










Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Language, Literacy And Special Populations, Department Of

Goal	Faculty Excellence  The Department of Language, Literacy & Special Populations will create an environment conducive to research and writing, collaborative teaching, professional growth, and faculty community.
Objective (P)	Research And Writing  Faculty will engage in collaborative research and writing.
KPI Performance Indicator	Research And Writing Groups  Faculty groups for research collaboration and research and writing accountability will be established within the department. Our goal is to have at least four collaborative articles submitted for publication.
Result	Research And Writing Groups  The goal of submission of 4 collaborative articles was met, and 87% of the faculty engaged in collaborative research.
Action	Research And Writing Groups  Faculty will be encouraged to apply for research funding through the College of Education's Associate Dean for Research Graduate Studies. Requirements for this funding necessitate that at least one non-tenured faculty member participate in the project. Faculty are also encouraged to present their work at the College of Education's monthly research events. Faculty will be notified and encouraged to attend trainings about grant writing and IRB submission that are routinely offered on campus.
Objective (P)	Collaboration In Teaching  Faculty will engage in collaborative teaching
KPI Performance Indicator	Co-Teaching  Faculty members will share expertise across classes of colleagues, which will be documented on the Chair's Evaluation of Teaching. Last year 60% of faculty shared expertise. Our goal this year is raised from 60% to 65% for 2014-2015.
Result	Co-teaching  The goal of collaboration among faculty in teaching was met with 92% of the faculty providing evidence of such collaboration on the 2014 Chair's Evaluation of Teaching.
Action	Co-Teaching  Program Coordinators will meet monthly with faculty in their area to discuss instructional concerns and to share ideas for effective teaching. In program areas that include several

graduate programs, degree program coordinators will meet at least twice during the year with their faculty to coordinate curricular alignment and to plan initiatives for instructional improvement. New and pool faculty will be assigned mentors to assist them in their teaching. The Associate Dean for Research and Graduate Studies will facilitate meetings among faculty with similar research interests.

Objective (P)

Scholarly Productivity 🔑

Faculty will engage in collaborative research and writing

KPI Performance Indicator

Manuscript Submissions 🔑

Faculty will submit 2+ manuscripts for peer review and publication. Last year the two manuscript submissions was at 92%. The remaining 8% submitted one manuscript. We are intervening with a number of encouragements. We hope to see the percentage of faculty who have submitted at least 2 manuscripts increase to 95% in 2014-2015.

Result

Manuscript Submissions 🔑

This academic year 48% of the faculty published at least 2 peer-reviewed manuscripts, although 90% submitted at least two manuscripts for publication.

Action

Manuscript Submissions 🔑

Faculty will be encouraged to apply for research funding through the College of Education's Associate Dean for Research Graduate Studies. Requirements for this funding necessitate that at least one non-tenured faculty member participate in the project. Faculty are also encouraged to present their work at the College of Education's monthly research events and to submit manuscripts to our newly established reading journal. Additionally faculty will be encouraged to attend trainings about grant writing and IRB submission that are routinely offered on campus. The department Assistant Chair will meet with non-tenured faculty twice yearly to outline expectations for scholarly productivity.

Objective (P)

Professional Development 🔑

The Department of Language, Literacy & Special Populations will provide opportunities for professional development in areas of interest and need.

KPI Performance Indicator

Faculty Concerns Committee 🔑

The Faculty Concerns Committee will survey faculty regarding areas of interest and need, and subsequently schedule faculty workshops. Based on this survey we plan to provide sessions for our faculty's professional development.

Result

Faculty Concerns Committee 🔑

The LLSP Faculty Concerns committee did not survey the faculty with regard to their professional development needs, as this survey had already been

conducted by the Associate Dean of the College of Education. One of the main concerns dealt with diversity. This was addressed through a speaker series and the opportunity for faculty to engage in small group work with experts in the field.

Action

Professional Development 🔑

Faculty will participate in the survey conducted by the Associate Dean of Teacher Preparation to identify areas of need with respect to professional development. They will also be asked for input regarding the plan for the college. Additionally faculty will participate in developing the College of Education educational assessment program and analyzing the data that has already been gathered with respect to our teacher education program. Based on this data, faculty will identify further areas of need for professional development in our department.

Objective (P)

Faculty Community 🔑

The Department of Language, Literacy & Special Populations will provide opportunities for faculty to build professional collegiality and community.

KPI Performance Indicator

Departmental Days 🔑

Fridays will be designated as Departmental Days, with the expectation of faculty being present and visible on those days in order to build professional community. All departmental faculty meetings will be scheduled on Fridays. Our goal is to have 90% of faculty present at each meeting.

Last year, attendance was at 92%. Because we met our overall goal for departmental meetings, we would like to now offer other types of activities and committee meetings on Fridays. Our goal would be to have at least 50% of attendance at these special events and committee meetings for 2014-2015.

Result

Departmental Days 🔑

Fridays were designated as departmental days and all faculty attended monthly LLSP meetings unless they were out of the office on university business. The goal of 50% attendance for other types of meetings was met.

Action









Departmental Days 🔑

Faculty will be asked to provide input regarding maintaining a presence on campus. The notion of office hours will be redefined, because of the number of courses currently offered online and at other campuses. Faculty will be encouraged to designate at least one day a week for meetings and for events in the department in order to foster professional collegiality and community.

Goal

Institutional Effectiveness 🔑

The Department of Language, Literacy & Special Populations will develop programs to meet student needs.

Objective (P)	Program Options 
	<p>The Department of Language, Literacy & Special Populations will provide instruction using a variety of formats: face-to-face, online, and hybrid.</p>
KPI Performance Indicator	Course Formats 
	<p>More courses will be offered using an online or hybrid format. Last year we had eight courses go online which was an increase over the previous year. We will raise our criterion from eight to ten courses this year. We are also hoping to offer more Reading Doctoral course online or in a hybrid format.</p>
Result	Course Formats  <p>During the 2014-2015 academic year, our goal of increasing our online course offerings was met as 18 courses were offered online, and at least two of those had multiple online sections. Most faculty offer at least one or two of their class meetings in any given course online.</p>
Action	Course Formats  <p>Since nearly 100% of faculty are now offering coursework online, we plan to pursue options for developing Academic Community Engagement through both our face-to-face and our online courses.</p>
<p>.....</p>	
Goal	Program Quality And Effectiveness  <p>The Department of Language, Literacy & Special Populations will improve graduate and undergraduate course offerings.</p>
Objective (P)	Collaboration With Curriculum & Instruction For EC-6 Program  <p>The faculty of Language, Literacy & Special Populations and Curriculum & Instruction will discuss programmatic issues related to the joint EC-6 Program and 4-8 Programs.</p>
KPI Performance Indicator	Elementary Education Advisory Committee  <p>The Department of Language, Literacy & Special Populations and Curriculum and Instruction will meet to discuss issues related to the EC-6 Program via the Elementary Education Advisory Committee. The goal for 2013-2014 which was to meet and for each problem issue, to identify at least one appropriate solution, was not met. The goal for 2014-2015 is to work with the new Associate Dean of Teacher Preparation to establish the committee and to meet at least twice.</p>
Result	Elementary Education Advisory Committee 

Our goal was met, since the Associate Dean established a curriculum re-alignment committee with members from both LLSP and C&I. This committee and/or its subcommittees met at least once a month to redesign the curriculum for teacher preparation in EC-6, EC-6 Bilingual, EC-12 Special Education, 4-8 English Language Arts/Social Studies, 4-8 Math/ Math Science. This new curriculum should be in place by Fall of 2017.

Action**Collaboration With Curriculum And Instruction For EC-6 Program**

Since a committee made up of representatives from all program areas was formed and since we have developed a prototype for the new teacher preparation curriculum, we will now continue to meet to review plans for implementation in the fall of 2017.

Previous Cycle's "Plan for Continuous Improvement"

The faculty have reviewed the goals for the department of Language, Literacy and Special Populations. We will continue to promote departmental collaboration through writing groups, departmental days, collaborative research, research symposia, and regular meetings with the faculty in Curriculum and Instruction through the Educational Preparation Leadership Team. We will encourage faculty members who are not publishing an average of 2+ publications per year to find a mentor or join a support research or writing group. We are raising our criterion for the co-teaching from 60% to 65% for 2013-2014. For continued professional development within the department, we will again increase offerings based upon faculty needs.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

Department faculty are strong collaborators as evidenced by the high percentage who engage with others in research, teaching and in writing. Program coordinators met with faculty to ensure improvement of degree programs and courses throughout the year and there was evidence in the Chair's evaluation of teaching documentation that there was an exchange of ideas. Faculty invited colleagues to present in courses based upon their areas of expertise. Some faculty presented their research at the monthly College of Education research symposia. On the other hand, only 48% actually succeeded in publishing a collaborative article. Nonetheless, many projects are under review or still in progress. In terms of course formats, there are a high number of courses now taught online, and faculty are eager to design online classes. Although some workshops on grant writing and IRB submission were conducted at the department level, our main focus was on professional development at the college level. Many faculty attended a series on diversity and met in small groups with experts to discuss options for their teaching. The establishment of Fridays as departmental days was successful but because of our changing course formats and the addition of 2 new campuses, the need for designated days on the main campus will be revisited. A stronger bond was established with the C&I Department as a result of work on the realignment of the curriculum in teacher preparation.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.

The faculty have reviewed the goals for the department of Language, Literacy and Special Populations. We will continue to promote faculty collaboration through writing groups, collaborative research, and regular meetings with the faculty in the Curriculum and Instruction

department to realign the curriculum of our teacher preparation programs. We will encourage faculty members who are not publishing an average of 2+ publications per year to find a mentor or join a support research or writing group. Since only 48% of our tenured/tenure-track faculty published at least two articles this past year, we will increase our criterion to 60%. Since 92% of faculty engaged in collaborative teaching, we will now focus on collaborating on course redesign to address changes resulting from the EC-6 and 4-8 curriculum realignment.

For continued professional development within the department, since diversity was found to be a high area of concern on the College of Education faculty survey, we will schedule a series of discussions and activities in departmental meetings to address this topic.

.....

.....