



# 2022-2023



# College of Education

# **Department of Counselor Education**

# Counseling MA

## G 1: 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 1: 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: CPCE Examination

#### Indicator Description:

Indicator Type: CPCE Exam. The CPCE is the instrument used to evaluate candidates' competency in the core content areas.

#### Criterion Description:

All MA students will be required to pass the CPCE 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:

In 2022-2023, there was a 95% pass rate for the Clinical Mental Health students taking the CPCE.

Out of the 8 domains, areas of strength include: C5: Counseling and Helping Relationships (0.7 above national mean) and C8: Research and Program Evaluation (0.8 above national mean). Areas of concern include C3: Human Growth and Development (0.3 above national mean) and C7: Assessment and Testing (0.4 above national mean).

#### RELATED ITEM LEVEL 3

### ICF 2: CPCE Examination

#### Action Description:

Faculty will analyze areas of curriculum from C3: Human Growth and Development and C7: Assessment and Testing for additional feedback.

#### RELATED ITEM LEVEL 1

### LO 4: 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:

Indicator Type: Counselor Potential Scale. 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:**

97% of students received no concern on the CPS. A total of 2.2% (16 students) received feedback of a concern. These concerns were handled within classes or with a remediation plan.

RELATED ITEM LEVEL 3

**ICF 2: Candidacy Applicants (Dispositions)**

**Action Description:**

Using feedback from 2022-2023, all adjunct instructors will be sent more detailed information regarding the completion of Counselor Potential Scales. This feedback is critically important in identifying concerns early and providing support for change.

**G 2: 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 1: Clinical Documentation**

**Indicator Description:**

Clinical files are created and maintained for all MA Counseling students. A checklist is on one side of the file and all required documents are maintained on the other side. The practicum and internship instructors collect documents and turn them in to the Clinical Services Coordinator who verifies documents at the end of each semester against the list required.

**Criterion Description:**

The criterion is 100% completion rate on the required documents.

**Findings Description:**

Beginning in fall 2022, the Department of Counselor Education begin migrating from paper copies of clinical logs to Supervision Assist. Full implementation has begun and we expect to be more proficient in analyzing data as a result of this move.

RELATED ITEM LEVEL 3

**ICF : Clinical Documentation**

**Action Description:**

Supervision Assist is now being used in all clinical courses for the MA in Clinical Mental Health Counseling. This move to electronic housing of data will increase proficiency in analyzing aggregate data.

#### RELATED ITEM LEVEL 2

### ICF 3: Site Supervisors Evaluation Form

#### Indicator Description:

Indicator Type: Site Supervisor Evaluation Form. 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:

100% of students who successfully passed COUN 6386 received a rating of **meets** or **exceeds expectations** on all items of the Site Supervisor Evaluation form. This is a requirement to successfully pass COUN 6386. However, the implementation of Supervision Assist will provide more detailed information for faculty to discern areas of concern and ways to modify the curriculum.

#### RELATED ITEM LEVEL 3

### ICF 3: Site Supervisors Evaluation Form

#### Action Description:

Data will be aggregated and analyzed for course improvement beginning with the fall 2023 semester.

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

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

#### Closing Summary

Provide exam preparation workshops to meet 90% passing.

#### Update of Progress to the Previous Cycle's PCI:

Students enrolled in the MA Clinical Mental Health Counseling program are consistently passing the nationally normed CPCE test. Programming to assist with test preparation will be added to professional development opportunities for students.

## New Plan for Continuous Improvement Item

#### Closing Summary:

Supervision Assist has been added to collect, track, and aggregate all clinical experiences. This will facilitate more rigorous data analysis for our program.

# 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:** Ongoing

### 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:

Indicator Type: Evaluation Form. 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:

16 students were enrolled in this course in spring of 2023. The instructor for COUN 7335 rates the student's competence in a semester long supervised supervision of 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:

In spring of 2023 we had 16 students enrolled in this course. 3 students were rated as mostly "competent" and 13 students were rated as "proficient." We are satisfied with these results.

#### RELATED ITEM LEVEL 3

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

#### Action Description:

no action required at this time

## 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:** Ongoing

## 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:**

Indicator Type: Evaluation Form. 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:**

this course was not offered during this review cycle. last offered fall of 2021.

## RELATED ITEM LEVEL 3

**Ph.D. student competently co-teaches a master level course in counseling.****Demonstrate Research Competency in the Completed Dissertation****Goal Description:**

Candidates demonstrate research competency by completing original dissertation research and receiving a passing grade of at least 85%.

**Providing Department:** Counselor Education PhD

**Progress:** Ongoing

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:**

Indicator Type: Checklist for dissertation quality. 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:**

For the cycle year of 2022-2023 there were 8 successful dissertation proposals and 5 successful dissertation defenses. We are satisfied with these results.

RELATED ITEM LEVEL 3

**Action - Checklist for Completed Dissertation**

**Action Description:**

no action required at this time

**Knowledge Of Counselor Education Literature in the Dissertation Proposal**

**Goal Description:**

Current literature informs research as demonstrated in the dissertation proposal. A pass rate of at least 85% is expected.

**Providing Department:** Counselor Education PhD

**Progress:** Ongoing

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:**



Indicator Type: Checklist for Dissertation Quality    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:**

In the academic cycle year of 2022-2023 8 students successfully proposed dissertation.

RELATED ITEM LEVEL 3

**Action - Dissertation Quality for the Dissertation Proposal**

**Action Description:**

no action required at this time

## 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:** Ongoing

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 7337

RELATED ITEM LEVEL 2

**Describe advocating for a counseling client.**

**Indicator Description:**

Indicator Type: Evaluation Form    The instructor of COUN 7337 evaluates the verbal description, recording, or artifact where the Ph.D. candidate advocates for a counseling client.

**Criterion Description:**

The COUN 7337 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:**

In summer of 2023 cohort 20, 7 students were enrolled in COUN 7337. All 7 students passed with a rating of proficient.

RELATED ITEM LEVEL 3

**Action - Advocating for a counseling client**

**Action Description:**

no action required at this time

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:**

Indicator Type: Case study term paper    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](#)

RELATED ITEM LEVEL 3

**Action - Application of counseling theory**

**Action Description:**

no action required at this time

## **Update to Previous Cycle's Plan for Continuous Improvement Item**

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

#### **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.

### **Update of Progress to the Previous Cycle's PCI:**

Completed

## **New Plan for Continuous Improvement Item**

### **Closing Summary:**

New program leadership will result in a reconsideration of all objectives and indicators for AY 2023-2024. This "reset" may result in substantive changes in the plan, so no action is being taken on this specific indicator.

# 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:**

Indicator Type: Pre and Post Assessment

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:**

Criterion: Met.

All students (n=3) scored 100%.

RELATED ITEM LEVEL 3

**Action - Self-Assessment of Professional Knowledge**

**Action Description:**

The criterion was met. Because it was met, no actions are needed on the assessment. For 2023-2024, different objectives, assessments, and criteria will be set.

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:

Indicator Type: Pre and Post Assessment

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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 [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:

Criterion: Met.

All students (n=3) scored 100%.

## RELATED ITEM LEVEL 3

### Action - Self-Assessment of Professional Knowledge

#### Action Description:

The criterion was met. Because it was met, no actions are needed on the assessment. For 2023-2024, different objectives, assessments, and criteria will be set.

## 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:

Indicator Type: Pre and Post Assessment

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:**

Criterion: Met.

All students (n=3) scored 100%.

RELATED ITEM LEVEL 3

**Action - Self-Assessment of Professional Knowledge**

**Action Description:**

The criterion was met. Because it was met, no actions are needed on the assessment. For 2023-2024, different objectives, assessments, and criteria will be set.

**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:**

Indicator Type: Pre and Post Assessment

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:**

Criterion: Met.

All students (n=3) scored 100%.

RELATED ITEM LEVEL 3

**Action - Self-Assessment of Skills, Knowledge and Application**

**Action Description:**

The criterion was met. Because it was met, no actions are needed on the assessment. For 2023-2024, different objectives, assessments, and criteria will be set.

#### 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:

Indicator Type: Pre and Post Assessment

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:

Criterion: Met.

All students (n=3) scored 100%.

#### RELATED ITEM LEVEL 3

### Action - Self-Assessment of Skills, Knowledge and Application

#### Action Description:

The criterion was met. Because it was met, no actions are needed on the assessment. For 2023-2024, different objectives, assessments, and criteria will be set.

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

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

#### Closing Summary

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

#### Update of Progress to the Previous Cycle's PCI:

For 2023-2024, different objectives, assessments, and criteria will be set. The single assessment used for multiple objectives is not a sufficient measure of student learning.

## New Plan for Continuous Improvement Item

#### Closing Summary:

For 2023-2024, different objectives, assessments, and criteria will be set. The single assessment used for multiple objectives is not a sufficient measure of student learning.

# **Department of Educational Leadership**



# Higher Education Administration MA / Academic Advising Certificate

## 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 ITEMS/ELEMENTS -----

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 Exam**

**Indicator Description:**

Indicator Type: Comprehensive Exam

Graduate programs are regarded as either research or professional oriented programs. The M.A. in Higher Education Administration (HIED) program primarily serves as a professional program that enhances career-related leadership and focuses 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.

All of the graduate programs at Sam Houston State University require an assessment of knowledge retention toward the end of the academic program. SHSU academic policy allows for assessment of knowledge retention to be incorporated as a comprehensive exam, in written and/or oral format, and/or a comprehensive capstone course. The HIED program currently uses a comprehensive exam to meet this assessment requirement.

Comprehensive exams in the HIED program are available to students in the fall and spring academic semesters. Students take comprehensive exams in their final semester prior to graduation with the exception of those graduating in the summer. These students take comprehensive exams in the spring semester prior to their final semester of enrollment (summer).

The HIED program uses a case study format for comprehensive exams. The program currently uses case studies from Ignelzi, Rychener, Mistretta, and Jacob (2018). Students select from one of two case studies provided by the faculty and develop a comprehensive response based on completed coursework. Students are provided with one week to develop this response. The faculty then review students’ responses using a grading rubric.

The HIED comprehensive exam rubric was initially developed by program faculty in AY 2013-2014 and then revised in AY 2015-2016. This effort was led by Dr. Peggy Holzweiss who served eight years as an assessment coordinator at Texas A&M University in the Division of Student Affairs. The rubric contains eight categories: a) identification of issues, b) theory selection and application, c) analysis, d) evidence-based concepts, e) connections to the curriculum, f) approach, g) writing, and h) APA format, citations, and references. A copy of the rubric is attached.

Although the program currently uses comprehensive exams as an indicator, the program is preparing to move to a portfolio system in AY 2019-2020. This will replace the comprehensive exams and is in response to recommendations from the program's 6-year review. A preliminary draft of the portfolio document is also attached.

#### References:

Ignelzi, M. G., Rychener, M. A., Mistretta, M. A., & Jacob, S. A. (2018). *Complex Cases in Student Affairs: Preparing early career professionals for practice*. New York: Taylor & Francis.

Our program has effectively moved to use another format of comprehensive examination using a comprehensive portfolio. This is the format currently use and it is a requirement for graduating in the MA program.

#### Attached Files

 [Comps - Grading Rubric.pdf](#)

 [Rubric Draft 101718.docx](#)

 [Portfolio Overview.doc](#)

#### Criterion Description:

- On comprehensive exams, 80% of students completing the comprehensive exam will demonstrate "**writing**" at the "acceptable" or higher level of the updated rubric after the rewrites portion (2nd round) of exams.
- On comprehensive exams, 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:

All the students who conduct their Comprehensive Examination pass it. Only 1% of students who originally were scheduled to complete their portfolio did not do it so and continued and finished in an additional semester.

#### RELATED ITEM LEVEL 3

##### Comprehensive Exam

##### Action Description:

Portfolio submission system has been re-structured in a twofold fashion: the submission of Resume/ CV, and 3 (three) narratives and artifacts happen within the practicum. The rest of the portfolio narratives get submitted to an assigned faculty advisor on specific dates throughout the semester. A month before the semester ends, students submit the final version of the portfolio in TK20.

#### RELATED ITEM LEVEL 2

##### Research Proposal

##### Indicator Description:

Indicator Type: Research Proposal

The Council for the Advancement of Standards in Higher Education (CAS) provides standards and guidelines for graduate preparation program. Part 5 of these standards details expectations for academic curriculum. A component is basic knowledge assessment, evaluation, and research practices. "Graduates must be able to critique a study or evaluation and be able to design, conduct, and report on a sound research study, assessment study, or program evaluation, all grounded in the appropriate literature" (Miller, 2003, p. 11).

To meet this standard, students in the M.A. in Higher Education Administration program are required to take HIED 5379 in their first semester of enrollment in the program. This provides the program with an opportunity to evaluate students' research skills at the beginning and end of the program. Activities in this course emphasize how to locate, evaluate, and write about current research in the field of higher education. Students are asked to generate a research proposal on a topic of their choosing in the area of higher education. They are required to have a minimum number of scholarly sources (i.e., peer reviewed articles). Major sections that are required in the proposal include: Title page; literature review section; Statement of the Problem; Purpose of the Study; Significance of the Study; Research Question(s); Method; Research Design; Participants; Instrumentation; and References.

An example rubric used to evaluate to course assignment is attached. Program faculty are working to enhance this current course rubric.

Our data show that our student meet this standard by 85%.

Attached Files

 [HIED 5379 Course Project Rubric.docx](#)

**Criterion Description:**

1. At least 85% of students will earn a grade of B or better on the research proposal assignment in the course.

**Findings Description:**

85% of students passed HIED 5379 with a grade of B or A. Students who do not pass the course, re-take it in the following semester.

**RELATED ITEM LEVEL 3**

**Research Proposal**

**Action Description:**

HIED 5379 is offered in 2 (two) different semesters, but not every semester within the academic year. The program conducted a curriculum review and alignment and each instructor who teaches the course incorporates the strategies and changes proposed.

**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 Exam**

**Indicator Description:**

Indicator Type: Comprehensive Exam

Graduate programs are regarded as either research or professional oriented programs. The M.A. in Higher Education Administration (HIED) program primarily serves as a professional program that enhances career-related leadership and focuses 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.

All of the graduate programs at Sam Houston State University require an assessment of knowledge retention toward the end of the academic program. SHSU academic policy allows for assessment of knowledge retention to be incorporated as a comprehensive exam, in written and/or oral format, and/or a comprehensive capstone course. The HIED program currently uses a comprehensive exam to meet this assessment requirement.

Comprehensive exams in the HIED program are available to students in the fall and spring academic semesters. Students take comprehensive exams in their final semester prior to graduation with the exception of those graduating in the summer. These students take comprehensive exams in the spring semester prior to their final semester of enrollment (summer).

The HIED program uses a case study format for comprehensive exams. The program currently uses case studies from Ignelzi, Rychener, Mistretta, and Jacob (2018). Students select from one of two case studies provided by the faculty and develop a comprehensive response based on completed coursework. Students are provided with one week to develop this response. The faculty then review students' responses using a grading rubric.

The HIED comprehensive exam rubric was initially developed by program faculty in AY 2013-2014 and then revised in AY 2015-2016. This effort was led by Dr. Peggy Holzweiss who served eight years as an assessment coordinator at Texas A&M University in the Division of Student Affairs. The rubric contains eight categories: a) identification of issues, b) theory selection and application, c) analysis, d) evidence-based concepts, e) connections to the curriculum, f) approach, g) writing, and h) APA format, citations, and references. A copy of the rubric is attached.

Although the program currently uses comprehensive exams as an indicator, the program is preparing to move to a portfolio system in AY 2019-2020. This will replace the comprehensive exams and is in response to recommendations from the program's 6-year review. A preliminary draft of the portfolio document is also attached.

#### References:

Ignelzi, M. G., Rychener, M. A., Mistretta, M. A., & Jacob, S. A. (2018). *Complex Cases in Student Affairs: Preparing early career professionals for practice*. New York: Taylor & Francis.

Our program has effectively moved to use another format of comprehensive examination using a comprehensive portfolio. This is the format currently use and it is a requirement for graduating in the MA program.

#### Attached Files

 [Comps - Grading Rubric.pdf](#)

 [Rubric Draft 101718.docx](#)

 [Portfolio Overview.doc](#)

#### Criterion Description:

- On comprehensive exams, 80% of students completing the comprehensive exam will demonstrate "**writing**" at the "acceptable" or higher level of the updated rubric after the rewrites portion (2nd round) of exams.
- On comprehensive exams, 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:**

All the students who conduct their Comprehensive Examination pass it. Only 1% of students who originally were scheduled to complete their portfolio did not do it so and continued and finished in an additional semester.

**RELATED ITEM LEVEL 3****Comprehensive Exam****Action Description:**

Portfolio submission system has been re-structured in a twofold fashion: the submission of Resume/ CV, and 3 (three) narratives and artifacts happen within the practicum. The rest of the portfolio narratives get submitted to an assigned faculty advisor on specific dates throughout the semester. A month before the semester ends, students submit the final version of the portfolio in TK20.

**RELATED ITEM LEVEL 2****Research Proposal****Indicator Description:**

Indicator Type: Research Proposal

The Council for the Advancement of Standards in Higher Education (CAS) provides standards and guidelines for graduate preparation program. Part 5 of these standards details expectations for academic curriculum. A component is basic knowledge assessment, evaluation, and research practices. "Graduates must be able to critique a study or evaluation and be able to design, conduct, and report on a sound research study, assessment study, or program evaluation, all grounded in the appropriate literature" (Miller, 2003, p. 11).

To meet this standard, students in the M.A. in Higher Education Administration program are required to take HIED 5379 in their first semester of enrollment in the program. This provides the program with an opportunity to evaluate students' research skills at the beginning and end of the program. Activities in this course emphasize how to locate, evaluate, and write about current research in the field of higher education. Students are asked to generate a research proposal on a topic of their choosing in the area of higher education. They are required to have a minimum number of scholarly sources (i.e., peer reviewed articles). Major sections that are required in the proposal include: Title page; literature review section; Statement of the Problem; Purpose of the Study; Significance of the Study; Research Question(s); Method; Research Design; Participants; Instrumentation; and References.

An example rubric used to evaluate to course assignment is attached. Program faculty are working to enhance this current course rubric.

Our data show that our student meet this standard by 85%.

Attached Files

 [HIED 5379 Course Project Rubric.docx](#)

**Criterion Description:**

1. At least 85% of students will earn a grade of B or better on the research proposal assignment in the course.

**Findings Description:**

85% of students passed HIED 5379 with a grade of B or A. Students who do not pass the course, re-take it in the following semester.

## **Research Proposal**

### **Action Description:**

HIED 5379 is offered in 2 (two) different semesters, but not every semester within the academic year. The program conducted a curriculum review and alignment and each instructor who teaches the course incorporates the strategies and changes proposed.

## **Update to Previous Cycle's Plan for Continuous Improvement Item**

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

#### **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

### **Update of Progress to the Previous Cycle's PCI:**

For the year 2022-2023. the program

- We reviewed our Comprehensive Portfolio through our self-study report
- Reviewed professional development opportunities offered to students and had several students attend different opportunities successfully
- Investigated the changes identified by the curriculum alignment process

## **New Plan for Continuous Improvement Item**

### **Closing Summary:**

For the year 2023-2024. the program

- New goals will be set for our Comprehensive Portfolio
- Measurable goals will be addressed to professional development opportunities offered to students
- Measurable goals will be identified by the curriculum alignment process



# Higher Education Leadership EDD

## GOAL: Mastery of Higher Education Leadership Competencies

### Goal Description:

Graduates of the doctoral program in Higher Education Leadership will possess knowledge and skills necessary to advance and apply scholarship to the leadership of higher educational institutions and academic units. In particular, graduates will be knowledgeable and exhibit mastery in the following areas essential to understanding and advocating for the educational roles of colleges and universities in a democratic society such as:

- history of higher education
- cultural, ethical, and societal issues that affect higher education
- economic, legal, and political issues that affect higher education
- organization, governance, leadership, and administrative theories
- higher education finance, law, and planning, institutional types, and,
- assessment and evaluation of student learning and academic programs.
- 

### Attached Files

 [Intended Learning Outcomes and assessment Plan.docx](#)

**Providing Department:** Higher Education Leadership EDD

### RELATED ITEMS/ELEMENTS -----

#### RELATED ITEM LEVEL 1

#### Articulation of Nuances in Higher Education

#### Learning Objective Description:

Candidates will articulate the structural, human resource, political, and symbolic nuances of the vastly different forms of higher education institutions in America.

#### RELATED ITEM LEVEL 2

#### Indicator, Criterion, and Findings: Articulation of Nuances

#### Indicator Description:

Indicator Type: Comprehensive Exam  
Candidate learning will be assessed via comprehensive exams administered in program coursework and scored by program faculty using a faculty-developed rubric rubric for assessing student competency in this student learning outcome.

#### Criterion Description:

100% of candidates are expected to score at or above the proficient level on the comprehensive exam.

#### Findings Description:

Criterion status: Met

#### RELATED ITEM LEVEL 3

#### Action: Articulation of Nuances

#### Action Description:

New utility for these plans in COE will result in a reconsideration of all objectives and indicators for AY 2023-2024. This "reset" may result in substantive changes in the plan, so not action is being taken on this specific indicator.

#### RELATED ITEM LEVEL 1

#### Dispositions

#### Learning Objective Description:

Doctoral Students in the HEDL Program will demonstrate dispositions consistent with emerging leaders in the field of higher education. These include, but are not limited to (a) engagement as a learner, (b) active participation in learning, (c) observance of ethical standards, (d) respect for other's viewpoints, (e) completion of assigned tasks, (f) demonstration of professional growth, (g) academic performance, and (h) capacity to reflect on progress.

Attached Files

 [Dispositon Record sheet blank- HEDL.docx](#)

#### RELATED ITEM LEVEL 2

### **Indicator, Criterion, and Findings: Dispositions**

#### **Indicator Description:**

Indicator Type: Disposition Review

The disposition review is a successful process our faculty have used for a number of years now. All doctoral students entering the program are on a probationary period. Then, faculty who have taught these students provide a rating using the attached rubric. This rating is compiled each semester to offer students formative feedback to improve performance. At the end of the 12 semester credit hour mark, students are given summative feedback wherein they are either transferred off of probation, retained on probation, or exited from the program. Doctoral Students in the HEDL Program will demonstrate dispositions through the EdD Dispositions Assessment Instrument, assessed by program faculty prior to candidates' program completion.

Attached Files

 [HE EdD DispositonRecordsheetHEDL.docx](#)

#### **Criterion Description:**

Doctoral Students in the HEDL Program will demonstrate dispositions consistent with emerging leaders in the field of higher education. These include, but are not limited to (a) engagement as a learner, (b) active participation in learning, (c) observance of ethical standards, (d) respect for other's viewpoints, (e) completion of assigned tasks, (f) demonstration of professional growth, (g) academic performance, and (h) capacity to reflect on progress.

#### **Findings Description:**

Criterion status: Met

#### RELATED ITEM LEVEL 3

#### **Action: Dispositions**

#### **Action Description:**

New utility for these plans in COE will result in a reconsideration of all objectives and indicators for AY 2023-2024. This "reset" may result in substantive changes in the plan, so not action is being taken on this specific indicator.

#### RELATED ITEM LEVEL 1

### **Diversity, Equity and Inclusion in Higher Education**

#### **Learning Objective Description:**

Candidates will articulate and demonstrate a critical consciousness of diversity, equity, and inclusion.

#### RELATED ITEM LEVEL 2

### **Indicator, Criterion, and Findings: Diversity, Equity, and Inclusion**

#### **Indicator Description:**

Indicator Type: DEI Assessment



Program faculty are developing the assessment for this learning outcome. It will be administered and assessed in future cycles, with the goal of assessing in the 2019-2020 cycle.

**Findings Description:**

Criterion status: Met

RELATED ITEM LEVEL 3

**Action: Diversity, Equity, and Inclusion.**

**Action Description:**

New utility for these plans in COE will result in a reconsideration of all objectives and indicators for AY 2023-2024. This "reset" may result in substantive changes in the plan, so not action is being taken on this specific indicator.

RELATED ITEM LEVEL 1

**Interrelationships in Higher Education**

**Learning Objective Description:**

Candidates will describe the roles, functions, and interrelationships among a college or university's major constituents, including but not limited to students, faculty, staff, trustees, alumni, government agencies and officials, and society in general.

RELATED ITEM LEVEL 2

**Indicator, Criterion, and Findings: Interrelationships in Higher Education**

**Indicator Description:**

Indicator Type: Comprehensive Exam

Candidate learning will be assessed via comprehensive exams administered in program coursework and scored by program faculty using a faculty-developed rubric rubric for assessing student competency in this student learning outcome.

**Criterion Description:**

100% of candidates are expected to score at or above the proficient level on the comprehensive exam.

**Findings Description:**

Criterion status: Met

RELATED ITEM LEVEL 3

**Action: Interrelationships in Higher Education**

**Action Description:**

New utility for these plans in COE will result in a reconsideration of all objectives and indicators for AY 2023-2024. This "reset" may result in substantive changes in the plan, so not action is being taken on this specific indicator.

RELATED ITEM LEVEL 1

**Leadership Theory Application**

**Learning Objective Description:**

Candidates will apply a variety of leadership theories to complex, interpersonal issues in Higher Education Leadership with an ethic of commitment to individuals in a transformative process of learning.

RELATED ITEM LEVEL 2

**Indicator, Criterion, and Findings: Leadership Theory Application**

**Indicator Description:**

Indicator Type: Comprehensive Exam

Candidate learning will be assessed via comprehensive exams administered in program coursework and scored by program faculty using a faculty-developed rubric rubric for assessing student competency in this student learning outcome.

**Criterion Description:**

100% of candidates are expected to score at or above the proficient level on the comprehensive exam.

**Findings Description:**

Criterion status: Met

RELATED ITEM LEVEL 3

Action: Leadership Theory Application

Action Description:

New utility for these plans in COE will result in a reconsideration of all objectives and indicators for AY 2023-2024. This "reset" may result in substantive changes in the plan, so not action is being taken on this specific indicator.

RELATED ITEM LEVEL 1

Research in Higher Education

Learning Objective Description:

Candidates will conduct research that contributes to the field of Higher Education Leadership and disseminate results of research to audiences who can further dialogue on critical issues in education.

RELATED ITEM LEVEL 2

Indicator, Criterion, and Findings: Research

Indicator Description:

Indicator Type: Dissertation  
Educational objectives related to use, development, and dissemination of research will be assessed through the dissertation proposal, development, and defense process.

Criterion Description:

100% of candidates are expected to successfully defend a completed dissertation.

Findings Description:

Criterion status: Met

RELATED ITEM LEVEL 3

Action: Research

Action Description:

New utility for these plans in COE will result in a reconsideration of all objectives and indicators for AY 2023-2024. This "reset" may result in substantive changes in the plan, so not action is being taken on this specific indicator.

RELATED ITEM LEVEL 1

Technology in Higher Education Settings

Learning Objective Description:

Candidates will define the role, challenges, and benefits of the use of technology in higher education settings.

RELATED ITEM LEVEL 2

Indicator, Criterion, and Findings: Technology

Indicator Description:

Indicator Type: Comprehensive Exam  
Candidate learning will be assessed via comprehensive exams administered in program coursework and scored by program faculty using a faculty-developed rubric rubric for assessing student competency in this student learning outcome.

Criterion Description:

100% of candidates are expected to score at or above the proficient level on the comprehensive exam.

Findings Description:

Criterion status: Met

RELATED ITEM LEVEL 3

Action: Technology

Action Description:

New utility for these plans in COE will result in a reconsideration of all objectives and indicators for AY 2023-2024. This "reset" may result in substantive changes in the plan, so not action is being taken on this specific indicator.

RELATED ITEM LEVEL 1

**Theoretical Perspectives and Models in Higher Education**

**Learning Objective Description:**

Candidates will identify, articulate, and demonstrate theoretical perspectives and models applicable and important to the study of students in higher education.

RELATED ITEM LEVEL 2

**Indicator, Criterion, and Findings: Theoretical Perspectives**

**Indicator Description:**

Indicator Type: Comprehensive Exam  
Candidate learning will be assessed via comprehensive exams administered in program coursework and scored by program faculty using a faculty-developed rubric rubric for assessing student competency in this student learning outcome.

**Criterion Description:**

100% of candidates are expected to score at or above the proficient level on the comprehensive exam.

**Findings Description:**

Criterion status: Met

RELATED ITEM LEVEL 3

**Action: Theoretical Perspectives**

**Action Description:**

New utility for these plans in COE will result in a reconsideration of all objectives and indicators for AY 2023-2024. This "reset" may result in substantive changes in the plan, so not action is being taken on this specific indicator.

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

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

No PCI listed for 2021-2022 plan

**Update of Progress to the Previous Cycle's PCI:**

No PCI listed for 2021-2022 plan

**New Plan for Continuous Improvement Item**

**Closing Summary:**

New utility for these plans in COE will result in a reconsideration of all objectives and indicators for AY 2023-2024. This "reset" may result in substantive changes in the plan, so not action is being taken on this specific indicator.

# 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 school leader 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 Competencies Associated With Principal Certification (TExES 268, Interactive Practice Exam)

#### Learning Objective Description:

Students will demonstrate mastery of knowledge and skills on the principal certification program comprehensive examination, TExES 268 Interactive Practice Exam, which addresses the Texas principal standards as determined by SBEC and course content.

#### RELATED ITEM LEVEL 2

### Texas Examination Of Standards - TExES Principal Test 268 and 368

#### Indicator Description:

Indicator: Two Texas Certification Exams--TExES 268 and TExES 368. 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 Certification exam 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 the TExES Principal 268 and TExES 368 on the first attempt.

#### Findings Description:

We exceeded our goal. About 97% of our candidates who completed the TExES 268 passed on the first attempt and 97% of our candidates who completed TExES 368 passed on the first attempt.  
(Need to verify with Vivian)

#### RELATED ITEM LEVEL 3

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

##### **Action Description:**

Given that our support systems for both the TExES 268 is changing this AY, we will continue with a 80% pass rate criterion on TExES 268 Interactive Practice Exam.

#### RELATED ITEM LEVEL 1

##### **Mastery Of The Knowledge And Skills To Be An Effective Principal (Course Assignments)**

##### **Learning Objective Description:**

Students will complete course activities demonstrating knowledge and skills associated with being an effective school leader as conceptualized in the Texas Administrative Code and SBEC Principal Competencies at a 90% pass rate.

#### RELATED ITEM LEVEL 2

##### **Texas Examination Of Standards - TExES Principal Test 268 and 368**

##### **Indicator Description:**

Indicator: Two Texas Certification Exams--TExES 268 and TExES 368. 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 Certification exam 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 the TExES Principal 268 and TExES 368 on the first attempt.

##### **Findings Description:**

We exceeded our goal. About 97% of our candidates who completed the TExES 268 passed on the first attempt and 97% of our candidates who completed TExES 368 passed on the first attempt.  
(Need to verify with Vivian)

RELATED ITEM LEVEL 3

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

Action Description:

Given that our support systems for both the TExES 268 is changing this AY, we will continue with a 80% pass rate criterion on TExES 268 Interactive Practice Exam.

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 (TExES 268)

Learning Objective Description:

Students will demonstrate mastery of knowledge and skills on the principal certification program comprehensive examination, TExES 268, which addresses the Texas principal standards as determined by SBEC and course content.

RELATED ITEM LEVEL 2

Comprehensive Examination

Indicator Description:

Indicator: Exam. Interactive Practice Exam (IPE). 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:

We exceeded our goal. 90% of candidates passed the comprehensive exam on the first attempt.

RELATED ITEM LEVEL 3

Action: Comprehensive Exam

Action Description:

Given that our previous criterion was 80% and 90% of our candidates passed their comprehensive exam on the first attempt, we have decided to stay at 80% given our support system is changing.

RELATED ITEM LEVEL 1

Mastery of School Leader Dispositions

Learning Objective Description:

During program clinical experiences, students will demonstrate the dispositions of effective school leaders.

## RELATED ITEM LEVEL 2

### Comprehensive Examination

#### Indicator Description:

Indicator: Exam. Interactive Practice Exam (IPE). 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:

We exceeded our goal. 90% of candidates passed the comprehensive exam on the first attempt.

## RELATED ITEM LEVEL 3

### Action: Comprehensive Exam

#### Action Description:

Given that our previous criterion was 80% and 90% of our candidates passed their comprehensive exam on the first attempt, we have decided to stay at 80% given our support system is changing.

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

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

#### 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.

#### Update of Progress to the Previous Cycle's PCI:

Goals from the last cycle were accomplished.

## New Plan for Continuous Improvement Item

#### Closing Summary:

Given that our support systems for both the TExES exams is changing this AY, we will continue with a 80% pass rate criterion.

# **Department of Library Sciences**



# 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:

Indicator Type: Survey

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:

#### Criterion status: Partially Met.

During the 2022-2023 assessment cycle, we gathered data on the progress of candidates enrolled in the ISDT Ed.D. program in relation to their research presentations. Nineteen out of the 22 candidates enrolled in the coursework phase of the program participated in the survey, representing 86% of the target population. These candidates reported a combined total of 96 research presentations delivered during the assessment period.

Of the 19 respondents, nine individuals (47%) successfully met the criterion for success by delivering a minimum of two research presentations before commencing their dissertation process. Additionally, three more candidates (16%) partially met the criterion by presenting one research project during the assessment period. However, it is noteworthy that seven candidates (37%) out of the nineteen respondents reported not having delivered any presentations in the previous academic year.

Out of the 10 candidates who did not fulfill the requirement of delivering at least two research presentations during the assessment period, only one candidate will be proceeding to the dissertation phase in the next cycle. This means that the remaining nine candidates will have additional opportunities to meet this criterion in subsequent assessment cycles.

It is important to note that we were unable to obtain data indicating whether candidates had previously met the success criterion in prior assessment cycles.

Furthermore, it is worth mentioning that this survey was previously conducted in the last assessment cycle. However, the data collected during that cycle was flawed due to an inability to ascertain the candidates' progression within their program of study, specifically whether they were already in the dissertation process. Since the success criterion pertains to research presentation efforts completed prior to the dissertation phase, candidates in that phase were not surveyed in the 2022-2023 cycle. Nevertheless, the proportion of candidates who did not meet the criterion in this cycle was comparable to that of the previous cycle.

Therefore, the criterion status is assessed as Partially Met because, although the implied benchmark was a 100% success rate among students, only 47% successfully met the criterion by delivering at least two research presentations during this assessment cycle.

#### RELATED ITEM LEVEL 3

### **Action for Scholarly Research PRESENTATION Performance Learning Objectives**

#### **Action Description:**

The criterion has been partially met, prompting a reevaluation of our approach. As a result, ongoing monitoring of students' scholarly presentation endeavors will persist, but modifications will be made to the criterion, the associated indicator, and the specific program milestone at which the criterion is assessed.

The previous criterion for success set an impractical expectation, requiring 100% of students to deliver a minimum of two research presentations at instructional/learning technology-related international and/or regional conferences before entering the dissertation phase. Recognizing the need for a more realistic benchmark that aligns with the expected degree of student achievement, we propose a revised criterion. This revised criterion will aim for at least 80% of students to engage in a formal scholarly presentation that demonstrates their capacity to communicate research findings and actively participate in the academic community before advancing to candidacy.

To facilitate a more accurate assessment of students' scholarly presentation efforts, we will no longer rely on end-of-cycle surveys for self-reported data. Instead, we will employ the presentation criteria rating within the doctoral dossier rubric as the indicator to track and evaluate individual student achievement in scholarly presentations. A presentation criterion rating of at least 3/5 will signify the attainment of this indicator. This refined approach will help us better assess and support students' progress in meeting the revised criterion for success.

#### 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:**

Indicator Type: Survey

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:**

**Criterion Status: Partially Met**

In the 2022-2023 assessment cycle of the ISDT Ed.D. program, 86% of the 22 candidates in the coursework phase participated in a survey to gauge their efforts to publish. The survey revealed that candidates reported a total of seven manuscripts currently under review or rejected and eight manuscripts currently in press or published during this period.

Among the 19 candidates who took part in the survey, eight individuals (42%) met the criterion for success by submitting at least one scholarly manuscript for publication consideration in an instructional/learning technology-related peer-reviewed journal before entering the dissertation phase. Conversely, 11 candidates (58%) indicated that they did not attempt to publish during the previous academic year. Out of these 11 candidates who did not make publication attempts during the assessment period, only one will be advancing to the dissertation process in the next cycle. This implies that the majority of these candidates will have additional opportunities to meet the publication criterion in subsequent assessment cycles. It is important to note that we lacked data to determine whether candidates had previously met the success criterion in prior cycles.

Additionally, it's worth noting that this survey was used in the previous cycle, where the data collected was also flawed due to the inability to ascertain the candidates' progression within their program of study, specifically whether they were already in the dissertation process. Because the criterion for success focuses on candidate publication efforts conducted prior to their dissertation process, candidates in the dissertation phase were not surveyed in the 2022-2023 cycle.

Nevertheless, the proportion of candidates who did not meet the criterion in this cycle was comparable to that of the previous cycle.

Hence, the criterion status is designated as Partially Met because, despite the implied benchmark of 100% success among students, only 42% successfully met the criterion for success during this assessment cycle by submitting at least one scholarly manuscript for publication consideration.

**RELATED ITEM LEVEL 3**

**Action for Scholarly Research PUBLICATION Performance Learning Objectives**

**Action Description:**

The established criterion has only been partially met, prompting us to reevaluate our approach. As a result, we will continue to closely monitor the efforts made by our students in the realm of scholarly publication. However, we are planning to undertake some key changes, including revising the criterion itself, replacing the existing indicator, and adjusting the program milestone at which the criterion's status is evaluated.

Our previous criterion for success set an unrealistic standard, expecting 100% of our students to attempt publishing at least one scholarly manuscript in a peer-reviewed journal focused on instructional/learning technology before embarking on their dissertation phase. This standard didn't accurately reflect the broader spectrum of student achievement that we anticipate. We

believe that a more realistic criterion is for at least 80% of our students to submit, for potential publication, at least one research manuscript or other scholarly work that showcases their ability to engage in rigorous scholarly inquiry prior to their candidacy.

To ensure a more precise assessment of our students' publication efforts, we will discontinue the practice of using end-of-cycle surveys to gather self-reported data. Instead, we will utilize the manuscript criteria rating within the doctoral dossier rubric as the new indicator for tracking and assessing individual student progress in scholarly publications. A manuscript criterion rating of at least 3/5 will signify the fulfillment of this indicator. By adopting this refined approach, we aim to better evaluate and support our students as they work towards achieving the revised criterion for success.

## **Update to Previous Cycle's Plan for Continuous Improvement Item**

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

#### **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.

#### **Update of Progress to the Previous Cycle's PCI:**

In the early stages of the 2022-2023 assessment cycle, a significant development occurred when one of our two full-time ISDT doctoral faculty members resigned. This departure created yet another interruption in our ability to effectively monitor the progress of our goals and left a gap in the mentorship of candidates' research endeavors. Specifically, our capacity to oversee students' conference presentations and scholarly writing efforts, stemming from coursework and faculty-led research groups, was disrupted. Instead of the planned practice of conducting surveys each semester, the doctoral director conducted a single survey at the end of the assessment cycle.

With the reduction to only one full-time ISDT doctoral faculty member, who also serves as the program administrator, we had to make adjustments. Faculty-led research groups were mostly put on hold, and students were encouraged to collaborate with faculty members outside of the program on their research

endeavors. The coordination of such collaborations was facilitated by the doctoral director and the COE research center.

To address the staffing gap created by the departure, we hired several adjunct faculty members. These adjunct faculty members supported various aspects of our program during this transitional period. While they were not directly involved in identifying specific courses for scholarly writing or curriculum enhancements, their contributions and expertise were valuable in maintaining program continuity and assisting students with their academic pursuits.

During the 2022-2023 assessment cycle, the doctoral director reviewed students' conference presentations and scholarly writing efforts through the dossier assessment. However, due to the limitations of the existing dossier criteria, the review could only assess whether a student had completed at least one conference presentation and submitted at least one manuscript for publication consideration at that specific point in time. All students assessed met these basic expectations, resulting in no identified need for improvement plans as they progressed into the dissertation phase.

To address the ongoing staffing challenges, the ISDT program conducted a search for two new tenure-track faculty members set to begin in the fall of 2023. We successfully hired one tenure-track faculty member, who has commenced teaching this semester. The new faculty member is yet to establish research groups with students. We are currently continuing our search for a second tenure-track faculty member who is expected to join the program in the fall of 2024.

## **New Plan for Continuous Improvement Item**

### **Closing Summary:**

During the upcoming 2023-2024 assessment cycle, our focus will remain on enhancing students' performance in the instructional/learning technology research field. We will persist in assessing students' professional competency in scholarship by evaluating their scholarly presentation and publication efforts. To ensure clarity in our expectations, we intend to refine two related learning objectives to align more accurately with the diverse range of student achievements we anticipate. Additionally, we will phase out the practice of relying on end-of-cycle surveys for self-reported data collection. Instead, we will utilize the manuscript and presentation criterion ratings within the doctoral dossier rubric as the new indicators for tracking and assessing individual student progress in scholarly endeavors.

In addition to our commitment to improving scholarly competency, we will introduce a second goal centered on enhancing students' professional competence in learning design. This goal will concentrate on preparing students to assume roles where they can apply their expertise to create, implement, and evaluate effective digital learning solutions tailored to the specific needs of learners. To measure progress in this area, we will establish two related learning objectives that gauge students' capacity to design and deliver high-quality learning experiences. We anticipate employing the Plan and materials and Evaluation criterion ratings within the doctoral dossier rubric as indicators to assess individual students' professional competency in learning design.

To streamline our data collection and reporting processes, we will implement the use of Tk20, which will aid in tracking progress related to these objectives.

Lastly, the ISDT program remains committed to its search for a new tenure-track faculty member, with the expectation that this new member will join our team in the fall of 2024.

# Instructional Systems Design and Technology MED

## Goal

### Goal Description:

Goal: *Students in the ISDT master's degree program will develop professional knowledge and skills in the instructional and learning technology field.*

**Providing Department:** Instructional Systems Design and Technology MED

**Progress:** Ongoing

### RELATED ITEMS/ELEMENTS

#### RELATED ITEM LEVEL 1

### Learning Objectives

#### Learning Objective Description:

*Upon completion of the ISDT master's degree program, student will demonstrate mastery of APA (American Psychological Association) writing style in formal writing.*

*Upon completion of the ISDT master's degree program, student will demonstrate mastery of planning, designing, developing, implementing, and evaluating technology-infused learning, instructional, or training materials.*

#### RELATED ITEM LEVEL 2

### Indicator, Criterion, and Findings

#### Indicator Description:

*Indicator type: Test Score. Students will complete the APA (American Psychological Association) assessment during ISDT 5367. The assessment requires students to take 30 true/false questions related to APA formatting style.*

*Indicator type: Rubric. Students will complete an instructional design artifact (i.e., final assignment) during ISDT 5338 and ISDT 5369. The artifact requires students to apply instructional design theories, learning theories, and an instructional design model to create learning and training materials that are related to their own profession.*

#### Criterion Description:

*100% of the students will answer 90% of the total questions correctly on the APA assessment.*

*100% of the students will earn at least 90% for their instructional design artifacts in both ISDT 5338 and ISDT 5369.*

#### Findings Description:

*Regarding the APA Assessment, 60% of the students answered the total questions at a score of 90% or above. 20% of the students answered the total questions at a score of between 80% and 90%. 13% of the students answered the total questions at a score of between 70% and 80%. 7% of the students answered the total questions at a score of between 60% and 70%.*

*Regarding the instructional design artifacts, for ISDT 5369, 100% of all students earned 90% or above on the instructional design artifact for the course. For ISDT 5338, only 9% of students earned 90% or above on the instructional design artifact. The bulk of students, 55%, earned between 80% and 90% on the artifact assignment. 9% of students earned between 70% and 80%. 9% of students earned between 60% and 70%. And finally, 18% earned a score below 60%.*

### **Action for Learning Objectives**

#### **Action Description:**

*The 40% of students falling short of the projected 90% or above score on the APA test increases concern for more students to gain at least a better understanding of the overall concept of rules for APA usage. For many students, ISDT 5367, where the APA test is administered, is one of the first two courses taken in the Masters of Instructional Systems Design and Technology Program. In addition, it is one of the first assignments in the course, with the due date being a few weeks into the semester. In an effort to continue to remain sensitive to students' learning needs and the variable of the time element that might be required, faculty will allow the APA test to remain open for re-takes longer throughout the semester. This not only addresses the diversity of learning needs for our students; but in addition, it assures students have better retention of APA guidelines, a benefit that will serve them well throughout the rest of the coursework in the program. The same percentage goals will be maintained for next year, extending the testing time and attempts so that a higher percentage of students have an opportunity to master the APA guidelines.*

*While it is encouraging that 100% of all students in ISDT 5369 earned 90% or above on the instructional design artifact for the course, there is concern that the students did not perform to that same standard in ISDT 5338. A review of ISDT 5338 during the 2022-23 academic year reveals that, due to scheduling, an adjunct professor was brought in to teach ISDT 5338. The instruction chosen for the course varied from the curriculum designed by full-time faculty. The instruction lacked some of the required theories in instructional design, denying students the opportunity to engage in applying some of the foundational standards of instructional design. A full-time professor will be teaching the course during the 2023-24 academic year. Instruction will revert back to the curriculum designed by full-time faculty, and the goal of 100% of students in ISDT 5338 will earn 90% or above on their instructional design artifact for the course will remain the same for the 2023-24 academic year.*

### **New Goal Item**

**Providing Department:** Instructional Systems Design and Technology MED

### **New 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 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.

#### **Update of Progress to the Previous Cycle's PCI:**

Faculty in the program collected, analyzed, and interpreted hard data so as to be able to report numeric findings on the established goals and objectives.

### **New Plan for Continuous Improvement Item**

#### **Closing Summary:**

*In an effort to continue to remain sensitive to students' learning needs and the variable of the time element that might be required, faculty will allow the APA test to remain open for re-takes longer throughout the semester. This will address the diversity of learning needs for our students and ensure students have better*

*retention of APA guidelines. With the requirement to implement APA appropriately throughout the program, this will serve them well throughout the rest of the coursework in the program.*

*A full-time professor will be teaching the ISDT 5338 during the 2023-24 academic year. Instruction will revert back to the curriculum designed by full-time faculty, The goal of 100% of students in ISDT 5338 will earn 90% or above on their instructional design artifact for the course will remain the same for the 2023-24 academic year.*



# 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:** Completed

### 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). Students will complete the portfolio with 100% accuracy.

#### RELATED ITEM LEVEL 2

### TExES

#### Indicator Description:

Indicator Type: TExES Exam

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:

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:

This file includes the results of the 2022-2023 school year.

Attached Files

 [Comp Domain - Sent to Elizabaeth 8\\_1\\_23.xlsx](#)

#### RELATED ITEM LEVEL 3

### Action - TExES

#### Action Description:

1. Faculty will continue to analyze results of the TExES to ascertain what difficulties students have with the test, and
2. will continue to provide instruction regarding test-taking skills, areas where students need remediation.

# Library Science Program Quality

## Goal Description:

Instill professional knowledge, professional dispositions, and professional skills in the School Library field.

**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). Students will complete the portfolio with 100% accuracy.

#### RELATED ITEM LEVEL 2

#### TExES

##### Indicator Description:

Indicator Type: TExES Exam

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:

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:

This file includes the results of the 2022-2023 school year.

Attached Files

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#### RELATED ITEM LEVEL 3

#### Action - TExES

##### Action Description:

1. Faculty will continue to analyze results of the TExES to ascertain what difficulties students have with the test, and
2. will continue to provide instruction regarding test-taking skills, areas where students need remediation.

## 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 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.

#### **Update of Progress to the Previous Cycle's PCI:**

This is the baseline year for the program, as the previous year's Plan was not finalized. The indication of continuous improvement is 100% of Candidates pass practicum, 100% of Candidates pass Portfolio, and 80% of first-time test takers pass the TExES.

### **New Plan for Continuous Improvement Item**

#### **Closing Summary:**

The following actions will be taken and data monitored in order to assess activities:

- Recruitment-- outreach events and public relations campaign spearheaded by Rose Brock will continue. Social media is being rebranded throughout the college of education, and the director of social media has been approached to assist with the program's YouTube page.
- Dispositions-- professors monitor dispositions within the program every class, every semester.
- TExES-- for the next year, professors will analyze weak areas more intentionally and create microlearnings for the Candidates to assist in their success.
- Portfolio-- Candidates will continue to be assessed at the Meets level.
- Practicum-- Candidates will complete a true first cycle with literacy lesson, observations, and hours logged.

# **School of Teaching and Learning**

# Dyslexia Certificate

## Dyslexia Certificate Goal

### Goal Description:

The goal of the certificate program is to prepare dyslexia practitioners who demonstrate 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:

Indicator Type: Resource Booklet

Students create a resource booklet of multi-sensory, explicit, structured activities that support students with dyslexia and other difficulties.

#### Criterion Description:

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

#### Findings Description:

100% of candidates scored 80% or higher on the multisensory resource booklet.

#### RELATED ITEM LEVEL 3

### Multi-Sensory Language Resource Booklet

#### Action Description:

The program will use the ILA created rubric to score and candidates will score 80% or higher using the new rubric.

#### RELATED ITEM LEVEL 3

### New Action Item- Multisensory Strategies Booklet

#### Action Description:

We will use the ILA new rubric to score this assessment and our goal is that candidates score 80% or higher using the new rubric.

#### 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:

Indicator Type: Intervention Plan

Candidates create and implement 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:**

Findings indicate that 100% of candidates scored milestone of 3 or 2.

RELATED ITEM LEVEL 3

**Intervention Plan**

RELATED ITEM LEVEL 3

**New Action Item Intervention Plan Portfolio**

**Action Description:**

Based on the findings, candidates will continue to score milestone level or higher of 2 or 3. Changes would be to realign the scoring rubric to use the ILA created rubrics.

RELATED ITEM LEVEL 3

**New Action Item for Intervention Plan**

**Action Description:**

We will use the ILA new rubric to score this assessment and our goal is that candidates score 80% or higher using the new rubric.

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

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

**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.

**Update of Progress to the Previous Cycle's PCI:**

Update

For the 2022-23 years, the rubric for the intervention project plan had not yet be incorporated as a line item for utilizing the Multisensory language learning strategies booklet in the intervention plan.

Additionally, the program had not yet added l Add the Multisensory Strategy booklet to be scored in the SHSU TK20 system to be indicated as an assessment for the program. These are items ongoing.

**New Plan for Continuous Improvement Item**

**Closing Summary:**

For the 2023-24 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/Content Degree with Teaching Certification (Secondary Education)

## Prepare Candidates for Effective Planning

### Goal Description:

The program will prepare candidates with effective planning strategies appropriate for teachers in secondary and all-level content areas.

### Providing Department:

Education BA/BS/Content Degree with Teaching Certification (Secondary Education)

**Progress:** Completed

### RELATED ITEMS/ELEMENTS

#### RELATED ITEM LEVEL 1

##### Lesson Plan TK20 Assignment

##### Learning Objective Description:

Rubric: 90% of candidates will achieve a total mean score of 2.0 or better on the Lesson Plan TK20 Assignment.

#### RELATED ITEM LEVEL 2

##### Lesson Plan TK20 Assignment

##### Indicator Description:

Indicator Type: Comprehensive Lesson Plan

When students are enrolled in CISE 4364 and CISE 4379, normally the first semester senior year, the students complete a comprehensive lesson plan assignment. The lesson plans are evaluated in the following categories: title, summary, rationale, questions, vocabulary, learning activities, materials and technology analysis, accommodations and modifications, outcome products, and assessments. The lesson plan assignment allows our candidates to demonstrate their understanding of establishing a lesson framework; designing a supportive learning environment; incorporating instructional strategies; and implementing evaluation strategies. A rubric is used to score each of the components in the lesson plan. A total mean score of 2.0 (Acceptable). The purpose of this assessment is to provide opportunities for the candidates to demonstrate their ability to plan, implement, assess, and modify instruction for diverse groups of learners and to develop and teach a lesson that involves fundamental concepts in the candidate's content area.

##### Criterion Description:

90% of candidates will achieve a total mean score of 2.0 or better on the lesson plan. The lesson plan is in place and ready to use. Teacher candidates will be given the opportunity to redo and resubmit a lesson plan that scores a 1 (Unacceptable). The lesson plan will be in an appropriate format to measure a variety of learning outcomes. The content of the items in this assessment relate directly to the planning, implementation, and assessment of instruction that teachers encounter when teaching. Using data from Findings, instructors will focus instruction more specifically on the requirements for the quality completion of the four parts of the Lesson Plan: Establishing the Lesson Framework, Designing Supportive Learning Environments, Instructional Strategies, and Evaluation Strategies. In addition, more emphasis will be placed on the instruction for Evaluation Strategies, the lowest performing part of the Lesson Plan. This will be monitored regularly throughout the school year. Additions to the lesson plan have been made to include literacy strategies, differentiated instruction,



accommodations/modifications, and English Language Learner strategies to aid the candidates in recognizing diverse school populations. We anticipate that our increased focus on evaluation strategies, a weakness now for two years in a row, will have improved this area.

**Findings Description:**

Out of 75 teacher candidates, 97% achieved a mean score of 2.0 or better on their lesson plan. However, the most important finding we uncovered through this discovery process was that we need to revisit how we are determining this component of program effectiveness. We are going to reflect on this and move forward knowing this is an important component of our instruction but also knowing we need to be more effective in how we measure and assess this indicator and how we collect data.

RELATED ITEM LEVEL 3

**Action - Lesson Plan TK20 Assignment**

**Action Description:**

The most important finding we uncovered through this discovery process was that we need to revisit how we are determining this component of program effectiveness. We are going to reflect on this and move forward knowing this is an important component of our instruction but also knowing we need to be more effective in how we measure and assess this indicator and how we collect data.

RELATED ITEM LEVEL 1

**Unit Plan TK20 Assignment**

**Learning Objective Description:**

Rubric: 90% of candidates will achieve a total mean score of 2.0 or better on the Unit Plan TK20 Assignment.

RELATED ITEM LEVEL 2

**Unit Plan TK20 Assignment**

**Indicator Description:**

Indicator Type: Comprehensive Unit Plan

When students are enrolled in CISE 4364 and CISE 4379, normally the first semester senior year, the students complete a comprehensive unit plan assignment. The unit plans are evaluated in the following categories: title, summary, rationale, questions, vocabulary, learning activities, materials and technology analysis, accommodations and modifications, outcome products, and assessments. The unit plan assignment allows our candidates to demonstrate their understanding of establishing a lesson framework; designing a supportive learning environment; incorporating instructional strategies; and implementing evaluation strategies.

A rubric is used to score each of the components in the unit plan. A total mean score of 2.0 (Acceptable). The purpose of this assessment is to provide opportunities for the candidates to demonstrate their ability to plan, implement, assess, and modify instruction for diverse groups of learners and to develop and teach a unit that involves fundamental concepts in the candidate's content area.

**Criterion Description:**

90% of candidates will achieve a total mean score of 2.0 or better on the unit plan. The unit plan is in place and ready to use. Teacher candidates will be given the opportunity to redo and resubmit a lesson plan that scores a 1 (Unacceptable). The unit plan will be in an appropriate

format to measure a variety of learning outcomes. The content of the items in this assessment relate directly to the planning, implementation, and assessment of instruction that teachers encounter when teaching.

Using data from Findings, instructors will focus instruction more specifically on the requirements for the quality completion of the four parts of the Lesson Plan: Establishing the Lesson Framework, Designing Supportive Learning Environments, Instructional Strategies, and Evaluation Strategies. In addition, more emphasis will be placed on the instruction for Evaluation Strategies, the lowest performing part of the Lesson Plan. This will be monitored regularly throughout the school year. Additions to the lesson plan have been made to include literacy strategies, differentiated instruction, accommodations/modifications, and English Language Learner strategies to aid the candidates in recognizing diverse school populations. We anticipate that our increased focus on evaluation strategies, a weakness now for two years in a row, will have improved this area.

**Findings Description:**

Data collected that 51.52% scored a mean of 2.0-2.90, which is categorized as acceptable.

Additionally, 44.82% scored a mean of 3.0-4.0, which is categorized as exemplary.

Adding these categories together, there was 96.34% of secondary candidates who scored a 2.0 or better on the Unit Plan Assessment. This is above the 90% goal set for this collection period.

**RELATED ITEM LEVEL 3**

**Unit Plan TK20 Assignment**

**Action Description:**

Because the Unit Plan Assessment provided information that indicated our students are performing above the 90% goal set for this collection period, we are going to reflect on whether this should continue to be an assessment tool for us to use to determine effectiveness of our program.

**Prepare Candidates for Effective Teaching**

**Goal Description:**

The program will prepare candidates with effective teaching strategies appropriate for teachers in secondary and all-level content areas.

**Providing Department:**

Education BA/BS/Content Degree with Teaching Certification (Secondary Education)

**Progress:** Completed

**RELATED ITEMS/ELEMENTS -----**

**RELATED ITEM LEVEL 1**

**Impact on Student Learning Assignment**

**Learning Objective Description:**

90% of candidates will achieve a total mean score of 3.0 or higher on the Impact on Student Learning Assignment.

**RELATED ITEM LEVEL 2**

**Assessment for Impact on Student Learning Assignment**

**Indicator Description:**

## Indicator Type: Impact on Student Learning Assignment

The Impact on Student Learning Assignment is a performance assessment designed to demonstrate evidence of Sam Houston State University candidates' ability to understand how data from pre- and post-assessments correlates to standards based academic achievement for all students.

This sample illustrates the candidate's ability to plan, implement, modify, assess, and reflect on student achievement as a result of instruction during their student teaching semester. Prior to the student teaching semester, candidates choose one (12 to 14 week) or two (6 to 7 week) placements. During the first 6 to 7 weeks of their placement, candidates are required to create and teach a unit as a part of their Impact for Student Learning Assignment.

After consulting with their mentor teacher about the unit focus, candidates teach three-five lessons from the unit in their mentor's classroom. The candidates are evaluated on the backward design of their unit plan which includes a pre- and post- assessment component. They are expected to reflect on their decision-making and teaching practice that includes their impact on student learning.

The Assessment for Impact on Student Learning Assignment is scored by professors. Each scorer evaluates and assigns a score of three(target), two (acceptable), or one (unacceptable) to each indicator based on the candidates performance. Overall scores are sent to candidates.

### **Criterion Description:**

80% of candidates will achieve a total mean score of 3.0 or higher on the Impact on Student Learning Assignment.

Using the data report on the Impact on Student Learning Assignment, the secondary team will reflect on candidate performance and then adjust the instruction to address the areas of weakness reflected in the disaggregated data report.

### **Findings Description:**

Although we did achieve and exceed our goal of 80% of candidates achieving a total mean score of 3.0 or higher on the Impact on Assessment Student Learning assignment, we noted that we still have room to grow in how we address assessment with our students AND we need a more meaningful way to measure this with our students.

#### **RELATED ITEM LEVEL 3**

### **Assessment for Impact on Student Learning Assignment**

#### **Action Description:**

Although we did achieve and exceed our goal of 80% of candidates achieving a total mean score of 3.0 or higher on the Impact on Assessment Student Learning assignment, we noted that we still have room to grow in how we address assessment with our students AND we need a more meaningful way to measure this with our students.

#### **RELATED ITEM LEVEL 1**

### **TTESS**

#### **Learning Objective Description:**

Modified TTESS Rubric: 80% of students in their final semester of field experience will score an average of 3 (proficient) on the last or best iteration of their TTESS Score.

#### **RELATED ITEM LEVEL 2**

### **Modified TTESS Rubric**

#### **Indicator Description:**

Indicator Type: T-TESS

The Texas Teacher Evaluation and Support System (T-TESS) is a performance assessment designed to demonstrate evidence of Sam Houston State University candidates' ability to understand how data from pre- and post-assessments correlates to standards based academic achievement for all students. The T-TESS Rubric includes four domains: Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities.

This sample illustrates the candidate's ability to plan, implement, modify, assess, and reflect on student achievement as a result of instruction during their student teaching semester. Prior to the student teaching semester, candidates choose one (12 to 14 week) or two (6 to 7 week) placements. During the first 6 to 7 weeks of their placement, candidates are required to create and teach a lesson as a part of their Texas Teacher Evaluation and Support System (T-TESS).

After consulting with their mentor teacher about the content topic, candidates create and teach a lesson in their mentor's classroom. The candidates are evaluated on the backward design of their lesson plan which includes a pre- and post- assessment component.

The Texas Teacher Evaluation and Support System (T-TESS) is scored by university faculty. Each scorer evaluates and assigns a score of distinguished, accomplished, proficient, developing, and improvement needed based on the candidate's performance. Overall scores are sent to candidates.

**Criterion Description:**

80% of candidates will achieve a total mean score of 3.0 or higher on the Modified TTESS Rubric

Using the data report on the Impact on Modified TTESS, the secondary team will reflect on candidate performance and then adjust the instruction to address the areas of weakness reflected in the disaggregated data report.

**Findings Description:**

Using the data report on the Impact on Modified TTESS, we determined that 66% of our teacher candidates are meeting the goal of achieving a mean 3.0 score or higher. However this information is skewed because we only have information for four of our program areas: Ag Business, History, Interdisciplinary Ag and Kinesiology. We know that this is not a full picture of the results of our program. Our new goals will recalibrate on direct T-TESS instructional methodology across partner content areas and we will recalibrate our understanding and practice on effective and meaningful data collection practices.

**RELATED ITEM LEVEL 3**

**Action - Modified TTESS Rubric**

**Action Description:**

Our new goals will recalibrate on direct T-TESS instructional methodology across partner content areas and we will recalibrate our understanding and practice on effective and meaningful data collection practices.

## **Prepare Candidates for Texas Teacher Certification**

**Goal Description:**

The goal of the Secondary Education program is to equip teacher candidates with the knowledge and skills necessary to obtain Texas Teacher Certification.

**Providing Department:**

Education BA/BS/Content Degree with Teaching Certification (Secondary Education)

**Progress:** Completed

## RELATED ITEM LEVEL 1

**Mastery on TEXES Certification****Learning Objective Description:**

95% of secondary education candidates will demonstrate mastery of the knowledge and skills necessary for effective teaching and learning of secondary students by scoring 240/300 (80%) or better on the TEXES Pedagogy and Professional Responsibility Exam.

## RELATED ITEM LEVEL 2

**Certification Examination****Indicator Description:**

Indicator Type: TExES Exam

All candidates seeking initial certification, advanced teacher certification, or certifications for other school personnel must take two or more of the Texas Examinations of Educator Standards (TExES) with a minimum score of 240 out of 300 or roughly 80% passing rate to be certified to teach in Texas. 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 and 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.

The Pedagogy and Professional Responsibilities (PPR) EC-12 exam is taken by all candidates seeking certification. The test framework is divided into four domains.

- Domain I – Designing Instruction and Assessment to Promote Student Learning (approximately 34% of test)
- Domain II – Creating a Positive, Productive Classroom Environment (approximately 13% of test)
- Domain III – Implementing Effective, Responsive Instruction and Assessment (approximately 33% of test)
- Domain IV – Fulfilling Professional Roles and Responsibilities (approximately 20% of the test)

**Criterion Description:**

95% of secondary education candidates will pass the Pedagogy and Professional Responsibilities Certification Examination the first time. 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 analysis of pass rates which will be presented here represent the pass rates on the first attempt for all PPR exams taken in 2020-2021, through May of 2021 (completers of the program will not be reported until this day). Using data from Findings, strategies to increase the percentage of first time exam takers will continue. In addition, those strategies will include more effort to address the lower-scoring areas so as to increase the percentage passing scores of first time exam takers. Last year the weakness that emerged revolved around assessment. We anticipate that our increased focus in this area will show improvement.

**Findings Description:**

84% of secondary education candidates passed the Pedagogy and Professional Responsibilities Certification Examination the first time. We need to take a more active approach to direct instruction on domain specific instruction within our courses; we have revised our non-negotiables so there is a recalibration effort happening throughout our team and throughout our coursework. We are hopeful that this number will increase in coming years based on the changes we have made in enriching our coursework.

**RELATED ITEM LEVEL 3****Certification Examination****Action Description:**

Regarding the Pedagogy and Professional Responsibilities Certification Examination the first time. We need to take a more active approach to direct instruction on domain specific instruction within our courses; we have revised our non-negotiables so there is a recalibration effort happening throughout our team and throughout our coursework. We are hopeful that this number will increase in coming years based on the changes we have made in enriching our coursework.

**RELATED ITEM LEVEL 2****Representative TExES Exam Certify Teacher or 240 Tutoring****Indicator Description:**

All candidates seeking initial certification, advanced teacher certification, or certifications for other school personnel must take two or more of the Texas Examinations of Educator Standards (TExES) with a minimum score of 240 out of 300 or roughly 80% passing rate to be certified to teach in Texas. 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 and 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.

The Pedagogy and Professional Responsibilities (PPR) EC-12 exam is taken by all candidates seeking certification. The test framework is divided into four domains.

- Domain I – Designing Instruction and Assessment to Promote Student Learning (approximately 34% of test)
- Domain II – Creating a Positive, Productive Classroom Environment (approximately 13% of test)
- Domain III – Implementing Effective, Responsive Instruction and Assessment (approximately 33% of test)
- Domain IV – Fulfilling Professional Roles and Responsibilities (approximately 20% of the test)

To help students prepare for PPR exam, use of CertifyTeacher.com or 240Tutoring.com test prep is required for students preparing for secondary and all-level certification in content areas. Students begin taking the practice exams in CISE 4380 and retake practice exams until a score of 280 or better is achieved.

#### **Criterion Description:**

Practice Exam Results Report: 90% of secondary education candidates will score 280 or better on the Certifyteacher.com or 240tutoring.com test prep practice exam before the end of their clinical teaching experience.

#### **Findings Description:**

Out of 78 students; 71 passed with an 80% or higher; then 7 did not pass with an 80% or higher. Those who did not pass are three Science 7-12 teacher candidates, three Mathematics 7-12 teacher candidates, and one History 7-12 teacher candidates. Although, 91% of our content teacher candidates scored an 80% or better on their TEXES Practice exam we need to continue our efforts with supports in place for Science, Mathematics, and History teacher candidates to aid in their preparations for TEXES content area assessments.

#### **RELATED ITEM LEVEL 3**

#### **Action - Representative TExES Exam Certify Teacher or 240 Tutoring**

#### **Action Description:**

We need to continue our efforts with supports in place for Science, Mathematics, and History teacher candidates to aid in their preparations for TEXES content area assessments.

#### **RELATED ITEM LEVEL 1**

#### **TExES Practice Exam Results**

#### **Learning Objective Description:**

Test Results: 95% of content teacher candidates will score 80% or better on their TExES Practice Exam.

#### **RELATED ITEM LEVEL 2**

#### **Certification Examination**

#### **Indicator Description:**

Indicator Type:TExES Exam

All candidates seeking initial certification, advanced teacher certification, or certifications for other school personnel must take two or more of the Texas Examinations of Educator Standards (TExES) with a minimum score of 240 out of 300 or roughly 80% passing rate to be certified to teach in Texas. 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 and 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.

The Pedagogy and Professional Responsibilities (PPR) EC-12 exam is taken by all candidates seeking certification. The test framework is divided into four domains.

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- Domain IV – Fulfilling Professional Roles and Responsibilities (approximately 20% of the test)

**Criterion Description:**

95% of secondary education candidates will pass the Pedagogy and Professional Responsibilities Certification Examination the first time. 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 analysis of pass rates which will be presented here represent the pass rates on the first attempt for all PPR exams taken in 2020-2021, through May of 2021 (completers of the program will not be reported until this day). Using data from Findings, strategies to increase the percentage of first time exam takers will continue. In addition, those strategies will include more effort to address the lower-scoring areas so as to increase the percentage passing scores of first time exam takers. Last year the weakness that emerged revolved around assessment. We anticipate that our increased focus in this area will show improvement.



### Findings Description:

84% of secondary education candidates passed the Pedagogy and Professional Responsibilities Certification Examination the first time. We need to take a more active approach to direct instruction on domain specific instruction within our courses; we have revised our non-negotiables so there is a recalibration effort happening throughout our team and throughout our coursework. We are hopeful that this number will increase in coming years based on the changes we have made in enriching our coursework.

#### RELATED ITEM LEVEL 3

### Certification Examination

#### Action Description:

Regarding the Pedagogy and Professional Responsibilities Certification Examination the first time. We need to take a more active approach to direct instruction on domain specific instruction within our courses; we have revised our non-negotiables so there is a recalibration effort happening throughout our team and throughout our coursework. We are hopeful that this number will increase in coming years based on the changes we have made in enriching our coursework.

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

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

#### Closing Summary

Continue to follow up on last years plans for improvement, specifically:

- 1.) Make an effort to streamline communication lines and positive working relationships within and without the program area.
- 2.) Continue to evaluate the effectiveness of our program through use of appropriate assessment of and reflection on data.
- 3.) Identify specific target areas in assessment data that need to be addressed to increase the potential for success for all secondary and all-level teaching candidates.
- 4.) Evaluate and revise the instructions, templates, and rubrics for the Unit Plan as necessary.
- 5.) Consider text and or web-based study programs to improve candidate PPR scores.

### Update of Progress to the Previous Cycle's PCI:

We are reflecting on what we wrote last year...

Last year we indicated that we planned to continue to follow up on last years plans for improvement including:

- 1.) Make an effort to streamline communication lines and positive working relationships within and without the program area. ***Based on the evidence we collected and examined, we met this goal.***
- 2.) Continue to evaluate the effectiveness of our program through use of appropriate assessment of and reflection on data. ***This is where most of our conversation was concentrated--on what we are collecting and why, and what that tells us and how to evolve our instruction and team to be more effective and impactful.***
- 3.) Identify specific target areas in assessment data that need to be addressed to increase the potential for success for all secondary and all-level teaching candidates. ***Again, this is where our conversation centered reflecting on the year and then starting to look forward.***
- 4.) Evaluate and revise the instructions, templates, and rubrics for the Unit Plan as necessary. ***This is an action item we have put on our list of things to address in our next meeting.***

5.) Consider text and or web-based study programs to improve candidate PPR scores. ***This is also a part of our continuing conversation to improve.***

## **New Plan for Continuous Improvement Item**

### **Closing Summary:**

1.) Identify specific target areas in assessment data that need to be addressed to increase the potential for success for all secondary and all-level teaching candidates.

2.) Evaluate and revise the instructions, templates, and rubrics for the assessments we will determine are going to be used as necessary.

3.) Consider text and or web-based study programs to improve candidate PPR scores.

# Education BS (Middle Level 4-8)

**Teacher candidates in the Middle Level program will demonstrate mastery of content knowledge.**

**Goal Description:**

Middle Level candidates will demonstrate mastery of content knowledge in their respective content areas:

4-8 Math

4-8 Science

4-8 Social Studies

4-8 English Language Arts and Reading

4-8 Core

Additionally, Middle Level candidates in 4-8 ELAR and Core will demonstrate mastery of knowledge of the Science of Teaching Reading.

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

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**Middle level teacher candidates will pass their content area exam(s) in the first semester of residency.**

**Learning Objective Description:**

The following TExES exams are applicable:

4-8 Math

4-8 Science

4-8 Social Studies

4-8 ELAR (includes a constructed response)

4-8 Core

Additionally, 4-8 ELAR and Core must take the Science of Teaching Reading (STR) exam that includes a constructed response.

RELATED ITEM LEVEL 2

**Content Exams**

**Indicator Description:**

Indicator type: Exam

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:**

80% of middle level teacher candidates will pass their content exams on the first attempt during their first semester of residency. 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:**

In 2022-2023, 47 unique 4-8 teacher candidates took one of the 6 content TExES exams. Twenty-nine (62%) passed on their first attempt.

Eighteen 4-8 ELAR and Core teacher candidates took the STR TExES exam. Fifteen (81%) passed on their first attempt.

**RELATED ITEM LEVEL 3**

**Pass Rates on the Content Exam**

**Action Description:**

Although we didn't meet 80% for ALL content exams, the criterion of 80% of teacher candidates passing their content exams on their first attempt will remain the same. Previously, content exams were expected to be passed in Field 3/YLR 1, however beginning in the 2023-2024 AY, teacher candidates will be required to pass their content exams closer to completing their content courses in Field 2. This will provide us with accurate information regarding pass rates and completion of content coursework.

**RELATED ITEM LEVEL 1**

**Middle level teacher candidates will score proficient in 2.2 Content Knowledge on T-TESS.**

**Learning Objective Description:**

Upon completion of their final T-TESS observation, middle level teacher candidates will score proficient in 2.2 Content Knowledge.

**RELATED ITEM LEVEL 2**

**Final T-TESS observation**

**Indicator Description:**

Indicator type: Rubric on Tk20

Middle level teacher candidates will complete their final Texas Teacher Evaluation and Support System (T-TESS) observation during their final semester of residency or student teaching and score proficient on 2.2 Content Knowledge.

Proficiency on 2.2 Content Knowledge is provided by the Texas Education Agency (TEA) is as follows:

- Conveys accurate content knowledge in multiple contexts.
- Integrates learning objectives with other disciplines.
- Anticipates possible student misunderstandings.
- Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research- based).
- Accurately reflects how the lesson fits within the structure of the discipline and the state standards.

**Criterion Description:**

85% of middle level teacher candidates will score proficient on 2.2 Content Knowledge on their final T-TESS observation.

**Findings Description:**

Thirty-two 4-8 certification seekers completed their 4th T-TESS evaluation in 2022-2023. Twenty-six (81%) scored proficient or accomplished on 2.2 Content Knowledge.

Core 7/7 = 100%

ELAR 1/4 = 25%

Math 13/14 = 93%

Science 4/6 = 67%

Social Studies 1/1 = 100%

**RELATED ITEM LEVEL 3**

**Pass Rates on 2.2 Content Knowledge Final T-TESS Observation**

**Action Description:**

We did not reach the criterion of 85% of middle level teacher candidates scoring proficient or higher on 2.2 Content Knowledge on their final T-TESS observation across all 5 of the content areas. In consultation with the YLR program area coordinator it was determined that calibration of Site Coordinators each semester would be helpful in improving the accuracy of scoring across YLR. Calibration is important to maintain the integrity and accuracy of scores across the middle level program.

**Teacher candidates in the Middle Level program will develop pedagogy and professional responsibilities.**

**Goal Description:**

Candidates in the Middle Level Program will demonstrate knowledge of the learner and learning, instructional practice, and professional responsibility.

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

RELATED ITEM LEVEL 1

**Middle level teacher candidates will demonstrate mastery of assessment, instructional planning, and instruction based on student learning needs.**

**Learning Objective Description:**

Using knowledge about learning and the learner, candidates will pre-assess, plan instruction, provide instruction and formatively assess, and post-assess.

RELATED ITEM LEVEL 2

**Impact on Student Learning Assessment**

**Indicator Description:**

Indicator type: Rubric on Tk20

**Impact on Student Learning Assessment**

The Impact on Student Learning Assignment is a performance assessment designed to demonstrate evidence of Sam Houston State University 4-8 teacher candidates’ 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 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 final residency/student teaching semester. The assignment is evaluated on a 4 point rubric. The rubric focuses on lesson plans, assessment, analysis of data/reflection and written communication.

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.

**Criterion Description:**

At least 90% of middle level teacher candidates will pass the Impact on Student Learning assessment with a 9 or greater on the first submission.

**Findings Description:**

In 2022-23 there were 32 4-8 students scored on the Impact on Student Learning assessment. All received a score of 9 or higher (100%).

RELATED ITEM LEVEL 3

**Pass Rates on Impact on Student Learning Assessment**

**Action Description:**

One hundred 100 percent of middle level teacher candidates passed the Impact on Student Learning assessment with a 9 or greater on the first submission surpassing the 90% criterion. However, the middle level program implemented a new field sequence intended to improve the

progression of experiences for teacher candidates in the field. Middle Level faculty would like to keep this assessment the same in order to collect longitudinal data.

#### RELATED ITEM LEVEL 1

**Middle level teacher candidates will successfully complete the TCAR (Teacher Candidate Assessment of Readiness) portfolio assessment on the first submission.**

#### **Learning Objective Description:**

Upon completion of program coursework, Middle level teacher candidates will demonstrate mastery of instructional practice including assessment, instructional planning, and instruction based on student learning needs through completion of the TCAR portfolio assessment.

#### RELATED ITEM LEVEL 2

#### **Teacher Candidate Assessment of Readiness (TCAR)**

#### **Indicator Description:**

Indicator type: Rubric on Tk20

Middle Level candidates will complete The Teacher Candidate Assessment of Readiness (TCAR) during their final semester of residency. Candidates select artifacts that demonstrate their proficiency of the indicators in each domain along with a written justification for selection of the artifacts.

Additionally, a student created video is included as an artifact for Domain 2.

TCAR aligns with Domains 1-4 of the Texas Teacher Evaluation and Support System (T-TESS) and allows for students to display their best examples of their knowledge and skills in the areas:

#### **Domain 1: Planning**

- 1.1. Standards and Alignment (aligns with InTASC Standard 7)
- 1.2. Data and Assessment (aligns with InTASC Standard 6)
- 1.3. Knowledge of Students (aligns with InTASC Standard 1)
- 1.4. Activities (aligns with InTASC Standard 8)

#### **Domain 2: Instruction**

- 2.1. Achieving Expectations (aligns with InTASC Standard 2)
- 2.2. Content Knowledge and Expertise (aligns with InTASC Standard 4)
- 2.3. Communication
- 2.4. Differentiation (aligns with InTASC Standard 2)
- 2.5. Monitor and Adjust (aligns with InTASC Standard 6)

#### **Domain 3: Classroom Environment, Routines, and Procedures**

- 3.1. Classroom Environment, Routines and Procedures (aligns with InTASC Standard 3)
- 3.2. Managing Student Behavior (aligns with InTASC Standard 3)
- 3.3. Classroom Culture (aligns with InTASC Standard 3)

#### **Domain 4: Professional Practices and Responsibilities**

- 4.1. Professional Demeanor and Ethics (aligns with InTASC Standards 9 & 10)
- 4.2. Goal Setting (aligns with InTASC Standards 9 & 10)

#### **InTASC Standards**

#### **The Learner and Learning**

•Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the

cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences

- Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

### **Content**

- Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

- Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### **Instructional Practice**

- Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

- Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### **Professional Responsibility**

- Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### **Criterion Description:**

During the final semester of residency/student teaching, at least 90% of candidates will achieve a passing score on their first submission of TCAR.

### **Findings Description:**

In 2022-23 there were 34 4-8 students assessed for TCAR. Candidates need to score at least 2 or higher on all sections to "pass." All 4-8 candidates scored at least a 2 on all domain elements (100%).



### **Pass Rates On Teacher Candidate Assessment of Readiness (TCAR)**

#### **Action Description:**

One hundred percent of middle level teacher candidates achieved a passing score on their first submission of the TCAR portfolio surpassing the 90% criterion. Middle Level faculty have decided to serve as second TCAR raters for all 4-8 candidates to inform programmatic decision moving forward and to increase inter-rater reliability, thus the criterion will remain the same moving forward.

### **Update to Previous Cycle's Plan for Continuous Improvement Item**

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

##### **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.

##### **Update of Progress to the Previous Cycle's PCI:**

The T-CAR assessment was implemented fully in AY 2022-2023. Objectives for AY 2023-2024 were reconsidered, and that year's plan reflects updated objectives and indicators.

### **New Plan for Continuous Improvement Item**

#### **Closing Summary:**

In the previous cycle, we decided to continue including a goal for Pedagogy and Professional Responsibilities (PPR) in our plan through the Impact on Student Learning Assessment and the TCAR Portfolio. We will continue in the 2023-2024 academic year for longitudinal data and to inform program decision. We decide NOT to include a performance objective to address program growth as this was not appropriate to an academic unit.

We look forward to data informing both of our goals following implementation of the new middle level course/field sequencing and content exam requirements in Field 2. Calibration among scorers for the 4th T-TESS observation (site coordinators) and the TCAR Portfolio (adding 4-8 faculty members as second scorers) will improve the accuracy of the two assessments in relation to the goals.

# 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:

Indicator Type: Behavior Analyst Certification Exam

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:

Of the six LIDA first-time exam takers in 2022, five passed, yielding a pass rate of 83.33%. This was an improvement from 2021 when six out of nine LIDA first-time exam takers passed, yielding a pass rate of 66.67%.

#### RELATED ITEM LEVEL 3

#### Percentage Of Candidates Passing Behavior Analysis Certification Exam

#### Action Description:

The pass rate data for candidates taking the exam in 2022 showed improvement over those for 2021 (83.33% (6 test takers) vs 66.67% (9)), but over time the data have shown some variability with an increasing trend: 2017-2018: 47% (15), 2019: 60% (10), and 2020: 50% (6). We will monitor this data for the next assessment cycle (2023-2024), keeping in mind that the BACB releases data so belatedly that it tells us only about candidate performance from the preceding year.

#### 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:

Indicator Type: BCBA Exam

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 98.5% (<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:

Two out of 15 students met criterion. On average, the students in the cohort graduating in 2023 completed 90% of acquisition exam portions at 100% and 91% of fluency exam portions at 80% with no limits on attempts. That was better than the completion performance of the previous cohort. That group completed 75% of assigned modules at criterion levels.

## RELATED ITEM LEVEL 3

### BDS Modules

#### Action Description:

Few students complete assigned BDS modules to criterion during SPED 6314 and SPED 6315 in their second year. LIDA faculty have discussed assigning modules across courses during the first as well as the second year in order to provide more opportunities to practice answering the types of questions that will appear on the BCBA exam, but purchasing a two-year subscription costs \$498. The faculty will need to find a solution that maximizes benefits to students without imposing an undue financial burden.

## 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:

Indicator Type: Comprehensive Exam

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 2023, 100% scored 80% or better on their first attempt. This was an increase from 2022 when 87.5% scored 80% or better on their first attempt.

RELATED ITEM LEVEL 3

**Comprehensive Exams Scoring Rubric**

**Action Description:**

Candidates graduating in 2023 performed much better overall on their comprehensive exams than the preceding cohort. Assessing this indicator during 2023-2024 might reveal an improving trend over time.

RELATED ITEM LEVEL 1

**LIDA Progress Assessment**

**Learning Objective Description:**

Candidates will demonstrate mastery of behavior analytic knowledge and skills.

Attached Files

 [LIDA Program Assessment](#)

RELATED ITEM LEVEL 2

**Improvement on the LIDA Progress Assessment**

**Indicator Description:**

Indicator Type: LIDA Progress Assessment

The LIDA Progress Assessment is a 100-item multiple-choice test covering 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 16, which graduated in 2023, decreased by .43% on average from August to April . Cohort 17 improved its scores by 4.9% on average.

RELATED ITEM LEVEL 3

**Improvement on the LIDA Progress Assessment**

**Action Description:**

We implemented the LIDA Progress Assessment for the first time during 2022-2023 without knowing how students would score. Now that we have found that no students met criterion, we will change the criterion to one that is more reasonable. For example, "Students will improve

their scores on the test by at least 10% from the August administration to the April administration."

RELATED ITEM LEVEL 2

Passing Rate on the LIDA Progress Assessment

Indicator Description:

Indicator Type: LIDA Progress Assessment

The LIDA Progress Assessment is a 100-item multiple-choice test covering 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:

14.3% of first year candidates scored 70% or better on the test at the final administration. In the second-year cohort, 0% of candidates scored 80% or better on the final administration.

RELATED ITEM LEVEL 3

Passing Rate on the LIDA Progress Assessment

Action Description:

We implemented the LIDA Progress Assessment for the first time during 2022-2023 without knowing how students would score. Now that we have found that no students met criteria, we will change the criteria to ones that are more reasonable. For example, "For the first-year cohort, 20% of candidates will score 70% or better on the test at the final administration. For the second-year cohort, 20% of candidates will score 80% or better on the test at the final administration."

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

Match Data Collection Method to Problem Behavior

Learning Objective Description:

Candidates will select an appropriate data collection and design a measurement system for research project.

RELATED ITEM LEVEL 2

**SPED 6314 Paper Measurement Rubric**

**Indicator Description:**

Indicator Type: Measurement System

Candidates will develop a measurement system matched to a student's problem behavior.

Attached Files

 [Anthology\\_Meas\\_Rubric.docx](#)

**Criterion Description:**

SPED 6314 students will score at least 80% on the measurement rubric.

Attached Files

 [Experimental research or thesis rubric \(written paper\).docx](#)

**Findings Description:**

All four SPED 6314 students who chose to carry out an experimental research project scored 100% on the measurement rubric.

RELATED ITEM LEVEL 3

**Action - SPED 6314 Paper Measurement Rubric**

**Action Description:**

We added this learning objective in October 2022 to complement the Research Proposal learning objective under the Production of Scholarly Research Project goal. Because only four out of 15 students in the cohort graduating in 2023 chose to carry out experimental research projects, our results for this learning objective appear inflated. We will assess this learning objective again during 2023-2024 when a larger number of students might choose to carry out experimental research projects.

RELATED ITEM LEVEL 1

**Research Proposal**

**Learning Objective Description:**

Students will formulate research questions suitable for single-subject designs.

RELATED ITEM LEVEL 2

**Passing Rate on Research Project**

**Indicator Description:**

Indicator Type: Research Project

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:**

This was the second year that 100% of candidates scored 80% or better on the rubric. This might reflect the fact that by the time students receive a grade on the research project, they have written multiple drafts and received feedback from faculty and peers. We plan to collect this data during 2022-2023 in the hope that his trend will continue.

## **Update to Previous Cycle's Plan for Continuous Improvement Item**

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

#### **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.

#### **Update of Progress to the Previous Cycle's PCI:**

LIDA students showed improvement in their Comprehensive Exam scores but continued to struggle to meet our criteria for success in the BDS modules. Faculty will discuss alternative ways of implementing the modules in courses. We implemented the new LIDA Program Assessment, but students showed little improvement from August to April. Faculty will discuss ways of ensuring that students retain course knowledge. All students again met criteria for performance on their research projects.

## **New Plan for Continuous Improvement Item**

#### **Closing Summary:**

Faculty will revise goals, learning objectives, indicators, and criteria to better align with the requirements of the LIDA self-study required by the Association for Behavior Analysis International for Tiered Model recognition. We plan to submit an application for Tier 2a recognition during the summer of 2025.