Procedures: Each candidate's Capstone Portfolio is blindly scored and a 10 percent of the Capstone Portfolio are randomly double scored by trained scorers. Each scorer evaluates and assigns a score of four(exceeds expectation), three(meets expectation), two(approaching expectation) or one(does not meet expectation) for each Domain and written communication. However, if the two scorers do not agree by more than one point, then the Capstone Portfolio is scored for a third time. The overall scores on the Capstone Portfolio are sent to the teacher candidates.

Findings Description:

Overall passing rates of teacher candidates achieving a 12 or greater on the Capstone is 95% with minimum numbers needing to submit for a second round review of one or more sections.

RELATED ITEM LEVEL 3

Capstone Portfolio Action

Action Description:

Candidates will score a 2 or better for each section of the Capstone portfolio with a passing rate of 95% in the first round.

RELATED ITEM LEVEL 1

The Candidates Will Demonstrate Mastery Of The State Mandated Standards For The Pedagogy And Professional Responsibilities (PPR) Certification Exam.

Learning Objective Description:

The candidates will demonstrate mastery of the state mandated standards for the Pedagogy and Professional Responsibilities (PPR) Certification Exam. There are four general teaching and professional standards candidates need to demonstrate. Each of these is also referred as "Domain".

1. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. (34% of exam items)
2. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. (13% of exam items)
3. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. (33% of exam items)
4. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession. (20% of exam items)

Under each standard, at least 40 knowledge and skills are identified. The state teacher examination assesses candidates' competencies in meeting these standards.

RELATED ITEM LEVEL 2

Pass Rates On PPR Certification Exams

Indicator Description:

Candidates seeking initial certification, advanced teacher certification, or certifications for other school personnel must take one or more of the Texas Examinations of Educator Standards (TExES). These examinations directly correspond to the state content competencies that have been identified for the certification desired. These content competencies are aligned with and based on the appropriate state standards the Texas Essential Knowledge and Skills (TEKS) statements, which describe the state mandated curriculum for students.

Each TExES examination is criterion-referenced and is designed to measure a candidate's level of content knowledge and skills appropriate for educators in the State of Texas. Each test was collaboratively developed by the State Board of Educator Certification (SBEC), National Evaluation Systems, Inc. (NES), an independent corporation specializing in educational measurements, with additional participation by committees of Texas educators. Individual test items developed to measure the state competencies were reviewed and rated by the various committees of Texas educators to ensure appropriateness of content and difficulty, clarity, and accuracy. These committees also ensured that the test items matched the appropriate competencies and were free from potential ethnicity, gender, and regional biases. The committees also helped prepare scoring rubrics for written response items and training materials for those who would score the tests.

Separate standard-setting panels were convened to review statistical data about candidate scores from initial pilot studies of the tests during their development. Recommendations were forwarded to the SBEC, which made the final decisions about establishing passing scores. TExES examinations are centrally administered by SBEC and NES at pre-determined sites and on pre-established dates across Texas similar to many of the national achievement tests. This regime provides for a professional, equitable, and secure testing environment for candidates. Alternative testing arrangements are also permitted for those requiring special consideration. Sites are selected after a careful review of security and accessibility potential, and the quality of overall testing conditions. Tests are scored centrally.

Criterion Description:

First time pass rates on all levels of the Pedagogy and Professional Responsibilities (PPR) Examination will exceed 90%. The set criterion was decided based on the fact that the PPR has been revised to include early childhood (EC) to high school (Gr. 12) and was perceived slightly more difficulty than the previous version. While the accountability system for the state examines scores for each completer cohort and provides for students to repeat the examination if they are not successful on the first attempt, the faculty decided to focus on the first time pass rate instead of the overall pass rate for the 2019-20 academic year.

Attached Files

 [PPR_Standards.EC-12.Manual](#)

Findings Description:

First time passing rates on the PPR are above 90%.

RELATED ITEM LEVEL 3

Certify Teacher Action

Action Description:

All teacher candidates are required to take the practice certify teacher TExES exams throughout their courses. When achieving an 80% or better they are approved to take the state exam.

TExES Exams for All Candidates

Goal Description:

Teacher candidates will take the TExES content exams by the end of their first semester of yearlong residency with a passing rate of 90% for all candidates.

Candidates will take all TExES exams in their final semester of yearlong residency and with a passing rate of 90%.

Providing Department: Education BA/BS (Elementary EC-6)

Progress: Ongoing

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

Teacher candidates will be required to take practice TExES exams for all state exams at various points in specified semester and when earning 80% will take the state certification exams to be fully certified upon graduation. Modules have been created to provide content support for teacher candidate success.

Faculty will calibrate on impact on student learning projects to increase rigor and depth of understanding for students.

Faculty will analyze areas of needed support for capstone portfolios indicators and artifact select to demonstrate mastery of each indicator.

Update of Progress to the Previous Cycle's PCI:

All teacher candidates are required to take the practice exams throughout their coursework and earn 80% to be approved to take the state exams. They must pass the state content exams during their first semester of yearlong residency.

Faculty reviewed the rubric for scoring the impact on student learning assignment to provide depth and increase rigor for students. Teach candidates use the student achievement chart to compare pre and post asesment data.

Capstone portfolio sessions were held to prepare students to complete their portfolios. Scorers were trained and calibration of scoring was completed by faculty prior to scoring candidate portfolios.

New Plan for Continuous Improvement Item

Closing Summary:

Review of scores on content exams will be completed to determine areas in which more emphasis is needed to support passing rates the first time the test is taken. Program areas will review for content specific support.

Test taking strategy sessions will be held throughout the semester to support students with their exams.

Study materials are made available to support students who do not pass. Referrals to various support programs are made on a continual basis for increased student success.

Education BS (Middle Level 4-8)

Pedagogy And Professional Responsibilities

Goal Description:

Candidates in the Middle Level Program will demonstrate mastery of the Pedagogy and Professional Responsibilities knowledge and skills for classroom teachers.

Candidates will demonstrate mastery of the state mandated standards for the Pedagogy and Professional Responsibilities (PPR) certification exam.

Providing Department: Education BS (Middle Level 4-8)

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Candidates Will Demonstrate Mastery Of The State Mandated Standards For The Pedagogy And Professional Responsibilities (PPR) Certification Exam

Learning Objective Description:

Candidates will demonstrate mastery of the state mandated standards for the Pedagogy and Professional Responsibilities (PPR) certification exam.

RELATED ITEM LEVEL 2

Pass Rates On PPR Certification Exam

Indicator Description:

Candidates seeking initial certification, advanced teacher certification, or certifications for other school personnel must take one or more of the Texas Examinations of Educator Standards (TExES). These examinations directly correspond to the state content competencies that have been identified for the certification desired. These content competencies are aligned with and based on the appropriate state standards for the Texas Essential Knowledge and Skills (TEKS) statements, which describe the state mandated curriculum for students. Each TExES examination is criterion-referenced and is designed to measure a candidate's level of content knowledge and skills appropriate for educators in the State of Texas.

Each test was collaboratively developed by the State Board of Educator Certification (SBEC), National Evaluation Systems, Inc. (NES), an independent corporation specializing in educational measurements, with additional participation by committees of Texas educators. Individual test items developed to measure the state competencies were reviewed and rated by the various committees of Texas educators to ensure appropriateness of content and difficulty, clarity, and accuracy. These committees also ensured that the test items matched the appropriate competencies and were free from potential ethnicity, gender, and regional biases. The committees also helped prepare scoring rubrics for written response items and training materials for those who would score the tests.

Separate standard-setting panels were convened to review statistical data about candidate scores from initial pilot studies of the tests during their development. Recommendations were forwarded to the SBEC, which made the final decisions about establishing passing scores. TExES examinations

are centrally administered by SBEC and NES at pre-determined sites and on pre-established dates across Texas similar to many of the national achievement tests. This regime provides for a professional, equitable, and secure testing environment for candidates. Alternative testing arrangements are also permitted for those requiring special consideration. Sites are selected after a careful review of security and accessibility potential, and the quality of overall testing conditions. Tests are scored centrally.

Criterion Description:

First time pass rates on all levels of the Pedagogy and Professional Responsibilities (PPR) examinations will exceed 85%. While the accountability system for the state examines scores for each completer cohort and used to provide for students to repeat the examination if they are not successful on the first attempt, the faculty decided to focus on the first time pass rate instead of the overall pass rate.

Findings Description:

Of the 30 middle level students who took the PPR exam, 29 (97%) passed on the first attempt exceeding our goal of 85%.

RELATED ITEM LEVEL 3

Pass Rates on PPR Certification Exam

Action Description:

Although much progress was made this year, the Middle Level Program will continue to align curriculum in all CIME courses to PPR-type competencies with the understanding that TCAR or edTPA could replace PPR as performance assessment.

Teacher Quality

Goal Description:

Middle Level candidates will master areas associated with teacher quality and effectiveness in the following areas:

The Learner and Learning

Content

Instructional Practice

Professional Responsibility

Providing Department: Education BS (Middle Level 4-8)

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Candidates Will Be Able To Plan, Implement, Assess, And Modify Effective Instruction For All Learners

Learning Objective Description:

Candidates will be able to plan, implement, assess, and modify effective instruction.

RELATED ITEM LEVEL 2

Pass Rates on the Content Exam

Indicator Description:

Candidates seeking initial certification, advanced teacher certification, or certifications for other school personnel must take one or more of the Texas Examinations of Educator Standards (TExES). These examinations directly correspond to the state content competencies that have been identified for the certification desired. These content competencies are aligned with and based on the appropriate state standards for the Texas Essential Knowledge and Skills (TEKS) statements, which describe the state mandated curriculum for students. Each TExES examination is criterion-referenced and is designed to measure a candidate's level of content knowledge and skills appropriate for educators in the State of Texas.

Each test was collaboratively developed by the State Board of Educator Certification (SBEC), National Evaluation Systems, Inc. (NES), an independent corporation specializing in educational measurements, with additional participation by committees of Texas educators. Individual test items developed to measure the state competencies were reviewed and rated by the various committees of Texas educators to ensure appropriateness of content and difficulty, clarity, and accuracy. These committees also ensured that the test items matched the appropriate competencies and were free from potential ethnicity, gender, and regional biases. The committees also helped prepare scoring rubrics for written response items and training materials for those who would score the tests.

Separate standard-setting panels were convened to review statistical data about candidate scores from initial pilot studies of the tests during their development. Recommendations were forwarded to the SBEC, which made the final decisions about establishing passing scores. TExES examinations are centrally administered by SBEC and NES at pre-determined sites and on pre-established dates across Texas similar to many of the national achievement tests. This regime provides for a professional, equitable, and secure testing environment for candidates. Alternative testing arrangements are also permitted for those requiring special consideration. Sites are selected after a careful review of security and accessibility potential, and the quality of overall testing conditions. Tests are scored centrally.

Criterion Description:

First time pass rates on all levels of content examinations will exceed 80%. While the accountability system for the state examines scores for each completer cohort and used to provide for students to repeat the examination if they are not successful on the first attempt, the faculty decided to focus on the first time pass rate instead of the overall pass rate for the academic year since this is the direction the state is moving.

Findings Description:

Rather than looking at the overall pass rate for all content exams, data were separated into specific content exams for both old and new curriculum. On the 4-8 ELAR, 4-8 ELAR/Social Studies, and 4-8 Science content exams, we exceeded our goal of 80% pass rate on the first attempt. On the 4-8 Math, 4-8 Math/Science, 4-8 Social Studies, and 4-8 Core exams, we did not meet our goal of 80% pass rate on the first attempt. On the Science of Teaching Reading (STR) exam, 4-8 ELAR exceeded the goal of 80% on the first attempt, while 4-8 Core did not meet 80%.

Old curriculum:

4-8 ELAR/Social Studies 4/5 students (80%) passed on their first attempt.

4-8 Math/Science 0/2 students (0%) passed on their first attempt.

New curriculum:

4-8 ELAR 10/11 students (91%) passed on their first attempt.

4-8 Math 19/33 students (58%) passed on their first attempt.

4-8 Science 4/5 students (80%) passed on their first attempt.

4-8 Social Studies 3/5 students (60%) passed on their first attempt.

4-8 Core 2/7 students (29%) passed on their first attempt.

Science of Teaching Reading (STR):

4-8 ELAR 8/9 students (89%) passed on their first attempt.

4-8 Core 4/6 students (67%) passed on their first attempt.

RELATED ITEM LEVEL 3

Pass Rates on the Content Exam

Action Description:

Working with the Mathematics, History, Science, and Reading department/programs, instructors developed the Teacher Certification Test Prep organization in Blackboard. This organization contains modules in each content area that align with Teacher Standards and contain study and review resources.

Students are also required to take benchmark content tests via Certify Teacher or 240 Tutoring at three points during their field courses and must pass their respective content exam(s) to move forward to student teaching.

Additionally, 4-8 Core students are not currently taking READ 3380, Emergent & Beginning Literacy, which is a foundational course upon which further instruction on STR in Literacy Methods is built. Faculty in the Middle Level Program will look at the 4-8 Core degree plan to see if changes can be implemented to allow these candidates to take READ 3380 similar to 4-8 Core.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

The plan to align curriculum more completely to Capstone competencies by emphasizing activities and assignments related to each is in progress, but has not yet been fully achieved. This will be a point of focus for the 2021-2022 AY.

Update of Progress to the Previous Cycle's PCI:

Given that 97% of 4-8 teacher candidates passed the Capstone Portfolio with an overall score of 12 and at least a 2 in each domain, the curriculum alignment in the program appears to have been successful.

New Plan for Continuous Improvement Item

Closing Summary:

Alignment of curriculum in the middle grades program will continue, however the Capstone Portfolio has been phased out and is being replaced by the T-CAR assessment. T-CAR aligns with the T-TESS domains and includes a video component and will serve as a performance assessment. Currently, the SBOE is still including the PPR test as a teaching certification requirement, but whether to continue including a goal for PPR in the 2022-2023 academic year will be decided. Also under consideration is the inclusion of a performance objective to address program growth.

Special Education MA (Low Incidence Disabilities and Autism)

Mastery Of Behavior Analysis Certification Board Task List Knowledge And Skills

Goal Description:

Mastery of Knowledge and Skills based on Behavior Analysis Certification Board Task List.

Providing Department: Special Education MA (Low Incidence Disabilities and Autism)

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Behavior Analysis Certification Exam

Learning Objective Description:

Candidates will pass the Behavior Analysis Certification Exam at percentages comparable to the national average.

RELATED ITEM LEVEL 2

Percentage Of Candidates Passing Behavior Analyst Certification Exam

Indicator Description:

The Special Education MA (Low Incidence Disabilities and Autism) graduate program prepares students to take the Behavior Analyst Certification Exam, the final step in becoming a Board Certified Behavior Analyst. Therefore, the true test of the program's effectiveness is the percentage of students passing the exam every year.

Criterion Description:

At least 55% of first time exam takers will pass the Behavior Analyst Certification Exam.

Findings Description:

The Behavior Analyst Certification Board has not yet published 2021 pass rates.

RELATED ITEM LEVEL 3

Percentage Of Candidates Passing Behavior Analysis Certification Exam

Action Description:

BACB has not yet published its 2021 passing rates. We will keep this criterion.

RELATED ITEM LEVEL 1

Behavior Development Solutions (BDS) Modules

Learning Objective Description:

Students will demonstrate mastery of behavior analytic terms and concepts.

RELATED ITEM LEVEL 2

BDS Modules

Indicator Description:

The BDS Modules are a set of BCBA exam preparatory questions that have been shown to improve first time BCBA exam pass rates. Currently, the first time BCBA exam pass rate for students that complete all of the modules to 100% accuracy is 97.7%

(<https://www.behaviordevelopmentsolutions.com/>).

Students are required to complete portions of the modules throughout their second year in the LIDA program to prepare for the BCBA exam.

Criterion Description:

Of the assigned modules, 50% of students will complete the acquisition exam portions to 100% and the fluency exam portions to 80% with no limit on attempts.

Findings Description:

Zero out of 16 students met criterion. On average, the students in the cohort graduating in 2022 completed 75% of acquisition exam portions at 100% and 75% of fluency exam portions at 80% with no limits on attempts. That was less than the completion performance of the previous cohort. That group completed 83% of assigned modules at criterion levels.

RELATED ITEM LEVEL 3

BDS Modules

Action Description:

Because our students have not yet met this criterion, we will keep it.

RELATED ITEM LEVEL 1

Comprehensive Exams

Learning Objective Description:

Candidates will demonstrate mastery of knowledge and skills on comprehensive examinations, referenced to the standards set forth by the Behavior Analysis Certification Board.

RELATED ITEM LEVEL 2

Comprehensive Exams Scoring Rubric

Indicator Description:

Faculty-developed rubric scored by two independent faculty members following standards of the Behavior Analyst Certification Board Task List.

Criterion Description:

90% of candidates will score 80% or better on the rubric on their first attempt. Particular areas of emphasis include data analysis, experimental design, behavioral support plan development, and application of ethical principles.

Findings Description:

Of the candidates graduating in 2022, 87.5% scored 80% or better on their first attempt. This was a decrease from 2021 when 100% scored 80% or better on their first attempt.

RELATED ITEM LEVEL 3

Comprehensive Exams Scoring Rubric

Action Description:

The cohort graduating in 2022 almost met this criterion. We will keep it.

RELATED ITEM LEVEL 1

Sugai-Horner ABA Test

Learning Objective Description:

Candidates will demonstrate mastery of behavior analytic knowledge and skills.

Attached Files

 [Sugai-Horner ABA Test](#)

RELATED ITEM LEVEL 2

Improvement on the Sugai-Horner ABA Test

Indicator Description:

The Sugai-Horner ABA Test is an 89-item assessment consisting of 64 multiple-choice and 15 true/false questions. The test covers ABA principles and applications typically taught in an introductory Masters-level course.

Candidates receive course points for completion of the assessment, regardless of accuracy on the individual items. Therefore, the only environmental variables that evoke and maintain correct responding are instructional control in the classroom and a history of reinforcement for performing accurately on similar tasks. In addition, the students are urged to do well to provide an accurate assessment of their knowledge with respect to the material as they advance throughout the program.

The assessment will be scored as a percentage of responses correct.

Criterion Description:

Students will improve their scores on the test by at least 20% from the August administration to the April administration.

Findings Description:

Scores for Cohort 15, which graduated in 2022, decreased 3.1% on average from the August to May administration. Cohort 16 improved its scores 10.3% on average.

RELATED ITEM LEVEL 3

Improvement on the Sugai-Horner ABA Test

Action Description:

Neither cohort met criterion. We will keep the criterion, but we will use a new assessment.

RELATED ITEM LEVEL 2

Passing rate on the Sugai-Horner ABA Test

Indicator Description:

The Sugai-Horner ABA Test is an 89-item assessment consisting of 64 multiple-choice and 15 true/false questions. The test covers ABA principles and applications typically taught in an introductory Masters-level course.

Candidates receive course points for completion of the assessment, regardless of accuracy on the individual items. Therefore, the only environmental variables that evoke and maintain correct responding are instructional control in the classroom and a history of reinforcement for performing accurately on similar tasks. In addition, the students are urged to do well to provide an accurate assessment of their knowledge with respect to the material as they advance throughout the program.

The assessment will be scored as a percentage of responses correct.

Criterion Description:

For the first-year cohort, 50% of candidates will score 70% or better on the test at the final administration. For the second-year cohort, 80% of candidates will score 80% or better on the test at the final administration.

Findings Description:

86.7% of first-year candidates scored 70% or better on the test at the final administration. In the second-year cohort, 75% of candidates scored 80% or better on the test at the final administration.

RELATED ITEM LEVEL 3

Passing Rate on the Sugai-Horner ABA Test

Action Description:

The first-year cohort met their criterion, but the second-year cohort did not. We will keep the criteria for the cohorts, but we will use a new assessment.

Production Of Scholarly Research Project

Goal Description:

Candidates will write a research paper, conforming to APA style

Providing Department: Special Education MA (Low Incidence Disabilities and Autism)

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Research Proposal

Learning Objective Description:

Candidates will develop a high-quality research proposal in SPED 6314. Candidates will demonstrate mastery of this skill by the end of SPED 6315 or SPED 6317.

RELATED ITEM LEVEL 2

Passing Rate On Research Project

Indicator Description:

The research project will be scored by instructors of SPED 6315 or SPED 6317.

Criterion Description:

80% of candidates will score 80% or better on the rubric for the final research project or literature review.

Findings Description:

100% of candidates scored 80% or better on the rubric.

RELATED ITEM LEVEL 3

Passing Rate On Research Project

Action Description:

The cohort graduating in 2022 met this criterion. We will keep it, but we will develop a new rubric for the research project.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

We plan to create a test to replace the Sugai-Horner ABA Test. During 2020-2021, we wrote new Comprehensive Exam questions aligned with our newly revised courses based on our certification board's 5th Edition Task List. For the new test, we will write 78 multiple-choice questions during 2021-2022. These questions will cover the material in our new, more rigorous courses.

Update of Progress to the Previous Cycle's PCI:

Students performed well on our new Comprehensive Exam questions. We will replace the Sugai-Horner Test with 100 multiple-choice questions covering material in our 5th Edition Task List courses.

New Plan for Continuous Improvement Item

Closing Summary:

Our students have performed to the higher standards required by the BACB's 5th Edition Task List. We observed this when they met criterion in their Comprehensive Exams based on new, more difficult questions. We did not see improvement in performance on the Sugai-Horner Test, but we plan to replace the assessment with one that better reflects our new content. Students did reach criterion on the rubric measuring performance on their research projects, but we plan to replace the rubric with a more rigorous one.