







Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Curriculum And Instruction MED

Goal	Mastery Of American Psychological Association (APA) Writing Style  Program Quality and Effectiveness
Objective (L)	Candidates Will Demonstrate Mastery Of American Psychological Association (APA) Writing Style  Candidates in the Master of Education in Curriculum and Instruction program will employ American Psychological Association (APA) Style in formal writing, including internal documentation and works cited.
Indicator	American Psychological Association (APA) Writing Style In Formal Writing  A common embedded portion of each literature review assignment developed by program faculty will require proper use of APA style, including internal documentation and works cited. The purpose of the literature review is to develop an understanding of a specific topic that teachers need to investigate to be able to develop effective instructions and instructional materials.
Criterion	American Psychological Association (APA) Writing Style In Annotated Bibliography (CIED 5383)  At least 85% of candidates during the 2014-2015 academic year will achieve a score of "Indicator Partially Met" or "Indicator Met" on the APA indicator embedded in the Annotated Bibliography assignment (CIED 5383), with at least 50% of candidates achieving a score of "Indicator Met".
Finding	American Psychological Association (APA) Writing Style In Annotated Bibliography (CIED 5383) Results  The results from the American Psychological Association (APA) Annotated Bibliography assessment indicate that the criterion was met for the 2014-2015 assessment cycle. 97% of candidates achieved a score of "Indicator Partially Met" or "Indicator Met". 31% achieved a score of "Indicator Partially Met" and 66% achieved a score of "Indicator Met". The goal was 85%. A subsequent goal was that at least 50% of candidates will achieve a score of "Indicator Met". Results showed that 66% of candidates achieved that standard. In addition, reports indicated that candidates who partially met the goal had issues with APA citations and references.
Action	American Psychological Association (APA) Writing Style In Annotated Bibliography (CIED 5383) Action  The findings from the Annotated Bibliography American Psychological Association (APA) Writing Style assessment

were discussed at the end-of-year faculty meeting. In response to these findings, the faculty decided to continue to list the Publication Manual of the American Psychological Association (6th edition) as a required course text in all courses and assess all research based assignments for proper APA 6th edition style. Specifically, the instructors will emphasize citations and references by adding more time to the current modules. In addition, more opportunities to practice these skills will be given before the final assessment. The program plans to separate the "Indicator Met and Indicator Partially Met" standards. The "Indicator Partially Met" criterion will be 50% next cycle.

Goal	Candidates Display Effectiveness In The Scholarly Process. 🔑 Program Quality and Effectiveness
Objective (L)	Candidates Will Demonstrate Mastery Of Research Skills 🔑
	Candidates in the Master of Education in Curriculum and Instruction program will communicate research skills in the capstone project of the research component of the program.
Indicator	Capstone Research Project 🔑
	As part of each candidate's Master's Degree program, students are required to take CIED 5370 and CIED 5085. These two courses requires each candidate to complete a classroom project involving a research question. Each candidate must conduct a capstone classroom project, write the results of the study in a formal professional paper and give an oral presentation of their work to a panel of professors in the Department of Curriculum and Instruction.
	Theoretical framework is the literature review that tells us what others have found on the research question, explains gaps in the existing research and calls for additional research on a topic. Essentially theoretical framework tells the reader why, from the perspective of others, a particular area of enquiry is important.
Criterion	Capstone Research Project Level Of Mastery 🔑
	Experience shows that in past research based graduate courses, articulation of the theoretical framework has been challenging. At least 80% of candidates during the 2014-2015 academic year will achieve a score of "Indicator Met" on the theoretical framework component.
Finding	Capstone Research Project Level Of Mastery Results 🔑
	The results from the Capstone Research Project Level of Mastery assessment indicate that the criterion was met for the 2014-2015 assessment cycle. 82% of candidates achieved a score of "Indicator Met" on the Theoretical Framework

component. The goal was that at least 80% of candidates will meet this standard. Reports also indicated that candidates had difficulty with conceptualization and drawing inferences from the literature when applying it correctly to their research.

Action

Capstone Research Project Level Of Mastery Action 🔑

The findings from the Capstone Research Project Level of Mastery assessment were discussed at the end-of-year faculty meeting. In response to these findings, the faculty decided to incorporate the skills of conceptualization and drawing inferences from the literature when applying it correctly to their research in several modules instead of only one (current). Instructors will also provide videos targeting these concepts as a supplement. The faculty will keep the same target of 80% for the "Indicator Met" criterion due to the changes made for the upcoming year.

Previous Cycle's "Plan for Continuous Improvement"

The finding from the 2013-2014 assessment cycle indicated that the program's goals and objectives need to be revised to better define what is expected of our students. The faculty met in Fall 2014 to discuss the changes needed. In addition, the rubrics will be revised, standardized and validated.

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.

The finding from the 2013-2014 assessment cycle indicated that the program's goals and objectives needed to be revised to better define what is expected of our students. The faculty met in Fall 2014 and identified two new program goals and objectives to better reflect the assessment process. In addition, the rubric was revised and piloted in the Spring of 2014. These scores were standardized amongst the professors who teach the research course.

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 finding from the 2014-2015 assessment cycle indicated that candidates in the Master of Education in Curriculum and Instruction degree program were not performing as expected with regard to content knowledge of APA citations and references and theoretical framework. The faculty met in Fall 2015 and discussed the changes needed. Faculty will continue to meet during the Fall 2015 semester to discuss curricular changes regarding these concepts.

To continue to encourage candidates to correctly practice proper APA 6th edition formatting skills in formal writing, the Publication Manual of the American Psychological Association (6th edition) will remain as a required course text in all courses. All candidates will be provided additional tutorials on proper use of APA 6th edition writing style and formal writing assignments will continue to be assessed for proper APA 6th edition formatting. Modules were revised to address the needs of our students.