Sam Houston State University
Office of Assessment

2021-2022

College of Humanities and Social Sciences

Department of Communication Studies

Communication Studies BA/BS

Application Of Theory (Goal)

Goal Description:

To develop student understanding and utilization of communication theory in all major communication contexts, including the development of critical thinking skills. These contexts include interpersonal and family relationships, small group professional and business situations, and public/media messages. Examples of communication theories include, but are not limited to, expectancy violations theory, social penetration theory, relational dialectics theory, social judgment theory, cognitive dissonance theory, cultivation theory, agenda-setting theory, face-negotiation theory, and standpoint theory.

Providing Department: Communication Studies BA/BS

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Applying Communication Theory (Learning Objective)

Learning Objective Description:

Graduates will be able to apply communication theory to specific communication contexts.

RELATED ITEM LEVEL 2

Student Application Of Theory (Indicator, Criterion, Findings)

Indicator Description:

We will measure attainment of Goal 1 through an annual evaluation of a sample of final student term papers in 3300 and 4300 level courses, such as Intercultural Communication, Small Group Communication, Nonverbal Communication, Communication Theory, and Family Communication. The first component of this rubric is Evidence of Understanding of the Applicable Theory or Theories including the Effective Connection of the Theory or Theories to Communication Behavior. The scale for measuring this degree objective will be the same throughout the department's set of objectives for BA/BS students.

Criterion Description:

Faculty reviewers assigned scores based on the following scale: 1= fails to meet the goal; 2=minimally meets the goal; 3=satisfactorily meets the goal; 4=meets the goal in an exemplary fashion; 5=greatly exceeds expectations in meeting the goal. An average grade of 3 is the criterion for satisfying the target outcome.

Findings Description:

Seven faculty members evaluated student papers from upper level theory classes (N = 175). The means for the courses evaluated ranged from 3.46 on the low end to 4.7 on the high end. Even the lowest mean score exceeded the criterion set for this Objective. These results indicate that students understand Communication Theories and can apply them to communication behaviors in real world contexts. The targeted goal was met.

RELATED ITEM LEVEL 3

Student Application Of Theory (Action)

Action Description:

While the criterion for students learning to apply communication theory was met, there is always room to improve. With that in mind, faculty will meet to discuss best practices and implement them in relevant courses across the department.

Student Mastery Of Written Composition (Indicator, Criterion, Findings)

Indicator Description:

The second component of this rubric is Control of the Mechanics of Written Composition. Student papers were submitted to faculty reviewers who assigned scores based on: 1= fails to meet the goal; 2=minimally meets the goal; 3=satisfactorily meets the goal; 4=meets the goal in an exemplary fashion; 5=greatly exceeds expectations in meeting the goal

Criterion Description:

An average grade of 3 is the criterion for satisfying the target outcome that the students are capable of applying their knowledge of communication theory and their skill in critical thinking in written communication.

Findings Description:

Seven faculty members evaluated student papers from upper level theory classes (N = 175). The means for the courses evaluated ranged from 3.37 on the low end to 4.14 on the high end. Even the lowest mean score exceeded the criterion set for this Objective. These results indicate show satisfactory competence in written communication. The targeted goal was met.

Student Mastery Of Written Composition (Action)

Action Description:

The criterion for students to master written composition was met. With that in mind, faculty will meet to discuss best practices and to implement them in relevant courses across the department.

The department chair will ensure at the beginning of each semester that all classes that incorporate outlining are teaching and using the departmentally-developed outline format. In courses that have a writing component, the department chair will ensure faculty are incorporating the departmentally developed writing guidelines are incorporated into course instruction.

Communication Presentations (Goal)

Goal Description:

To train students (majors and nonmajors alike) to make a variety of effective communication presentations in different professional, educational, and social contexts. These presentations include informative and persuasive speeches, group decision making discussions, and interviews.

Providing Department: Communication Studies BA/BS

Communication Presentations (Learning Objective)

Learning Objective Description:

Graduates will be able to communicate effectively in a variety of oral communication situations. A part of a good oral presentation includes an outline that helps to organize and structure oral presentations.

Communication Presentations: Speech Outlines (Indicator, Criterion, Findings)

Indicator Description:

We will measure attainment of Goal 2 secondly through an evaluation of the student speech outlines accompanying the recorded final student presentations. The components of this rubric are adherence to standard outline form and proper reference citation form.

Criterion Description:

Faculty reviewers assigned scores based on the following scale: 1= fails to meet the goal; 2=minimally meets the goal; 3=satisfactorily meets the goal; 4=meets the goal in an exemplary fashion; 5=greatly exceeds expectations in meeting the goal.

An average grade of 3 is the criterion for satisfying the target outcome.

Findings Description:

Nine faculty members evaluated student papers from performance classes (N = 350). The means for the courses evaluated ranged from 2.95 on the low end to 4.88 on the high end. Of the 14 classes evaluated, only two scored below 3.0. Therefore, the overall results indicate students met the goal of using standard outline format and proper citation in drafting speaking outlines. The lowest mean score was very close to meeting the criterion set for this Objective. These results indicate that on the whole students can write properly formatted outlines, but there is room for improvement.

RELATED ITEM LEVEL 3

Communication Presentations: Speech Outlines (Action)

Action Description:

Scores indicated that on the whole students demonstrate outline competency, but the faculty should continue to work to improve the outline score for all students in the coming academic year. Faculty will be reminded about the Department Outline Instruction Document. They will be encouraged to share the document with students.

RELATED ITEM LEVEL 2

Communication Presentations: Student Speeches (Indicator, Criterion, Findings)

Indicator Description:

We will measure attainment of the goal through an annual evaluation of a sample of recorded final student presentations given in such courses as Public Speaking and Speech for Business and the Professions. The *components of this rubric* include the following: Evidence of Content Mastery and Evidence of Mastery of Delivery including Visual Aids.

Criterion Description:

Faculty reviewers assigned scores based on the following scale: 1= fails to meet the goal; 2=minimally meets the goal; 3=satisfactorily meets the goal; 4=meets the goal in an exemplary fashion; 5=greatly exceeds expectations in meeting the goal.

An average grade of 3 is the criterion for satisfying the target outcome.

Findings Description:

Nine faculty members evaluated student papers from performance classes (N = 350). The means for the courses evaluated ranged from 2.95 on the low end to 4.88 on the high end. Of the 14 classes evaluated, only two scored below 3.0. Therefore, the overall results indicate students met the goal of using standard presentations structure and source citation in speeches. The lowest mean score was very close to meeting the criterion set for this Objective. These results indicate that on the whole students follow the proper tenets of public speaking, but there is room for improvement.

RELATED ITEM LEVEL 3

Communication Presentations: Student Speeches (Action)

Action Description:

Scores indicated that on the whole students demonstrate public speaking competency, but the faculty should continue to work to improve the speaking score for all students in the coming academic year. Faculty will be reminded about the Department Outline Instruction Document because strong outlines produce strong speeches. They will be encouraged to share the document with students and to help students exhibit good public speaking practices.

Research Literacy (Goal)

Goal Description:

To develop student competencies in locating, understanding, assessing, and reporting communication research findings. This includes training in the use of print and electronic database sources and focuses attention on published scholarly research. It also includes training in the use of computer software appropriate for the word processing of reports and the use of online research sources.

Providing Department: Communication Studies BA/BS

RELATED ITEMS/ELEMENTS --

RELATED ITEM LEVEL 1

Research Literacy (Learning Objective)

Learning Objective Description:

Graduates will be able to assess and report the results of communication research found in refereed scholarly journals as well as in electronic and online databases.

RELATED ITEM LEVEL 2

Research Literacy (Indicator, Criterion, Findings)

Indicator Description:

We will measure Goal 3 with an annual evaluation of a sample of student papers involving reviews of research literature assigned in such courses as Introduction to Communication Theory and Communication Theory. The *first component of this rubric* is Evidence of a Comprehensive Knowledge of a Confined Research Area and is the same as for Goal 1 Indicator 1. Included in this rubric is an assessment of each student's mastery of Microsoft Word and the use of Communication Abstracts and similar online databases.

Criterion Description:

Faculty reviewers assigned scores based on the following scale: 1= fails to meet the goal; 2=minimally meets the goal; 3=satisfactorily meets the goal; 4=meets the goal in an exemplary fashion; 5=greatly exceeds expectations in meeting the goal.

An average grade of 3 is the criterion for satisfying the target outcome.

Findings Description:

Seven faculty members evaluated student papers from upper level theory classes (N = 175). The means for the courses evaluated ranged from 3.27 on the low end to 4.48 on the high end. Even the lowest mean score exceeded the criterion set for this Objective. These results indicate that students exhibit research literacy. The targeted goal was met.

RELATED ITEM LEVEL 3

Research Literacy (Action)

Action Description:

While the criterion for students' research literacy was met, there is always room to improve. With that in mind, faculty will meet to discuss best practices and implement them in relevant courses across the department.

Ways to enhance and encourage undergraduate research with be discussed and implemented. Faculty will be encouraged to get students to submit papers to *The Measure* and to other academic outlets/conventions.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):
Closing Summary
New Faculty Integration

The department has experienced a lot of change during the most recent academic year. The addition of 2 new tenure track positions and 2 new lecturer positions has resulted in a high degree of change. A focus of the upcoming year will be help the new faculty learn the department culture, academic goals, etc. This will ensure consistency of instruction for all of our students.

Program Growth

The department is has seen an increase in undergraduate minors. In order to capitalize on this growth, the department will implement a marketing campaign to raise awareness of our program, course offerings, and career opportunities for graduates.

Strategic Planning

The addition of new faculty provides an opportunity to assess faculty research/teaching talents and see if we can develop new courses that can would be helpful to our students. The department will convene a strategic planning committee to review course offerings in the upcoming year.

Open Communication

The pandemic has proven it possible to communicate effectively in new and more efficient ways. Zoom made it possible to quickly schedule meetings to address important issues. As we move to a more face to face approach in upcoming year, the department will balance the use zoom and in person meetings as a way of conducting business because it will enable us to solve problems quickly, convene ad hoc small group faculty meetings should enhance research, instruction, schedule planning, and other departmental areas as time goes on.

Update of Progress to the Previous Cycle's PCI:
New Faculty Integration

The faculty worked hard to include and integrate the 2 new tenure track positions and 2 new lecturer faculty. They were assigned faculty mentors, included in faculty meetings, assigned to Departmental committees, encouraged to propose new courses, participate in creating materials for the department, etc. They have become important members of the Department and they are actively maintaining a consistency of instruction for all of our students.

Program Growth

The department explored ways to increase our undergraduate minors. The Curriculum committee worked to update our undergraduate offerings and to develop undergraduate certificates in high demand areas identified by The Office of Planning and Assessment. We have created social media materials and other materials to be used in a marketing campaign to raise awareness of our program, course offerings, and career opportunities for graduates.

Strategic Planning

According to the identified path forward, we have updated course offerings. The faculty is actively working on research programs and seeking grant opportunities that would be beneficial to students.

Open Communication

The Department has maintained open communications via email, zoom, and in person interactions. This has made it possible to respond to problems quickly and to work effectively on committee work that benefits the Department and our students. The Department has been very successful in tackling the challenges we faced in this academic year.

New Plan for Continuous Improvement Item

Closing Summary:

Closing Summary

New Faculty Integration

The department has experienced a lot of growth and change with the addition of 4 new faculty during the most recent academic year. This spring we added an additional lecturer. A focus of the upcoming year will be help the new faculty member learn the department culture, academic goals, etc. This will ensure consistency of instruction for all of our students. Additionally, this faculty member will be encouraged to make suggestions to improve curriculum and instruction. The goal is to ensure that everyone's talents are being used to provide the very best instruction for our students.

Program Growth

The department is has seen an increase in undergraduate minors. In order to capitalize on this growth, the department will continue our marketing campaign to raise awareness of our program, course offerings, and career opportunities for graduates.

During the past year we have looked for opportunities to collaborate with other departments. We will continue to pursue those possibilities.

Proposal of Certificates

In conjunction with the Office of Planning and assessment we have discovered potentially important areas where our courses and program can meet student needs. Thus, we will be moving forward to propose undergraduate certificates.

Linked-In Learning

In the coming year undergraduate faculty will be strongly encouraged to incorporate Linked-In Learning badges in their courses. This will help students show employers the variety of skills they have learned in our program before they even get an interview.

Department of English

Creative Writing, Publishing, and Editing MFA

Develop Skills And Knowledge Base In Creative Writing

Goal Description:

MFA graduates should be well prepared to pursue careers and vocations in creative writing, editing, and publishing.

Providing Department: Creative Writing, Publishing, and Editing MFA

Progress: Completed

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

To Engage In Extensive Literary Study

Learning Objective Description:

In accordance with the Association of Writers & Writing Programs' Hallmarks of a Successful MFA Program in Creative Writing, our program will require "extensive literary study," as writers must become "expert and wide-ranging reader(s)" in order to become successful writers. Our curriculum will "balance the practice of the art of writing with the study of literature."

RELATED ITEM LEVEL 2

Significant Coursework in Literature, Language, and Pedagogy

Indicator Description:

All students in the MFA program shall be required to earn at least 15 hours of graduate credit in literature, language, and pedagogy courses.

Criterion Description:

100% of MFA students shall average at least a B for those 15 hours of graduate credit in literature and language courses.

Findings Description:

Our students continue to perform well in literature, language, and pedagogy courses. We graduated three students this year who earned a cumulative GPA of 4.0 in their language, literature, and pedagogy courses. For all students enrolled in courses during the fall of 2021, spring of 2022, and summer of 2022, one student earned a B in two separate such courses, while the remaining students achieved a cumulative 4.0 GPA for literature, language, and pedagogy courses.

RELATED ITEM LEVEL 3

Significant Coursework in Literature, Language, and Pedagogy

Action Description:

Our students both continue to perform well in these classes and to see them as an important part of their MFA training. We might need to think about how the department's technical writing courses might serve at least a certain subset of our MFA students and whether those (or some of those) classes should be made an option in this category.

RELATED ITEM LEVEL 1

To Produce Creative Work of Publishable Quality

Learning Objective Description:

Students in the MFA program will be able to produce quality literary works of publishable quality.

RELATED ITEM LEVEL 2

Opportunities to Provide Critical Feedback on Creative Work

Indicator Description:

A vital pedagogical element of the workshop is the opportunity to provide feedback on the in-process work of student peers. The opportunity to provide this feedback enables students to sharpen their own critical eye not only in regard to the work of others, but to their own work.

Criterion Description:

Each year, the students enrolled in the graduate writing workshops will provide a sufficient amount of thoughtful and engaging critiques of each other's work, as reported on the GSAR. "Sufficient" is defined in prose workshops as at least 48 critiques (24 per workshop), and "sufficient" in poetry workshops is defined as 60 poems or pages (30 per workshop).

Findings Description:

Because we were only able to offer one fiction workshop and one poetry workshop this past academic year, students did not have as many opportunities to offer critiques of each other's work. The students in the fiction workshops did have 15 opportunities to offer critiques of the work of their peers, while the poets offered critiques on approximately 50 poems (and 100 pages of poetry).

RELATED ITEM LEVEL 3

Opportunities to Provide Critical Feedback on Creative Work
Action Description:

No particular changes necessary here.

RELATED ITEM LEVEL 2

Opportunities to Receive Critical Feedback on Creative Work
Indicator Description:

These writing-intensive workshop courses will offer students multiple opportunities for submission and revision of their work. The range of commentary from close and attentive readers will provide the authors with essential feedback, both objective and subjective, for the revision and completion of their work.

Criterion Description:

Each year, the students enrolled in the graduate writing workshops will submit a sufficient amount of writing to the workshop, as reported on the GSAR. "Sufficient" is defined in prose workshops as 4 stories, essays, or novel excerpts (2 per workshop), and "sufficient" in poetry workshops is defined as 12 poems or pages (6 per workshop).

Findings Description:

Because we were only able to offer one workshop in fiction and one workshop in poetry this past academic year, we did not meet our expectations in this category. Each student in the fiction workshop did have 3 opportunities to workshop stories or novel expercepts, and those students averaged just over 50 pages workshopped apiece. The poets each submitted for critique a chapbook's worth of poems, averaging more than 20 pages apiece.

RELATED ITEM LEVEL 3

Opportunities to Receive Critical Feedback on Creative Work
Action Description:

No particular changes necessary here. We continue to meet our expectations.

RELATED ITEM LEVEL 1

To Provide Students with Strong Thesis Advising
Learning Objective Description:

In accordance with AWP Hallmarks, faculty members will "excel in providing both holistic and line-specific suggestions for revision to each student's thesis."

RELATED ITEM LEVEL 2

Contact Hours with Thesis Director
Indicator Description:

Faculty members who are directing theses will meet individually on a regular basis with their students.

Criterion Description:

Thesis students will have a sufficient number of contact hours during Thesis I and Thesis II semesters with their thesis directors. "Sufficient" will be defined as 15 hours per semester (an average of one hour per week), as reported on the GSAR.

Findings Description:

Thesis students continue to report an average of at least one hour per week of contact (more than 15 hours per semester) with their thesis advisors, both in Thesis I and II. We continue to take pride in the level of access we provide to our students in the thesis process.

RELATED ITEM LEVEL 3

Contact Hours with Thesis Director

Action Description:

We continue to offer strong and consistent advising to our thesis students. The standard we've established--at least one hour of direct contact each week throughout the process--is something we intend to hold ourselves to.

RELATED ITEM LEVEL 1

To Undertake Challenging Workshops Consistently And Frequently

Learning Objective Description:

In accordance with the Association of Writers & Writing Programs' Hallmarks of a Successful MFA Program in Creative Writing, our program will offer "challenging workshops" each semester in fiction, poetry, and creative nonfiction. These writing-intensive courses will offer students multiple opportunities for submission and revision of their work. In keeping with the fundamental nature of workshop, the students will provide and receive critical feedback not only from the professor but from fellow students. The range of commentary from close and attentive readers will provide the authors with essential feedback, both objective and subjective, for the revision and completion of their stories, poems, and essays.

RELATED ITEM LEVEL 2

Nature Of Writing Workshop Experiences

Indicator Description:

These writing-intensive courses will offer students multiple opportunities for submission and revision of their work. The range of commentary from close and attentive readers will provide the authors with essential feedback, both objective and subjective, for the revision and completion of their writing.

Criterion Description:

Each year, students in enrolled in the graduate writing workshops will submit a sufficient amount of writing to the worksop, as reported on the GSAR. "Sufficient" is defined in prose workshops as 4 stories or novel excerpts (2 per workshop), and sufficient in poetry workshops as 12 poems or pages (6 per workshop).

Findings Description:

Because we were only able to offer one workshop in fiction and one workshop in poetry this past academic year, we did not meet our expectations in this category. Each student in the fiction workshop did have 3 opportunities to workshop stories or novel expercepts, and those students averaged just over 50 pages workshopped apiece. The poets each submitted for critique a chapbook's worth of poems, averaging more than 20 pages apiece.

Nature Of Writing Workshop Experiences

Action Description:

We will continue to offer workshops, which are the core of what we do in terms of curriculum, and we will continue to offer a diverse set of approaches to the workshops, reflecting our own faculty's distinctive pedagogies.

Workshop Offerings And Opportunities

Indicator Description:

As the workshops form the core of the MFA curriculum and since each student must take fifteen hours of workshops, it is essential that our students be able to depend upon regular workshop course offerings so as to be able to make steady progress toward the degree.

Criterion Description:

We want to be able to offer graduate-level workshops in fiction, poetry, and creative nonfiction each semester.

Findings Description:

We offered workshops in fiction and poetry in the fall of 2021, but were unable to offer any workshops in the spring. Offering poetry workshops remains a challenge because of the lack of poetry students in the program, while the fiction class offered failed to make--in part because the majority of prose students were taking narrative theory, which we only offer every two years. In general, our enrollment numbers need to be a few higher than they currently offer to protect us against these bumps--which can negatively impact a student's progress toward the degree.

Workshop Offerings And Opportunities

Action Description:

We need to be able to offer the workshops consistently and predictably. For the most part, we've been able to achieve this with the prose offerings, but it has remained a challenge with poetry. This is directly tied to enrollment and recruitment. We remain several students shy of our ideal size, and those few students make a difference in our ability to offer these classes consistently and to have sufficient numbers to permit the class to make. So we need to continue to work on recruiting in general and of poets in particular.

To Support Our Students' Travel to Regional and National Conferences

Performance Objective Description:

Recognizing the value of regional and national conferences in our students' professionalization, we will seek to provide financial support to enable our students to travel and fully participate in these conferences.

KPI - Conference Travel

KPI Description:

We will continue to seek opportunities to support our students' registration, travel, and hotel for conferences, workshops, and book festivals in the state, region, and nation.

Results Description:

We were able to send support the registration, travel, and hotel for four students this year to the annual Association of Writers and Writing Programs' Conference (in Philadelphia). While this wasn't as many as we were able to take to San Antonio two years ago (because it was in-state), we continue

to seek to provide this opportunity to our students, which they consistently rank as one of their best experiences in the program.

Action - Conference Travel

Action Description:

We will continue to fund student travel to AWP with the goal of insuring that all students have at least one opportunity to travel to the conference with the full support of the department. We will also continue to seek new avenues of funding to support this effort as well as helping our students to tap other resources on campus, such as the Graduate School, for further assistance.

Student Recruitment

Goal Description:

We are a young program with a low ratio of applicants to admits. Our goal is increase the number of applicants so that we might become more selective in our admits.

Providing Department: Creative Writing, Publishing, and Editing MFA

Progress: Completed

A Diverse Student Population

Performance Objective Description:

Consistent with our mission as a regional state institution and AWP Hallmarks, we will seek to create a diverse population of qualified students of different backgrounds, social classes, and races.

Diversity of Student Population

KPI Description:

Consistent with the AWP Hallmarks, we seek a diverse student population, including but not limited to race and gender, reflecting the region that we serve.

Results Description:

Twelve students earned credits toward the MFA degree this past academic year. Of those, seven self-identify as female, five as male, and one as non-binary; four self-identify as non-white; and six self-identify with the LGBTQ+ community.

Diversity of Student Population

Action Description:

We are certainly not alone, on campus or in our discipline, in our quest to draw a diverse body of students to our program. We've made some small strides in that regard (four of the fifteen students who will be enrolled this fall identify as African American or Latina). But we also need to work to make sure that our minority students have a good experience once on campus and in the program, and that we remain sensitive to the particular challenges these students (as well as our LGBTQ+ and first-generation students) face. This includes retention, of course, but it goes beyond that. Our curriculum, our approaches in the classroom, our programming needs to reflect a diverse student body--both the one we have and the one we hope to have.

Student Recruiting

KPI Description:

Through visits and advertising campaigns to English majors and minors, to undergraduate creative writing classes, in venues such as *Poets & Writers* and *The Writer's Chronicle*, and via tables at the

annual *Association of Writers and Writing Programs Conference and Bookfair,* we hope to recruit between five and ten students to begin the MFA at SHSU. Additionally, we expect our annual visiting writers series to contribute to our recruitment efforts.

Results Description:

Recruitment remains our top priority. Even with the impact of Covid and the economy, we still had 17 students apply for admission to the program (18 the year prior). Yet we only admitted four with one withdrawing her application after accepting another offer and three enrolling. We do believe that our continued presence at the AWP Conference has long-term benefits, though the conference was held virtually in 2021 and had about half its usual number of attendees this past year in Philadelphia. We're continuing to monitor the effectiveness of traditional print advertising since we're not convinced that current applicants use those mediums for learning about programs. Applicants now have a more diversified and dispersed set of online places to learn about programs.

RELATED ITEM LEVEL 3

Student Recruiting

Action Description:

We will seek this coming year to boost our digital and social media presence with an emphasis on highlighting recent contributions from alumni, students, and faculty. We need to be better now at trumpeting what our students, in particular, have achieved. We do continue to expect that the improved funding situation (fellowships in particular) will enable us to be more competitive for the students we're seeking. We need to continue to make sure the funding they have is secure and to seek opportunities to expand that funding.

RELATED ITEM LEVEL 1

To Recruit Qualified And Exceptional Students

Performance Objective Description:

We will recruit and accept into the program only those students, ideally between five and ten a year, who can reasonably be expected to complete it.

RELATED ITEM LEVEL 2

Incoming Graduate Student GPA

KPI Description:

The program will use incoming GPA scores as one indicator of likely student success. We will aim to maintain a minimum 3.00 standard for applications, with an expectation of not more than 15% allowable exemptions.

Results Description:

Our three incoming MFA students for the fall of 2022 enter with undergraduate GPAs between 3.45 and 3.96.

RELATED ITEM LEVEL 3

Incoming Graduate Student GPA

Action Description:

We will continue to use GPA as a consideration in our assessment of applicants, though we're aware of its limitations. We do believe it is a fair indicator of a student's prospects for general academic success, though we often receive applications from potential students who are long removed from their undergraduate days. The writing sample, the statement of purpose, and the letters of recommendation will remain the strongest weights in our consideration of an application.

Incoming Graduate Student GRE

KPI Description:

In its early development, the program will use GRE scores (with emphasis on the Verbal section) as an indicator of likely student success. We will give a strong preference to a minimum score of 153 on the verbal portion of the exam, with an expectation of not more than 15% allowable exemptions.

Results Description:

We no longer require the GRE for the application or admission. We need to strike this entry from the plan.

Incoming Graduate Student GRE

Action Description:

We no longer require the submission of GRE scores by our applicants. We will strike this item from future assessment plans.

To Provide Financial Aid to Recruit Qualified and Exceptional Students

KPI Description:

Recognizing the role that financial aid in the form of graduate assistantships serves in recruiting qualified and exceptional students into the program, we will seek to support as many of our students in this manner and to the best of our resources as we can.

Results Description:

Significantly, we have, through the efforts of the department chair, Dr. Blevins, secured future funding for the three $10,000 fellowships (each renewable for three years) that were initially seeded by the Graduate School. Our goal is to be able to offer the fellowships annually, as well as graduate assistantships to all incoming MFA students. That will be the case this year. We will continue to advocate at all administrative levels for a raise in the graduate stipend from its approximate $9,800 for the academic year--a level at which it has remained for nearly two decades now (if not longer), while tuition, which our students are still responsible for, continues to rise, swallowing ever more of that $9,800.

To Provide Financial Aid to Recruit Qualified and Exceptional Students

Action Description:

Together with Dr. Blevins, we're working to establish a predictable and steady program size and support level. We should be able, going forward, to award all incoming students (six per year) with graduate assistantships, with half of those students (three per year) also receiving the $10,000 fellowships (renewable for three years). Certainly, our longer-term goal would be to provide all our students with both a graduate assistantship and a fellowship. We will continue to work creatively to find ways to make that happen.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

As we move forward, we know that improving our recruitment strategies remains a priority in several respects: 1) Increasing the number of applicants; 2) Improving the quality of applicants; 3) Increasing the diversity of applicants; and 4) Drawing more applications from poets. We will draw upon the insights and suggestions of Dr. Shinkle and Dr. Ko, who formed a committee to look into this last spring. We are also assigning them a graduate assistant this year to specifically assist them as we implement their suggestions.

The number of applicants this past academic year was the most we've ever received (18), and we believe it was the strongest set of applicants we've had, but we'd still like to see those numbers go higher, and we'd like to continue to expand the geographical footprint of those students who are drawn to apply. We do think financial assistance, in the form of fellowships and graduate assistantships, remains key here. Our goal, as it has been, has been to be a fully funded program, and we are making strides in that direction, thanks largely to our chair, Dr. Blevins.

As noted elsewhere in the assessment, our most important challenge in terms of curriculum is recruiting enough poets so that the poetry workshops might be offered on a more regular basis.

In the coming months, we do need to clarify our relationship with the National Book Foundation and the National Book Awards Festival. The pandemic led to necessary adjustment in the NBF's approach to this event (and its kind), and we're not certain how the NBF will see this post-pandemic or how it sees its relationship with SHSU. Regardless, we need to be able to have a marquee event as part of our visiting writers series, both in terms of our students (both graduate and undergraduate), our community, and our recruiting strategies. The visiting writers series will continue to seek a diverse set of writers, both to reflect the writing world and to allow our students to interact with and hear from a wide range of writers.

We will be moving forward with a new editorial and production model for the *Texas Review*, with the journal's production and marketing moving back under the oversight of the Texas Review Press, while editorial responsibility will fall primarily on a guest-editor model with oversight by the MFA faculty. We believe this will be a better workload situation, given the loss of the course release that had been associated with the position of editor-in-chief.

The pandemic has brought about challenges to the sense of community we like to see as part of our MFA program. One goal for the coming year, regardless of the situation will find ourselves in, is to find ways to provide those opportunities for community within our MFA program. It's more challenging in Zoom life (for example, I (Kaukonen) haven't been face-to-face with two of my MFA colleagues in over a year-and-a-half and have only recently happened to run into the third colleague by chance on two occasions. We know that peer relationships are particularly important for our students, and we're anxious to once again create events, social and professional, that allow our students to partake more fully in the MFA experience.

Another goal as we move forward is to urge our students to submit works for publication. We're beginning to see this already with current students and recent graduates finding venues (and good ones) in which to place their works (both with journals and presses). If the best way to judge a program is the publications of its students, then we're headed in the right direction.

Hopefully this year as well we'll be able to return to traveling for conferences. Most notably, we hope that we'll be able to take students to the annual AWP conference--this year in Philadelphia. It's a great experience for our students, and the circumstances last year prevented this from happening.

In short, the goal for this coming year would be to regain the momentum the program had when Covid hit.
Update of Progress to the Previous Cycle's PCI:
In terms of student recruitment, it remains our top priority and our biggest challenge. I'll echo what we said last year, and say that these remain our goals: 1) Increasing the number of applicants; 2) Improving the quality of applicants; 3) Increasing the diversity of applicants; and 4) drawing more applications from poets. The committee formed by Dr. Shinkle and Dr. Ko recognize the challenge of recruitment in the current environment--both short-term (Covid, the economy) and long-term (the lessening impact of traditional places for advertising MFA programs, the increasingly dispersed and revolving online sites where students seek information, the impact of online MFA programs). We assigned a graduate assistant this past year to specifically assist them as we implemented their suggestions, but our graduate students tend not to have a broad sense of the recruitment landscape. The number of applicants this past academic

year was seventeen, the second most we've ever received (following 18 the previous year), and we're pleased with those we accepted, but we'd still like to see those numbers go higher, and we'd like to continue to expand the geographical footprint of those students who are drawn to apply. We do think financial assistance, in the form of fellowships and graduate assistantships, remains key here. Our goal, as it has been, has been to be a fully funded program, and thanks to the efforts of Dr. Blevins, we'll be able to continue offering the $10,000 fellowships (renewable for three years) to three incoming students each year, and to offer graduate assistantships to all new admits.

Recruiting poets remains the biggest challenge, primarily so we can offer poetry workshops and classes on a consistent basis so that those poets we do have can complete the program in a timely fashion.

We have clarified our relationship with the National Book Foundation and the National Book Awards Festival, thanks to Dr. Blevins. We were able to hold our Spring 2022 event after Covid-impacted cancellations in 2020 and 2021. Still, one of our visiting writers had to "attend" by Zoom after contracting Covid. We will be moving the event to the fall, beginning in 2023, so there will be no NBAF event this coming academic year. We believe this will fit better with our own schedule (which is always much busier in the spring than in the fall), as well as for the community and the writers we bring to campus. We were able to hold a variety of events this past spring, both face-to-face and hybrid, thanks to decline in Covid cases, and we look to carry that momentum into the new year.

We continue to move forward with a new editorial and production model for the *Texas Review*, with the journal's production and marketing moving back under the oversight of the Texas Review Press, while editorial responsibility will fall primarily on a guest-editor model with oversight by the MFA faculty. We believe this will be a better workload situation, given the loss of the course release that had been associated with the position of editor-in-chief.

As noted above, things really began to shift to "normal" in the spring semester, and that permitted us to do some of the community-oriented programming that we see as vital to our MFA program. We know that peer relationships are particularly important for our students, and we want our students to be able to participate in events, social and professional, formal and informal that provide a full MFA experience.

As noted above, we've been urging our students to submit works for publication. The current crop of students has really taken this to heart--and is beginning to reap the rewards. We had at least three poets submit works at least 90 times (one student has submitted over 200 times), and they've had more than 30 works accepted this past year and more than 20 published. The prose writers have been submitting as well (even if in not the quite same numbers!), and three different students had works accepted.

We did provide financial support for four students to travel to the annual AWP Conference, this year in Philadelphia. Several students traveled as well on their own, adding to our presence at the conference. This is good both for the students, who have a great time of learning and networking, and for the program (the students work the booth for the program and Texas Review Press and help to raise our visibility to faculty across the country).

New Plan for Continuous Improvement Item

Closing Summary:

The most pressing item for us is recruitment. We have in mind an ideal model for the program, which is to recruit six new students each year and to be able to retain all of them through graduation in a three-year cycle. This would mean we'd have eighteen students in the program at any given time, which seems a reasonable number for a faculty of four. At the moment, we expect to be able to provide each of those students with a graduate assistantship (roughly $9,800) and half of those students (three each year) with

additional $10,000 fellowships (renewable for three years). We will continue to press upper administration to increase the stipends for graduate assistantships, which have remained the same for more than two decades now, while the tuition and fees are students are then expected to pay continues to rise, having more than doubled since 2006 and now consuming more than two-thirds of the annual stipend.

We were able to admit six students for this coming academic year. This level of numbers is necessary for us to be able ensure that we able to offer our core courses (the workshops, the writer's life, the narrative and poetic theory courses, in particular) on a regular rotation and with certainty. In the current environment, with a greatly dispersed target audience and declining applications to MFA programs generally, the challenge of reaching potential students remains the same. We will seek this year to increase our digital and social media presence with an emphasis on highlighting the achievements of our alumni, students, and faculty. We've begun to see our alumni and students publish more widely and in more notable venues, to move on to highly competitive PhD programs, and to land jobs--as publishers, as editors, as professors. In addition to our funding situation, we need to be able to shout about these things.

Still, our goal remains to recruit highly qualified students that we will believe will succeed in our program (and beyond). We do not wish to fill slots merely to fill slots.

At the moment, we're pretty pleased with the curriculum, including the portfolio system and thesis process. The writer's life course that we began offering a few years ago is serving just as we hoped it would.

Our visiting writers series hopes to once again find its footing after the interruptions of Covid. Most notably, the National Book Awards Festival will be moving to fall semesters, beginning in 2023, so there will be no event in spring of 2023. Still, the visits of Diana Nguyen and Adam Johnson will give us two high-profile writers who will be visiting campus in this fall. As Covid (hopefully) fades in its impact, we hope to be able to hold more face-to-face events for our students, helping us to further build the community that has always been the program's vision.

We will also return once more to AWP's annual conference as a sponsor. While this event is of particular importance to the Texas Review Press and its authors, it is also a great space in which we build the program's name recognition. It is a place to highlight our ongoing achievements and to make prospective students--and even more importantly, faculty across the nation--aware of the things that are offered here and can be accomplished here. Our best recruitment tool is to have our faculty and our students face-to-face with students who might come here or faculty who might send their best undergraduates our way. In another way, too, the conference is a terrific experience for the students we send with our conference and travel support. We continue to seek to make sure that all our MFA students have at least one opportunity to travel to AWP with the full financial support of the program.

Hopefully, as we move forward, we will have stability in our faculty ranks. This, too, provides us with the stability a still young, still growing program needs.

English BA

Literature And Literary Theory (4000-Level)

Goal Description:

Students majoring in English will gain an appreciation of specific critical approaches and methodologies in studying literature and literary theory.

Providing Department: English BA

Reading Literature Critically And Writing About It Analytically

Learning Objective Description:

Students will be able to use various approaches and methodologies to analyze literary texts and demonstrate the ability to interpret texts by communicating their understanding of those texts in analytic essays. Students will have an opportunity to write analytical and critical discussions of literature.

Assessment Of Writing

Indicator Description:

Reading and writing are part and parcel of each other. Essays written to analyze and/or apply literary texts suggest the depth and quality of the students' reading, as well as their understanding of the assignment. Thus, during the spring 2016 semester, we will collect writing samples of English majors from 4000-level (senior-level) classes and examine them to ascertain the effectiveness of reading that they evince. Our goal is to read 25% of the essays, chosen at random, written by English majors in 4000-level literature courses. We anticipate an enrollment of some 105 students in any given long semester and so should expect to read 26 to 30 essays.

Criterion Description:

80% of English seniors in 4000-level writing-enhanced classes will meet the departmental criteria for academic writing that reflects critical thinking and good editing.

To assess the effectiveness of student writing abilities, English faculty will conduct an annual holistic review of representative essays produced across all sections of 4000-level (senior) classes.

Holistic Scoring Procedures

1. To assure that the assessment reviews a representative sampling of writing, teachers of 4000-level sections in Spring 2015 were asked to submit a final paper significant writing from 3-4 students in each section, with these students selected at random by the department's secretarial staff. Submitted papers represent some 25% of students enrolled. (See attached memo to 4000-level instructors.)

2. Two primary readers from among the tenured/tenure-track English faculty independently read and score each essay under review; in the case of an unreliable result, the essay is referred to a secondary (i.e., a third) reader, who reads the essay independently, without any knowledge of the previous results (see number 5, below).

3. Each primary reader scores each essay on a 4-point scale, with a score of 4 the highest possible. The two primary scores are added to yield a total, with the final scores ranging from 8 (highest possible) to 2 (lowest possible). A combined score of 5 or higher is passing. A score of 7 or

8indicates an excellent essay; a score of 5 or 6 indicates an acceptable essay; a score of 4 or less indicates an unacceptable essay.

4. Reliability of the two scores is assumed when both scores from the primary readers are congruent, that is, when they are within 1 point of each other. For example, a score of 6 that would be seen as reliable would mean that both readers marked the essay as a 3. A reliable score of 5 would mean that one reader assessed the essay as a 3 while the other reader assessed it as a 2.

5. Should the primary scores for an essay not be reliable—for example, a 4 and a 1, a 3 and a 1, a 4 and a 2—the essay is referred to a secondary reader. If that reader agrees with the higher score, the essay is certified as acceptable or excellent; if the secondary reader agrees with the lower score, the essay is certified as unacceptable.

Findings Description:

We did not receive enough writing artifacts for assessment.

RELATED ITEM LEVEL 3

Assessment of Writing

Action Description:

We will no longer use the previous 4000 level courses as our method of assessment. Our new capstone will be the primary source of writing assessment.

RELATED ITEM LEVEL 3

Senior Capstone

Action Description:

Faculty will continue to discuss and then establish a capstone experience that requires all majors to submit a portfolio that will include artifacts to assess writing, critical thinking, and career projection.

World And Multicultural Literature (2000-Level)

Goal Description:

Students will be exposed to the works of representative writers of various cultures and to universal themes and common concerns of literature. Students will have an opportunity to facilitate the social, political, and religious tenets reflected in the primary works read.

Providing Department: English BA

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Demonstrating Knowledge In World And Multicultural Literature

Learning Objective Description:

Students will read and articulate their understanding of basic concepts and approaches to world and multicultural literature.

RELATED ITEM LEVEL 2

Assessing 2000-level Writing

Indicator Description:

Reading and writing are part and parcel of each other. Essays written to analyze and/or apply literary texts suggest the depth and quality of the students' reading, as well as their understanding of the assignment. Thus, during the spring 2021 semester, we will collect writing samples of students

enrolled in 2000-level (sophomore-level) classes and examine them to ascertain the effectiveness of reading that they evince. We anticipate collecting samples at random from approximately 15% of the students enrolled in ENGL 2332 and ENGL 2333.

Criterion Description:
50% of sophomore students in ENGL 2332 and ENGL 2333 will meet the departmental criteria for academic writing that reflects critical thinking and good editing.

To assess the effectiveness of student writing abilities, English faculty will conduct an annual holistic review of representative essays produced across all sections of ENGL 2332 (World Literature I: Before the Seventeenth Century) and ENGL 2333 (World Literature II: The Seventeenth-Century and After).

NOTE: These course numbers represent a renumbering to conform with Core requirements. Formerly, ENGL 2332 was ENGL 2331 and ENGL 2332 was ENGL 2342. We have combined our reading of student papers from these two courses because either will serve to meet Core requirements, and 2332 is not prerequisite for 2333.

Holistic Scoring Procedures

1. To assure that the assessment reviews a representative sampling of writing, teachers of ENGL 2332 and 2333 sections in Spring 2015 were asked to submit a final paper significant writing from 3-4 students in each section, with these students selected at random by the department's secretarial staff. Submitted papers represent some 15% of students enrolled. (See attached memo to ENGL 2332 and 2333 instructors.)

2. Two primary readers from among the English faculty at all levels (tenure/tenure-track, lecturer, and Graduate Assistants) independently read and score each essay under review; in the case of an unreliable result, the essay is referred to a secondary (i.e., a third) reader, who reads the essay independently, without any knowledge of the previous results (see number 5, below).

3. Each primary reader scores each essay on a 4-point scale, with a score of 4 the highest possible. The two primary scores are added to yield a total, with the final scores ranging from 8 (highest possible) to 2 (lowest possible). A combined score of 5 or higher is passing. A score of 7 or 8 indicates an excellent essay; a score of 5 or 6 indicates an acceptable essay; a score of 4 or less indicates an unacceptable essay.

4. Reliability of the two scores is assumed when both scores from the primary readers are congruent, that is, when they are within 1 point of each other. For example, a score of 6 that would be seen as reliable would mean that both readers marked the essay as a 3. A reliable score of 5 would mean that one reader assessed the essay as a 3 while the other reader assessed it as a 2.

5. Should the primary scores for an essay not be reliable—for example, a 4 and a 1, a 3 and a 1, a 4 and a 2—the essay is referred to a secondary reader. If that reader agrees with the higher score, the essay is certified as acceptable or excellent; if the secondary reader agrees with the lower score, the essay is certified as unacceptable.

Findings Description:
We did not receive enough artifacts to assess.

Assessing 2000-level Writing

Action Description:

The department will do away with 2000 level courses as a source of assessment data (as we develop and implement a capstone).

Senior Capstone

Action Description:

Faculty will continue to discuss and then establish a capstone experience that requires all majors to submit a portfolio that will include artifacts to assess writing, critical thinking, and career projection.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

As we were not able to completely address our PCI items, we would like to continue working on these (particularly since COVID remains a reality (and challenge) for recruiting.

1) Create better and more realistic assessment tools and processes. Consider adopting a upper level Capstone project for majors and eliminating assessment in lower-level surveys intended primarily for non-majors.

2) Continue emphasizing and supporting and faculty and student research

3) Develop recruiting strategies and events that can be virtual, considering the current and unpredictable Covid virus implications for traditional events

4) Process and add new contemporary courses to build student interest and to help recruiting for the major.

Update of Progress to the Previous Cycle's PCI:

1) We are continuing to work on developing a new method of collecting writing artifacts

2) The department has allocated money for research related activities

3) Recruiting Strategies remain on the agenda for the upcoming year; during the assessment period we have focused on better web presence and signage that promotes student interest

4) We increased offerings for courses that may seem more relevant to students

Plan for Continuous Improvement Item

Closing Summary:

1) Continue to improve and update curricula.

2) Department will work together to create and implement capstone program

3) Department will make sure 4000 level course expectations (and writing assignments) are significantly more intensive than those in 3000 level courses.

English MA

Communication With Students

Goal Description:

The MA Director utilizes various modes of communication to ensure that students are on track in the program.

Providing Department: English MA

Progress: Ongoing

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Advising

Performance Objective Description:

Instituting an advising program so that each student must first be advised by the MA Director in order to register for classes.

RELATED ITEM LEVEL 2

Advising

KPI Description:

Each MA student was advised before registering for classes. In order to be advised, students must submit a completed advising form upon which they list the courses that they have taken. The goal of this process is that the student begins to take ownership of their degree without **solely** relying upon the MA Director, Department Administration, the Chair of the Department and/or Degree works.

Each MA student was advised for the summer 2022 and fall 2022 semesters.

Results Description:

All MA students were advised before registration.

Goal I: Critical Thinking in Literary Studies

Goal Description:

The English MA program at Sam Houston State University has three defined goals, all of which share the common aim of preparing graduates as scholars, teachers, professional writers and researchers, and advocates for the Humanities. While the number of graduates who have entered PhD programs or taken teaching positions in area high schools or at two- and four-year colleges is an objective measure of our success in accomplishing this goal, not all of our students pursue further graduate degrees or secondary/post-secondary teaching. With that in mind, the MA faculty has determined three measurable learning objectives that apply uniformly to all MA students in English from Sam Houston State University:

(1) Demonstrate the ability to think theoretically and critically about language and literature, including the ability to apply research methods and critical theories reflective of the current state of scholarship.

To think theoretically and critically about language and literature entails the ability to analyze the composition of literary and non-literary texts, to identify and evaluate literary arguments and cultural ideologies, to situate literary texts within their literary, cultural, and intellectual histories, and to assess and weigh the merits of contending critical readings of primary texts as well as the underpinning methodologies of those critical readings (commonly referred to as "literary theory"), and to identify and articulate innovative and/or original directions in/for current scholarly discussions. It also entails the ability to conduct research in the field, identifying appropriate research resources and scholarship relevant to the project at hand.

(2) Demonstrate the ability to write cogently about language and literature, with an awareness of interdisciplinary connections (see Goal II).

(3) Demonstrate effective professional practices in research, analysis, and communication (See Goal III).

Because all three of these objectives are interdependent, all three are measured by the evaluation of research papers produced in graduate courses, and by graduate examinations.

The goals of the English MA program are aligned with the University's mission of providing high quality education, scholarship, and service to qualified students for the benefit of regional, state, national, and international constituencies. Additionally, they are in exact alignment with the College of Humanities and Social Sciences mission to provide an understanding of "human beings in their diversity as expressed in their literatures, histories, ideas, values, oral and written expressions, and behavior. By promoting analytic, interpretive, interpersonal, and communication skills, the College of Humanities and Social Sciences facilitates personal growth, competent professionalism, and responsible citizenship."

Providing Department: English MA

Progress: Ongoing

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Assessment Exam Books and Diversity
Learning Objective Description:

In order to facilitate student engagement with texts that represent experiences from a variety of different cultures, all students will encounter diverse texts on the yearly list of ten assessment books. The list of assessment texts changes every year.

RELATED ITEM LEVEL 1

Demonstration of Critical Abilities: Graduate Examinations
Learning Objective Description:

English graduate students will demonstrate their abilities as independent critical thinkers, researchers, and writers capable of employing sophisticated skills in written analysis, synthesis, and evaluation of knowledge and of using a professional idiom in making written arguments. The program's success in achieving this objective will be measured by student pass rate of graduate examinations.

RELATED ITEM LEVEL 2

Graduate Examination Pass Rate as Indicator of Students' Critical Abilities
Indicator Description:

A passing score on a Graduate Examination is a strong indicator that a student in English has acquired the critical skills appropriate to a graduate-level education in English, and is well-prepared for future professional endeavors. Working closely with faculty, students begin preparing for the Graduate Exams in their first semester, identifying areas of emphasis, which they will diversely explore during their course of study. They will be examined on these areas by three professors after completing 18 credit hours of study, and before the completion of 36 credit hours

Criterion Description:
At least 90% of examination essays will pass (with a grade of pass or high pass).

An examination grading rubric and sample pass, fail, and high pass essays are attached.

One makeup assessment exam was administered with a grade of pass.

Four students took the assessment exam in May 2022, three students passed the exam. The failing student is remediating her writing to see what she needs to work to ensure that she produces stronger graduate-level work.

Attached Files
📄 MAAssessmentExamAssessmentRubric2020.docx

Findings Description:

There were four students who took the assessment exam in May '22. One student failed the exam and is being remediated.

Advising
Action Description:

Students must be advised by the MA Director each semester in order to be allowed to register for classes.

All students were advised for fall '21. spring '22, summer '22, and fall '22.

Graduate Examination Pass Rate as Indicator of Students' Critical Abilities
Action Description:

6 students took the assessment exam in May 2021. 5 students passed the exam and 1 student failed. The failing student was remediated and did a successful makeup assessment in fall 2021.

4 students took the assessment exam in May 2022. 3 students passed the exam and 1 student failed. The failing student is being remediated and will do a makeup assessment in fall 2022.

Demonstration of Critical Abilities: Research Papers
Learning Objective Description:

English graduate students will demonstrate their abilities as independent critical thinkers, researchers, and writers capable of employing sophisticated skills in written analysis, synthesis, and evaluation of knowledge and of using a professional idiom in making written arguments. The program's success in achieving this objective will be measured by a holistic assessment of research papers written to complete graduate courses.

Performance in Class Writing as Indicator of Students' Critical Abilities
Indicator Description:

The ability of students to write according to accepted professional standards is a direct indicator of the MA in English program's success in producing graduates who have acquired appropriate critical thinking, researching, and writing skills and are prepared for future professional endeavors. To that end, a significant amount of student writing is required in English graduate coursework.

To assess the effectiveness of class writing assignments in developing students' ability to make sophisticated arguments about literature, language, and writing disciplines in a critical idiom appropriate to professional standards, the faculty undertake an annual holistic review of representative graduate student writing produced during the reporting period.

Professors in graduate classes submit a term paper from every third student on their class rosters; although the number of samples is smaller or larger according to the number of courses taught in a given semester, the sampling represents a broad cross-section of students because it is random. One of the problems with representation, however, is that different sorts of graduate courses require different kinds of assignments. To help with the assessment, then, professors are required to submit the assignments; writing is evaluated not only by the standards that govern the profession but also by its success in fulfilling specific assignments.

Criterion Description:

At least 92% of representative graduate essays evaluated during the holistic assessment will be scored as acceptable or excellent (a combined score of 5 or higher on the scale described below). A rubric for evaluating graduate student writing is attached. Assessment Process: 1. To assure that the assessment reviews a representative sampling of writing, graduate professors in both long terms are asked to submit term papers or other significant writing from every third student listed on their class rosters. 2. Two primary readers from among the graduate English faculty independently read and score each essay under review; in the case of an unreliable result, the essay is referred to a secondary reader, who reads the essay independently, without any knowledge of the previous results (see number 5, below) 3. Each primary reader scores each essay on a 4-point scale, with a score of 4 the highest possible. The two primary scores are added to yield a total, with the final scores ranging from 8 (highest possible) to 2 (lowest possible). A combined score of 5 or higher is passing. A score of 7 or 8 indicates an excellent essay; a score of 5 or 6 indicates an acceptable essay; a score of 4 or less indicates an unacceptable essay. 4. Reliability of the two scores is assumed when both scores from the primary readers are congruent, that is, when they are within 1 point of each other. For example, a score of 6 that would be seen as reliable would mean that both readers marked the essay as a 3. A reliable score of 5 would mean that one reader assessed the essay as a 3 while the other reader assessed it as a 2. 5. Should the primary scores for an essay not be reliable—for example, a 4 and a 1, a 3 and a 1, a 4 and a 2—the essay is referred to a secondary reader. If that reader agrees with the higher score, the essay is certified as acceptable or excellent; if the secondary reader agrees with the lower score, the essay is certified as unacceptable; if the secondary reader's score falls in the middle of two extremes, the average of the three scores determines the outcome.

Attached Files
📄 Holistic Grading Rubric

RELATED ITEM LEVEL 3

Performance in Class Writing as Indicator of Students' Critical Abilities

RELATED ITEM LEVEL 1

Increase Diversity of Research

Learning Objective Description:

Demonstrate the critical thinking, research, and writing includes research by BIPOC scholars. Inclusion of methods for diverse research in the English MA Blackboard organization.

RELATED ITEM LEVEL 1

Creating a Diverse Student Population

Performance Objective Description:

Consistent with the institutional mission of diversity and inclusion, the English MA program will seek to create a population of diverse students from a variety of different cultural backgrounds.

RELATED ITEM LEVEL 1

Increase faculty diversity

Performance Objective Description:

The English MA program needs to diversify its faculty by hiring more faculty of color. This is in keeping with the diverse curricular changes of the newly revised MA program. Ideally, a new faculty hire would be in African American literature or African literature (or literature of the African Diaspora). It is also in keeping with the diversity and inclusion mission of the College of Humanities and Social Sciences, and the university.

Goal II: Critical Research in Literary Studies

Goal Description:

The English MA program at Sam Houston State University has three defined goals, all of which share the common aim of preparing graduates as scholars, teachers, professional writers, and advocates for the Humanities. While the number of graduates who have entered PhD programs or taken teaching positions in area high schools or at two- and four-year colleges is an objective measure of our success in accomplishing this goal, not all of our students pursue further graduate degrees, or secondary/post-secondary teaching. That in mind, the MA faculty has determined three measurable learning objectives that apply uniformly to all MA students in English from Sam Houston State University:

(1) Demonstrate the ability to think theoretically and critically about language and literature, including the ability to apply research methods and critical theories reflective of the current state of scholarship (See Goal I).

(2) Demonstrate the ability to write cogently about language and literature, with an awareness of interdisciplinary connections.

To write cogently about language and literature entails the ability to think critically about texts (their composition, their historical context in which they were produced, and their legacies), to conduct focused research that investigates both primary and secondary sources pertinent and current to the project at hand, to organize, arrange, and weigh critical commentaries, to evaluate and select the most effective scholarly genre of expression for the project at hand (i.e. seminar or conference paper, critical essay, conference poster, book chapter), to present quotations and citations of both primary and secondary sources, including bibliographies, in a manner that is both scholarly and in accordance to professional publication formats, and to articulate and defend scholarly theses in a manner that defines (implicitly or explicitly) what characterizes 'literary studies' in relation to other disciplines.

(3) Demonstrate effective professional practices in research, analysis, and communication (See Goal III).

Because all three of these objectives are interdependent, all three are measured by the evaluation of research papers produced in graduate courses, and by graduate examinations.

The goals of the English MA program are aligned with the University's mission of providing high quality education, scholarship, and service to qualified students for the benefit of regional, state, national, and international constituencies. Additionally, they are in exact alignment with the College of Humanities and Social Sciences mission to provide an understanding of "human beings in their diversity as expressed in their literatures, histories, ideas, values, oral and written expressions, and behavior. By promoting analytic, interpretive, interpersonal, and communication skills, the College of Humanities and Social Sciences facilitates personal growth, competent professionalism, and responsible citizenship" (SHSU CHSS "Mission and Vision Statement").

Providing Department: English MA

Progress: Ongoing

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Demonstration of Critical Abilities: Graduate Examinations
Learning Objective Description:

English graduate students will demonstrate their abilities as independent critical thinkers, researchers, and writers capable of employing sophisticated skills in written analysis, synthesis, and evaluation of knowledge and of using a professional idiom in making written arguments. The program's success in achieving this objective will be measured by student pass rate of graduate examinations.

RELATED ITEM LEVEL 2

Graduate Examination Pass Rate as Indicator of Students' Critical Abilities
Indicator Description:

A passing score on a Graduate Examination is a strong indicator that a student in English has acquired the critical skills appropriate to a graduate-level education in English, and is well-prepared for future professional endeavors. Working closely with faculty, students begin preparing for the Graduate Exams in their first semester, identifying areas of emphasis, which they will diversely explore during their course of study. They will be examined on these areas by three professors after completing 18 credit hours of study, and before the completion of 36 credit hours

Criterion Description:

At least 90% of examination essays will pass (with a grade of pass or high pass).

An examination grading rubric and sample pass, fail, and high pass essays are attached.

One makeup assessment exam was administered with a grade of pass.

Four students took the assessment exam in May 2022, three students passed the exam. The failing student is remediating her writing to see what she needs to work to ensure that she produces stronger graduate-level work.

Attached Files

📄 MAAssessmentExamAssessmentRubric2020.docx

Findings Description:

There were four students who took the assessment exam in May '22. One student failed the exam and is being remediated.

RELATED ITEM LEVEL 3

Advising

Action Description:

Students must be advised by the MA Director each semester in order to be allowed to register for classes.

All students were advised for fall '21. spring '22, summer '22, and fall '22.

RELATED ITEM LEVEL 3

Graduate Examination Pass Rate as Indicator of Students' Critical Abilities

Action Description:

6 students took the assessment exam in May 2021. 5 students passed the exam and 1 student failed. The failing student was remediated and did a successful makeup assessment in fall 2021.

4 students took the assessment exam in May 2022. 3 students passed the exam and 1 student failed. The failing student is being remediated and will do a makeup assessment in fall 2022.

RELATED ITEM LEVEL 1

Demonstration of Critical Abilities: Research Papers

Learning Objective Description:

English graduate students will demonstrate their abilities as independent critical thinkers, researchers, and writers capable of employing sophisticated skills in written analysis, synthesis, and evaluation of knowledge and of using a professional idiom in making written arguments. The program's success in achieving this objective will be measured by a holistic assessment of research papers written to complete graduate courses.

Performance in Class Writing as Indicator of Students' Critical Abilities

Indicator Description:

The ability of students to write according to accepted professional standards is a direct indicator of the MA in English program's success in producing graduates who have acquired appropriate critical thinking, researching, and writing skills and are prepared for future professional endeavors. To that end, a significant amount of student writing is required in English graduate coursework.

To assess the effectiveness of class writing assignments in developing students' ability to make sophisticated arguments about literature, language, and writing disciplines in a critical idiom appropriate to professional standards, the faculty undertake an annual holistic review of representative graduate student writing produced during the reporting period.

Professors in graduate classes submit a term paper from every third student on their class rosters; although the number of samples is smaller or larger according to the number of courses taught in a given semester, the sampling represents a broad cross-section of students because it is random. One of the problems with representation, however, is that different sorts of graduate courses require different kinds of assignments. To help with the assessment, then, professors are required to submit the assignments; writing is evaluated not only by the standards that govern the profession but also by its success in fulfilling specific assignments.

Criterion Description:

At least 92% of representative graduate essays evaluated during the holistic assessment will be scored as acceptable or excellent (a combined score of 5 or higher on the scale described below). A rubric for evaluating graduate student writing is attached. Assessment Process: 1. To assure that the assessment reviews a representative sampling of writing, graduate professors in both long terms are asked to submit term papers or other significant writing from every third student listed on their class rosters. 2. Two primary readers from among the graduate English faculty independently read and score each essay under review; in the case of an unreliable result, the essay is referred to a secondary reader, who reads the essay independently, without any knowledge of the previous results (see number 5, below) 3. Each primary reader scores each essay on a 4-point scale, with a score of 4 the highest possible. The two primary scores are added to yield a total, with the final scores ranging from 8 (highest possible) to 2 (lowest possible). A combined score of 5 or higher is passing. A score of 7 or 8 indicates an excellent essay; a score of 5 or 6 indicates an acceptable essay; a score of 4 or less indicates an unacceptable essay. 4. Reliability of the two scores is assumed when both scores from the primary readers are congruent, that is, when they are within 1 point of each other. For example, a score of 6 that would be seen as reliable would mean that both readers marked the essay as a 3. A reliable score of 5 would mean that one reader assessed the essay as a 3 while the other reader assessed it as a 2. 5. Should the primary scores for an essay not be reliable—for example, a 4 and a 1, a 3 and a 1, a 4 and a 2—the essay is referred to a secondary reader. If that reader agrees with the higher score, the essay is certified as acceptable or excellent; if the secondary reader agrees with the lower score, the essay is certified as unacceptable; if the secondary reader's score falls in the middle of two extremes, the average of the three scores determines the outcome.

Attached Files

📄 Holistic Grading Rubric

Performance in Class Writing as Indicator of Students' Critical Abilities

Increase Diversity of Research

Learning Objective Description:

Demonstrate the critical thinking, research, and writing includes research by BIPOC scholars. Inclusion of methods for diverse research in the English MA Blackboard organization.

Creating a Diverse Student Population

Performance Objective Description:

Consistent with the institutional mission of diversity and inclusion, the English MA program will seek to create a population of diverse students from a variety of different cultural backgrounds.

Increase faculty diversity

Performance Objective Description:

The English MA program needs to diversify its faculty by hiring more faculty of color. This is in keeping with the diverse curricular changes of the newly revised MA program. Ideally, a new faculty hire would be in African American literature or African literature (or literature of the African Diaspora). It is also in keeping with the diversity and inclusion mission of the College of Humanities and Social Sciences, and the university.

Goal III: Critical Writing in Literary Studies

Goal Description:

The English MA program at Sam Houston State University has three defined goals, all of which share the common aim of preparing graduates as scholars, teachers, professional writers and researchers, and advocates for the Humanities. While the number of graduates who have entered PhD programs or taken teaching positions in area high schools or at two- and four-year colleges is an objective measure of our success in accomplishing this goal, not all of our students pursue further graduate degrees or secondary/post-secondary teaching. With that in mind, the MA faculty has determined three measurable learning objectives that apply uniformly to all MA students in English from Sam Houston State University:

(1) Demonstrate the ability to think theoretically and critically about language and literature, including the ability to apply research methods and critical theories reflective of the current state of scholarship (See Goal I).

(2) Demonstrate the ability to write cogently about language and literature, with an awareness of interdisciplinary connections (See Goal II).

(3) Demonstrate effective professional practices in research, analysis, and communication.

The demonstration of effective professional practices in research, analysis, and communication entails the ability to define, explore, and conduct sustained research including database and archival investigations; an understanding of, and the ability to produce, conventional and formal writing styles (including informal professional communications such as emails and blog posts, and formal styles such as academic book reviews and journal articles); the ability to format documents in accordance with specified publication formats (MLA format, for example), and the ability to discuss the etiquette of academic/professional presentations that promotes scholarship and academic community, professionalism, and responsible citizenship.

Because All three of these objectives are interdependent, all three are measured by the evaluation of research papers produced in graduate courses, and by graduate examinations.

The goals of the English MA program are aligned with the University's mission of providing high quality education, scholarship, and service to qualified students for the benefit of regional, state, national, and international constituencies. Additionally, they are in exact alignment with the College of Humanities and Social Sciences mission to provide an understanding of "human beings in their diversity as expressed in their literatures, histories, ideas, values, oral and written expressions, and behavior. By promoting analytic, interpretive, interpersonal, and communication skills, the College of Humanities and Social Sciences facilitates personal growth, competent professionalism, and responsible citizenship" (SHSU CHSS "Mission and Vision Statement").

Providing Department: English MA

Progress: Ongoing

RELATED ITEMS/ELEMENTS --

RELATED ITEM LEVEL 1

Demonstration of Critical Abilities: Graduate Examinations

Learning Objective Description:

English graduate students will demonstrate their abilities as independent critical thinkers, researchers, and writers capable of employing sophisticated skills in written analysis, synthesis, and evaluation of knowledge and of using a professional idiom in making written arguments. The program's success in achieving this objective will be measured by student pass rate of graduate examinations.

RELATED ITEM LEVEL 2

Graduate Examination Pass Rate as Indicator of Students' Critical Abilities

Indicator Description:

A passing score on a Graduate Examination is a strong indicator that a student in English has acquired the critical skills appropriate to a graduate-level education in English, and is well-prepared for future professional endeavors. Working closely with faculty, students begin preparing for the Graduate Exams in their first semester, identifying areas of emphasis, which they will diversely explore during their course of study. They will be examined on these areas by three professors after completing 18 credit hours of study, and before the completion of 36 credit hours

Criterion Description:

At least 90% of examination essays will pass (with a grade of pass or high pass).

An examination grading rubric and sample pass, fail, and high pass essays are attached.

One makeup assessment exam was administered with a grade of pass.

Four students took the assessment exam in May 2022, three students passed the exam. The failing student is remediating her writing to see what she needs to work to ensure that she produces stronger graduate-level work.

Attached Files

📄 MAAssessmentExamAssessmentRubric2020.docx

Findings Description:

There were four students who took the assessment exam in May '22. One student failed the exam and is being remediated.

RELATED ITEM LEVEL 3

Advising

Action Description:

Students must be advised by the MA Director each semester in order to be allowed to register for classes.

All students were advised for fall '21. spring '22, summer '22, and fall '22.

Graduate Examination Pass Rate as Indicator of Students' Critical Abilities
Action Description:

6 students took the assessment exam in May 2021. 5 students passed the exam and 1 student failed. The failing student was remediated and did a successful makeup assessment in fall 2021.

4 students took the assessment exam in May 2022. 3 students passed the exam and 1 student failed. The failing student is being remediated and will do a makeup assessment in fall 2022.

Demonstration of Critical Abilities: Research Papers
Learning Objective Description:

English graduate students will demonstrate their abilities as independent critical thinkers, researchers, and writers capable of employing sophisticated skills in written analysis, synthesis, and evaluation of knowledge and of using a professional idiom in making written arguments. The program's success in achieving this objective will be measured by a holistic assessment of research papers written to complete graduate courses.

Performance in Class Writing as Indicator of Students' Critical Abilities
Indicator Description:

The ability of students to write according to accepted professional standards is a direct indicator of the MA in English program's success in producing graduates who have acquired appropriate critical thinking, researching, and writing skills and are prepared for future professional endeavors. To that end, a significant amount of student writing is required in English graduate coursework.

To assess the effectiveness of class writing assignments in developing students' ability to make sophisticated arguments about literature, language, and writing disciplines in a critical idiom appropriate to professional standards, the faculty undertake an annual holistic review of representative graduate student writing produced during the reporting period.

Professors in graduate classes submit a term paper from every third student on their class rosters; although the number of samples is smaller or larger according to the number of courses taught in a given semester, the sampling represents a broad cross-section of students because it is random. One of the problems with representation, however, is that different sorts of graduate courses require different kinds of assignments. To help with the assessment, then, professors are required to submit the assignments; writing is evaluated not only by the standards that govern the profession but also by its success in fulfilling specific assignments.

Criterion Description:

At least 92% of representative graduate essays evaluated during the holistic assessment will be scored as acceptable or excellent (a combined score of 5 or higher on the scale described below). A rubric for evaluating graduate student writing is attached. Assessment Process: 1. To assure that the assessment reviews a representative sampling of writing, graduate professors in both long terms are asked to submit term papers or other significant writing from every third student listed on their class rosters. 2. Two primary readers from among the graduate English faculty independently read and score each essay under review; in the case of an unreliable result, the essay is referred to a secondary

reader, who reads the essay independently, without any knowledge of the previous results (see number 5, below) 3. Each primary reader scores each essay on a 4-point scale, with a score of 4 the highest possible. The two primary scores are added to yield a total, with the final scores ranging from 8 (highest possible) to 2 (lowest possible). A combined score of 5 or higher is passing. A score of 7 or 8 indicates an excellent essay; a score of 5 or 6 indicates an acceptable essay; a score of 4 or less indicates an unacceptable essay. 4. Reliability of the two scores is assumed when both scores from the primary readers are congruent, that is, when they are within 1 point of each other. For example, a score of 6 that would be seen as reliable would mean that both readers marked the essay as a 3. A reliable score of 5 would mean that one reader assessed the essay as a 3 while the other reader assessed it as a 2. 5. Should the primary scores for an essay not be reliable—for example, a 4 and a 1, a 3 and a 1, a 4 and a 2—the essay is referred to a secondary reader. If that reader agrees with the higher score, the essay is certified as acceptable or excellent; if the secondary reader agrees with the lower score, the essay is certified as unacceptable; if the secondary reader's score falls in the middle of two extremes, the average of the three scores determines the outcome.

Attached Files

📄 Holistic Grading Rubric

RELATED ITEM LEVEL 3

Performance in Class Writing as Indicator of Students' Critical Abilities

RELATED ITEM LEVEL 1

Increase Diversity of Research

Learning Objective Description:

Demonstrate the critical thinking, research, and writing includes research by BIPOC scholars. Inclusion of methods for diverse research in the English MA Blackboard organization.

RELATED ITEM LEVEL 1

Creating a Diverse Student Population

Performance Objective Description:

Consistent with the institutional mission of diversity and inclusion, the English MA program will seek to create a population of diverse students from a variety of different cultural backgrounds.

RELATED ITEM LEVEL 1

Increase faculty diversity

Performance Objective Description:

The English MA program needs to diversify its faculty by hiring more faculty of color. This is in keeping with the diverse curricular changes of the newly revised MA program. Ideally, a new faculty hire would be in African American literature or African literature (or literature of the African Diaspora). It is also in keeping with the diversity and inclusion mission of the College of Humanities and Social Sciences, and the university.

Increase Diversity and Inclusion

Goal Description:

The English MA program will engage in initiatives that increase the diversity of the students and faculty as well as content studied.

Providing Department: English MA

Progress: Ongoing

Assessment Exam Books and Diversity

Learning Objective Description:

In order to facilitate student engagement with texts that represent experiences from a variety of different cultures, all students will encounter diverse texts on the yearly list of ten assessment books. The list of assessment texts changes every year.

Increase Diversity of Research

Learning Objective Description:

Demonstrate the critical thinking, research, and writing includes research by BIPOC scholars. Inclusion of methods for diverse research in the English MA Blackboard organization.

Creating a Diverse Student Population

Performance Objective Description:

Consistent with the institutional mission of diversity and inclusion, the English MA program will seek to create a population of diverse students from a variety of different cultural backgrounds.

Increase faculty diversity

Performance Objective Description:

The English MA program needs to diversify its faculty by hiring more faculty of color. This is in keeping with the diverse curricular changes of the newly revised MA program. Ideally, a new faculty hire would be in African American literature or African literature (or literature of the African Diaspora). It is also in keeping with the diversity and inclusion mission of the College of Humanities and Social Sciences, and the university.

International Applicants and Diversity

Performance Objective Description:

As part of the efforts to diversify the student population, the English MA program will create a plan to address increased interest in the program from international applicants.

We have had two international students accepted into the program. The first international student is starting the program in fall '22. The other international student has deferred admission until spring '23.

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

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

Closing Summary

The MA Program in English will continue to improve diversity and inclusion efforts by selecting a diverse group of ten assessment texts. We will also monitor the increasing number of international student applicants.

Consider developing a second graduate methods course that is focused on diversity, equity, and inclusion (DEI) topics so that students develop skills in such things as writing diversity statements for PhD or other applications; learning about DEI issues as they are specifically related to the field of English (the research process that is specific to a DEI topic).

Provide students with support for taking the assessment exam.

Update of Progress to the Previous Cycle's PCI:

We have increased the diversity in theme and form of the assessment texts. I held a meeting for students about tips for taking the assessment exam.

For now, the development of a second graduate course focused on DEI topics is on hold while we address recruitment.

New Plan for Continuous Improvement Item

Closing Summary:

Our focus has become the recruitment of new students as our enrollment has dropped.

Technical Communication MA

Recruitment and admissions

Goal Description:

The program will recruit and admit enough students for the 2021-22 academic year to sustain or grow enrollment and increase the academic quality of the program.

Providing Department: Technical Communication MA

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Maintain a marketing plan

Performance Objective Description:

The program will identify marketing opportunities and create necessary supporting materials. Additionally, we will complete these marketing initiatives:

- Participate in Saturday@Sam
- Attend on-campus and/or virtual events for prospective graduate students
- Place ads in programs for relevant academic conferences
- Implement a marketing campaign within the Minor in Professional Writing and the service course Introduction to Technical Writing

RELATED ITEM LEVEL 2

Maintain Marketing Plan

KPI Description:

The program will identify marketing opportunities and create necessary supporting materials. Additionally, we will complete these marketing initiatives:

- Participate in Saturday@Sam
- Attend on-campus and/or virtual events for prospective graduate students
- Place ads in programs for relevant academic conferences
- Implement a marketing campaign within the Minor in Professional Writing and the service course Introduction to Technical Writing

Results Description:

Regarding the marketing initiatives, we achieved the following results:

- We did not participate in Saturday@Sam.
  - Our program faculty were engaged on an extensive hiring committee for two new tenure-track professors; this work lasted from August 2021 until March 2022. Because of this service, we did not have time to adequately prepare for participating in Saturday@Sam.
- We held a virtual information session with interested undergraduate students during summer 2022
  - This session was attended synchronously by five students with five more who were unable to attend but requested additional information. I supplied them with this presentation: https://youtu.be/cgEvqEqpSQU.
- We did not receive funding for exhibiting or marketing at conferences.
- The information session mentioned above was part of our concerted effort to recruit more heavily from our undergraduate courses.
  - We must continue implementing marketing strategies within our undergraduate program.

Additionally, our program received funding from the English department and SHSU Online to engage in a digital campaign with enrollment management, which we ran from Summer 2021 through Fall 2021.

Meet enrollment projections

Performance Objective Description:

In the proposal to create this program, we estimated that we would have have 28 total students enrolled by the end of the program's second year. The COVID-19 pandemic altered enrollment throughout year 2 and we ended the year with 20 enrolled students. Our new-enrollment goal for year three is at least 8 students to maintain the program's current enrollment numbers and offset students graduating.

Synthesis of Scholarship in Technical Communication

Goal Description:

Now that the program has graduated six students, faculty have determined that more scholarly preparation is needed throughout the program's coursework that supports the portfolio documents that students produce at the end of the degree program.

Providing Department: Technical Communication MA

Synthesize Scholarship in Technical Communication

Learning Objective Description:

Students will be able to competently synthesize scholarship in technical communication in the following ways:

- Situate the scholarship of a given area or sub-discipline in technical communication historically and currently.
- Situate relevant professional competencies of technical communication with relevant scholarship.
- Situate a student's professional and academic work within relevant scholarship and professional practice of technical communication.

Synthesize Scholarship in Technical Communication

Indicator Description:

Students will be able to competently synthesize scholarship in technical communication in the following ways:

- Situate the scholarship of a given area or sub-discipline in technical communication historically and currently.
- Situate relevant professional competencies of technical communication with relevant scholarship.
- Situate a student's professional and academic work within relevant scholarship and professional practice of technical communication.

Criterion Description:

Starting Spring 2022, students will be required to complete a standard final assignment in all courses that requires them to synthesize insightful scholarship from that course in a reflection that discusses this scholarship in relation to competencies in technical communication and the work the student has completed during the semester.

Students will be evaluated according to a standard rubric.

For Spring 2022, there is no expectation for how students will perform on these final synthesis assignments; rather, the criterion is simply that these assignments are given, completed, and evaluated for all students in every course, with the exception of TCOM 6300, according to the established standardized documentation. From there, the program will begin assessment to determine what future criteria should be.

Findings Description:

We produced a common reflection assignment (attached) for graduate courses but disagreed on which courses to us it in. We decided to table that discussion until our two new graduate faculty join the program in Fall 2022. So the assignment was not used during this assessment cycle. Though the assignment was not used, all faculty committed to more explicitly emphasizing academic writing, research, and synthesis in all courses with all students. During Spring 2022, the faculty unanimously agreed to award High Passes to the Critical Introductions to both graduating students defending their portfolios. The quality of academic writing in these portfolios far exceeded the past portfolios we have assessed, so we believe we are making progress on this objective.

Attached Files

📄 Final Reflection - Grad Courses.pdf

RELATED ITEM LEVEL 3

Action - Synthesize Scholarship in Technical Communication

Action Description:

The most recent graduates of our program have produced excellent work regarding synthesis. This indicates we are ding better collectively to engage students in the theories of the discipline. Initially, we believed we needed a standard final assignment in all classes to address this deficiency, but making faculty more aware of this need and providing students more transparency about expectations may be enough to address this concern.

RELATED ITEM LEVEL 1

Produce Standard Course Requirements for Synthesizing Scholarship in Technical Communication

Performance Objective Description:

Now that the program has graduated six students, faculty have determined that more scholarly preparation is needed throughout the program's coursework that supports the portfolio documents that students produce at the end of the degree program. To that end, faculty will produce a standard final exam/reflection that will be given to students at the end of each semester that situates the scholarship presented in the course with the work the students have completed.

Required documents by end of assessment year:

- Standard final exam assignment that requires students to synthesize of scholarship of a given course with competencies in technical communication and students' specific course projects.
- Standard rubric used to evaluate these projects.

RELATED ITEM LEVEL 2

Produce Standard Course Requirements for Synthesizing of Scholarship in Technical Communication

KPI Description:

Now that the program has graduated six students, faculty have determined that more scholarly preparation is needed throughout the program's coursework that supports the portfolio documents that students produce at the end of the degree program. To that end, faculty will produce a standard final exam/reflection that will be given to students at the end of each semester that situates the scholarship presented in the course with the work the students have completed.

Required documents by end of assessment year:

- Standard final exam assignment that requires students to synthesize of scholarship of a given course with competencies in technical communication and students' specific course projects.
- Standard rubric used to evaluate these projects.

Results Description:

Required documents by end of assessment year:

- Standard final exam assignment that requires students to synthesize of scholarship of a given course with competencies in technical communication and students' specific course projects.
  - Aug. 1, 2022 - We produced the standard assignment (attached).
- Standard rubric used to evaluate these projects.
  - Aug. 1, 2022 - We did not produce a standard rubric because the faculty did not agree on which courses to use the final exam for, so we will revisit the discussion this fall.

Attached Files

📄 Final Reflection - Grad Courses.pdf

Theoretical knowledge and practical experience

Goal Description:

Students will gain the theoretical knowledge and practical experience to enter the workforce as technical communicators.

Providing Department: Technical Communication MA

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Demonstrate key skills for technical communicators.

Learning Objective Description:

Students will be able to demonstrate key skills of technical communicators:

- Rhetorical awareness
- Document design
- Technical writing style
- Editing

RELATED ITEM LEVEL 2

Demonstrate key skills for technical communicators

Indicator Description:

At the end of the program, students will curate representative works from across their graduate studies to produce two portfolio documents: a print portfolio and ePortfolio. These portfolios will satisfy the academic requirements for the MA in Technical Communication and demonstrate the students' abilities to potential employers. Students will present their portfolios to a committee of faculty from the program who will assess them according to a predefined rubric.

Criterion Description:

80% of students will score 80% or better. To establish this standard, the graduate faculty consulted other programs' plans and discussed desired outcomes. Because graduate students are required to maintain a B (or higher) average, an 80% score on the portfolio was accepted as the minimum goal; similarly, the faculty agreed that an 80% success rate among our students was the base-level representation of our meeting the needs of students and the program.

Findings Description:

The MA program graduated five students during this assessment cycle. All five ultimately passed their portfolio evaluations, demonstrating their skills as technical communicators, representing a 100% rate, achieving our goal. One student, because of professional circumstances had to take an X for the portfolio course in the fall and complete the course in the spring. Notably, the most recent two students (Spring 2022) produced, as agreed by the entire program faculty, the two best portfolios we have received since the program launched in Fall 2019: both students earned overall high passes. To the program, this indicates that our emphasis on key skills in technical communication is improving.

Additionally, a student who graduated in August 2021 was accepted into one of the best PhD programs in the country for our field, further indicating that key skills are being learned by our students.

RELATED ITEM LEVEL 3

Demonstrate key skills for technical communicators
Action Description:
Students demonstrated these key skills exceptionally over the past year. No additional actions beyond maintaining our current course are needed.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):
Closing Summary
In this past year, our program achieved some objectives, including marketing the program and developing forms to evaluate students for key skills, but did not achieve other objectives, such as meeting assessment due dates or seeking additional training for the director and faculty. These shortcoming can be attributed to the mid-summer change in directors. Our program also missed its goal of enrolling 28 students by the end of the second year. With these findings and results from this past year, the MA in Technical Communication will take the following actions:

- Develop stronger ties between coursework projects and the portfolios created for the program's portfolio evaluation
- Ensure that periodic due dates throughout the new assessment period are met
- Seek additional training for the program director and hold additional training sessions for unit faculty
- Continue marketing the program and recruiting new students

Update of Progress to the Previous Cycle's PCI:
We experienced more success than failure this past year. In review to the actions from the previous cycle:

- We developed stronger ties between coursework and portfolios and the fall 2021 and spring 2022 produced the three best portfolios we've seen in our program. Additionally, two of our students were admitted into a rigorous and respected PhD program.
- We met all assessment deadlines.
- The program director attended all trainings hosted by the graduate school, admissions, and other divisions.
- We completed a digital campaign for our program with Enrollment Management and admitted many gifted students, but we are still falling below our original goals and need to increase applications and admissions.

New Plan for Continuous Improvement Item

Closing Summary:

Throughout the 2021-22 cycle, we were able to gain training for our new director, meet assessment deadlines, elevate our students' mastery of important disciplinary competencies, and improve our students' abilities to synthesize important scholarship. Additionally, we hired two new tenure-track faculty members who add to the pedagogical value and tools we bring to our students.

For 2022-23, we need to focus more on recruitment and connecting our program to the wider technical communication industry while maintaining and seeking to further elevate our students' academic success.

Though we demonstrated that our students are mastering disciplinary competencies and improving in their synthesis of scholarship, we will complete the following actions to further elevate their success:

- Develop a second Portfolio course to adequately prepare students for critical reflection, synthesis, and professional development.
- Develop new courses to address student professional goals, including user experience design and a pedagogy course.

Our program needs to recruit more students to replace those graduating and grow beyond 20 students. We will undertake the following actions:

- Develop a comprehensive marketing plan that involves in-person and virtual events, social media, and professional outreach.
- Assess the current design of our curriculum and work to expand it with new courses and tracks.
- Develop a graduate certificate to attract more working professionals who want a new credential.

In service to both our students' academic success and our program's need for recruitment, we will attempt to connect our program more clearly to industry by taking the following actions:

- Create an advisory board comprised of local and national professionals.
- Establish partnerships with organizations to give students more opportunity for networking and practice.
- Showcase our program at national events.

Department of History

History BA/BS

Goal: Enhancing Alumni Relations and Outreach

Goal Description:

The Department of History will seek to demonstrate its commitment to community engagement and lifelong learning by formalizing outreach to alumni.

Providing Department: History BA/BS

Progress: Ongoing

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Performance Objective: Enhancing Alumni Relations and Outreach

Performance Objective Description:

The Department of History will aim to track the career outcomes and professional successes of its recent alumni by developing and administering an alumni survey. This survey shall assist the unit in identifying strengths and weaknesses of the program, and shall aid departmental leadership in better understanding the demographics of our majors and minors.

RELATED ITEM LEVEL 2

KPI #1: Enhancing Alumni Relations and Outreach

KPI Description:

The Department shall consider it a success if it develops, publishes, and distributes among its recent alumni an e-newsletter.

Results Description:

The Department developed, published, and distributed to recent alumni an e-newsletter.

Attached Files

📄 NEWSLETTER-2.pdf

RELATED ITEM LEVEL 3

Enhancing Alumni Relations and Outreach Action Item

Action Description:

The department shall continue to produce an e-newsletter for its alumni. The department shall also seek to develop an annual alumni lecture in an effort to build scholarly community and highlight student success.

RELATED ITEM LEVEL 2

KPI #2: Enhancing Alumni Relations and Outreach

KPI Description:

The Department shall consider it a success if, in the Spring 2021 semester, it (1) establishes an alumni relations committee; (2) develops a survey to be deployed among its recent graduates; and (3) collects and analyzes data about job placement, advanced degrees, and degree outcomes.

Results Description:

While the department did not develop an alumni survey, it did develop and deploy among current students a survey intended to analyze intended career and professional outcomes. The results of that survey are attached. The department shall use this information as it reconsiders its undergraduate curriculum and programming in the fall.

Attached Files

📄 6.13-FinalSurveyData.pdf

Enhancing Alumni Relations and Outreach Action Item

Action Description:

The department shall work to develop and deploy a survey of recent graduates, so as to collect more information about career and professional outcomes.

Goal: Historical Literacy

Goal Description:

The BA/BS in History at SHSU prepares students to learn about and critically analyze historical events; to weigh and interpret conflicting evidence; to assess change over time; to evaluate the complexities and contingencies of the past; and to gain an appreciation of the texture and diversity of the human experience. Students who complete the BA/BS degree should be able to make and sustain a historical argument in professional prose; to weigh the merits of an argument; and to pose good questions both about the past and their own particular moment. Students with the BA/BS degree should be prepared for graduate education in history.

Providing Department: History BA/BS

Progress: Ongoing

Learning Objective: Acquisition of Historical Thinking Skills

Learning Objective Description:

Upon completion of the core curriculum courses (HIST 1301 and HIST 1302, HIST 2311 and HIST 2312), undergraduate History majors should be able to demonstrate their mastery of basic historical thinking skills by: (1) evaluating change over time; (2) establishing and/or situating events in historical context; (3) distinguishing between primary and secondary sources; and (4) describing the complexities and contingencies of the past.

Indicator, Criterion, and Findings: Acquisition of Historical Thinking Skills

Indicator Description:

The Department of History's Undergraduate Affairs Committee shall administer pre- and post-tests to students enrolled in its core curriculum courses: HIST 1301 and HIST 1302, HIST 2311 and HIST 2312. These examinations were developed by the Department's Undergraduate Affairs Committee to measure the acquisition of historical thinking skills and student growth over the course of a semester.

Criterion Description:

The Department of History shall administer the attached pre- and post-tests to students enrolled in its core curriculum courses. These exams will be scored by members of the Undergraduate Affairs Committee. The results of the exams shall be analyzed by the committee and reported to the departmental faculty for review and discussion.

Attached Files
📄 2312%20Pre-Test.pdf
📄 1301%20Pre-Test.pdf
📄 1301%20Post-Test.pdf
📄 1302%20Post-Test.pdf
📄 2311%20Post-Test.pdf

📄 2312%20Post-Test.pdf
📄 1302%20Pre-Test.pdf
📄 2311%20Pre-Test.pdf

Findings Description:

After discussion, the department opted not to deploy this instrument and therefore did not collect data from its students in HIST 1301, HIST 1302, HIST 2311, and HIST 2312. In the fall, the department shall engage in a new discussion about how best to measure student success toward meeting standard learning objectives.

RELATED ITEM LEVEL 3

Acquisition of Historical Thinking Skills Action Item
Action Description:

The department shall develop and deploy a new instrument to evaluate the acquisition of historical thinking skills in core curriculum instruction.

RELATED ITEM LEVEL 1

Learning Objective: Constructing a Historical Argument
Learning Objective Description:

Prior to graduation, students will demonstrate the ability to make and sustain a historical argument rooted in their own, original analysis of primary and secondary sources.

RELATED ITEM LEVEL 2

Indicator, Criterion, and Findings: Constructing a Historical Argument
Indicator Description:

All undergraduate students are required to take HIST 4399: History Senior Seminar. In this capstone course, typically completed in the penultimate or final semester, students conduct historical research and produce an extensive research paper using primary and secondary sources. Once per year, the Department of History's Undergraduate Affairs Committee shall collect and evaluate a randomized sample of the writing artifacts produced across all sections of HIST 4399.

Criterion Description:

The department shall assess the thesis, evidence, organization, and mechanics of a randomized sample of writing artifacts produced in the capstone seminar course. The department will consider it a success if all writing artifacts scored by the Undergraduate Affairs Committee obtain a minimum score of "meets expectations" on the attached rubric.

Attached Files
📄 HIST 4399 Writing Artifact Evaluation Rubric.pdf

Findings Description:

The department successfully met this goal, with the writing artifacts produced in HIST 4399 meeting expectations.

RELATED ITEM LEVEL 3

Constructing a Historical Argument Action Item
Action Description:

The department shall continue to collect randomized samples of writing artifacts produced in HIST 4399: History Senior Seminar.

Goal: Promoting the History Major

Goal Description:

The Department of History will continue to promote the study of history and the value of historical literacy at SHSU.

Providing Department: History BA/BS

Progress: Ongoing

RELATED ITEM LEVEL 1

Performance Objective: Promoting History Major

Performance Objective Description:

The Department of History will continue to increase the number of undergraduate majors and minors.

RELATED ITEM LEVEL 2

KPI #1: Promoting the History Major

KPI Description:

The Department of History shall attempt to build community among current students and alumni and promote its programs. The department shall consider it a success if it (1) develops an annual faculty newsletter; (2) hosts a graduate student recruitment event, and (3) develops a new promotional video for its undergraduate program.

Results Description:

The Department successfully met the objective by publishing a faculty newsletter, hosting a graduate recruitment event through Phi Alpha Theta, and developing new promotional videos for the undergraduate program and MA program. The promotional video highlighted the diversity of career outcomes among recent majors and is available on the departmental website.

RELATED ITEM LEVEL 3

Promoting the History Major Action Item

Action Description:

The department shall work with Marketing and Communications to develop a new marketing campaign.

RELATED ITEM LEVEL 2

KPI #2: Promoting the History Major

KPI Description:

The Department of History shall seek to exploit its unusual B.S. degree as a recruiting tool. To fully realize the recruiting potential of this degree program, the department shall seek to build a program in the history of medicine. The department shall conduct a national search for a Visiting Assistant Professor in the History of Medicine. The department will consider it a success if it makes a hire in the History of Medicine.

Results Description:

The department successfully completed a search for a Visiting Assistant Professor in the History of Medicine (Dr. Scottie Hale Buehler) and launched a Spring Medical Humanities series. A flier for the series is attached.

Attached Files

📄 Medical Event Flyer FInal.pdf

RELATED ITEM LEVEL 3

Promoting the History Major Action Item

Action Description:

The department shall develop new promotional materials to aid the advising center at SHSU and regional two-year institutions in highlighting the value of a History degree.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

After a year of disruptions occasioned by the ongoing COVID-19 pandemic, the department shall seek to better measure student learning outcomes and the effectiveness of its classroom instruction. A newly re-organized Assessment and Curriculum Committee shall deploy pre-tests and post-tests of historical thinking skills in core curriculum classes; the committee shall make a report and recommendations to the departmental faculty based on its findings. The committee shall also collect, score, and evaluate a randomized sample of writing artifacts from the undergraduate capstone seminar.

The department will also seek to enhance alumni relations, which will serve two goals: (1) building a stronger sense of intellectual community within the department, and (2) highlighting the diversity of career options and outcomes available to history majors. To better understand its alumni, the department shall consider developing a survey of recent graduates. This survey shall seek to measure career outcomes and will informing strategic planning. The department shall also host recent alumni in its first ever "History @ WORK" event.

Finally, the department shall seek to promote the continued growth of the history major by building excitement around a potential new concentration in the History of Medicine. This concentration would support the department's unique B.S. in History degree. The department shall organize a Fall Medical Humanities Lecture to support the curricular goals of the newly-hired Visiting Assistant Professor in the History of Medicine.

Update of Progress to the Previous Cycle's PCI:

This year, the department failed to deploy pre-tests and post-tests in its core curriculum courses. Moving forward, the department shall seek to better measure student learning outcomes and the effectiveness of its classroom instruction. In particular, the department will reconsider how best to acquire data about the acquisition of historical thinking skills.

The department did work on building alumni relations. The department hosted a panel of alumni for its first ever alumni career event. This event highlighted the diversity of career and professional outcomes among recent graduates. The department also published and distributed via e-mail a newsletter for recent alumni and parents.

The department worked on growing the number of history majors. It spent considerable energy this year on building out a program in the Medical Humanities, in an effort to exploit the recruiting potential of its unique B.S. in History degree. In addition to preparing an NEH Grant proposal, our newly hired Visiting Assistant Professor in the History of Medicine launched a Spring Medical Humanities Series that brought four leading scholars to campus (virtually and in-person).

New Plan for Continuous Improvement Item

Closing Summary:

The department shall seek to better measure student learning outcomes and the effectiveness of its classroom instruction. Faculty will design new instruments to assess the acquisition of historical thinking skills in core curriculum classes.

The department will also seek to further enhance alumni relations. The program shall develop and deploy an alumni survey to better understand the career and professional outcomes of its graduates.

Finally, the department shall work on recruiting new history majors and minors. In support of these efforts, the department will explore updates to the undergraduate curriculum; work with Marketing and Communications on new marketing materials; consider the viability of micro credentials in public and/or

military history; and build connections with local high schools and two-year colleges.

Department of Political Science

Political Science BA/BS

Improve Undergraduate Curriculum

Goal Description:

The department will work to improve its undergraduate curriculum with an eye toward (1) improving student learning outcomes and (2) improving the resilience of the program by making it easier to recruit majors.

Providing Department: Political Science BA/BS

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Finalize thematic tracks

Performance Objective Description:

The department will finalize the thematic tracks (for students' elective hours) -- initially drafted in 2018-2019 -- and incorporate them into the next major catalog revision.

RELATED ITEM LEVEL 2

Tracks ready to be incorporated into next cycle of catalog changes

KPI Description:

The department will finalize the thematic tracks and have the information ready to incorporated into the next catalog update cycle in Fall 2021.

Results Description:

During the 2021-2022 academic year, the department pivoted away from the track strategy and began to talk about something more concrete: the possibility of developing certificate programs and/or new minors. The worry with tracks is that although they allow students ways to cluster their electives, the information about the track does not formally appear on their transcripts.

We continue to search for ways to create an innovative and attractive undergraduate curriculum.

RELATED ITEM LEVEL 3

Tracks ready to be incorporated into next cycle of catalog changes

Action Description:

Department should step back and think about revising curriculum in the most straight-forward, efficient, and exciting (for students) ways possible. Given the time and challenges associated with creating new programs, the department should first focus on low-hanging fruit: course titles and descriptions, changes to curriculum, etc.

Promote Positive Undergraduate Student Outcomes

Goal Description:

The political science department aims to offer educational instruction that promotes strong critical thinking, clarity of thought, excellent communication capabilities, and sophisticated research skills.

Providing Department: Political Science BA/BS

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Develop Students' Disciplinary Skills

Learning Objective Description:

Students in the major will develop their ability to analyze and present empirical data, explain key concepts of research design, and write coherent reports and research papers.

Student Paper Outcomes in 3379

Indicator Description:

POLS 3379 Research and Writing is a required course. Faculty members who teach the course will receive and review 5 randomly selected papers POLS 3379 courses. Faculty members will review the papers using a rubric. Papers will be scored on a scale of 1 - 5 with 5 being the highest.

Criterion Description:

We expect that 75% of the written assignments selected for committee review will receive a score of three or better.

Findings Description:

Of the five randomly selected papers from POLS 3379 from the 2021-2022 academic year, four papers (80%) received a score of three or better.

Student Paper Outcomes in 3379

Action Description:

Going forward, the department should work to develop new assessment metrics from 3379 (and/or 3374). The existing measures are ok, but there is too much variance in the way 3379 is taught (in terms of assignments) that it is difficult to compare across sections.

Develop Students' Knowledge of Civic Engagement

Learning Objective Description:

Students will learn the skills and knowledge necessary to participate and engage in civic and political life at the local, state, and national levels of government.

Pre/Post Testing of POLS 2305 and POLS 2306 Students

Indicator Description:

Students enrolled in 2305 American Government and 2306 Texas Government will complete pre/post tests designed to capture information about students learning progress on matters relevant to civic and political engagement.

Criterion Description:

We expect to see significant differences between the pre and post tests scores.

Findings Description:

Students enrolled in POLS 2305 American Government and POLS 2306 Texas Government were administered pre and post tests designed to assess the knowledge they learned about information relevant to civic engagement and social responsibility in the context of national and Texas state government. For 2305 in Fall 2021, the post test scores "a statistically significant difference at the $p < .05$ level between students' pre- to posttest scores, $z = -2.25$."

For 2306 in Spring 2021, only 121 students completed the pre-test and only 39 completed the post-test. This low response rate significantly limits the value of the data.

It should be noted that, there were very low response rates in both semesters.

See attached documents for more detailed information about pre and post test results.

Attached Files

📄 POLS 2305_Fall 2021_Report.pdf

Pre/Post Testing of POLS 2305 and POLS 2306 Students

Action Description:

In the coming AY, the department should implement and assess new strategy for assessing SLOs in 2305 and 2306 based on plan developed.

Evaluate assessment tools relative to goals

Performance Objective Description:

Department will evaluate the current assessment tools relative to the student learning objectives for its undergraduate (BA & BS) programs.

Develop measures to assess progress on SLOs

KPI Description:

Given newly specified learning outcomes, the department will attempt to develop measures assess progress. This includes revising the use of the pre- and post-tests for POLS 2305 and POLS 2306.

Results Description:

During the 2021-2022 academic year, a department committee comprised of Drs. Waggener and Bussing met with the chair and members of the SHSU Assessment office to develop a plan for revising the 2305 and 2306 tests. It was decided that we would trim down the instrument and begin to utilize random sampling in order to try to increase response rates on the assessment in 2305 and 2306.

Develop Measures to assess programs on SLOs

Action Description:

In coming year, implement and assess new strategy for assessing SLOs in 2305 and 2306 based on plan developed.

Finalize undergradaute SLOs

KPI Description:

Department will finalize work begun during 2018-2019 to more clearly specify learning outcomes for its undergraduate majors.

Results Description:

The department had several discussions about these issues in 2021-2022. This will continue in the 2022-2023 academic year.

Finalize Undergraduate SLOs

Action Description:

In the coming year, the department should continue to fine-tune undergraduate major (BA/BS) SLOs.

Finalize thematic tracks

Performance Objective Description:

The department will finalize the thematic tracks (for students' elective hours) -- initially drafted in 2018-2019 -- and incorporate them into the next major catalog revision.

Tracks ready to be incorporated into next cycle of catalog changes
KPI Description:

The department will finalize the thematic tracks and have the information ready to incorporated into the next catalog update cycle in Fall 2021.

Results Description:

During the 2021-2022 academic year, the department pivoted away from the track strategy and began to talk about something more concrete: the possibility of developing certificate programs and/or new minors. The worry with tracks is that although they allow students ways to cluster their electives, the information about the track does not formally appear on their transcripts.

We continue to search for ways to create an innovative and attractive undergraduate curriculum.

Tracks ready to be incorporated into next cycle of catalog changes
Action Description:

Department should step back and think about revising curriculum in the most straight-forward, efficient, and exciting (for students) ways possible. Given the time and challenges associated with creating new programs, the department should first focus on low-hanging fruit: course titles and descriptions, changes to curriculum, etc.

Recruit more undergraduate majors

Goal Description:

The department will work to improve the number of undergraduate majors (BA or BS) in political science.

Providing Department: Political Science BA/BS

Develop a marketing and recruiting strategy
Performance Objective Description:

Department will work with Enrollment, Marketing and Communications to develop and begin to implement a comprehensive marketing strategy for recruiting students into BA and BS programs.

Begin to implement recruitment strategy
KPI Description:

Throughout 2021, the department will meet to discuss and implement initial phases of the recruitment strategy.

Results Description:

The department implemented a new series of events (Help Me Make Sense of This!) to attempt to develop a stronger community within the political science department, particularly among our majors. In addition, the several members of the department discussed the idea of moving to a strategy of small, invited events to incentivize greater attendance among students.

Begin to implement recruitment strategy
Action Description:

In the coming year, we need to work toward (1) developing an online recruiting campaign, (2) continue the "Help Me Make Sense of This" series and (3) developing small-group events where students are personally invited to participate.

Meet with EMC, develop strategy

KPI Description:

In early 2021, the department chair and recruitment committee will meet with the Enrollment Marketing and Communication office to develop a marketing strategy.

Results Description:

This was not completed in AY 2021-2022. It will be a point of focus in AY 2022-2023.

Meet with EMC, develop strategy

Action Description:

In the coming year, the department chair should meet with the Enrollment Marketing and Communication office to develop a marketing strategy.

Finalize thematic tracks

Performance Objective Description:

The department will finalize the thematic tracks (for students' elective hours) -- initially drafted in 2018-2019 -- and incorporate them into the next major catalog revision.

Tracks ready to be incorporated into next cycle of catalog changes

KPI Description:

The department will finalize the thematic tracks and have the information ready to incorporated into the next catalog update cycle in Fall 2021.

Results Description:

During the 2021-2022 academic year, the department pivoted away from the track strategy and began to talk about something more concrete: the possibility of developing certificate programs and/or new minors. The worry with tracks is that although they allow students ways to cluster their electives, the information about the track does not formally appear on their transcripts.

We continue to search for ways to create an innovative and attractive undergraduate curriculum.

Tracks ready to be incorporated into next cycle of catalog changes

Action Description:

Department should step back and think about revising curriculum in the most straight-forward, efficient, and exciting (for students) ways possible. Given the time and challenges associated with creating new programs, the department should first focus on low-hanging fruit: course titles and descriptions, changes to curriculum, etc.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

For the 2021-2022 academic year, the department has three primary goals with respect to its BA/BS programs. These build off the actions from the current assessment cycle.

1. Rethink BA/BS program goals and underlying objectives, KPIs, etc. with an eye toward more useful assessment metrics.
2. Develop curriculum (elective) tracks and move toward catalog inclusion.
3. Continue to emphasize recruiting majors and minors in our programs.

The department chair will take the lead on these working with undergraduate curriculum committee and undergraduate recruitment committee as appropriate.

Update of Progress to the Previous Cycle's PCI:

The department made decent progress these goals in 2021-2022. For example, we were able to develop a new process for assessing SLOs in POLS 2305 and 2306 which we feel will give us (1) better response rates and (2) better assessment data overall. However, in the coming year, we must continue to think about revising the curriculum in the most straight-forward, efficient, and exciting (for students) ways possible. Given the time and challenges associated with creating new programs, the department should first focus on low-hanging fruit: course titles and descriptions, changes to curriculum, etc.

New Plan for Continuous Improvement Item

Closing Summary:

For the 2022-2023 academic year, the department has a handful of tasks to accomplish with respect to its BA/BS programs. These build on the actions from the current assessment cycle.

1. Create new assessment metrics for POLS 3379
2. Work toward (1) developing an online recruiting campaign, (2) continue the "Help Me Make Sense of This" series and (3) developing small-group events where students are personally invited to participate.
3. implement and assess new strategy for assessing SLOs in 2305 and 2306 based on plan developed.
4. Continue to fine-tune undergraduate major (BA/BS) SLOs.
5. Meet with the Enrollment Marketing and Communication office to develop a marketing strategy.
6. Think about revising curriculum in the most straight-forward, efficient, and exciting (for students) ways possible. Given the time and challenges associated with creating new programs, the department should first focus on low-hanging fruit: course titles and descriptions, changes to curriculum, etc.

The department chair will take the lead on these working with undergraduate curriculum committee and undergraduate recruitment committee as appropriate.

Political Science MA

Knowledge and Skills

Goal Description:

The program serves students preparing for doctoral studies or law school, high school teachers seeking to improve their professional credentials, individuals wanting to teach in the community colleges, and individuals preparing for careers or advancement in nonprofit organizations (international and domestic) and the public sector.

Providing Department: Political Science MA

Progress: Ongoing

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

MA-level Understanding of at Least One of the Major Subfields

Learning Objective Description:

Upon completion of the MA in Political Science program, students will be able to evaluate political theories and discuss the significant research in one of the program's three major subfields: American Politics, Comparative Politics, or International Relations.

RELATED ITEM LEVEL 2

Written Comprehensive Exam Outcomes

Indicator Description:

We utilize written comprehensive exams as a tool for measuring graduate students' knowledge and skills. Prior to graduation, students complete two written comprehensive exams in areas relevant to their coursework. Exam questions are written by faculty with expertise in the students' areas of study and the questions are based on the content of the overview courses (i.e., POLS 5330, POLS 5371, POLS 5373). Students' exams are graded by at least three faculty members who have expertise in the areas of study pursued by students. Exams are assigned one of the following scores: high pass, pass, and fail.

Criterion Description:

We expect that at least 80% of our students will pass their exams on the first attempt and that 100% of the students who have to take the exam a second time will pass.

Findings Description:

During the 2021-2022 academic year, 18 students took the comprehensive exam for the MA in Political Science program:

- Fall 2021: 6 students took the exam; 4 (67%) passed on the first attempt; of the 2 that did not pass, 100% passed after remediation (on the second attempt)
- Spring 2022: 12 students took the exam; 9 (75%) passed on the first attempt; of the 3 that did not pass, 100% passed after remediation (on the second attempt)

RELATED ITEM LEVEL 3

Written Comprehensive Amount Outcomes

Action Description:

We will continue to measure MA students' knowledge and skills by assessing whether at least 80% pass their comprehensive exams on the first attempt and 100% pass on their second attempt.

Analyze program assessment instruments and procedures

Performance Objective Description:

The program will assess the utility of comprehensive exams as the primary means of assessing learning outcomes in the program, comparing comprehensive exams with other possibilities. This will be done with an eye toward (1) improving our ability to assess student learning outcomes and (2) potentially improve student recruitment (long-term program resilience).

Meetings to analyze comprehensive exams

KPI Description:

During 2021, the program director and MA faculty will meet to discuss the utility of comprehensive exams as the primary means of assessing learning outcomes in the program, comparing comprehensive exams with other possibilities.

Results Description:

MA faculty met several times in AY 2021-2022 and have decided to move away from comprehensive exams as the primary means of assessing learning outcomes. In Fall 2022, MA faculty will be developing a portfolio project that will eventually become the new means of assessment.

Meetings to analyze comprehensive exams

Action Description:

The MA program director, working with the full MA faculty, will design the dossier project as the new assessment mechanism for the program.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

For the coming year, we have the following plans for the MA program

1. Work with the new MA director to establish specific goals underlying objectives, KPIs, etc. for the MA program.
2. Work with the new MA director to establish specific goals underlying objectives, KPIs, etc. for the 18-hour Cert Program. (This program will be a separate item in the 2021-2022 Assessment Cycle.)
3. Review the data from the summer 2021 digital marketing campaign and come up with longer-term strategy (in consultation with EMC) for recruitment.
4. Review the assessment mechanism for the program.
5. Continue to develop the new MA in History & Political Science program in conjunction with the History Department.

The MA program director and department chair will take the lead on these working with the dean and associate deans as appropriate.

Update of Progress to the Previous Cycle's PCI:

In 2021-2022, we made good progress on all of the goals above. We are very close to establishing a new assessment mechanism for the MA program which will replace comprehensive exams; the MA in History and Politics program continues to move forward; and the digital marketing campaign was successful and should be continued in 2022-2023.

New Plan for Continuous Improvement Item

Closing Summary:

For the coming 2022-23 academic year, we have the following plans for the MA program:

1. Review the data from the latest digital marketing campaign and come up with a longer-term strategy (in consultation with EMC) for recruitment.
2. Design the dossier project as the new assessment mechanism for the program.
3. Continue to develop the new MA in History & Political Studies program in conjunction with the History Department.

The MA program director and department chair will take the lead on these working with the dean and associate deans as appropriate.

Public Administration MPA

002 Maintain MPA Enrollment

Goal Description:

The MPA program will explore ways to maintain student enrollment.

Providing Department: Public Administration MPA

002 Maintain MPA Enrollment

Performance Objective Description:

The objective is to maintain enrollment levels at 65 students.

001 Maintain MPA Enrollment - Marketing

KPI Description:

The MPA program will explore new ways to market the program, including expanding the mailing of program materials, developing key words for internet searches, the use of social media, and the purchasing of targeted advertisements.

Results Description:

Completed in AY 2021-2022. Online marketing campaign initiated and in place throughout the 2021-2022 academic year. In addition, several conferences (Texas Emergency Management Conference, Houston Fire Department College Fair) were identified and attended in Spring 2022 for the purposes of recruitment.

002 Maintain MPA Enrollment - Marketing

Action Description:

The MPA program met or exceeded the KPIs and criterion regarding enrollment and marketing. Below are some of the major accomplishments by the program:

1. The MPA program has revised its online marketing campaign and started campaigning on new social media platforms (e.g., Google, Facebook, YouTube). The program will continue its online marketing campaign and make revisions as needed.
2. The MPA program sponsored the 2022 Texas Emergency Management Conference (San Antonio, May 31 - June 3). As part of the sponsorship, the Program has a booth at the Conference site. Three faculty attended the conference to market the program and recruit students.
3. The MPA program was invited to the Houston Fire Department College Fair (June 15) to promote the program. Two faculty attended the fair and marketed the program.
4. The MPA program has started exploring new venues for marketing the program and recruiting new students.
5. The MPA program hosted a virtual MPA open house for prospective students.

002 Maintain MPA Enrollment - Website

KPI Description:

The MPA program will undertake steps to develop a program website.

Results Description:

The program completed its website and continues to add new content.

002 Maintain MPA Enrollment - Website

Action Description:

The MPA program has met or exceeded its KPI and criterion for MPA Enrollment - Website.

The program website is complete and continues to add new content as needed.

Written Comprehensive Exams

Goal Description:

Students will gain knowledge and skills that are associated with advanced degrees in public administration.

Providing Department: Public Administration MPA

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Written Comprehensive Exams

Learning Objective Description:

Students must demonstrate competency in the some of the core areas of public administration including financial management, research methods, and ethics.

RELATED ITEM LEVEL 2

Written Comprehensive Exam Outcomes

Indicator Description:

We utilize written comprehensive exams as a tool for measuring students' knowledge and skills. Prior to graduation students complete three written comprehensive exams in areas relevant to their coursework. Exam questions are written by faculty with expertise in the students' areas of study and the questions are based on the comprehensive exam reading lists and the content of the overview courses (see department level goal of revise written comprehensive exam process for more information on the reading lists and overview courses). Students' exams are graded by at least two faculty members (more when possible) who have expertise in the areas of study pursued by students. Exams are assigned one of the following scores: high pass, pass, and no pass. If the two faculty members issue conflicting scores (e.g., pass and no pass), a third faculty member will be asked to score the exams and issue a final ruling.

Criterion Description:

We expect that at least 80% of our students will pass their exams on the first attempt and that 100% of the students who have to take the exam a second time will pass.

Findings Description:

In the 2021-2022 academic year, 17 students completed the comprehensive exam in the MPA program:

- Fall 2021: 11 students attempted with 10 (90.91%) passing on first attempt; the 1 student who needed a second attempt successfully passed (100%)
- Spring 2022: 6 students attempted with 5 (83.33%) passing on first attempt; the 1 student who needed a second attempt successfully passed (100%)

RELATED ITEM LEVEL 3

Written Comprehensive Exam Outcomes

Action Description:

The MPA program met or exceeded the KPIs and criteria for comprehensive exam outcomes.

More than 80% of the MPA students who took comprehensive exams passed on their first attempt; 100% of the students who had to take the exam a second time passed their exams.

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

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

For 2021-2022, the department has several goals for the MPA program:

1. Continue to work with EMC to develop long-term marketing strategy.
2. Complete hire of new tenure-track faculty member focused on public administration.
3. Develop a new MPA program concentration in Public & Nonprofit Management.
4. Continue to explore different options for assessing SLOs within the program.

Update of Progress to the Previous Cycle's PCI:

In 2021 - 2022, the MPA program:

1. Has worked with the EMC for marketing strategy and campaigns
2. Hired a new tenure-track faculty member
3. Developed a new course on nonprofit management that would contribute to the new MPA concentration in Management
4. Has explored different options for improving the program.

New Plan for Continuous Improvement Item

Closing Summary:

In the 2022-2023 academic year, the MPA program will look to accomplish two goals in addition to standard learning objectives for students:

1. Increase enrollment. After steady growth over the previous 5 years, the program's growth has fallen off the past three years largely due to COVID-19. In Spring 2022, we successfully marketed the program at two conferences. These efforts directly resulted in at least three applications. We will look to continue these efforts in AY22-23
2. Develop MPA courses in Blackboard Ultra and work with SHSU Online to layer in a premium experience. This will result in a cohesive, professional experience across the entirety of the program, something we think will benefit our students, increase student satisfaction, and ultimately become a recruiting point for the program.

Department of Psychology and Philosophy

Clinical Psychology PhD

APA Accreditation

Goal Description:

Maintain APA accreditation.

Providing Department: Clinical Psychology PhD

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Retain APA Accreditation

Performance Objective Description:

This program will retain APA accreditation by assembling all paperwork, submitting an annual report, and responding to all questions/requests from APA Committee on Accreditation (CoA).

RELATED ITEM LEVEL 2

Submit Self-Study And Annual Report As Required

KPI Description:

Program faculty will submit both a complete self-study and an annual report to the APA Commission on Accreditation by the appropriate deadlines.

Results Description:

There are no outstanding questions related to program accreditation. The program remains accredited and in good standing.

RELATED ITEM LEVEL 3

Submit Self-Study And Annual Report As Required

Action Description:

Continue to monitor student progress and collect required data from student and faculty to fulfill accreditation reporting requirements. Implement Tevera to improve data collection and reporting.

Ability To Conduct Empirical Research

Goal Description:

To produce graduates with the skills to conduct meaningful research that adds to the current body of knowledge in psychology.

Providing Department: Clinical Psychology PhD

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Students Will Be Able To Evaluate And Conduct Psychological Research

Learning Objective Description:

Students will demonstrate the ability to design, carry out, prepare, and submit for publication to scientific journals or for presentation at scientific paper sessions original research.

RELATED ITEM LEVEL 2

Preparation Of Research Materials For Publication/Presentation

Indicator Description:

Students will prepare manuscripts for publication in scientific journals or presentation at national conventions. Acceptance for publication or presentation will be the indicator.

Criterion Description:

At least 50% of the students beyond their first year will have materials accepted for publication or presentation at a national conference. First year students will be engaged actively in research

projects sponsored by program faculty. Students will review feedback from journal editors or conference program individuals with their faculty research mentors to determine how to revise the manuscript or presentation proposal to address weaknesses and resubmit.

Findings Description:

66% of students beyond their first year have published research in a peer-reviewed journal, and 71% have presented research at a national conference.

Preparation of Research Materials For Publication/Presentation

Action Description:

Continue to apply mentor model to student admissions and training to facilitate student scholarly achievements. Continue to engage new faculty in co-mentoring to develop their compentency in research mentoring.

Broad Knowledge Of Psychology

Goal Description:

A broad-based knowledge of scientific psychology will include knowledge of psychology's history of thought and development, research methods, and applications.

Providing Department: Clinical Psychology PhD

Broad-based Knowledge Of Psychology As A Science

Learning Objective Description:

Students will demonstrate a core understanding of the scientific foundation of psychology, including biological, social, developmental, and cognitive/affective bases of behavior, history and systems of psychology, psychological measurement, research methodology, techniques of data analysis, and issues of cultural and individual diversity.

Comprehensive Examinations And The EPPP

Indicator Description:

Students will demonstrate a broad-based knowledge of the scientific bases of behavior as measured by:

1. Performance in taking/passing Doctoral Comprehensive Examination (DCE)

2. Performance on an external, standardized examination, the Examination for Professional Practice in Psychology (EPPP).

Criterion Description:

1. Students are expected to pass Doctoral Comprehensive Exams (DCE). The DCE gives the student 24 hours in which to analyze a clinical case and answer specific questions as well as review a selected research article (12 hours for each task on consecutive days). Unsuccessful completion of the DCE requires a re-examination. The student is allowed one re-examination; a second failure triggers program dismissal.

2. Students are expected to sit for and pass the Examination for Professional Practice in Psychology (EPPP). Eighty percent of students who take the EPPP will pass it.

Findings Description:

1. During AY2021-2022, 5 doctoral students were administered the doctoral comprehensive examination. One student did not pass the clinical exam and one student did not pass the research exam. Each student is undergoing remediation and will be re-administered the exam on 4 and 5 Aug 22.

2. Results from alumni surveys indicate that 97% (32/33) of graduates have become licensed since 2017 and have passed the EPPP exam en route to licensure. The one student who is unlicensed voluntarily chose not to pursue licensure.

Comprehensive Examinations And The EPPP

Action Description:

Continue to deliver curriculum consistent with APA *Standards of Accreditation* to ensure requisite discipline-specific knowledge and competencies to ensure success on the EPPP. Continue to monitor performance of program graduates on the EPPP and adjust training if/when shortcomings are identified. Examine comprehensive exam process for ways to enhance student success.

Effective Clinical Practice

Goal Description:

To produce graduates who have the knowledge and skills to excel in the practice of clinical psychology.

Providing Department: Clinical Psychology PhD

Acquire The Skills And Ability To Practice Clinical Psychology

Performance Objective Description:

Students must demonstrate skills in the service delivery in broad and general clinical areas.

APA-Accredited Internship

KPI Description:

All students must complete a one-year predoctoral internship.

Results Description:

All students who applied for internship over the past academic year (i.e., 100%) matched with APA-accredited sites.

APA-Accredited Internship

Action Description:

Continue to monitor student progress and collect required data from student and faculty to fulfill accreditation reporting requirements.

Effective Clinical Practice

KPI Description:

Effective use of assessment, treatment planning, intervention, consultation, and supervision strategies.

Results Description:

All students who applied for internship were rated as "competent" for internship across all profession-wide competencies specified by the American Psychological Association Commission on Accreditation (ethics, multicultural, assessment, intervention, supervision, consultation, communication, research, professional values) and the program-specific competency of forensic research and practice.

RELATED ITEM LEVEL 3

Effective Clinical Practice

Action Description:

Continue to to provide didactic and experiential training related to clinical practice. Monitor student performance at internal and external practicum sites. Provide remediation if/when deficits in skills development are observed.

Effective Teaching

Goal Description:

Faculty demonstrate high levels of teaching effectiveness.

Providing Department: Clinical Psychology PhD

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Providing Effective Undergraduate Classroom Instruction

Learning Objective Description:

Faculty demonstrate high levels of teaching effectiveness.

RELATED ITEM LEVEL 2

Individual Developmental Education Assessment (IDEA)

Indicator Description:

Students rate the Teaching Assistants using IDEA.

Criterion Description:

A summary IDEA score at or above the institution mean is considered to be satisfactory. Consistent with IDEA recommendations, converted averages on IDEA evaluations that are in the gray box (middle 40%) are considered to be "effective teaching." All faculty have students evaluate each of their classes during the Fall and Spring semesters using the IDEA teaching evaluations. The IDEA system focuses on students' perceptions of learning 12 specific objectives, and the system solicits students' feedback on their own learning progress, effort, and motivation, as well as their perceptions of the instructor's use of 20 instructional strategies and teaching methods. In addition, the system surveys instructors regarding their overall goals and highlights for them in the analysis and report. The system adjusts evaluation scores for five areas beyond the instructor's control, such as class size, student motivation, effort and work habits, and disciplinary difficulty. The scores are then compared to national norms. Teaching effectiveness is assessed by: Overall Ratings and the average student agreement with statements that the instructor and class were excellent.

Findings Description:

All student instructor IDEA scores were in the average range or above as compared to the institution mean. The average of the student instructor IDEA scores was 4.60 (range 4.1 to 5.0).

RELATED ITEM LEVEL 3

Individual Developmental Education Assessment (IDEA)

Action Description:

Continue to monitor, mentor, and advise doctoral student instructors to ensure success in the classroom. Examine methods to provide support to new instructors.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

1. The Program will ensure compliance with profession-wide standards by maintaining APA accreditation.This will involve responding to final questions and requests for data from the APA Commission onAccreditation. The program will also gather data required to ensure compliance with annual reporting requirements.

2. The Program will continue to strive to produce graduates capable of making contributions to the field of psychology. To this end, we will continue to implement the mentor model that facilitates students' involvement in research as early as during their first year. New program faculty members have been assigned to senior to faculty members and will co-mentor doctoral students. This will provide additional support for student research while providing new faculty the opportunity to learn mentoring techniques that will benefit their own mentees in the future.

3. The Program will strive to maintain student internship matching success by continuing to provide support for applicants. Program faculty, including the DCT, will continue to provide applicants feedback and guidance related to their application materials. The DCT will also continue meeting with applicants, beginning in the summer semester, and will continue to facilitate mock interviews.

4. The Program will continue to producing graduates capable of effective instruction at the college level.Second-year student will have the opportunity to engage in classroom or online instruction under the supervision of the DCT and other Department leaders. The Graduate School will continue to provide didactic training and the Department will continue to provide mentorship and support.

Update of Progress to the Previous Cycle's PCI:

1. The Doctoral Program has submitted responses to all final requests for information from the Commission on Accreditation, which were accepted. The Program has submitted all data needed for the APA Annual Reporting Online (ARO) requirement.

2. The doctoral program continues to encounter success with the mentor model. The first group of students admitted under the model graduated at the end of AY 2021-22.

3. The doctoral achieved a 100% match rate for internship. We continued to actively shepherd students through the internship application process to ensure their continued success.

4. Doctoral students continued to experience success in the classroom as instructors. We will continue to mentor their work and provide opportunities for professional growth in this regard.

New Plan for Continuous Improvement Item

Closing Summary:

1. The Program will ensure compliance with profession-wide standards by maintaining APA accreditation.This will involve responding to final questions and requests for data from the APA Commission on Accreditation (CoA). The program will also gather data required to ensure compliance with annual reporting requirements. Finally, in accordance with requirements of the Program's accrediting agency, we will submit an Interim Accreditation Report in Spring 2022 and satisfy CoA's requests for Program requirements for data and actions in response to the Interim Report.

2. The Program will continue to strive to produce graduates capable of making empirical contributions to the field of psychology. To this end, we will continue to implement the mentor model that facilitates students' involvement in research as early as during their first year. New program faculty members will continue to be assigned to senior faculty members to co-mentor doctoral students. This will provide additional support for student research while providing new faculty the opportunity to learn mentoring

techniques through modeling provided by their more experienced colleagues--also offering an opportunity to learn from new faculty who have more recently been brought through their own mentoring processes. These learning experiences will contribute positively to the student body as a whole.

3. The Program will strive to maintain student internship matching success by continuing to provide support for applicants. Program faculty, including the DCT, will continue to provide applicants feedback and guidance related to their application materials. The DCT will also continue meeting with applicants, beginning in the summer semester, and will continue to facilitate mock interviews to prepare prospective interns for the internship interviewing process they will undergo over the coming year.

4. The Program will continue to producing graduates capable of effective instruction at the college level.Second-year student will have the opportunity to engage in classroom or online instruction under the supervision of the DCT and other Department leaders. The Graduate School will continue to provide didactic training and the Department will continue to provide mentorship and support. All online instructors will go through the Online Course Redesign and Faculty Certification Program to optimize the effectiveness of their online instruction.

Psychology BS

Core Concepts In Psychology

Goal Description:

The Bachelor of Science Program in Psychology will provided students with a broad base of essential knowledge in the various subfields of psychology (e.g., developmental, social, clinical, school, etc.).

Providing Department: Psychology BS

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Students Demonstrate Broad Knowledge Base

Learning Objective Description:

Students who complete the Bachelor of Science Program in Psychology will demonstrate knowledge of core concepts in the various sub-disciplines of Psychology.

RELATED ITEM LEVEL 2

PSY 1301 Exit Examination

Indicator Description:

Students' knowledge of the diverse areas within the field of psychology will be assessed using a common comprehensive final exam in PSY 1301 - Introduction to Psychology.

Criterion Description:

Criterion for success is to have 70% of the students respond successfully to questions in the following areas: Science of Psychology; Research Design; Physiological; Learning; Sensation/Perception; Developmental; Abnormal; Memory/Cognition; Personality; and Social Psychology. Our operational definition of "successfully" is a minimum of 70% correct on each of the subfields.

Attached Files

📄 PSYC 1301 FINAL EXAM - S18 - KEY.pdf

Findings Description:

Due to change in department leadership, these data are not available.

RELATED ITEM LEVEL 3

PSY 1301 Exit Examination

Action Description:

The Department will create an ad hoc committee to develop a new common final examination to assess outcomes in PSYC 1301.

Generate, Apply And Communicate Scientific Findings

Goal Description:

The Bachelor of Science program in Psychology will provide students with opportunities to apply and communicate the scientific findings of their discipline.

Attached Files

📄 PSYC 3401-03 Syllabus - S19.pdf

Providing Department: Psychology BS

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Generate, Design, Apply And Communicate Scientific Knowledge

Learning Objective Description:

Students who complete the Bachelor of Science Program in Psychology will be able to generate, design and apply the results of scientific investigations and communicate their implications.

Attached Files

📄 PSYC 3401-03 Syllabus - S19.pdf

RELATED ITEM LEVEL 2

PSYC 3401 (Statistics Lab) Assignments

Indicator Description:

The ability of students to conduct and understand research as well as apply and communicate results is assessed by means of a series of faculty-developed assignments for Psychology 3401 (Statistics Lab). The instruments requires students to: 1) choose research designs, compute statistics, and interpret outcomes. (Objectives 1 and 2); and interpreting results of scientific data, making decisions using the results based upon statistical probabilities, and making recommendations for follow-up work, either in the scientific or social environment. (Objectives 3 and 4). We're basically asking what do these data mean and why are they important?
Copies of the Assignments are attached.

Criterion Description:

Criterion for Objectives 1 and 2, 80% of psychology majors will receive a score that is deemed "acceptable" score (70% or higher) according to faculty-developed departmental rubric.

RELATED ITEM LEVEL 3

PSYC 3401 (Statistics Lab) Assignments

Action Description:

The Department will continue to monitor performance in Statistics Lab to ensure students are developing foundational skills in quantitative methods.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

The department will:

1. continue to increase online Psychology course offerings in order to support a fully online program.
2. explore curriculum changes to better align with student goals of either attending graduate school or securing employment after graduation.

Update of Progress to the Previous Cycle's PCI:

1. The Department has expanded it's online course offering to meet student needs during the COVID-19 pandemic
2. The Department has begun to review and revise the undergraduate curriculum with plans to revamp the structure of the degree plan of the B.S. in Psychology.

New Plan for Continuous Improvement Item

Closing Summary:

1. The Department will review and revise the curriculum for the B.S. degree in Psychology with the goal of ensuring students graduate with the requisite knowledge in psychology.

2. The Department will develop a new common final examination for PSYC 1301 to assess learning outcomes.

Psychology MA

G - Foundational Competence

Goal Description:

Students develop broad-based knowledge and competence in the scientific, theoretical, and conceptual foundations of general psychology.

Providing Department: Psychology MA

Progress: Ongoing

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

LO - Foundational Competence

Learning Objective Description:

Students demonstrate competency in the areas of general psychology through synthesis and integration of scientific, methodological, and theoretical foundations.

RELATED ITEM LEVEL 2

ICF - Comprehensive Exams

Indicator Description:

Students demonstrate through a written comprehensive examination their knowledge of and ability to integrate the core areas of general psychology.

Criterion Description:

100% of students must pass comprehensive examination prior to graduation. Students are given a written exam of which they must complete 5 of 6 questions listed, all from foundational classes required. Criteria for passing are: the student must provide integrative responses that reveal an understanding of the information and experiences to which they have been exposed; they must provide complete references for all works cited using proper APA style; they must demonstrate their knowledge of the science in the field and support their answers, arguments, theories, logic, etc. with scientific research studies when applicable. Each question will be scored using a rubric for each question by two faculty members who have expertise in the particular area. An example of the [revised 2020] comprehensive examination rubric is attached.

Attached Files

📄 Revised MA General Psyc Comps Rubric

Findings Description:

During 2021-2022 AY, 75% (3 out of 4) passed the comprehensive exam. Two of four passed the full exam on the first attempt and one student achieved a partial pass on the first attempt. The latter was able to improve and pass the failed portions of the exam on her second attempt in summer 2022. One student failed 4 of 5 parts of the comprehensive exam in spring 2022 and will retake the entire exam in fall 2022.

RELATED ITEM LEVEL 3

A - Comprehensive Exams

Action Description:

Given that 50% of students did not pass the comprehensive exam on first attempt this past spring, the MA committee will consider ways of improving the students' preparation for the exam. The Handbook has already been revised to include additional recommendations to students for studying and taking the exam. Other possible actions might include an annual workshop that will present tips for success on the comprehensive exam.

G - Research Competence

Goal Description:

Students develop increased competence in research methodology and statistical analyses.

Providing Department: Psychology MA

Progress: Ongoing

LO - Research Competence

Learning Objective Description:

Students demonstrate knowledge and skills related to competency in research methodology and statistical analyses.

ICF - Research Competence

Indicator Description:

Students will participate in original research activities. As a research-oriented program, all students in the program will (a) take Psychology 5388, Advanced Experimental Design, and (b) either complete a research thesis or will have been actively engaged in a faculty member's program of original research.

Criterion Description:

Students will demonstrate research competency when they (a) have passed PSYC 5388, Experimental Design, with a grade of B or better, and (b) successfully completed a thesis research project and/or actively participated in research lab activities (e.g., data collection and management, IRB application, data analyses, poster/paper submissions/presentations, faculty mentor report).

In the 5388 course, one of the requirements is to write three papers in APA format. The first two are intended to train the student in the proper format and the third paper is written in APA format and submitted for evaluation by the instructor as well as an independent examiner using the attached rubric. The paper is scored with respect to particular sections with a minimum score of 80% being the threshold for the designation "Acceptable." A copy of the rubric for this assignment is attached.

Attached Files
📄 Paper Grading Sheet

Findings Description:

100% of students taking Experimental Design in 2021-2022 passed with a B or better.

66% (2/3) graduating students defended their thesis during the past AY, but one graduating student chose not to participate in research due to her employment. Similarly, 66% (4/6) first year students are currently working on a thesis and/or are involved in a faculty research lab.

A - Research Competence

Action Description:

A number of students did not conduct a thesis, nor participate in research labs. With the name change to Experimental Psychology in 2023 and accompanying curricular changes that include the option of a pedagogy concentration, the committee will consider modifications to the Research Competence goal, LO, and ICF. Experimental faculty will create a capstone project rubric/rating form for pedagogy option.

A - Research Project
Action Description:

The thesis rating form was unsuccessful, and was determined to be unwieldy and unnecessary. As a result, this form will not be used going forward.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

Strategic planning with the MA Psych Programs Committee throughout the 2020-2021 AY resulted in the recommendation to (a) increase number of students admitted each year, and (b) begin phasing out the General Psychology MA Program and start a new Experimental Psychology Masters Program. This name aligns better with the program's aim to produce graduates with research skills and with the expertise of experimental faculty who mentor students entering this program. When the new program is implemented, because many graduates seek teaching positions (in community colleges, and doctoral TA positions), the committee agreed that a second aim of the program would be to prepare students as higher education teachers of psychology. As a result, the new program's curriculum will include a psychology pedagogy course and a requirement for a research/pedagogy capstone project for students who elect the non-thesis option of the degree. Other curriculum changes will also be made, e.g. adding courses in multivariate statistics and psychometrics, and requiring other previously optional courses like Learning, History & Systems, Graduate Seminar in Experimental Psychology.

Program director is currently working with SHSU Office of Planning and Assessment to develop the new program application; although we had hoped for a 2022 implementation date, that may not be feasible due to the 3-part application process, with each part requiring approximately 3+ months to gain approval.

Update of Progress to the Previous Cycle's PCI:

In 2021, the program admitted 7 students, an increase of 1 student over the 2020 cohort. The program continues to aim for 8 students per year. The name of the General Psychology MA program will change to the Experimental Psychology MA program in 2023. The Experimental faculty are finalizing proposed curriculum revisions; if they do so in time, the revisions will be included in catalog changes this fall. To that end, a course title change form and two Form B's are in process to add two new courses to the degree plan (i.e., Advanced Statistics II, Teaching of Psychology). Library approval has been obtained for the two new courses and the Chair is seeking input from other departmental Chairs.

New Plan for Continuous Improvement

Closing Summary:

The General/Experimental Psychology MA program has several goals for improvement in the coming year. First, MA committee will consider ways of improving the students' preparation for the comprehensive exam, including revisions to the Handbook and offering an annual workshop that will present tips for success on the comprehensive exam.

Next, the MA committee will consider whether participation in research is still expected for every student, given that a number of MA General students did not conduct a thesis, nor participate in research labs. With upcoming curricular changes that include the option of a pedagogy concentration, the MA committee will re-evaluate the Research Competence goal, LO, and ICF to determine if modification is needed. Experimental faculty will create a capstone project rubric/rating form for pedagogy option.

Finally, once the name is officially changed, the program will begin exploring possible avenues for promoting the Experimental Psychology MA program and increasing the size of the applicant pool. In particular, the committee will examine ways to recruit a diverse pool of qualified applicants.

Psychology-Clinical Psychology MA

G - Assessment Skills

Goal Description:

Students will acquire developmentally appropriate proficiencies in personality and intellectual/achievement assessment.

Providing Department: Psychology-Clinical Psychology MA

Progress: Ongoing

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

LO - Assessment

Learning Objective Description:

Students demonstrate developmentally appropriate competencies in the administration, scoring, and interpretation of personality and intelligence tests.

RELATED ITEM LEVEL 2

ICF Assessment

Indicator Description:

Students demonstrate competency to administer, score, and interpret personality and educational tests for children and adults. Indicators of competency include (a) successfully completing two assessment courses (PSYC 5396, Personality Assessment; PSYC 5395, Assessment of Intelligence and Achievement), and (b) successfully passing the Assessment Capstone examination. For the Assessment Capstone examination, the students are given the beginning of an assessment report, including referral reason, background information, tests administered and the raw data resulting from those tests. The student's task is to complete the rest of the report by interpreting and reporting the test results, providing a DSM diagnosis and recommendations stemming from findings.

Using the new grading rubric (see attached), which is provided to students prior to the exam, faculty evaluate the students' performance in key clinical competencies: referral question, informed consent, assessment and diagnosis, treatment planning and implementation, ethical and multicultural considerations and case analysis. Faculty ratings on each item can range from Below Expectations (BE), Marginal (M), Meets Expectations (ME), and Exceeds Expectations (EE).

Attached Files

📄 Capstone Assessment Grading Rubric.docx

Criterion Description:

100% of students will pass PSYC 5396 and PSYC 5395 with a grade of B or better.

100% of students will pass the Assessment Capstone examination with a rating of Meets Expectations or better on 22/28 items with no ratings of Below Expectations, and no more than 5 ratings of Marginal.

Findings Description:

100% of students passed PSYC 5396 and PSYC 5395 with a grade of B or better.

On the first attempt, 92.3% (12 out of 13) of students passed the Assessment Capstone examination with a rating of Meets Expectations or better on 22/28 items with no ratings of Below Expectations, and no more than 5 ratings of Marginal. One student did not pass the Assessment Capstone on the

first attempt and was required to remediate before she passed this Capstone on her second attempt with a rating of Meets Expectations or better on 22/28 items with no ratings of Below Expectations, and no more than 5 ratings of Marginal.

A - Assessment
Action Description:
Clinical MA faculty continue to examine potential changes to the assessment course sequence. However, further action will be delayed until the the American Psychological Association has finalized the procedures and requirements for Masters level accreditation.

A - Assessment Capstone
Action Description:
Clinical MA faculty discussed the outcomes of the assessment capstone over the past two academic years and identified two items on the Assessment Rubric that were unfairly penalizing students. As a result, those two items were removed from the rubric. The new rubric is attached.

Attached Files
📄 Capstone Assess Grading Rubric Updated July2022.docx

G - Psychotherapy Skills

Goal Description:
Students develop effective psychotherapy skills consistent with their level of training.

Providing Department: Psychology-Clinical Psychology MA

Progress: Ongoing

LO Psychotherapy Skills
Learning Objective Description:
Students demonstrate developmentally appropriate competencies in psychotherapy and intervention skills.

ICF Psychotherapy Skills
Indicator Description:
Student competencies with respect to psychotherapy skills are assessed in a capstone Psychotherapy Case examination, which requires students to present a case study of a client they treated during their Practicum II/III experience. Using the grading rubric (see attached), which is provided to students prior to the exam, faculty evaluate the students' performance in key clinical competencies: referral question, informed consent, assessment and diagnosis, treatment planning and implementation, ethical and multicultural considerations and case analysis. Faculty ratings on each item can range from Below Expectations (BE), Marginal (M), Meets Expectations (ME), and Exceeds Expectations (EE).

Criterion Description:
100% of students will pass the Psychotherapy Case Study Capstone with ratings of "Meets Expectations" or better on 18/22 items with no Below Expectation ratings, as assessed by the attached rubric.

Attached Files

📄 Capstone Psychotherapy Rubric

Findings Description:

100% of students passed the Psychotherapy Case Study Capstone on the first attempt, with ratings of "Meets Expectations" or better on 18/22 items with no Below Expectation ratings, as assessed by the attached rubric.

A - Psychotherapy Skills

Action Description:

To ensure that students develop the appropriate psychotherapy competencies for independent practice in Texas, the practicum clinical training sequence will be revised as follows beginning in 2022-2023 AY: (1) PSYC 6390, Techniques in Psychotherapy will be taught in fall 2022; (2) PSYC 6391,Practicum I, will provide opportunities for practice with real clients (vs mock clients) beginning in Spring of 2023; and (3) PSYC 6392/6393, Practicum II and III will not be taught in 22-23 AY; beginning in 23-24 AY these two courses will be separated so that Practicum II is taught in the fall and Practicum III is taught in the spring (vs both in one semester). In addition, Practicum III will add a didactic component on Consultation, which is an APA competency and needed for Texas licensure.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

The American Psychological Association published the Standards of Accreditation for Health Service Psychology Masters programs in March 2021, and will likely begin the accreditation application process in the next two years. To prepare the MA Clinical Psychology program for accreditation application, the MA committee will focus on strategic planning this year and begin to consider how to best meet the standards. For example, some curriculum changes will be needed: (a) drop Learning course and instead require Cognition, (b) add Emotions course (reduces clinical electives), and (c) allow one core course to be waived if students have taken an equivalent undergraduate course - this allows students to take more clinical electives. In addition, we will likely revise the two assessment courses to match Wright's (2021) recommended sequence, which may also entail dropping the Psychometrics requirement and modifying the assessment capstone to reflect these course revisions.

Update of Progress to the Previous Cycle's PCI:

Per the 2021-2022 plan, the Learning course was dropped from the curriculum. Further discussion among MA Clinical faculty and the current department Chair resulted in (a) delaying changes to the assessment courses until the American Psychological Association finalizes MA accreditation expectations (Accreditation Operation Procedures were approved in Feb 2022 and the Implementing Regulations are currently open for public comment); (b) the decision not to develop/add an Emotions course, but instead combine Cognition and Emotion into one course, which is a common practice in many doctoral psychology programs; and (c) the decision to not waive any graduate courses based on undergraduate credit.

New Plan for Continuous Improvement

Closing Summary:

The MA Clinical Psychology program remains committed to seeking accreditation from the American Psychological Association (APA), which is expected to begin in 2024. The changes currently being implemented to the practicum training sequence are designed to enhance clinical training and increase the likelihood of successful accreditation. In addition, Tevera, an online tracking system for practicum

placement and documentation, was piloted for the MA program in the spring of 2022 and will be used for tracking in spring 2023 Practicum I, as well as the external placement process for students the following year.

To meet APA Standards of Accreditation criteria, the MA Clinical Psychology program must add foundational training in Emotion. Although we originally intended to develop an Emotions course, after further discussion the decision was made to combine instruction in Cognition and Emotions into one course. This is a common practice in many doctoral psychology programs, thus improving chances that the course will be accepted for credit if an MA students continues on in a doctoral program. This move also preserves the clinical electives for the non-thesis concentration, which will more effectively prepare students who plan to practice professionally in the field immediately after graduation.

In the coming year, program faculty will also consider the possible addition of another training goal/objective/ICF addressing scientific competency.

Department of Sociology

Sociology BA/BS

1. Achieve Sociological Competency: Entry Level

Goal Description:

Students who take introductory sociology classes will gain basic knowledge of social life, social change, and the causes and consequences of human behavior as they acquire the sociological perspective.

Providing Department: Sociology BA/BS

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Demonstrate Sociological Competency: Entry Level

Learning Objective Description:

Students who take introductory sociology classes that are included in the SHSU Core Curriculum will be able to demonstrate their understanding of the basic core concepts of the discipline and the sociological perspective.

RELATED ITEM LEVEL 2

Comprehension Of Basic Core Concepts: Entry Level

Indicator Description:

A sample of students enrolled in all of the three introduction-level sociology courses in the SHSU Core Curriculum (SOCI2319 in Component Area IV: Humanities and Visual and Performing Arts; and, SOCI1301 and SOCI1306 in Component Area V: Social and Behavioral Sciences) is chosen in the Spring semester for evaluation. Employing an extra credit opportunity format, students responded to a ten question evaluation instrument for the Component Area V courses (see Attachment #1) and five question evaluation for the Component Area IV course, respectively (see Attachment #2) to measure their understanding of basic core concepts in Sociology. The selection of these indicators conforms to disciplinary standards for sociological research. This assessment was developed by the Department Undergraduate Committee.

In this cycle, we included item-by-item analyses to assess students' understanding of the sub-concepts of basic core concepts of the discipline indicated by the SHSU Core Curriculum.

1. Two sub-concept areas corresponding to the Component Area IV: Humanities and Visual and Performing Arts: (a) Concept 1-To understand those works as expressions of individual and human values within an historical and social context. (questions 1, 2, and 4); and (b) Concept 2 - to demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences. (questions 3 and 5).

2. Five sub-concept areas corresponding to the Component Area V: Social and Behavioral Sciences: (a) Concept 1- to employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition. (Q2, Q7); (b) Concept 2 - to examine social institutions and processes across a range of historical periods, social structures, and cultures. (Q4, Q9); (c) Concept 3 - to use and critique alternative explanatory systems or theories. (Q1, Q6); (d) Concept 4 - to develop and communicate alternative explanations or solutions for contemporary social issues. (Q3, Q8); and (e) Concept 5 - to identify and understand differences and commonalities within diverse cultures. (Q5, Q10).

Attached Files

📄 Attach1.BA.BSEntryLevelCompAreaV.Questions.19.20.docx

📄 Attach2.BABSEntryLevelCompAreaIVQuestions19.20.docx

Criterion Description:

1. Overall, at least 85% of participating students should have at least 6 correct answers out of the 10 questions for Component Area V and at least 3 correct answers out of 5 questions for Component Area IV.

2. For the Component Area IV: Humanities and Visual and Performing Arts, at least 85% of participating students should have at least 2 correct answers out of the 3 questions for the Concept 1, and at least 1 correct answer out of the 2 questions for the Concept 2.

3. For the Component Area V: Social and Behavioral Sciences, at least 85% of participating students should have at least 1 correct answer out of the 2 questions for each of the five concepts.

Findings Description:

For Component Area IV (SOCI 1301), 162 out of 297 enrolled students participated in the assessment (54.5% participation rate). Overall, 92.9% of the students had at least three out of five correct answers. For concept 1, 95% of students had at least two out of three correct answers. For concept 2, 92.6% of the students hat at least one out of two answers.

For Component Area V (SOCI 2319), 298 out of 546 enrolled students participated in the assessment (54.6%participation rate). Overall, 77.2% of the students had at least six out of 10 correct answers. For the Component Area V, the percent of participating students who got 1 out of 2 correct answers are as follows:

- Concept 1: **95.7%**
- Concept 2: **83.3%**
- Concept 3: **85.8%**
- Concept 4: **96.3%**
- Concept 5: **94.4%**

RELATED ITEM LEVEL 3

Comprehension Of Basic Core Concepts: Entry Level

Action Description:

The data indicate the desired overall result is exceeded in Component Area IV. In Component Area V, the department missed its goal of 85% of participating students having at least 6 correct answers out of the 10 questions. The department met its goal for four out of the five concepts. However, for concept 2, which the department missed its goal, there was improvement in student comprehension from the previous academic year. Given this improvement, the department will continue its emphasis on social institutions and processes across a range of historical periods, social structures, and cultures in its 2319 classes.

2. Sociological Competency: Mid-level

Goal Description:

Students who complete the mid-level assessment course, SOCI2399: Writing in Sociology, will gain knowledge and skills in thinking and writing sociologically.

Providing Department: Sociology BA/BS

Progress: Completed

RELATED ITEMS/ELEMENTS --

RELATED ITEM LEVEL 1

Demonstrate Sociological Competency: Mid-level

Learning Objective Description:

Sociology majors will be able to demonstrate the ability to think and write sociologically.

RELATED ITEM LEVEL 2

Sociological Mid-level Papers

Indicator Description:

The SOCI 2399: Writing in Sociology is required as a mid-level course to achieve the BA/BS in Sociology. A sociological essay is a requirement of the class. A random sample of approximately one fifth of student essays were selected from the SOCI2399: Writing in Sociology class in the Fall

2021 and Spring 2022semesters for assessment of their ability to think and write sociologically.

Members of the Undergraduate Assessment Committee reviewed the selected papers at the end of the Spring semester based on two main areas: sociological content and sociological writing in the discipline of Sociology. Sociological Content includes three criteria: understanding social forces, applying a theoretical framework, and providing empirical evidence. Sociological Writing Style includes three criteria: adopting American Sociological Association format, demonstrating a formal academic writing style, and minimizing grammatical errors. The selection of these criteria conforms to disciplinary standards for sociological thinking and writing. The evaluation rubric was developed and reviewed by the Undergraduate Committee (see Attachment #1).

Each paper was evaluated by three Undergraduate Assessment Committee members using the evaluation rubric, where a score from 1 to 5 (1 is "no mastery" and 5 is "excellent mastery") is assigned in each of the six criteria in the two main areas.

Criterion Description:

At least 75% of papers should be rated 3 or better on average for each of the two main areas: Sociological Content and Sociological Writing Style.

Findings Description:

Seven out of the eight (87.5%) students' essays meets the minimum requirement of 3.0 overall average for Sociological Content and Sociological Writing. Attachment #2 includes each of the individual committee members' ratings for each of the eight papers, and a summary of the results for the Sociological Content and Sociological Writing Style areas. The average combined score for the eight papers is 3.6/5.0. The results of inter-item analysis reveal that students performed better on the Writing Area (4.7/5.0) than the Content Area (3.2/5.0). The results also indicated that five of the six criteria (83.3%) are above the desired 3.0 minimum. The "Does the author use a theoretical framework to analyze the prompt?" criteria (C2) scores a 2.67.

Attached Files
📄 Attach2.BABS.Mid.Level.Findings21.22.xlsx

RELATED ITEM LEVEL 3

Sociological Mid-Level Papers

Action Description:

The Sociology Program met its goal for the mid-level assessment. The one area in which student scores were lower was theoretical capacity. As the mid-level assessment use papers from SOCI 2399, students tend have limited exposure to sociological theories at this point in the program. Thus, the lower score on the use of sociological theories is a not a significant concern. As the sociological curriculum has been updated, the assessment rubric will be reviewed and updated in the next assessment cycle.

3. Sociological Competency: Exit Level

Goal Description:

Students who complete the Sociology Program will have an advanced understanding of the core concepts of the discipline and the sociological perspective.

Providing Department: Sociology BA/BS

Progress: Completed

Demonstrate Sociological Competency: Exit Level

Learning Objective Description:

Sociology majors will be able to demonstrate and apply advanced sociological knowledge and scientific skills to critically analyze social phenomenon through a capstone research paper.

Sociological Papers: Exit Level

Indicator Description:

The SOCI4399: Senior Seminar class is a required capstone course to achieve the BA/BS in Sociology. A sociological research paper is a requirement of the class. A random sample of twenty-five percent of student research papers was selected from the SOCI4399: Senior Seminar classes in the Fall 2021 and Spring 2022 semesters for assessment of their advanced sociological knowledge and scientific skills to critically analyze social phenomenon.

The Undergraduate Assessment Committee reviews the selected papers at the end of the Spring semester based on three core content criteria in the discipline of Sociology: Sociological Theory; Sociological Methods; and Sociological Perspective and four core writing criteria: Writing Quality: Academic Writing; Writing Quality: Spelling and Grammar; Documentation of Sources: Proper Citations; and Documentation of Sources: American Sociological Association (ASA) Format. The selection of these criteria conforms to disciplinary standards for sociological research. The evaluation rubric was developed by the Undergraduate Committee and approved by the entire faculty (see Attachment #1).

Each paper is evaluated by three Undergraduate Assessment Committee members using the evaluation rubric, where a score from 1 to 5 (1 is "no mastery" and 5 is "excellent mastery") is assigned in each of the seven core areas. Note: The Undergraduate Committee is composed of four faculty members plus the Director of Undergraduate Studies.

To continue to identify specific strengths and weaknesses in meeting the core learning objectives in the undergraduate BA and BS programs, for the 2021-2022 cycle we conducted item by item analysis in the three core content areas and four core writing areas.

Attached Files

📄 Attach1.ExitLevelRubric21.22.docx

Criterion Description:

Overall, at least 80% of papers should be rated 3 or better on average for the three core content areas and the four core writing areas.

For item by item analysis, at least 80% of papers should be rated 3 or better on average for each of the seven core areas.

Findings Description:

Overall, 8 of the 8 students' papers (100%) meet the minimum requirement on average across the seven core areas. The average combined score for the eight papers is 3.5/5.0. Regarding the item by item analysis of the three core Content areas: 5 out of 8 (62.5%) for Theory, 8 out of 8 (100%) for Methods, and 7 out of 8 (87.5%) for Sociological Perspective, meet the minimum requirement. Regarding the item by item analysis for the four core Writing areas: 7 out of 8 (87.5%) for Academic Writing, 8 out of 8 (100%) for Spelling and Grammar, 7 out of 8 (87.5%) for Proper Citations, and 7 out of 8 (87.5%) for American Sociological Association (ASA) Format, meet the minimum requirement.

Attachment #2 includes each of the individual committee members' ratings for each of the ten papers, summary tables of overall results and item by item analysis.

Attached Files
📄 Attach2BABS.ExitLevelFindings21.22.xlsx

RELATED ITEM LEVEL 3

Sociological Papers: Exit Level
Action Description:
The Sociology program met its goal for the exit level assessment. As SOCI 4399: Senior Seminar in Sociology is no longer part of the BA and BS curriculum with the 2022-2023 catalog, a new exit level assessment mechanism will need to be developed in the next assessment cycle.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

A primary focus of department initiatives during the 2020-2021 year will be on undergraduate programing for majors and minors.

The department will work to get the revised curriculum for the BA and BS programs approved and incorporated into the 2022-2023 catalogs. This includes the creation of four new courses, restructuring existing requirements, and revising several existing courses.

The department will develop recruitment and informational materials for the revised BA and BS programs. This will include an infographic, as well additional print, digital, and multimedia materials.

The department will explore the possibility of developing a mentoring program for sociology majors. Prior to the assignment of advising to the SAM Center, the department advised all majors in-house. While the SAM Center does an excellent job of advising students as to degree plans, the department would like to compliment such advising with a mentoring program that focuses on professional development. During the 2021-2022 academic year, the sociology department will research existing mentoring programs and develop a program to implement on a trial basis during the 2022-2023 academic year.

Update of Progress to the Previous Cycle's PCI:

A primary focus of department initiatives during the 2020-2021 year will be on undergraduate programing for majors and minors.

The department will work to get the revised curriculum for the BA and BS programs approved and incorporated into the 2022-2023 catalogs. This includes the creation of four new courses, restructuring existing requirements, and revising several existing courses.

- The department substantially revised its BA and BS programs. The revised curriculum includes increased emphasis on providing students with career-based skills and will allow

students more opportunities for community and civic engagement. The program also provides students increased flexibility in how they structure their sociology curriculum. For the BA and BS programs, students will now have to take five core courses, two applied core courses, and five electives. The applied core is a new component of the curriculum that emphasizes specific research, analytical, and communication skills that are applicable in a wide variety of careers. In doing so, the applied core addresses skills highlighted by the National Association of Colleges and Employers as important to occupational success. While the general curriculum has been restructured, some of new courses are delayed until the 2023-2024 catalog because of delays in receiving university approval.

The department will develop recruitment and informational materials for the revised BA and BS programs. This will include an infographic, as well additional print, digital, and multimedia materials.

- The Sociology homepage and BA and BS webpages have been redone. The webpages emphasize program learning outcomes and career possibilities and highlight the new curriculum. Additionally, a new webpage was developed entitled "alumni profiles" that highlights the career paths of program alumni and the ways that they are using sociology in their careers. The department is also working with enrollment marketing and communication to develop new print materials and SHSU online to develop a promotional video for the undergraduate programs. These are scheduled to be completed by the start of the Fall 2022 semester.

The department will explore the possibility of developing a mentoring program for sociology majors. Prior to the assignment of advising to the SAM Center, the department advised all majors in-house. While the SAM Center does an excellent job of advising students as to degree plans, the department would like to compliment such advising with a mentoring program that focuses on professional development. During the 2021-2022 academic year, the sociology department will research existing mentoring programs and develop a program to implement on a trial basis during the 2022-2023 academic year.

- The undergraduate committee was tasked with developing a mentoring program for sociology majors. The first part of the mentoring program will be a peer mentoring program, which will be implemented in Fall 2022. Mentors have been recruited from upper-level sociology students and a mentoring guidebook is being developed. Several activities for the peer mentoring program have also been planned, including a kickoff lunch and mid-semester meetings.

New Plan for Continuous Improvement Item

Closing Summary:

For the BA and BS programs in the 2022-2023 academic year, the focus will be on implementing the revised curriculum. As part of the process, course rotations and schedules will need to be adjusted. The department chair and undergraduate coordinator will work on developing a new set of schedules and course rotations to fit with the new BA and BS curriculum. Additionally, the mid-level assessment mechanism will be reviewed, and a new exit level assessment mechanism will be developed.

The Sociology Department will implement a peer mentoring program. At the end of the spring semester, the program's effectiveness will be reviewed, and adjustments made for the 2023-2024 academic year if necessary.

In the spirit of public sociology, the Sociology Department will launch a research initiative to study how issues of inequities impact student success at Sam Houston State University. The aim of this initiative is: (1) to better understand disparities and the ways they affect student experiences at SHSU, (2) to facilitate the development and implementation of programs and policies to assist student success, and (3) to foster academic excellence. The department will seek to use this initiative to increase student participation in research projects.

The department will increase its efforts to recruit more majors from both the current SHSU student body and new students. This will include the use of on-campus activities (e.g., alumni career panels) and off-campus outreach and recruitment efforts.

Sociology MA

Sociological Competency

Goal Description:

Graduate students who complete the MA program in Sociology will be competent in the area of sociological theory, research methods, and analysis.

Providing Department: Sociology MA

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

1. Sociological Competency In Research

Learning Objective Description:

On completing their graduate study in Sociology, M.A. students must demonstrate their ability to: (i) both synthesize and critique empirical, sociological work in at least one substantive area (e.g., class, race/ethnicity, gender, community, social movements, etc.), (ii) develop and articulate an appropriate research design to answer an original research question, and (iii) appropriately interpret and employ statistical analyses to address sociological questions.

RELATED ITEM LEVEL 2

1-1. Thesis

Indicator Description:

M.A. Sociology students enrolling in the Spring 2014 and after have the option to choose the thesis-track.

A successful SOCI MA thesis will not be less than 50 and not more than 100 printed pages of referenced, original SOCI research or a meta-analysis of existing research including primary and/or secondary data analysis. The thesis track entails two semesters of work. First, students must take SOCI 6098 Thesis Practicum and successfully defend their thesis proposal. Following the successful defense of their thesis proposal, students then enroll in SOCI 6099 Thesis.

Criterion Description:

All students enrolled in SOCI 6098 Thesis Practicum will successfully defend their thesis proposal. All students enrolled in SOCI 6099 will successfully defend their thesis.

The committee members of each student will assess their thesis proposal and thesis using the associated rubrics. See attached.

Attached Files
📄 Attachment 1- Thesis Proposal rubric
📄 Attachment 2 -Thesis rubric

Findings Description:

SOCI 6098: Thesis Practicum

Two students enrolled in SOCI 6098 during the 2021-2022 academic year.

⊙ One completed their thesis prospectus within one semester, and earned exemplary marks.
· The other will need to take a second semester of SOCI 6098 to complete the prospectus in Fall 2022.

SOCI 6099: Thesis

Term	# of students enrolled	# of successful completions

Summer 2021	2	0
Fall 2021	3	0
Spring 2022	4	1

One student who was enrolled in SOCI 6099 in each of the three semesters, completed his thesis project in Spring 2022; his project was scored as proficient per the rubric.

One student enrolled in his first three credit hour course of SOCI 6099 in Spring 2022. He has completed all data collection, transcription, and coding. All that remains is his formal write up of the results.

The two remaining students who were enrolled in SOCI 6098, who have yet to complete their thesis projects have enrolled in more than two, consecutive semesters of SOCI 6099 coursework to complete their analyses. One, whose data collection effort was directly impacted by COVID-19, have finished all data collection, transcription, and coding – all that remains is the formal write up of analyses. The other, has completed data collection and is in the process of finishing transcription.

1-1. Thesis

Action Description:

Many students who choose to do the thesis track continue to make steady progress in completing theses and go on to complete the project. Many of our students have been directly impacted by the pandemic, which has stalled progress on thesis in some instances. Yet, all thesis students remain in regular contact with their advisors.

In contrast to SOCI 6098, most thesis students continue require additional coursework in SOCI 6099 to complete their theses. In most cases, our students are doing some sort of original data analyses, which takes time to complete. At advisement, we continue to transparently notify students that most who pursue the thesis option end up taking some additional semesters (with a mere one credit hour) to complete the thesis. Given the demographics, working obligations of our students, and the pandemic, we do not consider their time to degree on the thesis as a problematic concern so long as they continue to make progress and remain satisfied with their pace of progress.

2. Comprehensive Exams

Learning Objective Description:

SOCI MA students will sit for comprehensive examination as a powerful tool for demonstrating overall student learning outcomes. MA SOCI students will demonstrate competence in applying sociological theories, sociological research methodologies and statistics, and research literature reviews of a selected, substantive sociological field.

2-1. Comprehensive Exams

Indicator Description:

M.A. Sociology degree candidates will complete a written comprehensive exam. The specialty area will be assessed by an in-depth exploration of sociological literature on a topic of the students choosing, written answers to questions pertaining to sociological theoretical perspectives and

appropriate research methodologies. In each case, an examination committee will be convened to discuss the performance of the students. A panel of at least two graduate faculty per each of the three examination areas will assess the quality of the written examination to determine student sociological mastery. Students failing to demonstrate the required level of content mastery will be allowed to retake that area of the exam in the subsequent semester. A second failure will result in termination from the program.

Possible examination grading outcomes are: High Pass, Pass, and Fail (see Attachment #3).

Attached Files

📄 Methodology Comprehensive Rubric
📄 Sociological Essay_Rubric
📄 Statistics_Rubric
📄 Attach_3.CompExamRubric14.15
📄 Comprehensive Writing Rubric

Criterion Description:

All M.A. candidates taking the comprehensive exam will complete all components of the examination with a score of High Pass or Pass.

Findings Description:

	Essay		**Methods**		**Statistics**	
Term	# of attempts	# of passes	# of attempts	# of passes	# of attempts	# of passes
Fall 2021	4	2	4	3	4	2
Spring 2022	1	1	0	0	1	1

Among four students taking comprehensive exams during Fall 2021, all were initial attempts. Two of these students successfully passed all exam components. One, earned a high pass on two out of three exam components.

The one student taking comprehensive exams during Spring 2022, was a *partial retake (i.e., Essay and Statistics)*. The student participated in a personalized remediation plan and was able to successfully complete all remaining comprehensive exam requirements to meet the criteria to graduate.

The remaining student whose Fall 2021 comprehensive exams were an unsuccessful first attempt (i.e., failing all three components), intends to participate in the remediation plan and second attempt during the Fall 2022 semester.

The department is in the process of replacing the comprehensive exams with a capstone requirement. Although the capstone was not yet implemented in the 2021-22 assessment plan, three students have successfully earned their degree requirements via the capstone (see table below). One of these successful degrees was a former student who failed the comprehensive exam in the 2020-21 academic year.

	Teaching Portfolio	Systematic Review of Research

Term	# of attempts	# of passes	# of attempts	# of passes
Fall 2021	1	1	0	0
Spring 2022	2	2	0	0

2-1. Comprehensive Exams

Action Description:

Data continue to indicate that thestudents, who take advantage of the remediation plan and second attempt on the exam are successfully completing the comprehensive exam within two cycles. Separately, data consistently demonstrate a high level of success with capstone project submissions and completion.

Next year's assessment will be the last that needs to report data on comprehensive exams due to changes in our graduate student handbook and program requirements. In addition to reporting data on the one remaining student who attempts to satisfy their degree requirements through the comprehensive exam, the 2022-23 assessment data for the MA in Sociology will be updated to include Capstones as a learning objective indicator.

Recruitment and Retention of High Quality Students

Performance Objective Description:

The Sociology Department aims to recruit and retain high quality students for its Masters of Arts Program.

Student Recruitment and Retention

KPI Description:

To assess student recruitment and retention, the following data will be collected and measured:

Recruitment:

1. Number of applications to the program
2. Number of students accepted.
3. Number of students denied
4. Number of students enrolled

Retention:

1. 1-year retention
2. 2-year retention
3. Average semester to graduation

Results Description:

See attached spreadsheet.

During the 2021-22 academic year, our acceptance rate (i.e., 70%) was consistent with recent history, which has generally ranged from 70-75%. More selective admissions standards continue to coincide with steady improvement in our retention rates, which are now quite high (e.g., 67% and 62% for one- and two-year retention, respectively). Data indicate that most students who exit our

MA program without completing their degrees do so during the first semester through withdrawing/resigning. Admissions data for 2021-22 were less optimistic. Although the majority (i.e., 68%) of those admitted to our MA program in 2021-22 did enroll in our courses, we witnessed a decline in new student enrollment (and the percentage of admitted students who enrolled in our program), which may well reflect pandemic effects.

The average time to graduation for those completing the MA in 2021-22 was 10.14 semesters, which slightly exceeds two years. As most of our students work full-time, we are quite pleased with the average time to degree reported in the last academic year.

Attached Files

📄 21_22. CHSS Graduate Admissions, Retention, and Completion Template.MASoc.xlsx

RELATED ITEM LEVEL 3

Student Recruitment and Retention

Action Description:

The department will continue to compile data with regards to both application and retention with the intent to continue to monitor its progress with regards to both retention and recruitment.

Over the last four years, our primary concern has been curriculum, instruction, and retention – rather than recruitment. Data from recent graduates continue to demonstrate students are pleased with their experiences in our program. Moreover, we have seen steady increases in retention as well as the quality of student performance and engagement. To that end, our assessment data suggest increasing effort should now prioritize recruitment (which is expounded in our plan for continuous improvement).

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

Begin the process for significant curriculum revision and development with regards to elective course offerings. Moving forward, we will strive to more careful structure our elective offerings around broader faculty interests and a generalist approach to sociology, which will allow for greater flexibility in scheduling courses and diversify faculty involvement in our graduate curriculum. We will also develop a system for faculty to propose their unique specialization course (if the content does not align with other faculty expertise) through the existing SOCI 6360 mechanism.

Update our department's webpage concerning the graduate program. These changes are designed to (1) simplify content, (2) provide information in a more engaging manner (including infographics and professionally recorded videos), (3) more effectively convey pertinent information to (a) prospective students, (b) current students, and (c) former students.

Finalize and implement department-specific orientation curriculum and partner with SHSU online to develop a Blackboard shell for SOCI graduate student orientation in Fall 2021 and roll out the orientation for our incoming Fall 2022 cohort in August of 2022. If this orientation proves successful, next steps will be taken to remove SOCI 5100 as a core curriculum requirement for the MA program given the new orientation processes.

Increase synchronous, virtual interactions (1) among current students, (2) between department-level administrators and graduate students, (3) between faculty and graduate students, and (4) between alumni and current graduate students.

Update of Progress to the Previous Cycle's PCI:

Begin the process for significant curriculum revision and development with regards to elective course offerings. Moving forward, we will strive to more careful structure our elective offerings around broader faculty interests and a generalist approach to sociology, which will allow for greater flexibility in scheduling courses and diversify faculty involvement in our graduate curriculum. We will also develop a system for faculty to propose their unique specialization course (if the content does not align with other faculty expertise) through the existing SOCI 6360 mechanism.

- Given student satisfaction with our course offerings and an upcoming transition into the Graduate Director role, we did not aggressively pursue this plan.

Update our department's webpage concerning the graduate program. These changes are designed to (1) simplify content, (2) provide information in a more engaging manner (including infographics and professionally recorded videos), (3) more effectively convey pertinent information to (a) prospective students, (b) current students, and (c) former students.

- We have addressed each of these factors. Our new graduate program website is much improved and far more user-friendly. We plan to continue to capitalize on this momentum to feature testimonials from former and current students to bolster recruitment efforts, to be elaborated on in the plan for continuous improvement.

Finalize and implement department-specific orientation curriculum and partner with SHSU online to develop a Blackboard shell for SOCI graduate student orientation in Fall 2021 and roll out the orientation for our incoming Fall 2022 cohort in August of 2022. If this orientation proves successful, next steps will be taken to remove SOCI 5100 as a core curriculum requirement for the MA program given the new orientation processes.

- Due to the lag in catalog revisions, we were not yet able to remove SOCI 5100 from the core curriculum. However, the catalog revision is under review and slated to take effect in Fall 2023. In the meantime, SOCI 5100 has been radically revised to function more as an orientation module (i.e., for credit) than a traditional course. As early as Fall 2021, students' experience in SOCI 5100 reflected this 'orientation' approach, which they have found highly effective per IDEA scores and student feedback.

Increase synchronous, virtual interactions (1) among current students, (2) between department-level administrators and graduate students, (3) between faculty and graduate students, and (4) between alumni and current graduate students.

- Steady progress was made in synchronous, virtual interactions for all groups with the exception of alumni and current students. Most of our offerings now have some sort of optional zoom component, which has steadily coincided with higher levels of engagement and performance of our students.

New Plan for Continuous Improvement Item

Closing Summary:

Facilitate the transition of graduate directors and develop a transition memo to aid in this process in the future. In addition, the new graduate director will identify a vision for the graduate programs in sociology moving forward.

Update website to feature additional student testimonials rather than faculty perspectives in the intent to bolster recruitment.

Develop a recruitment plan the MA and certificate programs.

Update assessment plan for 2022-23 to include the capstone project as a key performance indicator.

Department of World Languages and Cultures

French BA

Goal: Language Proficiency

Goal Description:

Students in the BA in French major at SHSU should graduate with Advanced levels of proficiency in oral and written modalities.

Providing Department: French BA

RELATED ITEM LEVEL 1

Learning Objective: Oral Proficiency

Learning Objective Description:

Before graduating, students will demonstrate an Advanced Low level of oral proficiency in the target language system (see descriptors of this level in the Criterion Description below). WOLC selected this benchmark based on the ACTFL guidelines for Oral Proficiency Levels in the Workplace (2015) (see: https://bit.ly/ACTFLOPITW).

Attached Files

📄 OralProficiencyWorkplacePoster.pdf

RELATED ITEM LEVEL 2

Indicator: Oral Proficiency

Indicator Description:

Prior to graduation, a sample of a minimum of 50% of graduating seniors will take the OPI-C in the SHSU Testing Center.

Criterion Description:

All students taking the OPI-C will obtain a minimum score of Advanced Low. ACTFL describes this level as follows:

"Speakers at the Advanced Low sublevel are able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest.

Advanced Low speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect. In these narrations and descriptions, Advanced Low speakers combine and link sentences into connected discourse of paragraph length, although these narrations and descriptions tend to be handled separately rather than interwoven. They can handle appropriately the essential linguistic challenges presented by a complication or an unexpected turn of events.

Responses produced by Advanced Low speakers are typically not longer than a single paragraph. The speaker's dominant language may be evident in the use of false cognates, literal translations, or the oral paragraph structure of that language. At times their discourse may be minimal for the level, marked by an irregular flow, and containing noticeable self-correction. More generally, the performance of Advanced Low speakers tends to be uneven.

Advanced Low speech is typically marked by a certain grammatical roughness (e.g., inconsistent control of verb endings), but the overall performance of the Advanced-level tasks is sustained, albeit minimally. The vocabulary of Advanced Low speakers often lacks specificity. Nevertheless, Advanced Low speakers are able to use communicative strategies such as rephrasing and circumlocution.

Advanced Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion. Their speech can be understood by native speakers unaccustomed to dealing with non-natives, even though this may require some repetition or restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly. (see pg. 14, https://bit.ly/OPI-C_familiarization)

Sample questions can be seen in the ACTFL OPIc Examinee Handbook (https://bit.ly/OPI-Chandbook).

Attached Files
📄 actfl-fam-manual-opic.pdf
📄 opic-examinee-handbook.pdf

Findings Description:

The first French program graduates will complete their degree programs this fall. We will test them using the OPIc and report data in the 2022-2023 cycle.

RELATED ITEM LEVEL 3

Indicator: Oral Proficiency
Action Description:

The first French program graduates will complete their degree programs this fall. We will test them using the OPIc and report data in the 2022-2023 cycle.

RELATED ITEM LEVEL 1

Learning Objective: Written Proficiency
Learning Objective Description:

Before graduating, students will demonstrate an Advanced Low level of written proficiency in the target language system (see descriptors of this level below). WOLC selected this benchmark to coincide with the ACTFL guidelines for Oral Proficiency Levels in the Workplace (2015) (see: https://bit.ly/ACTFLOPITW)

"Writers at the Advanced Low sublevel are able to meet basic work and/or academic writing needs. They demonstrate the ability to narrate and describe in major time frames with some control of aspect. They are able to compose simple summaries on familiar topics. Advanced Low writers are able to combine and link sentences into texts of paragraph length and structure. Their writing, while adequate to satisfy the criteria of the Advanced level, may not be substantive. Writers at the Advanced Low sublevel demonstrate the ability to incorporate a limited number of cohesive devices, and may resort to some redundancy and awkward repetition. They rely on patterns of oral discourse and the writing style of their first language. These writers demonstrate minimal control of common structures and vocabulary associated with the Advanced level. Their writing is understood by natives not accustomed to the writing of non-natives, although some additional effort may be required in the reading of the text. When attempting to perform functions at the Superior level, their writing will deteriorate significantly. (find more information here: https://bit.ly/ACTFLWriting)

Attached Files
📄 OralProficiencyWorkplacePoster.pdf

RELATED ITEM LEVEL 2

Indicator: Written Proficiency
Indicator Description:

WOLC will review instruments that measure students' written proficiency in French.

Criterion Description:
WOLC will gather French written proficiency measures and explore their utility and feasibility for measuring learner progress at SHSU.

Findings Description:
WOLC is preparing to test the first French graduates for written proficiency immediately prior to graduation this Fall 2022.

Indicator: Written Proficiency

Action Description:

WOLC is preparing to test the first French graduates for written proficiency immediately prior to graduation this Fall 2022 and will report the data for the 2022-2023 cycle.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

1) Recruit students to the French major and minor.

2) Identify and/or develop written proficiency instrument to track student development.

3) Explore accreditation process for French K-12 Teaching Certification.

Update of Progress to the Previous Cycle's PCI:

1) Recruit students to the French major and minor.

Due to leadership changes and unexpected resignations, recruitment to the French major and minor slowed during the 2021-2022 assessment cycle. WOLC hired new French faculty for Fall 2022 and will work with them to boost recruitment efforts to French programming.

2) Identify and/or develop written proficiency instrument to track student development.

Due to administrative shifts and unexpected resignations, progress on identifying written proficiency instruments was postponed to the 2022-2023 assessment cycle.

3) Explore accreditation process for French K-12 Teaching Certification.

This task has been postponed due to changes in WOLC leadership and unexpected resignations in the French program. New French faculty will now work with the curriculum team to explore and pursue French teacher certification and/or French/Spanish teacher dual certification.

New Plan for Continuous Improvement Item

Closing Summary:

1) Recruit students to the French minor and upper-level language course programming.

2) Identify and/or develop written proficiency instrument to track student development.

3) Explore accreditation process for French K-12 Teaching Certification.

German Minor

Goal: Establish Cultural Awareness Measure and Benchmark

Goal Description:

WOLC's Curriculum and Assessment Committee will explore cultural awareness measures for minor students in German. Using peer-reviewed research and best practices for German language and culture instruction, the committee will determine appropriate benchmark levels for students in the minor.

Providing Department: German Minor

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Learning Objective: Cultural Competence and Awareness
Learning Objective Description:

While WOLC's Curriculum and Assessment Committee explores possible measures for evaluating cultural competence and awareness, the department will temporarily assess cultural awareness using a modified version of the Cross-Cultural Competence Inventory (3CI).

Testing German minors using the modified 3CI will help WOLC to establish an appropriate baseline for these students.

RELATED ITEM LEVEL 2

Indicator: Cultural Competence and Awareness
Indicator Description:
Prior to graduation, all graduating minors in German will take the modified 3CI.

Criterion Description:
3CI is a 63-item inventory rated on a 7-point Likert scale. The test is statistically reliable and measures cognitive, emotional, and behavioral aspects of cross-cultural behaviors.

Findings Description:
WOLC delayed implementation of 3CI and will begin reporting data in the 2022-2023 cycle.

RELATED ITEM LEVEL 3

Action: Cultural Competence and Awareness
Action Description:
WOLC will implement 3CI testing and begin reporting data in the 2022-2023 cycle.

Goal: Establish Oral Proficiency Measure and Benchmark

Goal Description:

WOLC's Curriculum and Assessment Committee will explore language proficiency testing for minor students in German. Using peer-reviewed research and best practices for German language instruction, the committee will determine appropriate benchmark levels for students in the minor. Long-term testing of minors using the OPI-C is cost-prohibitive ($70/test) so the committee will explore new options to make testing equitable and affordable.

Providing Department: German Minor

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Learning Objective: Oral Proficiency
Learning Objective Description:

While WOLC's Curriculum and Assessment Committee identifies alternative measures for measuring oral proficiency, the department will assess the German minors' oral proficiency using the ACTFL OPI-c.

Indicator: Oral Proficiency

Indicator Description:

Prior to graduation, a sample of a minimum of 50% of graduating seniors will take the American Council of Teachers of Foreign Languages (ACTFL) Oral Proficiency Interview - Computerized (OPI-C) SHSU Testing Center.

Criterion Description:

All minor students taking the OPI-C will obtain a minimum score of Intermediate Mid. ACTFL describes this level as follows:

> Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.

> Intermediate Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

> Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

> Overall, Intermediate Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.

Findings Description:

WOLC delayed implementation of the OPIc for German minors until the 2022-2023 cycle.

Action: Oral Proficiency

Action Description:

Prior to graduation, a sample of a minimum of 50% of graduating seniors will take the American Council of Teachers of Foreign Languages (ACTFL) Oral Proficiency Interview - Computerized (OPI-C) SHSU Testing Center.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

1) Pilot test the Cross-Cultural Competence Inventory (3CI) with currently enrolled students to establish a benchmark and begin validating the measure.

2) Explore oral language proficiency testing options to replace the cost-prohibitive OPIc

Update of Progress to the Previous Cycle's PCI:

Closing Summary

1) Pilot test the Cross-Cultural Competence Inventory (3CI) with currently enrolled students to establish a benchmark and begin validating the measure.

2) Explore oral language proficiency testing options to replace the cost-prohibitive OPIc.

WOLC delayed implementation of both measures and will begin reporting data in the 2022-2023 cycle.

New Plan for Continuous Improvement Item

Closing Summary:

1) Pilot test the Cross-Cultural Competence Inventory (3CI) with currently enrolled students to establish a benchmark and begin validating the measure.

2) Explore oral language proficiency testing options to replace the cost-prohibitive OPIc

Spanish BA

Goal: Language Proficiency

Goal Description:

The BA in Spanish at SHSU targets two student populations: 1) pre-service teachers seeking certification to teach Spanish in Texas public schools and 2) students who wish to earn a BA without seeking teacher certification. Students in both degree tracks should graduate with high levels of proficiency in oral and written modalities. In addition to demonstrating oral and written proficiency, teacher candidates must pass the Texas Examinations of Educator Standards (TExES) Languages Other Than English (LOTE) Spanish exam, which includes discipline-specific measures of language proficiency (see attached guidelines).

Attached Files

📄 613PrepManual.pdf
📄 ch114c TEKS.pdf

Providing Department: Spanish BA

RELATED ITEM LEVEL 1

Learning Objective: Oral Proficiency

Learning Objective Description:

Before graduating, students will demonstrate an Advanced Low level of oral proficiency in the target language system (see descriptors of this level in the Criterion Description below). WOLC selected this benchmark based on the ACTFL guidelines for Oral Proficiency Levels in the Workplace (2015) (see: https://bit.ly/ACTFLOPITW).

Attached Files

📄 OralProficiencyWorkplacePoster.pdf

RELATED ITEM LEVEL 2

Indicator: Oral Proficiency

Indicator Description:

Prior to graduation, a sample of a minimum of 50% of graduating seniors (to include all teacher candidates) will take the American Council of Teachers of Foreign Languages (ACTFL) Oral Proficiency Interview - Computerized (OPI-C) SHSU Testing Center.

Criterion Description:

All major students taking the OPI-C will obtain a minimum score of Advanced Low. ACTFL describes this level as follows:

"Speakers at the Advanced Low sublevel are able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest.

Advanced Low speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect. In these narrations and descriptions, Advanced Low speakers combine and link sentences into connected discourse of paragraph length, although these narrations and descriptions tend to be handled separately rather than interwoven. They can handle appropriately the essential linguistic challenges presented by a complication or an unexpected turn of events.

Responses produced by Advanced Low speakers are typically not longer than a single paragraph. The speaker's dominant language may be evident in the use of false cognates, literal translations, or the oral paragraph structure of that language. At times their discourse may be minimal for the level, marked by an irregular flow, and containing

noticeable self-correction. More generally, the performance of Advanced Low speakers tends to be uneven.

Advanced Low speech is typically marked by a certain grammatical roughness (e.g., inconsistent control of verb endings), but the overall performance of the Advanced-level tasks is sustained, albeit minimally. The vocabulary of Advanced Low speakers often lacks specificity. Nevertheless, Advanced Low speakers are able to use communicative strategies such as rephrasing and circumlocution.

Advanced Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion. Their speech can be understood by native speakers unaccustomed to dealing with non-natives, even though this may require some repetition or restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly. (see pg. 14, https://bit.ly/OPI-C_familiarization)

Sample questions can be seen in the ACTFL OPIc Examinee Handbook (https://bit.ly/OPI-Chandbook).

Attached Files
📄 actfl-fam-manual-opic.pdf
📄 opic-examinee-handbook.pdf

Findings Description:

All students who graduated in 2021-2022 achieved Advanced Low status on the OPIc or were native speakers of Spanish.

RELATED ITEM LEVEL 3

Indicator: Oral Proficiency

Action Description:

WOLC will continue to test graduating students using the OPIc while exploring less expensive alternatives.

RELATED ITEM LEVEL 1

Learning Objective: Written Proficiency

Learning Objective Description:

Before graduating, students will demonstrate an Advanced Low level of written proficiency in the target language system (see descriptors of this level below). WOLC selected this benchmark to coincide with the ACTFL guidelines for Oral Proficiency Levels in the Workplace (2015) (see: https://bit.ly/ACTFLOPITW)

RELATED ITEM LEVEL 2

Indicator: Written Proficiency

Indicator Description:

WOLC is reviewing instruments that will measure students' written proficiency. We have gathered widely recognized sample instruments, including the ACTFL Written Proficiency Test, Avant Standards-Based Measurement of Proficiency (STAMP), and Diplomas de Español como lengua extranjera (*Diplomas of Spanish as a Foreign Language*, DELE).

Criterion Description:

Before graduating, students will demonstrate an Advanced Low level of written proficiency in the target language system (see descriptors of this level below). WOLC selected this benchmark to coincide with the ACTFL guidelines for Oral Proficiency Levels in the Workplace (2015) (see: https://bit.ly/ACTFLOPITW)

"Writers at the Advanced Low sublevel are able to meet basic work and/or academic writing needs. They demonstrate the ability to narrate and describe in major time frames with some control of aspect. They are able to compose simple summaries on familiar topics. Advanced Low writers are able to combine and link sentences into texts of paragraph length and structure. Their writing, while adequate to satisfy the criteria of the Advanced level, may not be substantive. Writers at the Advanced Low sublevel demonstrate the ability to incorporate a limited number of cohesive devices, and may resort to some redundancy and awkward repetition. They rely on patterns of

oral discourse and the writing style of their first language. These writers demonstrate minimal control of common structures and vocabulary associated with the Advanced level. Their writing is understood by natives not accustomed to the writing of non-natives, although some additional effort may be required in the reading of the text. When attempting to perform functions at the Superior level, their writing will deteriorate significantly. (find more information here: https://bit.ly/ACTFLWriting)

Attached Files
📄 OralProficiencyWorkplacePoster.pdf

Findings Description:

WOLC will continue its evaluation of written proficiency measures and report findings in the 2022-2023 cycle.

RELATED ITEM LEVEL 3

Indicator: Written Proficiency

Action Description:

WOLC will continue its evaluation of written proficiency measures and report findings in the 2022-2023 cycle.

Goal: Teacher Certification Preparation

Goal Description:

WOLC will work with the School of Teaching and Learning to prepare teacher candidates with the knowledge, skills, and dispositions required to earn Texas EC-12 Certification in Spanish.

Providing Department: Spanish BA

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Learning Objective: Incorporation of Language Acquisition Theories in Instructional Practices and Assessment

Learning Objective Description:

1) Teacher candidates will demonstrate their understanding of theories of language acquisition at various phases of development and use this knowledge to create a supportive learning environment that includes target language input and opportunities for negotiating meaningful interaction.

2) Teacher candidates will demonstrate a variety of instructional practices that reflect language outcomes and articulated program model

RELATED ITEM LEVEL 2

Indicator: Incorporation of Language Acquisition Theories in Instructional Practices and Assessment

Indicator Description:

Spanish teacher candidates will be assessed by their performance on the ACTFL/CAEP rubric *Standard 3: Language Acquisition Theories and Knowledge of Students and Their Needs* and *Standard 5: Assessment of Languages and Cultures – Impact on Student Learning from the* Program Standards for the Preparation of Foreign Language Teachers (see rubrics here: https://bit.ly/ACTFLCAEP).

Attached Files
📄 ACTFLCAEPStandards2013_v2015.pdf

Criterion Description:

Prior to graduation, all teacher candidate students will be observed during their teaching internship and evaluated using the ACTFL/CAEP rubric rubric *Standard 3: Language Acquisition Theories and Knowledge of Students and Their Needs* and *Standard 5: Assessment of Languages and Cultures – Impact on Student Learning.* These domains include the following competencies:

- Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.
- Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.
- Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.
- Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.
- Interpret and report the results of student performances to all stakeholders in the community, with particular emphasis on building student responsibility for their own learning.

Findings Description:

All graduating seniors were observed using the ACTFL/CAEP rubric and achieved appropriate ratings.

RELATED ITEM LEVEL 3

Indicator: Incorporation of Language Acquisition Theories in Instructional Practices and Assessment

Action Description:

WOLC will continue to use this measure of teacher candidate's ability to incorporate language acquisition theories in instructional practices and assessment.

RELATED ITEM LEVEL 1

Learning Objective: Integration of Standards in Curriculum And Instruction

Learning Objective Description:

1) Teacher candidates will demonstrate an understanding of the goal areas and standards of the ACTFL Standards for Foreign Language Learning and the Texas Essential Knowledge and Skills (TEKS) for Languages Other Than English (LOTE).
2) Teacher candidates will integrate these standards into curricular planning and language instruction.
3) Teacher candidates will use standards and curricular goals to evaluate, select, design, and adapt instructional resources.

RELATED ITEM LEVEL 2

Indicator 1: Integration of Standards in Curriculum and Instruction

Indicator Description:

Spanish teacher candidates will be assessed by their performance on *Domain 1: Instruction and Assessment* of the TExES LOTE Representative Exam.

Criterion Description:

Prior to graduation, all teacher candidate students will take the LOTE Representative and score 80% or higher for *Domain 1: Instruction and Assessment*. This domain includes the following competencies:

- The LOTE teacher knows and understands language-learning theories and theories of second-language acquisition and their application to LOTE instruction and assessment to promote the learning goals defined in the TEKS for LOTE and promote all students' success as language learners.
- The LOTE teacher understands and applies theories, strategies and practices of second-language instruction and assessment to promote students' progress in all areas of language learning as defined in the TEKS for LOTE.

The LOTE teacher understands and applies strategies and approaches for implementing the TEKS for LOTE to promote students' ability to communicate in the target language, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, make comparisons that develop insight into the nature of language and culture and participate in multilingual communities at home and around the world.

Findings Description:

All graduating students achieved an 80% or higher for *Domain 1: Instruction and Assessment*.

Indicator 1: Integration of Standards in Curriculum and Instruction

Action Description:

WOLC will continue to use this measure of teacher candidates' understanding of the integration of standards in curriculum and instruction.

Indicator 2: Integration of Standards in Curriculum and Instruction

Indicator Description:

Spanish teacher candidates will be assessed by their performance on the ACTFL/CAEP rubric *Standard 4: Integration of Standards in Planning and Instruction* from the Program Standards for the Preparation of Foreign Language Teachers (see rubrics here: https://bit.ly/ACTFLCAEP).

Attached Files

📄 ACTFLCAEPStandards2013_v2015.pdf

Criterion Description:

Prior to graduation, all teacher candidate students will be observed during their teaching internship and evaluated using the ACTFL/CAEP rubric *Standard 4: Integration of Standards in Planning and Instruction*. This domain includes the following competencies:

- Demonstrate an understanding of the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards and use them as the basis for instructional planning.
- Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards in their classroom practice.

Use the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.

Findings Description:

All teacher candidates were observed during their teaching internship and evaluated using the ACTFL/CAEP rubric *Standard 4: Integration of Standards in Planning and Instruction*. All students achieved an appropriate rubric score.

Indicator 2: Integration of Standards in Curriculum and Instruction

Action Description:

WOLC will continue to use the ACTFL/CAEP rubric to assess students' performance during their teaching internship.

Learning Objective: Teacher Candidate Professionalism

Learning Objective Description:

1) Teacher Candidates will engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice.
2) Teacher Candidates will know the value of foreign language learning in overall student success and will embrace their role as advocates with students and their parents, colleagues, and community stakeholders to promote the field.

Indicator: Teacher Candidate Professionalism

Indicator Description:

Prior to graduation, all teacher candidates will give a Capstone presentation that targets the ACTFL/CAEP rubric *Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines* and *Standard 6: Professional Development, Advocacy, and Ethics* (see rubrics here: https://bit.ly/ACTFLCAEP)

Attached Files
📄 ACTFLCAEPStandards2013_v2015.pdf

Criterion Description:

Prior to graduation, all teacher candidates will give a Capstone presentation that targets the ACTFL/CAEP rubric *Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines* and *Standard 6: Professional Development, Advocacy, and Ethics*. A panel of WOLC faculty in Spanish will use the ACTFL CAEP rubric to assess students' performance. The domains included in the Capstone include the following competencies:

- Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.
- Demonstrate understanding of linguistics and the changing nature of language, and compare language systems.
- Demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics.
- Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.
- Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21st century through collaboration and advocacy with all stakeholders.

Use inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator and demonstrate a commitment to equitable and ethical interactions with all students, colleagues and other stakeholders.

Findings Description:

All teacher candidates gave a Capstone presentation and achieved appropriate scores on the ACTFL/CAEP rubric *Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines* and *Standard 6: Professional Development, Advocacy, and Ethics* (see rubrics here: https://bit.ly/ACTFLCAEP)

RELATED ITEM LEVEL 3

Indicator: Teacher Candidate Professionalism
Action Description:
WOLC will continue to use this measure of teacher candidate professionalism.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):
Closing Summary
1. Complete ongoing analysis of oral data (online vs. f-t-f) in 2020-2021 cycle.

2. Create and implement new upper-level Spanish courses as a result of the BA Review at the Department level.

3. Collect a greater sample size of pre- and post-study abroad experiences (culture, attitudes, language) in Costa Rica to ensure statistically reliable outcome measures for program development.

4. Adopt a common text/method for Spanish 3361 to create a uniform composition experience across all classes.

Update of Progress to the Previous Cycle's PCI:
Closing Summary
1. Complete ongoing analysis of oral data (online vs. f-t-f) in 2021-2022 cycle.

Due to a department leadership change, we suspended this goal for 2021-2022 and will reinitiate it in 2022-2023.

2. Create and implement new upper-level Spanish courses as a result of the BA Review at the Department level.

WOLC implemented new upper-level courses as part of the new minor in Spanish Interpretation and Translation for Health Professions.

3. Collect a greater sample size of pre- and post-study abroad experiences (culture, attitudes, language) in Costa Rica to ensure statistically reliable outcome measures for program development.

Due to the ongoing impact of COVID-19, study abroad in Costa Rica was again suspended during 2022. We have proposed a program for Summer 2023 and will redouble our data collection efforts.

4. Adopt a common text/method for Spanish 3361 to create a uniform composition experience across all classes.

Pending the new WOLC BA, this effort has been suspended until 2022-2023.

New Plan for Continuous Improvement Item

Closing Summary:

1. Integrate the Spanish BA with WOLC BA.

2. Complete ongoing analysis of online vs face-to-face instruction in the 2022-2023 cycle.

3. Collect a larger sample of pre- and post-study abroad experiences (culture, attitudes, language) in Costa Rica to ensure statistically reliable outcome measures for program development.

Spanish MA

Goal: Demonstration Of Breadth Of Knowledge

Goal Description:

Spanish MA students will demonstrate their graduate-level of knowledge in literature, language, and linguistics. Graduate-level knowledge gives students the ability to teach and/or clearly communicate what they have learned through their focused study in the discipline.

Providing Department: Spanish MA

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Learning Objective: Breadth Of Knowledge

Learning Objective Description:

Spanish MA students will demonstrate their graduate-level knowledge through comprehensive written exams demonstrating their ability to clearly communicate what they have learned through their program of study. Students whose dominant language is not Spanish will demonstrate their Advanced High Oral Communication skills on the ACTFL OPI-C.

RELATED ITEM LEVEL 2

Indicator 1: Breadth of Knowledge

Indicator Description:

During their last semester of study, Spanish MA students will demonstrate their graduate-level knowledge through written comprehensive exams in three subject areas of their choosing. Students select these areas from their MA coursework and work with faculty to develop a reading list and exam questions.

Criterion Description:

All Spanish MA students will achieve a score of Pass or High Pass on their written comprehensive exams during their final semester of study.

Findings Description:

All MA graduates in the 2021-2022 cycle achieved a Pass or High Pass on written comprehensive exams.

RELATED ITEM LEVEL 3

Indicator 1: Breadth of Knowledge

Action Description:

WOLC will maintain the current written comprehensive exam as a method for measuring graduate-level knowledge.

RELATED ITEM LEVEL 2

Indicator 2: Breadth of Knowledge

Indicator Description:

Prior to graduation, Spanish MA students whose dominant language is not Spanish will take the ACTFL OPI-C and obtain a minimum score of Advanced High. WOLC selected this benchmark based on the ACTFL guidelines for Oral Proficiency Levels in the Workplace (2015) (see: https://bit.ly/ACTFLOPITW).

Attached Files

📄 OralProficiencyWorkplacePoster.pdf

Criterion Description:

All students taking the OPI-C will obtain a minimum score of Advanced High. ACTFL describes this level as follows:

"Speakers at the Advanced High sublevel perform all Advanced-level tasks with linguistic ease, confidence, and competence. They are consistently able to explain in detail and narrate fully and accurately in all time frames. In addition, Advanced High speakers handle the tasks pertaining to the Superior level but cannot sustain performance at that level across a variety of topics. They may provide a structured argument to support their opinions, and they

may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, but in general, they are more comfortable discussing a variety of topics concretely.

Advanced High speakers may demonstrate a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary by the confident use of communicative strategies, such as paraphrasing, circumlocution, and illustration. They use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech. However, when called on to perform the complex tasks associated with the Superior level over a variety of topics, their language will at times break down or prove inadequate, or they may avoid the task altogether, for example, by resorting to simplification through the use of description or narration in place of argument or hypothesis.

Findings Description:

All graduating MA Spanish students in the 2021-2022 cycle had Spanish as their dominant language and were therefore exempt from this criterion.

Indicator 2: Breadth of Knowledge

Action Description:

WOLC will maintain this standard for students whose dominant language is not Spanish

Goal: Graduate Student Scholarship

Goal Description:

Graduate-level study will give students essential professional scholarly knowledge and skills.

Providing Department: Spanish MA

Learning Objective: Graduate Student Scholarship

Learning Objective Description:

Through a deliberate admissions process and faculty-student research collaboration, the MA Spanish program will give students essential professional and scholarly knowledge and skills.

Indicator 1: Graduate Student Scholarship

Indicator Description:

The Spanish Graduate Faculty revised admissions criteria to more accurately reflect program content and goals. Prior to admission, graduate faculty evaluate students' prior coursework (minimum of 18 hours undergraduate Spanish), undergraduate GPA, writing in Spanish and English, and students' letters of recommendation from academic and professional sources. The student application package reflects these criteria; students must submit writing samples in Spanish and English and must provide letters of recommendation from academic and professional mentors. Application packages are evaluated using the attached rubric.

Attached Files
📄 Admission Rubric Spanish MA.pdf

Criterion Description:

All students admitted to the Spanish MA program will meet minimum criteria for program admission or will have a clear remediation plan in place prior to admission.

Findings Description:

All admitted students met the criteria for direct admission. None required a remediation plan.

Indicator 1: Graduate Student Scholarship

Action Description:

WOLC will continue to use the admissions criteria for new applicants.

Indicator 2: Graduate Student Scholarship

Indicator Description:

WOLC will build a program of regular graduate student external scholarly activity.

Criterion Description:

Each academic year, at least 2 graduate students will collaborate with faculty to prepare a scholarly project for submission to a peer-reviewed conference, publication venue, or grant agency.

Findings Description:

One MA student completed work with a MA faculty member. The student-faculty team was awarded a Mellon-funded Grant-in-Aid through the University of Houston's US Latino Digital Humanities program.

Indicator 2: Graduate Student Scholarship

Action Description:

WOLC will maintain the KPI, striving for a minimum of two peer-reviewed scholarly projects from faculty-student teams.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

1) Continue direct recruitment in Houston-area schools and at campus events to increase enrollment

2) Continue to survey school districts, teachers, and current/future MA students to tailor curriculum and program development.

3) Revise current Spanish MA program to be a fully online WOLC MA program oriented to building professional language skills.

Update of Progress to the Previous Cycle's PCI:

1) Continue direct recruitment in Houston-area schools and at campus events to increase enrollment

WOLC continued direct recruitment to these schools, but was not especially successful. We will be evaluating the Spanish MA program and refining its content as we move forward with the WOLC BA (and MA to follow).

2) Continue to survey school districts, teachers, and current/future MA students to tailor curriculum and program development.

WOLC continued revising its MA curriculum and offered courses that were most relevant to our current student population.

3) Revise current Spanish MA program to be a fully online WOLC MA program oriented to building professional language skills.

WOLC offered all Spanish MA courses online and will continue to do so during the transition to a WOLC MA.

New Plan for Continuous Improvement Item

Closing Summary:

Closing Summary

1) Continue direct recruitment in Houston-area schools and at campus events to increase enrollment

2) Continue to survey school districts, teachers, and current/future MA students to tailor curriculum and program development.

3) Revise current Spanish MA program to be a fully online WOLC MA program oriented to building professional language skills.