

2016-2017

College of Education

Department of Counseling

Assessment Plan Summary Department: Counseling MA

Sam Houston State University

President, Office of

Academic Affairs, Division of

Education, College of

Counselor Education, Department of

Counseling MA

CACREP Accreditation For MCFC

Goal Description

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

Related Items/Elements



Learning Objective Description

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

🐌 💑MCFC Courses Available For Enrollment

Indicator Description

Existing MCFC courses will be aligned with CACREP standards and new courses developed to meet the curricula requirements for MCFC programs seeking CACREP accreditation.

Criterion Description

All CACREP standards for MCFC programs will be included throughout the courses required for the MCFC specialization.

Findings Description

New courses were developed and included on the study plan for students in the MCFC track in the MA program. Currently, there are students enrolled in this track of study.



Action Description

The new MCFC courses along with a new student study plan have been

created and are available for students who are seeking to become a licensed marriage and family therapist.



Learning Objective Description

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

🐌 📥New Study Plan For MCFC

Indicator Description

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 Description

During the school year 2016-2017, 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.

Findings Description

MCFC faculty met during fall 2016 to develop a study plan based on the CACREP student learning outcomes. The study plan was submitted to the registrar's office staff and has been added as a track of study for students in the counseling program.



Action Description

The MCFC faculty in the Department of Counselor Education meet weekly to write the self-study following the 2016 CACREP standards. Each of the five faculty members have a portion of the self-study to complete in order to meet an early spring 2018 submission date.

Effective Community Mental Health Counselors

Goal Description

Graduates of the Counseling MA program are effective counselors.

Related Items/Elements

🐞 🏴 Competency In Core Content Areas And Skills In Counseling.

Learning Objective Description

Graduates in the Counseling MA program will be knowledgeable in the core content areas

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Indicator Description

for community mental health counseling.

- 1. 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 Description

- 1. 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. We will continue this criteria for an additional year to maintain a pass rate of 90% on the NBCC.

Findings Description

- 1. All of the students in counseling courses scored 5 or above on all components of the Counselor Potential Scales for 2016-2017 academic year.
- 2. Eighteen of the 19 counseling students passed the National Board of Counselor Certification (NBCC) National Counselor Examination during academic year 2016-2017. The examination is administered twice annually (October and April) and is comprised of questions in all the core content areas of counseling. The goal of 90% was surpassed with a pass rate of 95% for students testing during 2016-2017. While all areas were passed, areas with the highest scores were: Research and Program Evaluation and Diagnostic and Assessment. The lowest score (even though a passing score) was in the content area of Assessment.

🔊 🌊 Knowledgeable Students form the program

Action Description

Continue to monitor student's success with the NBCC and the Counselor Potential Scales.

Professional Practice And Training

Goal Description

Candidates will engaged in an internship providing supervised professional practice and training experiences.

Related Items/Elements

™Graduate Students Complete An Appropriate Professional Practice And Training Experience.

Learning Objective Description

Students will successfully complete an appropriate professional practice and training experience by demonstrating a thorough understanding of the process of counseling while enrolled in the Internship course (COUN 6386).

🐞 🚠 Site Supervisors Evaluation Form.

Indicator Description

Site supervisors will complete and submit the Site Supervisor Evaluation Form to faculty teaching the internship course, COUN 6386, when students complete the field experience.

Criterion Description

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 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.

Findings Description

During fall 2016 and spring 2017 semesters, 67 Master of Arts students completed the field internship class, COUN 6386. All of the students passed the course, however, three of the 36 items were rated lower than other items. These items were: #6 "Completes care reports and records clearly, punctually, and conscientiously, #22 "Recognizes and skillfully interprets the client's covert messages," and #27 "Utilizes appropriate assessment/diagnostic techniques when appropriate (may include DSM 5)." Results of site supervisor evaluation for summer 2017 students is not available at this time.

🖏 🎜 Successful Internship Practice and Training

Action Description

To address the feedback from site supervisors for COUN 6386 students concerning areas for improvement we are going to purchase and install an electronic recordkeeping system for both counseling clinics to better prepared our students for electronic recordkeeping systems which seem to be the method of recordkeeping at most of the field internship sites. In addition, we have purchased the Achenbach Behavior Assessment and the OQ10 to be used as assessment/diagnostic tool for students who practice in the counseling clinics.

Update to Previous Cycle's Plan for Continuous Improvement

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

We will begin moving our courses, specifically, student learning outcomes to the revised 2016 CACREP Standards. While we are accredited under the 2009 Standards and do not have to modify our program until reaccreditation which is scheduled 2022, our faculty believe that waiting until 2022 is not in the best interest of our student's learning experiences. During the school year 2016-2017 we will work on the realignment to the new standards for all our courses.

Update of Progress to the Previous Cycle's PCI

Faculty worked in teams to update the nine core course syllabi to the 2016 standards. This has been accomplished and courses following the syllabi updated to the 2016 standards will be used for the nine core courses in fall 2017. However, faculty will continue to revise courses for alignment with CACREP 2016 Standards.

Knowledge and Skills for Master's Students

Closing Summary

The two clinical coordinators will help locate various electronic recordkeeping systems to demonstrate to the faculty to consider to purchase for the Jack Staggs Clinic and the Woodlands Community Counseling clinic. We have purchased the Achenbach and OQ10 and will have client's complete these instruments for assessment purposes under the direction of the practicum student.

Assessment Plan Summary

Department: School Counseling MED

Sam Houston State University

President, Office of

Academic Affairs, Division of

Education, College of

Counselor Education, Department of

School Counseling MED

Planning And Implementing The Developmental Guidance And Counseling Program

Goal Description

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.

Related Items/Elements



🐞 🎮 Comprehensive Developmental School Counseling Program

Learning Objective Description

Students in the school counseling program will develop a needs assessment and use it to assess the needs of students in a school and based on the results of the needs assessment will develop a plan that is proactive and preventative in design to address the needs identified on the assessment.

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Indicator Description

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 bridge the gap for students in areas of learning, social and emotional needs.

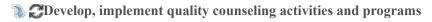
Criterion Description

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.

Findings Description

Students developed and implemented a needs assessment to be completed by the teachers on the campus where they teach. Based on the feedback from teachers, each student enrolled in COUN 5333 prepared a guidance program to address the needs of students as identified by the teachers they surveyed.



Action Description

Students will continue to focus on identifying the needs of students on their campuses by developing, implementing, and evaluating the responses of teachers offered on the needs assessments students have developed. Emphasis will be placed on developing and implementing counseling services to address the needs of the students consistent with the TEA Comprehensive Guidance Model.

Program Quality

Goal Description

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.

Related Items/Elements



Learning Objective Description

School Counseling M.Ed. students will pass all areas of the TExES school counseling examination for certification.

TEXES For School Counselor Certification

Indicator Description

All MEd school counseling students seeking school counseling certification in Texas will pass TExES examination.

Criterion Description

All students in the M.Ed. program seeking school counseling certification will make a passing score on the TExEX for school counselors.

Findings Description

During spring - summer 2017 semesters, fifteen students in the school counseling MEd program took the TExES School Counselor Examination. All fifteen students passed the TExES examination and are eligible to become certified school counselors.

Action Description

Faculty teaching the two school counseling courses (COUN 5333 and COUN 6335) will continue to provide learning experiences that closely

follow content requirements of CACREP and TEA so that students are well informed about the role and responsibilities of school counselors and are prepared to be successful on the TEXES school counseling certification examination.

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Student Diversity

Goal Description

Understand human diversity and apply this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Related Items/Elements



™Graduates Will Demonstrate An Understanding Of Ways To Create A Positive School Environment In Which Diversity Is Respected.

Learning Objective Description

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 Description

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 Description

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 2016-2017 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.

Findings Description

New faculty hired to teach the school counseling courses no longer include this assignment to meet the CACREP learning objectives for school counseling students.

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

The school counseling program will be closely monitored to ensure alignment with TEA requirements for school counseling programs to ensure our students are prepared to pass the TEXES examination and upon graduation be competent school counselors. In addition, we will begin moving the school counseling student outcomes to comply with the 2016 CACREP standards.

Update of Progress to the Previous Cycle's PCI

The master's program coordinator, M.Ed. student advisor, and department chair are working closely with staff in the COE Assessment Department to ensure the school counseling courses and learning experiences for students adhere to the guidelines of TEA.

Preparing Quality School Counselors

Closing Summary

We will continue to provide a quality school counseling program for students that follows CACREP standards and TEA requirements. We will continue to prepare our students to pass the TEXES examination and be prepared to be employed as school counselors.

Department of Curriculum and Instruction

Assessment Plan Summary

Department: Instructional Technology EDD

Sam Houston State University

President, Office of

Academic Affairs, Division of

Education, College of

Curriculum and Instruction, Department of

Instructional Technology EDD

Administration of Program

Goal Description

Maintain excellent administrative functionally of the Ed.D. program

Related Items/Elements



Performance Objective Description

In an effort to optimize the diversity of disciplines/professions of students in the program, recruiting efforts will focus on achieving the following minimum for the profile of students in the program:

- 2 students from K-12
- 2 students from Higher Ed
- 2 students from Business & Industry
- 2 students from the Medical Field
- 2 students from the Military Field
- 2 students from the Legal Field
- 2 students from the Technical/Vocational Field

🐌 🖺 Administrative Objective 1

KPI Description

Indicator will be the demographics profile of candidates in the Doctorate in Instructional Systems Design and Technology Program, as analyzed each October.

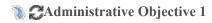
Results Description

The Discipline/Professions demographic profile of students in the Doctorate in

Instructional Systems Design and Technology Program in October 2016 was as follows:

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- 7 students from K-12
- 5 students from Higher Ed
- 4 students from Business & Industry
- 1 students from the Medical Field
- 0 students from the Military Field
- 0 students from the Legal Field
- 0 students from the Technical/Vocational Field



Action Description

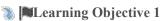
While the goal to have a program profile with a minimum of two students from each of the seven designated disciplines/professions was met and surpassed in some disciplines, there remain three professional areas not yet represented in the program. As a result, the advertising/marketing/recruiting efforts for the program will be to research outlets to optimize the recruiting budget, directing focus to reach prospective students from these yet underrepresented discipline/profession areas.

Standards

Goal Description

Students perform at the highest level in relation to the ISTE standards

Related Items/Elements



Learning Objective Description

Addressing the ISTE Standards for Administrators: Candidates in the Doctorate in Instructional Systems Design and Technology will provide evidence of their Visionary Leadership in a Digital Age Learning Culture, and model Excellence in Professional Practice to guide the organization toward Systemic Improvement by:

Publishing peer-reviewed journal articles in which they share their knowledge and understanding of the field.



Indicator Description

The candidate performance toward this objective is documented via the final review of the Dossier.

Criterion Description

Candidates are expected to publish 10-12 peer-reviewed journal articles in which they share their knowledge and understanding of the field.

Findings Description

Cohort #1 of the Doctorate in Instructional Systems Design and Technology Program are currently working toward this objective. The final review of their dossiers is scheduled for Fall 2017.

Learning Objective 2

Learning Objective Description

Addressing the ISTE Standards for Administrators: Candidates in the Doctorate in Instructional Systems Design and Technology will provide evidence of their Visionary Leadership in a Digital Age Learning Culture, and model Excellence in Professional Practice to guide the organization toward Systemic Improvement by:

Presenting peer reviewed presentations/round-table session/poster session, etc. in which they share their knowledge and understanding of the field at International/National and/or State/Regional Conferences.

Maching Object 2

Indicator Description

The candidate performance toward this objective is documented via the final review of the Dossier.

Criterion Description

Presenting 10-12 peer-reviewed presentations in which they share their knowledge and understanding of the field at International/National and/or State/Regional Conferences.

Findings Description

Cohort #1 of the Doctorate in Instructional Systems Design and Technology Program are currently working toward this objective. The final review of their dossiers is scheduled for Fall 2017.

Action-Learning Object 2

Action Description

At their annual dossier progress review in Fall 2016, students in the doctorate program showed evidence of work toward the objective of 10-12 peer reviewed publications for each student, but there were not yet any final publications at that time. Being one year into the program, it

was determined that satisfactory progress was being made for the majority of the students. Those not moving at an acceptable pace were counseled in the annual review as to their status and what goals they needed to set for themselves in order to achieve the desired number of publications by the final review meeting.

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Update to Previous Cycle's Plan for Continuous Improvement

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

New Plan for Continuous Improvement was not created in 2015-2016 cycle because this unit is new for 2016-2017.

Plan for Continuous Improvement

Closing Summary

The program will continue to move toward target performance for student publications and presentations. As a doctoral program, the importance of peer-reviewed work will continue to be at the forefront of the program's mission. The program will also focus on increasing the diversity of the student population.

Assessment Plan Summary

Department: Instructional Technology MED

Sam Houston State University

President, Office of

Academic Affairs, Division of

Education, College of

Curriculum and Instruction, Department of

Instructional Technology MED

Develop Mastery Of Professional Communication

Goal Description

Program Quality and Effectiveness

Related Items/Elements

(APA) Writing Style

Learning Objective Description

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.

🖏 👬 American Psychological Association (APA) Writing Style In Formal Writing

Indicator Description

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 Description

At least 85% of candidates during the 2016-2017 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.

Findings Description

The results from the Annotated Bibliography American Psychological Association

(APA) Writing Style assessment indicate that the criterion were only partially met

for the 2016-2017 assessment cycle. While 92.86% of the sampled candidate

papers

scored 14 (Indicator Partially Met) or higher, only 78.57% scored 18 or higher

(Indicator Met). 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 Description

The findings from the Annotated Bibliography American Psychological Association (APA) Writing Style assessment were discussed at the endof-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) and the APA Style Guide to Electronic References (6th edition) as a required course texts in all 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 online citation machines and reference generating software) style to cite resources, especially in the first courses in the program. Candidates will also continue to be provided with additional tutorials on proper use of APA 6th edition writing style and continue taking an APA Styles Test in their first course in the program. The APA styles test will be modified to cover specific areas of the style that seem to give candidates the most trouble, such as proper title capitalization and in-text citation format.

Develop Professional And Administrative Competencies In Instructional Technology Management

Goal Description

Program Quality And Effectiveness

Related Items/Elements

🐞 🎮 Candidates Will Demonstrate Mastery Of The Planning, Development, Communication, Implementation, And Evaluation Of Technology-infused Strategic Plans

Learning Objective Description

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 Description

In semester 4 of the Masters of Education in Instructional Technology, candidates

spend the first part of the semester conducting an investigative inquiry into the technology-infused strategic plan of the organization, and identify gaps between the organization's current situation and its overall strategic plan. In this process, candidates consider the organization's profile in technology; current funding and management status; federal, state, and local standards and regulations; and the unique technology elements of the organization's environment. Once this review is complete, they determine one of the gaps and develop a plan that will address that deficit and lead the organization closer to its goals.

That chosen topic becomes the focus of their Training 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 Description

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".

Findings Description

The results from the Evaluating Student-Developed Technology Training Packages

assessment indicate that the criterion was met for the 2016-2017 assessment cycle. While 100% were in the "Met" category, only 73.33% of the sampled candidate papers scored 30 (a perfect score). There still remains room for 26.64% of the candidate papers to improve performance. This indicates that while the majority of our candidates were able to sufficiently communicate their training design process, more work is needed to ensure that we are producing proficient technical writers for good communication within the discipline. The complete report detailing our findings is attached.



Action Description

The findings from the Evaluating Student-Developed Technology Training Packages assessment were discussed at the end-of-year faculty meeting. In response to these findings, the faculty will continue to prompt candidates to review basic rules for thorough communication in writing so as to better contribute to their organizations' planning, development, communication, implementation, and evaluation of technology-infused strategic plans. In addition, to facilitate students' ability to become life-long learners and producers of quality products, the faculty will continue to introduce them to the Sam Houston State University Writing Center and require candidates to have their written

Update to Previous Cycle's Plan for Continuous Improvement

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

New Plan for Continuous Improvement was not created in 2015-2016 cycle.

Update of Progress to the Previous Cycle's PCI

The finding from the 2016-2017 assessment cycle indicated that candidates in Master of Education in Instructional Technology degree program were performing as expected with regard to content knowledge of Planning, Development, Communication, Implementation, and Evaluation of Technology-Infused Strategic Plans. Although, 100% of the candidates scored in the "Met" category, only 73.33% of those students achieved a perfect score of 30. There remains room for 26.64% of the candidate papers to improve performance. Faculty will meet during the Summer 2017 semester to discuss curricular changes on the Planning, Development, Communication, Implementation, and Evaluation of Technology-Infused Strategic Plans that can be made to even more reinforce instruction. 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 Fall 2017 semester to set up a goal for at least 90% of the candidate's paper will achieve a perfect score.

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 continue to be a required course text in all courses beginning in the Fall 2016 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.

New PCI

Closing Summary

The program will be adjusting curriculum to cover specific aspects of APA style so that students are better supported in the areas that seem to be most troublesome. The faculty will also further incorporate the SHSU Writing Center into courses to better support student writing needs.

Assessment Plan Summary

Department: Interdisciplinary Studies BA/BS (Elementary EC-6)

Sam Houston State University

President, Office of

Academic Affairs, Division of

Education, College of

Curriculum and Instruction, Department of

Interdisciplinary Studies BA/BS (Elementary EC-6)

Program Quality And Effectiveness

Goal Description

Program Quality and Effectiveness

Related Items/Elements

Candidates Will Be Able To Plan, Implement, Assess, And Modify Effective InstructionFor All Learners.

Learning Objective Description

Candidates will be able to plan, implement, assess, and modify effective instruction.

🐞 🚣 Pass Rates On The Teacher Work Sample

Indicator Description

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.

At least 90% of candidates during the 2015-2016 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.

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Findings Description

The Teacher Work Sample (TWS) was replaced by another measure as a unit assessment during the AY 2016-17. Hence no data are available for the Teacher Work Sample. This change was discussed in last year's plan for continuous improvement. In place of the TWS, however, we have collected data on three lesson plans (Math, Social Studies, Science) required of teacher candidates in their content methods semester. These artifacts, collectively, can provide strong evidence for supporting the original program goal (candidates will be able to plan, implement, assess, and modify effective instruction for all learners). These 3 lesson plans were designed and taught in the real classroom during the content methods semester. A detailed scoring rubric for the lesson plan is attached.

The following includes disaggregated data on the components of the lesson plans (mean average for all 3 lesson plans based on 418 candidates:

- *Establishing the lesson framework 79% Met target; 19% Acceptable
- *Designing supportive learning environment 82% Met target; 17% Acceptable
- *Instructional strategies 74% Met target; 25% Acceptable
- *Evaluation strategies 69% Met target; 31% Acceptable

The above results clearly indicate that our candidates need to improve in designing, planning, and implementing strong assessments (pre-assessment, formative, post-assessment). Data showed 31% received "Acceptable" ratingmuch higher than in the other 3 components.

Overall, the results on the combined 3 lesson plans showed that, on average, 99% of our candidates received either "met target" or "acceptable" ratings on all four domains.





Objective 1: Program teacher candidates will be able to plan, implement, assess, and modify effective instruction.

Action Plan: For the next academic year, we will measure this objective using 3 lesson plans (math, science, social studies) during the content methods semester. Based on the findings reported above, a few components of the lesson plans need strengthening. For example, competencies in identifying and using different types of assessments during instruction is an area of improvement. The faculty in teacher preparation will address this problem early in the program by modeling formative and summative assessment in all education courses. In content methods semester, they will be required to plan for 3 types of assessment in each lesson they develop and implement during their field experience. They will also be required to use technology to assess learning from pre to post assessment.

Additionally, by expecting our candidates to improve our passing rate on the content and pedagogical content knowledge (PCK) on the TExES Core Subject EC-6 (291) in math, science, social studies, English Language arts, Fine arts, health, and physical education), we will ensure that our candidates will have a stronger content background to help them design meaningful assessments of learning.

Finally, a revised EC-6 program will be fully implemented by Fall 2018 and monitored closely through effective advisement and planning for stronger assessments and field experience in highly diverse classrooms. In this new program, a separate course dealing with *curriculum and assessment* will be implemented in the early part of the program. This way our candidates will be more prepared to design and implement research-based assessments "for" and "of" learning during their methods semester and in student teaching.

The Candidates Will Demonstrate Mastery Of The State Mandated Standards For The Pedagogy And Professional Responsibilities (PPR) Certification Exam.

Learning Objective Description

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.

% APass Rates On PPR Teacher Certification Exams (EC-12)

Indicator Description

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 Description

First time pass rates on all levels of the Pedagogy and Professional Responsibilities (PPR) Examination will exceed 90%. The set criterion was

decided based 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 repeat the examination if they are not successful on the first attempt, the faculty decided to focus on the <u>first time pass rate</u> instead of the overall pass rate for the 2015-16 academic year.

The PPR_Standards.EC-12.Manual

Findings Description

For this particular goal we have examined data from 262 teacher candidates in the EC-6 program (Interdisciplinary Studies) and their performance on the state PPR. Only data from "first attempts" test takers were included in this report. Overall, two semesters of data indicated 250 out of 262 (95%) candidates passed the state teaching certification examination.

Further disaggregation of data by Domain (1, 2, 3, 4) indicated the following:

Domain 1 - on average, 77% of the items in domain 1 was successfully completed.

Domain 2 - on average, 80% of the total items in domain 2 was successfully completed.

Domain 3 - On average, 76% of the total items in domain 3 was successfully completed.

Domain 4- on average, 79% of the total items in domain 4 was successfully completed.

Overall, the actual passing rate (95%) for the candidates in our program was much higher than the expected performance (90%). Note, this result was based on "first attempt" test takers.

Domain 1(Designing instruction and assessment to promote student learning) as well as Domain 3 (Implementing effective, responsive instruction and assessment) continue to be a challenge for the faculty. Note, these two domains are intertwined. Since most of the candidates are taking this examination early into student teaching, our teacher candidates still need practice and are given opportunities to get better on all domains during their student teaching semester (12 weeks).

The Texas teacher certification examination (PPR EC-12) results further revealed that our candidates are doing very well on Domain 2 (*Creating a positive, productive classroom environment*). To meet competencies within domain 2, the program requires a classroom management course during the content methods semester.

Compared to last year's results on each of the four domains, the current years' results showed a slight increase on the percentage of correct responses on all domains.

Action Plan for Objective 2

Action Description

Objective 2: Teacher candidates will demonstrate mastery of the state mandated standards for The Pedagogy and Professional Responsibilities (PPR) teacher certification examination.

Action Plan: Since we have had an outstanding passing rate (i.e., way above the state average) and have met the intended goal, the faculty will continue to align courses and assessments with objectives in the Texas teacher certification examination (PPR) especially focusing on Domains 1 (Designing instruction and assessment) and 3 (Implementing responsive instruction and assessment). Using disaggregated data on the PPR will provide more directions in course alignment as well as course emphases. More meaningful practice opportunities in these two areas will be provided in our education courses. Our candidates will have to take a practice exam before they will be allowed to take the actual teacher certification examination.

Update to Previous Cycle's Plan for Continuous Improvement

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

While the unit assessment for Goal #1 is under revision and articulation by joint departments, the program faculty decided to add a third goal to our program which can be measured quantitatively using the state data for teacher certification. One of the challenges we faced in our program is that our candidates have not been doing very well on the new/revised Core Examination (EC-6) which measures content knowledge in Science, Mathematics, Social studies, Reading Language Arts, and Fine Arts. The faculty and administrative staff are now finding solutions and defining processes to resolve this deficiency, recognizing the fact that this Core Examination has been revised from the old state exam for teacher certification (EC-6). Continuous monitoring of state data and providing support to our candidates will be top priorities. In addition, a total revision of our EC-6 generalist program is in process. Three academic departments (curriculum & instruction, Language, Literacy, and Special Education, Arts and Sciences) are responsible for the planning, implementing, monitoring, and evaluating the new, re-aligned program. Moreover, the Center for Assessment and Accreditation has been re-organized to support all programs in the College of Education. The Center has guided the faculty in identifying transition point assessments, validating unit assessments, and collecting assessment data.

Update of Progress to the Previous Cycle's PCI

During the AY 2016-17, the faculty and assessment staff continued meeting with program faculty and other stake holders to revise the EC-6 program and to align with the 2017 *Interstate Teacher*

Assessment and Support Consortium (InTASC) standards for teachers. Implementing this new program (with teaching standards) entailed changing some unit assessments. For example, the Teacher Work Sample had been eliminated while a new one (Teacher Capstone Portfolio) was designed and piloted in the Spring 2017. Also, courses in the new EC-6 program are currently being revised and re-sequenced not only for alignment with the new national teaching standards but also for meeting the needs of Texas public schools. Gradually, the new EC-6 program will be phased in while the old program is being phased out. This fall 2017, the capstone portfolio will be fully implemented and scored by two blind reviewers. All teacher candidates must score no less than "2" (approaching expectation) on a scale from 1 to 4 (exceed expectations) on all 4 domains in order to qualify for student teaching. The current revised rubric is still subject to revision as we get feedback from our teacher candidates and the scorers.

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Meantime, the INTASC requires teacher candidates to have strong content knowledge of subject areas (math, science, social studies, language arts, etc.). Hence, results on the state teacher certification examination will be used as a measure of candidates' content knowledge and pedagogical content knowledge. As mentioned in last year's plan for improvement, we now have a baseline data on our previous candidates on the passing rate of first time takers. Our goal is to observe improvement on both the passing rate as well as on the average scaled scores on each domain (ELA/Reading, Math, Social studies, Science, Fine arts, Health, and Physical education).

Plan for Continuous Improvment

Closing Summary

The EC-6 program under the Department of Curriculum and Instruction aims to meet three major goals(instead of just 2) in the next AY cycle (2017-18). They include the following:

- a) Candidates will be able to plan, implement, assess, and modify effective instruction;
- b) Candidates will demonstrate mastery of the state mandated standards for The Pedagogy and Professional Responsibilities (PPR) teacher certification examination; and
- c) Candidates will improve their content and pedagogical content knowledge in the subject areas of science, mathematics, and social studies. This will be measured by their scaled scores on the EC-6 Core Texas Teacher certification examination.

Support for our candidates' success on these goals include several faculty-initiated efforts such as revising, enriching our pedagogy courses, mentoring and helping with reviews for the state certification examinations, and providing short seminars/training on specific unit assessments (e.g., Teacher Portfolio).

Finally, by Fall 2018 a new EC-6 program will be implemented and monitored closely through effective advisement and planning for stronger assessments and field experience in highly diverse classrooms. This revised program for elementary teachers will be strongly aligned with the standards espoused by the national teacher preparation standards (INTASC) and Texas State Board for Educator Certification (SBEC).

Assessment Plan Summary
Department: Secondary Education (SED)

Sam Houston State University

President, Office of

Academic Affairs, Division of

Education, College of

Curriculum and Instruction, Department of

Secondary Education (SED)

Certification

Goal Description

Certification is required to teach in public schools.

Related Items/Elements



Learning Objective Description

Secondary education candidates will be able to demonstrate knowledge, skills, and dispositions of effective teaching and learning of secondary students.

🔊 🚣 Certification Examination

Indicator Description

All candidates seeking initial certification, advanced teacher certification, or certifications for other school personnel must take two or more of the Texas Examinations of Educator Standards (TExES) with a minimum score of 240 out of 300 or roughly 80% passing rate to be certified to teach in Texas. 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 and 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 predetermined 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.

The Pedagogy and Professional Responsibilities (PPR) EC-12 exam is taken by all candidates seeking certification. The test framework is divided into four domains.

- Domain I Designing Instruction and Assessment to Promote Student Learning (approximately 34% of test)
- Domain II Creating a Positive, Productive Classroom Environment (approximately 13% of test)
- Domain III Implementing Effective, Responsive Instruction and Assessment (approximately 33% of test)
- Domain IV Fulfilling Professional Roles and Responsibilities (approximately 20% of the test)

Criterion Description

95% of secondary education candidates will pass the Pedagogy and Professional Responsibilities Certification Examination the first time. While the accountability system for the state examines scores for each completer cohort and provides for students to repeat the examination if they are not successful on the first attempt, the analysis of pass rates which will be presented here represent the pass rates on the first attempt for all PPR exams taken in 2016-2017, through May of 2017 (completers of the program will not be reported until this day). Using data from Findings, strategies to increase the percentage of first time exam takers will continue. In addition, those strategies will include more effort to address the lower-scoring areas so as to increase the percentage passing scores of first time exam takers. Last year the weakness that emerged revolved around assessment. We anticipate that our increased focus in this area will show improvement.

Findings Description

89% of secondary teacher candidates passed the EC12 Pedagogy and Professional Responsibilities Certification Examination. There were 121 attempts and 109 passed.

Action Description

Working with the Educator Preparation office, the Secondary Education Program, will provide remedial support for those teacher candidates not passing the PPR on the first attempt. A guest lecturer will be scheduled

for each semester to provide a PPR study workshop for the students. Additionally, the teacher candidates will be required to take the PPR examination before their student teaching semester. It will help the programs identify those students who need additional support.

Effective Lesson Planning

Goal Description

Lesson planning for effective secondary student learning outcomes.

Related Items/Elements



Learning Objective Description

Secondary education candidates will be able to plan an effective lesson.

🐞 🚠 Methods Block Lesson Plans Assessment

Indicator Description

During the classes of Methods Block, normally the first semester senior year, the students write multiple lesson plans. Each student selects the best lesson plan in each content area (math, English language arts, science, and social studies, etc.) to submit as their best representation of a Lesson Plan in that content area. The lesson plans are scored/evaluated on information documented in stating the lesson goals, objectives, rationale, standards, materials, classroom setting, student needs, focus, procedures, design of implementation, and closure of the lesson. The Lesson Plan assessment allows our candidates to demonstrate their understanding of:

- *Establishing a lesson framework;
- *Designing a supportive learning environment;
- *Incorporating Instructional strategies; and,
- *Implementing Evaluation strategies.

A rubric is used to score each of the components in the Lesson Plan. A minimum score of 2 or Acceptable with sub scores of a 2 or better (3 - Target) or the teacher candidate must re-do the lesson plan. The purpose of this assessment is to provide opportunities for the candidates to demonstrate their ability to plan, implements, assess, and modify instruction for diverse groups of learners and to develop and teach a lesson that involves fundamental concepts in the candidate's content area.

Criterion Description

90% of candidates during the 2016-2017 academic year will achieve a score of "A" on the Methods Block Lesson Plan. The lesson plan format is in place and ready to use. Teacher candidates will be given the opportunity to redo and resubmit a lesson plan that scores a 1 (Unacceptable). The Methods Block Lesson Plans will be appropriate format to measure a variety of learning outcomes. The content of the items in this assessment relate directly to the

planning, implementation, and assessment of instruction that teachers encounter when teaching.

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Using data from Findings, instructors will focus instruction more specifically on the requirements for the quality completion of the four parts of the Lesson Plan: Establishing the Lesson Framework, Designing Supportive Learning Environments, Instructional Strategies, and Evaluation Strategies. In addition, more emphasis will be placed on the instruction for Evaluation Strategies, the lowest performing part of the Lesson Plan. This will be monitored regularly throughout the school year. Additions to the lesson plan have been made to include literacy strategies, differentiated instruction, accommodations/modifications, and English Language Learner strategies to aid the candidates in recognizing diverse school populations. We anticipate that our increased focus on evaluation strategies, a weakness now for two years in a row, will have improved this area.

Findings Description

88.3% of the teacher candidates scored a 3 on the Methods Block Lesson Plan. While the 90% criteria was not met, 97.06% of the teacher candidates scored a 2 or 3. This is Acceptable and Target ratings. Strategies are continuing to be employed in all of the Secondary Methods courses which address the lower-scoring areas of the lesson plan (Designing Supportive Learning Environments). A new course was approved and it is designed to help address the needs of all learners.



Action Description

Faculty will develop new strategies and continue to employ existing strategies in all of the Secondary Methods courses which address the lower scoring areas of the lesson plan. A new course, Differentiated Pedagogy, was written and was approved in Spring 2017, to help address meeting the needs of all students. All Secondary Education Methods teacher candidates will take this course beginning Spring, 2018.

Effective Teaching

Goal Description

Candidates demonstrate effective teaching

Related Items/Elements



Learning Objective Description

Secondary education candidates will demonstrate elements of effective teaching.

Teacher Work Sample Assessment

Indicator Description

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. Prior to 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. 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.

Criterion Description

78% of candidates will achieve a score of "3" on the Teacher Work Sample. 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.

Using the desegregation of data report on the Teacher Work Sample, the focus will be to adjust the instruction on each of the seven processes of the TWS, addressing the areas of weakness reflected in the disaggregated data report. This

will be assessed regularly throughout the school year.

Two weaknesses emerged last year were and Contextual Factors and Design For Instruction. We anticipate that our increased focus in these areas will find these areas improved

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Findings Description

There is no data to report since this is a transition year.

Update to Previous Cycle's Plan for Continuous Improvement

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

For the 2016-2017 year, the following will occur:

- 1. Remediation materials will be developed and implemented for candidates not passing the certification exam on the first attempt.
- 2. Capstone Portfolio criteria will be developed and piloted.
- 3. Faculty will develop and implement new strategies to improve candidate performance on the methods block lesson plan.

Update of Progress to the Previous Cycle's PCI

Remediation materials were procured and the implementation began for candidates not passing the certification exam on the first attempt.

Capstone Portfolio criteria were developed and piloted.

Faculty developed and implemented differentiated instruction to improve candidate performance on the methods block lesson plan.

Continuous Improvement

Closing Summary

For the 2017-2018 year, the following will occur:

- 1. Remediation materials and candidate growth plan have been developed and will be implemented for candidates not passing the certification exam on the first attempt.
- 2. Capstone Portfolio criteria has been developed and piloted and will be a requirement for all secondary education candidates.
- 3. Faculty will develop and implement new strategies to improve candidate performance on the methods block lesson plan.

Department of Educational Leadership

Assessment Plan Summary

Department: Developmental Education Administration EDD

Sam Houston State University

President, Office of

Academic Affairs, Division of

Education, College of

Educational Leadership, Department of

Developmental Education Administration EDD

Equip students with the knowledge and skills to effectively lead developmental education programs and services.

Goal Description

Equip students with the knowledge and skills to effectively manage developmental education programs and services.

Related Items/Elements



Learning Objective Description

Students will design a plan of study for developmental education programs and services using appropriate tools, techniques and theoretical frameworks.

🐌 🚠 DVED 7365 Final Course Project Rubric

Indicator Description

The indicator for this learning objective is a rubric designed to evaluate the final course project for students enrolled in DVED 7365 (Student Noncognitive Development)



DVED 7365 Final Project Course Rubric

Criterion Description

- 1. 100% of students will demonstrate an overall rating of "acceptable" (>8 points) on the final course project.
- 2. 75% of students will demonstrate an overall rating of "excellent" (>12 points) on the final course project.

Findings Description

- 100% of students scored an overall rating of 8 (acceptable) or above on the final course project.
- 80% of student scored an overall rating of 12 (excellent) or above on the final
- course project.

% Continue Supporting the Professional Development of Faculty

Action Description

The topic of noncognitive development is emerging in the context of developmental education. Few graduate programs provide dedicated courses on this topic. In an effort to continue providing quality instruction to students, the program will support professional development related to emerging theories and best practices on this topic for faculty. Examples of professional development may include attendance at institutes such as the Kellogg Institute for Adult and Developmental Educators and Learning Skills Specialists or other advanced seminars and training.

The Continue to Provide Quality Instructional Resources to Students

Action Description

Although students met the criterion for this learning objective, faculty continue to see a need to help students better articulate theory and theoretical frameworks. The following actions will be taken to continue to support students:

1. Two new textbooks will be adopted during AY 2017-18 to better communicate concepts of non-cognitive theory to students. Those texts are listed below:

Mayhew, M. J., Rockenback, A. N., Bowman, N. A., Seifert, T. A. D., Woniak, G. C.. (2016). *How college affects students: 21st century evidence that higher education works, Volume 3*. San Francisco, CA: Jossey-Bass.

Strayhorn, T. L. (2016). *Student development theory in higher education: A social psychological approach*. New York: Routledge.

- 2. Future sections of this course will also include an assignment designed to bridge theory and practice. This assignment will include developing lesson plans to support developmental mathematics, reading, and writing coursework.
- 3. Faculty will re-evaluate the existing project rubric to ensure that it adequately captures student performance and progress on key learning outcomes.

Indicator Description

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 Description

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.

🐞 🎮 Display professional dispositions, interpersonal and communication skills

Learning Objective Description

Students will display professional dispositions, interpersonal and communications skills

🔊 🚜Post-Graduation Survey

Indicator Description

A survey of recent graduates from the doctoral program in Developmental Education. This survey is distributed every two years.



Criterion Description

- 1. 80% of program graduates will report that the program improved their writing skills.
- 2. 80% of program graduates will report that the program improved their <u>leadership skills</u>.
- 3. 80% of program graduates will report that the program improved their ability to plan and conduct research.
- 4. 80% of program graduates will report that the program improved their ability to communicate knowledge in professional settings.
- 5. 80% of program graduates will report that the program improved their ability to incorporate theory into practice.

Findings Description

Five students successfully defended their dissertation and completed the Ed.D. program in Developmental Education Administration during AY 2015-16. Each student was sent an electronic survey link. All students completed this survey for a 100% response rate. The results of that survey are provided below.

- 100% of graduates reported that the program improved their <u>writing skills</u>. Students reported that these gains were a result of the dissertation process and APA training.
- **80%** of graduates reported that the program improved their <u>leadership skills</u>. Students reported that they better understood leadership theory and were

- better able to communicate with senior faculty.
- 40% of graduates reported that the program improved their ability to <u>plan</u> and conduct quantitative research. Open-ended responses from students suggested that the quantitative courses helped but that they lacked confidence in their ability to conduct research well.
- In contrast, 80% of graduates reported that the program improved their ability to <u>plan and conduct qualitative research</u>. Students felt the program supported qualitative research but that the existing course may be too short to adequately prepare students for conducting interviews and coding.
- 80% of graduates reported that the program improved their ability to communicate knowledge in professional settings. Students felt encouraged by faculty to present at professional conferences.
- 80% of graduates reported that the program improved their ability to incorporate theory into practice. Students felt the program offered a good balance between theory and practice and that this program helped they to improve their existing practices.

Review Research Competencies for Doctoral Students

Action Description

Current students are expected to participate in research activities to support skill development. These activities include:

- Plan, organize, and/or facilitate a workshop, conference, or professional meeting or serve as a graduate representative (e.g., SHSU Graduate Research Exchange).
- Serve as an ad-hoc reviewer for an academic journal or review proposals for a professional conference.
- Present a research paper at a national or regional peer-reviewed professional conference.
- Submit a faculty-reviewed research article (sole author, collaborator, or co-author with a faculty member) to a peer-reviewed Tier 1 or Tier 2 professional journal.

Participation in these activities are mandated as part of the program competencies and must be completed prior to entering the dissertation phase. However, existing program competencies will be reviewed to explore what, if any, activities could modified to better support quantitative research skill development.

🐞 🚜Rubric For Written Assignment

Indicator Description

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 Description

Eighty percent of current cohort will submit a written assignment document that will demonstrate basic proficiency with APA format. This includes page setup,

Update to Previous Cycle's Plan for Continuous Improvement

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

The technology and APA writing requirements have recently been added into the program's promotional sessions. Potential applicants will now know of these requirements and consider them as they choose to apply.

The cohort selection committee and core program faculty will use orientation sessions, application interviews, and class time early in the semester for entering students to inform and remind them of the technology requirements. Students are advised of technology alternatives to use when necessary.

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. As some videoconferencing technology has become less reliable, the department has supported alternative options going forward.

All students will be required to purchase the latest APA manual. Professors will also share Internet resources that are helpful with APA. Students are also advised to use the online Writing Center for assistance. An instructor in a writing intensive course will also work with students one-on-one to discuss and correct APA issues on submitted assignments.

Update of Progress to the Previous Cycle's PCI

The items noted in the PCI have been implemented systematically and appear effective as all entering students get "up to speed" now very quickly with regard to technology use and APA formatting. These actions will be ongoing requirements of entering students in the program.

Explore Strategies for Improving Doctoral Student Development

Closing Summary

The faculty of the doctoral program in development education administration expanded their assessment efforts in AY 2016-17. An assessment matrix was created to guide long-term evaluation of the program. In addition, a new program survey was created to assess student growth in professional skills (writing, leadership, research, applying theory into practice).

The results from a graduate survey suggested a need to improve student confidence in conducting quantitative research. Faculty will review program competencies to explore how existing practices could be modified to better support quantitative research skill development.

The program will continue to support the professional development of faculty related to emerging issues and best practices within the field of developmental education. This professional development may help to improve the quality of faculty instruction.

New course materials will be added into DVED 7365 (noncognitive student development) to improve student's understanding of modern theories related to developmental education. This will include new textbooks to support student learning and activities to help bridge theory into practice.

Faculty will also examine existing course rubrics to ensure they adequately measure intended outcomes.

Assessment Plan Summary

Department: Instructional Leadership MA/MED

Sam Houston State University

President, Office of

Academic Affairs, Division of

Education, College of

Educational Leadership, Department of

Instructional Leadership MA/MED

Mastery Of Educational Leadership Constituent Consortium (ELCC) Standards

Goal Description

Students will demonstrate mastery of ELCC Standards.

Related Items/Elements

Produce A Portfolio Reflecting Completion Of Embedded Internship Activities Aligned With ELCC Standards 1-6.

Learning Objective Description

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).

🐞 🚜Portfolio Internship Activities

Indicator Description

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 Description

At least 90% of the Instructional Leadership Program students will receive a passing score on their portfolio internship activities.

Findings Description

100% of our students met or exceeded expectations.

🔊 🎜 Portfolio assessment review

Action Description

Conduct a review of the Portfolio assessment results (INSL 6372) to determine degree to which students are meeting standards and

expectations in coursework.

Students Will Demonstrate Mastery Of Learning, Professional Development, Management, And Community Support.

Learning Objective Description

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.

Comprehensive Examination

Indicator Description

All of the students enrolled in the IL MA or MED program will demonstrate master-level knowledge by taking the comprehensive examination.

Criterion Description

At least 90% of our students will earn a passing score on the comprehensive examination.

Findings Description

Out of the 24 Online students who took the Comprehensive Exam in 2016-2017, 24 passed for a 100% passing rate. Of these 24, 5 passed on the second retake with a 80% or higher score.

Out of the 6 traditional students who took the Comprehensive Exam in 2016-2017, 6 passed for a 100% passing rate. Of these, all 6 passed on the first round.

Overall, 24 out of the 24 students who took the Comprehensive Exam in 2016-17, 24 passed.

Results of Comprehensive Exams

Action Description

Analyze results of comprehensive exams for fall, spring, and summer to determine degree of mastery of ELCC Standards.

Update to Previous Cycle's Plan for Continuous Improvement

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

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.

Update of Progress to the Previous Cycle's PCI

Program faculty will continue to revise/modify embedded internship activities for relevance in schools and/or redundancy across courses.

Program faculty will 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.

Plan for Continuous Improvement

Closing Summary

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.

Incorporate results of self-study into long term goals for the INSL program

Assessment Plan Summary
Department: Superintendent Certification

Sam Houston State University

President, Office of

Academic Affairs, Division of

Education, College of

Educational Leadership, Department of

Superintendent Certification

Active Mentorship Experience

Goal Description

The Superintendent Certificate program will provide it students with a mentorship experience throughout the course of their program, including a certified superintendent to supervise the practicum experience.

Related Items/Elements



Learning Objective Description

Superintendent certification candidates will be able to model effective district level leadership strategies and improve their leadership strengths as evidenced by the conclusions of the leadership profile instrument throughout their certification coursework.

🐌 🚣 Leadership Profile

Indicator Description

The Leadership Profile completed by the candidate measures the candidate's perception of their abilities and strengths. The candidate, university supervisor and mentor will develop a plan for improving their leadership qualities over time.

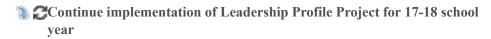
Criterion Description

The Strengths Based Leadership Profile results will be used as a baseline for leadership quality development for the certification candidate.

Findings Description

Each student enrolled in EDAD 6380 - Executive Leadership for Superintendents was asked to take the Strengths Based Leadership Assessment from one of their textbooks entitled, Strengths Based Leadership by Tom Rath. The assessment results were shared with the professor of the course, Dr. Susan Borg. Dr. Borg held individual 45 minute WebEx meetings with each student to discuss the results of the leadership assessment. Each student was asked about their perception of the top five leadership strengths measured by the assessment. Each student was then asked to determine which of the strengths they would like to develop within a project of their choosing that would be part of the superintendent practicum course in the next semester. Dr. Borg documented the

conversations and will ask the students to formalize their project during the practicum course. The purpose of this project is to operationalize the philosophy of strengths based leadership which is to further develop a person's strengths for optimal results. Dr. Borg will have them journal the steps in the project and have future individual discussions about the development of the strengths.



Action Description

The professor will implement the Leadership Strengths Project in the 17-18 school year to continue to improve the strengths of superintendent certification candidates.

Knowledge And Skills Mastery Associated With The Texas State Board Of Educator Certification (SBEC) Standards

Goal Description

Certain knowledge and skills are requisite for becoming an effective public school superintendent. All certification compentencies will be covered throughout the coursework for certification.



Standards vs Course Matrix Superintendent

Related Items/Elements

🐞 🎮 Knowledge And Skills Mastery To Be An Effective Superintendent

Learning Objective Description

Candidates will demonstrate knowledge and skills associated with being an effective superintendent as conceptualized in the Texas Administrative Code and SBEC.

Texas Examinations Of Educator Standards (TExES) For Superintendents (195)

Indicator Description

As required by the Texas Education Code, 21.048, successful performance on educator certification examinations is required for the issuance of a Texas educator certificate. The TExES Principal test is criterion referenced. It is designed to measure the knowledge and skills delineated in the Principal test framework, which is based on the 9 Principal standards that are listed in the Texas Administrative Code Title 19, Part VII, Chapter 241.

Criterion Description

While the State of Texas requires a passage rate of at least 82%, the Superintendent Certification program locally expects that 100% of candidates will pass the TEXES Superintendent test within one year of their completion of the superintendent preparation program.

Findings Description

90% of the students taking the exam passed on the first attempt.



Action Description

The professor will hold unlimited individual or group review sessions as needed before and after initial certification exam administration to improve the passing rate to 95%.

Knowledge And Skills Mastery Of Educational Leadership Constituent Consortium (ELCC) Standards

Goal Description

Superintendent candidates will demonstrate mastery of ELCC Standards throughout the coursework for certification.



Related Items/Elements

™Knowledge And Skills Mastery To Be An Effective Superintendent

Learning Objective Description

Candidates will demonstrate knowledge and skills associated with being an effective superintendent as conceptualized in the Texas Administrative Code and SBEC.

Texas Examinations Of Educator Standards (TExES) For Superintendents (195)

Indicator Description

As required by the Texas Education Code, 21.048, successful performance on educator certification examinations is required for the issuance of a Texas educator certificate. The TExES Principal test is criterion referenced. It is designed to measure the knowledge and skills delineated in the Principal test framework, which is based on the 9 Principal standards that are listed in the Texas Administrative Code Title 19, Part VII, Chapter 241.

Criterion Description

While the State of Texas requires a passage rate of at least 82%, the Superintendent Certification program locally expects that 100% of candidates will pass the TEXES Superintendent test within one year of their completion of the superintendent preparation program.

Findings Description

90% of the students taking the exam passed on the first attempt.



Action Description

The professor will hold unlimited individual or group review sessions as needed before and after initial certification exam administration to improve the passing rate to 95%.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify) Leadership Profile for Superintendent Certification Program

Superintendent Certification students will be given the Leadership Profile from Strengths Based Leadership from Gallup for the first time in summer 2017 during the course titled Executive Leadership for Superintendents – EDAD 6380.

The results will be evaluated and discussed by the professor with each student. The results will be part of the development of a personal leadership plan that will assist the student to improve upon their strengths in preparation to be a superintendent.

The personal leadership plan will also be referenced in future courses and in preparation for the certification exam.

The use of this Leadership Profile from Gallup will be evaluated during the spring of 2019 after two cycles of use to determine continued use of the profile.

Superintendent Certification Test Results

To obtain an 82% passing rate or higher overall for the state certification test each student will:

- participate in an exam review with the coordinator
- take a practice test
- obtain 80% passing score on the practice test.

If the student obtains the 80% score on the practice test, they will be approved to take the state certification test.

If the student is successful on the state certification test, the coordinator will send them an email congratulating them. If the student is not successful on the state certification test, they will participate in an additional review session(s) with the coordinator before attempting the state certification test a second time.

If the student does not obtain an 80% on the practice test, the coordinator will provide additional review sessions to review the areas where the student was unsuccessful and the student will retake the practice exam until an 80% is achieved.

The results of the state certification test will be summarized annually in July to determine results and any additional improvement plan strategies needed.

Update of Progress to the Previous Cycle's PCI Leadership Profile for Superintendent Certification Program

100% of the superintendent certification students were given the Leadership Profile from Strengths Based Leadership from Gallup for the first time in summer 2017 during the course titled Executive Leadership for Superintendents – EDAD 6380.

The results were evaluated and discussed by the professor with each student. The results are part of the development of a personal leadership plan that will assist the student to improve upon their strengths in preparation to be a superintendent.

The personal leadership plan will be referenced in future courses and in preparation for the certification exam. Students will complete a leadership project in EDAD 6383 - Superintendent Practicum. The student will choose a leadership strength that will be the focus of a practicum project under the supervision of the mentor superintendent. The student will provide written or video reflection journals regarding the steps taken to develop the chosen strength through the project. This project will conclude in December 2017.

The use of this Leadership Profile from Gallup will be evaluated during the spring of 2019 after two cycles of use to determine continued use of the profile.

Superintendent Certification Test Results

To obtain an 82% passing rate or higher overall for the state certification test each student will:

- participate in an exam review with the coordinator
- take a practice test
- obtain 80% passing score on the practice test.

If the student obtains the 80% score on the practice test, they will be approved to take the state certification test.

If the student is successful on the state certification test, the coordinator will send them an email congratulating them. If the student is not successful on the state certification test, they will participate in an additional review session(s) with the coordinator before attempting the state certification test a second time.

If the student does not obtain an 80% on the practice test, the coordinator will provide additional review sessions to review the areas where the student was unsuccessful and the student will retake the practice exam until an 80% is achieved.

100% of students obtained an 80% on the practice test after the initial practice test administration or after they attended one review session for review and were approved to take the certification test.

The results of the state certification test will be summarized annually in July to determine results and any additional improvement plan strategies needed.

90% of the students have passed the state certification test as of July 2017. 1 student was unsuccessful due to a family crisis.

Plan for Continuous Improvement of the Superintendent Certification Program

Closing Summary

The coordinator of the superintendent certification program will continue to improve the coursework and outcomes for the students through the implementation of additional review sessions to assist students in obtaining a passing score on the certification exam, provide guidance for students to obtain the required hours required for the performance activity logs, and assign/evaluate the leadership project to improve leadership strengths for certification students.

Department of Language, Literacy and Special Populations

Assessment Plan Summary Department: Literacy EDD

Sam Houston State University

President, Office of

Academic Affairs, Division of

Education, College of

Language, Literacy and Special Populations, Department of

Literacy EDD

Professional Competence In Research

Goal Description

Students will demonstrate professional competence in original research in the area of literacy.

Related Items/Elements



Learning Objective Description

Objective: Doctoral students in Educational Leadership will develop the knowledge and skills in (a) leadership content and (b) research content to complete research topics, as measured by the comprehensive examinations.

The Comprehensive Publication For Submission

Learning Objective Description

Students will prepare a journal-ready article to be presented to the graduate faculty within the program area. This article will be evaluated to determine the knowledge of research and competence within the literacy field demonstrated by the students.

🐞 🚠 Article For Submission

Indicator Description

Feedback on a manuscript review form will indicate strengths and weaknesses within the submission and indicate whether the article would be accepted, accepted with revision or rejected. Based on the feedback, the student will be encouraged to revise or revise and resubmit. If the article is accepted by the committee, the student will be supported through the process of submitting the article to an outside journal for review.

Criterion Description

After all the mentoring regarding producing a publication-ready article, we will claim success if 20% of students have submitted articles for publication.

Findings Description

Out of a total of 32 students, there were five student article submissions. Of these three are published and two are in the editor revise and resubmit stage. Although the criterion was set at a level of 20%, only 16% met the criterion.



Learning Objective Description

Students will demonstrate professional competence in original research in the area of literacy.

🔊 📥 Rubric For Proposal For Dissertation

Indicator Description

Working as a class and under the direction of the proposal class professor and graduate faculty members within the program area, students will construct a rubric for the evaluation of their dissertation proposal. This rubric will then be used by the students and their committee to evaluate the areas of strength and weaknesses in the proposal. It will also be used to guide the student towards addressing any weaknesses.

Criterion Description

Initial rubric results will be evaluated to determine areas of weaknesses within proposals that need to be addressed prior to the defense. After the defense, the proposals will be evaluated to indicate increased learning on the part of the student if the areas of weakness are adequately addressed. Our goals will be that 1) 85% of students will initially have minor weaknesses on the proposal before the defense; and 2) 95% of students will have no weaknesses noted on the rubric after the defense.

Findings Description

At this time the faculty are still revising the rubric that address the areas of weaknesses within the proposals prior to the final dissertation defense. It is anticipated that the faculty will complete the rubric revisions prior to September 15, 2017.



Update to Previous Cycle's Plan for Continuous Improvement

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

Doctoral faculty will mentor students writing for publication in state, national and international journals.

Doctoral faculty and doctoral students will develop a rubric to address strengths and weaknesses in dissertation proposal defenses.

Update of Progress to the Previous Cycle's PCI

Seven doctoral students published articles as a single author or with a faculty mentor in state, national, or international journal. Doctoral faculty and students are in progress of developing a rubric to address strengths and weaknesses in dissertation proposal defenses

Plan for Continuous Improvement

Closing Summary

The Literacy doctoral faculty have determined some of comprehensive exam questions may need to be revised to reflect questions from some new courses that have been created since the last catalogue update. For the 2017-2018 year, faculty will meet to decide what new questions need to be part of the exam and which questions will be eliminated. We will continue to communicate to students about the expectations and upcoming deadlines for meeting expectations.

Seven of the doctoral students published in academic journals, either as a single author or as first author with a faculty mentor in journals at the state, national, or international level. For the 2071-2018 year, the goal is to have ten or more students publish in academic journals. Our students are presenting at conferences, however, they do not always take the conference presentation to publishing. Faculty mentors will work with students to submit their work for publication.

Doctoral students and faculty are in the process of developing a rubric for dissertation proposals. This is a continuing process and the faculty and students are working diligently to create a rubric to addresses strengths and weaknesses in proposal defenses.

Assessment Plan Summary

Department: Reading/Language Arts MED

Sam Houston State University

President, Office of

Academic Affairs, Division of

Education, College of

Language, Literacy and Special Populations, Department of

Reading/Language Arts MED

International Literacy Association Standards Proficiency

Goal Description

We use the knowledge and skills standards developed by the International Literacy Association, the premier professional organization in the field, as the foundation to our program.

Related Items/Elements



Learning Objective Description

Graduates of the Master's of Education in Reading/Language Arts will become proficient in the standards of the International Literacy Association, These standards include Standard 1: Foundational Knowledge Standard 2: Curriculum and Instruction Standard 3; Assessment and Evaluation Standard 4: Diversity Standard 5: Literate Environment Standard 6: Professional Learning and Leadership



Indicator Description

Candidates create a portfolio that demonstrates their proficiency in each standard through work samples and reflection. See attached rubric.

Criterion Description

The reading faculty divide the standards among them (two faculty members per standard) to score the portfolios. Candidates must achieve at least a score of 1 (acceptable) on each standard.

Findings Description

All candidates in the Reading/Language Arts Master's program successfully completed their capstone portfolio project. Portfolios were graded by at least two professors in the program.



Action Description

The 2016-2017 academic year was a good one for the Reading/Language Arts master's program. All graduating candidates successfully completed their portfolios, which were assessed by Dr. Cox and Dr. Durham. Beginning in the 2017-2018 academic year, master's candidates will no longer be completing a portfolio as their capstone project. The new capstone project will be both case studies in READ 5307 and READ 5308 and a report from an action research project completed near the end of their program in READ6320, Research and Literacy Leadership.

55

In 2017-2017, all candidates seeking the Reading Specialist Certification who took the state exam, passed. In 2017-2018, there is a need to better distinguish which candidates will be solely master's candidates, which will be master's candidates who will be sitting for the Texas Reading Specialist exam and those who already have a master's degree, but only want to take the 24 hours required to sit for the exam. We've been working on these details throughout the 2016-2017 year and will continue to refine the program.

We will continue to refine the program to make sure candidates fully meet the ILA (International Literacy Association) standards and the Texas Education Agency (TEA) standards. In the 2016-2017 year, TEA added and amended standards so that we need to revise some program criteria. Currently, confirming that all courses and syllabi meet the ILA and TEA standards is underway.

We are also revising and editing the Sam websites that pertain to our program so that candidates will have a better understanding of the requirements for inclusion in the program.

Finally, faculty is engaged in recruiting more candidates in our program through more outreach than in previous years.

Quality And Effectiveness

Goal Description

Enhance the quality and effectiveness of the academic programs

Related Items/Elements



Learning Objective Description

Graduate Reading Specialist candidates will meet or exceed the established standards of proficiency in the knowledge and skills required for Texas Reading Specialist Certification

🐞 📥 Candidates' Reading Specialist TExES Scores

Indicator Description

Candidates will successfully pass all domains of the Texas Reading Specialist

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certification examination, a standardized test developed by Educational Testing Service.

Criterion Description

It is expected by the department that 100% of students taking the Reading Specialist exam will pass with a score that exceeds the state mean and achieves a score of at least 80% on each of the four domains.

Findings Description

During the 2016-2017 academic school year, all candidates completing the Texas Reading Specialist Certification Exam successfully passed and passed with a score that exceeded the state mean and achieved a score of at least 80% on each of the four domains.

Response to Findings

Action Description

The 2016-2017 academic year was a good one for the Reading/Language Arts master's program. All graduating candidates successfully completed their portfolios, which were assessed by Dr. Cox and Dr. Durham. Beginning in the 2017-2018 academic year, master's candidates will no longer be completing a portfolio as their capstone project. The new capstone project will be both case studies in READ 5307 and READ 5308 and a report from an action research project completed near the end of their program in READ6320, Research and Literacy Leadership.

In 2017-2017, all candidates seeking the Reading Specialist Certification who took the state exam, passed. In 2017-2018, there is a need to better distinguish which candidates will be solely master's candidates, which will be master's candidates who will be sitting for the Texas Reading Specialist exam and those who already have a master's degree, but only want to take the 24 hours required to sit for the exam. We've been working on these details throughout the 2016-2017 year and will continue to refine the program.

We will continue to refine the program to make sure candidates fully meet the ILA (International Literacy Association) standards and the Texas Education Agency (TEA) standards. In the 2016-2017 year, TEA added and amended standards so that we need to revise some program criteria. Currently, confirming that all courses and syllabi meet the ILA and TEA standards is underway.

We are also revising and editing the Sam websites that pertain to our program so that candidates will have a better understanding of the requirements for inclusion in the program.

Finally, faculty is engaged in recruiting more candidates in our program through more outreach than in previous years.

Update to Previous Cycle's Plan for Continuous Improvement

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

New Plan for Continuous Improvement was not created in 2015-2016 cycle.

Strategic Plan

Closing Summary

The College of Education will finalize and implement a new Strategic Plan in the 2017-2018 AY. Likewise, the M.Ed. in Reading/Language Arts is developing a unit Strategic Plan that will support the 9 Goals established by the College Strategic Planning Team. This new plan will be tracked within the Campus Labs system, allowing the M.Ed. in Reading/Language Arts program to monitor progress on the plan. To that end, the Goals and Objectives in the Campus Labs system will be modified to reflect the new M.Ed. in Reading/Language Arts Goals and Objectives. The new Strategic Plan will be the catalyst for continuous improvement.

Assessment Plan Summary

Department: Special Education MA (Low Incidence Disabilities and Autism)

Sam Houston State University

President, Office of

Academic Affairs, Division of

Education, College of

Language, Literacy and Special Populations, Department of

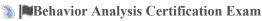
Special Education MA (Low Incidence Disabilities and Autism)

Mastery Of Behavior Analysis Certification Board Task List Knowledge And Skills

Goal Description

Mastery of Knowledge and Skills based on Behavior Analysis Certification Board Task List.

Related Items/Elements



Learning Objective Description

Candidates will pass the Behavior Analysis Certification Exam at percentages comparable to the national average.

🐞 🚣 Percentage Of Candidates Passing Behavior Analysis Certification Exam

Indicator Description

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.

Criterion Description

At least 51% of first time exam takers will pass the Behavior Analysis Certification Exam.

In 2014, our pass rate was 50% and in 2015, the data were unavailable due to a limited number of first time exam takers. As a result, we will maintain the goal of having a pass rate that exceeds the previous (available) year.

Findings Description

In 2016, eight former students took the BCBA exam for the first time. Of the eight students, five passed on the first attempt, resulting in a 62% pass rate. We met and exceeded our goal of 51% of first-time test takers passing the BCBA

59

exam.



Action Description

We exceeded the criterion of 50% of first time test takers passing the BCBA exam. Therefore, we will increase our criterion to 60% of first time test takers passing the BCBA exam.

🐞 🎮 Comprehensive Exams

Learning Objective Description

Candidates will demonstrate mastery of knowledge and skills on comprehensive examinations, referenced to the standards set forth by the Behavior Analysis Certification Board.

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Indicator Description

Faculty-developed rubric scored by two independent faculty members following standards of the Behavior Analysis Certification Board Task List.

Criterion Description

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.

In 2015-2016, 100% of candidates scored above 80% on their initial attempt. However, some of those candidates did require prompting and probing for additional information by faculty. Because the participant pool was small (7 students), we will maintain the criterion of 90% of candidates scoring 80% or better on the rubric

Findings Description

Eleven students completed their oral comprehensive exam in April, 2017. Of the 11 students, 100% of candidates scored 80% or better on the rubric, exceeding our criterion. The mean score was 44.9 out of 50 points (89.8%) with a range of 41/50 to 48.5/50 (82-97%).

🔊 🎜 Comprehensive Exams

Action Description

We will increase the criterion related to passing comprehensive exams from 90% of students passing with a score of 80% or above to 90% of

students passing with a score of 85% or above.

Nalytic Terms (FEBAT)

Learning Objective Description

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.

TEBAT) AFormative Evaluation Of Behavior Analytic Terms

Indicator Description

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 attached- beginning 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 Description

Students will improve their scores on the FEBAT by at least 40% from the initial administration to the final administration.

In 2015-2016, the goal was for students to improve their FEBAT scores by at least 40% from the initial administration to the final administration. Six of seven students met this goal. Therefore, we will maintain this goal.

Findings Description

Of the 11 students that completed the FEBAT, 9 of 11 students (89%) improved their scores by 40% or more. Many of the students improved by percentages much larger than 40% due to very low initial scores.



Action Description

We will maintain the criterion that 50% of candidates will score 70% or better on the FEBAT rubric (see attached) at the final administration. We will no longer assess improvement from the first administration to the final administration because most students score very low on the initial assessment due to the requirement of behavioral terminology.

🐌 🚣 Passing Rates On FEBAT

Indicator Description

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 attached- beginning 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 Description

50% of candidates will score 70% or better on the FEBAT rubric (see attached) at the final administration.

In 2015-2016, the goal was to have 50% of candidates score 80% or above on the final administration; however, only one student out of seven met this goal. Therefore, we have reduced the goal for this year.

Findings Description

In Spring 2017, 11 students completed the FEBAT. The mean score was 64.4%, with a range of 40-85%. Of the 11 students, six students (55%) scored 70% or above, meeting the criterion.

TEBAT scores

Action Description

We will maintain the criterion that 50% of candidates will score 70% or better on the FEBAT rubric (see attached) at the final administration. We will no longer assess improvement from the first administration to the final administration because most students score very low on the initial assessment due to the requirement of behavioral terminology.

Production Of Scholarly Research Project

Goal Description

Candidates will write a research paper, conforming to APA style

Related Items/Elements



Learning Objective Description

Candidates will develop a high-quality research proposal in SPED 6314. Candidates will demonstrate mastery of this skill by the end of 6317.

🐌 🚣 Passing Rate On Research Project

Indicator Description

The research project will be scored by instructors of SPED 6315 or SPED 6317.

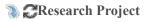
Criterion Description

80% of candidates will score 80% or better on the attached rubric for the final research project.

In 2015-2016, we evaluated scores on the research proposal in SPED 6314. However, not all students were able to produce a high quality research proposal by the end of the course due to changes in jobs and delays to IRB approval. Therefore, we will modify the criteria and aim for 80% of students to achieve the 80% criterion on the final research project.

Findings Description

In Spring 2017, 10 students were enrolled in SPED 6315 and completed a research project. Of the ten students, four students completed a literature review and six students conducted an experimental research project. The mean score out of 160 points was 141.5 (88.4%). The range of scores was 110/160 (69.8%) to 157/160 (98.1%). Of the 10 students, nine students (90%) received a score above 80%, exceeding the criterion.



Action Description

We will maintain the criterion that 80% of candidates will score 80% or better on the attached rubric for the final research project.

We will continue to identify ways to improve outcomes for the LIDA students. Regarding research, we will continue to encourage students to begin their research projects early, require multiple drafts, and meet with students frequently to discuss progress on their research projects. For the upcoming year, we plan to continue these initiatives and have some of our classes co-taught among the faculty to provide a wider perspective of data analysis.

To improve BCBA pass rates, we will continue to incorporate a preparatory testing service called Behavior Development Solutions into the coursework and focus on the blend of conceptual, ethical, and practical issues related to behavior analysis in classes. We plan to also increase in-class and online discussions to facilitate the learning process.

To maintain comprehensive exam scores, we will continue having the students subscribe to Behavior Development Solutions. We are also going to incorporate a skill check list into our practicum and internship courses so that students are required to read about a topic, observe the skill, and then practice implementing the skill. An emphasis of the practicum courses will now be data analysis and discussion to provide extra opportunities to practice these skills.

Update of Progress to the Previous Cycle's PCI

All objectives were met this year for students enrolled in the LIDA program. We will continue to work closely with students, provide frequent advisement, and provide access to additional resources. Because all objectives were met, we will increase the criterion for the BCBA pass rate from 51% to 60% and the criterion for comprehensive exams from 80% of students passing with 80% or above to 90% of students passing with 85% or above. We are going to remove the objective that students must improve their FEBAT scores by at least 40% because most students are scoring extremely low during the initial attempt; the final administration score of the FEBAT is a better measure of information learned in the LIDA program.

Plan for Continuous Improvement

Closing Summary

All objectives were met this year for students enrolled in the LIDA program. We will continue to work closely with students, provide frequent advisement, and provide access to additional resources. Because all objectives were met, we will increase the criterion for the BCBA pass rate from 51% to 60% and the criterion for comprehensive exams from 80% of students passing with 80% or above to 90% of students passing with 85% or above. We are going to remove the objective that students must improve their FEBAT scores by at least 40% because most students are scoring extremely low during the initial attempt; the final administration score of the FEBAT is a better measure of information learned in the LIDA program.

Department of Library Science

Assessment Plan Summary

Department: Library Science MLS

Sam Houston State University

President, Office of

Academic Affairs, Division of

Education, College of

Library Science, Department of

Library Science MLS

Master Texas Educator Standards For School Librarians

Goal Description

Candidate knowledge and skills to meet Texas Educator Standards

Related Items/Elements



🔊 🎮 Candidate Knowledge, Skills, And Dispositions

Learning Objective Description

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 - Librarianship, Information Science, and Technology.



Indicator Description

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 Description

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.

Findings Description

Library Science candidates who completed the program during the 2016-2017 academic year contributed to the following findings:

82% of the candidates were successful in passing the TExES certification exam on their first attempt. This is above the criterion of 80%. This is up from 77% in the pervious academic year.

66

87% of the candidates were successful in passing the TExES certification exam for the 2016-2017 academic year. This is greater than the previous academic year of 81%.



Action Description

Candidates will pass the TEXES Exam for School Librarian, and 90% 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 100% of candidates.

Portfolio Demonstrating Mastery Of Standards

Goal Description

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

Related Items/Elements



Learning Objective Description

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.

🔊 🚠 Final Assessment Portfolio

Indicator Description

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 Description

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.

Findings Description

For 2016-2017 academic year, the evaluation criteria changed mid-year. Beginning in Spring 2017, candidates were evaluated using the titles Met and Exceeds Expectations, which replaced Acceptable and Target. 47% of the candidates scored Met and 47% of the candidates scored Exceeds Expectations. The criterion was not met.



Action Description

Since candidates did not meet the desired ratio of 20% Met and 80% Exceeds Expectations, the percentages will remain the same.

Update to Previous Cycle's Plan for Continuous Improvement

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

For mastery of Texas Educator Standards for School Librarians, faculty members will administer the preparation and pretest sessions. A practice test has been added as a benchmark for students mid-way through the library science program to help candidates prepare for the certification examination.

In addition, faculty members will monitor coursework, benchmark performance, and curriculum in support of candidate learning. New rubrics for the benchmarks were scheduled to be implemented in Spring 2017 to more closely align with national accreditation standards that changed when NCATE became a subsidiary of CAEP.

Update of Progress to the Previous Cycle's PCI

For mastery of Texas Educator Standards for School Librarians, faculty members administered the preparation and pretest sessions. The practice test was added to LSSL 5334 and the pretest to LSSL 5337 as benchmarks for candidates as they progress through the library science program in preparation for the certification examination.

In addition, faculty members monitored coursework, benchmark performances, and curriculum in support of candidate learning. New rubrics for the benchmarks were implemented in Spring 2017 to more closely align with national accreditation standards that changed when NCATE became a subsidiary of CAEP. As a result, candidates' preparedness for the certification exam has improved.

Closing Summary

Since the library science program is moving towards the new CAEP standards for accreditation (formerly NCATE), faculty members updated the rubrics for assessing the Final Assessment Portfolio to match the CAEP requirements during the 2016-2017 academic year. This led to a change in scoring and student preparation. From the findings, candidates did not meet the desired ratio of 20% Met and 80% Exceeds Expectations. Faculty members will continue to support candidates using benchmarks established to meet the ALA/AASL Standards for the Initial Preparation of School Librarians (2010) and the Texas Education Administrative Code Title 19, Part 7, Chapter 239, Subchapter B, Rule §239.55. So, the criterion will remain the same for 2017-2018.

The Texas Education Agency in the near future will require a cohort of candidates to have a combined pass rate of 90% on the state's certification exam. In order to prepare for that requirement, the library science program will continue to administer practice test sessions that support candidate preparation for the certification exam. Since the criterion were met for 2016-2017, the new criterion set at 90% pass rate for the initial attempt and an overall 100% pass rate for 2017-2018.