



Sam Houston
State University

2011-2012

College of Education

**Department of Curriculum
and Instruction**



Online Assessment Tracking Database

Sam Houston State University (SHSU)
2011 - 2012

Instructional Technology MED

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Goal	Program Visibility And Impact 🔑
	Visibility of the program and impact of presentations

Objective (L)	Graduate Candidate Professional Presentation 🔑
	Technology facilitator candidates in the Masters of Education in Instructional Technology program will design presentations that address the needs of all learners.

Indicator	Graduate Candidate Professional Presentation 🔑 🔑
	A common embedded portion of each presentation assignment developed by program faculty will require proper use of presentation software, including text elements, layout, graphics, and internal/external navigation.

Criterion	CI 5365 - Technology And Cognition PowerPoint For Chunking Indicators Scores 🔑
	Technology facilitator candidates must score at least 80% correct on the Presentation for Chunking indicators embedded in the CI 5365 - Technology and Cognition Learning Strategies and Technology assignment.

Finding	Professional Presentation Development 🔑
	During the 2011-2012 academic year, Cohort V Instructional Technology graduate candidates were required to develop a presentation utilizing chunking to present information for a content area where candidate's students experienced trouble understanding a concept. Candidates were expected to develop a non-linear PowerPoint, allowing the learner to choose the order in which each "chunk" of information is received. Text elements were to be appropriate in length for the target audience, to the point, and easy-to-read. Use of italics, bold, indentations, backgrounds, colors, headings, and font point size should enhance readability. The layout was to be visually pleasing and contribute to the overall message with appropriate use of headings, subheadings and white space. Graphics were to assist in presenting an overall theme and enhance understanding of concept, ideas and relationships. Images should employ proper size and resolution, and all images must enhance the content. All links were to be active and functioning properly. Overall, all sixteen Cohort V Instructional Technology graduate candidates (100%) were successful in developing a presentation utilizing chunking to present information for a content area where candidate's students experienced trouble understanding a concept. Minor errors in linking sub-pages to a main slide and including off topic graphics were present.

Action	Remediating Use Of PowerPoint For Professional Presentations 🔑
	In an effort to increase the ability of Masters of Education in Instructional Technology candidates to design presentations that address the needs of all learners, PowerPoint presentations being completed throughout the Program will be assessed for effective development, including text elements, layout, graphics, and internal/external navigation. Program faculty will continually remind candidates, through assignment instructions, of the basic rules to effective presentation development and common errors to avoid.

Goal	Program Quality And Effectiveness Program Quality and Effectiveness
Objective (L)	American Psychological Association (APA) Publication Style Technology facilitator candidates in the Masters of Education in Instructional Technology program will employ American Psychological Association (APA) Style in formal writing, including internal documentation and works cited.
Indicator	Use Of APA 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	CI 5365 - Technology And Cognition Literature Review APA Indicator Scores Technology facilitator candidates must score at least 80% correct on the APA indicator embedded in the CI 5365 - Technology and Cognition Literature Review assignment.
Finding	APA Style In Formal Writing Cohort V Instructional Technology graduate candidates were required to synthesize research regarding technology/cognition/brain issues in a cohesive review of literature during the 2011-2012 academic year. Candidates were expected to utilize proper APA style within the literature review, including the citations and bibliography. Eleven of sixteen Cohort V Instructional Technology graduate candidates (69%) successfully scored at least 80% correct on the APA Indicator embedded in the CIED 5365 - Technology and Cognition Literature Review assignment. The majority of candidates (15/16; 94%) correctly employed internal documentation and alphabetized reference list entries by the last name of the first author of each work. Most candidates (10/16; 63%) were not successful in properly using APA 6th edition style to cite resources in the works cited. Specifically, when referring to books, chapters, articles, or Web pages, many candidates failed to capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Instead, candidates tended to capitalize all words in a title. Candidates also had a tendency to overlook the hanging indentation for each entry in the reference list. All lines after the first line of each entry in the reference list should be indented one-half inch from the left margin. Finally, candidates tended to overlook the fact that APA 6th edition style no longer requires that retrieval dates be listed in the works cited for web resources and that doi is preferred when an article is made available electronically.
Action	Remediating Application Of APA Style Skills In an effort to increase the percentage of Masters of Education in Instructional Technology candidates who correctly practice proper APA 6th edition Style in formal writing, written work being completed throughout the Program will be assessed for proper APA 6th edition style as part of candidates evaluative grades. Program faculty will continually remind candidates, through assignment instructions, of the basic rules to properly using APA 6th edition (as opposed to 5th edition) style to cite resources.

Closing the Loops Summary

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.

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Online Assessment Tracking Database

Sam Houston State University (SHSU)
2011 - 2012

Post Baccalaureate Alternate Route To Certification

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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 2011-2012. Scores will reflect that at least 85% of Post-Bacc students passed the PPR exam on the first attempt.

Weaker areas last year were domains three (instruction and assessment) and four (professional roles and responsibilities). We are eager to determine if our interventions improved these areas.

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/8-12 PPR pass percentage for Post-Bacc candidates was 85.3% for the 2011-2012 year. We barely 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**

The state of Texas has changed the requirement for all candidates seeking certification. From this year on, all candidates will take the EC-12 PPR exam. 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 improvement.

Objective (L)

Effective Lesson Planning

Certification candidates will demonstrate knowledge and skills in developing effective lesson plans for successful learning outcomes.

Indicator

Instructional Methods Class Lesson Plan

During the Instructional Methods Class, candidates write multiple lesson plans. Each candidate selects the best lesson plan to submit as their best representation of a Lesson Plan. 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

Instructional Methods Class Lesson Plan Scores

90% of candidates during the 2011-2012 academic year will achieve a score of "2 or higher" on the Instructional Methods Class Lesson Plan. The lesson plan format and rubric are in place and ready to use. The Instructional Methods Class 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.

Our goals this year were to focus intensity "Designing Supportive Learning Environments" and "Instructional Strategies," weaknesses that emerged last year. We anticipate improvement in these areas.

Finding

Desired Competence Was Accomplished

100% of the Post-Baccalaureat candidates demonstrated mastery of the ability to plan an effective lesson by meeting the standard of a score of 2 or 3. The overall improvement was also demonstrated in the Evaluation Strategies portion of the lesson plan.

We may need to break our criterion into two parts: a percentage for the acceptable (2's) and target (3's).

Action

Terminology Change In Lesson Plan

Since 100% of candidates demonstrated mastery on this assessment, the faculty would like to focus on improving modifications in instruction. 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 want to focus in the future. The goal of "Candidates will be able to plan an effective lesson" will be replaced because this goal has been met.

Objective (L)

Effective Planning And Teaching

Degree candidates will demonstrate effective planning for teaching essential knowledge skills.

Indicator**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.

Criterion**Teacher Work Sample(TWS) Scores** 

95% of candidates in the 2011-2012 academic year will achieve a score of "3" or "2" 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 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. Once agreement is reached on the Teacher Work Sample score, the overall scores are sent to the student teachers.

Weaker areas last year included "Contextual Factors" and "Assessment Plan." We anticipate these areas will have improved this year.

Finding**Desired Competence Criteria Achieved** 

96.5% 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. With such a high percentage scoring acceptable or target, we may want to separate the criteria and focus on the target scores.

Action**Percentage Of Candidate Scoring Improving** 

The scoring procedures for the TWS were changed which led to the "leveling off" of scores. We expect to see the score average rise each semester. The dip this academic year was expected with the new scoring procedure.

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 96.5% of all candidates met the minimum standard.

Since 96.5% 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. Therefore, this goal will be modified in the future to investigate how candidates specifically modify instruction for all learners.

Closing the Loops Summary

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.

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Online Assessment Tracking Database

Sam Houston State University (SHSU)
2011 - 2012

Secondary Education (SED)

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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**

85% of candidates during the 2011-2012 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 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 2010-11, 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 last year, will have improved the area.

Finding **Pass Rate On Methods Block Lesson Plans**

During the 2011-2012 academic year, relating to the four parts of the Lesson Plan, 71.58% have Target scores on Establishing the Lesson Framework while 19.9% have acceptable scores , 71.58% have Target scores on Designing Supportive Learning Environments while 20.16% have Acceptable scores, 74.42% have Target scores on Instructional Strategies , while 17.83% have Acceptable scores,

and 60.47% have Target scores on Evaluation Strategies, while 14.73% have Acceptable scores and 24.81% have Unacceptable scores.

Action

Pass Rates On Methods Block Lesson Plans

Using the Findings from 2011-12, 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. A dedicated assessment class will be offered beginning Fall 2012.

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 meet the minimum score for passing 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 2010-2011, through May of 2012.

Using the Findings from 2011-12, 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

Weaker Area 

Once again, our lowest domain revolved around assessment. We were a little disappointed that our interventions were not as effective as we had hoped.

Action

Pass Rates For All Pedagogy And Professional Responsibilities Examination 


Using the Findings from 2011-12, strategies to increase the percentage of first time exam takers will be ongoing. 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. These areas of weakness revolve around assessment, so this will be addressed more vigorously in CISE courses. An assessment course has been added to the secondary program to address this issue.

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 2011-2012 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, Assessment Plan and Analysis of Student Learning. We anticipate that our increased focus in these areas will find these areas improved

Finding

% Of Students Scoring A Target-3

Fall 2011-Sp 2012

% 3=58% % 2=38% % 1= 4%

These data indicate a 96% "passing rate" for the TWS when combining acceptable and Target scores together.

Action

% Of Students Scoring A Target-3

Using the disaggregation 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. Since the Assessment Plan and Analysis of Student Learning sections still had the lowest overall scores, a particular emphasis during the TWS instructional units will be on assessment and its relationship to the other processes.

Closing the Loops Summary

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.

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Department of Educational Leadership and Counseling










Online Assessment Tracking Database

Sam Houston State University (SHSU)
2011 - 2012

Administration MA, MED (Principal Certification)

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Goal	Mastery Of The Knowledge And Skills Associated With Program Standards   Candidates enrolled in the principal preparation program will demonstrate knowledge and skills on comprehensive examinations referenced to the standards set forth by SBEC for principal preparation.
Objective (L)	Mastery Of The Competencies Associated With Principal Certification  Candidates will demonstrate mastery of knowledge and skills on the principal preparation program comprehensive examination which addresses the Texas principal Competencies as determined by SBEC and course content.
Indicator	Comprehensive Examination And Rubric  The comprehensive examination and rubric were developed by principal preparation program faculty. The examination includes content from several courses (EDAD 5332- Administration and Organization of Public Schools, EDAD 6371-Role of the Principal, EDAD 5372-Public School Law, EDAD 6378-Building Capacity for Teaching and Learning, EDAD 6379-Program Evaluation for School Improvement, EDAD 5386- Special Populations and Special Programs). Students take a multiple-choice test based on school-based leadership scenarios. Students who score between 70% and 79% receive a low passing grade, and candidates who score 80% and above receive a high passing grade.
Criterion	Pass Criterion On Comprehensive Examination  100% of candidates will earn a high passing score or low passing score on the comprehensive examination during the first administration. We are especially eager to determine whether our interventions improved student learning in the areas that emerged as weaker last year: school law, organization and administration of public schools, the role of the principal, and campus business management
Finding	Comprehensive Examinations  During 2011-2012 school year, two comprehensive examinations were administered. One hundred percent of the students scored a 2 or a 3 on the comprehensive exam. Analysis of the examinations, allowed the program area faculty to identify areas in need of improvement. Although 100% of the students passed the comprehensive exams... 1. students need to better understand the level of thinking needed to be successful on the test; 2. the curriculum that is delivered to the students needs improvement in the areas of School Law, role of the principal, and campus business management.
Action	Comprehensive Exams In The Future  Comprehensive examinations will be multiple-choice exams. Faculty will assess the exam and the alignment to the curriculum and to instruction. A task force will begin looking at every aspect of curriculum, instruction, and assessment. A program area handbook and study guide will be given to new students as they enter the program. To address students' need to understand the level of thinking necessary for success on the comprehensive exam, the study guide and review sessions will be in place. Already, the faculty have created revised lists of topics for the Law, Special Populations, and Role of the principal courses. Moving forward, we are working with all the courses to update the curriculum and instruction. We are also putting a plan in place to

have more interaction and assistance for our part time faculty so they know what students need to know and to demonstrate appropriate levels of knowledge.

Goal

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

Certain knowledge and skills are requisite for becoming an effective public school principal.

Objective (L)

Mastery Of Knowledge And Skills To Be An Effective Principal

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

Indicator

Texas Examination Of Educator Standards -TExES Principal Test 068

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.

The TExES Principal test is a selected-response, or multiple-choice, test designed to measure the requisite knowledge and skills that a beginning Texas principal must possess. This test includes both individual and stand-alone items that are arranged in clustered decision sets based on real-world situations faced by school principals and assistant principals in elementary, middle, or high school settings.

Committees of Texas educators and interested citizens guide the development of the TExES tests by participating in each stage of the test development process. These working committees are comprised of Texas educators from public and charter schools, faculty from educator preparation programs, education service enter staff, representatives from professional educator organizations, content experts, the business community, and parents. The committees are balanced in terms of position, affiliation, years of experience, ethnicity, gender, and geographical diversity. The committee membership is rotated during the development process so that numerous Texas stakeholders may be actively involved.

Criterion

Passage Percentage Of First-Time Examinees

70% of candidates will pass the TExES Principal test within one year of their graduation from the principal preparation program. We will be monitoring student scores identified last year as areas needing improvement: school and community relations and instructional leadership.

Finding

TExES Passing Percentages

As of April 24, 2012, 72.5% of first time TExES principal exam takers successfully complete the exam. That means approximately 28% failed. We barely met our criterion. Domain I is School and Community Relations; Domain II is Instructional Leadership; and Domain III is Administrative Leadership. Of those who failed the exam, the weakest domain was School and community relations, followed by Administrative Leadership. The strongest domain among those who did not pass was Instructional Leadership.

Action

Improving Student Success Rate On TExES Principal Exam 

We focused on the courses in which Domains I, II, and III are most appropriately taught and learned (i.e., EDAD 5332, EDAD 6371, EDAD 5386, EDAD 6394). We will work on alignment of the curriculum in these courses and the TExES exam. During 2011-2012, full time professors worked with part time faculty to provide students with the appropriate curriculum and instruction necessary for mastery of the knowledge and skill base required of future campus administrators. Students participate in a TExES review session during their internship. Starting in the Fall of 2012, students will be required to take practice exams at the end of 6, 8, and 12 hours. It is our plan to identify students in need of additional help earlier in the program.

Closing the Loops Summary

Students in our Master of Education in School Administration program will have field-based activities throughout their program to prepare them for campus leadership positions. Our initial objectives are assessed for alignment to Texas Competencies and ELCC standards for Campus Leaders. A task force of faculty members is meeting over the summer of 2012 to make recommendations for improvements to the curriculum and instruction received by our students. This task force is charged with looking at the entire Educational Administration degree program from admission and advisement to student success beyond graduation. Our comprehensive exams need to be reviewed to add more rigor and relevance; this is a constant process. Students are given many opportunities throughout their program to interact with practicing school administrators, and this process is reviewed to make sure the activities in which the students engage are also relevant. Every school year, our programs are reviewed for improvement so students get the best chances for success. We need to work on all three domains of the Principal TExES exam to ensure deep knowledge.

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Online Assessment Tracking Database

Sam Houston State University (SHSU)
2011 - 2012

Counseling MA (LPC/LMFT)

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Goal Effective Community 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 counselors.

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/NCE Examination

1. The majority of students enrolled in the MA in counseling (LPC/LMFT) received a score of 5 or better on the 7 point scale on the Counselor Potential Scale. Students are evaluated on six areas: (1) identifiable interest in welfare of others, (2) receptivity to feedback, (3) academic potential, (4) interpersonal skills, (5) participation, and (6) acceptance of diverse ideas and values.
2. MA students scored 100% pass rate on the NCE examination. For the NBCC administration of the NCE (National Counselor Examination) in October 2011, four students tested and all four passed. In two areas (Research and Program Evaluation and Group Counseling) scores of SHSU students were lower than the mean scores of other CACREP accredited university program students.

Action Strengthen Curriculum

Review NBCC test results report from October 2011 test administration to compare descriptive statistics for our students with other University CACREP program students. This year our weaknesses were different from last year; thus, our interventions worked. We will need to implement similar interventions in the areas of research and program evaluation as well as group counseling.

Goal Professional Practice And Training

Candidates will engaged in an internship providing 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, Field Practicum will be evaluated by their site supervisor. Items are scored on a scale of 1-6, with 3 and above being acceptable. Program faculty prefer scores of 4-6. The site supervisor will review the completed evaluation form with the student. 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.

Last year we had a student who had to be placed on a remediation plan. Our goal for 2011-2012 is that everyone completes the internship satisfactorily.

Finding

Professional Practice 🔑

For school year 2011-2012, 85 total students were enrolled in COUN 6386 Field Practicum. All of the students were rated by their field supervisor at a score of 3 or better on a scale of 1-6 (1-2 = requiring assistance, 3 -4 = appropriate acceptable performance, and 5-6 = exceptional performance) on all 36 items on the Counseling Field Practicum Evaluation Form. A score of 3 was assigned by supervisors on the following items: #15. Recognizes and resists manipulation by the client, #19 Uses silence effectively, and #22 Recognizes and skillfully interprets the client's covert messages. These were identified as our weaker areas although they met the criterion.

Action

Strengthen Skills 🔑

The three items on the Evaluation Form for which some students earned a score of 3 (#15, #19, and #22) were shared with the faculty. It was determined by the faculty that courses, COUN 5385 PrePracticum Skills and COUN 5376 Supervised Practicum are the courses that include these skills as student objectives. Faculty teaching these courses concluded that more role-playing, demonstration by faculty, and viewing of professional counseling videos will strengthen student's skills in these weaker skills areas. In addition, doctoral supervisors supervising students in COUN 6376 Supervised Practicum were made aware of these three areas of weaker skills and have been encouraged to look for teaching moments and interventions to strengthen students skills development in these three areas.

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 Performance** 🔑

Faculty reported no change in the level of APA skills demonstrated by students submitting papers for course assignments requiring students follow an APA guidelines format.

Finding **Research Current Literature** 🔑

All students enrolled in courses with a literature review objective (COUN 5379, COUN 5334, COUN 5392, and COUN 6332) reviewed professional journals and presented papers and lead discussions from journal published within the last five years.

Action **Assigned Readings From Professional Journals** 🔑

A new Literature Review Evaluation Rubric has been created by faculty for students to complete when reading and evaluating articles in professional journals. While most students perform satisfactorily with this activity, the faculty developed a new rubric that offers more specific guidelines to follow when students read and evaluate articles.

Faculty teaching COUN 5111, Orientation to Counseling, will require students to purchase APA 6th edition for the course. Assignments will be included in the course that requires students to locate guidelines in the APA manual and demonstrate skills in correct APA format and technical writing.

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 school year, 2011-2012 (fall, spring and summer), 109 total counseling master's students were enrolled in COUN 5379, Research Methods. Of the total number of students, only three scored below the expected 80 points to earn a grade of B or better on the research Project Grading Rubric. Therefore, faculty agree that the requirement to read and critique more research articles using quantitative methodology prior to beginning their own research paper/project has helped to improve the quality of student's work. However, faculty report that several students struggle with scholarly writing at a level expected of graduate students.

Action

Understanding Results From Quantitative Research 🔑

Students scoring below 80 points and other students who struggle with witing as reflected on the organization, quality of writing, and APA guidelines components of the Research Project Grading Rubric are required to schedule weekly visits to the SHSU Writing Center for editing and writing assistance to improve their writing skills specifically following APA 6th edition format and technical writing guidelines.

Closing the Loops Summary

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 skills 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 than graduate level writing skills.

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Online Assessment Tracking Database

Sam Houston State University (SHSU)

2011 - 2012

Instructional Leadership MA, MED

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Goal	Mastery Of Educational Leadership Constituent Consortium (ELCC) Standards  
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Students will demonstrate mastery of ELCC Standards 1-6.

Objective (L)

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

Students will demonstrate knowledge and skills aligned to Educational Leadership Constituent Consortium (ELCC) Standards by completing internship activities in each of the core courses (e.g., Instructional leadership and Instructional Leadership Development (ILD), Curriculum Planning, Research Methods, Special Program and Special Populations, Psychology of Learning, and Supervision Practicum).

Indicator

Completion Of Embedded Internship Activities 

Upon completion of the Supervision Practicum, students will submit a portfolio that contains all of the internship activities with a reflection on how the activities have helped them develop skill.

Criterion

Embedded Activity Analysis 

95% percent of the candidates for the Master's degree in Instructional Leadership will receive a passing score on their portfolios.

Finding

Demonstrating Proficiency Via The Internship Portfolio 

During 2011-2012, 81.25% of our Instructional Leadership interns received passing scores on their portfolios. Although most students are successfully completing their portfolios, we discovered that some students are not mastering the content because they are not completing their internship projects and/or field work during the coursework or during the internship.

Action

Improving Student Successful Completion Of Portfolio 

We began assessing the alignment of our activities and course content, and we began looking at the Educational Leadership Constituent Consortium Standards to identify those standards that are most appropriate for teacher leaders. At this point we must, now address student performance on the various outcomes for the courses. This means, students who do not complete their assignments or assessments during the correct course must be held accountable within the specific course(s) and not at the end of the degree program. At the program level we need to determine a tool through the university reporting systems to better assess how successfully our students are mastering the course content.

Objective (L)

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

Students will demonstrate knowledge and skills in Instructional Leadership course content. All course content is aligned to Educational Leadership Constituent Consortium (ELCC) Standards. Educational Leadership Constituent Consortium (ELCC) Standards for instructional leadership are (2) promote positive culture, provide effective instructional programs, apply best practices for student learning, and promote professional development; (4) collaborate with stakeholders; respond to community interest and needs, and mobilize community resources; (5)act fairly and with integrity; and (6)understand, respond to, and influence the larger context.

Indicator

Comprehensive Examination  

All of the students enrolled in the IL MA or MED program will demonstrate master-level knowledge by taking the comprehensive examination. Faculty developed rubrics are used to evaluate students' responses to the various exam questions

Criterion

Score At Least A 2, Indicating Passing Status 🔑

Students will be scored using a scale of 1 to 3, with 1 being "fail" and 2 being "pass" and 3 being "high pass." Last year we had 100% "pass," but the previous year was not 100%. If we are able to sustain the passing level again this year, we will raise the criterion next year.

Finding

Comprehensive Exam Reporting 🔑

During 2011-2012, 100% of the students in the instructional leadership program demonstrated mastery of the IL course outcomes as demonstrated by passing grades (at least a 2) on their comprehensive exam. Students do not have one common set of outcomes that are identified as an area of concern. Across the entire curriculum, students have various issues (e.g., leadership, special populations, instructional supervision, etc.)

Action

Improving Student Learning As Measured By Comprehensive Exams 🔑

Faculty must address online instruction as this is our main source of delivery. We must help our part time faculty better use the online environment for assessment as well as instruction. We must also use the university reporting system to identify students in need of help earlier in the program. Of great help to our students would be a Comprehensive Exam study guide. All of our course activities and projects must continually be evaluated to make sure they are valid. Student success is based on the work we do to instruct, to supervise, and to encourage students, and the success is also related to the effort of the student. To help with this we will put more effort into assessment with significant feedback.

Closing the Loops Summary

Faculty must address online instruction as this is our main source of delivery. We must help our part time faculty better use the online environment for assessment as well as instruction. We must also use the university reporting system to identify students in need of help earlier in the program. Of great help to our students would be a Comprehensive Exam study guide. All of our course activities and projects must continually be evaluated to make sure they are valid. Student success is based on the work we do to instruct, to supervise, and to encourage students, and the success is also related to the effort of the student. To help with this we will put more effort into assessment with significant feedback.

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Online Assessment Tracking Database

Sam Houston State University (SHSU)
2011 - 2012

Superintendent Certification

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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.

The rubric for the portfolio consists of all of the performance development activities based on competencies that are aligned with the ELCC standards. We have worked to tighten the alignment to core courses and the TExES exam so that we can track the student performance in the course to their performance on the TExES exam. We can accurately predict the course content that needs to be modified and strengthened as well as directly to the professor who was responsible for making sure that the competencies were not only met, but understood.

Criterion 90% Candidate Success

90% percent of the candidates for Superintendent Certification will receive a passing score on their portfolios.

Finding Portfolio Scores

100% of the candidates passed their portfolio assignment. Even though all passed, the weakest area that was noted was in the areas that are aligned with the District Business Management course and as a result, we are in the process of modifying and strengthening those activities that will better prepare them for success on the exam and ultimately in the field.

Action District Improvement Projects

Each candidate will be involved with a district improvement project that addresses competencies included in the ELCC standards and addressed on the TExES exam 195. These projects will be ongoing during the certification preparation period and culminate in the internship phase.

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

80% Passing Within One Year

80% of candidates will pass the TExES??Superintendent test within one year of their completion of the superintendent preparation 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

TExES Scores

Twenty students took the TExES Superintendent Exam. All but two passed. With the two failures, we had 90% pass rate among the students.

Overall, the domain with the lowest average was Administrative Leadership (avg.=75.45). We averaged highest in the Leadership of the Educational Community (avg.=81.95).

Action

Additional TExES Exam Review Sessions

Our weaker area was in administrative leadership which includes areas such as budget, personnel, meeting state and federal requirements, physical plant, and support systems for safe and effective learning environment. Unfortunately results are not broken down into competencies. Thus, we will need to review our strategies and determine what additional strategies need to be developed to ensure the administrative leadership domain improves.

Review sessions for the TExES exam 195 will be conducted two times each semester to afford all candidates to attend at least one review session.

Additionally, our advisory committee has set a goal to increase enrollment in the program by 10% each academic year and also raise our overall passing scores on the TExES exam by 10% in each domain.

Closing the Loops Summary

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 competencies 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.

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**Department of Health and
Kinesiology**



Online Assessment Tracking Database

Sam Houston State University (SHSU)
2011 - 2012

Health MA

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Goal Critical Thinking Skills

Produce MA Health Graduates with Critical Thinking Skills.

Objective (L) Apply Critical Thinking
 MA Health graduate students will be able to apply health education principles and practices using critical thinking skills.

Indicator Critical Thinking Skills
 A common embedded portion of health graduate courses assignments and tests, developed by the faculty, will require students to use and apply critical thinking skills.

Criterion Critical Thinking Skills
 Students must score at least 90 percent on the embedded portion of graduate course assignments and tests that require students to use and apply health education principles and practices that utilize critical thinking skills.

Finding Critical Thinking Skills-Internship
 100 percent (N=10) of the Health graduate students met the minimum 90 percent criterion on the "Internship Portfolio" reflection assignment that focused on the utilization of critical thinking skills relating to the principles and practices of the profession of Health. The graduate Health faculty is pleased with the results of this important assignment. We do not believe we can do better than 100 percent, and 90 percent is certainly a high percentage. Therefore, we are meeting this objective.

Action Critical Thinking Skills-Internship
 Graduate students conducting their professional internships in the area of Health are required to develop an "Internship Portfolio" containing a reflection of their internship experience. The reflection is a compilation of the internship experience and critical components of the graduate courses they have completed. The reflection and portfolio utilize critical thinking skills that relate to the principles and practices of health as identified in the American Association for Health Education. 100 percent (N=10) of the students demonstrated mastery of the application of critical thinking skills in their internship experience. The graduate Health faculty recognizes the value of the "Internship Portfolio" and the application of critical thinking skills and has determined that the assignment needs to remain as a goal for the program. However, we will retire this objective for as an area for improvement. We will be seeking another area in which we want to improve in the graduate program.

Goal Research Enhancement Skills

The students will be able to demonstrate competency in research and writing skills.

Objective (L) Research Enhancement Skills

MA Health graduate students will be competent in the research skills of survey development, data collection, statistical protocols, and data analysis.

Indicator

Research Enhancement Skills 🔑

A common embedded portion of the HLTH 5374 and HLTH 5375 classes is to enhance the research skills of the students. These skills include: survey methodology, survey development, statistical protocols, data collection techniques, and analysis of data.

Criterion

Research Proposal 🔑

Students must score at least 80 percent on the embedded portion of the graduate course assignments in HLTH 5374 and HLTH 5375 that focus on the enhancement of research related skills. Students must score at least 80% correct on writing a research proposal.

Finding

Research Enhancement Skills 🔑 🔑

100 percent (N=15) of the Health graduate students met the minimum 80 percent criterion on the "Bibliography" assignment.

93.33 percent (N=14) of the Health graduate students met the minimum 80 percent criterion on the "Quantitative Data Collection" assignment. 6.69 percent (N=1) of the graduate students failed to meet the minimum criterion established in the goal.

100 percent (N=15) of the Health graduate students met the minimum 80 percent criterion on the "Research Proposal Assignment."

These assignments were part of the requirements of the HLTH 5374 course.

100 percent (N=8) of the Health graduate students met the minimum 80 percent criterion on the "Homework 3-Scatterplot" assignment.

87.5 percent (N=7) of the Health graduate students met the minimum 80 percent criterion on the "Math Data Exam." 12.5 percent (N=1) of the graduate students failed to meet the minimum criterion established in the goal.


100 percent (N=8) of the Health graduate students met the minimum 80 percent criterion on the "Homework 6-Independent t-test and Dependent t-test" assignment.

These assignments were part of the requirements of the HLTH 5375 course. Our weaker area, although still successful, is quantitative data collection.

Action

Research Enhancement Skills 🔑

After the review of student performance on the research and statistics assignments, the graduate Health program faculty recognized that the students had demonstrated mastery of the required skills. The comprehension and application of survey methodology, survey development, statistical protocols, data collection techniques, and analysis of data is an essential skill that graduate students must understand to be leaders in the field of research. For this reason, the graduate Health program faculty has determined that the research and statistical assignments will remain as criterion for the program goal. We were slightly weaker in the area of quantitative data collection. We will be seeking to mentor students during their program in this area.

Goal **Analysis Of Health Theories And Models** 

The Health MA Program will emphasize the analysis of health theories and models.

Objective (L) **Health Theories And Models** 

MA Health graduate students will be competent in the analysis and application of theories and models in the field of health behavior change and planning.

Indicator **Health Theories And Models**  

A common embedded portion of the HLTH 6396 and HLTH 5333 classes is to improve the students' knowledge, application, and analysis of health planning and behavior change theories and models that are used in the profession of Health Education.

Criterion **Health Theories And Models** 

Students must score at least 85 percent on the embedded portion of the graduate course assignments in HLTH 6396 and HLTH 5333 that focus on their knowledge, application, and analysis of health planning and behavior change theories and models that are used in the profession of Health Education.

Finding **Health Theory And Model Assignment** 

100 percent (N=10) of the Health graduate students met the minimum 85 percent criterion on the "Behavior Change Executive Brief and Power Point Presentation" assignment that focused on one of the recognized health behavior theories used in the profession. The assignment was part of the course requirements of the HLTH 6396 class. The graduate Health faculty is pleased with the results of this important assignment. If 100 percent of students are able to meet the criterion, a change needs to be made, either raising the criterion or making the assignment more rigorous.

Action **Health Behavior And Model Assignment** 

After the review of student performance on the health behavior assignment, the graduate Health program faculty recognized that 100.0 percent (N=10) of the students met the minimum 85 percent criterion established in the goal. The comprehension and application of health behavior theories is an essential skill that graduate students must understand; therefore, the health behavior project will remain as a program assignment. Students will have to score 90 percent to meet the criterion for 2012-2013.

Closing the Loops Summary

After reviewing all of the findings, it was noted that the majority health graduate students met or exceeded each of the criterion established for all of the program goals. The graduate Health program faculty values the rigor of the assignments identified in the program goals and wishes to maintain these requirements and increase criteria in courses taught in the graduate Health Program. The faculty also realizes that additional criterion may need to be identified and established for the 2012-2013 academic year to enhance the learning outcomes of the students enrolled in the program. To that end, we will be retiring the portfolio assignment as an area to improve and choose another area on which to work for improvement. For the theories and model assignment, the criterion will be raised to 90 percent for the coming year.











Online Assessment Tracking Database

Sam Houston State University (SHSU)
2011 - 2012

Kinesiology BA

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Goal	Communication Skills 
	Oral and written communication skills will be emphasized with students in the Kinesiology BA program.
Objective (L)	Communication Skills 
	Kinesiology BA 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 
	Students must score at least 75 percent correct on the common faculty-developed rubric for the personal philosophy oral and written communication skills assignment.
Finding	Communications Skills-Career Path 
	96.5 percent of the students met the minimum 75 percent criterion on the personal philosophy oral and written communication skills assignment. A total of 144 students participated in the communication skills assignment and 139 students met the criterion established in the goal. Since we had such a high percentage meet the criterion, the minimum percent criterion may be raised.
Action	Communications Skills-Career Path 
	After a review of the findings, the faculty determined that 3.5 percent (N=5) of the students failed to earn the minimum 75 percent of the criterion established in the goal. These findings indicate the students had mastered the communication skill requirements identified in the personal philosophy assignment. Although the goal was met at the target range, the faculty has determined the requirements specified in the assignment are rigorous and needs to be maintained as a viable component of the Kinesiology program. We will raise the criterion for 2012-2013 to 80%.

Goal	Technology Skills 
	The use of technology skills will be emphasized with students in the Kinesiology BA program.
Objective (L)	Technology Skills 
	Students majoring in Kinesiology will be able to identify and describe appropriate web sites that provide useful and accurate information about the field of

Kinesiology.

Indicator

Technology Skills 🔑

A common embedded portion of the Adapted Kinesiology Notebook assignment will be used to determine if students have the skills necessary to identify, analyze, and determine appropriate websites in the field of Adapted Kinesiology.

Criterion

Technology Skills 🔑

At least 80 percent of the students must identify and briefly describe at least ten web sites that provide accurate information about the field of Adapted Kinesiology and include this information in their Adaptive Kinesiology Notebook.

Finding

Technology Skills 🔑

23.61 percent (N=51) of the students met the minimum 80 percent criterion in the *Acceptable* range of technology skills assessment in the Adapted Kinesiology Notebook. 67.12 percent (N=145) of the students met the minimum 80 percent criterion in the *Target* range of technology skills assessment in the Adapted Kinesiology Notebook. A total of 90.73 percent (N=196) met the minimum 80 percent criterion established in the goal when the *Acceptable* and *Target* indicators were combined. With 90 percent reaching criterion, we may wish to raise the criterion.

Action

Technology Skills 🔑

After a review of the findings, the faculty determined that 8.27 percent (N=20) of the students failed to earn the minimum 80 percent of the criterion established in the goal. These students were categorized in the *Unacceptable* range of the assessment. These findings indicate the majority of the students had mastered the ability to identify, analyze, and determine appropriate websites in the profession of Adapted Kinesiology. Although the goal was met at the target range, the faculty has determined the requirements specified in the assessment are rigorous and add value to the educational preparation of students entering the field of Kinesiology and therefore should be maintained. However, we will increase the criterion to 85 percent for 2012-2013

Goal

Content Knowledge 🔑

Content knowledge will be emphasized in the Kinesiology BA 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 students to gain knowledge and apply the twelve sub-disciplines of the profession of Kinesiology.

Criterion

Content Knowledge 🔍

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

Content Knowledge-Twelve Sub-disciplines 🔍

65.3 percent of the students met the minimum 75 percent criterion on the embedded questions in Exam I that focused on content knowledge of the twelve sub-disciplines of the profession of Kinesiology. A total of 150 students took the exam and 98 met the criterion established in the goal. 78.4 percent of the students met the minimum 75 percent criterion on the embedded questions in the Final Exam that focused on content knowledge of the twelve sub-disciplines of the profession of Kinesiology. A total of 144 students took the exam and 113 met the criterion established in the goal. The criterion needs to be raised; however, we may want to keep the 75 percent for one more year.

Action

Content Knowledge-Twelve Sub-disciplines 🔍

After a review of the findings, the faculty determined that 34.7 percent (N=52) of the students failed to earn the minimum 75 percent of the criterion established in the goal on Exam 1, and 21.6 percent (N=31) failed to earn the minimum 75 percent of the criterion established in the goal on Final Exam. The Exercise Science faculty has decided to add a class assignment specifically designed to improve the student's knowledge of the twelve sub-disciplines of the profession of Kinesiology. Although we reached criterion, we still hovered around 75 percent. We will keep this criterion for 2012-2013.

Closing the Loops Summary

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, the 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. We will be raising all criteria except for the twelve sub-disciplines, which will remain at 75 percent.

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Online Assessment Tracking Database

Sam Houston State University (SHSU)

2011 - 2012

Kinesiology BS (All Level Teacher Certification)

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Goal	Content Knowledge
	The Kinesiology Teacher Certification program will emphasize the content knowledge and skills that are necessary for teacher candidates to become a professional Physical Educator.
Objective (L)	Content Knowledge
	Kinesiology Teacher Certification candidates will be able to successfully demonstrate the use of instructional strategies to meet the various learning styles and multiple intelligences of a diverse class of students.
Indicator	Content Knowledge
	A common embedded portion of each section of KINE 3375 and KINE 4369 assignments developed by the faculty, require candidates to develop instructional lesson plans that will meet the various learning styles and multiple intelligences of a diverse class of students.
Criterion	Content Knowledge
	Candidates must score at least 85% correct on the common embedded instructional lesson plans assignments, designed to meet the various learning styles and multiple intelligences of a diverse class of learners.
Finding	Content Knowledge-Lesson Plan
	79.80 percent (N=62) of the candidates achieved above the target score of 85 percent correct on the common embedded instructional lesson plans assignments. 20.20 percent (N=16) of the candidates failed to meet the minimum criterion of 85 percent established in the goal. Students struggled with the evaluation domain which includes pre-assessment, formative assessment, and summative assessment.
Action	Content Knowledge-Lesson Plan
	After a review of the candidates work related to content knowledge, the program faculty noted that 20.20 percent of the candidates did not meet the target. Therefore, the Kinesiology teacher certifications core courses will have at least three faculty-developed assessments related to content knowledge application, especially in the area of evaluation.

Goal	Fitness Gram
	The Kinesiology Teacher Certification program will emphasize the importance of physical fitness assessment.
Objective (L)	Fitness Gram
	Kinesiology Teacher Certification Candidates will be able to use the FITNESSGRAM software to enter performance data and create reports.
Indicator	FITNESS GRAM
	A common embedded portion of each section of KINE 3368 assignment developed by the faculty will require the teacher candidates to use the

FITNESSGRAM software and produce the following: 1) create and print one FITNESSGRAM student report, 2) create and print one FITNESSGRAM parent report, 3) create and print one FITNESSGRAM summary report, 4) interpret performance data, 5) recommendations for fitness improvement, and 6) set three fitness goals for future.

Criterion

FITNESS GRAM

Teacher candidates must correctly perform six of the six tasks on the common embedded assignment on the use of the FITNESSGRAM.

Finding

FITNESSGRAM Assessment

92.0 percent (N=221) of the Kinesiology teacher preparation candidates were able to utilize the FITNESSGRAM software and complete 6/6 of the tasks at the *Target* and *Acceptable* range required on the FITNESSGRAM assessment. 8.0 percent (N=19) of the candidates did not complete the required tasks on the FITNESSGRAM assessment and were at the *Unacceptable* range.

Action

FITNESSGRAM ASSESSMENT

The overall *Acceptable* and *Target* rate for candidate's use of the FITNESSGRAM software improved in academic year 2011-2012 when compared to academic year 2010-2011 (92.0 percent to 85.0 percent respectively). Upon review of the candidates' performances on using the FITNESSGRAM software, the program faculty has decided that more focus and emphasis will be placed on this assignment. It is now a state law that all physical education teachers are prepared to administer the FITNESSGRAM in public schools. Therefore, candidates will be required to do at least two assignments developed by Kinesiology teacher preparation program faculty on the use of the FITNESSGRAM during the 2012-2013 academic year.

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 on the TExES exam.

Finding

P. E./EC-12 Exam

During the 2011-2012 academic year a total of 55 Kinesiology teacher certification candidates took the TExES exam. Eighty-four

percent (N= 43/51) of the Kinesiology teacher certification candidates scored 240 or higher on the exam. Sixteen percent (N=8) students scored less than the required score of 240 on the exam. Our strongest areas were movement skills and knowledge and physical education program. Our weaker area was health related fitness.

Action

P. E./EC-12 Exam

After a review of the teacher certification candidate performance on the TExES exam, the Teacher Education program faculty has decided to provide embedded competencies and skills in all courses in order to provide students with opportunities to practice and apply the content knowledge needed to become effective physical education teachers, especially in the area of health related fitness where we were weakest on the TExES. Candidates will be encouraged to attend at least one of the two review sessions prior to taking the TExES competencies/exam. The exam pass rate decreased slightly in academic year 2011-2012 (86 percent) when compared to the pass rate in academic year 2010-2011 (89.0 percent). This decrease is unacceptable and will receive intense focus in related classes.

Goal

Technology Skills

Kinesiology Teacher Certification Candidates will use information technology to enhance learning and to enhance personal and professional productivity.

Objective (L)

Technology Skills

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

Indicator

Technology Skills

This indicator assesses candidate understanding of technology by designing, developing, and implementing student learning activities that integrate information technology. The following assignments/projects will be used to determine if candidates have met the objective: - Lesson plans - Technology Assignments - Evidence of use of networks (www,etc) - Use of multimedia technology for instruction and/or assessment -The Teacher Work Sample (TWS) The Teacher Work Sample (TWS), 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

Technology Skills

Candidates must score at least 80% correct on all common embedded activities/projects assessing for technology knowledge and application.

Finding

Technology Skills-Teacher Work Sample

87.0 percent (N=80) of the Kinesiology Teacher Preparation candidates met the 80 percent criterion established in the goal regarding the common embedded activities/projects assessing for technology knowledge and application of the Teacher Work Sample. 13 percent (N=12) of the candidates failed to meet the minimum criterion established in the goal.

Action

Technology Skills-Teacher Work Sample

The overall *Acceptable* and *Target* rate for candidate's use of technology in the Teacher Work Sample improved in academic year 2011-2012 when compared to academic year 2010-2011 (87.0 percent to 85.0 percent respectively). After a review of the Kinesiology Teacher Preparation candidates' performances on the use of technology in the Teacher Work Sample, the program faculty has decided that more focus and emphasis will be placed on this skill. 13.0 percent of the candidates performed in the *Unacceptable* range on the Teacher Work Sample; therefore, all Kinesiology core teacher certification courses will have at least four faculty-developed assessments related to technology knowledge and application.

Closing the Loops Summary

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, FITNESSGRAM, 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.

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Online Assessment Tracking Database



Sam Houston State University (SHSU)
2011 - 2012


Kinesiology BS (Exercise Science)



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Goal **Problem Solving & Reasoning** 
 Problem Solving and Reasoning skills will be emphasized in the Exercise Science program.


Objective (L) **Problem Solving And Reasoning** 
 Students in the Exercise Science program will be able to effectively explain the lever system and articulate the manner in which it relates to the human body.


Indicator **Problem Solving And Reasoning**  
 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 **Problem Solving And Reasoning** 
 Students must score at least 75 percent correct on the lever system common embedded exam.

Finding **Problem Solving And Reasoning**  
 64.7 percent of the students met the minimum 75 percent criterion on the embedded questions in Exam II that focused on the relationship of the lever system to the human body. A total of 252 students took the exam and 163 met the criterion established in the goal. Obviously, we will want to increase the percentage of students meeting the minimum criterion.

Action **Problem Solving And Reasoning** 
 After a review of the findings, the faculty identified the following weaknesses in the students' work related to the relationship of the lever system to the human body. 35.3 percent of the students failed to demonstrate mastery of the concepts regarding the relationship of the lever system to the human body; therefore, the Exercise Science faculty has decided to add a class assignment specifically designed to improve the student's knowledge regarding the relationship of the lever system to the human body. We will also aim to increase the number of students meeting the criterion to 75 percent.

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 and skills necessary for entry-level positions in the field.

Indicator **Content Knowledge** 
 A common embedded portion of each KINE 3362 section's written exam, developed by the faculty, will require students to identify the common

articulations of the body and their locations.

Criterion

Content Knowledge 🔑

Students must score at least 75 percent correct on the articulation of the body on the common embedded portion of the exam.

Finding

Content Knowledge-Articulation Of The Body 🔑 🔑

54.0 percent of the students met the minimum 75 percent criterion on the embedded questions in Exam III that focused on the common articulations of the body and their locations. A total of 248 students took the exam and 134 met the criterion established in the goal. Of all the objectives, this is the weakest.

Action

Content Knowledge-Articulations Of The Body 🔑

After a review of the findings, the faculty identified the following weaknesses in the students' work related to the common articulations of the body and their locations. 46.0 percent of the students failed to demonstrate mastery of the concepts regarding the common articulations of the body and their locations; therefore, the Exercise Science faculty has decided to add a class assignment specifically designed to improve the student's knowledge regarding common articulations of the body and their locations in the human body. Our goal will be to increase the percentage of students meeting the criterion to 75 percent.

Goal

Communication Skills 🔑

Oral communication skills will be emphasized in the Kinesiology BS Exercise Science Program.

Objective (L)

Communication Skills 🔑

The students will be able to make an oral presentation to the class on biomechanical aspects of movement patterns.

Indicator

Communication Skills 🔑

An Individual Presentation rubric developed by the faculty will be used to measure student success of this objective.

Criterion

Communication Skills 🔑 🔑

Students must correctly address 4/5 biomechanical aspects of movement patterns in the oral individual presentation.

Finding

Communication Skills-Biomechanical Aspects Of Movement Patterns 🔑 🔑

This assessment was modified during the academic year due to the increased enrollment in the classes. The oral presentation was 20 minutes in length and would have taken five weeks to complete during the semester; therefore, a modification was made in the criterion for the goal. Students were tested on the biomechanical aspects of movement patterns in Exam I. A total of 55.1 percent of the students correctly addressed four of the five biomechanical aspects of movement patterns embedded in questions in Exam I. A total of 254 students took the exam and 140 met the criterion

established in the goal. Fifty-five percent is over half of students meeting criterion; we need to raise that percentage.

Action

Communication Skills-Biomechanical Aspects Of Movement Patterns

The Exercise Science faculty would like to maintain the oral presentation in the future, but this will require additional qualified faculty to be hired so the number of classes can be increased. Until additional faculty can be hired, this assessment will need to be modified into a more workable format to accommodate the large number of students enrolled in each section of the course. Findings from Exam I indicated that 44.9 percent of the students failed to demonstrate mastery of the concepts regarding the biomechanical aspects of movement patterns in the human body. The Exercise Science faculty has decided to add a class assignment specifically designed to improve the student's knowledge regarding biomechanical aspects of movement patterns in the human body. This assessment should enhance the student's knowledge of this content area of the course. It is our goal to increase the number of students who meet the criterion to 75 percent.

Closing the Loops Summary

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.

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**Department of Language,
Literacy, and Special
Populations**



Online Assessment Tracking Database

Sam Houston State University (SHSU)
2011 - 2012

Reading MED

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Goal	Quality And Effectiveness
	Enhance the quality and effectiveness of the academic programs
Objective (L)	International Reading Association Standards Candidates Will Demonstrate Proficiencies Of The International Reading Association Standards
Indicator	Portfolio Rubric Candidates create a portfolio that demonstrates their proficiency in each standard through work samples and reflection as related to the IRA rubric. See attached rubric.
Criterion	Candidate Scores The reading faculty divide the standards among them (two faculty members per standard) to score the portfolios. Candidates must score 85% or better. We are eager to determine if the revised rubric better delineates last year's weaker standard, Professional Learning and Leadership.
Finding	Portfolio Assessment All candidates mastered the IRA Standards at 85% or better as indicated on the Portfolio Rubric.
Action	Portfolio Assessment The Portfolio Rubric will be changed to more accurately reflect the requirements of the new online portfolio. We will change the criteria to "All students will score at least a 1' (acceptable) on all standards."

Goal	Diagnostic Assessment
	Diagnostic assessment includes knowledge of an appropriate array of diagnostic assessment tools for measuring progress in reading areas with sound justification for assessment instruments.

Objective (L)	Instruction Based On Assessment Data Students Will Demonstrate Proficiency In Instruction Based On Assessment Data
Indicator	Case Study Analysis Candidates will demonstrate proficiency in evaluation and instruction in their case study report as indicated by the Case Study Rubric. This rubric was developed by the reading faculty to evaluate students' ability to assess, plan instruction and deliver instruction. This rubric is based on the International Reading Association standards. See attached rubric. Performance on the Case Study will be evaluated by instructors for READ 5307 and READ 5308.
Criterion	Case Study Analysis Candidates will score 85% or better in the Case Study Analysis,

demonstrating that they have met or exceeded standards on the rubric.

Finding

Case Study Rubric

All candidates scored 85% or better on the Case Study Analysis.

Action

Case Study Rubric

We will change the Case Study Rubric to be consistent with the online Portfolio rubric so that candidates are evaluated on a score of "O" - unacceptable, "1" - acceptable, and "2" - target.

Closing the Loops Summary

The reading faculty has accomplished all of its objectives for the year, and we conducted an orientation for masters students both online and face-to-face. 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 scored at least 85% on the Case Study Analysis; and all students scored at least 85% on their Masters Portfolios. For next year, we are going to change the rubric so that our goals will be for all students to score at least a "1"(acceptable) on their Case Study Analysis and for all students to score at least a "1" (acceptable) on their Masters Portfolios. The Reading Faculty is in the process of reviewing all evaluation instruments in our program in order to have consistency across coursework.

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Online Assessment Tracking Database


Sam Houston State University (SHSU)
2011 - 2012



Special Education MA (Low Incidence Disabilities And Autism)


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Goal **Mastery Of Council For Exceptional Children (CEC) Knowledge And Skills** 
 Mastery of CEC knowledge and Skills of Special Educator


Objective (L) **Comprehensive Exams** 
 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 special education teachers.


Indicator **Scoring Rubric** 
 Faculty-developed rubric scored by two independent faculty members following standards of CEC and the Behavior Analysis Certification Board Task List.


Criterion **Passing Rates**  
 80% 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.

Finding **Finding For Pass Rate Comprehensive Examinations** 
 Comprehensive Examinations in the Low Incidence Disabilities and Autism (LIDA) program are administered in the Spring semester. Seven candidates took the LIDA Comprehensive Examinations. 100% of the candidates passed the exam with an average score of 83.7%. The range of scoring was 80 - 90% across candidates. This level of performance exceeded the established criterion of 80%. This level of performance is satisfactory. The domain of "Research Design" is a target for improvement. Candidates are performing well in the domain of "Functional Behavioral Assessment" and "Intervention Planning."

Action **Comprehensive Examinations In LIDA** 
 Increased emphasis will be placed on Research Design in coursework , mainly SPED 6306- Single Subject Design in Research.
 Since all candidates passed the LIDA comprehensive examinations, the criterion for passing rates will be raised from 80% to 90%.

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.

Finding

Research Proposal In SPED 6314 

Candidates submit a research proposal at the end of the semester as a culmination of course knowledge and skill. The proposals are scored in an attached rubric that looks at competency domains such as "Providing Background Information", "Literature Review", and "Description of Procedure." Candidates' performance (n = 9) on the 100 point rubric averaged 78%. Range of performance was 75 - 82%. The lowest domain of candidate performance was in the area of clarity of written description of the procedure. Candidates performed strongly on providing background information on subject selection, identification of target skill, etc.

Action

Research Proposal In SPED 6314 

Candidates will receive increased emphasis on written description of procedures - clarity and conciseness - in the early portion of the course. Candidates 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 - 78% was the average performance. Thus, 80% will remain the criterion level of accuracy for the research proposal.

Closing the Loops Summary

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.

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Online Assessment Tracking Database

Sam Houston State University (SHSU)
2011 - 2012

Special Education MED (Educational Diagnostician)

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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

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

Criterion	Pass Rate
	1. 85% of candidates will pass Domain II of the TEExES, a measure of knowledge of Assessment and Evaluation skill.

Finding	Performance On TEExES Domain II
	On the Educational Diagnostician TEExES Domain II, a measure of knowledge of assessment and evaluation skills, 81.8% of the candidates passed. However, 100% of the candidates passed the Educational Diagnostician TEExES for their overall score.

Action	Goal For 85% Pass Rate In Domain II
	Our goal for 2011-2012 was for 85% of candidates to pass all 4 domains of the Educational Diagnostician TEExES. We have 100% pass rate overall, but on this particular domain we did not meet our goal for an 85% rate. We will place additional emphasis on assessment and evaluation methods in our courses and continue to strive to meet this goal with 85% passing this domain.

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 75% of all possible points or more on the comprehensive exam rubric

Finding

Candidate Performance On Comprehensive Examinations 🔑

Based on independent scorings by faculty, 100% of candidates achieved a score of 75% or higher on the rubric used to evaluate comprehensive examinations. A weaker area was Theories.

Action

Actions Re Candidate Performance On Comprehensive Examinations 🔑

Since 100% of candidates achieved a score of 75% or greater on comprehensive examinations, we have examined the areas where candidates have the strongest and weakest performance. Their strongest performance is in the areas of Issues and Practice; the weakest area is Theories. We will need to address this content area in more depth in our courses and evaluate it in 2012-2013.

Closing the Loops Summary

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.

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**Department of Library
Science**



Online Assessment Tracking Database

Sam Houston State University (SHSU)
2011 - 2012

Library Science MLS

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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 the knowledge, skills, and dispositions gained in the Library Science program.

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. We will be especially interested to see how well our students achieve in Domain 1: Teaching, Learning, & the School Library Environment; and Domain 3: Librarianship, Information Science, & Technology, weaknesses that emerged in 2010-2011.

Finding **TEXES Scores**
 Based on the School Librarian TEXES 150 test taken within this past year, 81% of candidates succeeded in passing the examination upon their first effort. The mean overall score was 252. The overall pass rate, with those who have to retake the exam was 78% with a mean overall score of 251. The Department is unable to compare scores for all three domains because about halfway through the year, the reporting for the scores changed from a scaled score to a percent correct. However, we were able to find two weaker areas to improve: AASL Standard 2: Literacy and Reading and Standard 5: Program Management and Administration.

Action **TEXES**
 In the future, the Department wants to increase the overall pass rate to 80%.The Department is designing a webinar to provide assistance prior to the current pretest that is required for candidates to pass before they are released to take the TEXES examination.

 We will also focus more intensely on the areas of literacy and reading as well as program management and administration, areas that emerged as weaker although still acceptable.

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 portfolio.

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 75% Acceptable and 25% Target, which is the higher score. Since we are using the new American Association of School Librarian Standards (2010), we are anxious to determine how the students will perform on the revised portfolios.

Finding

Pass Rates For Portfolio 

94% of candidates who submitted portfolios scored acceptable or target as indicated by Department rubrics. 58% of candidates attained the higher score of target and 42% of candidates attained the score of acceptable.

We need to consider raising our criteria.

Action

Final Assessment Portfolio 

The Department has revised the portfolio this past year. The new online format, Live Binders, provides the candidates detailed instructions and a very structured environment where candidates present their portfolios. Faculty will continue to evaluate and revise the format for clarity.

We are so pleased with the results this year, we want to set our target pass rate goal for 50% rather than 25%

Closing the Loops Summary

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.

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