



2023-2024



College of Education

Department of Counselor Education

Counseling MA

G 1: MA program students will be evaluated as candidates related to PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

Goal Description:

MA program students will be evaluated as candidates related to Professional Counseling Orientation and Ethical Practice.

Providing Department: Counseling MA

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

LO 1.1 Knowledge of Professional Counseling Orientation and Ethical Practice

Learning Objective Description:

Define and recognize standards and rules of professional counseling organizations and credentialing bodies, licensure, and applications of ethical and legal considerations in professional counseling.

RELATED ITEM LEVEL 2

ICF 1.1 COUN 5011 Final Case Study

Indicator Description:

Indicator type: Rubric

COUN 5011 Final Case Study (rubric)

Students will demonstrate knowledge of LO 1 with submission of Final Case Study within COUN 5011. This key assessment will be graded by rubric, providing formative feedback to student and program.

Criterion Description:

80% of students will score 80% or higher on this key assessment.

Findings Description:

Revised rubric for signature assessment in COUN 5011 was developed in Spring 2024. Will be implemented in Fall 2024.

RELATED ITEM LEVEL 3

Action - 1.1 COUN 5011 Final Case Study

Action Description:

Rubric for COUN 5011 was revised in Spring 2024 and will be implemented in fall 2024

RELATED ITEM LEVEL 1

LO 1.2: Skill of Professional Counseling Orientation and Ethical Practice

Learning Objective Description:

Candidates in the Counseling MA program will develop and apply theories and models of counseling, effectively use case conceptualizations to assess, diagnose, and identify and apply appropriate treat modalities to a wide range of situations, cultural backgrounds, ethical decisions, and developmental levels.

RELATED ITEM LEVEL 2

ICF 1.2 COUN 6386 Case Presentation

Indicator Description:

Indicator type: Rubric

COUN 6386 Case Presentation (rubric)

Students will demonstrate knowledge of LO 1.2 with submission of Case Presentation within COUN 6386. This key assessment will be graded by rubric, providing formative feedback to student and program.

Criterion Description:

80% of students will score at least 80% on this assessment.

Findings Description:

COUN 6386 signature assessment was revised in fall 2023 and implemented in spring 2024. Criterion of 80% of students scoring at least 80% was met.

RELATED ITEM LEVEL 3

Action 1.2 COUN 6386 Case Presentation

Action Description:

Based on analysis of COUN 6386 Final Evaluation, criteria will be added regarding group therapy and multicultural competencies.

G 2: MA program students will be evaluated as candidates related to SOCIAL AND CULTURAL DIVERSITY.

Goal Description:

MA program students will be evaluated as candidates related to Social and Cultural Diversity.

Providing Department: Counseling MA

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

LO 2.1 Knowledge of Social and Cultural Diversity

Learning Objective Description:

Identify multicultural counseling competencies.

RELATED ITEM LEVEL 2

ICF 2.1 COUN 5334 Conceptualization Paper

Indicator Description:

Indicator type: Rubric

COUN 5334 Conceptualization Paper (rubric)

Students will demonstrate knowledge of LO 2.1 with submission of a Conceptualization Paper within COUN 5334. This key assessment will be graded by rubric, providing formative feedback to student and program.

Criterion Description:

80% of students will score 80% or higher on this key assessment.

Findings Description:

Although other criterion were revised and implemented in 2023-2024, the signature assessment in COUN 5334 was delayed.

RELATED ITEM LEVEL 3

Action 2.1 COUN 5334 Conceptualization Paper

Action Description:

Coun 5334 signature assessment will be revised during fall 2024 and implemented in spring 2025

RELATED ITEM LEVEL 1

LO 2.2 Skill of Social and Cultural Diversity

Learning Objective Description:

Apply learned cultural competencies to counseling related work and investigate personal bias and other influential factors in counseling.

RELATED ITEM LEVEL 2

ICF 2.2 COUN 6376 Final Evaluation

Indicator Description:

Indicator type: Rubric

COUN 6376 final evaluation (rubric)

Students will demonstrate knowledge of LO 2.2 with Final Evaluation within COUN 6376. This key assessment will be graded by rubric, providing formative feedback to student and program.

Criterion Description:

80% of students will score 80% or higher on this assessment.

Findings Description:

96% of students (n=116) scored competent (80%) or proficient (90%) on this assessment. Of the group, 36% scored competent and 60% scored proficient.

RELATED ITEM LEVEL 3

Action 2.2 COUN 6376 Final Evaluation

Action Description:

Of the group, 96% scored competent or proficient on the signature assessment. More conversation will focus on increasing the percentage of students scoring at the proficient level.

G3: MA program students will be evaluated as candidates in COUNSELING AND HELPING RELATIONSHIPS.

Goal Description:

MA program students will be evaluated as candidates in Counseling and Helping Relationships.

Providing Department: Counseling MA

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

LO 3.1: Knowledge of Counseling and Helping Relationships

Learning Objective Description:

Candidates in the MA program will define and identify theories/models of counseling and relationship dynamics.

RELATED ITEM LEVEL 2

ICF 3.1 CPCE

Indicator Description:

Indicator type: standardized test (CPCE)

Students will demonstrate knowledge of LO 3.1 with completion of comprehensive exams (CPCE). This key assessment is scored by external source and compared to national mean, providing feedback to student and program.

Criterion Description:

100% of students will score within one standard deviation below the national mean score or higher for CPCE.

Findings Description:

Although students performed well on the CPCE, the goal of 100% of students scoring within one standard deviation below the national mean score was not met. Six students out of 78 (8%) did not score within one standard deviation below the national mean. Overall, 92% of SHSU students scored above the threshold.

RELATED ITEM LEVEL 3

Action 3.1 CPCE

Action Description:

Continued collection and analysis of CPCE will be implemented in 2024-2025. Faculty continue to discuss setting a threshold for this comprehensive examination rather than using one standard deviation from the national mean. A determination will be made in fall 2024 for immediate implementation.

RELATED ITEM LEVEL 1

LO 3.2 Skill of Counseling and Helping Relationships

Learning Objective Description:

Candidates in the MA program will apply concepts on counseling, essential interviewing, and counseling skills.

RELATED ITEM LEVEL 2

ICF 3.2 COUN 6376 Final Evaluation

Indicator Description:

Indicator type: Rubric

COUN 6376 final evaluation (rubric)

Students will demonstrate knowledge of LO 3.2 with Final Evaluation within COUN 6376. This key assessment will be graded by rubric, providing formative feedback to student and program.

Criterion Description:

80% of students will score 80% or higher on this assessment.

Findings Description:

100% of students scored 80% or higher on this assessment.

RELATED ITEM LEVEL 3

Action 3.2 COUN 6376 Final Evaluation

Action Description:

Faculty will continue to monitor student progress on this signature assessment.

G4: MA program students will be evaluated as candidates in COUNSELING AND GROUP WORK.

Goal Description:

MA program students will be evaluated as candidates in Counseling and Group Work.

Providing Department: Counseling MA

Progress: Ongoing

RELATED ITEM LEVEL 1

LO 4.1 Knowledge of Group Counseling and Group Work

Learning Objective Description:

Candidates in the MA program will demonstrate knowledge of the theoretical foundations of group counseling and group work and dynamics associated with group process and development.

RELATED ITEM LEVEL 2

ICF 4.1 CPCE

Indicator Description:

Indicator type: standardized test (CPCE)

Students will demonstrate knowledge of LO 4.1 with completion of comprehensive exams (CPCE). This key assessment is scored by external source and compared to national mean, providing feedback to student and program.

Criterion Description:

100% of students will score within one standard deviation below the national mean score or higher for CPCE.

Findings Description:

Although students performed well on the CPCE, the goal of 100% of students scoring within one standard deviation below the national mean score was not met. Six students out of 78 (8%) did not score within one standard deviation below the national mean. Overall, 92% of SHSU students scored above the threshold.

RELATED ITEM LEVEL 3

Action 4.1 CPCE

Action Description:

Continued monitoring will occur regarding the CPCE and its alignment with key performance indicators.

RELATED ITEM LEVEL 1

LO 4.2 Skill of Group Counseling and Group Work

Learning Objective Description:

Candidates in the MA program will apply concepts of group work, group dynamic skills, and group process.

RELATED ITEM LEVEL 2

ICF 4.2 COUN 6374 Group Project/Group Counseling Proposal

Indicator Description:

Indicator type: Rubric

COUN 6374 Group Project/Group Counseling Proposal (rubric)

Students will demonstrate knowledge of LO 4.2 with submission of a Group Project/Group Counseling Proposal within COUN 6374. This key assessment will be graded by rubric, providing formative feedback to student and program.

Criterion Description:

80% of students will score 80% or higher on this key assessment.

Findings Description:

98% of enrolled students (83/85) scored at the proficient level or higher; thus, the benchmark was met.

RELATED ITEM LEVEL 3

Action 4.2 COUN 6374 Group Project/Group Counseling Proposal

Action Description:

The rubric for this assignment will be uploaded into TK20 to foster aggregation and analysis of this signature assessment for 2024-2025.

G5: MA students will be evaluated as candidates in RESEARCH AND PROGRAM EVALUATION

Goal Description:

MA students will be evaluated as candidates in Research and Program Evaluation.

Providing Department: Counseling MA

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

LO 5.1 Knowledge of Research and Program Evaluation

Learning Objective Description:

Candidates in MA program will demonstrate knowledge regarding strategies for using different research methodologies, including qualitative, quantitative, and mixed method designs, to develop outcome measures for counseling programs in the program evaluation of counseling programs and interventions.

RELATED ITEM LEVEL 2

ICF 5.1 COUN 5379 Program Evaluation

Indicator Description:

Indicator type: Rubric

COUN 5379 Program Evaluation (rubric)

Students will demonstrate knowledge of LO 5.1 with submission of a Program Evaluation within COUN 5379. This key assessment will be graded by rubric, providing formative feedback to student and program.

Criterion Description:

80% of students will score 80% or higher on this key assessment.

Findings Description:

Although course grades indicate that this benchmark was met, data was not aggregated by criterion for analysis.

RELATED ITEM LEVEL 3

Action 5.1 COUN 5379 Program Evaluation

Action Description:

Rubric for signature assessment in COUN 5379 will be implemented in Spring 2025. This rubric will be uploaded into TK20 for greater ease in aggregation and analysis.

RELATED ITEM LEVEL 2

ICF 5.1b CPCE

Indicator Description:

Indicator type: standardized test (CPCE)

Students will demonstrate knowledge of LO 5.1b with completion of comprehensive exams (CPCE). This key assessment is scored by external source and compared to national mean, providing feedback to student and program.

Criterion Description:

100% of students will score within one standard deviation below the national mean score or higher for CPCE.

Findings Description:

Although students performed well on the CPCE, the goal of 100% of students scoring within one standard deviation below the national mean score was not met. Six students out of 78 (8%) did not score within one standard deviation below the national mean. Overall, 92% of SHSU students scored above the threshold.

RELATED ITEM LEVEL 3

Action 5.1b CPCE

Action Description:

Continued monitoring will occur of student success on CPCE. Conversations are underway in 2024-2025 to set a threshold passing score for CPCE rather than dependence on the national mean score.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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.

Update of Progress to the Previous Cycle's PCI:

The faculty continues to discuss and refine assessments so they can be loaded into TK20 for easier aggregation and analysis. This will continue during AY25.

New Plan for Continuous Improvement Item

Closing Summary:

In AY25, the faculty will continue to add and refine signature assessments to the Key Performance Indicators (KPI). This eye towards critical reflection will continue to improve the delivery and skills of graduates of the MA in Counseling.

Play Therapy Certificate

G1: Effective Clinical Practice of Play Therapy Skills and Techniques

Goal Description:

A goal for the graduate certificate in play therapy, housed in the department of counselor education, is to produce graduates of the play therapy certificate who have academic knowledge and clinical skills to provide play therapy services to clients in a wide range of settings.

Providing Department: Play Therapy Certificate

Progress: Ongoing

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

LO 1: Effective Clinical Practice of Play Therapy Skills and Techniques

Learning Objective Description:

Students will demonstrate knowledge and practice of basic play therapy skills.

RELATED ITEM LEVEL 2

ICF 1.1 COUN 5399 Play Therapy Basics

Indicator Description:

Indicator Type: Play Therapy Skills Checklist

Students complete mock practice sessions using the play therapy skills checklist. Graded practice sessions according to play therapy skills.

Criterion Description:

80% of the students will score 80% or more on the session checklist.

Findings Description:

During fall 2023, 23 students enrolled in COUN 5399, Play Therapy Basics. 91% of students successfully mastered the items on the play therapy skills checklist; thus, meeting the benchmark for 2023-2024

RELATED ITEM LEVEL 3

Action 1.1 COUN 5399 play Therapy Basics

Action Description:

Continued monitoring of skills checklist within COUN 5399. Conversations are underway to move rubric to TK20 for greater access to aggregation and analysis.

RELATED ITEM LEVEL 1

LO2 Effective Play therapy diagnoses and interventions

Learning Objective Description:

Students will identify accurate diagnoses and interventions

RELATED ITEM LEVEL 2

ICF 2.1 COUN 5391 Child and Adolescent Counseling

Indicator Description:

Indicator Type: Graded assignment

Students will complete a treatment plan.

Criterion Description:

80% of the students will score 80% or more on the treatment plan assignment

Findings Description:

During spring 2024 and summer 2024, 58 students enrolled in COUN 5391, Child and Adolescent Counseling. 89% of students successfully mastered the items within the treatment plan; thus, meeting the benchmark for 2023-2024.

RELATED ITEM LEVEL 3

Action 2.1 COUN 5391 Child and Adolescent Counseling

Action Description:

Treatment plan assignment rubric will be uploaded into TK20 for the 2024-2025 academic year so data can be more easily aggregated and analyzed.

RELATED ITEM LEVEL 1

LO3 Effective Sandtray Interventions

Learning Objective Description:

Students will demonstrate knowledge of administration and interpretations of sand tray interventions

RELATED ITEM LEVEL 2

ICF 3.1 COUN 5398 Sandtray Interventions

Indicator Description:

Indicator Type: Graded observation

Students will complete a sandtray demonstration as the lead facilitator. Skills to be observed include: appropriate opening and closing of a session, empathic responding, playful curiosity, embodied presence, and encouraging "I" talk.

Criterion Description:

80% of the students will score 80% or more on the demonstration

Findings Description:

In summer of 2024 there were two sections of 5398.

There were 22 students enrolled in COUN 5398.01. 100% of the students achieved "proficient" status on their end of term sandtray observation.

There were 14 students enrolled in COUN 5398.02. 100% of the students achieved "proficient status on their end-of-term sand tray observation.

RELATED ITEM LEVEL 3

Action 3.1 COUN 5398 Sandtray Interventions

Action Description:

Faculty will continue to monitor student progress. Discussions are underway to move signature assessments to TK20 for easier aggregation and analysis.

RELATED ITEM LEVEL 1

LO4 Effective Clinical Practice of Play Therapy Skills and Techniques

Learning Objective Description:

Students will demonstrate knowledge and practice of advanced play therapy skills

RELATED ITEM LEVEL 2

ICF 4.1 COUN 6331 Advanced Plan Therapy

Indicator Description:

Indicator Type: Graded observation

Students will complete a play therapy session using advanced play therapy skills discussed in class

Criterion Description:

80% of the students will score in the competent or proficient range on the group skills checklist

Findings Description:

In spring 2024, 14 students enrolled in COUN 6331, Advanced Play therapy. 86% of students scored proficient and 14% scored competent on the skills checklist; thus, the benchmark was met.

RELATED ITEM LEVEL 3

Action 4.1 COUN 6331 Advanced Plan Therapy

Action Description:

Conversations are underway to move group skills checklist to TK20 for greater ease in aggregation and analysis. Continued monitoring of skills on the Group skills checklist.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

Faculty within the Department of Counselor Education are reviewing the content for Play Therapy Certificate to ensure alignment with educational requirements.

Update of Progress to the Previous Cycle's PCI:

Faculty within the Department of Counselor Education are pleased with the number of students pursuing this certificate. Continued monitoring of signature assessments will occur and conversations are underway to move assessments to TK 20 for greater access to aggregation and analysis.

New Plan for Continuous Improvement Item

Closing Summary:

In AY25, the faculty will continue to add and refine signature assessments to the Key Performance Indicators (KPI). This eye towards critical reflection will continue to improve the delivery and skills of completers of Play Therapy certificate

School Counseling MED

G 7: Planning And Implementing The Developmental Guidance And Counseling Program

Goal Description:

Students in the MEd school counseling program understand how to plan, implement, and evaluate a developmental guidance program, including counseling services, that promotes success for all students.

Providing Department: School Counseling MED

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

LO 7: Needs Assessment Survey

Learning Objective Description:

Students in the school counseling program will develop a needs assessment survey that uses survey design best practices. The needs assessment is the first step in planning and implementing a developmental guidance and counseling program.

RELATED ITEM LEVEL 2

ICF 7:Needs Assessment Survey Instrument

Indicator Description:

Indicator Type: Needs Assessment Survey

Students enrolled in COUN 5333 will construct a needs assessment survey to determine the needs of students in the domains of academic, career, and personal/social. The assessment survey must connect with the Texas Model for a Comprehensive Developmental Guidance and Counseling Program in the three domains. The survey will be distributed and data collected from students, parents, teachers, or all.

Criterion Description:

School Counseling students in COUN 5333 will present a report of needs assessment survey results; results analysis and how the results connects to the Texas Model for a Comprehensive Developmental Guidance and Counseling Program. All students will complete the report meeting the grading rubric criteria with a minimum of 80%. Grading rubric is attached.

Findings Description:

100% of students completed the report with a minimum of 80%; thus, the benchmark was met.

RELATED ITEM LEVEL 3

ICF 7:Needs Assessment Survey Instrument

Action Description:

Continued implementation of needs assessment assignment and monitoring of progress.

G1. MEd program students will be evaluated as candidates related to PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

Goal Description:

MEd program students will be evaluated as candidates related to Professional Counseling Orientation and Ethical Practice.

Providing Department: School Counseling MED

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

LO 1.1 Knowledge of Professional Counseling Orientation and Ethical Practice

Learning Objective Description:

Define and recognize standards and rules of professional counseling organizations and credentialing bodies, licensure, and applications of ethical and legal considerations in professional counseling.

RELATED ITEM LEVEL 2

ICF 1.1 COUN 5011 Final Case Study

Indicator Description:

Indicator type: Rubric

COUN 5011 Final Case Study (rubric)

Students will demonstrate knowledge of LO 1 with submission of Final Case Study within COUN 5011. This key assessment will be graded by rubric, providing formative feedback to student and program.

Criterion Description:

80% of students will score 80% or higher on this key assessment.

Findings Description:

Revised rubric for signature assessment in COUN 5011 was developed in Spring 2024. Will be implemented in Fall 2024.

RELATED ITEM LEVEL 3

Action 1.1 COUN 5011 Final Case Study

Action Description:

Revised rubric for signature assessment in COUN 5011 was developed in Spring 2024. Will be implemented in Fall 2024.

RELATED ITEM LEVEL 1

LO 1.2 Skill of Professional Counseling Orientation and Ethical Practice

Learning Objective Description:

Candidates in the School Counseling MEd program will develop and apply theories and models of counseling, effectively use case conceptualizations to assess, diagnose, and identify and apply appropriate treat modalities to a wide range of situations, cultural backgrounds, ethical decisions, and developmental levels.

RELATED ITEM LEVEL 2

ICF 1.2 COUN 6386 Case Presentation

Indicator Description:

Indicator type: Rubric

COUN 6386 Case Presentation (rubric)

Students will demonstrate knowledge of LO 1.2 with submission of Case Presentation within COUN 6386. This key assessment will be graded by rubric, providing formative feedback to student and program.

Criterion Description:

80% of students will score at least 80% on this assessment.

Findings Description:

COUN 6386 signature assessment was revised in fall 2023 and implemented in spring 2024.
Criterion of 80% of students scoring at least 80% was met.

RELATED ITEM LEVEL 3

Action 1.2 COUN 6386 Case Presentation

Action Description:

Based on analysis of COUN 6386 Final Evaluation, criteria will be added regarding group therapy and multicultural competencies.

G2: MEd program students will be evaluated as candidates related to SOCIAL AND CULTURAL DIVERSITY.

Goal Description:

MEd program students will be evaluated as candidates related to Social and Cultural Diversity.

Providing Department: School Counseling MED

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

LO 2.1 Knowledge of Social and Cultural Diversity

Learning Objective Description:

Identify multicultural counseling competencies.

RELATED ITEM LEVEL 2

ICF 2.1 COUN 5334 Conceptualization Paper

Indicator Description:

Indicator type: Rubric

COUN 5334 Conceptualization Paper (rubric)

Students will demonstrate knowledge of LO 2.1 with submission of a Conceptualization Paper within COUN 5334. This key assessment will be graded by rubric, providing formative feedback to student and program.

Criterion Description:

80% of students will score 80% or higher on this key assessment.

Findings Description:

Although other criterion were revised and implemented in 2023-2024, the signature assessment in COUN 5334 was delayed.

RELATED ITEM LEVEL 3

Action 2.1 COUN 5334 Conceptualization Paper

Action Description:

Coun 5334 signature assessment will be revised during fall 2024 and implemented in spring 2025

RELATED ITEM LEVEL 1

LO 2.2 Skill of Social and Cultural Diversity

Learning Objective Description:

Apply learned cultural competencies to counseling related work and investigate personal bias and other influential factors in counseling.

RELATED ITEM LEVEL 2

ICF 2.2 COUN 6376 Final Evaluation

Indicator Description:

Indicator type: Rubric

COUN 6376 final evaluation (rubric)

Students will demonstrate knowledge of LO 2.2 with Final Evaluation within COUN 6376. This key assessment will be graded by rubric, providing formative feedback to student and program.

Criterion Description:

80% of students will score at 80% or higher.

Findings Description:

96% of students (n=116) scored competent (80%) or proficient (90%) on this assessment. Of the group, 36% scored competent and 60% scored proficient.

RELATED ITEM LEVEL 3

Action 2.2 COUN 6376 Final Evaluation

Action Description:

Of the group, 96% scored competent or proficient on the signature assessment. More conversation will focus on increasing the percentage of students scoring at the proficient level.

G3: MEd program students will be evaluated as candidates in COUNSELING AND HELPING RELATIONSHIPS.

Goal Description:

MA program students will be evaluated as candidates in Counseling and Helping Relationships.

Providing Department: School Counseling MED

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

LO 3.1: Knowledge of Counseling and Helping Relationships

Learning Objective Description:

Candidates in the MEd program will define and identify theories/models of counseling and relationship dynamics.

RELATED ITEM LEVEL 2

ICF 3.1 CPCA

Indicator Description:

Indicator type: standardized test (CPCE)

Students will demonstrate knowledge of LO 3.1 with completion of comprehensive exams (CPCE). This key assessment is scored by external source and compared to national mean, providing feedback to student and program.

Criterion Description:

100% of students will score within one standard deviation below the national mean score or higher for CPCE.

Findings Description:

Although students performed well on the CPCE, the goal of 100% of students scoring within one standard deviation below the national mean score was not met. Six students out of 78 (8%) did not score within one standard deviation below the national mean. Overall, 92% of SHSU students scored above the threshold.

RELATED ITEM LEVEL 3

Action 3.1 CPCA

Action Description:

Continued collection and analysis of CPCE will be implemented in 2024-2025. Faculty continue to discuss setting a threshold for this comprehensive examination rather than using one standard deviation from the national mean. A determination will be made in fall 2024 for immediate implementation.

RELATED ITEM LEVEL 1

LO 3.2 Skill of Counseling and Helping Relationships

Learning Objective Description:

Candidates in the MEd program will apply concepts on counseling, essential interviewing, and counseling skills.

RELATED ITEM LEVEL 2

ICF 3.2 COUN 6376 Final Evaluation

Indicator Description:

Indicator type: Rubric

COUN 6376 final evaluation (rubric)

Students will demonstrate knowledge of LO 3.2 with Final Evaluation within COUN 6376. This key assessment will be graded by rubric, providing formative feedback to student and program.

Criterion Description:

80% of students will score 80% or higher on this assessment.

Findings Description:

100% of students scored 80% or higher on this assessment.

RELATED ITEM LEVEL 3

Action 3.2 COUN 6376 Final Evaluation

Action Description:

Faculty will continue to monitor student progress on this signature assessment.

G4: MEd program students will be evaluated as candidates in COUNSELING AND GROUP WORK.

Goal Description:

MEd program students will be evaluated as candidates in Counseling and Group Work.

Providing Department: School Counseling MED

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

LO 4.1 Knowledge of Group Counseling and Group Work

Learning Objective Description:

Candidates in the MEd program will demonstrate knowledge of the theoretical foundations of group counseling and group work and dynamics associated with group process and development.

RELATED ITEM LEVEL 2

ICF 4.1 CPCE

Indicator Description:

Indicator type: standardized test (CPCE)

Students will demonstrate knowledge of LO 4.1 with completion of comprehensive exams (CPCE). This key assessment is scored by external source and compared to national mean, providing feedback to student and program.

Criterion Description:

100% of students will score within one standard deviation below the national mean score or higher for CPCE.

Findings Description:

Although students performed well on the CPCE, the goal of 100% of students scoring within one standard deviation below the national mean score was not met. Six students out of 78 (8%) did not score within one standard deviation below the national mean. Overall, 92% of SHSU students scored above the threshold.

RELATED ITEM LEVEL 3

Action 4.1 CPCE

Action Description:

Continued monitoring will occur of student success on CPCE. Conversations are underway in 2024-2025 to set a threshold passing score for CPCE rather than dependence on the national mean score.

RELATED ITEM LEVEL 1

LO 4.2 Skill of Group Counseling and Group Work

Learning Objective Description:

Candidates in the M.Ed. program will apply concepts of group work, group dynamic skills, and group process.

RELATED ITEM LEVEL 2

ICF 4.2 COUN 6374 Group Project/Group Counseling Proposal

Indicator Description:

Indicator type: Rubric

COUN 6374 Group Project/Group Counseling Proposal (rubric)

Students will demonstrate knowledge of LO 4.2 with submission of a Group Project/Group Counseling Proposal within COUN 6374. This key assessment will be graded by rubric, providing formative feedback to student and program.

Criterion Description:

80% of students will score 80% or higher on this key assessment.

Findings Description:

98% of enrolled students (83/85) scored at the proficient level or higher; thus, the benchmark was met.

RELATED ITEM LEVEL 3

Action 4.2 COUN 6374 Group Project/Group Counseling Proposal

Action Description:

The rubric for this assignment will be uploaded into TK20 to foster aggregation and analysis of this signature assessment for 2024-2025.

G5: MEd students will be evaluated as candidates in RESEARCH AND PROGRAM EVALUATION.

Goal Description:

MEd students will be evaluated as candidates in Research and Program Evaluation.

Providing Department: School Counseling MED

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

LO 5.1 Knowledge of Research and Program Evaluation

Learning Objective Description:

Candidates in MEd program will demonstrate knowledge regarding strategies for using different research methodologies, including qualitative, quantitative, and mixed method designs, to develop outcome measures for counseling programs in the program evaluation of counseling programs and interventions.

RELATED ITEM LEVEL 2

ICF 5.1 COUN 5379 Program Evaluation

Indicator Description:

Indicator type: Rubric

COUN 5379 Program Evaluation (rubric)

Students will demonstrate knowledge of LO 5.1 with submission of a Program Evaluation within COUN 5379. This key assessment will be graded by rubric, providing formative feedback to student and program.

Criterion Description:

80% of students will score 80% or higher on this key assessment.

Findings Description:

Although course grades indicate that this benchmark was met, data was not aggregated by criterion for analysis.

RELATED ITEM LEVEL 3

Action 5.1 COUN 5379 Program Evaluation

Action Description:

Rubric for signature assessment in COUN 5379 will be implemented in Spring 2025. This rubric will be uploaded into TK20 for greater ease in aggregation and analysis.

RELATED ITEM LEVEL 2

ICF 5.1b CPCE

Indicator Description:

Indicator type: standardized test (CPCE)

Students will demonstrate knowledge of LO 5.1b with completion of comprehensive exams (CPCE). This key assessment is scored by external source and compared to national mean, providing feedback to student and program.

Criterion Description:

100% of students will score within one standard deviation below the national mean score or higher for CPCE.

Findings Description:

Although students performed well on the CPCE, the goal of 100% of students scoring within one standard deviation below the national mean score was not met. Six students out of 78 (8%) did not score within one standard deviation below the national mean. Overall, 92% of SHSU students scored above the threshold.

RELATED ITEM LEVEL 3

Action 5.1b CCE

Action Description:

Continued monitoring will occur of student success on CPCE. Conversations are underway in 2024-2025 to set a threshold passing score for CPCE rather than dependence on the national mean score.

G6 : School Counseling Program Quality

Goal Description:

The Master of Education program as a CACREP accredited program prepares competent students who demonstrate mastery of the state mandated examination (TExES) for school counseling certification.

Providing Department: School Counseling MED

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

LO 6: Graduate Students Will Demonstrate Competency In School Counseling

Learning Objective Description:

School Counseling M.Ed. students will pass all areas of the TExES school counseling examination for certification.

RELATED ITEM LEVEL 2

ICF 6: Passing Scores On TExES For School Counselor Certification

Indicator Description:

Indicator Type: TExES Exam

All MEd school counseling students seeking school counseling certification in Texas will pass TExES examination.

Criterion Description:

100% of the students in the MEd program seeking school counseling certification will make a passing score on the TExES for school counselors testing during academic year 2022-2023.

Findings Description:

100% of students earned a passing score during the academic year.

RELATED ITEM LEVEL 3

ICF 6: Passing Scores On TExES For School Counselor Certification

Action Description:

Continued monitoring of test scores will occur. A new assignment has been added to COUN 5333 with a practice test to identify strengths and areas of improvement.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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.

Update of Progress to the Previous Cycle's PCI:

The faculty have established an advisory board for input, provide feedback, and make recommendations for improvement. Disaggregated data for CPCE and state standardized tests will be shared for continuous improvement. Based on these recommendations and data analysis, changes to assessments will be made for AY25.

New Plan for Continuous Improvement Item

Closing Summary:

In AY25, the faculty will continue to add and refine signature assessments to the Key Performance Indicators (KPI). This eye towards critical reflection will continue to improve the delivery and skills of graduates of the MEd in School Counseling.

Department of Educational Leadership

Educational Leadership EDD

Goal 1: Competence In Field Of Educational Leadership

Goal Description:

Students will demonstrate competence in knowledge of key concepts and theories in the field of educational leadership, including demonstration of competence in research skills.

Providing Department: Educational Leadership EDD

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Obj 1: Development Of Knowledge And Skills In Educational Leadership

Learning Objective Description:

Objective: Doctoral students in Educational Leadership will develop the knowledge and skills in (a) leadership content and (b) research content to complete research topics, as measured by comprehensive examinations.

RELATED ITEM LEVEL 2

Indicator 1 (goal 1, obj 1): Comprehensive Examinations

Indicator Description:

Indicator type: Comprehensive exam

Students will successfully complete comprehensive exams at the end of core coursework. Written comprehensive examinations are developed by faculty and are administered in two parts: (I) a written exam consisting of the application of knowledge in educational leadership for literature review development, and (II) the completion of research competencies (e.g., research presentation, manuscript for publication, attendance at defenses). Part I exams are scored holistically as pass or fail by faculty members. Patterns across students' responses are analyzed to indicate strengths and/or areas of need within the doctoral curriculum. Part II exams are scored for completion. Students have about 2 years to complete the research competencies (Part II).

Criterion Description:

At least 90% of the students will successfully pass Part 1 of the comprehensive exams on their first attempt. At least 90% of the students will complete the research competencies by the deadline.

Findings Description:

For Cohort 49, 100% of students (n = 15) passed the written portion of the comprehensive exams early Spring 2024 semester.

Most (11) students received a score of High Pass whereas 4 students received a score of Pass.

For the research competencies Part 2, 14 out of 15 (93%) students passed this portion of the comprehensive exams late Spring 2024 semester.

We met our annual goals for this indicator for the written portion (Part 1) and the research competency (Part 2) this academic year.

RELATED ITEM LEVEL 3

Action STEP 1 (goal 1, obj 1): Comprehensive Examinations

Action Description:

Continue collecting these performance data on program students each year and continue monitoring progress. Share results with faculty and revise program goals/assessments as needed.

Goal 2: Quality And Effectiveness

Goal Description:

Students in the Doctoral Program in Educational Leadership will display a working knowledge of the literature in the leadership field by conducting research and reporting findings in research papers and/or formal research presentations.

Providing Department: Educational Leadership EDD

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Obj 2: Research Presentations (Student Scholarship)

Learning Objective Description:

Objective: During the doctoral program, all students will develop the research, writing, and presentation skills needed to submit a manuscript for peer-reviewed publication OR a research paper for presentation at a peer-reviewed research conference.

RELATED ITEM LEVEL 2

Indicator 2 (goal 2, obj 2): Research Presentation

Indicator Description:

Indicator Type: Research Presentation

Students will propose a research study to a peer-review conference OR submit a manuscript for publication to a peer-reviewed journal. Students will receive feedback on the disposition of manuscripts and academic presentations from external editors and/or reviewers. This indicator will be assessed by a count of research presentations and publications.

Criterion Description:

At least 25% of doctoral students enrolled will submit a research proposal to an academic journal OR present the research paper at a peer-reviewed research conference.

Findings Description:

We collect these data by asking students and faculty for this information and reviewing the SERA and ICPEL Conference programs.

Out of the 42 program students, 11 students (26%) presented research at a peer-reviewed research conference.

Therefore, we met the student research goal.

RELATED ITEM LEVEL 3

Action STEP 2 (goal 2, obj 2): Research Presentation

Action Description:

Action: Revise this goal for research to include research presentations and publications.

Consider resource cuts and ways to address limited funding and students having to take off work to attend these events with the ongoing nationwide educator shortages. Create a list of conferences where students might be able to present virtually.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Some of the challenges are due to the nationwide educator shortages and educators being stretched to fill multiple positions and vacancies.

1. Our students continue to meet the knowledge goal of our program by meeting expectations with comprehensive exams. **We will continue this goal** as it helps us monitor our curriculum/instruction and student progress in the program.
 1. Our students continue to develop the research skills needed to present at state, regional, and national conferences. **We will continue with this goal and add other research presentation opportunities to this goal.** We have an annual workshop in September to mentor students with the process of proposal submission that we will continue. Also having a student representative at SERA has been a helpful model to encourage students to participate. Currently, we have 2 doctoral students who are Jackson Scholars, and we will continue to support this research opportunity for students of color who are interested in academia.

Update of Progress to the Previous Cycle's PCI:

Progress toward achieving the goals: Goals were met this academic year. The program faculty will continue to revise and improve the assessments and research opportunities for the doctoral students.

New Plan for Continuous Improvement Item

Closing Summary:

Closing Summary

For 2023-2024

Some of the challenges in 2023-2024 are due to the nationwide educator shortages and educators being stretched to fill multiple positions and vacancies, student learning gaps, and school safety/discipline. These challenges may limit their opportunity to leave campus to attend an out-of-town research conference. Also, these challenges may affect their work, life, and school balance.

1. Our doctoral students continue to meet the knowledge goal of our program by meeting the comprehensive exam expectations. **We will continue this goal** as it helps us monitor our curriculum/instruction and student progress in the program.
2. Our students continue to develop the research skills needed to present at state, regional, and national conferences. This academic year, we barely met this goal. **We will continue with this goal; we may need to reconsider the percentage required to meet this goal next year or add other research presentation opportunities.** We had a student SERA Representative last year and have a new one this year. The representatives have helped remind and encourage students to participate. Currently, we have 2 doctoral students who are Jackson Scholars, and we will continue to support this research opportunity for students of color who are interested in academia.

Objectives and indicators for AY 2024-2025 are being considered and will be reflected in that year's plan.

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

Progress: Completed

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:

100% of the candidates passed the Comprehensive Exam.

RELATED ITEM LEVEL 3

Action: Articulation of Nuances

Action Description:

The EDD in Higher Education Leadership is going through curricular changes. The new proposed curriculum will result in reconsideration of all objectives and indicators for AY 2024-2025. Therefore, no 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:

All doctoral students in the HEDL Program demonstrate dispositions consistent with emerging leaders in the field of higher education.

RELATED ITEM LEVEL 3

Action: Dispositions

Action Description:

The EDD in Higher Education Leadership is going through curricular changes. The new proposed curriculum will result in reconsideration of all objectives and indicators for AY 2024-2025. Therefore, no 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.

RELATED ITEM LEVEL 3

Action: Diversity, Equity, and Inclusion.

Action Description:

The EDD in Higher Education Leadership is going through curricular changes. The new proposed curriculum will result in reconsideration of all objectives and indicators for AY 2024-2025. Therefore, no 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:

100% of candidates passed their comprehensive exam.

RELATED ITEM LEVEL 3

Action: Interrelationships in Higher Education

Action Description:

The EDD in Higher Education Leadership is going through curricular changes. The new proposed curriculum will result in reconsideration of all objectives and indicators for AY 2024-2025. Therefore, no 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:

100% of candidates passed the comprehensive exam.

RELATED ITEM LEVEL 3

Action: Leadership Theory Application

Action Description:

The EDD in Higher Education Leadership is going through curricular changes. The new proposed curriculum will result in reconsideration of all objectives and indicators for AY 2024-2025. Therefore, no 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.

RELATED ITEM LEVEL 3

Action: Research

Action Description:

The EDD in Higher Education Leadership is going through curricular changes. The new proposed curriculum will result in reconsideration of all objectives and indicators for AY 2024-2025. Therefore, no 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:

100% of candidates passed their comprehensive exam.

RELATED ITEM LEVEL 3

Action: Technology

Action Description:

The EDD in Higher Education Leadership is going through curricular changes. The new proposed curriculum will result in reconsideration of all objectives and indicators for AY 2024-2025. Therefore, no 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:

100% of candidates passed their comprehensive exam.

RELATED ITEM LEVEL 3

Action: Theoretical Perspectives

Action Description:

The EDD in Higher Education Leadership is going through curricular changes. The new proposed curriculum will result in reconsideration of all objectives and indicators for AY 2024-2025. Therefore, no 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):

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.

Update of Progress to the Previous Cycle's PCI:

The EDD in Higher Education Leadership is going through curricular changes. The new proposed curriculum will result in reconsideration of all objectives and indicators for AY 2024-2025. Therefore, no action is being taken on this specific indicator.

New Plan for Continuous Improvement Item

Closing Summary:

The EDD in Higher Education Leadership is going through curricular changes. The new proposed curriculum will result in reconsideration of all objectives and indicators for AY 2024-2025. Therefore, no action is being taken on this specific indicator.

Superintendent Certification

Goal 1 Student Disposition Behaviors

Goal Description:

During superintendent program and practicum experiences, students will demonstrate disposition behaviors that are associated with graduate level learning and state/national standards.

Disposition Behaviors (TAC 242.15 and NELP Standards)
1. Engaged Learner (participates appropriately in coursework and discussions, remains focused)
2. Observes Ethical Standards (avoids plagiarism, contributes fair share to group work/discussion boards)
3. Respects Diverse Viewpoints (exhibits respectful behaviors when diverse perspectives are shared)
4. Submits Assignments by Deadlines (submits assignments on or before deadline; student communicates with professor on assignment state, if needed)
5. Demonstrates an Attitude of Professional Growth (Uses feedback, seeks out resources when needed, demonstrates independence by taking responsibility for learning needs)

Providing Department: Superintendent Certification

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Objective 1 Student Disposition Behaviors

Learning Objective Description:

Students will meet or exceed the disposition behaviors that are associated with graduate level learning and state/national standards.

RELATED ITEM LEVEL 2

Indicator Disposition Behaviors

Indicator Description:

Students will meet the disposition behavior criteria for supt classes and state certification that are associated with graduate level learning and state/national standards.

Because of the low enrollment (10 or less students) in the Supt program each year, one student not meeting this criteria may have a large percentage decrease.

Criterion Description:

At least 85% of the students will meet or exceed the disposition behavior criteria that are associated with graduate level learning and state/national standards.

Because of the low enrollment (10 or less students) in the Supt program each year, one student not meeting this criteria may have a large percentage decrease.

Findings Description:

Criterion Met

100% of the students (3 out of 3) met this goal for state certification based on Site Supervisor and Field Supervisor recommendations for certification.

Ten out of the 10 (100%) superintendent certification students met the disposition behavior criteria.

Two students met the criteria and eight students exceeded the disposition behavior criteria.

RELATED ITEM LEVEL 3

Disposition Behaviors

Action Description:

Continue collecting student disposition data during the spring and fall semesters. Discuss any concerns with the corresponding faculty and the student for improvement opportunities.

Share results with faculty and revise program goals/assessments as needed.

RELATED ITEM LEVEL 1

Objective 2 Student Ethical Leadership Behaviors

Learning Objective Description:

Students will meet the state/national standards for ethical leadership behaviors and will be approved for certification by their site supervisor.

Students will promote the success of all students by acting with integrity, fairness, and in an ethical manner.

RELATED ITEM LEVEL 2

Indicator Candidate Approved for Certification

Indicator Description:

Students will meet the state/national ethical leadership standards and behaviors and be approved for certification by their site supervisor.

Because of the low enrollment (10 or less students) in the Supt program each year, one student not meeting this criteria may have a large percentage decrease.

Criterion Description:

At least 85% of the student will meet the state/national ethical leadership standards and behaviors and be approved for certification by their site supervisor.

Because of the low enrollment (10 or less students) in the Supt program each year, one student not meeting this criteria may have a large percentage decrease.

Findings Description:

Criterion status: Met

100% (3 out of 3 students) met the state and national educational leadership standards and behaviors and were recommended for certification by their site supervisor.

We met the passing standard for this academic year.

RELATED ITEM LEVEL 3

Action - Candidate Approved for Certification

Action Description:

Continue collecting student dispositions in 2 out of the 3 semesters that students are in the Supt Cert program. Continue to discuss the dispositions required for Supt Certification approval from Site Supervisor and Field Supervisor.

Goal 2 Superintendent Certification Standards

Goal Description:

Students will demonstrate the knowledge, skills, and application of the TAC Superintendent Certificate Standards (TAC§242.15) in their course assignments and field activities.

Attached Files

 [Standards vs Course Matrix Superintendent](#)

Providing Department: Superintendent Certification

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Objective 3 Representative Practice Exam

Learning Objective Description:

Students will demonstrate mastery on the superintendent practice test.

RELATED ITEM LEVEL 2

Indicator Representative Practice Exam

Indicator Description:

Indicator Type: Representative Practice Exam

Passing rate of the practice exam will be the indicator.

Criterion Description:

At least 80% of the candidates will pass the practice exam on their first two attempts with a score of 80 or higher.

New benchmark added this academic year.

Findings Description:

100% (3 out of 3 students) passed the representative exam within their first two attempts.

We met the goal.

RELATED ITEM LEVEL 3

Action - Representative Practice Exam

Action Description:

Continue collecting the practice test or representative test data. Share results with faculty and revise program goals/assessments as needed.

RELATED ITEM LEVEL 1

Objective 4 TExES 195 Exam

Learning Objective Description:

Students will demonstrate mastery of the standards on the superintendent certification exam.

RELATED ITEM LEVEL 2

Indicator TExES Exam Pass Rates

Indicator Description:

Indicator Type: 195 TExES Exam

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

Criterion Description:

At least 80% of the candidates will pass the exam on their first attempt.

At least 90% of the candidates will pass the exam on their second attempt.

Findings Description:

Criterion status: Met

3 out of 3 students (100%) passed the TExES 195 on their first attempt.

We met the passing standard for this academic year.

RELATED ITEM LEVEL 3

TExES pass rates

Action Description:

Continue collecting certification exam data.

Seek online practice opportunities for students to practice with the exam and get additional target TExES 195 Domain, Standard, and/or Competency practice.

Share results with faculty and revise program goals/assessments as needed.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

New program leadership will result in a reconsideration of all objectives and indicators for AY 2024-2025. This "reset" may result in substantive changes in the plan.

Update of Progress to the Previous Cycle's PCI:

Closing Summary:

We met our goals for the 2023-2024 academic year.

This year, 3 out of 3 students (100%) passed their representative test and certification exam.

100% of the Superintendent Certification students (3 out of 3) met this goal for state certification based on Site Supervisor and Field Supervisor recommendations for state certification.

Ten out of the 10 (100%) superintendent certification students in program classes met the disposition behavior criteria.

Two students met the criteria and eight students exceeded the disposition behavior criteria.

New Plan for Continuous Improvement Item

Closing Summary:

Objectives and indicators for AY 2024-2025 are being considered and will be reflected in that year's plan.

Department of Library Science and Technology

Educational Technology Certificate

Goal: Knowledge and Skills

Goal Description:

Students in the Educational Technology certificate program will develop knowledge of applying technology to the instructional or training curriculum in a coherent and intelligent manner.

Providing Department: Educational Technology Certificate

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Learning Objectives: Knowledge and Skills

Learning Objective Description:

(1) Upon completion of program coursework in Educational Technology, students will create a technology-infused instructional artifact for K-12 or corporate settings.

(2) Upon completion of program coursework in Educational Technology, students will apply an instructional design model to create an educational website.

RELATED ITEM LEVEL 2

Indicator, Criterion, and Findings: Knowledge and Skills

Indicator Description:

(1) Indicator type: Rubric. Students will complete the Educational Multimedia assessment during ISDT 5336. The assessment requires students to create an instructional artifact using multimedia and emerging technologies for K-12 or corporate stakeholders.

(2) Indicator type: Rubric. Students will complete the Designing Instructional Website assessment during ISDT 5337. The assessment requires students to apply the ADDIE model to build an educational website for K-12 or corporate stakeholders.

Criterion Description:

(1) At least 80% of students will earn an average rating of 18/20 on each section of the rubric.

(2) At least 80% of students will earn an average rating of 18/20 on each section of the rubric.

Findings Description:

ISDT 5336 was offered in Spring 2024. ISDT 5337 was offered in Summer 2024. Both learning objectives were met: 80% of students earned an average rating of 18/20 on each section of the rubrics.

RELATED ITEM LEVEL 3

Action for Learning Objectives

Action Description:

The ISDT M.Ed. program will undergo curriculum mapping this next academic year. The program will keep the current goal and learning objectives in place for continue monitoring for AY 2024-2025.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

Personnel turnover prevented implementation of the plan. Efforts in AY 2023-2024 will be refocused.

Update of Progress to the Previous Cycle's PCI:

For 2023-2024, a new faculty member was hired, and one position remained to be filled. With the additional faculty members, the ISDT M.Ed. program will undergo curriculum mapping this next academic year. The certificate program will keep the current goal and learning objectives in place for continued monitoring for AY 2024-2025.

New Plan for Continuous Improvement Item

Closing Summary:

The ISDT M.Ed. program will undergo curriculum mapping this next academic year. The certificate program will keep the current goal and learning objectives in place for continued monitoring for AY 2024-2025.

Instructional Systems Design and Technology EDD

G1 Develop Understanding of Research Practices

Goal Description:

Students in the ISDT Ed.D. degree program will develop a deep understanding of research practices in instructional systems design and technology, including acquiring substantive knowledge of the field and developing the ability to design and conduct research studies.

Providing Department: Instructional Systems Design and Technology EDD

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

LO1 Develop Understanding of Research Practices

Learning Objective Description:

Upon successful completion of the program's core coursework phase and prior to progressing to candidacy, students will engage in a formal scholarly presentation that demonstrates their capacity to communicate research findings and actively participate in the academic community.

RELATED ITEM LEVEL 2

Indicator 1 Develop Understanding of Research Practices

Indicator Description:

Indicator type: Doctoral Dossier Rubric.

Upon completion of approximately 42 credit hours of required coursework, typically occurring in the fall semester of the third year in the ISDT Ed.D. program, students finalize the comprehensive examination process by assembling a digital portfolio referred to as a dossier. The doctoral dossier serves as a structured platform to present and organize the competencies achieved by the individual doctoral student within the program. With the aim of equipping students with the necessary knowledge, skills, dispositions, and experiences for success in the field, the dossier serves as the primary evaluative artifact for the qualifying comprehensive exam prior to admission to candidacy. The dossier exemplifies professional competencies in scholarship, learning design, and service, showcasing quality efforts that go beyond routine competence. To demonstrate competency in this facet of scholarship, the student must provide the following primary evidence: concrete documentation of a scholarly presentation, preferably one delivered at a conference. This evidence should clearly reflect their aptitude for effectively communicating research findings and actively engaging with the academic community in a formal setting.

Criterion Description:

At least 80% of students will earn a rating of at least 3/5 on the presentation criterion section of the rubric.

Findings Description:

Criterion Status: Met

During the 2023-2024 assessment cycle, five students submitted their doctoral dossier for qualifying comprehensive exam assessment. The assessment rubric was updated before the assessment, adjusting the scholarly presentation criterion score from 5 points to 8 points, with the criterion for success correspondingly updated from 3/5 (60%) to 4.8/8 (60%).

All five students (100%) met and exceeded the criterion for success, earning a perfect score of 8/8 on the scholarly presentation criterion section of the rubric. This indicates that each student demonstrated a strong capacity to communicate research findings effectively and actively engage in

the academic community.

However, it is important to note that the assessment did not provide specific scoring data regarding whether any of the presentations were delivered at a conference, which could have provided additional context for evaluating the students' engagement with the broader academic community.

RELATED ITEM LEVEL 3

Action 1 - Develop Understanding of Research Practices

Action Description:

Based on the findings from the 2023-2024 assessment cycle, where all five students successfully met and exceeded the criterion for success by earning perfect scores on the scholarly presentation indicator, the program has demonstrated strong effectiveness in preparing students for scholarly communication and active engagement within the academic community. However, while these results are encouraging, there are opportunities to refine the evaluation process further and raise the standards to better reflect student excellence.

To this end, we will implement several key actions. First, we will revise the criterion for success from 4.8/8 (60%) to 6/8 (75%) on the scholarly presentation indicator of the rubric. This adjustment raises the benchmark, setting a higher standard for proficiency in scholarly presentations. While a score below this criterion on its own will not prevent students from moving to candidacy, it will signal the need for additional support or development in this area to ensure they are fully prepared for the demands of academic and professional success.

In addition to raising the criterion, we will revise the assessment rubric to include specific scoring criteria that account for whether students' presentations were delivered at conferences, symposiums, or other academic venues. This addition will allow for a more comprehensive evaluation of students' engagement with the broader academic community and their contributions to scholarly discourse beyond the classroom. The inclusion of these criteria will help ensure that the rubric captures the full scope of students' scholarly activities and provides a clearer picture of their professional development.

To support these changes, we will also enhance the documentation requirements for students submitting their doctoral dossiers. Moving forward, students will be asked to provide detailed information about the context in which their scholarly presentations were delivered. This documentation should include the name of the conference or academic venue, a description of the audience, and any feedback or evaluations received from peers or professionals. By collecting this additional data, the program will be better equipped to assess not only the quality of the presentations but also their relevance and impact within the academic community.

Finally, we will implement ongoing monitoring and review processes to evaluate the effectiveness of these changes. The program faculty will regularly review student performance on the scholarly presentation criterion in future assessment cycles to ensure that the updated rubric and documentation requirements are achieving the desired outcomes. This continuous monitoring will allow the program to make further adjustments as needed, ensuring that students are adequately supported in their development as scholars and that their contributions to the field are accurately recognized and evaluated.

Through these actions, we aim to raise the standards of our assessment practices, better prepare our students for successful academic and professional careers, and ensure that our program continues to foster excellence in scholarly communication and engagement.

RELATED ITEM LEVEL 1

LO2 Develop Understanding of Research Practices

Learning Objective Description:

Upon successful completion of the program's core coursework phase and prior to progressing to candidacy, students will submit for publication at least one research manuscript or equivalent scholarly work that demonstrates their capacity for rigorous scholarly inquiry.

RELATED ITEM LEVEL 2

Indicator 2 Develop Understanding of Research Practices

Indicator Description:

Indicator type: Doctoral Dossier Rubric.

Upon completion of approximately 42 credit hours of required coursework, typically occurring in the fall semester of the third year in the ISDT Ed.D. program, students finalize the comprehensive examination process by assembling a digital portfolio referred to as a dossier. The doctoral dossier serves as a structured platform to present and organize the competencies achieved by the individual doctoral student within the program. With the aim of equipping students with the necessary knowledge, skills, dispositions, and experiences for success in the field, the dossier serves as the primary evaluative artifact for the qualifying comprehensive exam prior to admission to candidacy. The dossier exemplifies professional competencies in scholarship, learning design, and service, showcasing quality efforts that go beyond routine competence. To demonstrate competency in this facet of scholarship, the student must provide the following primary evidence: A research manuscript or other scholarly writing they have submitted for publication (preferably to a peer-reviewed journal) demonstrating their proficiency in conducting rigorous scholarly inquiry.

Criterion Description:

At least 80% of students will earn a rating of at least 3/5 on the manuscript criterion section of the rubric.

Findings Description:

Criterion Status: Met

During the 2023-2024 assessment cycle, five students submitted their doctoral dossier for qualifying comprehensive exam assessment. Prior to administering the assessment, the rubric for the research manuscript criterion was updated, changing the rating scale from 5 points to 10 points, with the criterion for success adjusted from 3/5 (60%) to 6/10 (60%).

All five students met the updated criterion for success, demonstrating their proficiency in conducting rigorous scholarly inquiry. Specifically:

- Three students (60%) received a perfect score of 10/10.
- One student (20%) received a score of 8/10.
- One student (20%) received a score of 6/10.

This indicates that all students met or exceeded the 60% benchmark set by the criterion for success, showcasing their ability to produce scholarly work of sufficient quality for potential publication. However, the assessment did not provide specific information on whether the submitted manuscripts were intended for peer-reviewed journals, which could further validate the level of rigor in their scholarly work.

RELATED ITEM LEVEL 3

Action 2 - Develop Understanding of Research Practices

Action Description:

Based on the findings from the 2023-2024 assessment cycle, where all five students successfully met the updated criterion for success on the research manuscript indicator, the program has effectively demonstrated its ability to prepare students for rigorous scholarly inquiry. Specifically, three students (60%) received a perfect score of 10/10, one student (20%) received a score of 8/10, and one student (20%) received a score of 6/10. This outcome indicates that all students met or exceeded the 60% benchmark set by the criterion for success, showcasing their capability to produce scholarly work of sufficient quality for potential publication.

It is important to note, however, that the assessment of the dossiers during this cycle was conducted by a single evaluator due to some faculty being on leave or in a probationary period. To ensure a more thorough and balanced evaluation process in the future, additional evaluators will be included in upcoming assessment cycles. This change will likely provide a more comprehensive and reliable assessment of student performance.

Additionally, the assessment did not provide specific information on whether the submitted manuscripts were intended for peer-reviewed journals, which could further validate the level of rigor in their scholarly work. To enhance future evaluations, we will implement several key actions.

First, we will revise the criterion for success from 6/10 (60%) to 7/10 (70%). This adjustment raises the standard, encouraging students to aim for a higher level of proficiency in their scholarly work. While this increase sets a more challenging benchmark, it reflects our commitment to ensuring that our students are well-prepared for the demands of academic and professional scholarship.

Additionally, we will update the assessment process to include more detailed documentation regarding the intended publication venues for submitted manuscripts. Students will be required to specify whether their work has been for consideration in a peer-reviewed journal or other scholarly publication. This added detail will allow us to better evaluate the rigor and relevance of the students' scholarly contributions and provide more targeted feedback.

Lastly, we will continue to monitor and review student performance in future assessment cycles to ensure that these changes are effectively supporting our program's goals. By raising the criterion and enhancing the documentation requirements, we aim to foster an environment that not only meets but exceeds the expectations for scholarly inquiry, ensuring that our students are fully equipped to contribute meaningfully to their fields.

G2 Fulfill Professional Roles

Goal Description:

Students in the ISDT Ed.D. degree program will develop the ability to fulfill professional roles where they can apply their expertise to design, implement, and evaluate effective digital learning solutions that meet the unique needs of learners.

Providing Department: Instructional Systems Design and Technology EDD

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

LO1 Fulfill Professional Roles

Learning Objective Description:

Upon successful completion of the program's core coursework phase and prior to progressing to candidacy, students will design a sustained learning experience with comprehensive learning objectives, engaging instructional activities, and appropriate assessments to measure learning outcomes.

RELATED ITEM LEVEL 2

Indicator 1 Fulfill Professional Roles

Indicator Description:

Indicator type: Doctoral Dossier Rubric.

Upon completion of approximately 42 credit hours of required coursework, typically occurring in the fall semester of the third year in the ISDT Ed.D. program, students finalize the comprehensive examination process by assembling a digital portfolio referred to as a dossier. The doctoral dossier serves as a structured platform to present and organize the competencies achieved by the individual doctoral student within the program. With the aim of equipping students with the necessary knowledge, skills, dispositions, and experiences for success in the field, the dossier serves as the primary evaluative artifact for the qualifying comprehensive exam prior to admission to candidacy. The dossier exemplifies professional competencies in scholarship, learning design, and service, showcasing quality efforts that go beyond routine competence. To exhibit proficiency in this aspect of learning design, the student should furnish the following primary evidence: Present an instructional plan alongside the accompanying course or training materials, showcasing the ability to craft a sustained learning experience. This presentation should highlight competence in formulating comprehensive learning objectives, devising engaging instructional activities, and integrating suitable assessments for measuring learning outcomes.

Criterion Description:

At least 80% of students will earn a rating of at least 3/5 on the plan and materials criterion section of the rubric.

Findings Description:

Criterion Status: Met

During the 2023-2024 assessment cycle, five students submitted their doctoral dossier for qualifying comprehensive exam assessment. The rubric for the instructional plan and materials criterion was updated prior to administering the assessment, increasing the total possible score from 5 points to 8 points. Accordingly, the criterion for success was adjusted from 3/5 (60%) to 4.8/8 (60%).

All five students (100%) met and exceeded the criterion for success, each earning a perfect score of 8/8 on the instructional plan and materials criterion section of the rubric. This outcome indicates that every student demonstrated a strong proficiency in creating a sustained learning experience that included comprehensive learning objectives, engaging instructional activities, and appropriate assessments to measure learning outcomes.

The results suggest that the program's core coursework effectively prepares students to design robust instructional plans that align with best practices in instructional design. The perfect scores across all students also imply a consistent understanding and application of the essential components required for crafting effective learning experiences.

RELATED ITEM LEVEL 3

Action 1 - Fulfill Professional Roles

Action Description:

Given the findings from the 2023-2024 assessment cycle, it is evident that the program is effectively equipping students with the skills necessary to excel in instructional design. All five students who submitted their doctoral dossier for the qualifying comprehensive exam assessment met and exceeded the updated criterion for success, each earning a perfect score of 8/8 on the instructional plan and materials criterion section of the rubric. This demonstrates a strong

proficiency in creating sustained learning experiences, including comprehensive learning objectives, engaging instructional activities, and appropriate assessments to measure learning outcomes.

This positive outcome indicates that the core coursework is successfully preparing students to design robust instructional plans aligned with best practices in the field. The uniformity in perfect scores across all students suggests a solid and consistent understanding of the essential components required for effective learning design.

It is important to note, however, that the assessment of the dossiers during this cycle was conducted by a single evaluator due to some faculty being on leave or in a probationary period. To ensure a more thorough and balanced evaluation process in the future, additional evaluators will be included in upcoming assessment cycles. This change will likely provide a more comprehensive and reliable assessment of student performance.

To further strengthen the program, we will raise the criterion for success from 4.8/8 (60%) to 6/8 (75%). This adjustment aims to set a higher benchmark, encouraging students to continue striving for excellence in their instructional design capabilities. While the new criterion reflects a more rigorous standard, it aligns with our commitment to maintaining the program's high quality and rigor, ensuring our students are well-prepared for their academic and professional futures. We will monitor the impact of this change in future assessments to ensure it supports our goal of fostering strong instructional design skills among our students.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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.

Update of Progress to the Previous Cycle's PCI:

During the 2023-2024 assessment cycle, our primary focus was on enhancing students' performance in the instructional/learning technology research field. We aimed to improve our evaluation of students' professional competency in scholarship by assessing their scholarly presentation and publication efforts. To better align with the diverse range of student achievements, we refined two related learning objectives. We also phased out end-of-cycle surveys for self-reported data collection, opting instead to use manuscript and presentation criterion ratings within the doctoral dossier rubric as indicators for tracking and assessing individual student progress.

While this approach was implemented, we did not adequately consider the delivery context of presentations or the intended publication venues in our evaluation process. This oversight led to potentially inflated scores or evaluations reflecting only basic expectations rather than the higher level of achievement we intended to assess.

Additionally, we introduced a second goal to enhance students' professional competence in learning design. This goal focused on preparing students to create, implement, and evaluate effective digital learning solutions tailored to specific learner needs. We established two related learning objectives to gauge students' capacity to design and deliver high-quality learning experiences, using the Plan and Materials and Evaluation criterion ratings within the doctoral dossier rubric as indicators. This goal was satisfactorily implemented.

To streamline data collection and reporting processes, we planned to use Tk20 to track progress related to the program goals and objectives. The program coordinator collaborated with the College of Education Accreditation & Accountability staff to develop a data collection instrument within the Tk20 system. However, the initial prototype was insufficient, and the staff member who assisted with the instrument's development retired during revisions. The coordinator continued working with a new staff member who had additional ideas for improvements. Despite these efforts, the data collection instrument was not finalized prior to the dossier assessment, and we were unable to collect data in Tk20 for the 2023-2024 assessment cycle.

Lastly, we remained committed to our search for a new tenure-track faculty member to join our team in the fall of 2024. We successfully conducted a search and hired a new ISDT tenure-track faculty member, who started in August 2024, at the end of the assessment cycle. However, one faculty member who previously assisted with dossier evaluations was on medical leave for most of the 2023-2024 assessment cycle, and another was in their first year of employment. Once again, this left only one full-time faculty member available to complete the dossier assessments.

New Plan for Continuous Improvement Item

Closing Summary:

In response to the findings from the 2023-2024 assessment cycle, we will undertake several strategic actions during the 2024-2025 assessment cycle to further enhance the effectiveness of our program and ensure higher standards of student performance. We will focus on refining the evaluation processes for scholarly presentations, research manuscripts, and instructional design, while also improving our data collection and faculty support systems.

To raise the benchmark for scholarly presentations, we will adjust the criterion for success from 4.8/8 (60%) to 6/8 (75%). This change aims to set a higher standard for proficiency. Although a score below this threshold will not prevent students from progressing to candidacy on its own, it will highlight areas needing additional support to ensure they are well-prepared for academic and professional success.

Additionally, we will revise our assessment rubric to incorporate specific criteria that account for the context in which presentations are delivered, such as conferences, symposiums, or other academic venues. Students will be asked to provide context for their presentations, including the venue, audience description,

and any feedback received, to better assess the quality and impact of their scholarly work. This revision will ensure a more comprehensive evaluation of students' engagement with the academic community.

For research manuscripts, we will raise the success criterion from 6/10 (60%) to 7/10 (70%). This adjustment reflects our commitment to encouraging higher levels of proficiency in scholarly writing. We will also enhance the assessment process by requiring students to specify whether their manuscripts are intended for peer-reviewed journals or other scholarly publications. This added detail will enable a more rigorous evaluation of the quality and relevance of students' research.

In the area of instructional design, we will increase the criterion for success on the instructional plan and materials indicator from 4.8/8 (60%) to 6/8 (75%). We will also provide more detailed instructions and guidelines regarding the assessment requirements for delivering high-quality learning experiences. This will include clear explanations of the types of evidence needed to meet the criterion for success. These changes aim to set a higher standard for students' ability to create and document comprehensive and effective learning experiences. We will monitor the impact of these adjustment to ensure they supports our goal of fostering strong instructional design skills among our students.

To improve our data collection and reporting processes, we will finalize the Tk20 data collection instrument before the end of the 2024-2025 assessment cycle. Despite challenges encountered this cycle, we are committed to completing the prototype and using it to track progress effectively. We will work closely with the College of Education Accreditation & Accountability staff to ensure the tool meets our needs for tracking progress and that the development of this tool will be completed in time for its implementation in the upcoming cycle.

To ensure a more thorough and balanced evaluation, multiple evaluators will be involved in future assessments, addressing the limitations of the single-evaluator approach used during the 2023-2024 cycle. To strengthen faculty support in this process, we will train the two recently hired tenure-track faculty members in dossier development and assessment processes. This will provide more comprehensive evaluations of student work. We also plan to hire an additional full-time tenure-track faculty member to start in fall 2025, further enhancing our program's capacity and support.

Through these actions, we aim to address identified gaps, uphold high standards, and continue delivering a program that effectively prepares our students for success in their academic and professional careers.

Instructional Systems Design and Technology MED

G1: Knowledge and Skills

Goal Description:

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

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

LO1: Knowledge and Skills

Learning Objective Description:

- (1) Upon completion of the ISDT master's degree program, student will demonstrate mastery of APA (American Psychological Association) writing style in formal writing.
- (2) 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: Knowledge and Skills

Indicator Description:

- (1) 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.
- (2) 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:

- (1) 100% of the students will answer 90% of the total questions correctly on the APA assessment.
- (2) 100% of the students will earn at least 90% for their instructional design artifacts in both ISDT 5338 and ISDT 5369.

Findings Description:

- (1) Fall 2023, 100% of students enrolled in ISDT 5367 met the objectives. This is the only time the course was offered this academic year.
- (2) 90% of students met the objectives in ISDT 5338 (Fall 2023) and ISDT 5369 (Spring 2024).

RELATED ITEM LEVEL 3

Action for Learning Objectives

Action Description:

The ISDT M.Ed. program will undergo curriculum mapping this next academic year. The program will keep the current goal and learning objectives in place for continue monitoring for AY 2024-2025.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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.

Update of Progress to the Previous Cycle's PCI:

The program will continue to remain sensitive to students' learning needs and the variable of the time element that might be required for the APA test. This continues to address the diversity of student learning needs. 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 teach ISDT 5338 during the 2024-2025 academic year. During this time, the program will undergo curriculum mapping, which may change some of the course content in ISDT 5338, and 5369. 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 AY 2024-2025.

New Plan for Continuous Improvement Item

Closing Summary:

The program will continue to remain sensitive to students' learning needs and the variable of the time element that might be required for the APA test. This continues to address the diversity of student learning needs. 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 teach ISDT 5338 during the 2024-2025 academic year. During this time, the program will undergo curriculum mapping, which may change some of the course content in ISDT 5338, and 5369. 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 AY 2024-2025.

School of Teaching and Learning

Adult Education Certificate

Goal 1 Prepare Professionals for the Field

Goal Description:

Students in the Adult Education Certificate Program will master knowledge of adult education theories and practices.

Providing Department: Adult Education Certificate

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Apply Skills in CIED 5394

Learning Objective Description:

Upon completion of program coursework in CIED 5394, students will complete an instructional unit implementing the theories and practices in adult education.

RELATED ITEM LEVEL 2

Indicator in CIED 5394

Indicator Description:

Indicator Type: Rubric. Students will complete the instructional unit in CIED 5394 and score at minimum 4/5 on the rubric.

Criterion Description:

At least 80% of students will earn an average rating of 4/5 on each section of the rubric.

Findings Description:

For the 2023-2024 academic year, 100% of students earned an average rating of at least a 4/5 on each section of the rubric.

RELATED ITEM LEVEL 3

Action - Apply Skills in CIED 5394

Action Description:

100% of students in 5394 created a curriculum plan as their capstone assessment and implemented that plan with a prescribed number of students dictated by their program area.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

- 1. Implement a social media page/presence for the program.
- 2. Implement a tracking process for certificate students.

Update of Progress to the Previous Cycle's PCI:

Marketing implemented a targeted recruitment process for this academic term.
The COE implemented a tracking system through TK20 for all students.

New Plan for Continuous Improvement Item

Closing Summary:

- 1. Create a recruitment strategy to increase enrollment through working with the COE Associate Dean for Enrollment.
- 2. Continue to monitor/track enrollment and completion rates and implement Grad Hub's support system for continuous engagement of students.

Education BS (Middle Level 4-8)

G1 Teacher candidates in the Middle Level program will demonstrate mastery of content knowledge.

Goal Description:

Goal 1: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, Science, Social Studies, English Language Arts and Reading, 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

LO1 Teacher candidates in the Middle Level program will demonstrate mastery of content knowledge.

Learning Objective Description:

Learning Objective 1: During the Field 2 semester, Middle-Level teacher candidates will pass their content area exams.

RELATED ITEM LEVEL 2

Indicator 1 Teacher candidates in the Middle Level program will demonstrate mastery of content knowledge.

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:

Criterion: 80% of middle level teacher candidates will pass their content TExES exams on the first attempt during their Field 2 semester. 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:

There were 48 4-8 teacher candidates (TCs) who took their content exams in the 23-24 academic year. As this was a transitional year moving content exams from Field 3/YCT1 to Field 2, there were two cohorts in the Spring of 2024 (one in Field 2 and one in Field 3/YCT1) who took their content tests.

Overall, 28 of 48 Middle Level TCs (58.3%) passed their content exam on the first attempt.

17 of 26 Math TCs (65.3%) passed the 4-8 Math TExES exam on the first attempt.

3 of 6 Science TCs (50%) passed the 4-8 Science TExES exam on the first attempt.

2 of 7 Social Studies TCs (29%) passed the 4-8 Social Studies TExES exam on the first attempt.

2 of 3 Core TCs (66.7%) passed the 4-8 Core Generalist TExES exam on the first attempt.

4 of 6 ELAR TCs (66.7%) passed the 4-8 ELAR TExES exam on the first attempt.

4-8 ELAR and Core TCs also take the STR exam. Of the 9 total students, 6 (66.7%) passed the STR exam on the first attempt.

RELATED ITEM LEVEL 3

Action 1 Teacher candidates in the Middle Level program will demonstrate mastery of content knowledge.

Action Description:

The program did not meet our goal of 80% of Middle Level TCs passing their content exams on their first attempt. The program would like to work with the EPAC committee to further strengthen the various departments' understanding of the scope and depth of the TExES content exams and seek out supports that can be established to help TCs prepare for their exam.

RELATED ITEM LEVEL 1

LO2 Teacher candidates in the Middle Level program will demonstrate mastery of content knowledge.

Learning Objective Description:

Learning Objective 2: During their final semester, Middle-Level teacher candidates will demonstrate a score of “proficient” on 2.2 Content Knowledge on their final T-TESS.

RELATED ITEM LEVEL 2

Indicator 2 Teacher candidates in the Middle Level program will demonstrate mastery of content knowledge.

Indicator Description:

Indicator: Final T-TESS observation

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 in 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:

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

Findings Description:

In the 23-24 academic year, there were a total of 38 Middle Level Teacher Candidates (TCs) who completed T-TESS #4.

31(82%) scored "Proficient" on 2.2 Content Knowledge on their T-TESS #4.

RELATED ITEM LEVEL 3

Action 2 Teacher candidates in the Middle Level program will demonstrate mastery of content knowledge.

Action Description:

At 82%, the program did not meet our goal of 85% of Middle Grades TCs scoring Proficient o their T-TESS #4, Content Knowledge and Expertise. Again, working with the EPAC committee to strengthen understanding of the scope and depth of the various content exams will help TCs be more prepared for the classroom.

G2 Develop pedagogy and Professional Responsibilities.

Goal Description:

Teacher candidates in the Middle-Level Program will develop pedagogy and professional responsibilities.

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

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

LO1 Develop pedagogy and Professional Responsibilities.

Learning Objective Description:

During their final semester, Middle-Level teacher candidates will demonstrate mastery of assessment, instructional planning, and instruction based on student learning needs.

RELATED ITEM LEVEL 2

Indicator 1 Develop pedagogy and Professional Responsibilities.

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:

Criterion: 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:

For the 23-24 academic year, 100% (38 of 38 TCs) passed the Impact on Student Learning assessment with a 9 or greater on their 1st submission in their final semester of clinical teaching.

RELATED ITEM LEVEL 3

Action 1 Develop pedagogy and Professional Responsibilities.

Action Description:

The program met this objective. Future actions include adjusting the score on the first attempt to 13 or greater (81%+) in future indicators.

RELATED ITEM LEVEL 1

LO2 Develop pedagogy and Professional Responsibilities.

Learning Objective Description:

During their final semester, Middle Level teacher candidates will successfully complete the TCAR (Teacher Candidate Assessment of Readiness) portfolio assessment on the first submission.

RELATED ITEM LEVEL 2

Indicator 2 Develop pedagogy and Professional Responsibilities.

Indicator Description:

Indicator type: Rubric on Tk20

Indicator: Teacher Candidate Assessment of Readiness (TCAR)

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:

Criterion: 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 the 23-24 academic year, there were 38 Middle Grades teacher candidates (TCs) who completed the TCAR.

37 (97.3%) received a passing score on their first submission of TCAR.

RELATED ITEM LEVEL 3

Action 2 Develop pedagogy and Professional Responsibilities.

Action Description:

At 97.3% (37 of 38 TCs), the program surpassed our objective of 90% of Middle Level TCs passing thier TCAR on the 1st attempt. As TCAR is the culminating performance assessment used by the SHSU EPP, the program will keep our objective as 90%.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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.

Update of Progress to the Previous Cycle's PCI:

The program will continue including a goal for Pedagogy and Professional Responsibilities (PPR) in the 2024-2025 academic year using the Impact on Student Learning Assessment and the TCAR portfolio to add to longitudinal data.

It is unclear whether calibration among scorers (Site Coordinators) for the 4th T-TESS observation took place. Additionally, Middle Level Faculty did not act as second scorers for 4-8 TCs, thus the accuracy of the two assessments in relation to the learning objectives can not be verified.

New Plan for Continuous Improvement Item

Closing Summary:

Actions for 2024-2025 include:

The program would like to work with the EPAC committee to further strengthen the various departments' understanding of the scope and depth of the TExES content exams and seek out supports that can be established to help TCs prepare for their exam and the classroom.

Adjust the score on the first attempt from 9 to 13 or greater (81%+) on the TCAR Portfolio to better reflect the range of points available on the rubric.

Seek out implementation of calibration among Site Coordinators for scoring of T-TESS and TCAR as well as including a second scorer on TCAR for 4-8 TCs to further improve accuracy of data.

Special Education MED (Educational Diagnostician) / Bilingual (Spanish) Educational Diagnostician Certificate / Special Education Transition Services Certificate

G 1: Ethical and Professional Practices (Online/Ed. Diagnostician)

Goal Description:

The educational diagnostician candidate will demonstrate the ability to safeguard the legal rights of students and their families and model and promote ethical and professional practice. (CEC Advanced Standard 6)

Providing Department:

Special Education MED (Educational Diagnostician) / Bilingual (Spanish) Educational Diagnostician
Certificate / Special Education Transition Services Certificate

Progress: Ongoing

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

LO 1: Ethical and Professional Practices

Learning Objective Description:

Objective: Analyzes and evaluates the legal, ethical, and human rights and responsibilities of educators, staff, and individuals with exceptionalities and their families (CEC ACSI6 K1-K3)

RELATED ITEM LEVEL 2

ICF 1: Ethics and Professional Practices

Indicator Description:

Indicator Type: Code of Ethics Assignment SPED 5305 and SPED 6319

Candidates will demonstrate knowledge of the rights of individuals with exceptionalities and their families and the moral and ethical responsibilities of educators.

Criterion Description:

- 100% mastery on ethics assignments focusing on the moral and ethical responsibilities of educators.

Findings Description:

- All candidates obtained 100% mastery in ethics assignments.

RELATED ITEM LEVEL 3

Action 1 Ethics and Professional Practices

Action Description:

Continue to monitor ethics training as done in the past.

G 2: Mastery of Writing Skills (Online/Ed. Diagnostician)

Goal Description:

Students in the Special Education Diagnostician Program must successfully demonstrate their competence in written communication for purposes of professional reporting and dissemination of research based practices.

Providing Department:

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

LO 1: Mastery of Writing Skills

Learning Objective Description:

Students in the Special Education Diagnostician Program will successfully demonstrate their competence in written communication for purposes of professional reporting and dissemination of research based practices.

RELATED ITEM LEVEL 2

ICF 1: Mastery of Writing Skills

Indicator Description:

Indicator Type: Comprehensive Rubric

The faculty developed rubric for comprehensive exams evaluates the level of competence of the foundational knowledge and skills of the Council for Exceptional Children's teacher preparation standards. It also evaluates candidates' proficiency in writing. The writing standard is critical to the success of diagnosticians in writing effective and comprehensible assessment reports and for the dissemination of research practices to school faculty, parents and staff. The special education faculty at SHSU believes this skill to be of high importance. Candidates take the exam during the last course of their program and must pass the whole test at a minimum of 80%. However, each question is also individually graded by faculty to determine the passing rates of each question. Candidates are assigned random questions from our question bank and are given three weeks to write and complete the exam. Students who fail a question or more are given one opportunity to rewrite the question(s) and resubmit after one additional week.

Criterion Description:

100% mastery in written communication.

Findings Description:

Candidates continue to complete the comprehensive exam with a 100% passing rate.

RELATED ITEM LEVEL 3

Action 1 Mastery of Writing Skills

Action Description:

Continue to monitor writing activities such as summaries of test results as done in the past.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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.

Update of Progress to the Previous Cycle's PCI:

The program transitioned to new leadership this year, and time was spent getting acquainted with existing processes. The program looked at documentation and tracking using data to guide our choices.

New Plan for Continuous Improvement Item

Closing Summary:

We will maintain ongoing monitoring of our practicum throughout this academic year. Any necessary adjustments will be made to ensure continuous improvement. These changes will be aligned with TAC standards. Our goal is to enhance the practicum experience and meet evolving requirements effectively.

Teaching and Learning MED

G1 Master Knowledge of Theories and Practices

Goal Description:

Students in the MEd in Teaching and Learning 4+1 Program will master knowledge of teaching and learning theories and practices.

Providing Department: Teaching and Learning MED

Progress: Ongoing

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

LO1 Master Knowledge of Theories and Practices

Learning Objective Description:

Upon completion of program coursework in CIED 5370, students will complete an action research project to address a current research topic in education.

RELATED ITEM LEVEL 2

Indicator 1 Master Knowledge of Theories and Practices

Indicator Description:

Indicator Type: Rubric.

Students will complete the action research project assessment in CIED 5370 and score at minimum 4/5 on the rubric.

Criterion Description:

At least 80% of students will earn an average rating of 4/5 on each section of the rubric.

Findings Description:

There were a total of 24 MEd students who completed CIED 5370 during the 2023-2024 school year. All students received a final grade of 80% or higher in the course. 100% of MEd in Teaching and Learning students received a 4/5 (or higher) on their rubric for their research project.

RELATED ITEM LEVEL 3

Action 1 Master Knowledge of Theories and Practices

Action Description:

This objective will be revised based on the updated course sequence for the MEd program. Students will continue to take CIED 5370 and complete an action research project (with an expected score of 4/5 or higher). Students mastery of content knowledge and pedagogies will also be assessed through a portfolio (TCAR Teacher Candidate Assessment of Readiness) which will be completed during CIED 5399, prior to taking CIED 5370.

RELATED ITEM LEVEL 1

LO2 Master Knowledge of Theories and Practices

Learning Objective Description:

Upon completion of program coursework in teaching and learning, students will successfully engage in and demonstrate mastery of theories and practices.

RELATED ITEM LEVEL 2

Indicator 2 Master Knowledge of Theories and Practices

Indicator Description:

Indicator Type: GPA.

Students will maintain a GPA of 3.0 in all courses.

Criterion Description:

At least 95% of students will earn an average GPA of 3.0 in all coursework.

Findings Description:

All MEd in Teaching and Learning students maintained an average of a 3.0 (or above) during the 2023-2024 school year.

RELATED ITEM LEVEL 3

Action 2 Master Knowledge of Theories and Practices

Action Description:

To ensure students are able to maintain a 3.0 or higher GPA, students will have additional opportunities to meet with their program advisor for support as well as their instructors. The program advisor will reach out to students between advising sessions to ensure students are successfully completing the coursework and provide resources, or access to resources, as needed.

G2 Program Quality and Effectiveness

Goal Description:

Post baccalaureate teacher candidates will demonstrate the knowledge and skills necessary to satisfy the state certification requirements through performance on administered exams.

Providing Department: Teaching and Learning MED

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

LO1 Program Quality and Effectiveness

Learning Objective Description:

All 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). The Pedagogy and Professional Responsibilities Certification Examination is required of all certification candidates. The remaining 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.

RELATED ITEM LEVEL 2

Indicator 1 Program Quality and Effectiveness

Indicator Description:

Indicator Type: TExES Exam

All candidates seeking initial certification, will demonstrate competency by successfully passing all exams required for certification.

Criterion Description:

100% of accepted candidates will pass the initial content certification exam in their initial content area.

Findings Description:

100% of all MEd in Teaching and Learning students who took an initial content certification exam in the 23-24 school year passed.

RELATED ITEM LEVEL 3

Action 1 Program Quality and Effectiveness

Action Description:

100% of MEd in Teaching and Learning students passed their initial teacher content exams. Moving forward, students who do not pass their initial teacher certification exam on the first attempt will attend a test prep session with our faculty during scheduled times throughout the semester. Information on testing support will be provided by the advisor.

RELATED ITEM LEVEL 1

LO2 Program Quality and Effectiveness

Learning Objective Description:

All 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). The Pedagogy and Professional Responsibilities Certification Examination is required of all certification candidates. The remaining 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.

RELATED ITEM LEVEL 2

Indicator 2 Program Quality and Effectiveness

Indicator Description:

Indicator Type: TExES Exam

Candidates will demonstrate proficiency by successfully passing the PPR exam.

Criterion Description:

100% of accepted candidates will successfully pass the PPR and will score in the top 10% of each domain.

Findings Description:

All MEd in Teaching and Learning students who took the PPR during the 2023-2024 school year passed the PPR exam. 100% of MEd in Teaching and Learning students passed their PPR exam prior to beginning their internship.

RELATED ITEM LEVEL 3

Action 2 Program Quality and Effectiveness

Action Description:

Students will now be offered test prep sessions for the PPR exam through The Woodlands Center or Zoom. Students have access to test prep materials currently. The test prep sessions will focus on their performance on full length exams and how to improve their score prior to taking the state PPR exam.

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

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

Closing Summary

Objectives and indicators are being revised or reconsidered completely. The AY 2023-2024 will reflect these, and the objective associated with this action may be eliminated.

Update of Progress to the Previous Cycle's PCI:

Objectives were updated for the 2023-2024 school year. 100% of students in the MEd in Teaching and Learning program completed a research project in CIED 5370 and received a minimum of a 4/5 on the rubric.

New Plan for Continuous Improvement Item

Closing Summary:

We will work with the COE Grad Hub to support students with the new catalog changes that impact the first four courses of the degree plan. We will increase testing support for our students through additional test preparation sessions and materials to ensure students pass on their first or second attempt of their content area exams and PPR exams.