



# 2022-2023



# 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:

The Departmental SACS Review Committee conducted a review of student papers and projects from a combination of 33 courses plus pre/post-test data.

The results revealed an overall combined research literacy score of 3.90.

The overall results indicate students met the goal of being able to explain, write about, and apply communication theories across a variety of formats (literature reviews, projects, discussion boards, etc.). These results indicate that students possess a strong understanding of communication theories. This criterion 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. Faculty will be encouraged to develop assignments that stress the importance of understanding and applying theory in their personal and professional experiences.

RELATED ITEM LEVEL 2

**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:**

The Departmental SACS Review Committee conducted a review of student papers and projects from a combination of 33 courses plus pre/post-test data.

The results revealed an overall combined research literacy score of 4.0

The overall results indicate students met the goal of being able to write in ways that are clear and effective across a variety of formats (literature reviews, projects, discussion boards, etc.) and courses. This criterion was met.

RELATED ITEM LEVEL 3

**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 that faculty incorporate outlining are teaching and using the departmentally-developed outline format across all classes, where appropriate. 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. The department chair will also encourage all faculty who have not taken the Writing In the Disciplines workshop to do so.

**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

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**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.

#### RELATED ITEM LEVEL 2

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

#### **Indicator Description:**

We will measure attainment of the outline/writing skills goal 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:**

The Departmental SACS Review Committee conducted pre and post test to evaluate student knowledge over the course of the semester.

The pre/post-test are as follow:

Public Speaking Outlines/Writing Assignments (288 Students): 4.52

Business and Professional Outlines/Writing Assignments (151 Students): 4.62

The overall results indicate students met the goal of using standard outline format and proper citation in drafting speaking outlines. These results indicate that on the whole students can write properly formatted outlines. This criterion was met.

#### 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:**

The Departmental SACS Review Committee conducted pre and post test to evaluate student knowledge over the course of the semester.

The pre/post-test are as follow:

Public Speaking Outlines/Writing Assignments (288 Students): 4.45

Business and Professional Outlines/Writing Assignments (151 Students): 4.62

The overall results indicate students met the goal of being able to give an oral presentation using standard techniques and format. These results indicate that on the whole students can create and properly deliver an oral presentation. This criterion was met.

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 research literacy goal with an annual evaluation of a sample of student papers involving reviews of literature reviews 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. Included in this rubric is an assessment of each student's mastery of digital searches, the evaluation of sources, etc. from databases such as Communication Abstracts, Mass Media Complete, PsychInfo, 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:**

The Departmental SACS Review Committee conducted a review of student papers and projects from a combination of 33 courses plus pre/post-test data.

The results revealed an overall combined research literacy score of 3.91.

The overall results indicate students met the goal of being able to find, evaluate, critique, and report on scholarly research across a variety of formats (literature reviews, projects, discussion boards, etc.). These results indicate that students possess research literacy skills across communication courses. This criterion was met.

**RELATED ITEM LEVEL 3****Research Literacy (Action)****Action Description:**

The criterion for students' research literacy was met, but faculty will be encouraged to help our students continue 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 will 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 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 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.

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

### **New Faculty Integration**

The department added one new instructor in this cycle. The Department worked to integrate the new instructor into the department culture, academic goals, etc. She was assigned a mentor and encouraged to serve on Department committees to build interpersonal relationships and shared teaching materials. The goal was to ensure consistency of instruction for all of our students. Additionally, she was asked to share suggestions to improve curriculum and instruction. The intent is to ensure that everyone's talents are being used to provide the very best instruction for our students.

### **Program Growth**

The department 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.

This is the data provided from MarComm on our advertising campaign.

BA: 33 applications, 20 accepted, 8 enrolled

BS: 23 applications, 15 accepted, 5 enrolled

During the past year we have looked for opportunities to collaborate with other departments through our undergraduate certificates and promoting specific content areas that would appeal to various majors. We will continue to pursue those possibilities.

### **Proposal of Certificates**

In conjunction with the Office of Planning and assessment we discovered potentially important areas where our courses and program can meet student needs. Thus, we moved forward and developed and proposed 3 undergraduate certificates. Currently, they are at various points in the approval process.

Communication Studies for Criminal Justice and Legal Studies (approved)

Communication Studies for Sports Professionals (at UCC)

Communication Studies for Health and Social Care Professionals (at UCC)

### **Linked-In Learning**

In this cycle all faculty were encouraged to include at least 1 LinkedIn Learning badge assignment in their courses. This resulted in 46 distinct LinkedIn Learning assignments across our undergraduate classes. The badges should help students build a bridge from course content to workplace skills. Students' LinkedIn profiles will demonstrate valuable skill sets so employers will find them more attractive job candidates when reviewing applicants for positions.

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

### **Closing Summary:**

#### **New Faculty**

The department unexpectedly lost two tenure/tenure track faculty members at the end of this academic year. We were able to hire two new faculty to maintain the number of full time tenure track faculty. Unfortunately, the intent with the spring job posting was to increase the number of FTEs. The next step will be to meet with the CHSS Dean and develop a plan to move forward with our efforts to increase the number of full time faculty positions.

### **Program Growth**



The goal is to continue trying to grow undergraduate enrollment. The department will again partner with Enrollment Marketing and SHSU to raise awareness of our programs, 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. In the upcoming cycle we will try to reach out to other colleges and departments.

### **Proposal of Certificates**

In the upcoming cycle we will begin offering our approved certificate (Communication for Criminal Justice and Legal Studies). We will be waiting final approval for our the other two certificates we have proposed. We will also work with the appropriate disciplines and Enrollment Marketing to promote these new free standing certificates as they become available.

### **Linked-In Learning**

In the coming year the department will continue to encourage undergraduate faculty 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:

We continue to require fifteen hours of courses in literature, language, and pedagogy in our plan of study, and our students continue to do well in those courses. Students enrolled in classes this past year have cumulatively completed 105 hours of courses in this part of the curriculum with a cumulative GPA of 3.97.

#### RELATED ITEM LEVEL 3

##### Significant Coursework in Literature, Language, and Pedagogy

##### Action Description:

We will continue to require this 15-hour component in our plan of study, remaining flexible to meet the needs of particular students.

#### 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:**

With smaller class sizes this past year, there were fewer opportunities for students to provide feedback to other students. Students enrolled in the fiction workshops (there were two) reported an average of 36 critiques (18 per workshop), while students enrolled in the poetry workshop reported an average of 45 poems read and critiqued.

**RELATED ITEM LEVEL 3****Opportunities to Provide Critical Feedback on Creative Work****Action Description:**

We will continue this as is.

**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:**

Students enrolled in fiction workshops this past year (there were two) reported an average of three stories submitted and workshopped per class; students in the poetry workshop reported just over five poems and five to nine pages of poetry per final portfolio.

**RELATED ITEM LEVEL 3****Opportunities to Receive Critical Feedback on Creative Work****Action Description:**

We will continue this as is. We need to continue to recruit more poets into the program, so that we can be sure to offer a poetry workshop each semester.

**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:**

Students enrolled in thesis this past year (which included three) reported an average of 14.33 hours of contact per semester with their thesis advisor, which is consistent with our expectations.

**RELATED ITEM LEVEL 3**

**Contact Hours with Thesis Director**

**Action Description:**

We continue to remain proud of the hands-on contact hours our thesis students receive. It is another hallmark of our program.

**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:**

Students enrolled in fiction workshops this past year (there were two) reported an average of three stories submitted and workshopped per class; students in the poetry workshop reported just over five poems and five to nine pages of poetry per final portfolio.

**RELATED ITEM LEVEL 3**

**Nature Of Writing Workshop Experiences**

**Action Description:**

Our workshops remain central to our mission and operations. In the coming year, we will also be experimenting with a different type of workshop model (collaborative), led by Drs. Ko and Shinkle.

## RELATED ITEM LEVEL 2

### 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:

With a slightly lower than normal enrollment this past year (we lost two new admits early in the fall semester for personal reasons), fulfilling this goal has remained a challenge. We were able to offer fiction workshops each semester (which has been and continues to be the case), but only one poetry workshop. The lack of poetry-focused students remains a challenge for recruitment, though we are aided by the requirement that all students must take at least one poetry workshop. We are offering both a fiction and a poetry workshop this coming fall.

## RELATED ITEM LEVEL 3

### Workshop Offerings And Opportunities

#### Action Description:

We will continue to be strategic about workshop offerings, particularly poetry. While we've always been able to offer a prose workshop every semester, the poetry workshops have struggled to make. Partly, this is a recruitment issue and reflects a need to draw more poets into the program. To be clear, nationally, there are far more prose applicants than poetry applicants, but we need to be able make sure there are a sufficient number of students taking poetry workshops that we can offer the course each semester. This will also require strategic thinking about the number of MFA courses offered each semester.

## RELATED ITEM LEVEL 1

### 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.

## RELATED ITEM LEVEL 2

### 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.

#### Target Description:

Our target is to offer some funding for all students who are participating in professional conferences.

#### Results Description:

We were able to fund six students for travel to the Association of Writers and Writing Programs' Annual Conference this year in Seattle. We also had students travel to the Louisiana Book Festival and the Texas Book Festival as well as the Houston BookFest.

## RELATED ITEM LEVEL 3

### Action - Conference Travel

#### Action Description:

We should continue to fund student opportunities for AWP's annual conference in particular (as many students as possible each year, but fundamentally assuring that all students have at least one opportunity to travel to and participate in AWP's conference during their time as an MFA student). We should also seek to help fund students' participation in other professional conference, especially within the region. Additionally, we should continue to encourage our students to apply to the Graduate School to support their travel, a fund that is often not fully tapped.

**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

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

**RELATED ITEM LEVEL 1**

**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.

**RELATED ITEM LEVEL 2**

**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.

**Target Description:**

MFA cohort will represent diversity of thought, background, and experience.

**Results Description:**

We had nine applicants in this most recent cycle. Those applicants self-identified as five women and four men (including one trans man). Seven identified as white and one as black, while the race of the other is unknown. In terms of age and life experience, the vast majority are relatively recent college graduates from Texas, though two applicants were from out-of-state.

**RELATED ITEM LEVEL 3**

**Diversity of Student Population**

**Action Description:**

We remain more dependent upon our local, that is SHSU undergraduate, population for applications to our MFA program than we wish we were. We need to continue to find ways to reach populations both from other Texas universities and from other states across the Gulf Coast region. We also need to continue to pursue applicants from underrepresented groups so that we better match our region (which is well reflected in our undergraduate population). In the coming year, we will be seeking to make adjustments in our marketing and promotion to reflect this need.

**RELATED ITEM LEVEL 2**

**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.

**Target Description:**

Admitting five students per year in the program.

**Results Description:**

We accepted eight students this enrollment cycle, including three with fellowships and graduate assistantships, and three more with graduate assistantships only. One fellowship-offered student declined our offer to accept a different offer; one fellowship-offered student accepted but then had to withdraw for personal reasons; and one student remains undecided. We anticipate at least five new students to be enrolled in classes this fall.

RELATED ITEM LEVEL 3

**Student Recruiting**

**Action Description:**

We will be revamping our marketing materials to target students in our immediate region (Houston and Dallas, in particular) as well as along the Gulf Coast. While we will continue to seek to extend our reach beyond SHSU's traditional footprint, we recognize that the vast majority of our students are coming from within that footprint. As such, we will seek to be present and face-to-face as often we can through our participation in local book festivals and other related events, and our marketing materials will emphasize the ability to remain close to home and a part of the East Texas/Gulf Coast region.

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.

**Target Description:**

We will aim to maintain a minimum 3.00 standard for applications, with an expectation of not more than 15% allowable exemptions.

**Results Description:**

Eight students were admitted for the Fall of 2023 with an average GPA of 3.44. Only one student had a GPA below 3.00 (but had earned a 3.42 for their most recent 40 hours).

RELATED ITEM LEVEL 3

**Incoming Graduate Student GPA**

**Action Description:**

We will continue to use this as a benchmark in the application process.



## RELATED ITEM LEVEL 2

### **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.

#### **Target Description:**

GRE is no longer required. Will be removed as a KPI.

#### **Results Description:**

See above.

## RELATED ITEM LEVEL 3

### **Incoming Graduate Student GRE**

#### **Action Description:**

As noted above, we no longer require the GRE from applicants.

## RELATED ITEM LEVEL 2

### **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.

#### **Target Description:**

Our target is to offer funding to all MFA students through assistantships and fellowships.

#### **Results Description:**

We currently are offering three \$10,000 fellowships (renewable for three years) to incoming students each fall, as well as a total of six new graduate assistantships each year. Our goal remains to have eighteen students enrolled at all times, all supported by at least a graduate assistantship.

## RELATED ITEM LEVEL 3

### **To Provide Financial Aid to Recruit Qualified and Exceptional Students**

#### **Action Description:**

Our first action here is to insure that we maintain our present levels of financial assistance, specifically the \$10,000 annual fellowships, as well as the ability to provide graduate assistantships to six incoming students per year (all of these renewable for three years). When opportunities arise, we will seek to expand the number of fellowships available, and we will continue to lobby (as we always have) for an increase in the amount of money that constitutes the graduate assistantship--which has remained unchanged for more than twenty years (around \$9,800). In coordination with the chair of the department, we will see more MFA students moved into the classroom as teaching assistants (INRW, 1301, 1302 in particular) so as to justify the additional funds. While the fellowships haven't accomplished all that we had hoped, it is clear that we are drawing a better quality of student (generally speaking) than we did prior to the fellowships being offered.

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

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

#### **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 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 to ensure that we are 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.

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

We continue to remain on the path discussed above for the ideal program size and the number of students recruited and supported financially each academic year. One issue that we will need to monitor and be conscious of is what happens when we lose a student (or two) in a cohort and the ways in which that affects each cohort, especially in terms of class enrollments and financial aid. For example, we lost two of our six admits from this past fall within a couple of months—one for health reasons and the other an MFA/MA admit who chose to concentrate on the MA only. Even our initial offers for this coming fall have been

affected by unpredictable issues—in one case, a child-custody case that will prevent one of our fellowship recipients from moving here and enrolling. In a sense, we need to be able to account for at least some attrition that will leave us below our ideal of eighteen students in the program at any one time and of admitting six financially supported students each academic year. Ideally, all fellowship and graduate assistantship recipients would finish the program in three years so that the funds could roll over to the next incoming cohort, but we need to be prepared for instances where that is not the case.

The number of applicants we receive each year remains roughly the same. We're still only getting ten or so applicants per year. We have been meeting more regularly this past year as a faculty and will continue that going forward as we seek concrete means by which to recruit qualified students to our program. As noted above, we're seeing our students and alumni publish more and more widely, and this past year was easily the most successful year we've had in terms of student and alumni publishing. Our students this past year were also more active in giving readings from their work, not just locally but in Houston and at AWP and other conferences. This increased visibility of our students as well as their face-to-face interactions with potential students is perhaps the best marketing tool we have. We are aware that nationally applications to MFA programs are down (for a variety of reasons), but we should be getting more applications than we are, all things considered.

We didn't make any changes to the curriculum this year, though we'll be re-examining the portfolio system this coming year for potential tweaks. We need to be able to offer poetry workshops consistently, and we need to offer the teaching of creative writing course, which has been on the books but never successfully offered. All of this ties to enrollment, which again goes back to recruiting.

Even without the National Book Awards Festival this past academic year (as we move it to a fall semester event, beginning in the fall of 2023), we still served as hosts to six events featuring readers from outside our campus. These included Pulitzer Prize-winner Adam Johnson and National Book Award-finalist Diana Khoi Nguyen, but also Jennifer Sperry Steinorth and Tim Jones-Yelvington, a pair of authors with TRP, as well as bestseller Sequoia Nagamatsu and a trio of horror-genre writers around Halloween. We should also add here the appearance via Zoom (for Dr. April Shemak's Caribbean lit class) of Prof. Chenelle John-Heard, a graduate of our program and currently a professor in the Virgin Islands. Additionally, our students remain active in giving readings on campus and around, through the annual Fishbowl reading, the Wynne Home Readings, and their own student-initiated reading series at Sam's Table downtown. These remain good opportunities for our students to promote community within the program as well as to gain experience.

We had a significant presence at AWP in Seattle this past year, and our placement at the bookfair—very near the main entrance—was the best we've ever had. In conjunction with the Texas Review Press, which did tremendously well in sales, we were able to take a large contingent of faculty, staff, and students, who not only participated in panels and readings and the bookfair, but made us highly visible in their interactions with faculty and students from other universities, including potential MFA students. The booth drew a steady stream of people interested in the press and its authors as well as the MFA program. With TRP, we also had students present at the Louisiana Book Festival and the Texas Book Festival (Austin), and we had students and faculty participate in the Houston Poetry & Arts Festival (which one of our students helped to organize) at one of the Houston Community College branches. All three events help to promote us regionally and in a personal, face-to-face manner.

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

### **Closing Summary:**

The start of the 2023–24 academic year will represent a transition point for the MFA program in creative writing, editing, and publishing, as Prof. Nick Lantz takes over as director, replacing Dr. Scott Kaukonen, who has been the director since the program's inception in 2010. Hopefully, a new director will provide some new perspective and new energy to the position.

The most significant challenge the program faces continues to be recruitment (and retention). Clearly, we haven't solved the challenge. We continue to accept and enroll a sufficient number of students, but we'd like to increase the number of applicants so that we always choose our students from the strongest pool possible. We're always sensitive to our desire to have a program whose student body reflects the full diversity of our region, which is to say Texas and the Gulf Coast. We're also aware of the challenges and obstacles that traditionally underrepresented groups face when it comes to graduate programs, MFA programs in particular. It begins with awareness--what are MFA programs, what can they do for you, what can they not do for you, what might they do for you, where are they--and preparation (what do I need to do to apply, what does it take to be admitted, what will the atmosphere be like in an MFA program), but it also includes, significantly, financial and time obstacles. Anything we can do to lower these barriers for the best students possible is not only in their interest but in our interest as a program. Going forward, we will seek tangible ways to address these concerns--from our marketing materials to our financial aid to our pedagogy.

We look forward this fall to the return of the National Book Awards Festival and to a continued lineup of diverse writers visiting our campus. We continue to believe that our students need to be exposed to a wide-range of writers, not just in terms of genre and forms and identities, but in terms of life experiences as writers. Not all our students will go on to live as teachers of creative writing (or teachers at all), and so the writers we bring to campus need to include those who have taken other paths.

As noted above, we will be reviewing our portfolio system for tweaks and revisions. We do think that the portfolio system is doing what we had intended for it to do, but it's something we should be reviewing on our regular basis to ensure that it continues to meet the needs of our students, especially with their eyes to post-MFA life.

We will be strategic, in conjunction with the chair of the Department of English, about our course offerings, and the ways in which we can maximize enrollments in each class and yet ensure that our students have the offerings they need each semester so that they might all graduate on time. We will also remain flexible for our students in terms of their individual needs and goals so that the program is always serving the best interests of our students and not some other entity.

We will also celebrate our successes. It was noted above that we've had more student publications this year than any other year. We're also seeing the alumni of our graduate creative writing program begin to publish books and land academic jobs. It's not something we've always been able to say, but moving forward we expect to be able to say it more often and more loudly, in ways that will make us a more attractive program to prospective students.

# 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

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

#### RELATED ITEM LEVEL 1

### 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.

#### RELATED ITEM LEVEL 2

### 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

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:**

Not enough artifacts were collected to meet assessment guidelines.

**RELATED ITEM LEVEL 3**

**Assessment of Writing**

**Action Description:**

Department will develop a more efficient and useful way to assess upper level writing for majors.

**RELATED ITEM LEVEL 3**

**Senior Capstone**

**Action Description:**

Because the department could not agree on a standard Capstone experience, discussion of capstone possibilities will continue with the goal of establishing a capstone course and updating the catalog to reflect that.

**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:**

Not enough artifacts were collected to meet our assessment guidelines.

### RELATED ITEM LEVEL 3

#### **Assessing 2000-level Writing**

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

Department will develop a new more efficient way to sample 2000 level writing from English majors.

### RELATED ITEM LEVEL 3

#### **Senior Capstone**

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

Because the department could not agree on a standard Capstone experience, discussion of capstone possibilities will continue with the goal of establishing a capstone course and updating the catalog to reflect that.

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

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

#### **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.

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

- 1) Department has tweaked curricula to meet student needs.
- 2) Conversations about a capstone programs were had; however, there was no consensus on what a capstone should entail.
- 3) Instructors of 4000 level classes will have written assignments that are more substantial in quality and quantity than in 3000 level classes.

## **Plan for Continuous Improvement Item**

#### **Closing Summary:**

- 1) Continue to discuss capstone to replace some of the less successful assessments.
- 2) Continue to revise and update curriculum.
- 3) Work on recruitment strategies and marketing material.



# 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.

### Target Description:

All MA students have done pre-registration advising with the MA Director for the spring 23 semester.

### Results Description:

The majority of MA students have done pre-registration advising with the MA Director for the spring 23 semester. There are a few students who still need to be advised, but for various reasons, have been delayed.

#### RELATED ITEM LEVEL 2

##### Student Writing Remediation

### KPI Description:

The MA Director meets with graduate student who did not pass the assessment exam in order to prepare them to write better to satisfy English disciplinary graduate writing requirements.

### Target Description:

The MA Director meets with graduate student who did not pass the assessment exam in order to prepare them to write better to satisfy English disciplinary graduate writing requirements.

### Results Description:

The MA Director meets with graduate student who did not pass the assessment exam in order to prepare them to write better to satisfy English disciplinary graduate writing requirements.

## 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](#)

 [Assessment paper pass example\].docx](#)

 [MA Exam fail example.docx](#)

**Findings Description:**

Five students to the MA assessment exam in May 2023. Four out of five students passed the exam with an "acceptable" essay. One student failed the exam with a "deficient" essay. This student will retake the exam in fall 2023, after working with the MA Director to improve her writing so that it meets the standards of graduate level writing. The pass rate is 80%.

RELATED ITEM LEVEL 3

**Advising**

**Action Description:**

The English MA Director has advised all MA and MFA/MA students for courses for summer and fall 2023.

RELATED ITEM LEVEL 3

**Graduate Examination Pass Rate as Indicator of Students' Critical Abilities**

**Action Description:**

The assessment exam was administered in May 2023. Four out of five students passed the exam. The pass rate was 80%.

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.

RELATED ITEM LEVEL 2

**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**

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

Students are assessed for graduate-level writing

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.

One new faculty member, Dr. La-Toya Scott, was hired and started in August 2023. She will teach U.S. Ethnic and African American Literature.

## **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](#)
-  [Assessment paper pass example\].docx](#)
-  [MA Exam fail example.docx](#)

**Findings Description:**

Five students to the MA assessment exam in May 2023. Four out of five students passed the exam with an "acceptable" essay. One student failed the exam with a "deficient" essay. This student will retake the exam in fall 2023, after working with the MA Director to improve her writing so that it meets the standards of graduate level writing. The pass rate is 80%.



### RELATED ITEM LEVEL 3

#### **Advising**

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

The English MA Director has advised all MA and MFA/MA students for courses for summer and fall 2023.

### RELATED ITEM LEVEL 3

#### **Graduate Examination Pass Rate as Indicator of Students' Critical Abilities**

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

The assessment exam was administered in May 2023. Four out of five students passed the exam. The pass rate was 80%.

### 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.

### RELATED ITEM LEVEL 2

#### **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**

#### **Action Description:**

Students are assessed for graduate-level writing

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.

One new faculty member, Dr. La-Toya Scott, was hired and started in August 2023. She will teach U.S. Ethnic and African American Literature.

## **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:**

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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

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RELATED ITEM LEVEL 3

**Advising**

**Action Description:**

The English MA Director has advised all MA and MFA/MA students for courses for summer and fall 2023.

RELATED ITEM LEVEL 3

**Graduate Examination Pass Rate as Indicator of Students' Critical Abilities**

**Action Description:**

The assessment exam was administered in May 2023. Four out of five students passed the exam. The pass rate was 80%.

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.

RELATED ITEM LEVEL 2

**Performance in Class Writing as Indicator of Students' Critical Abilities**

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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.

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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**

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

Students are assessed for graduate-level writing

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.

One new faculty member, Dr. La-Toya Scott, was hired and started in August 2023. She will teach U.S. Ethnic and African American Literature.

**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

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

**DEI curricular items**

**Learning Objective Description:**

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).

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**

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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.

One new faculty member, Dr. La-Toya Scott, was hired and started in August 2023. She will teach U.S. Ethnic and African American Literature.

#### RELATED ITEM LEVEL 1

##### **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.

Our first international student from Bangladesh completed her first year in the program, and passed the assessment exam in May 2023. Our other admitted international student from Nigeria had problems obtaining a student visa and did not enter the program.

## **New Goal Item**

### **Goal Description:**

There are periodic updates made to the MA handbook to reflect university academic policies.

**Providing Department:** English MA

**Progress:** Ongoing

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

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

#### **Closing Summary**

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

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

Our recruitment rate has increased. More classes are being offered online.

As of Fall 2023, 10 students (including spring 23) were admitted into the MA program and 9 enrolled in courses, and 1 admitted student chose not to enter the MA program at this time. The number of new students has increased significantly due to a variety of factors--we are offering more online classes, some MFA students became dual degree MFA/MA, and we have increased the recruitment of students from our undergraduate English program.

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

### **Closing Summary:**

The English MA program will continue to offer online courses to meet the needs of graduate certificate students who would like to go on to the English MA.

# 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

##### Target Description:

- 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:

As a program, we have begun successfully recruiting from our Minor in Professional Writing by holding program open houses every semester, including summers. We also hosted an on-campus event for World Usability Day that allowed students to experience aspects of our program. Finally, we created a LinkedIn page for our program. We determined LinkedIn is the best platform for our program given our student demographics. After only four months in operation with a few posts, our LinkedIn groups has amassed 150 followers, significantly more than we anticipated by this point.

#### RELATED ITEM LEVEL 3

#### Action - Maintain Marketing Plan

##### Action Description:

As a program, we have begun successfully recruiting from our Minor in Professional Writing by holding program open houses every semester, including summers. We also hosted an on-campus event for World Usability Day that allowed students to experience aspects of our program. Finally, we created a LinkedIn page for our program. We determined LinkedIn is the best platform for our program given our student demographics. After only four months in operation with a few posts, our LinkedIn groups has amassed 150 followers, significantly more than we anticipated by this point.

We need to maintain this action heading into the next cycle and strive to increase our presence at the STC Summit and make more frequent and value-added posts to our LinkedIn page.

#### RELATED ITEM LEVEL 3

##### **Increase LinkedIn Presence**

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

We will continue to grow our LinkedIn presence by posting frequent, at least weekly, content that showcases faculty and student successes, as well as industry-specific content.

#### RELATED ITEM LEVEL 1

##### **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.

#### RELATED ITEM LEVEL 2

##### **Meet enrollment projections**

###### **KPI Description:**

Based on the initial proposal for the program, we set our year-two enrollment goal at 28 students. This number was a projection created one year before the program launched. Due to issues related to COVID-19, enrollment by the end of year 2 was at 20 students. To sustain the program and grow it incrementally, we project to have at least 24 students enrolled by the end of year 3 (end of Spring 2022).

###### **Target Description:**

To sustain the program and grow it incrementally, we project to have at least 24 students enrolled by the end of year 3 (end of Spring 2022).

###### **Results Description:**

We did not achieve this target. Our program has mostly remained flat in terms of enrollment.

#### RELATED ITEM LEVEL 3

##### **Increase LinkedIn Presence**

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

We will continue to grow our LinkedIn presence by posting frequent, at least weekly, content that showcases faculty and student successes, as well as industry-specific content.

#### RELATED ITEM LEVEL 3

##### **Meet enrollment projections**

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

Marketing efforts have been our primary action to meet our enrollment projections. We have seen new admits outpace graduates for the past year, but the issue we have experienced is higher than acceptable attrition as students leave the program due to burnout in the workplace, stress from

family obligations, and even anxiety over the political climate in the state of Texas. We need to investigate actions to better address this attrition.

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

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

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.

RELATED ITEM LEVEL 2

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:



Our program has not produced a standard final assignment or a standard rubric for that assignment. To maintain faculty freedom, we discussed these issues in greater detail as a faculty and have allowed faculty to continue assessing their classes as they see best with an encouragement to emphasize situating scholarship and practice into the students' works. For the Portfolio Evaluation, we have removed the Print Portfolio requirement to give students more time to focus on the Critical Review, a substantial argumentative and reflective essay that students write during the portfolio course. More time on it means the faculty member teaching it can better assess how students are addressing scholarship during the semester and can make real-time adjustments as needed. Fall 2022 saw great success in this regard, and Spring 2023 is currently going well with this approach, too, though we will know more after Portfolio Evaluations at the end of April.

#### RELATED ITEM LEVEL 3

##### **Action - Synthesize Scholarship in Technical Communication**

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

Our actions to improve this area of our program have been successful as all three students passed their portfolio evaluations in April. In review, we have not had an issue with synthesis in two years, so we will not longer focus our attention on this action in the coming cycle.

#### 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:

- Final assignments
- 

##### **Target Description:**

Program faculty will submit material for objective.

##### **Results Description:**

Our program has not produced a standard final assignment or a standard rubric for that assignment. To maintain faculty freedom, we discussed these issues in greater detail as a faculty and have allowed faculty to continue assessing their classes as they see best with an encouragement to emphasize situating scholarship and practice into the students' works. For the Portfolio Evaluation, we have removed the Print Portfolio requirement to give students more time to focus on the Critical Review, a substantial argumentative and reflective essay that students write during the portfolio course. More time on it means the faculty member teaching it can better assess how students are addressing scholarship during the semester and can make real-time adjustments as needed. Fall 2022 saw great success in this regard, and Spring 2023 is currently going well with this approach, too, though we will know more after Portfolio Evaluations at the end of April.

RELATED ITEM LEVEL 3

Action - Produce Standard Course Requirements for Synthesizing of Scholarship in Technical Communication

Action Description:

Our program has not produced a standard final assignment or a standard rubric for that assignment. To maintain faculty freedom, we discussed these issues in greater detail as a faculty and have allowed faculty to continue assessing their classes as they see best with an encouragement to emphasize situating scholarship and practice into the students' works. For the Portfolio Evaluation, we have removed the Print Portfolio requirement to give students more time to focus on the Critical Review, a substantial argumentative and reflective essay that students write during the portfolio course. More time on it means the faculty member teaching it can better assess how students are addressing scholarship during the semester and can make real-time adjustments as needed. Fall 2022 saw great success in this regard, and Spring 2023 is currently going well with this approach, too, though we will know more after Portfolio Evaluations at the end of April.

Portfolio Evaluations in April went well, and we have a new approach to portfolios moving forward. We will not longer be focusing on producing a standard course requirement for synthesizing scholarship.

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:**

All students who have taken the TCOM 6300 Portfolio course and sat for the Portfolio Evaluation (our program's comprehensive exam) have passed as of this writing (Spring 2023). This means 100% of students have scored an 80% or better on the portfolio.

**RELATED ITEM LEVEL 3**

**Demonstrate key skills for technical communicators**

**Action Description:**

All students who have taken the TCOM 6300 Portfolio course and sat for the Portfolio Evaluation (our program's comprehensive exam) have passed as of this writing (Spring 2023). This means 100% of students have scored an 80% or better on the portfolio. We will continue focusing on this action as the economy and landscape of higher ed continues to evolve.

**RELATED ITEM LEVEL 3**

**Focus Portfolio on Flagship**

**Action Description:**

To better address the work environment our students enter, we will tailor their portfolios to center around a flagship project, mirroring industry practices.

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

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

#### **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.

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

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 (Red text in the secondary bullets represent our updates as of Spring 2023):

- Develop a second Portfolio course to adequately prepare students for critical reflection, synthesis, and professional development.
  - We submitted course proposals and received approval for a new 2-sequence portfolio process in which students will work on their portfolios for two semesters and engage in additional professional development with a single faculty member.
- Develop new courses to address student professional goals, including user experience design and a pedagogy course.
  - We submitted course proposals and received approval for courses in UX Research and Design and Teaching Technical Communication.

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.
  - Though not comprehensive, we have established trends towards a marketing plan that focuses on recruiting more heavily for and from our minor, holding events, and engaging the profession on relevant social platforms.
- Assess the current design of our curriculum and work to expand it with new courses and tracks.
  - We have four new courses on the books for Fall 2023 that open up our curriculum and establish tracks for student interests.
- Develop a graduate certificate to attract more working professionals who want a new credential.
  - We discussed and planned a graduate certificate and received approval from our department chair to move forward with a proposal. We will continue working on it and hope to submit it next cycle.

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.
  - We have not made progress on this goal though we hope to in the future.
- Establish partnerships with organizations to give students more opportunity for networking and practice.
  - We have formalized a partnership with ORSP and are in the process of signing an MOU with the Houston Police Department to work on various communications projects with our students.
- Showcase our program at national events.

- We planned to exhibit at STC Summit in May 2023, but plans did not work out. We will plan to exhibit in May 2024.

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

### **Closing Summary:**

We will target the following goals for 2023-24:

- Revise our program's graduate handbook to reflect the changes in our new courses, tracks, and faculty.
- Implement more marketing actions that involve in-person and virtual events, social media, and professional outreach.
- Develop a graduate certificate to attract more working professionals who want a new credential.
- Focus on creating a stronger sense of community for our online graduate students to prevent attrition.

# 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 seek to enhance its communications with recent alumni, in an effort to (1) showcase its scholarly profile and (2) build connections with community stakeholders who might supply internships, career opportunities, or professional connections for current students.

#### Target 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 a newsletter to its recent alumni (copy attached).

Attached Files

 [Vol.2-2022Newsletter.pdf](#)

#### RELATED ITEM LEVEL 3

### Enhancing Alumni Relations and Outreach Action Item

#### Action Description:

The department shall initiate conversations with development about fundraising opportunities among alumni. Presently, the department does not have any organized development strategy. Alumni have generously underwritten scholarships for our undergraduate and graduate students; however, the department can and should be more proactive about cultivating these transformative gifts.

#### RELATED ITEM LEVEL 2

### KPI #2: Enhancing Alumni Relations and Outreach

#### KPI Description:

The Department shall, through a anonymous survey, seek to better understand the career outcomes of recent alumni.

#### Target Description:

The Department shall consider it a success if it (1) develops a survey to be deployed among its recent graduates; and (2) collects and analyzes data about job placement, advanced degrees, and degree outcomes.

**Results Description:**

An especially busy year (a major tenure track search, the launch of a new, interdisciplinary minor in the Medical Humanities, as well as the launch of a MA in History in Political Studies) prevented the department from completing work on this survey. This will be a priority action item for the upcoming academic year.

RELATED ITEM LEVEL 3

**Enhancing Alumni Relations and Outreach Action Item**

**Action Description:**

The department shall complete work on and deploy a survey to its recent graduates. This survey shall be designed to supply keener insights into the career outcomes and job placements of departmental alumni. It shall also seek to identify ways in which the program can better serve alumni through continued engagement and networking.

**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

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**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.

RELATED ITEM LEVEL 2

**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:**

Instructional faculty distributed pre-tests and post-tests to a random sample of students in U.S. history survey courses. Students taking these exams demonstrated significant growth in the acquisition of historical thinking skills over the course of a semester. While students earned a "C" average on the pre-test, their scores improved a full letter grade on the post-test. The most dramatic growth was in the analysis of visual culture, a key historical literacy skill evaluated by this assessment instrument.

#### RELATED ITEM LEVEL 3

##### **Acquisition of Historical Thinking Skills Action Item**

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

The department shall develop and implement a new, undergraduate degree plan for History majors and minors that requires HIST 3300: The Historian's Craft in the second year of study. Presently, the department does not require an historical methodology course. The gap between survey level courses and upper-division electives is too wide. HIST 3300 will bridge the gap and become a space where faculty can (a) promote historical thinking skills and (b) discuss the various methodological tools and approaches that historians use to access the past.

#### 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 Undergraduate Affairs Committee neglected to score a randomized sample of writing artifacts by the assessment deadline; the department will ensure that this exercise is completed in the fall semester.

RELATED ITEM LEVEL 3

**Constructing a Historical Argument Action Item**

**Action Description:**

As part of its ongoing undergraduate curriculum reform conversations, the department shall revisit and adopt standardized learning objectives across its 1000-, 2000-, and 3000-level courses. These objectives shall also be communicated to students and included within course syllabi, so as to empower students to describe their marketable skills to potential employers.

**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 ITEMS/ELEMENTS -----

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.

**Target Description:**

The department shall consider it a success if it (1) develops an annual faculty newsletter; (2) hosts a student recruitment event, and (3) develops a new promotional video for its undergraduate program

**Results Description:**

The department (1) developed and distributed the faculty newsletter and (2) developed a new promotional video for its undergraduate program, highlighting the key marketable skills honed and cultivated by the History major. This video was published on the departmental website: <https://www.shsu.edu/academics/history/undergraduate/undergraduate-courses.html>. The department likewise initiated registration open-houses, inviting students to discuss course offerings with faculty in a social setting.

RELATED ITEM LEVEL 3

**Promoting the History Major Action Item**

**Action Description:**

The department shall seek to enhance the culture and community among students through sponsorship of more co-curricular activities. The department shall host regular film nights and increase the visibility and activities of its student-led Bearkat History Club.

#### 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.

#### **Target Description:**

The department will consider it a success if it makes a tenure-track hire in the History of Medicine.

#### **Results Description:**

The department successfully completed a tenure-track hire in the History of Medicine in Spring 2023. Further, the department continued to support its successful Medical and Health Humanities Speaker Series, hosting three nationally recognized experts on campus for hybrid lectures. Finally, the department secured a \$149,000 National Endowment for the Humanities (NEH) Grant to support the development of the Medical and Health Humanities Minor (announcement attached).

Attached Files

 [Medical Humanities.pdf](#)

#### RELATED ITEM LEVEL 3

### **Promoting the History Major Action Item**

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

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

#### **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.

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

The department developed new instruments to assess the acquisition of historical thinking skills in its core curriculum classes. These instruments shall continue to be deployed in HIST 1301, HIST 1302, HIST 2311, and HIST 2312.

The department continues to improve its outreach to alumni. It has twice hosted an alumni career night, inviting recent graduates back to campus to discuss their career outcomes, reflect on their marketable skills, and network with current students. Work on an alumni survey shall continue, so that the department can gain keener insights into career placements.

The department has begun work on a significant undergraduate curriculum update. It expects to adopt this new curriculum in time for an October submission to the CHSS Curriculum Committee. The program has launched a new Medical and Health Humanities minor and Public History Internship program. It shall continue to invest time and resources into these efforts. The work of recruitment and retention shall also continue; the department shall host open-houses to promote course registration. It will also be more deliberate about making appeals to students in its core curriculum classes.

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

### **Closing Summary:**

The Department of History shall seek to better serve its undergraduate students in the upcoming academic year. First, it shall implement overdue updates to its degree plans. The new degree plans shall require a course in historical methodology, so as to better prepare students for upper-division coursework. The new degree plans shall also structure elective choices, so as to ensure geographic and chronological breadth. Students will also benefit from clearly articulated learning objectives at the 1000-, 2000-, and 3000-levels.

Second, the department shall further develop its new Public History Internship program, which launched in Summer 2023. The department shall seek to increase the number of students engaged in this program.

Alongside this effort, the department will promote oral history as a tool for academic community engagement. The department shall develop a physical space where oral history interviews can be recorded.

Third, the department will continue to build intellectual community through its sponsorship of the Medical Humanities minor. With a newly-hired tenure-track professor in place to direct the program--and a NEH grant to support its development--we shall seek to recruit and retain new students while building interdisciplinary connections.

# **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

#### Review undergraduate curriculum

#### Performance Objective Description:

The department will conduct a review of its undergraduate curriculum (BA and BS).

#### RELATED ITEM LEVEL 2

#### Review undergraduate curriculum

#### KPI Description:

In Spring 2023, the department will conduct a review of the undergraduate curriculum (BA and BS) with an eye toward improving course sequencing and offerings.

#### Target Description:

This performance objective will be achieved if the department conducts the review and develops changes that are ready to incorporate into the next cycle of catalog changes.

#### Results Description:

This review began late in the Spring in 2023 by the department curriculum committee. We plan to continue the discussion in Fall 2023.

#### RELATED ITEM LEVEL 3

#### Review undergraduate curriculum

#### Action Description:

This review began late in the Spring in 2023 by the department curriculum committee. We plan to continue the discussion in Fall 2023.

## 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.

#### RELATED ITEM LEVEL 2

#### 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:**

This data was not collected in AY22-23. We are currently thinking about revising this indicator and criteria in AY23-24.

**RELATED ITEM LEVEL 3**

**Student Paper Outcomes in 3379**

**Action Description:**

We are currently thinking about revising this indicator and criteria in AY23-24.

**RELATED ITEM LEVEL 1**

**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.

**RELATED ITEM LEVEL 2**

**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:**

Beginning in fall 2022, a new locally developed pretest to posttest was administered within sections of POLS 2305: American Government. The instrument consisted of 10 multiple-choice questions and was administered at the beginning and at the end of the fall and spring semesters. The instrument was developed by the faculty of the Department of Political Science for use as part of their ongoing programmatic assessment as well as for Core Learning assessment. As the instrument was locally developed by faculty from the Department of Political Science, it is assumed that the instrument has content-related validity (Banta & Palomba, 2015). Additionally, as this test was embedded within the POLS 2305: American Government courses, the student scores represent authentic student work (Banta & Palomba, 2015; Kuh et al., 2015). However, as the instrument is not for a grade within the course, it represents a low-stakes assessment of student learning.

A total of 265 students took the pretest, and a total of 63 students took the posttest for all sections of POLS 2305: American Government for the 2022-2023 academic year; however, not all student test scores were used for analysis. To determine whether student performance increased from pretest to posttest, a dependent samples t-test was used for analysis. Student identification numbers were collected along with student scores to identify each student's score on both the pretest and posttest. A total of 46 students could be identified as taking both the pre- and posttests. All statistical analysis was therefore conducted on only those students for whom both pre- and posttest scores could be identified.



A parametric dependent samples t-test revealed a statistically significant difference at the  $p \leq .01$  level between students' pre- to posttest scores for students enrolled in face-to-face sections of POLS 2305: American Government for the 2022-2023 academic year,  $t(35) = -3.22$ ,  $p = .003$ . This difference represented a moderate effect size (Cohen's  $d$ ) of 0.57 (Cohen, 1988). The average student score increased from 50.56% to 61.39%, for an increase of 10.83%. This equated to an average increase of 1.08 questions answered correctly from pre- to posttest. Readers are directed to Table 2 for the descriptive statistics for student pre- and posttest scores.

- - -

Beginning in fall 2022, a new locally developed pretest to posttest was administered within sections of POLS 2306: Texas Government. The instrument consisted of 10 multiple-choice questions and was administered at the beginning and at the end of the fall and spring semesters. The instrument was developed by the faculty of the Department of Political Science for use as part of their ongoing programmatic assessment as well as for Core Learning assessment. As the instrument was locally developed by faculty from the Department of Political Science, it is assumed that the instrument has content-related validity (Banta & Palomba, 2015). Additionally, as this test was embedded within the POLS 2306: Texas Government courses, the student scores represent authentic student work (Banta & Palomba, 2015; Kuh et al., 2015). However, as the instrument is not for a grade within the course, it represents a low-stakes assessment of student learning.

A total of 184 students took the pretest, and a total of 86 students took the posttest for all sections of POLS 2306: Texas Government for the 2022-2023 academic year; however, not all student test scores were used for analysis. To determine whether student performance increased from pretest to posttest, a dependent samples t-test was used for analysis. Student identification numbers were collected along with student scores to identify each student's score on both the pretest and posttest. A total of 58 students could be identified as taking both the pre- and posttests. All statistical analysis was therefore conducted on only those students for whom both pre- and posttest scores could be identified.

A parametric dependent samples t-test revealed a statistically significant difference at the  $p \leq .01$  level between students' pre- to posttest scores for students enrolled in face-to-face sections of POLS 2306: Texas Government for the 2022-2023 academic year,  $t(22) = -3.09$ ,  $p = .005$ . This difference represented a large effect size (Cohen's  $d$ ) of 0.80 (Cohen, 1988). The average student score increased from 39.57% to 56.96%, for an increase of 17.39%. This equated to an average increase of 1.74 questions answered correctly from pre- to posttest. A parametric dependent samples t-test revealed a statistically significant difference at the  $p \leq .001$  level between students' pre- to posttest scores for students enrolled in online sections of POLS 2306: Texas Government for the 2022-2023 academic year,  $t(34) = -6.97$ ,  $p = < .001$ . The average student score increased from 35.43% to 60.57%, for an increase of 25.14%. This equated to an average increase of 2.52 questions answered correctly from pre- to posttest.

Please see the attached reports.

Attached Files

 [POLS 2305 2022-2023 Report.pdf](#)

 [POLS 2306 2022-2023 Report.pdf](#)

#### RELATED ITEM LEVEL 3

#### **Pre/Post Testing of POLS 2305 and POLS 2306 Students**

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

In the coming AY, the department should continue to implement and assess its strategy for assessing SLOs in 2305 and 2306 based on plan developed and executed in AY22-23.



RELATED ITEM LEVEL 1

**Review undergraduate curriculum**

**Performance Objective Description:**

The department will conduct a review of its undergraduate curriculum (BA and BS).

RELATED ITEM LEVEL 2

**Review undergraduate curriculum**

**KPI Description:**

In Spring 2023, the department will conduct a review of the undergraduate curriculum (BA and BS) with an eye toward improving course sequencing and offerings.

**Target Description:**

This performance objective will be achieved if the department conducts the review and develops changes that are ready to incorporate into the next cycle of catalog changes.

**Results Description:**

This review began late in the Spring in 2023 by the department curriculum committee. We plan to continue the discussion in Fall 2023.

RELATED ITEM LEVEL 3

**Review undergraduate curriculum**

**Action Description:**

This review began late in the Spring in 2023 by the department curriculum committee. We plan to continue the discussion in Fall 2023.

**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

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**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.

RELATED ITEM LEVEL 2

**Meet with EMC, develop strategy**

**KPI Description:**

In early 2023, the department chair and recruitment committee will meet with the Enrollment Marketing and Communication office to develop a marketing strategy.

**Target Description:**

The target is a meeting with the Enrollment Marketing and Communication office to develop a marketing strategy.

**Results Description:**

This was not completed in AY22-23 due to leadership changes and direction within EMC and University Marketing more broadly. We will move forward with this in AY23-24.

### RELATED ITEM LEVEL 3

#### **Meet with EMC, develop strategy**

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

This was not completed in AY22-23 due to leadership changes and direction within EMC and University Marketing more broadly. We will move forward with this in AY23-24.

### RELATED ITEM LEVEL 1

#### **Review undergraduate curriculum**

##### **Performance Objective Description:**

The department will conduct a review of its undergraduate curriculum (BA and BS).

### RELATED ITEM LEVEL 2

#### **Review undergraduate curriculum**

##### **KPI Description:**

In Spring 2023, the department will conduct a review of the undergraduate curriculum (BA and BS) with an eye toward improving course sequencing and offerings.

##### **Target Description:**

This performance objective will be achieved if the department conducts the review and develops changes that are ready to incorporate into the next cycle of catalog changes.

##### **Results Description:**

This review began late in the Spring in 2023 by the department curriculum committee. We plan to continue the discussion in Fall 2023.

### RELATED ITEM LEVEL 3

#### **Review undergraduate curriculum**

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

This review began late in the Spring in 2023 by the department curriculum committee. We plan to continue the discussion in Fall 2023.

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

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

#### **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.

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

The department made decent progress these goals in 2022-2023. For example, we were able to implement a new process for assessing SLOs in POLS 2305 and 2306. Initial data show better response rates and give us a better snapshot of learning outcomes.

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 2023-2024 academic year, the department must continue to tackle the following:

1. Create new assessment metrics for POLS 3379
2. Work toward developing small-group events where students are personally invited to participate.
3. Meet with the Enrollment Marketing and Communication office to develop a marketing strategy.
4. 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 Certificate

## Knowledge & Skills

### Goal Description:

The 18-hour Certificate program aims to serve high school teachers seeking to improve their professional credentials and individuals wanting to teach in the community colleges.

**Providing Department:** Political Science Certificate

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 18-hour Certificate 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

**90% with A or B in Core Seminars**

**Indicator Description:**

Students in the 18-hour Certificate program must complete one of the following required courses: POLS 5330 (American Politics), POLS 5371 (Comparative Politics), or POLS 5373 (International Relations). We expect over 90% of 18-hour Certificate students to complete their required course with either an A or B.

**Criterion Description:**

At least 90% of students in the 18-hour Certificate Program will pass either POLS 5330, POLS 5371 or POLS 5373 earning a grade of either A or a B.

**Findings Description:**

In Fall 2022 and Spring 2023, the department offered POLS 5330, POLS 5371 and POLS 5373.

- In Fall 2022 POLS 5330 -- five 18-hour certificate students completed the course; 100% earned an A or B
- In Fall 2022 POLS 5371 -- one 18-hour certificate student completed the course; 100% earned an A or B
- In Spring 2023 POLS 5330 -- four 18-hour certificate students completed the course; 100% earned an A or B
- In Spring 2023 POLS 5371 -- four 18-hour certificate students completed the course; 100% earned an A or B
- In Spring 2023 POLS 5373 -- two 18-hour certificate students completed the course; 100% earned an A or B

RELATED ITEM LEVEL 3

**Action - Core Seminars**

**Action Description:**

We will continue to measure CERT students' knowledge and skills by assessing whether at least 90% complete their required core course -- either POLS 5330, POLS 5371, or POLS 5373 -- with either an A or B.

## New 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 2022-23 academic year, we have the following plans for the CERT program:

1. Continue to work on establishing specific goals, underlying objectives, KPIs, etc. for the CERT program, now that it is a separate item in the Assessment Cycle.
2. Work with the coordinator of the Lone Star Plus-18 Partnership program to review and evaluate all SHSU Political Science graduate course designators as eligible electives for the CERT program curriculum.

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

In 2022-2023, we made good progress on #1, with more work to do in the coming AY. We also completed #2, and worked to open up the range of elective options students in the 18-hour CERT program may take to complete their degree plans.

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

### **Closing Summary:**

For the coming 2023-2024 academic year, we have the following plans for the CERT program:

1. Continue to work on establishing specific goals, underlying objectives, KPIs, etc. for the CERT program.
2. We are specifically interested in trying to establish and measure learning objectives, particularly in the core courses.

# Public Administration and Public Policy Minor

## Prepare students for careers in public and nonprofit sectors

### Goal Description:

The department's Public Administration & Public Policy minor provides students a curriculum composed of POLS courses designed to prepare students who wish to pursue careers in the public and nonprofit sectors.

**Providing Department:** Public Administration and Public Policy Minor

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

#### RELATED ITEM LEVEL 1

#### **Gain understanding of national public administration**

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

Students in the Minor in Public Administration and Public Policy will gain an understanding of national public administration with emphasis on the political processes within the surrounding administrative agencies.

#### RELATED ITEM LEVEL 2

#### **Core course in public administration**

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

Students in the Minor in Public Administration and Public Policy must take POLS 3366 ("Public Administration") as a required course. This course has an objective of introducing students to the national public administration with emphasis on the political processes within the surrounding administrative agencies.

Student performance in these courses is an indicator that they have achieved this objective.

##### **Criterion Description:**

We expect that at least 85% of students enrolled in POLS 3366 during the academic year will pass with a grade of C or better.

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

The department offered POLS 3366 in Fall 2022 and Spring 2023.

- Fall 2022 -- 29 students completed the course; 27 (93.1%) completed the course earning a grade of C or better
- Spring 2023 -- 14 students completed the course; 13 (92.9%) completed the course earning a grade of C or better

In total, 43 students completed the course in AY22-23. Of these, 40 (93%) completed the course earning a grade of C or better.

#### RELATED ITEM LEVEL 3

#### **Action - Core Course in Public Administration**

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

For the coming year, we plan to keep this as a criterion while continuing to explore potentially better options to assess the program's learning objectives.

#### RELATED ITEM LEVEL 1

#### **Understanding of the process of public policy**

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

Students in the Minor in Public Administration and Public Policy will gain an understanding of the ways in which governmental entities in the U.S. make public policy.

## RELATED ITEM LEVEL 2

### Core course in public policy

#### Indicator Description:

Students in the Minor in Public Administration and Public Policy must take POLS 3302 ("Public Policy") as a required course. This course has an objective of introducing students to the ways in which governmental entities in the U.S. make public policy.

Student performance in these courses is an indicator that they have achieved this objective.

#### Criterion Description:

We expect that at least 85% of students taking POLS 3302 in the current academic year will pass with a grade of C or better.

#### Findings Description:

The department offered POLS 3302 in Fall 2022. Thirty-two (32) students completed the course. Of these 24 (75%) earned a grade of C or better.

## RELATED ITEM LEVEL 3

### Action - Core Course in Public Policy

#### Action Description:

For the coming year, we plan to keep this as a criterion while continuing to explore potentially better options to assess the program's learning objectives.

## RELATED ITEM LEVEL 1

### Plan to assess SLOs of minor

#### Performance Objective Description:

In 2023, department faculty who teach within the PAPP minor will work to develop a means of assessing student learning outcomes (SLOs) within the minor.

## RELATED ITEM LEVEL 2

### SLO assessment plan

#### KPI Description:

Political science faculty teaching within the PAPP minor will meet and, in conjunction with the department chair, develop a plan to assess student learning outcomes

#### Target Description:

Success will be defined as (1) meeting to discuss assessment options for the minor (2) if it is determined that a better measure of SLO is appropriate, developing that measure.

#### Results Description:

Not completed in AY 2022-2023. We plan to revisit and include this as a goal in AY 2023-2024.

## RELATED ITEM LEVEL 3

### SLO assessment plan

#### Action Description:

We plan to revisit and include this as a goal in AY 2023-2024.

## 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, the primary goal of the department with respect to this program will be a focused assessment of student learning objectives and some thinking about how to best assess these objectives.

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

We did not have the opportunity to complete this program goal in AY22-23.

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

### **Closing Summary:**

For the coming year, the primary goal of the department with respect to this program will be a focused assessment of student learning objectives and some thinking about how to best assess these objectives. In addition, the program will explore the idea of a 15-hour certificate that will mirror the PAPP minor. This fits with the idea of "stackable credentials" and could be very marketable to firefighters, etc.



# **Department of Psychology and Philosophy**

# Clinical Psychology PhD

## APA Accreditation

### Goal Description:

Maintain APA accreditation.

**Providing Department:** Clinical Psychology PhD

**Progress:** Completed

### 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 (CoA) by the appropriate deadlines.

##### Target Description:

100% of all required reports and correspondence will be submitted to the APA CoA by the required deadline.

##### Results Description:

100% of data required for Annual Reporting Online were collected and submitted to the American Psychological Association Commission on Accreditation (CoA). The 5-year interim report was also submitted to CoA.

#### 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. Continue to use Tevera to facilitate 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

**Progress:** Completed

### 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:

28/41 (68%) of current students either published a peer-reviewed manuscript or delivered a scientific presentation over the last year. This includes 100% of first-year students.

RELATED ITEM LEVEL 3

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 competency 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

Progress: Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

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.

RELATED ITEM LEVEL 2

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) as a requirement for licensure as a psychologist. Eighty percent of students who take the EPPP will pass it.

**Findings Description:**

1. 100% of doctoral students who were administered the DCE passed the exam.
2. According to the Association of State and Provincial Psychology Boards, 91% of graduates (i.e., 20/22) who took the EPPP between 1 Jan 17 and 31 Dec 22 passed the exam.

RELATED ITEM LEVEL 3

**Comprehensive Exams 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

**Progress:** Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**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.

RELATED ITEM LEVEL 2

**APA-Accredited Internship**

**KPI Description:**

All students must complete a one-year predoctoral internship.

**Target Description:**

100% of students applying for pre-doctoral internships will obtain them.

**Results Description:**

100% of doctoral candidates who applied for internship were matched to an APA-Accredited site.

RELATED ITEM LEVEL 3

**APA-Accredited Internship**

**Action Description:**

Continue to monitor student progress and collect required data from student and faculty to fulfill accreditation reporting requirements. Continue to use Tevera to improve data collection and reporting. Continue to offer ongoing internship preparation support for the cohort of students applying for internship during the academic year.

RELATED ITEM LEVEL 2

Effective Clinical Practice

KPI Description:

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

Target Description:

100% of students who apply for internship will be 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.

Results Description:

100% of doctoral candidates who applied for internship were rated as competent (i.e., ready for internship) across all domains of discipline-specific knowledge, profession-wide competencies, and program-specific competencies.

RELATED ITEM LEVEL 3

Effective Clinical Practice

Action Description:

Continue 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

Progress: Completed

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:**

Doctoral students in Clinical Psychology taught Introduction to Psychology, Abnormal Psychology, Psychology of Adjustment, and Human Sexuality.

For the Fall 2022 semester, IDEA summary scores ranged from 3.89 to 4.8, with an average of 4.4.

For the Spring 2023 semester, IDEA summary scores ranged from 4.4 to 4.7, with an average of 4.5.

#### **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. Continue to implement ongoing support meetings for new instructors. Discuss availability of compensated trainings for doctoral student instructors with the PACE Center.

### **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 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.

#### **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. The Program submitted the Interim Report required for accreditation in a timely manner.
2. The doctoral program continues to encounter success with the mentor model as well as co-mentoring for incoming faculty.
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. Ongoing meetings with the Director of Clinical Training and mock interviews with faculty and alumni involved in training interns was very effective.
4. Doctoral students continued to experience success in the classroom as instructors. Ongoing support provided by the DCT and Dean of Graduate Studies went quite well. 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. We successfully resolved APAs request regarding compliance with CoA's standards regarding the faculty-student ratio. We will work with the Dean's office on implementing strategies for filling open faculty searches.
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 produce graduates capable of effective instruction at the college level. Second-year students 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. We have begun discussions with the PACE Center regarding additional training opportunities. Ideally, the doctoral student instructors will be compensated for completing these trainings.



# Ethics Minor

## Knowledge and Application of Ethical Principles

### Goal Description:

Students participating in the Ethics Minor will gain an understanding of ethical theories and develop skills related to ethical decision making and providing ethical arguments.

**Providing Department:** Ethics Minor

**Progress:** Ongoing

### RELATED ITEMS/ELEMENTS

#### RELATED ITEM LEVEL 1

### Understanding Ethical Theory and Its Applications

#### Learning Objective Description:

As students progress through the Ethics Minor, they will acquire a basic understanding of ethical theory and its applications. As part of this work, they will be introduced to meta ethical questions. The basic information, provided by our introductory courses, serves as the foundation for student success in upper-division courses.

#### RELATED ITEM LEVEL 2

### PHIL 2306 Assessment

#### Indicator Description:

All students in PHIL 2306 will be tested on their knowledge of basic concepts in metaethics, epistemology, and moral theory using a locally standardized pre-test and post-test for each course. Following a review of best practices for the teaching of these courses, a group of Program faculty chose the questions for the assessment. The questions asked cover the range of concepts that are taught in peer departments. Instruction on these concepts promotes a basic competence in metaphysics, epistemology, and moral theory.

Following a review of the 2306 assessment, faculty updated the assessment to to improve the clarity of question stems and to make it better correspond to how the courses were currently being taught by various faculty. Here is the rationale given by the assessment team:

Our overall goal was to improve the pre-/post-test by helping it to more accurately reflect PHIL 2306 as it is currently taught in our program. We eliminated questions that were confusingly worded, duplicated each other in terms of content area, or reflected content that is no longer regularly taught in a wide variety of PHIL 2306 sections. We revised questions that asked about relevant content but were confusingly worded. And we added questions that reflected widely taught content and were capable of providing a measure of students' general grasp of ethical theories and their applications to contemporary issues commonly covered in this course. Our goal in making these changes is to more accurately measure students' progress in learning core ethical theories and their application to central contemporary ethical debates as this aligns with current program curriculum.

The Philosophy Program will review the results to identify areas for potential improvement in student learning outcomes.

Attached is the revised assessment used in both Fall and Spring Semesters

Attached Files

 [Phil 2306 Assessment 2022 Revised Version.pdf](#)

**Criterion Description:**

A paired two-sample t-test will be performed on the scores of all students who take the pre-test and the post-test. Students will demonstrate a statistically significant improvement from the pre-test to the post-test.

**Findings Description:**

Our goal of demonstrating a statistically significant improvement from the pre-test to the post-test was achieved. This was seen in both the the online and face-to-face populations, as well as in the cumulative population of students as a whole.

The average student score in face-to-face section of Phil 2306 showed a increased from 58.38% to 70.88%, for an increase of 12.50%. This increase was statistically significant ( $p < .001$ )

The average student score in online sections of Phil 2306 showed an increase from 58.64% to 68.86%, for an increase of 10.23%. This increase was statistically significant ( $p < .001$ )

Students enrolled across all sections of Phil 2306 showed an increase in test scores from 58.53% to 69.74%, for an increase of 11.22%. This increase was statistically significant ( $p < .001$ )

See attached for an analysis helpfully prepared by the office of assessment.

Attached Files

 [PHIL 2306 2022-2023\\_Report.pdf](#)

RELATED ITEM LEVEL 3

**PHIL 2306 Assessment**

**Action Description:**

In AY 2021-2022 the Philosophy faculty made updates to the Phil 2306 assessment. The Program instituted this new, updated version of the assessment in all sections of Phil 2306 in Fall 2022 and Spring 2023.

In AY 2022-23 we were successful in showing a statistically significant improvement on the Phil 2306 assessment.

In AY 2023-24 We will again aim for a statistically significant improvement in post- test scores when compared to pre- test scores.

RELATED ITEM LEVEL 2

**Phil 2303 Assessment**

**Indicator Description:**

Critical thinking is a key component in moral reasoning. All students who take PHIL 2303 will be tested on their critical thinking skills. All faculty who teach PHIL 2303 will administer the Texas Assessment of Critical Thinking Skill (TACTS), an externally validated test of critical thinking skills, in a pre-test/post-test format. The TACTS is a broad-based assessment of critical thinking skills that goes beyond the current scope of PHIL 2303. This will allow the faculty to determine areas that may be added to our current curriculum in the future. In addition, it allows for substantial flexibility in what is taught, thereby ensuring academic freedom for instructors to design individual sections around their own expertise and interests.

**Criterion Description:**

A paired two-sample t-test will be performed on the scores of all students who take the pre-test and the post-test. The philosophy program expects to see a statistically significant improvement from the pre-test to the post-test.

**Findings Description:**

Our goal of demonstrating a statistically significant improvement from the pre-test to the post-test was not achieved. We did not see a statistically significant improvement from the pre-test to post-test.

A statistically significant improvement *was* seen in the test scores for students in face-to-face sections of Phil 2303 (32.40% to 35.67%, for an increase of 3.27%;  $p = .061$ ).

Students in online sections of Phil 2303 showed a decrease in test scores, but not one that was statistically significant (33.37% to 29.90%, for a decrease of 3.47%;  $p = .060$ ).

The aggregate of students in both face-to-face and online sections of Phil 2306 showed a slight decrease in test scores, but not one that was statistically significant (32.89% to 32.79%, for a decrease of 0.10%;  $p = .940$ ).

See attached for a report prepared by the office of assessment.

Attached Files

 [PHIL 2303 \(TACTS\) 2022-2023 Report.pdf](#)

#### RELATED ITEM LEVEL 3

##### **Action - PHIL 2303 Assessment**

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

In AY 2022-23, the Phil 2303 assessment showed an increase in student post-assessment scores compared to pre-assessment scores for students enrolled in face-to face sections; however, this improvement was not statistically significant.

Students enrolled in online sections of Phil 2303 showed a *decrease* in performance on the post-assessment compared to their pre-assessment scores. Again, this difference was not statistically significant.

In FY 2023-24 we will aim for a statistically significant improvement in post- test scores when compared to pre- test scores for students in Phil 2303.

The ethics minor program coordinator will reevaluate the Phil 2303 assessment, and consider strategies for improving it.

#### RELATED ITEM LEVEL 2

##### **Phil 4363 Assessment**

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

During the fall semester of 2021, the new Phil 4363 assessment instrument was deployed as a pre-assessment in the first week of class and as a post-assessment in the last week of class. This tool was built to measure student learning of advanced moral principles and concepts covered in Ethical Theories. A copy of the instrument and rubric used to grade it are attached.

In the summer of 2022, faculty made revisions to this document, primarily aimed at improving the assessment's clarity and ability to measure student learning. The following changes were made:

- The first question with three subparts was completely deleted. The question was too vague and poorly worded, leading to student confusion about what the question was asking, exactly. In fall 2021, many students provided correct content clearly learned in the class, but were misinterpreting what the prompt was asking. Because the content of the question was generally captured by other questions, it was decided that the question was not needed.
- The fifth question about Kant was changed to make it a more general question about deontology (in the new version of the assessment it is the fourth question). The Kant version of the question had too much detail in it, which was giving away the answer to students. It also was too

specific. If future faculty of Phil 4363 decide not to assign Kant, the question won't be helpful for assessing student understanding of deontology.

- A question was added to the end: "With a simple “yes” or “no”, have you previously taken a course that covers ethical theory?" This question was added to make it possible to compare students who have studied ethics before to those who have not.

The revised version of the assessment has also been attached.

The revised assessment will be given as a pre- and post-test to Phil 4363 in Fall Semester of 2022.

The Philosophy Program will review the results to identify areas for potential improvement in student learning outcomes. The program faculty will also identify and execute any improvements that can be made to the new Phil 4363 assessment tool as necessary.

Attached Files

 [Phil 4363 Assessment.docx](#)

 [Phil 4363 Assessment Rubric.docx](#)

 [Phil 2306 Assessment 2022 Revised Version.pdf](#)

#### **Criterion Description:**

A paired two-sample t-test will be performed on the scores of all students who take the pre-and the post-assessments. Students will demonstrate a statistically significant improvement from the pre-test to the post-test.

#### **Findings Description:**

Our goal of demonstrating a statistically significant improvement from the pre-test to the post-test was achieved.

A total of 27 students took the pre-test and 21 students took the post-test (out of a total of 30 enrolled in the course). Of these students, 18 took *both* the pre- and post- test. All statistical analyses were performed only on those students who took both pre-and post-tests.

A parametric dependent samples *t*-test revealed a statistically significant difference between the pre- to post-test scores for students enrolled in Phil 4363 in Fall 2022. The average student score on the pre-test was 10.14 out of 35 (29%); the average student score on the post-test was 24.03 out of 35 (69%). This difference amounts to an average increase of 13.89 points (40%) from pre- to post-test. This is a statistically significant increase ( $p = 1.13^{-07}$ ).

Attached is an in-depth analysis of the data prepared by the Ethics Minor program coordinator as well as a spreadsheet with the hard data.

Attached Files

 [Phil 4363 Assessment Report Fall 2022.pdf](#)

 [2022 Phil 4363 Assessment Data.xlsx](#)

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

##### **Action - Phil 4363 Assessment**

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

The ethics minor program was successful in its goal of showing a statistically significant improvement on the Phil 4363 assessment.

For the 2022-23 school year, the ethics minor will again aim to show a statistically significant improvement on the Phil 4363 assessment.

## RELATED ITEM LEVEL 1

### Improve student participation in online sections

#### Performance Objective Description:

Student participation in pre- and post- assessments of online sections of courses has been lower than student participation in face-to-face sections. Faculty will create strategies to increase student participation in online sections.

## RELATED ITEM LEVEL 2

### Improve Student Participation in Phil 2303 Student Assessment

#### KPI Description:

Online Phil 2303 faculty will actively encourage students via email to participate in the Phil 2303 assessment.

#### Target Description:

Our target for success is a 10% improvement in online student participation in the pre- and post-assessment.

#### Results Description:

We did not succeed in our goal of a 10% improvement in online student participation in the pre- and post-assessment for Phil 2303. In fact, we did not see any improvement. Instead, online participation in the Phil 2303 assessment decreased 1%. In the 2021-2022 school year, 19% of Phil 2303 online students participated in both the pre- and post- assessment. In the 2022-23 school year 18% of Phil 2303 online students participated in both the pre- and post-assessments.

We saw an even larger decrease (15%) in face-to-face participation. In the 2021-2022 school year, 28% of face-to-face Phil 2303 students participated in the pre- and post-assessments. in the 2022-2023 school year 13% of face-to face Phil 2303 students participated in the pre- and post-assessment.

Though participation levels in online sections of Phil 2303 during the 2022-23 school year decreased 1%, the participation in online sections of Phil 2303 was *greater* than participation in face-to-face sections of Phil 2303.

MODALITY	PARTICIPATION %- 2021-2022	PARTICIPTION % 2022-23	DIFFERENCE
F2F	28%	13%	-15%
ONLN	19%	18%	-1%
TOTAL	25%	15%	-9%

Attached is a spreadsheet with enrollment data compared to participation data for Phil 2303. The enrollment data was collected from the Banner class schedule. The participation data was collected from the assessment reports for Phil 2303 collected by the Office of Assessment and Planning.

Attached Files

 [Assessment Participation data.xlsx](#)

## RELATED ITEM LEVEL 3

### Action - Improve Student Participation in Phil 2303 Assessment

#### Action Description:

Faculty teaching Phil 2303 will continue deploying strategies to increase student participation in Phil 2303 Assessment.



## RELATED ITEM LEVEL 2

### Improve Student Participation in Phil 2306 Student Assessment

#### KPI Description:

Online Phil 2306 faculty will actively encourage students via email to participate in the Phil 2306 assessment.

#### Target Description:

Our target for success is a 10% improvement in online student participation in the pre- and post-assessment.

#### Results Description:

We achieved our goal of achieving a 10% improvement in online student participation in the pre-and post-assessment for Phil 2306.

In school year 2021-2022, online student participation in the pre-and post assessment was only 3%. In the school year 2022-2023 participation increased to 28%. In fact, in the 2022-2023 school year, online student participation in the pre- and post-assessment was *larger* in online sections of Phil 2306 than in face-to-face sections of Phil 2306.

We saw an overall improvement in participation across all sections of 17%.

MODALITY	PARTICIPATION %- 2021-2022	PARTICIPTION % 2022-23	DIFFERENCE
F2F	16%	24%	9%
ONLN	3%	28%	25%
TOTAL	9%	26%	17%

Attached is a spreadsheet with enrollment data compared against participation data. The participation data was collected from the Banner class schedule information. The participation data was collected from the Office of Assessment and Planning assessment report for Phil 2306.

Attached Files

 [Assessment Participation data.xlsx](#)

## RELATED ITEM LEVEL 3

### Action - Improve Participation in 2306 Assessment

#### Action Description:

Faculty will continue employing strategies to maintain high student participation in the Phil 2306 assessment.

## RELATED ITEM LEVEL 2

### Improve Student Participation in Phil 4363 Student Assessment

#### KPI Description:

Because Phil 4363 is a writing heavy course, and because the assessment involves additional writing, faculty will offer extra credit points for participation in both the pre- and post- assessment.

#### Target Description:

Our target for success is a 25% improvement in student participation in the pre- and post-assessment.

#### Results Description:

Faculty teaching Phil 4363 offered 3% points extra credit for students who took both the pre- and post- test.

18 of 30 students (60%) took both tests in Fall 2022.

In Fall 2021, 13 of 23 students (57%) took both tests.

While there was an improvement year over year in the percentage of students who took the test, it was small and below our target.

It is unclear why so few students took both the pre-and post tests. Reminder emails were consistently sent to students making clear that students would receive extra credit. We hypothesize that unless the assessment is made a course requirement, participation will continue to be poor. However, we are reluctant to make the assessment a requirement, as we worry that this will incentivize students to use notes or cheat, thus spoiling the data.

That being said, the 57% enrollment in the Phil 4363 assessment was much higher than the participation rate for Phil 2303 (15%) and Phil 2306 (26%).

#### RELATED ITEM LEVEL 3

##### **Action - Improve participation in Phil 4363 assessment**

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

Faculty teaching Phil 4363 will continue employing strategies to maintain high student participation in Phil 4363 assessment.

#### RELATED ITEM LEVEL 1

##### **Increase student learning in Phil 4363**

##### **Performance Objective Description:**

Phil 4363 faculty will try a new teaching technique in Phil 4363 in an attempt to increase student learning.

#### RELATED ITEM LEVEL 2

##### **Employ retrieval practice in Phil 4363 to improve student learning**

##### **KPI Description:**

Faculty in Phil 4363 will employ low-stakes, regularly scheduled retrieval practice in an effort to improve student learning and retention of information in the course.

##### **Target Description:**

Our target for success is to show a statistically significant improvement in student learning compared to Fall 2021. We will measure this by comparing scores for students who took both the pre- and post test in Fall 2021 to the scores for students who took both the pre- and post-test in Fall 2022.

##### **Results Description:**

Our target for success was achieved. Fall 2022 showed a statistically significant improvement in student learning compared to Fall 2021 students.

The assessment data collected for Phil 4363 in the Fall 2022 semester was compared with the assessment data collected for Phil 4363 in the Fall 2021 semester.

In Fall 2021, students showed an increase in test score of 20% (from 42% to 62%). This result was statistically significant ( $p = 0.01816782$ ).

In Fall 2022, students showed an increase in test score of 40% (29% to 49%). This result was also statistically significant ( $p = 1.13^{-07}$ ).

The Fall 2022 class increased their scores by 20% more than the Fall 2021 class. A two-sample unequal variance T-Test revealed that this difference was statistically significant ( $p = .003521501$ ).

See Appendix 3 of the attached assessment report for an discussion. A spreadsheet with the data is also attached.

Attached Files

 [2022 Phil 4363 Assessment Data.xlsx](#)

 [Phil 4363 Assessment Report Fall 2022.pdf](#)

#### RELATED ITEM LEVEL 3

### **Employ retrieval practice in Phil 4363 to improve student learning**

#### **Action Description:**

We saw a statistically significant improvement on the Phil 4363 assessment in Fall 2022 compared with Fall 2021. There are various factors that are different between the Fall 2022 and Fall 2021 populations that could explain this result:

(a) The assessment instrument itself was overhauled. The newly designed instrument may be better constructed to measure students learning than the previous assessment instrument. One datum point in favor of this explanation is that the *pre*-assessment score in Fall 2022 was significantly lower than the Fall 2021 *pre*-assessment score.

(b) One important difference between the Fall 2022 and Fall 2021 sections of Phil 4363 is that in Fall 2022 the faculty member offering that class employed regularly scheduled retrieval practice. Pedagogical literature suggests that regular retrieval practice greatly increases information retention and learning of content.

(c) The student populations in Fall 2022 and Fall 2021 are of course different. As discussed on point (a) above, students in the Fall 2022 section of Phil 4363 scored significantly lower on the pre-assessment than students in the Fall 2021 section of Phil 4363. Perhaps the explanation for this is not that the the Fall 2021 assessment instrument was noisier than the Fall 2022 assessment, but rather that the students in Fall 2021 entered the course with more content knowledge than students in Fall 2022. If this is the case, than we would expect students in Fall 2021 to have *learned* less (since they entered the course knowing more).

Given that we have no way of conclusively ruling out (a) and (c) as being the explanation for better improvement found in students in Fall 2022, we cannot be sure that using retrieval practice is what explains the better improvement found in students in Fall 2022.

That being said, the faculty member teaching Phil 4363 in Fall 2023 will continue to use regularly scheduled retrieval practice.

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

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

#### **Closing Summary**

1. Deploy newly updated Phil 2306 assessment beginning Fall 2022 and gather data in all sections of Phil 2306.
2. Deploy newly updated Phil 4363 assessment in Fall 2022 section of course.
3. Continue to collect data on assessments for Phil 2303, 2306, and 4363.
4. Create strategies for increasing student participation in online sections of Phil 2303.
5. Create strategies for increasing student participation in online sections of Phil 2306.
6. Create strategies for increasing student participation in online sections of Phil 4363.



7. Identify teaching techniques to implement in Phil 4363 to increase student learning and retainment of information.

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

We were successful in implementing all items listed in the previous cycle's plan for continuous improvement.

1. We deployed the newly updated Phil 2306 assessment in Fall 2022 and Spring 2023.
2. We deployed the newly updated Phil 4363 assessment in the Fall 2022 section of the course.
3. A collected data on assessments for Phil 2303, 2306, and 4363.
4. We created strategies for increasing student participation in our online sections. Some professors offered extra credit to incentivize students participation. All professors sent out reminder emails to students. These efforts were not entirely successful. While student participation increased 25% in online sections of Phil 2306, participation increased only 3% for Phil 4363, and decreased by 1% for Phil 2303.
5. The faculty member teaching Phil 4363 in Fall 2022 deployed regular retrieval practice. We saw an increase of student learning on the Fall 2023 assessment compared to the Fall 2022 assessment.

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

#### **Closing Summary:**

In AY 2023-24, the Ethics Minor program faculty will do the following:

1. Continue to collect data on assessments for Phil 2303, 2306, and 4363
2. Continue employing strategies for increasing student participation in online sections of Phil 2303, 2306, and 4363.

In addition, the Ethics Minor program coordinator will do the following:

1. Reevaluate the Phil 2303 assessment tool. If the 2303 assessment tool is found to no longer accurately reflect what faculty are currently teaching in Phil 2303, or if the assessment tool is found to be defective in some other way, the Ethics Minor program coordinator will begin the process of revising the assessment tool.

# 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 the Statistics/Experimental Design question and 4 of 5 of the remaining questions, all from foundational classes required. Criteria for passing: 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 by two faculty members who have expertise in the particular area. An average score of 15 or higher is needed to pass each question attempted and students must pass all 5 questions. An example of the [revised 2020] comprehensive examination rubric is attached.

#### Attached Files

 [Revised MA General Psyc Comps Rubric](#)

#### Findings Description:

During 2022-2023 AY, 5 second-year students took the comprehensive exam for the first time in spring 2023. Four of five examinees, or 80%, passed the comprehensive exam in spring. One student achieved a fail/partial pass, but was able to improve and pass the failed portion of the exam on his next attempt in summer 2023 in order to graduate in August 2023. In addition, one third-year student, who failed the comprehensive exam in spring 2022, subsequently completed remediation and retook the exam but failed again, resulting in his dismissal from the program.

#### RELATED ITEM LEVEL 3

### A - Comprehensive Exams

#### Action Description:

Although more students passed the comprehensive exam this spring than in previous years, many students continued to struggle and scored quite low on multiple exam questions. Committee discussed ideas for improvement in summer 2023 and identified possible steps to be taken in the coming year: (a) Time allotted for the exam will be increased from 24 hours to 72 hours, (b) The

instructor of the graduate seminar, which is taken in the first semester of the program, will cover expectations for the comprehensive exams and provide guidance on how to prepare for the exam throughout their time in the program, (c) faculty will create study sheets for each major domain/question to assist students in exam preparation, and (d) a new rubric will be developed for implementation in the coming year.

## G - Research Competence

### Goal Description:

Students develop increased competence in research methodology and statistical analyses.

**Providing Department:** Psychology MA

**Progress:** Ongoing

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

#### RELATED ITEM LEVEL 1

### LO - Research Competence

#### Learning Objective Description:

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

#### RELATED ITEM LEVEL 2

### 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) pass the Stats/Experimental Design question on the Comprehensive Exam.

#### 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 passed the Statistics/Experimental Design comprehensive exam question with a score of 15 or higher.

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% (4/4) of MA General/Experimental Psychology students taking Experimental Design in 2022-2023 passed with a B or better.

50% (2/4) of graduating second-year students either defended a thesis or participated actively in faculty research labs during the past AY, and a fifth student in this cohort decided to delay graduation by one year in order to complete a thesis. 50% (2/4) graduating second-year students chose not to participate in research due to their employment responsibilities.

Among first-year students, 75% (3/4) are either involved in a faculty research lab or working on a thesis, while the 4<sup>th</sup> student in the cohort is not involved in research due to family and work commitments.

## **A - Research Competence**

### **Action Description:**

The criterion for this LO has been inconsistently met for several years in a row. With data indicating that over 70% of MA psychology students work at least part-time and some have family responsibilities, the MA committee will change the criterion to remove research involvement in a faculty lab. To ensure research competence for all students, the MA committee identified two additional changes to be implemented (a) beginning 2023-24 AY, all students will be required to answer the previously optional Statistics/Experimental Design question as one of the five (out of six possibilities) questions they must answer for the Comprehensive exam, and (b) a second advanced Statistics course will be added to the required curriculum in the 2024-2025 catalog.

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

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

#### **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.

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

To enhance student preparation for the comprehensive exams, the MA Psychology Handbook was revised last year to include more detail about the comprehensive exam. In addition, two Experimental faculty offered a Comps preparation workshop for students in January of 2023.

With data indicating that over 70% of MA psychology students work at least part-time and some have families, both of which limit research involvement, the MA committee voted to revise the research criterion to remove research involvement in a faculty lab and identified alternative means of assessment for the future (see Action for Research Competence). After a great deal of consideration, the MA Psychology committee also determined that the pedagogy concentration is not currently viable from a practical standpoint (e.g., class numbers, faculty burden for capstone/project). Although faculty interest remains, the decision was made to not pursue a pedagogy concentration for the time being.

When the program name changed to Experimental Psychology in January 2023, the program was advertised to SHSU undergraduates via Psi Chi, the Psychology Club and the CHSS social media pages. In addition, brochures were revised and printed, then distributed at a SWPA convention and also made available in the department office.

## **New Plan for Continuous Improvement**

### **Closing Summary:**

In 2023-2024 AY, The MA Experimental Psychology program will focus on improvement to the comprehensive exam process. To that end, several revisions will be made to the process: (a) Time allotted for the exam will be increased from 24 hours to 72 hours, (b) The instructor of the graduate seminar, which is taken in the first semester of the program, will cover expectations for the comprehensive exams and provide guidance on how to prepare for the exam throughout their time in the program, (c) Faculty will create study sheets for each major domain/question to assist students in exam preparation, and (d) a new rubric will be developed for implementation in the coming year.

Although the program is removing research involvement in faculty labs as a criterion for research competence, the MA committee will initiate two additional changes to ensure research competence for all students: (a) students will be required to answer the previously optional Statistics/Experimental Design Comprehensive exam question as one of the five (out of six possibilities) questions they must answer, and (b) a second advanced Statistics course will be added to the required curriculum in the 2024-2025 catalog.

# School Psychology SSP

## Foundational Competence In School Psychology

### Goal Description:

Students develop competence in the scientific, theoretical and conceptual foundations of professional school psychology.

**Providing Department:** School Psychology SSP

**Progress:** Completed

### RELATED ITEMS/ELEMENTS

#### RELATED ITEM LEVEL 1

### Foundational Competency In School Psychology

#### Learning Objective Description:

Students demonstrate competency in the scientific, methodological and theoretical foundations of professional school psychology.

#### RELATED ITEM LEVEL 2

### National School Psychology Exam (PRAXIS II) [Foundational Competence]

#### Indicator Description:

The PRAXIS II School Psychology Exam is a nationally administered examination used to determine an individual's qualification for licensure to practice within the field. Candidate competency is evaluated with respect to the following four domains:

1. Foundations of School Psychological Service Delivery
2. Direct & Indirect Services for Children, Families and Schools
3. Systems Level Services
4. Professional Practices: Practices that Permeate All Aspects of Service and Delivery).

#### Criterion Description:

A minimum score of 147 is required on this examination to obtain the credential of Nationally Certified School Psychologist (NCSP). Thus, a score of 147 or better has been established by the SSP Program as the criterion for this objective. In addition, candidates are expected to perform at or above the average range provided by the test developers for each of the four subcategories.

#### Findings Description:

All six third year candidates (100%) passed the Praxis Exam. This examination is administered by ETS for the National Association of School Psychologists (NASP) and is required for licensure. It serves as the Comprehensive Examination toward completion of the SSP Program.

Attached Files

 [Table 1, Praxis data, 2023.docx](#)

#### RELATED ITEM LEVEL 3

### National School Psychology Exam (PRAXIS II) [Foundational Competence]

#### Action Description:

Faculty will continue to encourage candidates to study for this exam. When candidates have reviewed pertinent materials their performance is noticeably better than when they have not reviewed. There is a new version of this exam, so we will have to learn more about how our students perform on that before we can determine if changes to the curriculum is in order.

# Skill Application

## Goal Description:

Students develop competence in skill application of professional school psychology in a public school setting.

**Providing Department:** School Psychology SSP

**Progress:** Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

### Skill Application

#### Learning Objective Description:

Candidates in the school psychology program demonstrate knowledge and improving skill application commensurate with their level of training. Specifically, candidates in their final practicum placement and on internship, both held within the public school setting, will demonstrate appropriate application of professional school psychology skills in the 10 Domains of Professional Practice detailed by NASP.

RELATED ITEM LEVEL 2

### Faculty Rating of Case Effectiveness

#### Indicator Description:

Faculty review every case submitted by candidates completing their Internship. The cases are rated by the faculty on both the Case Study Rubric and the Procedural Integrity Rubric.

Attached Files

 [Case Study Rubric.doc](#)

 [A-PIR.docx](#)

 [B-PIR.docx](#)

#### Criterion Description:

For the Case Study Rubric (CSR), candidates are expected to demonstrate 85% of the actions included in the rubric which demonstrate an effective case intervention.

For the Procedural Integrity Rubric (PIR), candidates should not have any missing case elements and they should meet the minimum cut score for the academic (24) and behavioral (21) cases.

#### Findings Description:

On the whole, the Academic intervention cases submitted by the candidates completing Internship were not particularly reflective of expectations of competency. Only one candidate was deemed to have submitted an Effective intervention.

Similarly, the Behavioral intervention cases submitted by the candidates completing Internship, although slightly better, were still not reflective of competency. Again, only one candidate was deemed to have submitted an Effective intervention.

Attached Files

 [Table 4 and 5, 2023.docx](#)

RELATED ITEM LEVEL 2

### Positive Impact Data

#### Indicator Description:

Positive Impact Data



Quantitative data gathered as part of the case intervention is to include slope (or rate) of improvement (e.g., R-squared), effect size (e.g., Cohen's d) and/or Percentage of Non-Overlapping Data Points (PND).

Candidates completing the Internship Portfolio assessment will submit quantitative data gathered as part of their two case interventions (e.g., academic and behavioral).

**Criterion Description:**

Based on the quantitative data included as part of the Behavioral Consultation and Intervention and Academic Assessment and Intervention case submissions, the candidate's impact on student behavior and/or learning can be calculated in a variety of ways. Effect size (e.g., Cohen's d) allows for the comparison of the standard mean difference in student performance during baseline and treatment phases of intervention. An effect size of .8 is considered to be of moderate impact. For academic cases, the slope (R-squared) should be reported. In such cases, a moderate effect of at least 0.09 is expected. Candidates are expected to demonstrate moderate impact through either effect size or PND calculation for both of the cases submitted. Percentage of Non-overlapping Data points, or PND, provides a comparison of the percentage of data points during the treatment phase that do not overlap with the most extreme baseline phase point. A PND calculation of 60% is considered to be of moderate impact. Candidates are expected to (1) accurately report the correct type of quantitative information and (2) demonstrate moderate impact on student outcomes for at least one of the cases submitted.

**Findings Description:**

For the Academic intervention cases, 4/6 (67%) candidates reported the correct quantitative information. Of the cases submitted, 5/6 (83%) were found to demonstrate a positive impact on student functioning.

For the Behavioral intervention cases, only 2/6 (33%) candidates reported the correct quantitative information. Of the cases submitted, 5/6 (83%) were found to demonstrate a positive impact on student functioning.

**Attached Files**

 [Tables for Positive Impact Statistics 2023.docx](#)

**RELATED ITEM LEVEL 3**

**Rating Forms and Positive Impact Data**

**Action Description:**

This was the first year to implement the Case Study Rubric. Candidates were not well-versed in the expectations and thus their case reports often did not address important aspects of the rubric.

1. The Internship instructor will share the CSR and PIR documents with candidates at the start of the Fall semester.
2. The Internship instructor will provide feedback on case reports to be submitted prior to the submission deadline.
3. The SSP curriculum will be scaffolded in such a way that candidates are learning about CSR expectations during Year 1 and Year 2, so that they are successfully implementing skills by this Year 3 assessment.

**RELATED ITEM LEVEL 2**

**Supervisor Rating of Internship Experience**

**Indicator Description:**

All Interns will be rated by their field supervisors at the conclusion of their Internship experience.

**Attached Files**



 [Intern Competency Rating Form, 2023 Final.docx](#)

**Criterion Description:**

The rating scale ranges from 1 to 5, with scores of 1 indicating areas of concern, 2 indicating an area in need of continued development, and scores of 3, 4 or 5 indicating skill competence has been met.

**Findings Description:**

All six (6) candidates completing their Internship during the 2022-2023 school year were rated by their field supervisors as demonstrating competence in all 10 Domains of Professional Practice.

Attached Files

 [TABLE 3, Intern rating data, 2023.docx](#)

RELATED ITEM LEVEL 3

**Action - Supervisor Rating of Intern**

**Action Description:**

Maintaining consistent communication between the Intern and University supervisor as well as between the field and University supervisors will be the focus of ensuring Interns continue to reflect competence in all 10 NASP Practice Domains.

RELATED ITEM LEVEL 2

**Supervisor Rating of Practicum Experience**

**Indicator Description:**

Each year candidate performance during their final practical experiences will be rated by their field supervisor.

Attached Files

 [Sp 2023 Extern Supervisor Rating Form.docx](#)

**Criterion Description:**

The rating scale ranges from 1 to 5, with ratings falling at level 2 indicating competence. Ratings of 1 would indicate that a candidate is in need of development in that area.

**Findings Description:**

All eight (8) students who completed their final practicum during the Spring 2023 semester were rated by their field supervisor as having demonstrated competence for each of the 10 NASP Domains of Professional Practice.

Attached Files

 [TABLE 2, Practicum rating data, 2023.docx](#)

RELATED ITEM LEVEL 3

**Action - Supervisor Rating of Practicum Experience**

**Action Description:**

Faculty will continue to support students during their final practical experiences.

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

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

#### **Closing Summary**

The Specialist in School Psychology (SSP) Program has been functioning admirably for many years. Additionally, the Program has also held NASP Approval and full CAEP Accreditation for many years. The 2022-2023 academic year will mark the first of three years of Program Evaluation data collection that will be the core of the next Initial Report related to maintaining the Approval and Accreditation. Because of this, the following continuous improvement items are planned:

1. To align the Practicum Supervisor rating scale with the most recently updated NASP Standards.
2. To align the Intern Supervisor rating scale with the most recently updated NASP Standards.
3. To align the system of Portfolio case evaluation with the most recently updated NASP Standards.
4. To incorporate all evaluation system pieces within the Tevera system for ease of analysis.

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

1. The rating scale completed by field supervisors of practicum students (e.g., Externship) was updated.
2. The rating scale completed by field supervisors of Interns was updated.
3. The evaluation of Portfolio cases was aligned with NASP expectations through institution of the Case Study Rubric.
4. The two supervisor rating scales have been added to Tevera. The faculty rating forms (CSR and PIR) still need to be added to Tevera.

**New Plan for Continuous Improvement Item**

**Closing Summary:**

The past year saw significant updates made to the SSP Program evaluation system. These changes will remain in place for two additional years during data collection for our next Initial Report submission related to Program NASP Approval/CAEP Accreditation.

1. All aspects of Program evaluation will be implemented in Tevera.
2. Program faculty will more equally share advising and student evaluation duties.

The SSP Program faculty has lost two valuable junior faculty in the past two years. The Program now has one senior faculty member, a junior faculty member who has completed one year at SHSU and two incoming junior faculty members. There will be much emphasis on faculty support and development during the coming year!

# **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.

**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 the two introduction-level sociology courses in the SHSU Core Curriculum (SOCI 2319 in Component Area IV: Humanities and Visual and Performing Arts and SOC: I1301 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 (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.

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 Component Area IV: Humanities and Visual and Performing Arts: (a) Concept 1- To understand those works as expressions of individual and human values within a 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 various 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:**

At least 85% of participating students should have 3 correct answers out of 5 questions for Component Area IV and 85% oat least 6 correct answers out of the 10 questions for Component Area V. For Component Area IV: At least 85% of participating students should have at least 2 correct answers out of the 3 questions for Concept 1, and at least 1 correct answer out of the 2 questions for Concept 2. For 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 2319), 306 students participated in the assessment. Overall, 96% of students had at least three out of five correct answers. For concept 1, 96% of students had at least two out of three correct answers. For concept 2, 90% of the students had at least one out of two answers.

For Component Area V (SOCI 1301), 57 students participated in the assessment. Overall, 82% of the students had at least six out of ten correct answers. For the five concepts, the percent of participating students who got 1 out of 2 correct answers are as follows:

- Concept 1: 98%
- Concept 2: 77%
- Concept 3: 81%
- Concept 4: 95%
- Concept 5: 88%

RELATED ITEM LEVEL 3

**Comprehension Of Basic Core Concepts: Entry Level**

**Action Description:**

For Component Area IV, the department exceeded its goal.

For Component Area V, the department had uneven outcomes. The department did not meet its goal of 85% of students answering six or more of the assessment questions correctly. In terms of specific concepts, students comprehension met or exceeded the department goal on three out of the five concepts. The department did not meets its goal on concepts 2 and 3. The department will review these concepts and curriculum and seek to increase student comprehension in these areas.

**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

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 a BA/BS in Sociology. A sociological essay is a requirement of the class. A random sample of approximately one-fifth of student essays was selected from the SOCI2399: Writing in Sociology class in the Fall

2022 and Spring 2023 semesters 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. Sociological content includes three criteria: understanding social forces, applying sociological concepts, 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 (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 of the eight (87.5%) student essays meet the minimum requirement of an overall average score of 3.0 for Sociological Content and Sociological Writing. The attached file includes 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 3.5/5.0. The results of the inter-item analysis reveal that students performed better on the Writing Area (3.7/5.0) than the Content Area (3.25/5.0). The results also indicate that, on average, papers meet or exceed the 3.0 desired minimum score for each of the six criteria.

Attached Files

 [Mid-Level Findings\\_22.23.xlsx](#)

RELATED ITEM LEVEL 3

**Sociological Mid-Level Papers**

**Action Description:**

The department met and exceeded expectations. No actions are necessary.

**3. Sociological Competency: Exit Level**

**Goal Description:**

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

**Providing Department:** Sociology BA/BS

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**Demonstrate Sociological Competency: Exit Level**

**Learning Objective Description:**

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

RELATED ITEM LEVEL 2

**Sociological Papers: Exit Level**

**Indicator Description:**

The SOCI 4399: Senior Seminar class is a required capstone course to achieve a 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 SOCI 4399: Senior Seminar classes in the Fall 2022 and Spring 2023 semesters to assess students' advanced sociological knowledge and scientific skills to 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, Citations, and Documentation of Sources. The selection of these criteria conforms to disciplinary standards for sociological research (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.

To continue to identify specific strengths and weaknesses in meeting the core learning objectives in the undergraduate BA and BS programs, for the 2022-2023 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, 7 of the 8 students' papers (87.5%) meet the minimum requirement on average across the seven core areas. The average combined score for the eight papers is 3.6/5.0. Regarding the item-by-item analysis of the three core Content areas: 6 out of 8 (75%) for Theory, 6 out of 8 (75%) 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: 8 out of 8 (100%) 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.

The attachment includes each committee member's ratings for each of the eight papers, summary tables of overall results and item-by-item analysis.

Attached Files

 [Copy of Attach2BABS.ExitLevelFindings22.23\\_final.xlsx](#)

**RELATED ITEM LEVEL 3**

**Sociological Papers: Exit Level**

**Action Description:**

The department met expectations. As SOCI 4399: Senior Seminar is being phased out, the department will develop and implemt a new exit level assessment during the next academic year.

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

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



## **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.

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

1. 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 approval of the revised curriculum was delayed in the curriculum review process. Hence, implementation of the revised curriculum is beginning in Fall 2023. Schedule adjustments have been made for Fall 2023. As the curriculum changes were not implemented, the revisions of the mid- and exit-level assessments were not undertaken. The modifications will now take place during the 2023-2024 academic year.

2. 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.

The peer mentoring program was implemented. The department recruited senior-level students and recruited first and second-year students to serve as mentors.

3. 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.

This research initiative was successfully launched. The research initiative has three ongoing projects: (1) Student-Parents: An examination of Role Conflict and Potential Unmet Need in Student Support Services (PI: Dr. Stykes); (2) Improving Food Security on Campus: An examination of Student Challenges, Needs, and



Assistance Programs (PIs: Dr. Hatanaka and Dr. Scherer); and (3) Diversity, Equity, and Online Education (PI: Dr. Scherer). Each of the projects has conducted fieldwork and collected data. I anticipate them producing outcomes for the university and peer-reviewed publications during the 2022-2023 academic year.

4. 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.

The department participated in several off-campus recruiting events at two Lone Star campuses. The department also hosted several on-campus events for students to familiarize them with the sociology program and faculty. Additionally, the student workspace was turned into a lounge for events and for students to use between classes and for activities. This space has increased the presence of students in the department and faculty-student interactions. However, participation at outreach and department events remains below historical norms

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

### **Closing Summary:**

The department will further strengthen its BA and BS programs, increase the number of majors, and increase student success during the 2023-2024 academic year.

The department will convene its SOCI 1301 instructors to examine the introduction curriculum and develop ways to address those areas in which student comprehension is lower.

The peer mentor program was established during the 2022-2023 academic year. In the upcoming academic year, we will focus on increasing the program's effectiveness and the number of students participating. This will include developing a mentor-mentee network and database.

The mid-level and exit-level assessments will be reviewed and updated to correspond with the revised curriculum for the BA and BS programs.

The department will link its curriculum and class offerings with career skills. Using the National Association of Colleges and Employers database, the department will develop materials that demonstrate to students the specific skills the BA and BS program components provide them. Additionally, a guide will be generated for SAM Center advisors to assist them in advising sociology students. This mapping will also help the department identify curriculum gaps in its BA and BS programs.

# Sociology MA

## Sociological Competency

### Goal Description:

Graduate students who complete the MA program in Sociology will be competent in sociological theory, methods, and analysis and demonstrate comprehension in a topical area or sociological pedagogy.

**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 who have conducted a thesis or a systematic review of scholarship must demonstrate their ability to: (i) 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 appropriate research questions.

#### RELATED ITEM LEVEL 2

##### 1.1. Thesis

##### Indicator Description:

A successful SOCI MA thesis will be at least 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

One student enrolled in SOCI 6098 during the 2022-2023 academic year.

- This student switched to complete the Capstone project.

##### SOCI 6099: Thesis

Term	# of students enrolled	# of successful completions
Fall 2022	3	2
Spring 2023	1	0

Among the four students who worked on their theses between Fall 2022-Spring 2023, two were scored as exemplary and two switched to complete the Capstone projects.

RELATED ITEM LEVEL 3

1.1. Thesis

Action Description:

No action is needed at this time. With the implementation of the capstone option, more students are opting for the non-thesis track. The thesis track is primarily designed for students who intend to continue to a doctoral program.

RELATED ITEM LEVEL 2

1.2. Systematic Review of Scholarship

Indicator Description:

A successful review of scholarship requires students to complete a thematic review of one topical area in sociology. A successful review consists of at least 40 peer-review publications and a paper of 25 double-spaced pages or longer that provides an in-depth review and evaluation of sociological research in the topical area. A successful systemic review of scholarship must include the following components: (1) identification of key findings, (2) summary of recent developments, (3) critical evaluation of the current research, (4) identification of future research areas, and (5) discussion of implications for policy and practice. Each review of scholarship will be evaluated by the student’s project director and two reviewers using the evaluation rubric (see attached).

Attached Files

 [review rubric Scholarship.docx](#)

Criterion Description:

All M.A. candidates completing a successful systemic review of scholarship must meet or exceed expectations on all rubric components.

Findings Description:

Five students completed the systemic review of scholarship during the 2022-2023 academic year.

	Systematic Literature Review	
Term	# of attempts	# of passes
Fall 2022	2	1
Spring 2023	4	4

One student failed her first attempt but passed her second attempt. All students passed or exceeded expectations in each of the areas on the rubric.

RELATED ITEM LEVEL 3

1.2. Systematic Review of Scholarship

Action Description:

The department met or exceeded goals. The department will review the systematic review of scholarship requirements regarding streamlining the time to completion.

RELATED ITEM LEVEL 1

2. Sociological Competency in Teaching

Learning Objective Description:

On completing their graduate study in Sociology, M.A., students who have conducted a teaching capstone must demonstrate understanding of sociological pedagogy and be able to develop sociological courses.

RELATED ITEM LEVEL 2

2.1 Teaching Capstone

Indicator Description:

On completing their graduate study in Sociology, M.A., students who have conducted a teaching capstone must demonstrate understanding of sociological pedagogy and be able to develop two sociological courses. A successful teaching capstone must include the following components: (1) an essay on pedagogy, (2) a teaching philosophy statement, (3) two course syllabi, (4) assignments and lesson plans, (4) an essay justifying the design of the elective course, and (5) teaching demonstration. The student’s project director and two reviewers will evaluate each teaching capstone using the evaluation rubric (see attached).

Attached Files

 [portfolio\\_rubric.docx](#)

Criterion Description:

All M.A. candidates completing a successful teaching capstone must meet or exceed expectations on all rubric components.

Findings Description:

Six students completed the teaching capstone during the 2022-2023 academic year.

	Teaching Capstone	
Term	# of attempts	# of passes
Fall 2022	2	2
Spring 2023	4	4

All students met or exceeded expectations on each of the rubric components.

RELATED ITEM LEVEL 3

2.0 Teaching Capstone

Action Description:

The department met or exceeded goals. The department will review the teaching capstone requirements regarding streamlining the time to completion.

RELATED ITEM LEVEL 1

Recruitment and Retention of High Quality Students

Performance Objective Description:

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

RELATED ITEM LEVEL 2

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

**Target Description:**

Recruitment:

1. Number of applications to the program: 35
2. Number of students accepted: 25
3. Number of students enrolled: 20

Retention:

1. 1-year retention: 70%
2. 2-year retention 70%
3. Average semester to graduation: 9

**Results Description:**

See attached.

Attached Files

 [Copy of 22\\_23. CHSS Graduate Admissions, Retention, and Completion Template-Hsu-061523.xlsx](#)

RELATED ITEM LEVEL 3

### **Student Recruitment and Retention**

#### **Action Description:**

The department did not meet its goals in terms of admissions or retention. The department will develop and implement a recruiting plan during the 2023-2024 academic year. The retention rate for students who entered the program in fall 2022 was also significantly below the program norm. While many of the students who left the program did so because of personal and extenuating circumstances, the program will work to develop support mechanisms to support student success and retention.

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

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

#### **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.

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

1. 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.

The Sociology Department successfully transitioned to a new Graduate Director: Dr. Tze-LI Hsu. As part of the transition process, Dr. Stykes developed a graduate director manual that outlines the responsibilities of the Sociology Graduate Director. In coordination with the Department Chair, the graduate director has submitted curriculum revisions to the MA program to the university. These include reducing the program credit hours to 30 and consolidating the methods class requirements into one course.

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

The website has been updated. This includes a streamlining of the website and the featuring of students and program alumni. As the university has a new marketing officer and will be overhauling its whole web ecosystem, additional updates are on hold for the transition to the new university website.

3. Develop a recruitment plan for the MA and certificate programs.

A recruitment plan was delayed until the 2023-2024 academic year to allow the curriculum changes to occur. Reducing program credit hours to 30 will make the program more economically competitive. Once this change is approved, a recruitment and marketing plan will be developed for the MA program.

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

The assessment plan has been updated accordingly. New learning objectives, indicators, and criteria have been added for the systematic review of scholarship and the teaching capstone.

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

### **Closing Summary:**

During the 2023-2024 academic year, the Sociology Department will work to further strengthen the MA program and grow enrollment.

As part of the curriculum revisions, the department will eliminate the 1-credit proseminar and replace it with an orientation. The Graduate Director will develop and implement an orientation program for incoming graduate students.

The Graduate Director and Committee will review and modify the systematic review of scholarship and teaching capstone requirements as necessary. The aim will be to streamline the requirements and balance faculty workload.

As the MA program faces increased competition with the proliferation of online programs, we need to be more effective in promoting the MA program. The Graduate Director and Department Chair will work on developing a recruiting plan and marketing materials.

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.

The Graduate Director and Department Chair will explore the possibility of a 4+1 program for the Sociology Department. If a 4+1 program is feasible, the Sociology Department will seek university approval for such a program.

# **Department of World Languages and Cultures**

# American Sign Language 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 Deaf Studies. Using peer-reviewed research and best practices for American Sign Language and Deaf culture instruction, the committee will determine appropriate benchmark levels for students in the minor.

**Providing Department:** American Sign Language 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 Deaf Studies minors using the modified 3CI will help WOLC to establish an appropriate baseline for this newly created minor.

#### RELATED ITEM LEVEL 2

### Indicator: Cultural Competence and Awareness

#### Indicator Description:

Prior to graduation, all graduating minors in Deaf Studies 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:

This assessment measure has been rolled to the next cycle.

#### RELATED ITEM LEVEL 3

### Action: Cultural Competence and Awareness

#### Action Description:

WOLC will implement the 3CI measure in the next cycle.

## Goal: Establish Signed Proficiency Measure and Benchmark

### Goal Description:

WOLC's Curriculum and Assessment Committee will explore language proficiency testing for minor students in Deaf Studies. Using peer-reviewed research and best practices for American Sign Language instruction, the committee will determine appropriate benchmark levels for students in the minor. Long-term testing of minors using the ASLPI is cost-prohibitive (\$165-\$185/test) so the committee will explore options to make testing equitable and affordable.

**Providing Department:** American Sign Language Minor

### RELATED ITEMS/ELEMENTS

#### RELATED ITEM LEVEL 1

### Learning Objective: Signed Proficiency

#### Learning Objective Description:



While WOLC's Curriculum and Assessment Committee identifies alternative measures for measuring signed proficiency, the department will assess the signed proficiency of Deaf Studies minors using the ASLPI test (<https://www.gallaudet.edu/the-american-sign-language-proficiency-interview/aslpi/>).

Testing Deaf Studies minors using the ASLPI will help WOLC to establish an appropriate baseline for this newly created minor.

#### RELATED ITEM LEVEL 2

##### **Indicator: Signed Proficiency**

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

Prior to graduation, a sample of 10% of graduating minors in Deaf Studies will take the ASLPI (<https://www.gallaudet.edu/the-american-sign-language-proficiency-interview/aslpi/>) through Gallaudet University.

##### **Criterion Description:**

The American Sign Language Proficiency Interview (ASLPI) is a holistic language evaluation used to determine global ASL proficiency. The basic precept in this type of evaluation is to find out through a face-to-face interview what an individual can do with the target language at a given point in time. The ASLPI is a 20-25 minute video recorded interactive dialogue between the examinee and the interviewer. The interview is rated by a team of evaluators and examinees are awarded an overall proficiency level on a 0-5 rating scale. Language proficiency evaluation was originally developed by the Foreign Service Institute (FSI) of the US Department of State and has been used by the government for decades. Adaptations to the language proficiency evaluation were made with respect to ASL and the ASLPI was born. The ASLPI is utilized by agencies, schools, universities, programs and employers.

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

This assessment measure has been rolled to the next cycle.

#### RELATED ITEM LEVEL 3

##### **Action: Signed Proficiency**

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

WOLC will implement the ASLPI or other measure 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**

- 1) Pilot test the Cross-Cultural Competence Inventory (3CI) with currently enrolled students to establish a benchmark and begin validating the measure.
- 2) Explore signed language proficiency testing options to replace the cost-prohibitive ASLPI (\$165-\$185 per test)

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

- 1) Pilot test the Cross-Cultural Competence Inventory (3CI) with currently enrolled students to establish a benchmark and begin validating the measure.
  - Moved to next cycle.
- 2) Explore signed language proficiency testing options to replace the cost-prohibitive ASLPI (\$165-\$185 per test)
  - Moved to next cycle.

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

### **Closing Summary:**

#### **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 signed language proficiency testing options to replace the cost-prohibitive ASLPI (\$165-\$185 per test)

# 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 ITEMS/ELEMENTS -----

##### 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](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:

Graduating student was unable to schedule his OPIc prior to leaving the area. This goal will roll forward to the next cycle.

#### RELATED ITEM LEVEL 3

##### Indicator: Oral Proficiency

##### Action Description:

WOLC will continue pursuing this indicator.

#### 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 will roll this assessment measure forward as we explore new assessment measures.

**Indicator: Written Proficiency**

**Action Description:**

WOLC will roll this assessment measure forward as we explore new assessment measures.

## **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 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.

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

- 1) Recruit students to the French minor and upper-level language course programming.
  - New faculty have successfully recruited new students to the French minor. These efforts continue with the support of the department and college.
- 2) Identify and/or develop written proficiency instrument to track student development.
  - Goal moved to new cycle.
- 3) Explore accreditation process for French K-12 Teaching Certification.
  - Goal moved to new cycle.

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

### **Closing Summary:**

- Continue recruitment to French minor and upper-level courses
- Propose Study Abroad program in French
- Identify and/or develop written proficiency instrument to track student development
- Explore accreditation process for French K-12 Teaching Certification

# 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 ITEMS/ELEMENTS -----

#### 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](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 teacher candidates were fluent speakers of Spanish (heritage or native language), thus no students were required to take the OPIc.

#### RELATED ITEM LEVEL 3

##### Indicator: Oral Proficiency

##### Action Description:

WOLC will maintain this criterion and continue its support of students pursuing teacher certification

#### 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:

This assessment measure is rolling forward as we explore new assessment measures that will work for all languages in our department.

#### RELATED ITEM LEVEL 3

### Indicator: Written Proficiency

#### Action Description:

WOLC will maintain this criterion for the next 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 teacher candidates appropriately demonstrated knowledge of language acquisition theories and student needs, as well as assessment principles.

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

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

#### **Action Description:**

WOLC will maintain this criterion and continue its support of students pursuing teacher certification

#### **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 teachers achieved a score of 80% or higher on this criterion.

### RELATED ITEM LEVEL 3

#### **Indicator 1: Integration of Standards in Curriculum and Instruction**

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

WOLC will maintain this criterion and continue its support of students pursuing teacher certification.

### RELATED ITEM LEVEL 2

#### **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 appropriately integrated standards into their planning and instruction.

### RELATED ITEM LEVEL 3

#### **Indicator 2: Integration of Standards in Curriculum and Instruction**

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

WOLC will maintain this criterion and continue its support of students pursuing teacher certification

### RELATED ITEM LEVEL 1

#### **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.

### RELATED ITEM LEVEL 2

#### **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 capstone presentations to fulfill this criterion.

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

#### **Indicator: Teacher Candidate Professionalism**

#### **Action Description:**

WOLC will maintain this criterion and continue its support of students pursuing teacher certification

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

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

#### **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.

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

#### **Closing Summary**

1. Integrate the Spanish BA with WOLC BA.
  - Moved to 2023-2024 cycle pending WOLC BA.
2. Complete ongoing analysis of online vs face-to-face instruction in the 2022-2023 cycle.
  - Analysis continues, but we see strong indications of a need to make important changes to our online course offerings. SHSU has now approved new course modalities (including online synchronous classes) that may make this possible. We are also pilot testing Time2Talk, which matches Spanish language students with competent Spanish speakers throughout the Hispanic world.

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.

- After four years without a program in Costa Rica, we took the first group of students from our program. We observed changes to their language skills, but also increases in students' adaptability and tolerance for ambiguity across the program's duration. We conducted a post-program survey and results will be shared with respective stakeholders.

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

### **Closing Summary:**

### **Closing Summary**

1. Integrate the Spanish BA with WOLC BA.

2. Complete ongoing analysis of online vs face-to-face instruction in the 2023-2024 cycle. This will include an expanded pilot test of Time2Talk and a plan for piloting new course modalities.

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 students achieved a score of Pass or High Pass on their comprehensive examinations.

#### RELATED ITEM LEVEL 3

### Indicator 1: Breadth of Knowledge

#### Action Description:

WOLC will maintain this criterion.

#### 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 students had Spanish as their dominant language.

**RELATED ITEM LEVEL 3**

**Indicator 2: Breadth of Knowledge**

**Action Description:**

WOLC will maintain this criterion.

**Goal: Graduate Student Scholarship**

**Goal Description:**

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

**Providing Department:** Spanish MA

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

**RELATED ITEM LEVEL 1**

**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.

**RELATED ITEM LEVEL 2**

**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 have met the minimum program criteria.

**RELATED ITEM LEVEL 3**

**Indicator 1: Graduate Student Scholarship**

**Action Description:**

WOLC will maintain this criterion.

RELATED ITEM LEVEL 2

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:

1 WOLC MA student participated in faculty research.

RELATED ITEM LEVEL 3

Indicator 2: Graduate Student Scholarship

Action Description:

WOLC will maintain this criterion as a stretch goal for the next cycle.

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:

All PCIs moved to 2023-2024 cycle following MA Listening Tour and appointment of program director to INTG director. We are working with junior faculty to develop our program and are working with currently enrolled students to expedite graduation.

- 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.

New Plan for Continuous Improvement Item

Closing Summary:

- 1) Revise current Spanish MA program to be a fully online WOLC MA program oriented to building professional language skills.
- 2) Continue to survey school districts, teachers, and current/future MA students to tailor curriculum and program development.
- 3) Continue direct recruitment in Houston-area schools and at campus events to increase enrollment