Sam Houston State University

2012-2013

College of Education

Department of Curriculum and Instruction

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2012 - 2013

Instructional Technology MED

View & Request Level Feedback

Goal	Mastery Of Procedures, Policies, Planning, And Budgeting For Technology Environments 🔑	⊟
	Program Quality And Effectiveness	

Objective (L)　　**Candidates Will Demonstrate Mastery Of Procedures, Policies, Planning, And Budgeting For Technology Environments** 🔑

Technology facilitator candidates in the Master of Education in Instructional Technology program will demonstrate mastery of the development and implementation of technology infrastructure, procedures, policies, plans, and budgets for PK-16 schools or business/industry.

Indicator　　**Comprehensive Examination: Field And Employment Experiences Portfolio** 🖊 🔑

Candidates seeking the Master of Education in Instructional Technology degree must complete, during their last semester of the program, a comprehensive examination requiring reflection on broad concepts, theories, and practices presented in the program as related to each of the ISTE Technology Facilitation Standards. Curriculum and Instruction and Computer Science faculty teaching in the program assess the reflections. Candidates are required to pass the comprehensive examination before they are allowed to graduate with their Master of Education in Instructional Technology degree.

As a graduate candidate in the College of Education Master of Education in Instructional Technology program, it is expected that candidates will have experiences with PK-16 faculty and technology leaders in diverse settings, and will work with technology support personnel to maximize the use of technology resources by administrators, teachers, and students to improve student learning. These experiences may or may not be directly related to specific course work, and should be a product of the various settings where candidates are employed or sought additional knowledge. In order to demonstrate proficiency in serving as a technology facilitator, candidates are required to: maintain a log and checklist, documenting multiple and varied (diverse) field experiences connected to the Technology Facilitation Standards at the letter and number level (i.e. TF-I.A.1); maintain anecdotal notes, documenting observation of each technology facilitation standard at the letter level (i.e. TF-I.A); and complete written reflections highlighting field and work experiences as they relate to each technology facilitation standard TF-I through TF-VIII.

Field and Employment Experiences (FEE) Documentation Log

Candidates are expected to seek multiple and varied field and employment experiences working with faculty and technology support personnel to maximize the use of technology resources by administrators, teachers, and students to improve student learning. Although the number of observation hours is unstipulated, candidates are expected to observe several of the Technology Facilitation Standards each semester in the Program, with all standards (at the letter and number level; i.e. TF-I.A.1) having been documented as part of the Comprehensive Examination requirements.

Field and Employment Experiences (FEE) Anecdotal Notes

During focused field and employment experiences, candidates use an Anecdotal Notes form to take observation notes tied to each Technology Facilitation Standard (at the letter level; i.e. TF-I.A) that describe what is seen, heard, and thought.

Field and Employment Experiences (FEE) Technology Facilitation Standards Reflections

Using an Observation Protocol and Technology Facilitation Standards Reflection rubric, the candidate writes eight reflections that provide evidence of mastery of each of the Technology Facilitation Standards TF-I through TF-VIII. The candidate is expected to: examine how these experiences could impact professional behavior and enhance development as a technology facilitator; identify future actions related to course readings and objectives for improved teaching practice and professional growth; and reflect on performance of faculty and technology support personnel in these experiences and link experiences to student learning.

Criterion

Comprehensive Examination: Field And Employment Experiences Technology Facilitation Standards Reflection For Standard TF-VII

At least 85% of candidates during the 2012-2013 academic year will achieve a score of "Indicator Partially Met" or "Indicator Met" on the Technology Facilitation Standards Reflection for Standard TF-VII (Procedures, Policies, Planning, and Budgeting for Technology Environments), with at least 50% of candidates achieving a score of "Indicator Met".

We retired the PowerPoint presentation objective and added this new one.

Finding

Comprehensive Examination: Field And Employment Experiences Technology Facilitation Standards Reflection For Standard TF-VII Results

The results from the Comprehensive Examination Field and Employment Experiences Technology Facilitation Standard VII Reflection indicate that the criterion were only partially met for the 2012-2013 assessment cycle. While 90% of the sampled candidate papers scored 4 (Indicator Partially Met) or higher, only 43% scored 8 (Indicator Met). This indicates that while our candidates are able to sufficiently develop and implement technology infrastructure, procedures, policies, plans, and budgets for PK-16 schools or business/industry, more work is needed to ensure that we are producing proficient technology facilitators within the discipline. The complete report detailing our findings is attached.

Action

Comprehensive Examination: Field And Employment Experiences Technology Facilitation Standards Reflection For Standard TF-VII Action

The findings from the Comprehensive Examination Field and Employment Experiences Technology Facilitation Standard VII Reflection were discussed at the end-of-year faculty meeting. In response to these findings, the faculty decided to implement curricular and pedagogical changes designed to further emphasize content knowledge of Procedures, Policies, Planning, and Budgeting for Technology Environments (Standard TF-VII). In particular, the faculty agreed to provide specific opportunities for application of this standard during the Practicum for Technology Facilitation (CIED 5369) and companion Development of Technology Infrastructure in School (CSTE 5338) course. Additionally, program faculty will continually prompt candidates, through content instruction and assignment guidelines, to examine how program experiences are linked to Standard TF-VII.

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Goal

Mastery Of American Psychological Association (APA) Writing Style

Program Quality and Effectiveness

Objective (L)	**Candidates Will Demonstrate Mastery Of American Psychological Association (APA) Writing Style** 🔑
	Technology facilitator candidates in the Master of Education in Instructional Technology program will employ American Psychological Association (APA) Style in formal writing, including internal documentation and works cited.
Indicator	**American Psychological Association (APA) Writing Style In Formal Writing** 📎 🔑
	A common embedded portion of each literature review assignment developed by program faculty will require proper use of APA style, including internal documentation and works cited.
Criterion	**American Psychological Association (APA) Writing Style In Annotated Bibliography (CIED 5367)** 🔑
	At least 85% of candidates during the 2012-2013 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 raised the criterion to 85%.
Finding	**American Psychological Association (APA) Writing Style In Annotated Bibliography (CIED 5367) Results** 📎 🔑
	The results from the Annotated Bibliography American Psychological Association (APA) Writing Style assessment indicate that the criterion were only partially met for the 2012-2013 assessment cycle. While exactly 85% of the sampled candidate papers scored 19 (Indicator Partially Met) or higher, only 45% scored 23 (Indicator Met) or higher. This indicates that while our candidates are able to write sufficiently using APA style, more work is needed to ensure that we are producing proficient writers within the discipline. The complete report detailing our findings is attached.
Action	**American Psychological Association (APA) Writing Style Action** 🔑
	The findings from the Annotated Bibliography American Psychological Association (APA) Writing Style assessment were discussed at the end-of-year faculty meeting. In response to these findings, the faculty decided to list the Publication Manual of the American Psychological Association (6th edition) as a required course text in all courses and assess all research based assignments for proper APA 6th edition style. Faculty will prompt candidates to review basic rules to properly using APA 6th edition (as opposed to 5th edition) style to cite resources, especially in the first courses in the program. Candidates will also be provided with tutorials on proper use of APA 6th edition writing style.

Previous Cycle's "Plan for Continuous Improvement"

As a faculty, we will encourage students to present at professional development conferences and meetings by reviewing with them any documentation feedback from presentation attendees and through mentoring students in presentation effectiveness. Presentations being completed throughout the Program will be assessed for effective development, including text elements, layout, graphics, and internal/external navigation.

Also, in an effort to increase the percentage of Masters of Education in Instructional Technology candidates who correctly practice proper APA 6th edition formatting skills in formal writing, APA 6th edition formatting in

candidate's formal written work being completed earlier throughout the Program will be assessed as part of their evaluative grades.

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

During the 2012-2013 cycle, the Master of Education in Instructional Technology program has been able to successfully implement all of its planned actions from the previous cycle. Beginning in the fall semester, presentations completed in all program courses were evaluated for effective development, including text elements, layout, graphics, and internal/external navigation. As a result of sufficient progress, we retired the PowerPoint presentation objective and added one requiring more immediate attention. Additionally, two faculty members met with students planning to present at a state conference in the spring to discuss presentation effectiveness and review their planned presentation.

In an effort to increase the percentage of Master of Education in Instructional Technology candidates who correctly practice proper APA 6th edition formatting skills in formal writing, all research-based assignments began being assessed for correct usage of APA 6th edition formatting. A formal writing assignment requiring the proper use of APA 6th edition formatting was also added to the assessments administered during candidate's first semester in the program.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2012 - 2013 Cycle Findings.

The finding from the 2012-2013 assessment cycle indicated that candidates in Master of Education in Instructional Technology degree program were not performing as expected with regard to content knowledge of Procedures, Policies, Planning, and Budgeting for Technology Environments (Standard TF-VII) and writing using APA style. Faculty will meet during the fall 2013 semester to discuss curricular changes that can be made to reinforce instruction on procedures, policies, planning, and budgeting for technology environments (Standard TF-VII). Decided changes will be implemented into the curriculum beginning during the Practicum for Technology Facilitation (CIED 5369) and companion Development of Technology Infrastructure in School (CSTE 5338) course in the Spring 2014 semester.

To continue to encourage candidates to correctly practice proper APA 6th edition formatting skills in formal writing, the Publication Manual of the American Psychological Association (6th edition) will be a required course text in all courses beginning in the Fall 2013 and all candidates will be provided with tutorials on proper use of APA 6th edition writing style. Formal writing assignments will continue to be assessed for proper APA 6th edition formatting.

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SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2012 - 2013

Interdisciplinary Studies BA, BS (Elementary EC-6)

View & Request Level Feedback

Goal	Program Quality And Effectiveness 🔑
	Program Quality and Effectiveness

Objective (L)
Candidates Will Be Able To Plan, Implement, Assess, And Modify Effective Instruction For All Learners. 🔑

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

Indicator
Pass Rates On The Teacher Work Sample 🔑

The Teacher Work Sample (TWS), adapted from The Renaissance Partnership for Improving Teacher Quality Project (http://fp.uni.edu/itq), is a performance assessment designed to demonstrate evidence of Sam Houston State University candidates' ability to facilitate learning for all students. This sample illustrates the candidate's ability to plan, implement, modify and assess instruction during their student teaching semester. 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. Candidates score a 1 - they have to redo the assignment; a 2 or 3 demonstrates that the candidate proficiently completed the document.

Criterion
Teacher Work Sample (TWS) Scores 📎🔑

At least 87% of candidates during the 2012-2013 academic year will achieve a score of 2 or 3 on the Teacher Work Sample. Information on Scoring Procedures: As recommended by the Renaissance Group, each candidate's Teacher Work Sample is blindly scored by a minimum of two trained scorers. Each scorer evaluates and assigns a score of three(target), two (acceptable), or one (unacceptable) to each indicator, Additionally an overall score of three, two or one is given to each of the seven processes as well as and an overall three, two or one to the entire Teacher Work Sample. If the first two scorers agree on the overall Teacher Work Sample score, the scoring process is complete. However, if the two scorers do not agree the Teacher Work Sample is scored for a third, possibly fourth time, until agreement is reached. For this reason, the data presented in the following charts represents the number of scorings not the number of Teacher Work Samples scored. Once agreement is reached on the Teacher Work Sample score, the overall scores are sent to the student teachers.

Finding
Teacher Work Sample Scores 🔑

For the academic year 2012-2013, results from 276 teacher candidates enrolled in the EC-6 program showed 97.5% of them received either a "3" (target) or a "2" (acceptable) on the Teacher Work Sample (TWS). Hence, the criterion (87%) has been met. Specifically, 64.5% of the candidates scored a "3" (target) while 33% scored a "2" (acceptable).

Action	**Scores On The Teacher Work Sample** 🔑

Results on the EC-6 candidates' TWS scores by domain showed, overall, the candidates scored the lowest on the Assessment Plan (mean=2.51 out of 3.0). While our candidates did better (mean=2.63 out of 3.0) in designing instruction, they need more help in designing well-aligned assessments using multiple modes and measuring higher-order thinking. Using the 2012-2013 findings on the Teacher Work Sample (TWS), instructors teaching the content methods courses will focus more on helping candidates develop competencies is using different modes of assessments for formative and summative purposes. Course syllabi will be revised in order to emphasize "assessment for learning". Although our candidates take an assessment course in student teaching semester, teaching the different modes for assessing student learning will be emphasized in each content methods (mathematics, science, and social studies) course. The candidates in the content methods semester will be required to design a TWS using varied modes of assessment as a major assignment. Candidates' use of technology use will also be assesed.

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

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.

1. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

2. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

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.

4. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

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

Indicator	**Pass Rates On PPR Certification Exams** 🔑

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

Each TExES examination is criterion-referenced and is designed to measure a candidate's level of content knowledge and skills appropriate for educators in the State of Texas. Each test was collaboratively developed by the State Board of Educator Certification (SBEC), National Evaluation Systems, Inc. (NES), an independent corporation specializing in educational measurements, with additional participation by committees of Texas educators. Individual test items developed to measure the state competencies were reviewed and rated by the various committees of Texas educators to ensure appropriateness of content and difficulty, clarity, and accuracy. These committees also ensured that the test items matched the appropriate competencies and were free from

potential ethnicity, gender, and regional biases. The committees also helped prepare scoring rubrics for written response items and training materials for those who would score the tests.

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

Criterion	**Pass Rates For EC-12 PPR Certification Exam** 🔎
	First time pass rates on all levels of the Pedagogy and Professional Examinations will exceed 85%. 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 first time pass rate instead of the overall pass rate for the 2012-2013 academic year.

Finding	**State Exam PPR (Pedagogy And Professional Responsibilities)** 🔎
	For the academic year 2012-2013, 291 teacher candidates in the EC-6 program took the PPR for the first time. Out of these number, 286 (98%) passed the teacher certification examination (PPR). Comparing the TX state average passing rate on the PPR which is 90%, it shows our candidates surpassed the state average. However, the state average does not refer to first time takers. So it is possible the first time takers is lower than 90% for the state average.

Action	**Scores On Texas Teacher Examination (PPR EC-12)** 🔎
	Although our candidates had 98% passing rate in the PPR EC-12, further analysis of data showed that our candidates scored lower in 2 domains out of 4: Designing Instruction, assessment to promote student learning, and Implementing effective and responsive instruction and assessment. Hence these 2 areas will be addressed by each content methods instructor when teaching about lesson planning to meet the needs of diverse learners. Specifically, to help candidate become familiar with the rationale, language, and format of the PPR teacher certification examination questions, each instructor (in the methods semester) prepares 10 sample questions from his/her content area (includes Classroom Management) and use these items for either pre or post assessment in the course. Instructors or candidates will discuss/analyze questions and rationalize choice of acceptable and unacceptable answers. Instructors will use sample test items as a sponge activity, closing activity, etc. using cards, small group discussions, and self assessment. The certification office will provide data to the faculty on the practice test results prior to the actual test.

Previous Cycle's "Plan for Continuous Improvement"

During the 2011-2012 academic year, the Interdisciplinary Studies (EC-6) program was very successful. Our goal of "Candidates will be able to plan an effective lesson was met at the 98.4% level. Not all students were successful but after reviewing all data in the program, the faculty feels the area of modification of learning for all students should be a key focus during the 2012-2013 year. For this reason, the main goal for 2012-2013 will be "Candidates will be able to plan, implement, assess and modify effective instruction. This will give the faculty an

overall, and actually, a more complete picture of how the candidates impact the learning of EC-6 students.

Faculty will work this next year to infuse the technology and ELPS into instruction which have been added to the TExES PPR.

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

For two academic years prior to 2012-2013, we have reported progress on 3 goals for the Interdisciplinary Studies EC-6 Program (Elementary Education). After input from the faculty it was decided to merge the two goals into one goal since there was so much overlap between the two. In place of the lesson plan (as the indicator), we used the Teacher Work Sample (TWS), completed in student teaching semester, in order to present palpable evidence that our candidates are not only able to plan, implement, and assess instruction but that they are also making positive impact in theirs students' learning and achievement. As stated in the 2011-2012 report, we have implemented several initiatives to help candidates succeed on the TWS using the set criterion. Some of these included: requiring TWS in the methods semester, getting extensive feedback from the instructors on improving the TWS, and conducting workshops/help sessions during the student teaching semester. These measures seemed to have worked as revealed in 2012-2013 data showing that our candidates surpassed the 87% criterion (set for 2012-2013) on the TWS as data showed 97% met expectations.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2012 - 2013 Cycle Findings.

The faculty teaching in the EC-6 Program will continue to meet and plan collaboratively, as a committee, to identify areas of improvement and ways to support our teacher candidates in becoming highly effective teachers for a diverse population. For example, we will review our course syllabi before the start of each semester to ensure that both national and state standards are addressed. We will continue to analyze data (from TK20) to help with program improvement. More specifically, the instructors will prepare teacher candidates to teach 21st century skills such as, critical thinking and problem solving. To support these goals, the faculty will continue to model and adapt project based learning (PBL) as a primary methodology in all our courses. We will require at least one major PBL assessment during the content methods semester. All these should help us meet goal 1 with more depth and rigor. Our candidates should be able to plan, implement, assess, and modify effective instruction that supports 21st century skills (communication, critical thinking, problem solving).

For goal 2 (demonstrate mastery of the state educators standards assessed in the PPR), the original criterion (85% first time passing rate) has been met. In addition, our higher criterion (93%) set for 2012-2013 was met (98% passing rate for first time test takers). In anticipation for a much more rigorous revised PPR (for EC-12 certification) examination, the faculty will have the following measures in place in order to improve weak areas. Two domains on the PPR (Designing Instruction, assessment to promote student learning, and Implementing effective and responsive instruction and assessment) will be reinforced in all our content methods courses. These two areas will be addressed in previous courses where lesson planning to meet the needs of diverse learners is taught. To help candidate become familiar with the rationale, language, and format of the PPR teacher certification examination questions, each instructor (in the methods semester) prepares 10 sample questions from his/her content area (includes Classroom Management) and use these items for either pre or post assessment in the course. Both instructors and candidates will discuss/analyze questions and rationalize choice of acceptable and unacceptable answers. The faculty will further involve the certification office to provide feedback on the practice test results so that areas of concern can be identified prior to the state examination date. Finally, the content methods instructors in the EC-6 program will emphasize modeling and requiring interdisciplinary learning units (with technology integration). This will result in a stronger alignment with the PPR state teacher examination. This plan should raise our passing rate (first time) to 95%.

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SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2012 - 2013

Post Baccalaureate Alternate Route To Certification

View & Request Level Feedback

Goal	Program Quality And Effectiveness 🔑	⊟
	Increase Program Quality And Effectiveness	

Objective (L)

Certification 🔑

To teach in Texas, degree candidates will demonstrate knowledge and skills to seek certification by the State Board of Education Certification (SBEC) through administered exams developed by the SBEC.

Indicator

Certification Examinations 🔑

All 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). The Pedagogy and Professional Responsibilities Certification Examination is required of all certification candidates. The remaining 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.

Criterion

Pass Rates For All Pedagogy And Professional Responsibilities Examination (PPR) 🔑

Overall, Post Bacc candidates passing the PPR exam will meet or exceed 85%, both overall and within each Program level. 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 2012-2013. Scores will reflect that at least 85% of Post-Bacc students passed the PPR exam on the first attempt.

For the second year in a row weaker areas were domains three (instruction and assessment) and four (professional roles and responsibilities). We are doubling our efforts to improve these areas for 12-13.

Finding

Pass Rates For All PPR Exams Achieved 🔑

Candidates have several more opportunities to take and pass the PPR exam before the year is complete. This data is based on first attempts. The EC-12 PPR pass percentage for Post-Bacc candidates was 100% for the 2012-2013 year. We met the criterion, which we will leave in place for the coming year. Weaker areas were once again instruction and assessment as well as professional roles and responsibilities.

Action

Improve Candidate PPR Certification Exam Scores 🔑

All candidates will take the EC-12 PPR exam from this year forward. For this reason, we will work very hard to make sure all candidates are familiar with all ages and stages of development. We will focus more diligently on the areas of instruction and assessment as well as professional roles and responsibilities, areas still in need of iimprovement.

Objective (L)   **Modifying Instruction** 🔑

Certification candidates will demonstrate their ability to modify instruction when appropriate.

Indicator   **Teacher Work Sample** 🔑

The Teacher Work Sample (TWS) has been a very successful indicator for our candidates in the past. This year we will focus on one area of the TWS that considers a candidate's ability to modify instruction. A Post-Bacc candidate must score well on the entireity of the TWS, and historically they have. The section that covers the modification of instructional practices for all learners will be our focus.

Criterion   **Teacher Work Sample Scores** 🔑

85% of candidates during the 2012-2013 academic year will achieve a score of at least a "2" or "3" on the section of the TWS "Modifying Instruction." As recommended by the Renaissance Group, each candidate's TWS is blindly scored by a minimum of two trained scorers.

Finding   **Desired Criteria Achieved** 🔑

90.7% of candidates achieved a score of "3" or "2" on the TWS. Assessment still manifests itself as a weaker area for us, although still acceptable.

Action   **Percentage Of Candidates Scoring Leveled Off** 🔑

Each semester, the faculty in the alternative certification program plan and implement new strategies based on assessment data to assist our candidates in successfully completing the Teacher Work Sample. This is evident in that at 90.7% of all candidates met the minimum standard.

Since 90.7% of candidates demonstrated mastery on this assessment, the faculty would like to focus on improving modifications for instruction for all students. Our candidates must be able to demonstrate planning, implementing instruction, assessing instruction and modifying instruction for all learners. The area of modification of instruction for all learners is where the faculty will focus in the future.

Previous Cycle's "Plan for Continuous Improvement"

During the 11-12 academic year the Post-Bacc Certification program achieved all of our goals. However, there are a few areas where the faculty will focus during 2012-2013. One area is the candidates ability to modify instruction for all learners. This trend was identified in the Teacher Work Sample data as well as in the Lesson Plan data. Another area of focus is the infusing of the technology, understanding student diversity, and ELPS standards throughout the program to improve the candidates' performance on the new EC-12 PPR. Finally, the goal of "Candidates will be able to plan an effective lesson" will be replaced because this goal has been met.

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

These current goals continued to be met.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2012 - 2013 Cycle Findings.

During the 12-13 academic year the Post-Bacc Certification program achieved all of our goals. However, there are a few areas where the faculty will focus during 2013-2014. One area is the candidates ability to modify instruction for all learners. This trend was identified in the Teacher Work Sample data as well as in the Lesson Plan data. Another area of focus is the infusing of the technology, understanding student diversity, and ELPS standards throughout the program to improve the candidates' performance on the new EC-12 PPR.

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SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2012 - 2013

Secondary Education (SED)

View & Request Level Feedback

Goal	Effective Lesson Planning 🔍

Lesson planning for effective secondary student learning outcomes.

Objective (L) **Effective Methods Block Lesson Plans** 🔍

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

Indicator **Methods Block Lesson Plans Assessment** 🔍

During the classes of Methods Block, 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) 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.

Criterion **Methods Block Lesson Plan Assessment Scores** 🔍

90% of candidates during the 2012-2013 academic year will achieve a score of "3" on the Methods Block Lesson Plan. The lesson plan format is in place and ready to use. From the Findings in Goals 2009-2010, the lesson plan rubric will continue to be adjusted to give not only a score on the four sections of the lesson plan, but also to provide an overall score of 3, 2, or 1.

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.

Using the Findings from 2012-2013, 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.

In addition, since the Pre-Assessment scores on Lesson Plans cannot be disaggregated from the Post-Assessment scores on the Lesson Plans, instructors will no longer have students submit their Pre-Assessment Lesson Plans into TK20.

We anticipate that our increased focus on evaluation strategies, a weakness now for two years in a row, will have improved this area.

Finding **Methods Block Lesson Plan Assessment Scores** 🔍

91% of secondary teacher candidates passed the EC-12 Pedagogy and Professional Responsibilities Certification Examination. There were 184 attempts and 167 passed. While the 93% criteria was not met, strategies are continuing to be employed in all of the Secondary Methods courses which address the lower-scoring areas.

Action   **Methods Block Lesson Plan Assessment Scores** 🔍

81% of the teacher candidates scored a 3 on the Methods Block Lesson Plan. While the 90% criteria was not met, 94% 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.

Action   **Methods Block Lesson Plan Assessment Scores** 🔍

Analysis of the data showed that the secondary teacher candidates scored lowest in the Setting and Closure thus, this is an area that will be addressed often by each methods instructor when teaching about lesson planning.

Goal   **Certification** 🔍

Certification is required to teach in public schools.

Objective (L)   **Mastery For Certification** 🔍

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

Indicator   **Certification Examination** 🔍

All 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 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 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   **Certification Examination Scores** 🔍

93% 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 2013-2014, through May of 2014.

From the 2010-2011 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.

Finding

Certification Examination Scores 🔑

91% of secondary teacher candidates passed the EC-12 Pedagogy and Professional Responsibilities Certification Examination. There were 184 attempts and 167 passed. While the 93% criteria was not met, strategies are continuing to be employed in all of the Secondary Methods courses which address the lower-scoring areas.

Action

Certification Examination Scores 🔑

Analysis of the PPR data showed that the secondary teacher candidates scored lowest in the first domain (there are four domains) – Designing Instruction: appropriate strategies for English Language Learners (ELL). Thus, this is an area that will be addressed often by each methods instructor when teaching about lesson planning to meet the needs of diverse learners. Specifically, to help candidate become familiar with the rationale, language, and format of the PPR teacher certification examination questions. Each instructor (in the methods semester) will prepare sample questions and use these items for either pre or post assessment in the course. Instructors and/or candidates will discuss/analyze questions and rationalize choice of acceptable and unacceptable answers. Instructors will use sample test items as a sponge activity, closing activity, etc. using cards, small group discussions, and self assessment. The certification office will provide data to the faculty on the practice test results prior to the actual test.

Goal

Effective Teaching 🔑

Candidates demonstrate effective teaching

Objective (L)

Teaching Quality 🔑

Secondary education candidates will demonstrate elements of effective teaching.

Indicator

Teacher Work Sample Assessment 🔑

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.

Criterion

Teacher Work Sample Scores 🔑

75% of candidates in the 2013-2014 academic year 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 as in the previous year, Assessment Plan and Analysis of Student Learning. We anticipate that our increased focus in these areas will find these areas improved

Finding

Teacher Work Sample Scores 🔑

The reporting data for the TWS provided by the college now designates the percentage of matching scores. That is, what percentage of test takers received matching scores of 3 on two blind reviews, what percentage received matching scores of 2, etc. The score of candidates receiving matching 3's was 53.6%. The score of candidates receiving matching 2's was 43.0%. If we examine scores of matching 2's and matching 3's (acceptable and target), the score was 96.6%.

Action

Teacher Work Sample Scores 🔑

Each semester, the faculty in the Secondary Methods Program, plan and implement new strategies based on assessment data to assist our candidates in successfully completing the Teacher Work Sample. This is evident in that 96.6% of all candidates met the minimum standard. Of the test takers, 53.6% received matching scores of 3, while 44.0% received matching scores of 2.

Since 96.6% of candidates demonstrated mastery on this assessment, the faculty would like to focus on improving modifications for instruction for all students. Our candidates must be able to demonstrate planning, implementing instruction, assessing instruction and modifying instruction for all learners. The TWS component which was lowest overall was Instructional Implications; therefore, this component will be addressed by the Secondary Methods faculty in order to come up with a plan to improve candidates' scores.

Previous Cycle's "Plan for Continuous Improvement"

For the 2010-2011 academic year, the Curriculum and Instruction Secondary Education Program (CISE) was partially successful in reaching its goal. The overarching goal focused on program quality and effectiveness and was underpinned by three objectives: (1) Secondary education candidates will be able to plan an effective lesson, (with the criteria of 85% of the secondary students will receive a score of "3" on the methods block lesson plan), (2) Secondary education candidates will be able to demonstrate knowledge, skills, and dispositions of effective teaching and learning of secondary students (with the criteria of 85% of secondary student education candidates will pass the Pedagogy and Professional Responsibilities Certification Examination), (3) Secondary education candidates will demonstrate elements of effective teaching (with the criteria of 75% of Secondary Education candidates will receive a "3" on the Teacher Work Sample.) While gains are evident, we would like to see more substantial gains in all three goals.

While CISE students did not achieve an overall 85% score of "3" on the four parts of the lesson plan, they did achieve "Target" or "Acceptable" on all sections of the lesson plan at a combined average of 90.4%, except Evaluation Strategies. The CISE program educators plan to focus on changes within our own classroom practice to bolster this objective in the future. A much stronger emphasis will be placed on assessment in CISE coursework with the addition of a new assessment course, as the evaluation strategies domain is still the lowest of the four areas on the lesson plan.

It should be noted, however, that some decreases were seen in three of the four domains of the lesson plan, as the "3" (Target) rate changed from 2010-2011 to 2011-2012 in the following ways:

establishing the lesson framework: 77% to 72%
designing supportive learning environment: 81% to 71.57%
instructional strategies: 70% to 74.42%
evaluation strategies: 70% to 60.47%

These changes are most likely due to different evaluators scoring the plans, and, fewer overall candidates.

The CISE program did not meet the criterion set for objective 2. This objective was nearly met, as 84% of SED candidates passed the PPR on their first attempt. The CISE program educators plan to focus on changes within our own classroom practice to increase the passing rates in the future, in particular in the area of assessment.

The CISE program did not exceed the criterion set, as the rate of those making a "3" was below 75%. However, 96% of candidates did submit a combined "Target" and "acceptable" TWS. Even so, it is the belief of the faculty that ongoing emphasis on the components of the TWS during the Methods Block semester (when a modified TWS is performed), along with prompt and extensive feedback on the components and modified TWS will prove beneficial in their preparation for success on the TWS performed during student teaching; as with the above two objectives, the CISE program educators plan to focus on changes within our own classroom practice to bolster this objective in the future. These changes will focus largely on assessment.

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

For the 2012-2013 academic year, the Curriculum and Instruction Secondary Education Program (CISE) was partially successful in reaching its goal. The overarching goal focused on program quality and effectiveness and was underpinned by three objectives: (1) Secondary education candidates will be able to plan an effective lesson, (with the criteria of 85% of the secondary students will receive a score of "3" on the methods block lesson plan), (2) Secondary education candidates will be able to demonstrate knowledge, skills, and dispositions of effective teaching and learning of secondary students (with the criteria of 85% of secondary student education candidates will pass the Pedagogy and Professional Responsibilities Certification Examination), (3) Secondary education candidates will demonstrate elements of effective teaching (with the criteria of 75% of Secondary Education candidates will receive a "3" on the Teacher Work Sample.) While gains are evident, we would like to see more substantial gains in all three goals.

While CISE students did not achieve an overall 85% score of "3" on the four parts of the lesson plan, they did achieve "Target" or "Acceptable" on all sections of the lesson plan at a combined average of 91%, except Evaluation Strategies. The CISE program educators continue to focus on changes within our own classroom

practice to bolster this objective in the future. A much stronger emphasis will be placed on assessment in CISE coursework with the addition of a new assessment course, as the evaluation strategies domain is still the lowest of the four areas on the lesson plan.

It should be noted, however, that increases were seen in all of the four domains of the lesson plan, as the "3" (Target) rate changed from 2011-2012 to 2012-2013 in the following ways:

establishing the lesson framework: 78.67% to 92.36%
designing supportive learning environment: 69.3% to 93.06%
instructional strategies: 70.61% to 90.62%
evaluation strategies: 59.21% to 96.88%

These changes are most likely due to different evaluators scoring the plans, and, concentrated focus from the program educators.

The CISE program did not meet the criterion set for objective 2. This objective was nearly met, as 91% of SED candidates passed the PPR on their first attempt. The CISE program educators plan to focus on changes within our own classroom practice to increase the passing rates in the future, in particular in the area of assessment.

The CISE program did not exceed the criterion set, as the rate of those making a "3" was below 75%. However, 96.6% of candidates did submit a combined "Target" and "acceptable" TWS. Even so, it is the belief of the faculty that ongoing emphasis on the components of the TWS during the Methods Block semester (when a modified TWS is performed), along with prompt and extensive feedback on the components and modified TWS will prove beneficial in their preparation for success on the TWS performed during student teaching; as with the above two objectives, the CISE program educators plan to focus on changes within our own classroom practice to bolster this objective in the future. These changes will focus largely on assessment.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2012 - 2013 Cycle Findings.

Goal: Effective Lesson Planning
Using the Findings from 2012-2013, 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.

Goal: Certification
Based on the findings of the 2012-2013 TExES scores, the low-scoring areas will be address through concentrated focus. A "workshop" will be conducted as an additional tutorial over the different sections of the Pedagogy and Professional Responsibilities Certification Examination.

Goal: Effective Teaching
Ongoing emphasis on the components of the TWS, during the Methods Block semester (when a modified TWS is performed), along with prompt and extensive feedback on the components and modified TWS will prove beneficial in the teacher candidates' preparation for success on the TWS performed during student teaching; as with the above two objectives, the CISE program educators plan to focus on changes within our own classroom practice to bolster this objective in the future. These changes will focus largely on assessment and special populations.

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Department of Educational Leadership and Counseling

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2012 - 2013

Counseling MA (CMHC)

View & Request Level Feedback

Goal	Effective Community Mental Health Counselors 🔑
	Graduates of the Counseling MA program are effective counselors.

Objective (L)   **Competency In Core Content Areas And Skills In Counseling.** 🔑

Graduates in the Counseling MA program will be knowledgeable in the core content areas for community mental health counseling.

Indicator   **Evaluations** 🔑

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   **Passing Scores** 🔑

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 have reviewed the goals and objectives of two courses, COUN 6363 (Appraisal) and COUN 5392 (Social & Cultural Foundations) and have made efforts to address our weaker areas, Cultural Foundations and Appraisal, which were identified last year.

Finding   **Results Of Counselor Potential Scale/NBCC Examination** 🔑

1. For the school year 2012-2013, all of the students evaluted on the Counselor Potential Scale by counseling faculty received a score of 5 or better on the 7 point scale.
2. On the NBCC examination administered in October 2012, 13 students registered for and completed the examination and all 13 passed all four areas of the examination.
3. On the NBCC examination administered in April, 2013, 13 studetns registered for an completed the examination. Of the 13 students taking the examination, only one failed. With one of 13 students failing, our pass rate for this testing period was 92%.

Action   **Maintain High Ratings And Pass Rate** 🔑

The counseling faculty are pleased with the results of the Counselor Potential Scales and the NBCC Examination results. With scores of 5 or better on the Counselor Potential Scales, the faculty believe that the admission screening formula is effective in admitting students who are a good fit for the counseling program and who are maintaining high standards of compentency thereby, leading to effective community mental health counselors. Also, faculty are please with the pass rate of our students on the NBCC Examination. For the two testing dates of October 2012 and April 2013, a total of 26 students tested. Only one student failed the examination for a pass rate of 96%. The action for the upcoming school year, 2013-2014 is to continue preparing students as we have this past school year emphasizing CACREP standards and focusing on the new student learning outcomes of crisis counseling and substance abuse based on the new CACREP standards.

Goal	Professional Practice And Training 🔑
	Candidates will engaged in an internship providiing supervised professional practice and training experiences.

Objective (L)   **Graduate Students Complete An Appropriate Professional Practice And Training Experience.** 🔑

Students will successfully complete an appropriate professional practice and training experience by demonstrating a thorough understanding of the process of counseling.

Indicator   **Site Supervisors Evaluation Form.** 📎🔑

Site supervisors will complete and submit the Site Supervisor Evaluation Form to faculty teaching COUN 6386, Field Practicum (Internship for Counseling students) when student completes the field experience.

Criterion   **At Least Meets Expectations.** 📎🔑

All students enrolled in COUN 6386, Internship will be evaluated by their site supervisor. Items are scored on a scale of 1-6, with 3 and above being at the acceptable or exceptional level of performance. Program faculty prefer scores of 4-6. The site supervisor are to review the completed evaluation form with the student intern. Both site supervisor and student will sign and submit the evaluation to the faculty member teaching the course. Students will receive a rating of meets or exceeds expectations on all items of the Site Supervisor Evaluation Form.

Finding   **Professional Practice And Skills** 🔑

For the school year 2012-2013, all of the students enrolled in COUN 6386 Internship, were evaluated on all 36 items of the Evaluation Form with a rating of 4 (high end of Appropriate Acceptable Performance - middle category) or 5 and 6 (two options in the Exceptional Performance - highest category) with the exception of two students. These two students received scores of 3 (lowest option in middle category - Appropriate Acceptable Performance) on a combined total for 13 of the 36 items on the Evaluation Form. One of the student's performance was rated as 2 (high option in the lowest category of Requires Assistance). The student received a rating of 2 for item #27 - Utilizes appropriate assessment/diagnostic techniques when appropriate (may include DSM IV).

Action   **Professional Practice And Skills** 🔑

Based on the site supervisor's evaluation of one field internship student for item #27 - "Utilizes appropriate assessment/diagnostic techniques when appropriate (may include DSM IV)," with a score of 2, the faculty believe that this reflects a very strong program with sufficient content on the use of assessments. While only one student was evaluated with the low rating of 2, the faculty want to make sure that we strengthen our curricula content on assessment/diagnostic techniques especially in light of a new edition of the DSM (i.e., DSM-V). Therefore, faculty teaching COUN 5334, the course with the most student learning outcomes for assessment/diagnostic techniques, will spend more time than in the previous year on student's deveopment of this skill.

Goal	Knowledge Of Current Counseling Literature 🔑

Knowledge through literature reviews.

Objective (L)   **Graduate Students Will Demonstrate Knowledge Of Counseling Literature** 🔑

Graduate students in the counseling program will demonstrate knowledge of current literature in counseling by preparing literature reviews of selected topics.

Indicator   **Literature Review Rubric** 🔑

Literature Review Rubric

Criterion   **Scoring** ✐ 🔑

Students will correctly evaluate and analyze professional journal articles by correctly assigning 75 out of 100 points on the rubric. We are anxious to determine if our intervention in COUN 5111 resulted in student performance in the APA format being strengthened this year.

Finding   **APA Presented Review Of Current Literature** 🔑

Some of the students enrolled in COUN courses with a student learning outcome of reading and critiquing journal articles struggle to avoid "summarizing" the articles rather than critiquing, evaluating, and synthizing the information presented in the professional articles. New students in the program have difficulty presenting critiques of journal articles in correct APA format. As students progress through the program and become more familiar with APA guidelines, critiques and reports of literature are presented in improved APA format.

Action   **Assigned Readings And Literature Reviews** ✐ 🔑

Student will be assigned more readings of professional journal demonstrating synthesis of previous research. While students are becoming more familiar with APA guidelines as they progress through the course, the counseling faculty would like to see student's develop compentencies with APA earlier in the program. Therefore, an APA grading rubric and APA Guidelines Assignment have been developed and faculty teaching courses in block one will be encouraged to add to student assignments.

- -

Goal   **Research Competence** 🔑

Candidates are competent in research.

Objective (L)   **Graduate Students Will Demonstrate Competency In Research.** 🔑

Counseling MA students will demonstrate competency in research; including design, methods, procedures, and evaluation of research in course COUN 5379, Research Methods.

Indicator   **Research Project Grading Rubric** ✐ 🔑

Students enrolled in COUN 5379, Research Methods will present a scholarly prepared and conducted research project demonstrating graduate level research skills.

Criterion   **At Least 80 Points** 🔑

Students must score 80 out of 100 points on the Research Project Grading Rubric. We are eager to determine whether our increased requirements

to read and critique more research articles with a quantitative research design prior to beginning their research project improves students' final research paper/project.

Finding   **Research Skills** 🖊️ 🔍

For the school year 2012-2013, five students scored below 80% on the research project for COUN 5379. The area of greatest difficulty for these students was the analysis of data section specifically using SPSS to input data into the system and read statistical output of the data.

Action   **Research Skills** 🔍

Faculty teaching COUN 5379, Research Methods, will spend more time than in previous semesters demonstrating how to input data into SPSS. Students will be offered the opportunity to schedule appointments with faculty for one-on-one help with SPSS data entry procedures.

Previous Cycle's "Plan for Continuous Improvement"

Counseling faculty will review the program syllabi for the research and group counseling courses to make certain that CACREP standards and NCE objectives are included in the courses. While the mean scores in these two areas were not significantly lower than the mean scores of students in other CACREP programs (research: SHSU 9.00, other programs 9.35; group counseling: SHSU 13.00, other programs 13.13), the faculty want student scores to improve in these two areas. Faculty teaching COUN 5385 and COUN 6376 will implement more role-playing, demonstrations, and counseling videos into the courses to help students improve awareness and skillls in the three areas students were assigned a score of 3 by supervisors on the Site Supervisor Evaluation Form. Our students will be required to prepare all reports, abstracts, and written projects following APA manuscript guidelines in order to give them more practice and knowledge of APA rules and guidelines for scholarly writing. Students enrolled in more intensive research courses (COUN 5379, COUN 5334, COUN 5392, and COUN 6332 will be expected to read multiple articles on a given topic and synthesize results and significant information for the articles utilizing the new Literature Review Rubric. Students in COUN 5379 will read and critique articles in professional journals using quantitative research methodology prior to beginning their own quantitative research project and make weekly visits to the SHSU writing center if they demonstrate less that graduate level writing skills.

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

Counseling faculty prepared a self-study for renewal of CACREP accreditation. During this process, all counseling course syllabi were updated to reflect student learning outcomes in compliance with new CACREP standards. An APA Grading Rubric and APA Guidelines Assignment were developed to help students focus on specific guidelines that students enrolled in the graduate counseling program are expected to know and prepare papers demonstrating correct application of these guidelines. A revised Literature Review Rubric was shared with students enrolled in Research Methods course, COUN 5379.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2012 - 2013 Cycle Findings.

All of the counseling courses required by a CACREP accredited program as well as the counseling elective courses have been revised to aligned with the new CACREP standards. Therefore, faculty are confident that students in our program will be prepared for the NBCC Examination as well as develop assessment/diagnostic skills, and research competencies as required by the quality standards of CACREP. However, with a 96% pass rate for the NBCC Examiantion for this past year, our faculty are pleased that our program is preparing students to obtain licensure in the state of Texas as a Community Mental Health Counselor.

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2012 - 2013

Developmental Education Administration EDD

View & Request Level Feedback

Goal	Student Engagement Using Technology 🔑

Students will be proficient in essential technology to engage synchronously and asynchronously in doctoral courses.

Objective (L)   **Essential Technology** 🔑

Doctoral students in Developmental Education Administration will procure and utilize essential technology to engage synchronously and asynchronously in doctoral courses.

Indicator   **Effective Use Of Technology Presentation Rubric** 📎 🔑

Students Access and Engage with Instructors Using Technology. Students effectively using technology to engage on synchronous and asynchronous course activities while instructors assess proficiency using a common rubric.

Criterion   **90% Of Students Present Appropriately** 🔑

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.

Finding   **Essential Technology** 🔑

The results from the Essential Technology objective indicated that the criterion was met with 96% of students meeting the objective for the assessment period. It is believed that the communication with students about this requirement was quite effective. The program director, secretary, faculty, and selection committee all address this criterion at some point in the early stages of student entry to the program.

The lowest two categories were "High-Speed Internet Connection" and "Quiet Place to Videoconference." Twenty-two percent of students showed challenges in these areas. We were advised by all students that they had access to a high speed Internet connection. The challenge is that some connections operate more effectively than others. As a result, there are occasional drops in connectivity. Students are advised to have a back-up plan (such as the option to work online from home and office). They are also advised not to get frustrated by technology issues and to communicate with instructors about challenges and solutions. With regard to quiet places to videoconference, students are advised to purchase headset hearing and microphone devices. This cuts down on ambient noise that sometimes interferes with synchronous online meetings. Students are also advised to find a quiet place to engage in these types of meetings.

Overall it appears that students entering this fully online program have a good sense of our reliance on technology and have taken steps to meet this objective.

Action   **Awareness Of Technology Requirements** 🔑

Going forward, faculty and staff will continue to use the opportunities of application interviews, orientation, and class time early in the semester to inform and remind students of the technology requirements.

Goal	Student Writing Quality 🔎

Students use appropriate APA style in written papers.

Objective (L)   **Student Knowledge And Usage Of APA Format** 🔎

Doctoral students in Developmental Education Administration will study and utilize the standards of APA 6th edition to complete writing assignments

Indicator   **Rubric For Written Assignment** ✏️ 🔎

Number of students reaching a basic proficiency with APA 6th edition format as rated on a department-generated common rubric used to assess a written assignment.

Criterion   **80% Of Students Using APA Format Proficiently** 🔎

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

Finding   **Student Knowledge And Usage Of APA Format** 🔎

The results from the Student Knowledge and Usage of APA objective indicated that the criterion was just short of being met with 75% of students meeting the objective for the assessment period. It is believed, however, that the communication with students about this requirement was quite effective. All faculty teaching each of the first year courses in in the program addressed this criterion and offered information about the requirement and resources to assist in meeting it. The challenge was with learning some of the APA formatting requirements so quickly – especially for students that had used other scholarly writing formats (such as MLA).

The lowest two categories were "Prepared Title Page to Specifications" and "Citing Publications Correctly in Reference List." Seventy-two percent of students showed challenges in these areas. Students advised that the title page issue was often overlooked when preparing short papers. The reference list challenge, on the other hand was cited as problematic due to the amount of detail involved in citing references. It is believed that over time, students will learn more about these details and become more adept at citing references.

While it is understood that some challenges exist with regard to APA formatting, students understand that the goal is to become highly proficient over the course of the doctoral program. This will make the writing and publication of their dissertation research go more smoothly.

Action   **Student Knowledge And Usage Of APA Format** 🔎

Going forward, students will be required to purchase the most current APA publication manual upon program entry. Assignments will be given that utilize the manual in the writing process.

Previous Cycle's "Plan for Continuous Improvement"

No data from previous period.

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

This is a new program. Prior plans were not available.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2012 - 2013 Cycle Findings.

In the coming year, faculty and staff will continue to use the opportunities of application interviews, orientation, and class time early in the semester to inform and remind students of the technology requirements. More emphasis will be made on contingency plans for dealing with slow Internet connections.

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

Phoning and/or emailing to reschedule appointments.
Investigating options such as work, home, campus, or other public venue Internet connections for reliable sources to utilize when necessary.

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.

In the past, students were provided with Internet resources about APA. While helpful, it seems that perhaps a bit more is needed. New students in the program will also be requried to purchase the APA 6th edition manual. Exercises utilizing specific (typically problematic) APA guidelines will be given. These will include the development of title pages and reference lists.

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SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2012 - 2013

Higher Education Administration MA

View & Request Level Feedback

Goal	Apply Organizational Theory 🔑

Outcome (A) from our assessment plan.

Objective (L)	Analyze Factors 🔑

Students will be able to analyze factors that help college students succeed.

Indicator	Case Study 🔑

HIED 5360 Case Study Rubric developed by the faculty.

Criterion	Display Adequate Knowledge. 🔑

80% of students will display adequate knowledge of 8 organizational theories.

Finding	Organizational Theories From Comps 🔑

In the Spring 2013, 17 students were given a comprehensive exam. Question 5 of this comprehensive exam focused on the students' understanding of organizaitonal theory, asking them to define several organizational theorieis appropriate to a case study using scholarship. Fourteen students passed this question on the first attempt (though 4 additional students were asked to retake the exam for failure to pass other questions). Thus 82% of students passed this criteria on the first attempt and 88% (15 students) passed this quesiton with the second attempt. All seventeen students passed this quesiton within three attempts. The faculty conclude that students are sufficiently versed in organizational theory.

Action	Success Strategies 🔑

Based upon our findings, the faculty in the program see this as a success worth celebrating. As such, we will include language about this being a strength in our students' abilities in our recruitment and marketing materials. Graduate Studies and the DELTA Center have redesigned materials and videos that highlight this strength of the program. We will continue to offer learning experiences to meet or exceed our criteria levels for this objective.

Goal	Writing 🔑

Students will be able to effectively communicate.

Objective (L)	Writing 🔑

Students will be able to effectively communicate through writing.

Indicator	Comprehensive Exam Rubric 🔑

The "Writing Style" element of our comprehensive exam rubric has 3 levels and descriptions of work in each level.

Criterion	Effectively Communicate 🔑

80% of students completing the comprehensive exam will demonstrate writing at the "acceptable" or higher level of our rubric.

Finding

Writing 🔍

This finding offers many opportunities for improvement in the program. In the Spring 2013 semester, the faculty wished to assess student writing and APA abilities using a rubric. The faculty chose to do so via the final summative comprehensive exam. Of the 17 students sitting for the comprehensive exam in the spring, only 9 were "acceptable" in the writing components of the rubric at the end of the first attempt on the comps. Nine students (2 different from the students with unacceptable writing abilities) were also noted to have APA citation issues below the "acceptable" level. Fifteen students passed the writing and APA components of the exam within the second attempt of the exam. All 17 students passed the exam within three attempts.

Action

Writing And APA Improvements 🔍

As a result of both the findings and the process we came to regarding writing and APA skills, the faculty have enacted the following improvements:

1. The faculty did not like learning about this issue at comprehensive exam time, when little could be done to improve student writing or APA. So, the Higher Education Research Class has been re-designed through the institution's curriculum process and placed as the first class students have to take. Instrocutors in this class have been asked to focus on writing and APA issues.

2. All instructors have been asked to focus on aspects of writing and APA issues by including at least 1 "writing assignment" in their class.

3. The full time facult yin this program underwent a curriculum allignment process wherein they articulated how each class relates to the program's outcomes as well as professional association outcomes. This will aid in clarifying that writing and APA skills should be covered in all classes.

4. This program has many adjunct instructors. Adjunct instructors have told the Program Coordinator that they do not have the time or skills to incorporate writing and APA into their classes. All instructors hired for the fall 2013 semester were given the outcomes their class was to cover and asked to submit a report about how students did in relaiton to the outcomes in this class.

5. Starting in the Spring 2013 semester, faculty began offering Writing and APA guidance through the program's blackboard site. Web-tracking statistics indicate that that these resources are being sufficiently accessed by students.

6. Starting in the Spring 2013 semester, faculty covered writing and APA expectations with students in online orientation sessions when students enter the program.

7. In the fall 2013 semester, the full time and adjunct faculty will begin working with Drs. Ann Theodori of the SHSU Writing Center and Dr. Julie Combs from the Ed. Leadership department to offer a "How to teach good writing skills" faculty development series.

Previous Cycle's "Plan for Continuous Improvement"

No data from previous period.

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

New Entity for the 2012-2013 cycle.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2012 - 2013 Cycle Findings.

Based upon these results, faculty determined to develop a series of student workshops to help them improve their writing and communication skills. These workshops will be done online between September 2013-October 2013. These workshops will include evaluation materials to support the improvement of future workshops. Ultimately, these workshops will be provided through a revised approach to the HIED 5369 class (See next paragraph).

The faculty also redesigned the EDAD 5369 (Research methods) requirement to be more focused on an introduction of academic writing, schoalrship, and the use of research. This proposed curriculum redesign was submitted to the University Curriculum Council in the Fall 2013 semester.

Lastly, the faculty have determined that no changes are neccessary in regards to the program's focus on organizaional theory.

The program faculty and advisory panel members have determined that their plan for assessment is providing useful information on what students are learning. As such, the faculty will continue to assess student writing abilites according to the timeline offered in our assessment plan and move to the second cycle of our continuous improvement plan in the 2013-2014 academic year. This cycle will focus on supporting student writing abilities per outcome A and and outcome B.

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SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2012 - 2013

Superintendent Certification

View & Request Level Feedback

Goal	**Knowledge And Skills Mastery Of Educational Leadership Constituent Consortium (ELCC) Standards** 🔑
	Superintendent candidates will demonstrate mastery of ELCC Standards

Objective (L)   **Portfolio Of Internship Activities Aligned With ELCC Standards 1-6** 🔑

Superintendent candidates will demonstrate knowledge and skills aligned with Educational Leadership Constituent Consortium (ELCC) Standards by completing performance development activities during Internship

Indicator   **Portfolio Rubric** 🔑

Upon completion of the internship, supervision candidates will submit a portfolio that contains all of the performance development activities with a reflection on how the activities have helped them develop the required skills.

Criterion   **95% Candidate Success** 🔑

95% percent of the candidates for Superintendent Certification will receive a passing score on their portfolios.

Since we had 100% success in 2011-2012, we have raised the criterion from 90% to 95%. We are hoping that our interventions will impact our area determined for improvement: District Business Management.

Finding   **Candidate Portfolio** 🔑

100% of completers of the Superintendent program demonstrated mastery of elements by submitting a portfolio of performance development activities.

Indicator   **Candidates Will Demonstrate Mastery Of The ELCC Standards At A Minimum Of 95%** 🔑

Students will demonstrate a minimum of 95% mastery of the ELCC standards by successfully completing the TExES 195 exam.

Criterion   **95% Candidate Success On The TExES 195 Exam** 🔑

95% percent of the candidates for Superintendent Certification will receive a passing score on the TExES 195 exam.

Finding   **Pass Rate On Superintendent 195 Exam** 🔑

The pass rate on the TExES 195 exam for completers of the Superintendent certification program during this period exceeded the goal of 95% with an actual pass rate of 100%.

Action   **Passing The TExES 195 Exam** 🔑

After reviewing data and consulting with completers as well as the Advisory Council, it was determined that an additional semester of field experience should be added to our program to give candidates more opportunity for hands on experiences as Superintendent.

Goal	Knowledge And Skills Mastery Associated With The Texas State Board Of Educator Certification (SBEC) Standards 🔑
	Certain knowledge and skills are requisite for becoming an effective public school superintendent.

Objective (L)   **Knowledge And Skills Mastery To Be An Effective Superintendent** 🔑

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

Indicator   **Texas Examinations Of Educator Standards (TExES) For Superintendents (064)** 🔑

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   **95% Passing Within One Year** 🔑

95% of candidates will pass the TExES Superintendent test within one year of their completion of the superintendent preparation program.

As a result of our success last year, we have raised our criterion from 80% to 95%. We anticipate that our interventions in the area of administrataive leadership will increase scores for that domain.

Finding   **Pass TExES Exam With 12 Months Of Completion** 🔑

Strategies were implemented which gave candidates more opportunities for field based experiences that would better prepare them to be more successful in the role as Superintendent. Feedback from candidates indicate that this has been a very valuable addition to the program.

Criterion   **TExES 195 Exam Pass Rate** 🔑

All students who complete the certification core cores will pass the TExES exam during the first 12 months of course completion.

Finding   **Pass Rate On TExES 195 Exam** 🔑

100% of students who took the TExES 195 exam passed the exam on the first attempt

Finding   **TExES 195 Exam Pass Rate During Forst 12 Months Of Course Completion** 🔑

100% of program completers passed the TExES 195 exam during the first 12 months of course completion.

Action   **Passing The TExES 195 Exam** 🔑

After reviewing data and consulting with completers as well as the Advisory Council, it was determined that an additional semester of field experience

should be added to our program to give candidates more opportunity for hands on experiences as Superintendent.

Previous Cycle's "Plan for Continuous Improvement"

The Superintendent State Exam was changed from TExES 064 to TExES 195 and 90 % of candidates successfully passed the state exam required for certification. Still, an area identified for improvement is the administrative leadership domain. We will need to examine our strategies and make some changes in how compentencies for this domain are achieved and assessed. A goal has also been set to recruit more students into the program and to raise our overall passing scores on the exam by 10% in each domain.

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

Strategies were examined and changes made in how competencies were achieved and assessed. After looking at the strategies that were currently used, it was determined that more field experience would better prepare the candidate for success as a Superintendent. The overall gain in scores in each domain exceeded the 10% goal and enrollment in the program has increased such that each of the required courses are now offered each semester.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2012 - 2013 Cycle Findings.

The Plan for improvement is to continue providing a program that results in 100% pass rate on the TExES 195 exam. This includes adding a Superintendent Mentorship Program that will involve a commitment on the part of both the district mentor and the superintendent candidate. More opportunities will be provided for candidates to gain more hands on experiences while working directly with their district mentors.

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Department of Health and Kinesiology

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2012 - 2013

Kinesiology BS

View & Request Level Feedback

Goal	Communication Skills 🔑
	Oral and written communication skills will be emphasized with students in the Kinesiology BS program.

Objective (L) **Communication Skills** 🔑

Kinesiology BS students will communicate in oral and written forms their personal philosophy of a professional career in field of Kinesiology.

Indicator **Communication Skills** 🔑

A common embedded portion of KINE 1331 will require students to effectively communicate their personal philosophy of a career in the field of Kinesiology using both oral and written communications skills developed by the faculty.

Criterion **Communication Skills** 🔑

Since our success at the minimum 75 percent, we have raised the criterion. Students must score at least 80 percent correct on the common faculty-developed rubric for the personal philosophy oral and written communication skills assignment.

Finding **Communication Skills** 🔑

Students majoring in the BS Kinesiology –Generalist Program successfully communicated their knowledge of the profession of Kinesiology and their personal philosophy regarding career in the field of Kinesiology during the 2012-2013 assessment cycle. Eighty-four percent of the students achieved the 80% target score for the research paper, and eighty-eight students achieved the 80% target score for the research presentation conducted in the class.

Action **Communication Skills** 🔑

The Kinesiology Program faculty were pleased with the findings of this goal. The faculty has determined this goal is important to the professional development of the students and will therefore remain in the program goals for the 2013-2014 academic year.

Goal	Content Knowledge 🔑
	Content knowledge will be emphasized in the BS Kinesiology Program.

Objective (L) **Content Knowledge** 🔑

Students will be able to effectively gain and apply knowledge of the twelve sub-disciplines of the profession of Kinesiology.

Indicator **Content Knowledge** 🔑

A common embedded portion of each KINE 1331 exam will require that student's gain knowledge and apply the twelve sub-disciplines of the profession of Kinesiology.

Criterion   **Content Knowledge** 🔑

With barely making the criterion last year, the 2011-2012 criterion will remain another year. Students must score at least of 75 percent correct on the KINE 1331 exam that assesses their knowledge and application of the twelve sub-discipline of the profession of Kinesiology.

Finding   **Kinesiology Content Knowledge** 🔑

Students majoring in the BS Kinesiology –Generalist Program successfully demonstrated their knowledge of the twelve sub-disciplines of the profession of Kinesiology during the 2012-2013 assessment cycle. Seventy-seven percent of the students achieved the 75% target score for the objective.

Action   **Content Knowledge** 🔑

The Kinesiology Program faculty were pleased with the findings of this goal. The faculty has determined this goal is important to the professional development of the students and will increase the knowledge criteria of the goal to a minimum of 77 percent for the 2013-2014 academic year.

Goal   **Application Of Exercise Physiology** 🔑

Students majoring in Kinesiology (BS) will be able to successfully explain, demonstrate, and prescribe exercises designed to improve the components of physical activity--muscular strength, flexibility, balance, power, speed, and cardiovascular endurance.

Objective (L)   **Application Of Exercise Physiology Principles** 🔑

Students majoring in Kinesiology (BS) will be able to successfully explain, demonstrate, and prescribe exercises designed to improve the components of physical activity--muscular strength, flexibility, balance, power, speed, and cardiovascular endurance.

Indicator   **Application Of Exercise Physiology Principles** 🔑

One exam in KINE 3373 will require students to thoroughly explain, demonstrate, and prescribe exercises designed to improve the components of physical activity--muscular strength, flexibility, balance, power, speed, and cardiovascular endurance.

Criterion   **Application Of Exercise Physiology Principles** 🔑

Students enrolled in KINE 3373 must score 80 percent or higher on the exam that assesses student content knowledge of the components of physical activity--muscular strength, flexibility, balance, power, speed, and cardiovascular endurance.

This is a new goal for the KINE BS, so we will be establishing some baseline data during 2012-2013.

Finding   **Application Of Exercise Physiology Principles** 🔑

One exam in KINE 3373-Physiology of Exercise was developed with embedded questions that focused on the components of physical activity-muscular strength, flexibility, balance, power, speed, and cardiovascular endurance. A total of 57% of the students achieved a

score of 80% or higher on the exam.

Action　　　　　**Application Of Exercise Physiology** 🔑

The Kinesiology Program faculty were disappointed with the findings of this goal. The faculty will include additional subject content and activities focusing on the principles and application of exercise science during the 2013-2014 academic year.

Previous Cycle's "Plan for Continuous Improvement"

After reviewing all of the findings, it was clear that not all students are achieving the target outcomes in content knowledge. In an effort to address these problems the Kinesiology program faculty has concluded that some students require more opportunities to practice, demonstrate, and apply competencies in the area of content knowledge concepts. Therefore, Kinesiology 1331 course will have at least two faculty-developed exams/activities related to the 12 sub-disciplines of Kinesiology. The Kinesiology program faculty are pleased that student performance in the communication skill requirement improved over the previous academic year and realize that our goal is to stretch students to achieve even higher levels of knowledge.

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

The Kinesiology Program faculty were pleased with the results of the communication skill objective and assessment results. The results for the objective relating to the components of physical activity were unacceptable to the program faculty. Although the goal and objectives were new for the assessment cycle, the Kinesiology Program faculty will emphasize these important elements to the students through additional lectures, class discussions, and interactive strategies. The content knowledge objective is critical to the understanding of the profession of Kinesiology and will remain as an assessment element.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2012 - 2013 Cycle Findings.

Upon review of the 2012-2013 assessment cycle findings, the Kinesiology Program faculty has increased the number of KINE 1331 course offerings which should enhance the delivery of course. These additional sections have smaller enrollments which will enable more innovative instructional strategies to be implemented into the course content. The course is also being offered by two faculty in an on-line version which should also enhance student learning for the distance-based gifted students. The faculty will also emphasize the importance of comprehending the components of physical activity in additional courses such as KINE 2115 and lower level activity courses. This repeated focus on physical activity should improve content knowledge.

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SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2012 - 2013

Kinesiology BS (All Level Teacher Certification)

View & Request Level Feedback

Goal	Professional Competences 🔑
	Teacher Certification candidates will be prepared to pass the state TExES Exam in Physical Education EC-12.

Objective (L)	State Physical Education EC-12 EXAM 🔑
	Teacher Certification candidates will demonstrate the knowledge and skills necessary to be certified in the state of Texas as an EC-12 Physical Education Teacher.

Indicator	P. E./EC-12 Exam 🔑
	The TExES Exam will be used to determine if the Teacher certification candidates have met this objective.

Criterion	P. E./EC-12 Exam 🔑
	Kinesiology teacher certification candidates must score at least 240, or 70% or higher, on the TExES exam.
	Our weaker area last year was health-related fitness. We are eager to determine whether our interventions have resulted in improvment in this area.

Finding	P. E./EC-12 Exam 🔑
	Fall 2012
	Seventy five percent (9/12) of kinesiology teacher education candidates scored 240 (70%) or better on the TExES Physical Education EC–12 (158) test.
	Spring 2013
	Ninety three percent (26/28) of kinesiology teacher education candidates scored 240 (70%) or better on the TExES Physical Education EC–12 (158) test.

Action	Content Knowledge 🔑
	The Kinesiology Teacher Education Program faculty were pleased with the findings of this goal for spring 2013 which indicated improvement over the fall 2012 scores. Although the scores improved in the spring, the standard must remain the same for NCATE / NASPE accreditation purposes. A new Kinesiology Pedagogy faculty member was hired this year which should enhance the learning opportunities for the students. The department has implemented additional teacher preparation content that will hopefully increase the scores for the fall and spring exams.

Goal	Applcation Of Instructional Skills 🔑
	Kinesiology Teacher Certification Candidates will apply instructional skills to enhance learning and to improve personal and professional productivity.

Objective (L)	Teacher Work Sample Development 🔑

Kinesiology teacher candidate will demonstrate an understanding of technology by designing, developing, and implementing student learning activities that integrate information technology.

Indicator

Teacher Work Sample Development 🔑

This indicator assesses candidate understanding of instructional attributes by designing, developing, and implementing student learning activities that integrate Physical Education content and skills in an educational setting. The Teacher Work Sample, adapted from the Renaissance Partnership for Improving teacher Quality Project, is a performance assessment designed to demonstrate evidence of Sam Houston State University candidates' ability to facilitate learning for all students. The TWS will be used to assess the candidates' performance on each of the specified tasks.

Criterion

Teacher Work Sample Development 🔑

Seventy percent of the Physical Education Teacher Candidates must score a 2 or higher on the Teacher Work Sample with Kinesiology Addendums.

This is a new objective for 2012-2013, so findings will serve as baseline data.

Finding

Teacher Work Sample Development 🔑

Fall 2012

Ninety six percent (25/26) of kinesiology teacher education candidates scored 2 or better on the Teacher Work Sample.

Spring 2013

Ninety six percent (25/26) of kinesiology teacher education candidates scored 2 or better on the Teacher Work Sample.

Action

Teacher Work Sample 🔑

The Kinesiology Teacher Education Program faculty were extremely pleased with the findings of this goal for the fall 2012 and spring 2013 Teacher Work Sample scores. The objective will remain the same for the 2013-2014 academic year since this criteria is a NCATE / NASPE accreditation standard. The Teacher Work Sample criteria was amended during the past academic year to include the psychomotor dolman of learning for the Kinesiology majors which proved to be a successful modification.

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Goal **Acquisition Of Physical Sport Skills** 🔑

Kinesiology BS (All Level Teacher Certification) students will be able to successfully demonstrate the physical skills associated with the sport of volleyball, tennis, soccer, and softball.

Objective (P) **Physical Skills Competency** 🔑

Kinesiology BS (All Level Teacher Certification) students will be able to successfully demonstrate the physical skills associated with the sport of volleyball, tennis, and soccer.

**KPI
Performance
Indicator**

Physical Skills Competency 🔑

Prospective physical education teachers must be proficient and confident in motor skills performance in order to provide quality instruction to their future EC-12 students. Teacher education candidates must be knowledgable in the rules that apply to specific sports and be proficient in the sport skills that are taught in EC-12 Physical Education classes in the State. Students must be able to successfully demonstrate:
-Basic volleyball skills such as underhand serve, overhand serve, overhead pass, forearm pass, spiking and blocking
-Basic soccer skills such as ball control, dribbling, passing, trapping, kicking, heading, throw-ins, punting, and goalkeeping.
-Basic tennis skills such as grip, ready position, forehand, backhand, volley, and serve.
At lest seventy percent of the physical education teacher candidates will score at the acceptable level on the physical skills competency test. These skill competencies will be assessed in the KINE 1110, KINE 1113, KINE 1114, and KINE 2113 acitvity courses.

Result

Physical Skills Competency 🔑

Volleyball Skill Test:

Ninety seven percent of kinesiology teacher education candidates scored at the acceptable or target level on the forearm pass skill test. Nine seven percent of kinesiology teacher education candidates scored at the acceptable or target level on the overhead pass skill test. Nine three percent of kinesiology teacher education candidates scored at the acceptable or target level on the serve skill test. Nine seven percent of kinesiology teacher education candidates scored at the acceptable or target level on the playing ability test.

Tennis Skill Test:

Eighty eight percent of kinesiology teacher education candidates scored at the acceptable or target level on the forehand stroke skill test. Ninety one percent of kinesiology teacher education candidates scored at the acceptable or target level on the backhand stroke skill test. Ninety four percent of kinesiology teacher education candidates scored at the acceptable or target level on the tennis serve skill test. Ninety seven percent of kinesiology teacher education candidates scored at the acceptable or target level on the tennis playing ability test.

Soccer Skill Test:

One hundred percent of kinesiology teacher education candidates scored at the acceptable or target level on the dribbling, passing, shooting, marking, tackling, heading, stop shots, and ball return skill test.

Action

Physical Sport Skills 🔑

The Kinesiology Teacher Education Program faculty were pleased with the findings of skill tests for soccer and volleyball. Plans have been implemented to work with students to help them improve their tennis skills during the year. Additionally, a new Kinesiology course has been implemented to assist students in the improvement of their overall Physical Education skills. The objective will remain the same for the 2013-2014 academic year since this criteria is a NCATE / NASPE accreditation standard.

Previous Cycle's "Plan for Continuous Improvement"

After reviewing all of the findings, it was noted that not all Teacher Preparation candidates are achieving the expected outcomes. In an effort to address these short-falls the program faculty have concluded that some candidates require and need more opportunities to practice, demonstrate, and apply competencies in the areas of content knowledge, FITNESSGRAM, TExES exam, and technology. Therefore, all core teaching certification courses will have at least three faculty-developed assessments related to content knowledge, FTINESSGRAM, TExES exam, and technology knowledge and application. The Kinesiology Teacher Preparation faculty submitted program reports to the National Association of Sport and Physical Education for accreditation purposes. Several new assessments were created to be used in the content classes. The faculty are eager to receive the review and work to improve the facilitation of the Kinesiology Teacher Preparation Program. Finally, we did more poorly this year than last when it came to passing the TExES. We will focus more intensely on preparing students for what to expect on the exam as well as focus on the area of health related fitness, which was our weakest domain in the standard.

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

The kinesiology teacher education faculty collaborated with the exercise science program faculty to enhance the depth of the content in courses such as Exercise Physiology, Motor Learning, and Biomechanics. As a result of this collaboration and several curriculum revisions, it was determined by the Kinesiology faculty to develop specific courses in exercise science to meet the needs and enhance the content knowledge of the kinesiology teacher education candidates.

The Teacher Work Sample was revised to better meet the needs of kinesiology teacher education candidates in the Fall 2012. The teacher work sample with Kinesiology Addendums was implemented in the Spring 2013. The TWS with Kinesiology Addendums was taught to students enrolled in KINE 4363 Elementary Physical Education Methods and Methods Block in the Fall 2012 and Spring 2013.

The kinesiology teacher education faculty developed a basic volleyball, soccer, and tennis skill test to assess kinesiology teacher education candidates motor skill competencies. These tests were implemented in the Spring 2013 in the following courses KINE 1110 Racquet sports, KINE 1113 Basket/Soccer, and KINE 2110 Volleyball/Softball.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2012 - 2013 Cycle Findings.

Based on the results of the data, the kinesiology teacher education and exercise science faculty has developed four courses to enhance the content knowledge of kinesiology teacher education candidates. These courses (KINE 3350 Organization and Administration of Physical Education, KINE 3353 Youth Motor Behavior, KINE 3352 Analysis of Human Movement, and KINE 3351 Applied Exercise Physiology) will emphasize the subject matter and its application needed by kinesiology teacher education candidates to be effective and successful teachers.

The Kinesiology teacher education program faculty will place emphasis on adaptations based on individual needs, use of contextual factors information, and professional growth.

Based on the results of the data, the Kinesiology teacher education program faculty has developed a new course (KINE 3117 Competencies in Motor Skills) for kinesiology teacher education candidates to develop and further refine these basic motor skills. The teacher candidate must pass this course successfully in order to conduct student teaching.

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SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2012 - 2013

Kinesiology BS (Exercise Science)

View & Request Level Feedback

Goal	Principles Of Exercise Science 🔑
	Problem Solving and Reasoning skills will be emphasized in the Exercise Science program.

Objective (L)	Principles Of Exercise Science 🔑
	Students in the Exercise Science program will be able to effectively demonstrate the lever system and articulate the manner in which it relates to the human body.

Indicator	Principles Of Exercise Science 🔑
	A common embedded portion of each KINE 3362 section's written exam will require students to explain the lever system and discuss how it relates to the human body. The exam was developed by the Exercise Science faculty.

Criterion	Principles Of Exercise Science 🔑
	At least 85% of the Kinesiology BS (Exercise Science) students will score at least 78% or higher in the lever quiz assignment.

Finding	Principles Of Exercise Science 🔑
	A total of 75% of the Exercise Science students met the minimum score of at least 78% on the lever quiz assignment.

Action	Principles Of Exercise Science 🔑
	The Kinesiology Exercise Science Program faculty were disappointed with the findings of this goal. The faculty will include additional subject content and activities focusing on the principles and application of exercise science during the 2013-2014 academic year.

- -

Goal	Content Knowledge 🔑
	The Kinesiology BS Exercise Science Program will emphasize factual knowledge and competencies that are needed by professional in the field.

Objective (L)	Content Knowledge 🔑
	Students in the Exercise Science program will demonstrate the knowledge of the foundations of exercise physiology.

Indicator	Content Knowledge 🔑
	One exam in KINE 3373 will require students to thoroughly explain, demonstrate, and prescribe exercises designed to improve the components of physical activity--muscular strength, flexibility, balance, power, speed, and cardiovascular endurance.

Criterion   **Content Knowledge**

At least 85% of Kinesiology BS (Exercise Science) students will score a minimum of 78% on the comprehensive final exam in KINE 3373.

Finding   **Content Knowledge**

A total of 80% of the Exercise Science students met the minimum criterion of a score of at least 78% on the comprehensive final exam.

Action   **Content Knowledge**

The Kinesiology Exercise Science Program faculty were a bit disappointed with the findings of this goal. The faculty will include additional subject content and activities focusing on the components of physical activity and exercise science during the 2013-2014 academic year.

Goal   **Problem Solving And Reasoning**

Students in the exercise science program will demonstrate problem solving and reasoning skills in the application of the principles of research.

Objective (L)   **Problem Solving And Reasoning Skills**

Students in the exercise science program will demonstrate problem solving and reasoning skills in the application of the principles of research.

Indicator   **Problem Solving And Reasoning Skills**

Problem solving and reasoning; analyzing an activity and/or test to create an appropriate informed consent in KINE4393 will require students to utilize problem solving skills to examine an activity/test and utilize reasoning skills to determine the associated risks and benefits and how each should be presented in an informed consent.

Criterion   **Problem Solving And Reasoning Skills**

At least 85% of Kinesiology BS (Exercise Science) students will score a minimum of 78% on the informed consent assignment.

Finding   **Problem Solving And Reasoning Skills**

A total of 74% of the Exercise Science students met the minimum criteria of at least 78% on the informed consent assignment.

Action   **Problem Solving And Reasoning Skills**

The Kinesiology Exercise Science Program faculty were disappointed with the findings of this goal. The faculty will include additional subject content and activities focusing on problem solving and reasoning skills that are needed in the profession of Exercise Science during the 2013-2014 academic year.

Goal	Professional Development And Practices 🔑
	Kinesiology BS (Exercise Science) students will be able to use their acquired knowledge, skills, and experience in an internship setting.

Objective (L)   **Professional Development:** 🔑

Kinesiology BS (Exercise Science) students will be able to use their acquired knowledge, skills, and experience in an internship setting.

Indicator   **Professional Development Mastery** 🔑

Kinesiology BS (Exercise Science) students enrolled in KINE 4394 will be able to demonstrate professional competency in an applied setting. Students will engage in a variety of assignments including monthly blogs, weekly internship logs, and a cumulative reflection paper in order to demonstrate summary professional development. The cumulative portfolio is evaluated via a rubric established by program faculty. Students' cumulative performance will also be evaluated by their internship site supervisor via a rubric established by program faculty.

Criterion   **Site Supervisor Evaluation And Professional Portfolio** 🔑

Kinesiology BS (Exercise Science) students enrolled in KINE 4394 will achieve a minimum of an 85 % rating on their final internship evaluation from their site supervisor. Additionally, the professional portfolio and all accompanying assignments presented by the student must also attain a minimum of an 85 percent rating.

Since this is a new objective for 12-13, will be gathering baseline data.

Finding   **Site Supervisor Evaluation And Professional Portfolio** 🔑

A total of 73% of the Exercise Science students met the minimum criterion of a score of at least 85% in the professional internship experience.

Action   **Professional Development And Practices** 🔑

The Kinesiology Exercise Science Program faculty were a bit disappointed with the findings of this goal. The faculty will include additional subject content and activities focusing on professional development, communication skills, and competencies that are necessary for the profession of Exercise Science during the 2013-2014 academic year.

Previous Cycle's "Plan for Continuous Improvement"

After reviewing all of the findings, it was noted that a large percentage of students had not achieved the expected outcomes established in the program goals. The Exercise Science faculty has decided to increase the number of course assignments and embedded test questions that relate to specific areas of the discipline including: the relationship of the lever system to the human body, the common articulations of the body and their locations, and

the concepts regarding the biomechanical aspects of movement patterns in the human body. Additionally, new equipment for the Human Performance Lab has been ordered and should be installed for the beginning of the next academic year. The enhancement of the laboratory should enhance the student's opportunities to gain knowledge about the content areas associated with the field of Exercise Science. Additionally, we are determined to raise the percentage of students who meet criteria. Our goal is 75 percent for each objective.

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

After a review of the findings, the Exercise Science faculty has decided to increase the amount of lecture time devoted to the lever system and how the lever system relates to the human body. In addition, laboratory opportunities for students will be increased.

The Exercise Science faculty identified a weakness in student content knowledge pertaining to energy systems and energy creation. An increase focus on energy production and how each energy system relates to performance will be implemented. In addition, the course content will include additional reading on energy production in the human body.

After review of the findings, the Exercise Science faculty determined a need for additional assignments addressing these objectives. In addition it was determined that current assignments need to be modified to enhance student learning outcomes.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2012 - 2013 Cycle Findings.

During the past year, the Exercise Science faculty increased the number of embedded questions in exams which focus on program objectives. An increase in the number of course assignments related to the specific objectives, was also implemented. Additionally, faculty increased the use of lab equipment to enhance student opportunities to gain knowledge in objective content areas.

The number of exam questions with a focus on the foundation of exercise science were increased. Additional article reviews were assigned, and the faculty increased the number of online discussions focusing on basic foundation knowledge in exercise physiology.

The professional development mastery objective and goal was a new addition to the academic year. The Exercise Science faculty plans to observe the progress of the objectives and determine if any modifications need to be made in the next assessment cycle.The faculty plans to emphasize the necessary components of an informed consent and the importance of the document in research and applied settings.

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SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2012 - 2013

Kinesiology BS (Sports Medicine)

View & Request Level Feedback

Goal	Biomechanics Skills 🔑
	The Kinesiology BS Sports Medicine Program will prepare students with the biomechanical principles involved with the skills of striking, throwing, catching, running, walking, and jumping.

Objective (L)	Biomechanics Skills 🔑
	Students majoring in Kinesiology Sports Medicine will be able to successfully interpret important biomechanical principles associated with the skills of striking, throwing, catching, running, walking, and jumping.

Indicator	Biomechanics Skills 🔑
	One exam in KINE 3362 will require students to thoroughly explain the biomechanical principles associated with striking, throwing, catching, running, walking, and jumping.

Criterion	Biomechanics Skills 🔑
	Students enrolled in KINE 3362 must score 75 percent or higher on the exam that assesses student knowledge of the biomechanical principles associated with striking, throwing, catching, running, walking, and jumping.

Finding	Biomechanics Skills 🔑
	One exam in KINE 3362-Biomechanics, is structured with embedded questions that assess the Sport Medicine student's knowledge of the biomechanical principles associated with striking, throwing, catching, running, walking, and jumping. Four majors were enrolled in KINE 3362 in the 2012-2013 assessment cycle. Three students (75%) scored a 75 percent or higher on the KINE 3362 exam.

Action	Biomechanic Skills 🔑
	The Kinesiology Sport Medicine Program faculty were a bit disappointed with the findings of this goal. The faculty will include additional subject content and activities focusing on the biomechanical principles associated with sports. An additional course, Functional Kinesiology, has been developed for students to take as a prerequisite for the biomechanics course. The goal of this course is to help students comprehend the principles of biomechanics.

Goal	Communication Skills 🔑
	The Kinesiology BS Sports Medicine Program will train students to be proficient in oral and written communications skills.

Objective (L)	Communication Skills 🔑
	Students majoring in Kinesiology Sports Medicine will be able to effectively communicate the athletics trainer's role in evaluating an injury in the absence of a physician in an oral and written format.

Indicator   **Communication Skills** 🔑

Two exams developed by the faculty in KINE 3370-Prevention and Care of Injuries, will measure the student's ability to effectively communicate the athletic trainer's role in evaluating an injury in the absence of a physician.

Criterion   **Communication Skills** 🔑

At least 75 percent of the Kinesiology BS (Sport Medicine) students must successfully address seven out of the ten indicators stating the athletic trainer's role in evaluating an injury in the absence of a physician.

Finding   **Communication Skills** 🔑

Two exams in KINE 3370 addressed the ten indictors stating the athletic trainer's role in evaluating injuries in the absence of a physician. A total of 83% of the Sport Medicine students successfully answered the questions relating to communication skills on Exam I. A total of 79% of the Sport Medicine students successfully answered the questions relating to communication skills on Exam III.

Action   **Communication Skills** 🔑

The Kinesiology Sport Medicine Program faculty were pleased with the findings of this goal. The faculty has determined this goal is important to the professional development of the Sport Medicine students and will therefore maintain the criteria for the 2013-2014 academic year.

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Goal   **Content Knowledge** 🔑

The Kinesiology BS Sports Medicine Program will provide students with the content knowledge and skills that are needed by professionals in the field.

Objective (L)   **Content Knowledge** 🔑

Students majoring in Kinesiology Sports Medicine will be able to successfully explain, demonstrate, and prescribe exercises designed to improve the components of physical activity--muscular strength, flexibility, balance, power, speed, and cardiovascular endurance.

Indicator   **Content Knowledge** 📎 🔑

One exam in KINE 3373 will require students to thoroughly explain, demonstrate, and prescribe exercises designed to improve the components of physical activity--muscular strength, flexibility, balance, power, speed, and cardiovascular endurance.

Criterion   **Content Knowledge** 🔑

Students enrolled in KINE 3373 must score 75 percent or higher on the exam that assesses student content knowledge of the components of physical activity--muscular strength, flexibility, balance, power, speed, and cardiovascular endurance.

Finding **Content Knowledge** 🔑

One exam in KINE 3373-Physiology of Exercise was developed with embedded questions that focused on the components of physical activity-muscular strength, flexibility, balance, power, speed, and cardiovascular endurance. A total of 57% of the students achieved a score of 75% or higher on the exam.

Action **Content Knowledge** 🔑

The Kinesiology Sport Medicine Program faculty were disappointed with the findings of this goal. The faculty will include additional subject content and activities focusing on injury prevention, treatment, and physical activity that should improve content knowledge.

Goal **Evaluation Of Injury Skills** 🔑

Students majoring in Kinesiology (Sport Medicine) will be able to successfully assess musculosketal injuries in athletes occurring in practice and competition.

Objective (P) **Assessment Of Musculosketal Injuries** 🔑

A practical examination in KINE 3369- Theraputic Modalities of Athletic Training, will require students to accurately assess common musculosketal injuries in practice and competition

KPI Performance Indicator **Assessment Of Musculosketal Injuries** 🔑

Kinesiology BS (Sport Medicine) students enrolled in KINE 3369-Theraputic Modalities of Athletic Training, must score 85% or higher on the practical examination that assesses student knowledge of musculosketal injuries.

Result **Assessment Of Musculosketal Injuries** 🔑

Two exams in KINE 3369 had embedded questions that focused on the student athletic trainer's knowledge of musculosketal injuries. A total of 69% of the Sport Medicine students successfully answered the questions relating to musculosketal injuries on Exam I. A total of 71% of the Sport Medicine students successfully answered the questions relating to musculosketal injuries on the Final Exam.

Action **Injury Skill Assessment** 🔑

The Kinesiology Sport Medicine Program faculty were disappointed with the findings of this goal. The faculty will include additional subject content and activities focusing on the prevention, treatment, and recognition of musculosketal injuries. This knowledge is critical for students to successfully pass the sate licensure exam.

Action **Evaluation Of Injury Skills** 🔑

The Kinesiology Sport Medicine Program faculty were disappointed with the findings of this goal. The faculty will include additional subject content and activities focusing on the prevention, treatment, and recognition of musculosketal injuries. This knowledge is critical for students to successfully pass the sate licensure exam.

Previous Cycle's "Plan for Continuous Improvement"

After reviewing all of the findings, it was noted that not all Kinesiology-Sport Medicine students are achieving the expected outcomes of the criterion established for the program goals. The content areas that require additional course instruction include: the biomechanical skills associated with the movement skills of striking, throwing, catching, running, walking, and jumping; the indicators of the athletic trainer's role in evaluating an injury in the absence of a physician; and the components of physical activity in organized sport related activities. In an effort to improve these learning outcomes, the Kinesiology Sport Medicine faculty has decided to develop additional common embedded assignments, projects, and exams for developing competencies in these critical areas for the 2012-2013 academic year. It is also our goal to raise the percentage of students reaching the criterion to at least 75 percent.

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

Additional skill and content knowledge assessments were integrated into KINE 3369 and KINE 3370 to determine the student's comprehension of important elements of the profession of Athletic Training. The content associated with these skills was emphasized through greater discussion, lecture, and demonstrations. Comprehension of biomechanical principles associated the athletic related injuries has not reached the target percentage. Students are also having difficulties conveying the application of the components of physical activity into the field of Sports Medicine.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2012 - 2013 Cycle Findings.

Upon review of the data for the 2012-2013 assessment cycle, the Kinesiology Sport Medicine faculty was pleased that the students had met the target established for the communication skills objective; however, they were not satisfied with the results of the other objectives established for the program. A review of Athletic Training curriculums will be conducted to determine the instructional strategies that are used to teach the content of the curriculum as well as the assessments that are used to determine student success. The current curriculum is being revised to align with national standards, and the degree program will be entitled, "Athletic Training." Additionally, a program director will be hired to facilitate curriculum needs, conduct assessments, and train instructors. The date for the implementation of the degree program is fall 2014.

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Department of Language, Literacy, and Special Populations

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2012 - 2013

Reading MED (Reading Specialist)

View & Request Level Feedback

Goal	Quality And Effectiveness

Enhance the quality and effectiveness of the academic programs

Objective (L)	Standards Of Proficiency

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

Indicator	Candidates' Reading Specialist TExES Scores

Candidates will successfully pass all domains of the Texas Reading Specialist certification examination, a standardized test developed by Educational Testing Service.

Criterion	TExES Reading Specialist Scores

100% of students taking the Reading Specialist exam will pass with a score that exceeds the state mean and will achieve a score of at least 80% on each of the four domains.

Finding	Reading MED (Reading Specialist Exam)

100% of students that took the Reading Specialist exam passed with a score that exceeds the state mean and achieved a score of 80% on each of the four domains.

There are no actions for this objective.

Goal	International Reading Association Standards Proficiency

Knowledge and skills standards were developed by the International Reading Association, the premier professional organization in the field.

Objective (L)	Candidates Will Demonstrate Proficiencies Of The International Reading Association Standards For Reading Specialists.

The proficiencies of the International Reading Association were developed by leaders in the profession and represent the knowledge and skills base needed by Reading Specialists in the field.

Indicator	Portfolio Rubric

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

Criterion	Candidate Scores: 4 (exceptional) On Each Of Six Standards

The reading faculty divide the standards among them (two faculty members per standard) to score the portfolios. Candidates must achieve a score of 4 (exceptional) on each standard.

Finding	Reading MED (Reading Specialist Portfolio)

Candidates in the Reading Masters program achieved a passing score on the portfolio, though they did not all achieve a score of 4 (exceptional).

Action   **Reading MED (Reading Specialist Exam)** 🔍

The Reading faculty will continue to support candidates and ensure that all standards are covered in our reading courses.

Previous Cycle's "Plan for Continuous Improvement"

The reading faculty has accomplished all of its objectives for the year. Because all objectives have been met, we feel our program has been strengthened. We will strive towards meeting all of our objectives. The objectives that were met are as follows: All candidates passed the Reading Specialist TExES Exam; and all students scored at least 85% on their Masters Portfolios. For next year, we are going to raise the standard for the Masters Portfolio, so that our goal will be for all students to score at least 90% on their Masters Portfolios. Our goal for the Reading Specialist TExES Exam will be for 100% of candidates to pass the TExES Exam for the Reading Specialist, particularly addressing all Domains so that scores are above the state mean. In addition, faculty will be implementing a virtual orientation for new students to cover portfolio requirements, and faculty will incorporate activities and assignments related to Domain IV throughout the sequence of courses.

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

The reading faculty has accomplished all of its objectives for the year. Because all objectives have been met, we feel our program has been strengthened. All candidates passed the Reading Specialist TExES Exam; and all students scored at least 85% on their Masters Portfolios. Our goal for the Reading Specialist TExES Exam was for 100% of candidates to pass the TExES Exam for the Reading Specialist, particularly addressing all Domains so that scores are above the state mean. This goal was met. In addition, faculty implemented a virtual orientation for new students to cover portfolio requirements, and faculty incorporated activities and assignments related to Domain IV throughout the sequence of courses.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2012 - 2013 Cycle Findings.

The reading faculty has accomplished all of its objectives for the year. Because all objectives have been met, we feel our program has been strengthened. We will strive towards meeting all of our objectives. The objectives that were met are as follows: All candidates passed the Reading Specialist TExES Exam; and all students scored at least 85% on their Masters Portfolios. For next year, we are going to raise the standard for the Masters Portfolio, so that our goal will be for all students to score at least 90% on their Masters Portfolios. Our goal for the Reading Specialist TExES Exam will be for 100% of candidates to pass the TExES Exam for the Reading Specialist, particularly addressing all Domains so that scores are above the state mean. In addition, faculty will continue implementing a virtual orientation for new students to cover portfolio requirements, and faculty will incorporate activities and assignments related to Domain IV throughout the sequence of courses

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SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2012 - 2013

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

View & Request Level Feedback

| Goal | **Mastery Of Council For Exceptional Children (CEC) Knowledge And Skills** 🔑 | ⊟ |

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

Objective (L)   **Comprehensive Exams** 🔑

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

Indicator   **Scoring Rubric** 🔑

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

Criterion   **Passing Rates** ✏️ 🔑

90% of candidates will score 80% or better on the rubric (see attached). Particular areas of emphasis include data analysis and improvement, behavioral support plan development, and application of ethical principles.

Since we had 100% of candidates passed the comprehensive exam in 2011-2012, we have raised the criterion to 90% of students will reach at least 80% on the rubric. The domain identified to improve is the area of research design. We have set in motion some interventions for this area.

Finding   **Comprehensive Exam Findings.** ✏️ 🔑

Seventy percent of the students scored 80% (40 out of 50) or better upon the initial testing. However, because the remaining three students were within 10% of the passing criteria (5 points), the faculty decided to bring the students back into the room and probe for additional information on questions upon which they had performed poorly. Therefore, with additional prompting, all students achieved a passing grade (see the attached score sheet for initial and final scores). The average of all initial scores was 42.05 and the average of all final scores was 42.65 out of 50. Interrater reliability was very high across all students with an overall average of 92.44 and a range of 60-100 on individual questions.

Action   **Comprehensive Examinations In LIDA** 🔑

Cirriculum changes are being made to focus more heavily on the task list created by the Behavior Analaysis Certification Board.

Furthermore, all classes in the future will be taught by Board Certified Behavior Analysts or individuals with a strong background in behavior analysis only.

In addition, we will be transitioning to written comprehensive exams in order to more fully capture the extent of a student's knowledge, and not their nerves at having to perform in person. Thus, this year, we will give students a choice of oral or written examinations as we make the transitions. Therefore, our scores may be higher than usual for this reason in the following year.

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🔑

Goal	Production Of Reports On Scholarly Research

Candidates will a research paper conforming to APA style

Objective (L)   **Research Proposal** 🔎

Candidates will develop a high-quality research proposal in SPED 6314.

Indicator   **Faculty Developed Rubric** 🔎

The research proposal will be scored by instructors of SPED 6314.

Criterion   **Passing Rate On The Rubric** ✏️ 🔎

80% of the candidates will score 80% or better on the rubric (attached) to evaluate the research proposal in SPED 6314. We just missed the 80% criterion last year, so it will be used again this year. The area identified last year to improve was clarity of written description of procedure on the research proposal.

Finding   **Research Proposal In SPED 6314** ✏️ 🔎

Candidates submit a research proposal at the end of the semester. The proposals are scored with the attached rubric that looks at competency domains such as "Providing Background Information", "Literature Review", and "Description of Procedure." Students' performance (n = 12) on the 100 point rubric averaged 77.2%. Range of performance was 64-90%. The lowest domain of candidate performance was in the area of results, especially considering that one student (04) failed to indclude a results section completely. Candidates performed strongly on providing background information on subject selection, identification of target skill, etc.

Action   **Research Proposal In SPED 6314** 🔎

Students will begin working on their reserch proposals much earlier in their academic careers (Spring semester of their first year).

Students will be introduced to a wider variety of resarch throughout all of their classes.

Students will receive increased emphasis on written description of procedures - clarity and conciseness - in the early portion of the course. Students will be afforded opportunities to submit drafts of the proposal prior to the final submission at the end of the course.

The accuracy criterion of 80% of candidates was not obtained - 77.2% was the average performance. Thus, 80% will remain the criterion level of accuracy for the research proposal. However, a new rubric will be used in the coming year that more closely matches the actual criteria for a research manuscript.

Previous Cycle's "Plan for Continuous Improvement"

The two objectives for the Low Incidence Disabilities and Autism (LIDA) program involve performance on Comprehensive Examinations and the quality of the Research Proposal submitted in SPED 6314. Improvement of candidate performance will take place through increased emphasis on identifying research designs connected to the process of professional writing and publishing. Further emphasis on candidates knowledge and application of research procedures will take place in SPED 6303 - Measurement and Assessment of Behavior and SPED 6306 - Single Subject Design in Research. Professional Standards for Board Certified Behavior Analyst (BCBA) and the Council for Exceptional Children (CEC) will continue to be analyzed for those critical domains involving research design and proposal creation. Elements of CEC Knowledge and Skills and the BCBA Task List are being addressed in coursework and quizzes in the LIDA program.

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

The previous year's Plan for Continuous Improvement was not implemented as intended due mostly to a deficit in faculty. The program has almost always been short faculty, and therefore has been reliant on adjuct faculty who are not well-trained in Behavior Analytic methods and research. Therefore, we will finally be able to address our goals this year due to being fully staffed.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2012 - 2013 Cycle Findings.

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

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SH SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2012 - 2013

Special Education MED (Educational Diagnostician)

View & Request Level Feedback

Goal	Mastery Of SBEC Knowledge And Skills 🔑
	Educational Diagnostician students will demonstrate mastery of knowledge and skills set forth by SBEC.

Objective (L)	Mastery Of SBEC Knowledge And Skills 📎 🔑
	Graduates will demonstrate competencies in assessment and evaluation as set forth by the State Board of Education Certification (SBEC) for diagnostician certification. The four domains included in the test are: (1) Students with disablities, (2) Assessment & Evaluation, (3) Curriculum & Instruction, (4) Foundations and Professional Roles and Responsibilities.

Indicator	Texas Examination Of Knowledge & Skills 🔑
	TExES for Educational Diagnosticians developed by the Education Testing Service (ETS)

Criterion	Pass Rate 🔑
	1. 85% of candidates will pass Domain II of the TExES, a measure of knowledge of Assessment and Evaluation skill. This is the same area identified as weaker two years in a row. Criterion will remain at 85% as we strive to extensively focus on this area.

Finding	Pass Rate 🔑
	83% of candidates passed Domain II (Assessment and Evaluation) of the TExES, a measure of knowledge of Assessment and Evaluation skill. This is the same area identified as weaker in the previous year. While the median score shows improvement from 81% to 83%, we have still have not met our goal. Criterion will remain at 85% as we strive to extensively focus on this area.

Action	SBEC Knowledge And Skills Base 🔑
	Foundations and Professional Roles and Responsibilities were the lowest areas at an average score of 82.7% . We will emphasize this content in our Sped Practicum Course 6312 and in the Sped 6311 Seminar in Sped course.

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Goal	Mastery Of CEC Knowledge And Skills 🔑
	Candidates will demonstrate mastery of knowledge and skills on comprehensive examinations referenced to the standards set forth by the Council for Exceptional Children's (CEC) Knowledge and Skills for Educational Diagnosticians.

Objective (L)	Mastery Of CEC Knowledge And Skills 📎 🔑
	Candidates will demonstrate mastery of knowledge and skills on comprehensive examinations referenced to the standards set forth by the Council for Exceptional Children's (CEC) Knowledge and Skills for Educational Diagnosticians.

Indicator	**Comprehensive Exams Rubric** 🖉 🔑
	Faculty-developed rubric scored independently by faculty members in the specialization area following standards of CEC
Criterion	**Pass Rate On Comprehensive Exams** 🔑
	100% of candidates will achieve 80% of all possible points or more on the comprehensive exam rubric. Since 100% of candidates reached the 75% criterion last year, we will raise the criterion to 80% of all possible points. The area we identified for improvement is the area of theories. We will be eager to determine whether our interventions have an impact in 2012-2013.
Finding	**Sped Comp Assessment Scores** 🔑
	Zero percent of our candidates met the 80% criteria on the comprehensive exam rubric. The highest mean score was 74.5% in the area of Knowledge and Application of Evaluation Procedures. The lowest mean score was 50.91 in the area of Knowledge and Understanding of Learners with Disabilities.
Action	**Comprensive Exam Questions And Rubric** 🔑
	New questions will be developed that fit the new CEC advanced standards and the rubric will be reviewed with all sped faculty to increase interrater reliability.

Previous Cycle's "Plan for Continuous Improvement"

We met our goal for candidates to demonstrate knowledge on comprehensive examinations for the Council for Exceptional Children's Standards of Knowledge and Skills for Educational Diagnosticians, but we did not meet the goal of having 85% of candidates pass Domain II on their TExES. Using the results of both of these findings, we will place additional emphasis in courses on the areas of greatest weakness: assessment and evaluation methods, and application of theories. In the three assessment courses (SPED 5302, SPED 5305, SPED 6310) we will use a case study approach to plan, administer, and analyze evaluations. These case studies will be viewed from a variety of theoretical perspectives so that candidates can see how theories influence their evaluations, interventions, and practices. In the classes that are directed toward specific disabilities (SPED 5303, SPED 5304, SPED 6305) we also will use case studies that are analyzed from a variety of theoretical perspectives. With these actions in place we believe that candidates will be better prepared to plan and implement evaluations, as well as apply theories in their diagnostic practices.

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

We did not meet the goal of having 85% of candidates pass Domain II on their TExES. We were unable to place addiditional emphais in courses on the areas of greatest weakeness (Sped 5302, Sped 5303, Sped 6310 sped 5303, sped 5304, sped 6305) as turnover in faculty required the use of pool faculty replacements who were unfamiliar with case study approaches. Additionally, the transition of faculty impacted the implementation of consistent instruction.Moreover, the CEC standards were changed to the advanced level which required new emphases on comprehensive exam items.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2012 - 2013 Cycle Findings.

With the addition of new faculty, we will provide more systematic instruction in assessment courses and enhance content in the Sped 5301 online course. Review of the new comprehensive exam rubric with all faculty will

increase the likelihood of greater inter-rater reliability.

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Department of Library Science

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2012 - 2013

Library Science MLS

View & Request Level Feedback

Goal	Master Texas Educator Standards For School Librarians 🔑

Candidate knowledge and skills to meet Texas Educator Standards

Objective (L)   **Candidate Knowledge, Skills, And Dispositions** 🔑

Candidates will demonstrate their knowledge, skills, and dispositions by successfully completing the TExES School Librarian (150) test that is designed to assess examinees according to the prescribed domains that include the following: Domain I - Teaching, Learning, and the School Library Environment; Domain II - Program Management, Leadership, and Connections to the Community; and Domain III - Librarianship, Information Science, and Technology.

Indicator   **TExES** 🔑

All candidates seeking school librarian certification must take the TExES (Texas Examination of Educator Standards) for school librarians. This exam directly corresponds to the state content competencies that are designed to measure the candidates' level of mastery as it relates to the field. Results of candidate scores on the TExES test for school librarians determine the pass rate for each testing period.

Criterion   **TExES Scores** 🔑

Candidates will pass the TExES Exam for School Librarian, and 80% of candidates will succeed upon their first effort. A scaled score of 240 is required for passing. The overall pass rate, with those who have to retake the exam, will exceed 90% of candidates.

In 2011-2012, we barely made the 80% first effort success; thus, the 80% criterion will remain for 2012-2013. We developed a webinar intervention to accompany a practice pretest and are eager to determine whether it iimpacts knowledge and scores. We also hope to see higher knowledge and skills scores in the areas of literacy and reading as well as program management and administration, slightly weaker areas last year, although still acceptable scores.

Finding   **TExES Results** 🔑

Pass rates for all TExES 150 School Librarian exams taken by SHSU graduates and graduate students from July 1, 2012 - July 1, 2013 were as follows: First attempt 73% passing; Best attempt 88% passing.

Action   **TExES Online Study Session** 🔑

In the future, the Department wants to increase the first attempt pass rate to 80%.The Department is piloting an interactive online platform to engage graduates and graduate candidates in a study session with materials related to the TExES examination. This is in addition to the required pretest.

Goal	Portfolio Demonstrating Mastery Of Standards 🔑

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

Objective (L)   **Candidate Preparedness** 🔑

Candidates will demonstrate mastery of their knowledge, skills, and

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

Indicator

Final Assessment Portfolio 🖉 🔍

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

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

Criterion

Pass Rates For Portfolio 🔍

All students will obtain an assessment of either acceptable or target as indicated by department rubrics on the final portfolio. The desired ratio is 30% Acceptable and 70% Target, which is the higher score. This ratio has been adjusted to better reflect and provide a more realistic goal as a result of the 2011-2012 results.

Finding

Portfolio Pass Rates Results 🔍

Pass rates for Portfolio for 2012-2013 were as follows: 0% Unacceptable; 14% Acceptable; and 86% Target.

Action

Portfolio Discussion In Regards To ALA/AASL Standards 🔍

More course discussions surrounding the ALA/AASL Standards for Initial Preparation of School Librarians (2010)* and how assignments are related to those standards and their elements. In doing so, the graduate candidates will be encouraged to make authentic decisions as they create artifacts for assignments that may be included in their Portfolio.

*The ALA/AASL Standards for Initial Preparation of School Librarians were developed by American Association of School Librarians (AASL), a division of the American Library Association (ALA).

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Previous Cycle's "Plan for Continuous Improvement"

As indicated in the actions, the Department's intentions are to move forward with the goals that are in place. The Department is pleased that candidates continue to perform well on the TExES exam. Greater portfolio structure has led to candidate success with a 94% pass rate. We want to set our goal for 50% rather than 25%, with the expectation that we will raise the goal each year. We are working on the instructions and support materials to help candidates with this for 2012-2013.The Department is proud of the accomplishments in the 2011-2012 academic year and expect ongoing progress in the year to come.

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

Last year's adjustments were successful. The graduate candidates did not participate in a webinar session regarding preparation for the TExES exam as planned for 2012-2013. However, the Department hosted an informational webinar for the Portfolio. The webinars were recorded so that candidates could view at their

convenience.

Areas where candidates had multiple questions regarding the instructions for Portfolio were revised. Additional support for writing a quality reflection was added.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2012 - 2013 Cycle Findings.

Based on the first attempt pass rate of 73% for the TExES exam, the Department recognizes that preparation for the exam must include an online component in order to accommodate candidates who live throughout Texas since the MLS program is currently totally online. In order to accomplish this, the Department will pilot an interactive online platform to engage graduates and graduate candidates in a study session with materials related to the TExES examination. The session will be recorded for later viewing.

For 2013-2014 the Department will adjust the pass rates for Portfolio to 20% Acceptable and 80% Target. The ratio will be adjusted to better reflect and provide a more realistic goal based on the results of 2012-2013. In addition, the Department plans to implement more course discussions surrounding the ALA/AASL Standards for Initial Preparation of School Librarians (2010)* and how assignments are related to those standards and their elements. In doing so, the graduate candidates will be encouraged to make authentic decisions as they create artifacts for assignments that may be included in their Portfolio.

*The ALA/AASL Standards for Initial Preparation of School Librarians were developed by American Association of School Librarians (AASL), a division of the American Library Association (ALA).

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