

2014-2015

College of Education

Department of Counseling

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU) 2014 - 2015

Counseling MA (CMHC)

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Goal	Effective Community Mental Health Counselors P
	Graduates of the Counseling MA program are effective counselors.
Objective (L)	Competency In Core Content Areas And Skills In Counseling. 🔎
	Graduates in the Counseling MA program will be knowledgeable in the core content areas for community mental health counseling.
Indicator	Evaluations 🔎
	 To continue in the program, faculty must score counseling students on a scale of 0-7, with 5 and above being acceptable and program faculty preferring a score of 6 or 7 on the Counselor Potential Scale.
	2. Ninety percent of the MA graduates will make a passing score on the National Board of Counselor Certification (NBCC) National Counselor Examination for Licensure.
Criterion	Passing Scores 🔎
	 To continue in the program, faculty must score counseling students on a scale of 0-7, with 5 and above being acceptable and program faculty preferring a score of 6 or 7 on the Counselor Potential Scale. Ninety percent of the MA graduates will make a passing score on the National Board of Counselor Certification (NBCC) National Counselor Examination for Licensure. We will continue this criteria for an additional year to maintain a pass rate of 90% on the NBCC.
Findi	ng Passing Scores On Counselor Potential Scales And NBCC P
	 All of the students currently enrolled in the Counseling program were rated at 5 or higher on all 7 areas of the counselor potential scale with the exception of two students. One of the students was rated lower than 5 on academic potential and one student was rated lower than 5 on receptive to feedback. It was determined by the Counseling faculty that the advisors for these two students would meet with each of these students to provide feedback and determine a plan for remediation. Thirteen students took and passed the NBCC in fall 2014. Nine student took the NBCC in spring 2015 with seven passing the test. For fall 2014 our students were at 100% pass rate; however, our pass rate was 83% which is below the desired 90% pass rate for spring 2015 semester. There is a pattern of students' scores falling low in the area of Diagnostic and Assessment Services and an additional areas where students' scores fell low are in Human Growth and Development. This was the area the two students who did not pass received low scores. Specifically, scores for the area of Diagnostic and Assessment for our

students falls below average scores for other CACREP and non-CACREP programs.

Action	 Increase Pass Rate On The NBCC 1. Counseling advisors will continue to meet with students and when needed develop a growth plan to help students remediate and strengths in areas where they are rated below 6-7 on Counselor Potential Scales. 2. Our plan of action is to look closely at the Diagnostic and Assessment CACREP standards and make efforts to align our curriculum with these standards. Specifically, in COUN 5334 Affective Behavior and COUN 6363 Assessment as these are the two courses where diagnostic and assessment are taught.
Goal	Professional Practice And Training 🔎
	Candidates will engaged in an internship providiing supervised professional practice and training experiences.
Objective (L)	Graduate Students Complete An Appropriate Professional Practice And Training Experience. Students will successfully complete an appropriate professional practice and training experience by demonstrating a thorough understanding of the process of counseling.
Indicator	Site Supervisors Evaluation Form. Site supervisors will complete and submit the Site Supervisor Evaluation Form to faculty teaching COUN 6386, Field Practicum (Internship for Counseling students) when student completes the field experience.
Criterion	At Least Meets Expectations. All students enrolled in COUN 6386, Internship will be evaluated by their site supervisor. Items are scored on a scale of 1-6, with 3 and above being at the acceptable or exceptional level of performance. Program faculty prefer scores of 4-6. The site supervisor are to review the completed evaluation form with the student intern. Both site supervisor and student will sign and submit the evaluation to the faculty member teaching the course. Students will receive a rating of meets or exceeds expectations on all items of the Site Supervisor Evaluation Form.
Findir	Site Supervisors' Evaluation Of Interns In fall 2014, 34 students were enrolled in COUN 6386, Internship I or Internship II. Only one student was evaluated below a score of 3 by a site supervisor. The area the student earned a score of 2 was "Demonstrates time, energy, and personal commitment in becoming an exemplary counselor." All other items, students were ranked at 3 to 6 with a majority of the students being evaluated at the 5 and 6 level. In spring 2015, 55 students were enrolled in COUN 6386, Internship I or Internship II. All of

the students were evaluated by site supervisors at level 4 or better. For one area, "Recognizes and resists manipulation by the client," four students were scored at level 3.

Action Performance Of Students In COUN 6386 Faculty teaching COUN 6386, Internship I and Internship II will meet with supervisors to gather more information about student's performance on areas of time, energy, personal commitment in becoming an exemplary counselor and recognization and resistance to manipulation of clients. The faculty will work together to develop some learning experiences for students concerning professional development and how to recognize manipulating clients and how to respond to their attempts to manipulate counselors.

CACREP Accreditation For MCFC 🎤

Goal

Begin alignment of the Marriage Couples Family Counseling track to seek CACREP accreditation.

Objective (L) MCFC Track.

Create a track for the MCFC under the Master of Arts degree option.

Indicator New Study Plan For MCFC 🔎

Students seeking the Master of Arts degree in the Counseling program will have a choice of two tracks rather than only one option, the Clinical Mental Health Counseling track. A new study plan and track option for Marriage Couples Family Counseling will be created and available for students seeking this specialization.

Criterion MCFC Track Option During the school year 2014-2015, MCFC faculty will

meet with the VP of Graduate Studies and the Registrar to seek approval and support to add the MCFC as a specializated track option under the Master of Arts degree in the Counseling master's program.

Finding MCFC Track Option Offered VP of Graduate Studies and the Registrar

approved the MCFC track option for students enrolling in the Master of Arts degree. The MCFC option was been added to the new graduate catalog, added as an approved option with the Registrar, and is now available on the Counseling program web page as a specialization track option under the MA degree.

Action MCFC Option Available For Students New students entering the Counseling program must attend an orientation meeting or watch an orientation DVD prior to beginning the program. In the orientation, students are made aware of the degrees, specializations, program options available. Students are given information about the advisor to contract depending on the degree and/or specialization they are seeking. Students seeking the Master of Education for school counseling do not have a specialization area to select only students enrolling the Master of Arts option must select the Clinical Mental Health Counseling specialization.

Objective (L) Curriculum Alignment For MCFC 🖉

The MCFC faculty will begin curriculum alignment and new course development following the standards for CACREP accreditation for the Marriage Couples Family Counseling

- IndicatorMCFC Courses Available For EnrollmentExistingMCFC courses will be aligned with CACREP
standards and new courses developed to meet the curricula
requirements for MCFC programs seeking CACREP
accreditation.
 - Criterion CACREP Standards For MCFC Programs All CACREP standards for MCFC programs will be included throughout the courses required for the MCFC specialization.
 - FindingMCFC Curricula AlignedAll of the MCFC CACREP standards are included in
the courses required for the MCFC track option of
the Master of Arts degree and is available as a
track selection to students entering the
Counseling program or students interested in
switching to the MCFC specialization track option.
- Action MCFC Track Advertized To Students The Counseling program web page will highlight the new MCFC track option for students seeking to specialize in MCFC and obtain a Master's degree in this speciallized concentration.

Previous Cycle's "Plan for Continuous Improvement"

To maintain a 1 to 10 faculty to student ratio, the Counseling program have raised the GPA requirement from 2.6 to 3.0 for admission to the program. In addition, we have a "no growth" plan for the upcoming year, 2014-2015 by admitting on the number of students we graduated during last year and we have hired two new counseling professors. These plans will secure all CACREP Standards are met for the MA CMHC program. In addition, based on the findings for Goal, Effective Community Mental Health Counselors, we have met this goal and will consider reviewing or deleting as a goals for 2014-2015. For Goal, Professional Practice and Training, we will encourage students to locate a second internship site if all learning experiences (based on CACREP Standards) cannot be met at one internship placement site. For Goal, Knowledge of Current Counseling Literature, we will increase the criterion on the journal article critique to 80% of 100% to align with admission requirement of 3.0 undergraduate GPA. We believe that our students should maintain at least a 3.0 throughout the Counseling program. For Goal, Research Competence, our students have far exceeded the criterion of 80% of 100 points with an average score of 91.25. Therefore, we delete this goal.

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.

1)During the school year 2014-2015, we admitted to the program fewer students than the number who graduated during fall 2014, spring 2015 and summer 2015. In addition, we implemented a 3.0 GPA undergraduate requirement to be considered for admission to the program. The increase in undergraduate GPA and the decrease in enrollment along with hiring two new faculty and moving one faculty from Education Leadership into the Counseling program moved the student to faculty ratio below the 1 to 10 ratio required by CACREP. Currently, our ratio is 1 to 9 student to faculty which is well below the 1 to 10 CACREP Standard.

2)Only one of the two criterion, "Passing Scores" for Goal,Effective Community Mental Health Counselors, and Objective, Competency In Core Content Areas and Skills In Counseling, was met during the year 2014-2015. Students were rated with passing scores on the Counselor Potential Scale with all students in the program averaging over all scores between 5 and 7 (with 7 the maximum score). The second criterion of "Passing Scores" was not met for the National Board of Counselor Certification (NBCC) test administered in Spring 2015. Pass rate was 100% for the 10 students taking the NBCC administered in Fall 2014. The pass rate for 12 students taking the NBCC in Spring 2015 was 83% (10 of the 12 students passed). Eighty-three percent is below the established criterion of 90%. The two areas yielding the greatest discrepancy between scores of our university students and other CACREP university students results are: Human Growth and Development and Diagnostic and Assessment Services. Faculty teaching these two areas will work to align learning experiences with CACREP Standards and NBCC competencies.

3)We are making progress toward preparing the CACREP self-study for the Marriage, Couples, and Family Counseling (MCFC) track. MCFC faculty committee have been assigned various sections of the self-study and are meeting regularly to coordinates efforts to complete the self-study and submit to CACREP by spring 2016.

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.

While students in the counseling program are scoring high on the Counselor Potential Scales and increased number of students are not passing all areas of the NBCC examination. The two areas with the lowest scores are: Human Growth and Development and Diagnostic and Assessment Services. Lead faculty in these two areas will mentor adjunct faculty teaching in these areas to make certain adjuncts are following the departmental syllabi including the learning experiences based on CACREP Standards designed to prepare students for the NBCC. In addition, faculty will consider creating study sessions for students preparing for the NBCC. For Goal, Professional Practice and training, overall our students are performing at the above average level on all items of the Supervisor Evaluation for COUN 6386 with the exception of two students, while this is a very small percentage, faculty teaching COUN 6386 (Internship), Professional Orientation and Ethical Pracitce, and Community Counseling will incorporate learning experiences dealing with time management and risk of manipulation by clients. Set a timeline throughout the fall 2015 and spring 2016 so that we are on track to submit the CACREP self-study for the MCFC track of the Master of Counseling degree.

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SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU) 2014 - 2015

Counseling MED (School Counselor)

Goal	Student Diversity Understand human diversity and apply this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.
Objective (L)	Graduates Will Demonstrate An Understanding Of Ways To Create A Positive School Environment In Which Diversity Is Respected. 🔎
	Graduates of the MEd in School Counseling will demonstrate an understanding of ways to evaluate, create, and maintain a positive school environment in which diversity is acknowledged and respected.
Indicator	School-wide Cultural Competency Observation Checklist (SCCOC)
	MEd school counseling students enrolled in COUN 6335 will have developed skills and knowledge required to evaluate the school environment concerning diversity utilizing the SCCOC.
Criterion	Successfully Complete The SCCOC <i>P</i> Competence as a school counselor includes the ability to successfully complete the SCCOC and do the following: 1. respond to all items on the SCCOC 2. interpret the results of the SCCOC 3. report the results of the SCCOC to the school administrators and staff 4. make recommendations to improve the school environment in which diversity is acknowledged and respected.
	For 2014-2015 school year, the plan is to have COUN 6335 students complete the SCCOC and develop an Action Plan at mid-term rather than at the end of the course. School administrators and staff will be encouraged to implement Action Plan immediately. If we are able to accomplish this task, COUN 6335, students will re-evaluate the school environment looking for improvements to the three challenges based on the results of the SCCOC. In previous years, students were unable to complete the fourth step within the semester timeline.
Findi	ng Results Of SCCOC And Action Plan Following the revisions to the SCCOC learning experience to be a two part assignment with part one completed in the first school counseling course, COUN 5333 and the second part of the assignment completed in COUN 6335 students were able to complete all steps of the assignment.
Action	Diversity Assessment Assignment Continue with the revisions of the SCCOC assignment taking place in two parts with part one assigned and completed in COUN 5333 and part two assigned and completed in COUN 6335.

Planning And Implementing The Developmental Guidance And Counseling Program
Students in the MEd school counseling program understand how to plan, implement, and evaluate a developmental guidance program, including counseling services, that promotes all students' success.
Closing The Gap Plan 🔎
Students in the school counseling program will develop a needs assessment and use to assess the needs of students in a school and based on the results of the needs assessment will develop a Closing the Gap Plan that is proactive and preventative in design.
Implement Counseling And Guidance Activities To Close The Gap 🎤
MEd school counseling students enrolled in COUN 5333 will develop and carry out a school-wide needs assessment to determine activities and learning experiences needed as part of a proactive counseling and guidance program designed to support closing the gap for students in areas of learning, social and emotional needs.
Needs Assessment Completed By 90% Of Teachers At Site School 🔎
School Counseling students in COUN 5333 will obtain a 90% response rate of teachers in the school completing the needs assessment designed to develop guidance and counseling activities/experiences designed to close the gap.
In an effort to improve the response rate over last year's results, COUN 5333 students will be required to schedule an appointment with campus administrators prior to requesting teachers complete the student needs assessments and seek permission to administer the needs assessment at a faculty meeting rather than individually.
ng Results Of Needs Assessment 🔎
All students enrolled in COUN 5333 successfully meet the criterion of meeting with administration or grade level leaders to complete the needs assessment assignment.
Needs Assessment Assignment Continue the assignment in COUN 5333 that all students will complete a needs assessment of all teachers at their lab site to ensure that guidance lessons are prepared and presented that meet the unique needs of students a all the site locations.

Program Quality 🎤

Goal

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

Objective (L)	Graduate Students Will Demonstrate Competency In School Counseling School Counseling M.Ed. students will pass all areas of the TExES school counseling examination for certification.
Indicator	Passing Scores On TEXES For School Counselor Certification All MEd school counseling students seeking school counseling certification in Texas will pass TEXES examination.
Criterion	Passing Score On TExES All students in the M.Ed. program seeking school counseling certification will make a passing score on the TExEX for school counselors.
Finding	Results Of TExES For 2014-2015 A total of 20 students graduating from the M.Ed. program for school counselors took the TExES examination. Six students took the examination in fall 2014 and fourteen took the examination in spring 2015. All six passed in fall with a passing rate of 100%. For spring 2015 two of the fourteen students taking the TExES did not pass all areas of the examination resulting in 12 M.Ed. students passing.
Action	Increase Pass Rate To 100% Faculty teaching the two school counseling courses will review areas the two students failed and strengthen learning experiences to make sure that students are prepared to pass all sections of the TExES.

Previous Cycle's "Plan for Continuous Improvement"

At least one of the school counseling courses (COUN 5333) is taught by an adjunct faculty and this faculty has changed each semester over the past couple of years. Therefore, failure to meet criteria may be in part due to lack of continuity in faculty teaching the course. The plan for improvement for 2014-2015 will include a meeting with the new adjunct faculty teaching COUN 5333 to make sure the criteria for accomplishing the goals for students in the M.Ed. program are communicated clearly.

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.

School Counseling faculty have agreed for full-time faculty to teach COUN 5333 which is the first school counseling course due to the fact that the course has been taught by different adjunct over the past couple of years. We believe that students will that consistency of faculty and a full-time faculty rather than an adjunct will increased student success meeting the goals and objectives for students enrolled in the M.Ed. program.

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.

In addition to the decision to have full-time faculty rather than adjunct faculty teach COUN 5333 we plan to develop a committee of school counseling faculty to make certain that our students are meeting CACREP Standards as well as TEA required learning experiences for school counselors in training.

Department of Curriculum and Instruction

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SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU) 2014 - 2015

Curriculum And Instruction MED

Goal	Mastery Of American Psychological Association (APA) Writing $\begin{tabular}{c} \begin{tabular}{c} \end{tabular}$
	Program Quality and Effectiveness
Objective (L)	Candidates Will Demonstrate Mastery Of American Psychological Association (APA) Writing Style P
	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".
Findir	ng American Psychological Association (APA) Writing Style In Annotated Bibliography (CIED 5383) Results A
	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 Partically Met" standards. The "Indicator Partially Met" criterion will be 50% next cycle.
	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 inquiry 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	g 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.

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SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU) 2014 - 2015

Instructional Technology MED

Goal	Develop Mastery Of Professional CommunicationProgram Quality and Effectiveness
Objective (L)	Candidates Will Demonstrate Mastery Of American Psychological Association (APA) Writing Style Technology coach candidates in the Master of Education in Instructional Technology 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.
Criterion	American Psychological Association (APA) Writing Style In Annotated Bibliography (CIED 5367) 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 5367), with at least 50% of candidates achieving a score of "Indicator Met". As a result of last year's assessment, we have kept the criterion the same.
Findir	MIST Goal 1. American Psychological Association (APA) Writing Style In Annotated Bibliography The results from the Annotated Bibliography American Psychological Association (APA) Writing Style assessment indicate that the criterion were only partially met for the 2014-2015 assessment cycle. While 88.0% of the sampled candidate papers scored 14 (Indicator Partially Met) or higher, only 48% scored 18 or higher (Indicator Met). Students who partially met the criterion had some particular issues with the APA style citations and references. This indicates that while our candidates are able to write sufficiently using APA style, more work is needed to ensure that we are producing proficient writers within the discipline. The complete report detailing our findings is attached.
Action	American Psycological Assosiation (APA) Writing Style In Annotated Bibliography (CIED 5367) The findings from the Annotated Bibliography American Psychological Association (APA) Writing Style assessment were discussed at the 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

Goa	1	courses and assess all research based assignments for proper APA 6th edition style. Faculty will continue to prompt candidates to review basic rules to properly using APA 6th edition (as opposed to 5th edition) style to cite resources, especially in the first courses in the program. Candidates will be provided with additional tutorials on proper use of APA 6th edition writing style in their first course in the program. Also, the more recently released APA Style Guide will be added as a required textbook for all courses in the program starting in fall of 2015 to help further clarify citation of electronic resources, which appears to give candidates the most problems.
		Program Quality And Effectiveness
	Objective (L)	Candidates Will Demonstrate Mastery Of The Planning, Development, Communication, Implementation, And Evaluation Of Technology-infused Strategic Plans Technology coach candidates in the Master of Education in Instructional Technology program will contribute to the planning, development, communication, implementation, and evaluation of technology-infused strategic plans.
	Indicator	Rubric For Evaluating Student-Developed Technology Training Packages
		Package. Throughout the second part of the semester, using their findings from the first part of the semester, candidates develop a form of training that addresses the chosen deficit in the organization's current status as it moves toward it goals. In this assignment, candidates use their findings from the investigative inquiry, along with skills learned prior in the MIST program, to contribute to the planning, development, communication, implementation, and evaluation of technology-infused strategic plans of the organization.

Criterion

Expected Student Perfomance On Technology Training Packages P

At least 80% of candidates during the 2014-2015 academic year will achieve a score of "Indicator Partially Met" or "Indicator Met" on the Training Package portion related to ISTE Coaches Standard Visionary Leadership 1b of the Culminating Research Project with at least 50% of candidates achieving a score of "Indicator Met".

Finding

MIST Goal 2. Expected Student Performance On Technology Training Packages

the Training The results from Package assessment indicate that the criterion were fully met for the 2014-2015 assessment cycle. While 16.67% of the sampled candidate papers scored Indicator Partially Met, 83.33% scored Indicator Met, with 100% having achieved Indicate Met or Indicator Partially Met. This indicates that, while the majority of candidate's achieved Indicator Met, more work is needed to ensure that our candidates are meeting more of the criterion. The complete report detailing our finding is attached.

ActionExpected Student Performance On Technology
Training PackagesSince our current findings are such that 100% of students
have reached "Met" or "Partially Met", we are planning to
discuss and decide if we have to find a new objective that
addresses some other area of need. Or we continue to stay
on that same objective and set the goal to get ALL students
to the "Met" category.

Previous Cycle's "Plan for Continuous Improvement"

The finding from the 2013-2014 assessment cycle indicated that candidates in Master of Education in Instructional Technology degree program were not performing as expected with regard to content knowledge of Procedures, Policies, Planning, and Budgeting for Technology Environments (Standard TF-VII) and writing using APA style. Faculty will continue to meet during the fall 2014 semester to discuss curricular changes that can be made to reinforce visionary leadership (ISTE NETS for Coaches Standard 1). In particular, the faculty will realign and revise all coursework to address the new ISTE NETS for Coaches. Standard 1 of the ISTE NETS for Coaches addresses visionary leadership and specifically directs technology coaches to "advocate for policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school and district technology plans and guidelines". This standard most closely resembles the now retired Technology Facilitation Standard TF-VII). Decided changes will likely be implemented mainly during candidates' culminating research activity, spanning the fall 2014 and spring 2015 semesters.

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 and beginning in the Fall 2013, new candidates will be encourages to also purchase the APA Style Guide to Electronic References,

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. Faculty met during the Fall 2014 semester to make curricular changes reinforce instruction on procedures, policies, planning, and budgeting for technology environments (old Standard TF-VII, the new ISTE NETS for Coaches Standard 1). Faculty decided to draw specific attention to this standard and require additional reflection on it during the Practicum for Technology Facilitation (CIED 5369) and companion Development of Technology Infrastructure in School (CSTE 5338) course in the Spring 2015 semester. In particular, the faculty realigned and revised all coursework to address the new ISTE NETS for Coaches. Standard 1 of the ISTE NETS for Coaches addresses visionary leadership and specifically directs technology coaches to "advocate for policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school and district technology plans and guidelines". This standard most closely resembles the now retired Technology Facilitation Standard Procedures, Policies, Planning, and Budgeting for Technology Environments (Standard TF-VII). Decided changes were implemented during candidates' culminating research project in the Fall 2014 and Spring 2015 semesters.

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) remained as a required course text in all courses and beginning in the Fall 2013, new candidates were encouraged to purchase the APA Style Guide to Electronic References, (6th edition). All candidates were provided with additional tutorials on proper use of APA 6th edition. Writing style and formal writing assignments were assessed for proper APA 6th edition formatting.

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 Master of Education in Instructional Technology degree program were performing as expected with regard to content knowledge of Procedures, Policies, Planning, and Budgeting for Technology Environments (Standard TF-VII). Although, 100% of the candidates were either "Met" of "Partially Met "only 83% of the students reached the "Met" category. Faculty will meet during the fall 2015 semester to discuss curricular changes that can be made to even more reinforce instruction on procedures, policies, planning, and budgeting for technology environments (Standard TF-VII). Decided changes will be implemented into the curriculum beginning during the Practicum for Technology Facilitation (CIED 5369) and companion Development of Technology Infrastructure in School (CSTE 5338) course in the Spring 2015 semester to set up a goal for at least 90% of the candidates paper will achieve a score of "Indicator Met".

Candidates were not performing as expected on writing using APA style. 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 be a required course text in all courses beginning in the Fall 2015 and all candidates will be required to obtain and use the APA manual (6th edition) and will be provided with tutorials and recommendations on proper use of APA 6th edition writing style. Formal writing assignments will continue to be assessed for proper APA 6th edition formatting.

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SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU) 2014 - 2015

Interdisciplinary Studies BA, BS (Elementary EC-6)

Goal	Program Quality And Effectiveness
Objective (L)	Candidates Will Be Able To Plan, Implement, Assess, And Modify Effective Instruction For All Learners. P
	Candidates will be able to plan, implement, assess, and modify effective instruction.
Indicator	Pass Rates On The Teacher Work Sample 🛛 🖉 🎤
	The Teacher Work Sample (TWS), adapted from The Renaissance Partnership for Improving Teacher Quality Project (http://fp.uni.edu/itq), is a performance assessment designed to demonstrate evidence of Sam Houston State University candidates' ability to facilitate learning for all students. This sample illustrates the candidate's ability to plan, implement, modify and assess instruction during their student teaching semester. During the early part of the student teaching semester, candidates choose one (12 to 14 week placement) or two (6 to 7 week placements). During the first 6 to 7 weeks of their placement, candidates are required to create and teach a unit as a Teacher Work Sample. After consulting with their mentor teacher about the unit focus, candidates teach a minimum of five lessons from the unit in their mentor's classroom. Additionally, the candidates are evaluated on their unit planning and teaching of unit lessons. They are also required to reflect on their decision-making and teaching practice including their impact on student learning. The Teacher Work Sample (TWS) focuses on seven teaching processes that are crucial for effective/reflective teaching and must be considered when planning for the learning of all students. Each process is defined by a performance standard, specific task, a student prompt and a rubric that identify the desired performance of the candidate related to that process. Candidates score a 1 - they have to redo the assignment; a 2 or 3 demonstrates that the candidate proficiently completed the document.
Criterion	Teacher Work Sample (TWS)Scores 🛛 🖉 🔎
	At least 90% of candidates during the 2012-2013 academic year will achieve a score of 2 or 3 on the Teacher Work Sample. Information on Scoring Procedures: As recommended by the Renaissance Group, each candidate's Teacher Work Sample is blindly scored by a minimum of two trained scorers. Each scorer evaluates and assigns a score of three (target), two (acceptable), or one (unacceptable) to each indicator, Additionally an overall score of three, two or one is given to each of the seven processes as well as and an overall three, two or one to the entire Teacher Work Sample. If the first two scorers agree on the overall Teacher Work Sample score, the scoring process is complete. However, if the two scorers do not agree the Teacher Work Sample is scored for a third, possibly fourth time, until agreement is reached. For this reason, the data presented in the following charts represents the number of scorings not the number of Teacher Work Samples scored. Once agreement is reached on the Teacher Work Sample score, the overall scores are sent to the student teachers.

Finding	Teacher Work Sample (TWS) Results 🞤
	During the school year 2014-2015 there were 247 teacher candidates who submitted their program capstone requirement called the Teacher Work Sample. Of this number, 99% of student teachers received a score of either 2 (Acceptable) or 3 (Target) on first attempt. Using a weighted mean, this sample obtained a 2.65 score (2=Acceptable; 3= Target) on the TWS that were scored by at least 2 scorers. Examining the TWS results by components showed teacher candidates scored lowest (weighted mean=2.59) on the Assessment Plan as well as on the Contextual Factors (weighted mean=2.59). Teacher candidates scored the highest (weighted mean=2.66) on Design for Instruction as well as on Analysis of Student Learning (weighted mean=2.65).
Action	Performance On The Teacher Work Sample $ earrow$
	Although most of our student teachers did well on the TWS, disaggregated data showed improvement can focus on Assessment Plan. This area has consistently showed lower scores compared to the other six sections of the TWS for varied reasons which may be programmatic or beyond our control (e.g., public school mentors have a different view of assessment, mostly traditional paper-pencil approach). The action taken to address this area of need entails an overall re-alignment of the EC-6 program in order to meet new national and state standards as well as designing new unit assessments to measure gaps and strengths of our program. In this new re-alignment the Assessment course will be required early into the program and not during student teaching semester which is quite late. Furthermore, teacher preparation faculty are in discussion about replacing TWS with a newer assessment based on student teachers' feedback. All these new initiatives (actions) will take effect in Fall 2017.
Objective (L)	The Candidates Will Demonstrate Mastery Of The State Mandated Standards For The Pedagogy And Professional Responsibilities (PPR) Certification Exam. I P
	The candidates will demonstrate mastery of the state mandated standards for the Pedagogy and Professional Responsibilities (PPR) Certification Exam. There are four general teaching and professional standards candidates need to demonstrate. Each of these is also referred as "Domain".
	1. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. (34% of exam items)
	2. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and

excellence. (13% of exam items)

3. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. (33% of exam items)

4. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession. (20% of exam items)

Under each standard, at least 40 knowledge and skills are identified. The state teacher examination assesses candidates' competencies in meeting these standards.

Indicator Pass Rates On PPR Certification Exams 🖉

Candidates seeking initial certification, advanced teacher certification, or certifications for other school personnel must take one or more of the Texas Examinations of Educator Standards (TExES). These examinations directly correspond to the state content competencies that have been identified for the certification desired. These content competencies are aligned with and based on the appropriate state standards the Texas Essential Knowledge and Skills (TEKS) statements, which describe the state mandated curriculum for students.

Each TExES examination is criterion-referenced and is designed to measure a candidate's level of content knowledge and skills appropriate for educators in the State of Texas. Each test was collaboratively developed by the State Board of Educator Certification (SBEC), National Evaluation Systems, Inc. (NES), an independent corporation specializing in educational measurements, with additional participation by committees of Texas educators. Individual test items developed to measure the state competencies were reviewed and rated by the various committees of Texas educators to ensure appropriateness of content and difficulty, clarity, and accuracy. These committees also ensured that the test items matched the appropriate competencies and were free from potential ethnicity, gender, and regional biases. The committees also helped prepare scoring rubrics for written response items and training materials for those who would score the tests.

Separate standard-setting panels were convened to review statistical data about candidate scores from initial pilot studies of the tests during their development. Recommendations were forwarded to the SBEC, which made the final decisions about establishing passing scores. TExES examinations are centrally administered by SBEC and NES at pre-determined sites and on pre-established dates across Texas similar to many of the national achievement tests. This regime provides for a professional, equitable, and secure testing environment for candidates. Alternative testing arrangements are also permitted for those requiring special consideration. Sites are selected after a careful review of security and accessibility potential, and the quality of overall testing conditions. Tests are scored centrally.

Criterion	Pass Rates For EC-12 PPR Certification Exam 🔎
	First time pass rates on all levels of the Pedagogy and Professional Examinations will exceed 90%. The set
	criterion was decided baded on the fact that the PPR has been revised to include early childhood (EC) to
	high school (Gr. 12) and was perceived slightly more difficulty than the previous version. While the
	accountability system for the state examines scores for each completer cohort and provides for students to

each completer cohort and provides for students to repeat the examination if they are not successful on the first attempt, the faculty decided to focus on the first time pass rate instead of the overall pass rate for the 2014-15 academic year.

Finding

Candidates' Performance On The State PPR EC-12

During the school year 2014-2015 there were 164 teacher candidates who took the PPR. Of this number, 160 of the teacher candidates passed the PPR on first attempt. This constituted a 98% passing which is above the pre-set criterion (90%). This result also surpassed the faculty's plan (stated in the continuous improvement plan) that included a set goal of 95% passing rate on the PPR (Goal 2).

On the state certification examination (PPR), our teacher candidates showed higher mean percent correct on Domain 2 (Creating a positive, productive classroom environment) compared with the other three domains. Specifically, they made the lowest percent correct on Domain 3 (Implementing effective, responsive instruction and assessment; also includes technology applications). Domains 1 (Designing instruction and assessment to promote student learning), 3 (Implementing effective, responsive instruction and assessment), and 4 (Fulfilling professional and roles *responsibilities*) are areas for improvement.

Action

Candidates' Passing Rate On The State Teacher Certification Exam (PPR EC-12)

The one-year data on the passing rate for all our program candidates revealed a strong passing rate (98%) that surpassed our initial criterion.

Our passing rate is much higher than the state average. Areas for improvement include Domain 3 (implementing effective instruction and assessment) which is consistent with the areas of concern on the TWS described above. Last spring 2015, the program faculty headed by our Associate Dean for Undergraduate Students, started the process of realigning the educator preparation program to address issues regarding "assessment of learning" and the use of instructional technology. One clear action would be infusing assessments and technology throughout the education courses. Additionally, the current Assessment course (offered in Student Teaching semester) will be revised and will be offered in the candidates' junior year, and reinforced in all content methods courses until student teaching. Another domain on the PPR examination that needs greater attention is "fulfilling professional roles and responsibilities". The plan of action for this includes designing a "seminar" course during student teaching that will address needs such as communication with school leaders and parents, analysis of school data, becoming teacher leaders, new teacher observation instrument, and other campus-related issues a new teacher are confronted with. A team of professors and school leaders will start working on the course design immediately. The plan for full implementation of revised program is Fall 2017.

Previous Cycle's "Plan for Continuous Improvement"

In order to meet both goals, the faculty will continue to model good assessment practices (e.g., project based, performance-based), engaging teaching models, and infusing instructional technology into all our courses. We need to address our inadequate technology to model what public schools are using in their classrooms. Our department will purchase more "high" technology for faculty to use and to model effective practice. Additionally, faculty will collaborate with public school officials so that early field experience of our candidates will include professional development on the use of campus-based technology.

Faculty will focus more intently on helping teacher candidates address the needs of diverse population in planning and implementing instruction. Faculty will emphasize this more during lesson planning with particular attention to accommodation strategies (specific to English Learners and students of poverty).

We will challenge our faculty and teacher candidates by increasing our criterion for meeting both goals/objectives. The faculty teaching in the EC-6 Interdisciplinary Program will set a goal of 95% passing rate on the PPR (Goal 2) and 95% of all student teachers receiving an overall score of 2 or 3 on the Teacher Work Sample (TWS) (Goal 1).

For a tighter alignment between courses and new standards (national and state), a revised 4emplate for course syllabi will be used effective Fall, 2014. More importantly, the standards on Dispositions, Diversity, and professionalism will be given more emphasis in all education courses.

The faculty in the EC-6 Program, which include many adjunct instructors will develop a plan for better communication and information about "standardizing" courses, course assessments, etc. in order to strengthen the program. Currently, EC-6 program courses are taught in 3 different campuses (includes day and night sections). Consequently, communication among instructors and accountability is a challenge. This plan should support Goals 1 and 2.

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 following plans for continuous improvement have been carried out during AY 2014-2015, which had direct impact on the EC-6 Program:

The EC-6 faculty will continue to model good assessment practices (e.g., project based, performance-based), engaging teaching models, and infusing instructional technology into all our courses.

• The department has purchased a smart board for education classes to use as part of the technology lab. However, classes (e.g., content methods) taught off-campus (public schools) tend to have less access to high technology compared to those taught in main and satellite campuses. Instructors have been letting teacher candidates bring their own devices (iphones, laptops, Ipads) for them to use when instructors would model integrating technology. Content methods instructors have been requiring candidates to integrate high technology in every aspect of teaching, especially during assessments (formative and summative).

2. Faculty will focus more intently on helping teacher candidates address the needs of diverse population in planning and implementing instruction.

- The faculty had joint meetings with the Department of Language, Literacy and Special Population (LLSP) to discuss ways to strengthen the components of the lesson plan template, especially the state standards associated with accommodation strategies (specific to English Learners), and how the reading course "Using literacy in teaching content areas" can support candidates in teaching diverse population.
- The two departments involved in teacher preparation collaborated in sharing information and resources to improve the standard lesson plan format used in the content methods block.

3. We will challenge our faculty and teacher candidates by increasing our criterion for meeting both goals/objectives. The faculty teaching in the EC-6 Interdisciplinary Program will set a goal of 95% passing rate on the PPR (Goal 2) and 95% of all student teachers receiving an overall score of 2 or 3 on the Teacher Work Sample (TWS) (Goal 1).

• This goal has been met by implementing strategies such as, small classes, collaboration with offices for student services, content methods faculty helping candidates design and write strong TWS prior to student teaching. This combined effort resulted in: 98% passing rate on the PPR, 99% of the TWS were scored either "Acceptable" or "Target".

4. Tighten alignment between courses and new standards (national and state), a revised template for course syllabi will be used effective Fall, 2014. More importantly, the standards on Dispositions, Diversity, and professionalism will be given more emphasis in all education courses.

- Part of the plans we have implemented are described in #2 above.
- In addition, faculty set high expectations for candidates to hold accountable for strong dispositions and professionalism in every course. They are required to self-assess their growth in these areas at the end of each semester (Literacy block, Content methods block, Student teaching). Faculty would evaluate candidates' progress and these data are posted in TK20 for candidates' easy access.

We have addressed this plan in the following ways, which, in turn, helped us to meet both program goals:

- By appointing a Coordinator for the EC-6 Generalist program who serves as liaison person to communicate, meet, and train adjunct instructors in the Teacher Preparation program (EC-6). The coordinator is a tenured faculty teaching in the teacher preparation program who also needs to work with the Associate Dean for undergraduates.
- Currently two departments (LLSP & C & I) are responsible for the EC-6 program. Classes are taught in 3 different campuses (day and night sections) which, in the past, made communication among instructors and accountability a bit challenging. The current program coordinator ensures frequent and timely communication with the LLSP chair and instructors teaching different specialized areas (Special Ed, Bilingual, Reading). A stronger relationship has been developed as a result of our continued discussions on the new (revised) program that will be effective in Fall 2017.

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.

We have learned much about our program's strengths and challenges from interacting with our teacher candidates, instructors, school administrators, mentors, and analyzing the data base in TK20. Integrating updated technology in instruction and assessment will be part of s bigger plan to re-align the EC-6 program with newer standards and certification expectations.

Last academic year we were not able to implement plans to resolve issues regarding inadequate technology to model what public schools are using in their classrooms. Although, our department had purchased more "high" technology for faculty to use and to model effective practice, more training is needed to help our faculty learn how to use smart boards, for instance.

Additionally, having faculty to collaborate with public school officials so that early field experience of our candidates will include professional development on the use of campus-based technology has not been fully conceptualized. Some faculty members are currently writing proposals for external grants to help both our candidates and mentors learn how to use mobile devices in instruction. We have plans to involve our teacher candidates in implementing professional development for mentors on technology integration.

To address the need for re-alignment of courses to meet new standards (CAEP) entails an overall re-alignment of the EC-6 program and designing new unit assessments to measure our goals. In this new re-alignment the Assessment course will be required early into the program and not during student teaching semester which is quite late. Furthermore, teacher preparation faculty are in discussion about replacing the capstone, TWS with a newer assessment based on previous student teachers' feedback. All these new initiatives (actions) will take effect in Fall 2017.

Hence our plan for the AY 2015-16 is to continue having extensive dialogues with faculty and chairs in the college of education and colleges across campus about meeting the national/state standards for teacher preparation.

Committees will be formed to work on designing new courses (or revising old ones) and have them approved by the university curriculum committee and then the state board of educator preparation.

Discussions on the logistics for the full implementation of the re-aligned EC-6 curriculum will begin during the AY 2015-16. Partner schools will be invited to several forums to elaborate on the field experience requirements and how to strenghten the university-school collaboration and partnership.

Department of Educational Leadership

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${f H}$ SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU) 2014 - 2015

Developmental Education Administration EDD

Goal	Student Writing QualityStudents use appropriate APA style in written papers.
Objective (L)	Student Knowledge And Usage Of APA Format 🎤
	Doctoral students in Developmental Education Administration will study and utilize the standards of APA 6th edition to complete writing assignments
Indicator	Rubric For Written Assignment 🛛 🖉 🔎
	Number of students reaching a basic proficiency with APA 6th edition format as rated on a department-generated common rubric used to assess a written assignment.
Criterion	80% Of Students Using APA Format Proficiently
	Eighty percent of current cohort will submit a written assignment document that will demonstrate basic proficiency with APA format. This includes page setup, reference citations, and headings.
Findi	ng APA Format 🔎
	The results from the Student Knowledge and Usage of APA objective indicated that the criterion was met with 91% of students meeting the objective for the assessment period. It is believed that the communication with students about this requirement was effective. All faculty teaching each of the first year courses in in the program addressed this criterion and offered information about the requirement and resources to assist in meeting it. The challenge was with learning some of the APA formatting requirements so quickly – especially for students that had used other scholarly writing formats (such as MLA).
	The lowest category assessed was "Citing Quotes Correctly." Two students showed challenges in these areas. Students also had challenges with headings, internal references, and title pages. However, it is the opinion of the director that this early emphasis on learning APA will work to the benefit of students as they move through the program. Although it is understood that some challenges exist with regard to APA formatting, students understand that the goal is to become highly proficient over the course of the doctoral program. This will make the writing and publication of their dissertation research go more smoothly.
	-

Action

APA 🔎

An exercise will be implemented where an instructor in a writing intensive course will work with students online to go over APA issues on submitted assignments.

Action	APA All entering students will be reuqired to purchase the latest edition of the APA manual.
Goal	Student Engagement Using Technology 🔎
	Doctoral students in Developmental Education Administration will procure and utilize essential technology to engage synchronously and asynchronously in doctoral courses.
Objective (L)	Essential Technology 🔎
	Doctoral students in Developmental Education Administration will procure and utilize essential technology to engage synchronously and asynchronously in doctoral courses.
Indicator	Effective Use Of Technology Presentation Rubric Students Access and Engage with Instructors Using Technology. Students effectively using technology to engage on synchronous and asynchronous course activities while instructors assess proficiency using a common rubric.
Criterion	100% Of Students Present Appropriately Using Technology Ninety percent of current cohort will present a class project to the instructor online in a synchronous fashion. This will require appropriate equipment and knowledge as well as skills in developing presentations. Routine course participation on the Ecourse Learning Management System is also required.
Findi	ng Essential Technology The results from the Essential Technology objective indicated that the criterion was met with 97% of students meeting the objective for the assessment period. It is believed that the communication with students about this requirement was quite effective. The program director, secretary, faculty, and selection committee all addressed this criterion at some point in the early stages of student entry to the program.
	The only two categories where students had challenges were "Working Camera and Mic" and "High-Speed Internet Connection." One student in each category showed challenges in these areas. We were advised by all students that they had access to a high speed Internet connection. The challenge is that some connections operate more effectively than others. As a result, there are occasional drops in connectivity. Students are advised to have a back-up plan (such as the option to work online from home and office). They are also advised not to get frustrated by technology issues and to communicate with instructors about challenges and solutions. With regard to the "Working Camera and Mic," this is a program requirement. However, occasionally a

student misses the requirement – possibly due to expense or availability. Overall it appears that students entering this fully online program have a good sense of our reliance on technology and have taken steps to meet this objective.

Action	Tech Requirements 🎤
	Faculty and staff will continue to use the opportunities of application interviews, orientation, and class time early in the semester to inform and remind students of the technology requirements.
Action	Tech Requirements 🔎
	Faculty will engage students in alternatives to engage in when technology difficulties occur. Those options include phoning and/or emailing to reschedule appointments, investigating alternative connectivity options, and freeing up bandwidth when needed.

Previous Cycle's "Plan for Continuous Improvement"

Being a fully online progam, the selection committee and faculty will use the opportunities of application interviews, orientation, and class time early in the semester to inform and remind students of the technology requirements. Emphasis will continue to be made on contingency plans for dealing with slow Internet connections.

Entering students in the summer term will be engaged in a discussion about the reliance and importance of technology in an online program. However, they will also be informed of contingency plans should slow Internet connections be encountered. Those options include the following:

Phoning and/or emailing to reschedule appointments. Investigating options such as work, home, campus, or other public venue Internet connections in reliable sources to utilize when necessary. Turning off other programs utilizing bandwidth.

These discussions have been helpful in the past in getting students to consider their Internet connection options (i.e. home, work, etc.) for engaging especially in synchronous online activities.

With regard to APA Student Knowledge and Usage, new entering students will be engaged in a discussion of the importance and reasoning as to why APA is used and important to the program. Ultimately, students will need to write and publish a dissertation study that is formatted to APA specifications. A comprehensive knowledge of APA will make this process go more smoothly and quickly.

New students in the program (cohort 4) will be required to purchase the APA 6th edition manual. Exercises utilizing specific (typically problematic) APA guidelines will be given. These will include the development of title pages, internal citations, and reference lists. In the past, talking with students about why learning APA is important seems to be a motivating factor.

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.

All elements of the Improvement plan were implemented and were helpful.

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 student selection committee and core program faculty will use the application interviews, orientation, and class time early in the semester to inform and remind students of the technology requirements. Descriptions about required equipment and contingency plans for dealing with slow Internet connections will be described and discussed.

Entering students in the summer term will be engaged in a discussion about the reliance and importance of technology in an online program. However, they will also be informed of contingency plans should slow Internet connections be encountered. Those options include phoning and/or emailing to reschedule appointments, investigating alternative connectivity options, and freeing up bandwidth when needed.

These discussions have been helpful in the past in getting students to consider their Internet connection options (i.e. home, work, etc.) for engaging especially in synchronous online activities.

With regard to APA Student Knowledge and Usage, new entering students will be engaged in a discussion of the importance and reasoning as to why APA is used and important to the program. Ultimately, students will need to write and publish a dissertation study that is formatted to APA specifications. A comprehensive knowledge of APA will make this process go more smoothly and quickly.

All students will be required to purchase the latest APA manual. Exercises utilizing specific (typically problematic) APA guidelines will be given. These will include the development of title pages, internal citations, and reference lists. In the past, talking with students about why learning APA is important seems to be a motivating factor. Finally, a new exercise will be implemented where an instructor in a writing intensive course will work with students online to go over APA issues on submitted assignments.

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SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU) 2014 - 2015

Educational Leadership EDD

	Competence In Field Of Educational Leadership P
Objective (L)	Development Of Knowledge And Skills In Educational Leadership 🔎
	Doctoral students in Educational Leadership will develop the research knowledge and skills to complete research topics, as measured by the comprehensive examinations.
Indicator	Comprehensive Examinations 🔎
	Students will successfully complete comprehensive exams at the end of core coursework. Written comprehensive examinations are developed by faculty and are administered in two parts: (a) written exam consisting of application of knowledge in educational leadership, and (b) the completion of research competencies and a reflection of research competency development. Examinations are scored holistically as pass or fail by five to six faculty members. Patterns across students' passing or failing responses are analyzed to indicate strengths and/or areas of need within the doctoral coursework and program.
Criterion	Comprehensive Examinations 🔎
	At least 90% of the students will successfully pass both parts of the comprehensive exams on their first attempt.
Finding	comprehensive Exams 🔎
	We met this goal with 95% passing rate on the first attempt. Students in Cohorts 29 and 30 completed comprehensive exams in 2014-2015. Of the 19 students taking comps, all but 1 student successfully passed all parts. All students passed Parts 1 (content question) and Part 3 (research reflection). One student did not submit the research competencies (Part 2) on time, resulting in a 95% pass rate.
Action	
Action	Comprehensive Exams P The key to reaching this goal is clear and ongoing communication with the students about the comprehensive exams and the expectations for completion of research competencies. The communication can be accomplished through program reminder emails and through the EDLD 7088 seminar course that students take three times.
Goal	Quality And Effectiveness 🔎
,	Students in the Doctoral Program in Educational Leadership will display working knowledge of the literature in the field in papers they are required to produce and submit for journals and professional

conferences.

research, writing, editing, and presentations skills needed submit one manuscript for publication and one paper presentation at a research conference. Both are peer reviewed. Indicator Peer Review Students will recieve feedback on the disposition manuscripts and academic presentations from externeditors/reviewers. Criterion Acceptance Of Publication And Presentation At least 60% of the doctoral students will present research paper at a professional conference. At lea 40% of the doctoral students will have an artic accepted for publication. Finding Student Scholarship For the 2014-15 year, there were 120 researc conf presentations by students. With 91 students the rate of presentations exceeds the goal of 60% (at 131%). For student publications. For student publications. Action Student Scholarship Travel support from the program and college have help students with research presentations. The dept has al sponsored programs to assist students with conferen preparation. PRofessors have been reminded to ass students in class projects with research presentations. The of the as al sponsored program should continue these supports. Regarding publications, we believe that more students a publishing in research journals but the data collections of the data collection system is not effective. We have analyzed CV from students with conference pregram is not effective. We have analyzed CV from students and sponsored programs to assist students with conference pregrame should continue these supports.			
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manuscripts and academic presentations from externeditors/reviewers. Criterion Acceptance Of Publication And Presentation At least 60% of the doctoral students will present research paper at a professional conference. At lea 40% of the doctoral students will have an artic accepted for publication. Finding Student Scholarship For the 2014-15 year, there were 120 researc conf presentations by students. With 91 students the rate of presentations exceeds the goal of 60% (at 131%). For student publications. For student publications. Action Student Scholarship Action Student Scholarship Action Student Scholarship Regarding publications. Travel support from the program and college have help students with research presentations. The dept has al sponsored programs to assist students with conferent preparation. Regarding publications, we believe that more students a publishing in research journals but the data collecti system is not effective. We have analyzed CV from students	Indicator	Peer Review 🔎	
At least 60% of the doctoral students will present research paper at a professional conference. At lea 40% of the doctoral students will have an artic accepted for publication. Finding Student Scholarship For the 2014-15 year, there were 120 researc conf presentations by students. With 91 students the rate of presentations exceeds the goal of 60% (at 131%). For student publications, there were 21 for th year, which represents 23% of the students wit publications. Action Student Scholarship Travel support from the program and college have help students with research presentations. The dept has al sponsored programs to assist students with conferen preparation. PRofessors have been reminded to ass students in class projects with research presentations. The program should continue these supports. Regarding publications, we believe that more students a publishing in research journals but the data collecting system is not effective. We have analyzed CV from students		Students will recieve feedback on the disposition of manuscripts and academic presentations from external editors/reviewers.	
 For the 2014-15 year, there were 120 researc conf presentations by students. With 91 students the rate of presentations exceeds the goal of 609 (at 131%). For student publications, there were 21 for th year, which represents 23% of the students wit publications. Action Student Scholarship Travel support from the program and college have help students with research presentations. The dept has al sponsored programs to assist students with conferen preparation. PRofessors have been reminded to ass students in class projects with research presentations. T program should continue these supports. Regarding publications, we believe that more students a publishing in research journals but the data collection system is not effective. We have analyzed CV from students 	Criterion	At least 60% of the doctoral students will present a research paper at a professional conference. At least 40% of the doctoral students will have an article	
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trying to collect their publications. We will continue		Travel support from the program and college have helped students with research presentations. The dept has also sponsored programs to assist students with conference preparation. PRofessors have been reminded to assis students in class projects with research presentations. The program should continue these supports. Regarding publications, we believe that more students are publishing in research journals but the data collection system is not effective. We have analyzed CV from students and faculty, sent out emails, and questionnaires to students trying to collect their publications. We will continue to search for ways to promote publication and to collect	

Previous Cycle's "Plan for Continuous Improvement"

1. Comp Exams: We will continue to strive for 100% completion and pass rate on the comprehensive exams. We will continue to communicate with students. We will provide advance notice, firm deadlines, and email notifications in advance to help them be successful. 2. Student Scholarship: We will continue to strive for a high rate of research publications and presentations by our students. We will provide workshops, mentorship, and travel funds so that they can complete this objective. We will work to brainstorm ideas to improve data collection for publications.

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.

Updates:

1. In the last cycle, we communicated with students, provided advanced notice, firm deadlines, and notifications. All but one met the requirement, so progress was made from the previous year.

2. We provided workshops, mentorship, and travel funds for students to present their research. We will continue to assist students with publications and evaluate our method for data collection of publications.

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.

1. Comp Exams and Research competencies: We will continue to communicate to students about the expectations and upcoming deadlines for meeting the expectations.

2. Student Scholarship: We will continue to strive for a high rate of research conference presentation by providing travel funds, communication, and mentorship of students. We will look for ways to improve the data collection system for research publications.

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SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU) 2014 - 2015

Instructional Leadership MA, MED

Goal	Mastery Of Educational Leadership Constituent Consortium (ELCC) Standards Students will demonstrate mastery of ELCC Standards.
Objective (L)	Produce A Portfolio Reflecting Completion Of Embedded Internship Activities Aligned With ELCC Standards 1-6. Students will demonstrate knowledge and skills aligned to Educational Leadership Constituent Consortium (ELCC) Standards by completing internship activities in each of the core courses (e.g., Instructional leadership and Instructional Leadership Development (ILD), Curriculum Planning, Research Methods, Special Program and Special Populations, Psychology of Learning, and Supervision Practicum).
Indicator	Portfolio Internship Activities Upon completion of the Supervision Practicum, students will submit a electronic portfolio to TK20 that contains all of the internship activities and reflections on how the activities have helped them develop instructional leadership skills.
Criterion	Portfolio Internship Activities At least 90% of the Instructional Leadership Program students will receive a passing score on their portfolio internship activities.
Findi	ng Portfolio Internship Activiites-Fall 2014 And Spring 2015 P 100% of the Instructional Leadership Students received a passing score on their Portfolio Internship Activities.
Action	Portfolio Internship Activities Revise/modify embedded internship activities for relevance in schools and/or educational settings.
Objective (L)	Students Will Demonstrate Mastery Of Learning, Professional Development, Management, And Community Support. Students will demonstrate knowledge and skills in Instructional Leadership course content. All course content is aligned to Educational Leadership Constituent Consortium (ELCC) Standards. Educational Leadership Constituent Consortium (ELCC) Standards for instructional leadership are (2) promote positive culture, provide effective instructional programs, apply best practices for student learning, and promote professional development; (4) collaborate with stakeholders; respond to community interest and needs, and mobilize community resources; (5)act fairly and with integrity; and (6)understand, respond to, and influence the larger context.
Indicator	Comprehensive Examination All of the students enrolled in the IL MA or MED program will demonstrate master-level knowledge by taking the comprehensive examination.

Criterion	Comprehesive Exam Passing Status <i>P</i> At least 90% of our students will earn a passing score on the comprehensive examination.	
Finding	Comprehensive Exams-Disaggretated- Prelim DRAFT	
	Out of the 4 Online students who took the comprehensive exam in 2014-2015, all 4 students passed the exam, representing a 100% pass rate on the Comprehensive Exam.	
	Out of the 4 Traditional students who took the comprehensive exam in 2014-2015, all 4 students passed the exam, representing a 100% pass rate on the Comprehensive Exam.	
Finding	Passing Scores On Comprehensive Exams	
	100 % of the Instructional Leadership students passed their comprehensive exams.	
Action	Comprehensive Exams 🔎	
	Continue to review and update questions for relevance and application to instructional leadership/supervision.	

Previous Cycle's "Plan for Continuous Improvement"

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Program faculty will review and analyze the Comprehensive Exam questions to verify alignment to the ELCC Standards and curricula and develop program specific questions that are aligned with the ELCC Standards and curricula. The IL Faculty will develop a study guide for the comprehensive exam for students and faculty.

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.

Spring 2014 updated comprehensive exam process by revising the study guides.

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.

Continue to revise/modify embedded internship activities for relevance in schools and/or educational settings and redundancy across courses.

Continue to review and update questions for relevance and application to instructional leadership/supervision on the comprehensive exams to include a variety of educational settings.

Department of Language, Literacy and Special Populations

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SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU) 2014 - 2015

International Literacy MED

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Ca Iar sta	anguage And Culture - TESOL Standards andidates will demonstrate knowledge and skills in the area of nguage as a system and the role that culture in accordance with the andards provided by Teachers of English to Speakers of other nguages (TESOL).
Objective (L)	Language And Culture 🔎
	Candidates will analyze sociocultural, psychological and political variables that afford or constrain the process of learning a second language.
Indicator	Reflective Academic Paper <i>P</i> Candidates will demonstrate proficiency in TESOL standards related to culture by writing a reflective academic paper. Program faculty developed the rubric based on TESOL Standards in Domain 2. The assignment is completed in a required course, BESL 5302: Social, Cultural and Language Influences on Learning. All students were measured and the averaged into the total.
Criterion	Candidate Scores - Paper Candidates must achieve a score of 85 percent as measured by the rubric for the reflective academic paper.
Finding	Language And Culture All 2014-2015 M.Ed. in International Literacy students enrolled in the required course, BESL 5302: Social, Cultural and Language Influences on Learning, were included in the findings. Thirty- four candidates scored an overall average of 84 percent on the reflective academic paper rubric. The M.Ed. in International Literacy is a new program. This is the second year of data collection.
Action	Maintenance Of Goal 1- Objective 1 🔎
	The M.Ed. in International Literacy is a new program. The first students completed the program in spring 2013. This is the second year of data collection. The faculty has decided to maintain the criterion as is for another year of data. Since students did not meet the goal, the program faculty revised readings and discussions for the course. However, the faculty believed that significant changes should not be made at this point since this is the second year of data collection and number of students is low.
Objective (L)	Language As A System 🔎

Candidates know, understand and use theoretical knowledge related to the structure and acquisition of language.

Indicator Criterion	ELL Oral Language Analysis Paper <i>P</i> Candidates will demonstrate proficiency in TESOL standards related to language and acquisition by analyzing samples of the speech of English language learners. Program faculty developed the rubric based on TESOL Standards in Domain 1. The assignment is completed in a required course, BESL 5301. All students will be measured and the averaged into the total. Candidate Scores - Analysis Paper
oriterior	Candidates must achieve a score of 85 percent as measured by the rubric for the analysis paper. Program faculty determined that 85 percent represented our operational definition of success at learning.
Find	ing Language As A System All 2014-2015 M.Ed. in International Literacy students enrolled in the required course, BESL 5301: Applied Linguistics for Classroom Teachers, were included in the findings. Twenty candidates scored an overall average of 87 percent on the ELL speech analysis paper rubric. The M.Ed. in International Literacy is a new program. This is the second year of data collection.
Action	Maintenance Of Goal 1- Objective 2
Goal	ESL/EFL Methods - TESOL Standards Candidates will demonstrate knowledge and skills in the area of language instruction and assessment in accordance with the standards provided by Teachers of English to Speakers of other Languages (TESOL).
Objective (L)	Language Instruction Candidates will demonstrate knowledge and skills in the area of designing, implementing and evaluating language instruction for a given classroom language classroom.
Indicator	Language Instruction \mathscr{P} Candidates will demonstrate proficiency in TESOL standards related to language instruction by being evaluated in the classroom. Program faculty developed the

rubric based on TESOL Standards in Domains 3 and 4. The assignment is completed in a required course, BESL 5303: Teaching English as a Second Language: Oral and Written Language. All students were measured and the averaged into the total.

Criterion Candidate Scores - Instruction 🖉

Candidates must achieve a score of 85 percent of the teaching behaviors as evaluated by the teaching evaluation rubric. Program faculty determined that 85 percent represented our operational definition of success at learning.

Finding Language And Instruction All 2014-2015 M.Ed. in International Literacy students enrolled in the required course, BESL 5303: Teaching English as a Second Language: Oral and Written Language, were included in the findings. Thirteen candidates scored an overall average of 88 percent on the teaching evaluation rubric. The M.Ed. in International Literacy is a new program. This is the second year of data collection.

Action Maintenance Of Goal 2- Objective 1 🔎

The M.Ed. in International Literacy is a new program. The first students completed the program in spring 2013. This is the second year of data collection. The faculty has decided to maintain the criterion as is for another year of data due to the small sample size this year of thirteen students. The faculty believed that significant changes should not be made at this point since this is the second year of data collection and number of students is low.

Objective (L) Instructional Resources 🖉

Candidates will demonstrate knowledge and skills in the area of selecting and evaluating appropriate instructional resources for a given language learning context

Indicator Instructional Resources Evaluation Candidates will demonstrate proficiency in TESOL standards related to language instruction and assessment by evaluating instructional resources. Program faculty developed the rubric based on TESOL Standards in Domain 3 and 4. The assignment is completed in a required course, BESL 5303: Teaching English as a Second Language: Oral and Written Language. All students were measured and the averaged into the total.

Criterion Candidate Scores - Instructional Resources Candidates must achieve a score of 85 percent as measured by the textbook evaluation assignment. Program faculty determined that 85 percent represented our operational definition of success at learning.

Finding	Candidate Scores- Instructional Materials
. mang	All 2014-2015 M.Ed. in International Literacy students enrolled in the required course, BESL 5303: Teaching English as Second Language: Oral and Written Language, were included in the findings. Thirteen candidates scored an overall average of 84 percent on textbook evaluation assignment. The M.Ed. in International Literacy is a new program. This is the second year of data collection.
Action	Maintenance Of Goal 2- Objective 2 🎤
	The M.Ed. in International Literacy is a new program. The first students completed the program in spring 2013. This is the second year of data collection. The faculty has decided to maintain the criterion as is for another year of data due to the small sample size this year of thirteen students. The faculty believed that significant changes should not be made at this point since this is the second year of data collection and number of students is low.
Goal R	esearch And Professionalism - TESOL Standards 🎤
cl	andidates will demonstrate knowledge and skills in the area of assroom based research in accordance with the standards provided by eachers of English to Speakers of other Languages (TESOL).
Objective (L)	Research Synthesis 🔎
	Candidates will demonstrate knowledge and skills in the area of synthesizing classroom based research.
Indicator	Literature Review 🖉 🖉
	Candidates will demonstrate proficiency in TESOL standards related to classroom based research by writing a literature review. Program faculty developed the rubric based on TESOL Standards in Domain 5. The assignment is completed in a required course, BESL 6320. All students were measured and the averaged into the total.
Criterion	Literature Review Score 🔎
	Candidates must achieve a score of 85 percent as measured by the rubric for the action research literature review. Program faculty determined that 85 percent represented our operational definition of success at learning.
Finding	Literature Review 🔎
5	All 2014-2015 M.Ed. in International Literacy students enrolled in the required course, BESL 6320: Action Research, were included in the findings. Seven candidates scored an overall

average of 82 percent on the rubric for the action research literature review. The M.Ed. in International Literacy is a new program. This is the second year of data collection.

Action Maintenance Of Goal 3- Objective 1 🔎

All 2014-2015 M.Ed. in International Literacy students enrolled in the required course, BESL 6320, were included in the findings. Seven students scored an overall average of 82 percent on action research literature review. In fall 2015 we revamped this course with new course number and course title "BESL 6315: Action Research". This is the first year of data collection under these changes. The faculty has decided to maintain the criterion as is for another year.

Objective (L) Conduct Classroom-based Research 🔎

Candidates will demonstrate knowledge and skills in the area of conducting classroom based research.

Indicator Action Research Project 🖉 🔎

Candidates will demonstrate proficiency in TESOL standards related to classroom based research by conducting an Action Research project.

Program faculty developed the rubric based on TESOL Standards in Domain 5. The assignment is completed in a required course, BESL 6320. All students were measured and the averaged into the total.

- Criterion Action Research Project Candidates must achieve a score of 85 percent as measured by the rubric for the Action Research project. Program faculty determined that 85 percent represented our operational definition of success at learning.
 - FindingAction Research Project AssignmentAll 2014-2015 M.Ed. in International Literacy
students enrolled in the required course, BESL
6320: Action Research, were included in the

findings. Seven candidates scored an overall average of 84 percent on the Action Research project rubric. The M.Ed. in International Literacy is a new program. This is the first year of data collection.

Action Maintenance Of Goal 3- Objective 2 All 2014-2015 M.Ed. in International Literacy students enrolled in the required course, BESL 6320, were included in the findings. Seven students scored an overall average of 84 percent on action research rubric. In fall 2015 we revamped this course with new course number and course title "BESL 6315: Action Research". This is the first year of data collection under these changes. The faculty has decided to maintain the criterion as is for another year.

Previous Cycle's "Plan for Continuous Improvement"

The M.Ed. in International Literacy is a new program. The first students completed the program in spring 2013. This is the first year of data collection. The faculty has decided to maintain the criterion as is for another year of data collections on all objectives in order to establish an adequate baseline. In this way, we will have a sufficient data pool to make substantial instructional changes.

In the meantime, we have met as a program area to align the coursework throughout the sequence of courses in August of 2014. Additional readings which addressed the objectives which were not met and opportunities for greater modeling and discussion were proposed and agreed upon with respect to these objectives. These elements will be implemented beginning in spring 2015. All program faculty are responsibile for ensuring that MEd students meet the standards outlined by TESOL.

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.

International Literacy MED is newer program. The 2014-2015 assessment cycle is the first for this unit.

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 M.Ed. in International Literacy is a new program. The first students completed the program in spring 2013. This is the second year of data collection. The faculty has decided to maintain the criterion as is for another year of data collections on all objectives in order to establish an adequate baseline. In this way, we will have a sufficient data pool to make substantial instructional changes.

In the meantime, we have met as a program area to align the coursework throughout the sequence of courses in August of 2015. Additional readings which addressed the objectives which were not met and opportunities for greater modeling and discussion were proposed and agreed upon with respect to these objectives. These elements will be implemented beginning in fall 2015 and spring 2016. All program faculty are responsibile for ensuring that M.Ed. students meet the standards outlined by TESOL.

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SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU) 2014 - 2015

Special Education MA/MED (Low Incidence Disabilities And Autism)

Goal	Mastery Of Behavior Analysis Certification Board Task List 📃	
	Mastery of Knowledge and Skills based on Behavior Analysis Certification Board Task List.	
Objective (L)	Comprehensive Exams 🔎	
	Candidates will demonstrate mastery of knowledge and skills on comprehensive examinations, referenced to the standards set forth by the Behavior Analysis Certification Board.	
Indicator	Scoring Rubric P	
	Faculty-developed rubric scored by two independent faculty members following standards of the Behavior Analysis Certification Board Task List.	
Criterion	Passing Rates On Comprehensive Examinations	
	90% of candidates will score 80% or better on the rubric (see attached). Particular areas of emphasis include data analysis, experimental design, behavioral support plan development, and application of ethical principles.	
	Because 50% of candidates scored above 80% on their initial attempt in 2013-2014, we will maintain the criterion of 90% of candidates. The domains identified to improve is the areas of research design and verbal behavior. We have set in motion some interventions for these areas.	
	Curriculum changes are being made to focus more heavily on the task list created by the Behavior Analysis Certification Board. Furthermore, all courses with behavior analytic content will henceforth be taught by Board Certified Behavior Analysts or individuals with a strong background in behavior analysis only.	
	In the previous year, we had piloted written comprehensive exams in an effort to transition to this method. The students who took the exams via this method scored lower overall, and therefore, we will not be transitioning to written exams.	
Findir	ng Comprehensive Exams Findings IP Sixty six percent (10 of 15) of the students scored 80% (40 out of 50) or better upon the initial testing. However, because four of the students taking the exam orally were within 10% of the passing criteria (5 points), the faculty brought the students back into the room and probed for additional information on questions upon which they had performed poorly. Therefore, with additional prompting, those students achieved a passing grade (see the attached score sheet for initial and final scores).	

	One student did not score within 10% of passing on their initial attempt. The student was given feedback and was administered the exam one week later, during which time the student passed without additional prompting.
	The average of all initial scores was 41.1 and the average of all final scores was 42.65 out of 50. Interrater reliability was very high across all students with an overall average of 95.6 and a range of 58.3-100 on individual questions.
Action	Comprehensive Exam Evaluations In LIDA Curriculum changes are continuing to be made to focus more heavily on the Fourth Edition task list created by the Behavior Analysis Certification Board.
	Furthermore, all classes in the future will be taught by Board Certified Behavior Analysts or individuals with a strong background in behavior analysis only. We also have hired a new LIDA faculty member.
	Because only 66% of students met the goal on the first testing, this criterion will be maintained.
Objective (L)	Behavior Analysis Certification Exam 🔎
	Candidates will pass the Behavior Analysis Certification Exam at percentages comparable to the national average.
Indicator	Percentage Of Candidates Passing Behavior Analysis Certification Exam 🖉 🔎
	The Special Education MA/MED (Low Incidence Disabilities And Autism) graduate program prepares students to take the Behavior Analysis Certification Exam, the final step in becoming a Board Certified Behavior Analyst. Therefore, the true test of the program's effectiveness is the percentage of students passing the exam every year.
	The Behavior Analyst Certification Board reports the percentage of students passing the exam and the national average. In 2012, a total of 9 first-time test takers completed the BCBA; 3 passed the examination, resulting in a pass-rate of 33%. The reported national data for 2012 showed a passing rate of 58%; thus, our passing rate was significantly below national average.
Criterion	Passing Rate On BCBA Exam 🔎
	As a measure of continuous improvement, the criterion for this objective is that the passing rate for each year exceed the passing rate for the previous year as it approaches the national standard. Annual data (starting in 2012) will be graphed and progress will be tracked as the program continues to expand and develop. Therefore, the passing rate for 2013 must exceed 33%. Note that data are available each

academic year for the candidates who graduated the previous year.

Finding Passing Rate On BCBA Exam IP The Behavior Analyst Certification Board reports the percentage of students passing the exam and the national average. In 2014, a total of 10 firsttime test takers completed the BCBA exam; 5 passed the examination, resulting in a pass-rate of 50%. The reported national data for 2014 showed a passing rate of 60%; thus, our passing rate was slightly below national average.

Action Passing Rate On BCBA Exam As a measure of continuous improvement, the criterion for this objective is that the passing rate for each year exceed the passing rate for the previous year as it approaches the national standard. Annual data (starting in 2012) will be graphed and progress will be tracked as the program continues to expand and develop. Therefore, the passing rate for 2015 must exceed 50%. Note that data are available each academic year for the candidates who graduated the previous year.

Objective (L) Formative Evaluation Of Behavior Analytic Terms (FEBAT)

Candidates will demonstrate mastery of knowledge and skills on the Formative Evaluation of Behavior Analytic Terms (FEBAT), referenced to the standards set forth by the Behavior Analysis Certification Board.

Indicator Formative Evaluation Of Behavior Analytic Terms (FEBAT) &

The FEBAT is a formative evaluation that assesses knowledge on 25 standard behavior analytic terms at six points in the candidate's academic career (see attachedbeginning of program, end of first semester, end of second semester, end of summer term, end of first semester of second year, and end of program). Candidates receive course points for completion of the FEBAT, regardless of accuracy on the individual items. Therefore, the only environmental variables that evoke and maintain correct responding are instructional control in the classroom and a history of reinforcement for performing accurately on similar tasks. In addition, the students are urged to do well to provide an accurate assessment of their knowledge with respect to the material as they advance throughout the program.

The FEBAT is scored on a faculty-created rubric with a 5-point scale. Scores from 0-4 are administered based on the quality of the definition provided for each term; 4-point answers are those most similar to the definitions provided by Cooper, Heron, and Heward (2007), a textbook based on the Behavior Analysis Certification Board task list. At least 25% of FEBAT administrations are scored by two Board Certified Behavior Analysts to ensure interrater reliability.

Criterion

Demonstrated Improvement On The FEBAT 🔎

Finding

Because the FEBAT is administered six times (five times for the 2013-2014 cohort, see attached list) during a candidate's graduate career, it serves as a method of formative evaluation. Therefore, students will improve their performance from the initial administration of the FEBAT to the final administration by 20%. Demonstrated Improvements On The FEBAT

 \mathscr{I} \mathscr{P} All 15 students improved their scores on the

FEBAT by at least 20% from the initial administration (average 53.3%). The large improvements in percentages were likely a function of low initial scores.

Criterion Passing Rates On FEBAT 80% of candidates will score 80% or better on the FEBAT rubric (see attached) at the final administration. Because this is a new objective for the 2013-2014 school year, we are setting a moderate initial criterion.

Curriculum changes are being made to focus more heavily on the task list created by the Behavior Analysis Certification Board. Furthermore, all classes in the future will be taught by Board Certified Behavior Analysts or individuals with a strong background in behavior analysis only. Therefore, achievement of the criterion in the 2013-2014 school year seems plausible.

Find	ng 🛛 🛛 Passing Rates On The FEBAT 🖉 🔎
	Despite the large improvements from the initial administration to the final administration, only 5 of the 15 students (33%) attained at least 80% correct on the final administration.
Action	Formative Evaluation Of Behavior Analytic Terms (FEBAT) 🔎
	Curriculum changes are being made to focus more heavily on the task list created by the Behavior Analysis Certification Board. Furthermore, all classes in the future will be taught by Board Certified Behavior Analysts or individuals with a strong background in behavior analysis only. We will continue to provide review cards featuring terms similar to those in the FEBAT during classes.
Goal	Production Of Scholarly Research Project P Candidates will write a research paper, conforming to APA style

Objective (L)

Research Proposal 🔎

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	Candidates will develop a high-quality research proposal in SPED 6314. Candidates will demonstrate mastery of this skill by the end of 6317.
Indicator	Faculty Developed Rubric The research proposal will be scored by instructors of SPE 6314.
Criterion	Passing Rate On The Rubric \mathscr{I} P To evaluate the research proposal in SPED 6314, 80% of the candidates will score 80% or better on the attached rubric.
	Because only 72.7% of students achieved the 80% criterion last year, it will be maintained this year. Last year, the area identified to improve was written description of procedure on the research proposal. This year, we will maintain that goal in addition to targeting written description of results.
Finding	Passing Rate On Research Proposal <i>P</i> Candidates submit a research proposal at the end of the semester. The proposals are scored with the attached rubric that looks at competency domains such as "Introduction", "Method," and "Description of Procedure." Students' performance (n = 15) on the 160 point rubric averaged 91.1%. Range of performance was 81.9-98.1%. The lowest domain of candidate performance was in the area of results. Candidates performed well on providing background information on subject selection, identification of target skill, etc.
	Findings from this year show a 9.8% average improvement from last year.
Criterion	Improvement Of Research Project From Fall (SPED 6314) To Spring (SPED 6317) Of Last Year
	It was observed in the previous year that a ceiling effect was occuring within our data. Only 6/11 students met the criteria of a 10% increase over baseline, but an additional 3 students were excluded who scored above a 95% on the rubric. Therefore, we are modifying the criterion to state that 80% of students will improve their initial score by 10% or score above a 95% on the final paper to meet criteria. To achieve this goal, we intend to have the candidates submit multiple drafts throughout the semester to allow us to shape their written behavior.
Finding	Improvement On Research Project From Fall To Spring I P To determine improvement in scientific writing ability, scores were compared on the student's research projects from Fall to Spring Semesters. Five of the students showed improvements in scores, although small (average 2.11%). The

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average scores out of 160 points were 145.8 points (91.1%) and 141.5 points (88.4%) in Fall and Spring, respectively. Many of the students showed decreases in scores from Fall to Spring, but are likely a function of high initial scores. In addition, decreases may have been a result of additional data and analyses that were included in the final project and not the initial project.

Action Research Project Improvement P Students will begin working on their research proposals much earlier in their academic careers (Spring semester of their first year). Students will be introduced to a wider variety of research throughout their classes. Students will receive increased emphasis on written description of procedures - clarity and conciseness - in the early portion of the course. Students will be afforded additional opportunities to submit drafts of the proposal prior to the final submission at the end of the course. The accuracy criterion on the final submission of 80% of candidates was obtained, however scores decreased from fall to spring. Thus, 80% will remain the criterion level of accuracy for the research proposal.

Previous Cycle's "Plan for Continuous Improvement"

This year, we have already made many changes and plan to continue to do so. We began getting the 2014-2015 students focused on their research projects in Spring of 2013. We have had the students read more research than previous years. We are working to change the course sequence towards both of the aforementioned goals as well. We are having the students conduct small research projects in classes early on to prepare them for their larger research project. We have changed the way that practicum is conducted so that they are receiving maximum experience in the field, if possible. We have changed the curriculum in several classes to focus more strongly on the Behavior Analysis Certification Board Task List in order to prepare them for both comprehensive exams and the BCBA exam. Overall, we are making any change necessary to improve the intensity of the cirricular and research focus for the student.

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.

During the previous cycle, we focused on having students begin their research projects during the Spring semester of their first year. This seemed to work well, however, many students changed jobs and/or were no longer able to implement their original project idea due to unforeseen circumstances (e.g., loss of participants). The abrupt changes in topics may account for decreases in scores from fall to spring semesters.

We continued to have the students obtain the maximum number of hours experienced in the field for practicum, which worked well. However, because we needed to hire BCBA supervisors outside of the program, many students were not able to begin accruing hours until the fall semester had begun. Therefore, many were accruing supervision hours over scheduled breaks.

This year, we will continue to make changes to improve the program. We have hired a new faculty member for the LIDA program who has a strong interest in behavior analysis and special education, which will help target all students' interests.

have developed based on what you learned from your 2014 - 2015 Cycle Findings.

We plan to continue having the students identify areas of interest for their research projects during the Spring semester of the first year. We also plan to provide students the option of a research project or a formal literature review to account for those students who need to abrubtly change their research topics.

To improve BCBA pass rates, we plan to hold review sessions with the students prior to their exam dates to answer any additional questions they may have. Additionally, we will continue having the students subscribe to a preparatory testing service called Behavior Development Solusions.

We are working to change the course sequence towards both of the aforementioned goals as well. We will have the students conduct small research projects in classes early on to prepare them for their larger research project.

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SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU) 2014 - 2015

Special Education MED (Educational Diagnostician)

Goal	Mastery Of SBEC (State Board Of Education Certification) Knowledge & Skills 🔎
	Students in the Special Education Diagnostician Program must successfully pass the State Certification exam (SBEC) after completion of our Master level program to be acting diagnosticians. The SBEC test includes four domains: (1) Students with disabilities, (2) Assessment & Evaluation, (3) Curriculum & Instruction, (4) Foundations and Professional Roles and Responsibilities.
Objective (L)	Mastery Of SBEC Knowledge & Skills 🔎
	Graduates will demonstrate competencies in assessment and evaluation as set forth by the State Board of Education Certification (SBEC) for diagnostician certification.
Indicator	State Board Of Education Certification Exam (SBEC) 🔎
	When master degree candidates complete the diagnostician program, they apply to take the SBEC exam. If they pass the exam they can then apply for certification as a diagnostician through the Texas State Board for Educator Certification. The exam has four different domains that include (1) knowledge of students with disabilities, (2) assessment and evaluation of students with disabilities, (3) curriculum and instruction for students with disabilities, and (4) foundations and professional roles and responsibilities for educational diagnosticians.
Criterion	SBEC Pass Rates 🔎
	90% of candidates will pass Domain II of the TExES, a measure of knowledge of Assessment and Evaluation skill of the SBEC. While our program assesses and address all of these domains, the special education faculty are most concerned with the candidates' knowledge and skills related to actual testing of students at risk and/or those with suspected disabilities. Past scores indicated that scores in this domain were lower than other domain areas.
Findir	ng SBEC Pass Rates 🔎
	90% of candidates passed Domain II of the TExES that measures candidates' knowledge of Assessment and Evaluation skills.
Action	Mastery Of SBEC Knowledge And Skills 🞤
	Because 90% of the candidates passed Domain II of the TExES, we will now focus on Domain IV, which is Foundations and Professional Roles and Responsibilities. This year, candidates scored 80%. For next year, we want the average score of all candidates to be 85% on Domain IV.

Mastery Of CEC Knowledge And Skills \nearrow

Candidates will meet target expectations of knowledge and skills on comprehensive examinations referenced to the standards set forth by the Council for Exceptional Children's (CEC) Knowledge and Skills for Educational Diagnosticians.

Objective (L) Mastery Of Council Of Exceptional Children Knowedge And Skills

Candidates will meet target expectations of knowledge and skills on comprehensive examinations referenced to the standards set forth by the Council for Exceptional Children's (CEC) Knowledge and Skills for Educational Diagnosticians.

Indicator Comprehensive Exam Rubric 🔎

The faculty developed rubric for comprehensive exams evaluates the level of competence of the foundational knowledge and skills of the Council for Exceptional Children's teacher preparation standards. One of the standards is knowledge of national and state education laws and regulations. Because this standard is critical for avoiding legal grievances and upholding the rights of stakeholders in the assessment process, the faculty believe this to be of high importance. The comprehensive exam contains 7 questions with each question tied directly to the CEC standards. Candidates take the exam during the last course of their program and must pass the whole test at a minimum of 80%. However, each question is also individually graded by faculty to determine the passing rates of each question. Candidates are assigned random questions from our question bank and are given three weeks to write and complete the exam. Students who fail a question or more are given one opportunity to rewrite the question(s) and resubmit after one additional week.

Criterion Comprehensive Exam Pass Rates P

100% of candidates will achieve at a level 3 (accomplished) on the comprehensive exam rubric that addresses the foundational knowledge and skills of national and state education laws and regulations.

Finding Comprehensive Exam Pass Rates 🖋 🔎

94% of candidates passed at Level 3 or 4 (accomplished or exemplary) on the comprehensive exam question regarding foundational knowledge and skills of national and state education laws and regulations.

Action Mastery Of Council Of Exceptional Children Knowledge And Skills P

Because 94% of our candidates achieved at a level 3 (accomplished) on the comprehensive exam rubric, we want to aim for 100% of candidates to achieve at a level 3 (accomplished) on the comprehensive exam rubric that addresses the foundational knowledge and skills of national and state education laws and regulations.

Goal	Mastery Of Writing Skills 🔎	
	Students in the Special Education Diagnostician Program must successfully demonstrate their competence in written communication for purposes of professional reporting and dissemination of research based practices.	
Objective (L)	Mastery Of Writing Skills 🔎	
	Students in the Special Education Diagnostician Program will successfully demonstrate their competence in written communication for purposes of professional reporting and dissemination of research based practices.	
Indicator	Passing Rates For Writing Skill 🔎	
	The faculty developed rubric for comprehensive exams evaluates the level of competence of the foundational knowledge and skills of the Council for Exceptional Children's teacher preparation standards. It also evaluates candidates' proficiency in writing. The writing standard is critical to the success of diagnosticians in writing effective and comprehensible assessment reports and for the dissemination of research practices to school faculty, parents and staff. The special education faculty at SHSU believes this skill to be of high importance. Candidates take the exam during the last course of their program and must pass the whole test at a minimum of 80%. However, each question is also individually graded by faculty to determine the passing rates of each question. Candidates are assigned random questions from our question bank and are given three weeks to write and complete the exam. Students who fail a question or more are given one opportunity to rewrite the question(s) and resubmit after one additional week.	
Criterion	Mastery Of Writing Skills 100% of candidates will pass the writing skill standard on the comprehensive exam rubric at the accomplished level (3).	
Find		
	100% of candidates passed the writing skill standard on the comprehensive exam rubric at a level 3 or 4 (accomplished or exemplary).	
Action	Mastery Of Writing Skills 🔎	
	100% of our candidates met the criterion for passing the comprehensive writing skill at the leve of 3 or 4 which is accomplished or exemplary.	

Previous Cycle's "Plan for Continuous Improvement"

One intervention is to encourage students to use the wirting center on campus for editing their comprehensive exam essays. A second intervention is to redesign the comprehensive rubric to align more closely to the new Council for Exceptional Children's (CEC) standards. Additionally, all candidates in the Master Diagnostician Program will be required to attend a workshop on writing comprehensive exams which will be initiated after candidates are enrolled in each new cohort. The scope and sequence of coursework will be organized to provided foundational

knowledge first and testing courses given in sequence. Finally, 4 additional courses will be added to the new Post Master Cohort (sped 5301,6313,5304, and 5303). All students in the program will be required to take and pass the comprehensive exams. Data will be collected on the pass rates for comprehensive exams for students in the Master Educational Diagnostician program and compared to last year's scores. Data from the TeXes scores will also be collected and compared to scores from 2013-2014 year.

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.

Special Education faculty who teach in the M.Ed. in Special Education program to the diagnostician cohorts encourage students to use the Writing Center. The faculty offered orientation workshops, which included their suggestion to use the writing center. Special Education Faculty work closely with the director of the writing center to support their efforts with our students. We did not implement the intervention to realign the comprehensive rubric to the new standards because the new standards had not yet been completed by CEC. We did not implement the intervention to conduct the workshop because we had limited faculty to work on this item. The sequence of the assessment courses was organized to include the achievement testing first, the cognitive testing after that, and the final assessment course last. New courses were not added to the Post Master Degree program because it would have significantly reduced our enrollment in 2015. Our scores on the comprehensive exams were higher than previous years. Because students utilized the writing center when they had to rewrite a question, the revisions were much improved. The data from the TEXES scores was also collected and compared to scores from 2013-2014 year. This analysis found that the scores had increased.

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.

Because 90% of the candidates passed Domain II of the TExES, we will now focus on Domain IV, which is Foundations and Professional Roles and Responsibilities. This year, candidates scored 80%. For next year, we want the average score of all candidates to be 85% on Domain IV. Because 94% of our candidates achieved at a level 3 (accomplished) on the comprehensive exam rubric, we want to aim for 100% of candidates to achieve at a level 3 (accomplished) on the comprehensive exam rubric that addresses the foundational knowledge and skills of national and state education laws and regulations. Even though our candidates 100% of our candidates met the criterion for passing the comprehensive writing skill at the level of 3 or 4 which is accomplished or exemplary, we want to assess writing skills across time and will use a revised writing rubric to examine the degree to which our students achieve proficiency as they go through the program. The writing rubric will be used in the first class Sped 5301 Individuals with Disabilities, Sped 6304 In Home Training & Family Issues and during comprehensive exams. Data collection will begin in January 2016.

Attachments

1. Assessment Compliance Assist Writing Rubric

Department of Library Science

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SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU) 2014 - 2015

Library Science MLS

Goal	Master Texas Educator Standards For School Librarians \swarrow \Box
	Candidate knowledge and skills to meet Texas Educator Standards
Objective (L)	Candidate Knowledge, Skills, And Dispositions Candidates will demonstrate their knowledge, skills, and dispositions by successfully completing the TExES School Librarian (150) test that is designed to assess examinees according to the prescribed domains that include the following: Domain I - Teaching, Learning, and the School Library Environment; Domain II - Program Management, Leadership, and Connections to the Community; and Domain III -
Indicator	Librarianship, Information Science, and Technology. TExES All candidates seeking school librarian certification must take the TEXES (Texas Examination of Educator Standards) for school librarians. This exam directly corresponds to the state content competencies that are designed to measure the candidates' level of mastery as it relates to the field. Results of candidate scores on the TEXES test for school librarians determine the pass rate for each testing period.
Criterion	TExES Scores Candidates will pass the TExES Exam for School Librarian, and 80% of candidates will succeed upon their first effort. A scaled score of 240 is required for passing. The overall pass rate, with those who have to retake the exam, will exceed 90% of candidates.
Findir	IngCandidates Knowledge, Skills, And DispositionsThe program was not successful in meeting the 80% criterion for candidates to succeed upon their first effort of passing the state's certification examination. In 2014-2015, the candidate pass rate for the examination was 69% for the first effort. This is down from 71% from the previous academic year. The 80% criterion will remain for 2015-2016.The overall pass rate for the certification examination that includes first time test takers and repeaters was 74%. This does not meet the criterion of 90% for the overall pass rate.
Action	Candidate Knowledge , Skills , And Dispositions Action The program required that candidates successfully complete a pretest prior to the end of their coursework. An additional support was made towards the end of the academic year. This additional support includes a whole group discussion of the rationales to answers on the pretest. This support was added as a response to candidates' frustration with their results from the pretest. It is unclear at this time as to whether the added discussion made a positive impact on the certification test results. However, the candidates have

The faculty members will continue to use the preparation materials for the pretest that were in place prior to the addition of the discussion, which includes a glossary list of terms related to the profession. In addition, scenarios have been embedded within the content included in the courses. These scenarios are practice test questions to help candidates prepare for the certification exam. For candidates who are in need of remedial support, a faculty member will work with them until the candidates experience success in passing the certification examination.

Goal Portfolio Demonstrating Mastery Of Standards 🔎

Library science candidates prepare a final assessment portfolio for the MLS to demonstrate mastery and competence standards adopted by the field.

Objective (L) Candidate Preparedness 🖉

Candidates will demonstrate mastery of their knowledge, skills, and dispositions gained in the Library Science program on the final assessment of portfolio. The portfolio is governed by the *ALA/AASL Standards for Initial Preparation of School Librarians (2010)*. The five standards include: Standard 1 - Teaching for Learning; Standard 2 - Literacy and Reading; Standard 3 - Information and Knowledge; Standard 4 - Advocacy and Leadership; and Standard 5 - Program Management and Administration.

Indicator Final Assessment Portfolio 🖉 🖉

Every graduate program requires a final product for its course of study. The Department of Library Science has determined that the electronic portfolio is currently the best method of providing evidence that the candidate is prepared for the world of school librarianship. The electronic portfolio is designed for candidates to demonstrate through artifacts and reflection their completion and mastery of the American Association of School Librarians (AASL) and National Council for Accreditation of Teacher Education (NCATE) Standards.

The candidate must meet acceptable or target evaluations of their final assessment portfolio. Professors review the portfolios using rubrics developed by faculty for this purpose.

Criterion	Pass Rates For Portfolio 🎤
	All candidates will obtain an assessment of either
	acceptable or target as indicated by department
	rubrics on the final portfolio. Since candidates met the
	desired ratio of 30% Acceptable and 70% Target, the
	new percentages will be 20% Acceptable and 80%

Target. This ratio has been adjusted to align the goal with the 2012-2013 results.

Action Portfolio Demonstrating Mastery Of Standards Action P While the 100% pass rate was maintained for Portfolio, the percentage of candidates who scored Target was 70%, which is higher than the previous academic year where the percentage was 53%. The remainder 30% of candidates scored at the Acceptable level for 2014-2015. In support of the candidates' success with Portfolio, edits were made to the Anecdotal Resume to provide clarification to the suggestions, recommendations, and requirements that are included in the document. These changes were made and in place for Spring 2015, which contained the largest group of candidates for 2014-2015; a total of 31 candidates completed Portfolio for Spring 2015. Even though the percentage of candidates who scored Target has increased when compared to the previous academic year, the program did not meet the criterion of 20% Acceptable and 80% Target for 2014-2015. A review of the Anecdotal Resume and other supports will be revisited and revised as deemed necessary by the program faculty members to help candidates as they complete Portfolio in the future. The criterion for the next academic year will remain the same.

Previous Cycle's "Plan for Continuous Improvement"

Currently, the department is requiring that candidates successfully complete a pretest prior to the end of their coursework in the program. The faculty will continue to use the glossary list to aid the candidates as they prepare for the pretest and the TExES certification examination. The faculty created several scenarios for each course that would provide candidates with the opportunity to encounter problem-solving opportunities similar to those that might be found on the certification test. The scenarios will be introduced into courses in Fall 2014. For those who require remedial support, a faculty member will work with the individual candidate until the candidate experiences success in passing the TExES. The program will maintain the criterion of 80% pass rate for first time test takers and an overall score of 90%.

While the 100% pass rate was maintained for Portfolio, the percentage of candidates who scored Target was 53%, which is a drop when compared to last academic year's pass rate. This left 47% scoring at the Acceptable level. The program will maintain the current criterion of 20% Acceptable and 80% Target for the 2014-2015 academic year.

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 previous "Plan for Continuous Improvement" was fully implemented. For mastery of the Texas Educator Standards for School Librarians, the program required that candidates successfully complete a pretest prior to the end of their coursework. For the 2014-2015 academic year, the candidates took the pretest before or during their practicum, LSSL 5366 Library Internship.

The scenarios that were created for use in 2014-2015 were added to courses. One candidate found these to be very helpful. She approached faculty members with the request to create a study group. The group poses scenarios for each other and follow up with discussion. This group meets asynchronously online using a social networking site. One of the faculty members monitors the group's activities.

Candidates who required remedial support worked with a selected faculty member to develop a study plan. Individual study plans encompass areas that were identified by a candidate and the selected faculty member as areas for improvement. Some of the plans included studying with other candidates in their preparation for the TExES certification examination.

For the Portfolio, the final product for the library science program's course of study, faculty members made edits to the Anecdotal Resume to provide clarification to suggestions, recommendations, and requirements for the artifacts to include in the Portfolio. These changes were put in place for Spring 2015.

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.

For mastery of Texas Educator Standards for School Librarians, faculty members will continue to use the preparation materials for the pretest that were in place prior to the addition of the discussion during 2014-2015. In addition, the use of scenarios that have been embedded within the content will continue to be included in the courses. These scenarios are practice test questions to help candidates prepare for the certification exam. For candidates who are in need of remedial support, a faculty member will work with them until the candidates experience success in passing the certification examination.

In addition, for mastery of the Texas Educator Standards for School Librarians, the program faculty members will conduct a curriculum crosswalk of the state's standards and the ALA/AASL Standards for the Initial Preparation of School Librarians (2010) for a review to identify gaps that need to be filled in the curriculum. Also, assessments in the curriculum will need to be reviewed for categorical concurrence, depth-of-knowledge consistency, range-of-knowledge correspondence, and balance of representation. Necessary adjustments should be made.

For Portfolio Demonstrating Mastery of Standards, a review of the Anecdotal Resume and other supports will be revisited and revised as deemed necessary by the program faculty members to help candidates as they complete Portfolio in the future. Other optional support measures will be explored. The criterion for the next academic year will remain the same.