



Sam Houston
State University

2011-2012

**College of Humanities &
Social Sciences**

**Department of
Communication Studies**



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Sam Houston State University (SHSU)
2011 - 2012

Speech Communication MA


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Goal **Research Literacy** 


To understand, assess, and report the results of communication research

Objective (L) **Research Literacy** 


Graduate students will be able to understand, assess, and report the findings of communication research

Indicator **Research Literacy** 


We will measure this goal with an annual evaluation of a sample of graduate student papers assigned in each graduate course taught in the Spring semester. The components of this rubric include: Control of the Mechanics of Written Composition and Evidence of a Comprehensive Knowledge of a Confined Research Area. The Communication Studies faculty met as a committee of the whole to develop consensus on the rubric and its components and to develop a Likert-type rating scale to be used as a holistic measure. The resulting numeric scale is as follows: 1=fails to meet the goal, 2=minimally meets the goal, 3=satisfactorily meets the goal, 4=meets the goal in an exemplary fashion, 5=exceeds expectations in meeting the goal. 1 = serious deficiencies in both components. 2 = moderate deficiency in no more than one component. 3 = no deficiency in either component. 4 = superior handling of both components. 5 = near flawless handling of both components.

Criterion **Research Literacy** 


An average grade of 4 is the criterion for satisfying the target outcome. This average will be taken over all literature reviews and all reviewers (faculty committee).

Finding **Research Literacy** 


The average score for the evaluation period was 4.33.

Action **Research Literacy** 

The finding meets the departmental criterion. However, the sample of papers was small (3), so that in the coming year an effort to solicit more examples for evaluation will be made by collecting papers from classes in both semesters. Previous reliance on papers from only one class unnecessarily reduced the number of papers for evaluation.

Goal **Understanding Of Theory** 

Graduate students will be able to understand the applicable theories of communication and related fields. The teaching philosophy of the graduate faculty is that the understanding of theory and the ability to understand, assess, and report the findings of communication research are practically inseparable. They are not the same thing, but each occurs in the context of the other. Paper assignments in the majority of graduate classes reflect this pairing, and the artifacts being evaluated in this objective will be the same as those in the Research Literacy goal.

Objective (L) **Understanding Of Theory** 

Graduate students will be able to understand the applicable theories of communication and related fields.

Indicator

Understanding Of Theory 



We will measure this goal with an annual evaluation of a sample of graduate student papers assigned in each graduate course taught in the Spring semester. The components of this rubric are: Control of the Mechanics of Written Composition and Evidence of Understanding of the Applicable Theory or Theories. The Communication Studies faculty met as a committee of the whole to develop consensus on the rubric and its components and to construct a Likert-type rating scale to be used as a holistic measure. The resulting numeric scale is as follows: 1=fails to meet the goal; 2=minimally meets the goal; 3=satisfactorily meets the goal; 4=meets the goal in an exemplary fashion; 5=exceeds expectations in meeting the goal. 1 = serious deficiencies in both components. 2 = moderate deficiency in no more than one component. 3 = no deficiency in either component. 4 = superior handling of both components. 5 = near flawless handling of both components.

Criterion

Understanding Of Theory 

An average score of 4 is the criterion for satisfying the target outcome. This average will be taken over all literature reviews and all reviewers (faculty committee).

Finding

Understanding Of Theory  

The average score for understanding of theory was 3.71. This score appears to reflect insufficient depth in student coverage of theories.

Action

Understanding Of Theory 

The finding this year fell short of the criterion by a small margin, although a larger sample of papers was examined than in the previous reporting period. The faculty will take more time to emphasize the need for greater depth of coverage of theories rather than breadth in the next reporting period.

Closing the Loops Summary

The MA program in Communication Studies functions at a high level as indicated by scores on research literacy, although the lower score for understanding of theory is a matter that will need to be addressed in the coming year. Enrollment in the program is growing.

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Department of English





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Sam Houston State University (SHSU)
2011 - 2012


English BA


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Goal	Literature And Literary Theory (4000-level) 
	Students majoring in English will acquire an appreciation of various critical approaches and methodologies in studying literature and literary theory.

Objective (L)	Reading Literature Critically And Writing About It Analytically 
	Students will be able to use various approaches and methodologies presented in analyzing literary texts and demonstrate the ability to interpret texts by communicating their understanding of those texts in analytic essays.

Indicator	Writing Assessment 
	Reading and writing are part and parcel of each other. Essays written to analyze and/or apply literary texts suggest the depth and quality of the students' reading, as well as their understanding of the assignment. Thus, we will collect writing samples of English majors from various 4000-level (senior-level) classes and examine them to ascertain the effectiveness of reading that they evince. Our goal is to read 25 percent of the essays, chosen at random, written by English majors in 4000-level literature courses. We anticipate an enrollment of some 105 students in any given long semester and so should expect to read 26 to 30 essays. Two experienced English professors agree that 70 percent of the students write at college level. College-level writing is defined as fluent, coherent, nearly error-free writing. For the purpose of evaluation, a rubric (see below) was developed.

Criterion	Score Of Five Or Greater On An Eight-Point Scale 
	The chosen essays will be assessed by a primary trait scoring done by Department of English faculty. The traits to be assessed will include plot summary vs. analysis and effective use of secondary sources. A score equal to or greater than 5 will be deemed acceptable. One weakness evident last year was that we did not receive enough essays for the results to be meaningful and reliable. We will rectify that weakness this year. Seventy percent of the sample of collected 4000-level essays satisfies the requirements of mature academic BA-level writing as assessed holistically by two scoring professors. Students write fluent, coherent, and nearly error-free analytical essays which show sophistication in literary analysis that goes beyond mere superficial plot summaries, and their essays have a point. We were concerned last year with whether our process was reliable. We are taking steps to ensure reliability of the process.

Finding	4000-level Writing Competence 
	During Spring 2012, 204 students were enrolled in English 4000-level classes. Using a random sampling method (an essay collected from every fifth student on the rosters), thirty-eight (38) essays were collected by instructors. This sampling constitutes 19 percent of the reference population. It is a bit lower than the anticipated 25 percent but still representative. On May 9, 2012, nine (9) full-time English faculty volunteered for four hours to read and evaluate the essays. Each essay was read by two professors, and evaluation was carried out based on a rubric developed for this particular occasion. A score of 4 or lower meant that the essay did not meet the requirements of BA-level English major's writing; a score of 5 or higher was acceptable. The range of possible scores was 2-8. The results are the following:

Score	# of students
2	8% (3)
3	13% (5)

4	13% (5)
5	18% (7)
6	29% (11)
7	11% (4)
8	<u>8% (3)</u>
Total	100% (38)

The scores for thirteen (13) students were lower than acceptable; twenty-five (25) students had acceptable scores. This means that 66 percent of students are writing at the level that English professors deem acceptable BA-level English-major writing. The inter-rater reliability was very high; only 5 of the 38 essays had to be read by a third reader.

The group pondered possible reasons for the fact that 34 percent of the students were deemed not to be writing at an acceptable level. One reason could have been disparate writing tasks; some essays had been written in class, where the students did not have time to develop the paper through drafting and revision. Often the thesis was not sophisticated, the students had clear difficulty in developing the thesis, and sentence problems were massive. This applies to those 34 percent of the papers that received the added score of 4 or lower from two readers.

Action

Collecting Similar Assignments And Underscoring The Importance Of Instructions

It was noticed that disparate assignments may have caused problems for comparison. Some essays were developed at home and were longer; some were shorter essays, written in class as drafts. Next year, we will ask for similar assignments.

Another issue that was noticed was the importance of clear instructions. If the instructions were detailed (yet not too verbose), the students were addressing the task more accurately.

The faculty will be informed about the fact that not all 4000-level students perform yet at an acceptable level; they fail to write at college level. All professors teaching senior-level classes will be asked to pay special attention to student writing. In the fall of 2012, professors will be given the rubric that the volunteers used, and they will be asked to share this rubric with their students in the senior classes.

Goal

Gaining Knowledge In World And Multicultural Literature (2000-level)

Students majoring in English will be able to employ a variety of writing styles so that they may succeed in professional situations and/or as teachers.

Objective (L)

Understanding Literary Terms And Having A Basic Knowledge Of Major Writers

Students will demonstrate understanding of basic literary terms and a basic knowledge of important writers.

Indicator

Literary Terms And Periods

During Fall 2011, an objective test for the core English sophomore course was developed by professors who teach World Literature II (ENGL 2342). Seventy percent of sophomores are expected to pass the posttest with 70 percent correct answers. Comparing the pretest, given in the beginning of the semester, to the posttest in May will indicate whether any learning took place or not.

Criterion

Quantified Success In Analytic Writing

Seventy percent of the sample of 2000-level posttest results will show that students have necessary rudimentary knowledge (score of 70 percent or higher) of literature after having taken a sophomore World Literature course. This basic knowledge is necessary before continuing to junior- and senior-level English classes.

Finding

Objective Test To Measure Analytic And Evaluative Skills In World Literature II

An objective test consisting of forty-two multiple-choice questions was developed by a committee of English faculty regularly teaching World Literature II during the fall semester of 2011. The test was administered in all the ENGL 2342 classes in January (pretest). The same test was administered in May after the course had been taught (posttest).

234 students took the pretest in January 2012; 190 students took the posttest. The attrition rate was 18.8 percent.

The average score on the test in January was 58/100. For May, the rate had gone up to 63/100. In other words, learning had taken place.

The following table indicates the distribution of scores from pretest to posttest:

Table 1. Distribution of scores from pre- to posttest.

	PRETEST		POSTTEST	
	N	%	N	%
90-100%	2	(1)	2	(1)
80-89%	11	(5)	30	(16)
70-79%	47	(20)	45	(24)
60-69%	66	(28)	46	(24)
0-59%	108	(46)	67	(35)
TOTAL				
STUDENTS	234	(100)	190	(100)

Students scoring 70 percent and higher constituted 26 percent of all students in the pretest. In the posttest, students scoring 70 percent or higher constituted 41 percent. The percentage of students scoring under 70 percent in this objective test had gone from 74 percent in the pretest to 59 percent in the posttest. This means that either, while learning had taken place, it had not been sufficient, or that the students come into the sophomore class with such a low level of knowledge that one semester is not enough to bring them all to the level of our goal.

Action

A Meeting To Disseminate The Results To Faculty

In the fall of 2012, the results of the objective pre- and posttests will be disseminated to the faculty who teach sophomore courses, and a meeting will be held to discuss the reasons for the somewhat low performance by sophomores and to brainstorm for remedies. In a core course, it is to be expected that the result cannot be stellar, but knowing about the student performance across the board will help faculty to focus on teaching that terminology and those concepts that help students evaluate literary texts, analyze them, and build synthesis.

Objective (L)

Gaining Knowledge In World And Multicultural Literature

2000-level students are able to write about literature.

Indicator **Seventy Percent Of Sophomore Writers Are Deemed Acceptable Writers**

Two English professors assess 70 percent of ENGL 2331 essays as acceptable. Acceptable is defined as a score 5 on an scale 2-8.

Criterion **Under 30 Percent Unacceptable**

Only 30 percent or fewer of the essays are classified as not fulfilling requirements for acceptable academic writing.

Finding **Fifty Percent Pass**

341 students were enrolled in ENGL 2331 (World Literature I). 42 essays (12.3%) from 10 sections were collected randomly. Nine experienced professors evaluated the essays to see whether they met the preset criteria (a rubric was developed specifically for this occasion; see attachment). The following table shows the distribution of holistic scores:

Score Percentage of essays falling in this category

2	19% (8)
3	14% (6)
4	17% (7)
5	21% (9)
6	17% (7)
7	7% (3)
8	5% (2)
Total	100% (42)

Fifty percent (21) of the 42 essays met the criterion of competent and acceptable academic writing at the sophomore level.

Action **Comparison Improvements**

It was noticed that disparate assignments may have caused problems for comparison. Some essays were developed at home and were longer; some were shorter essays, written in class as drafts. Next year, we will ask for similar assignments.

Goal **Secondary English Education Certification**

English majors and minors seeking certification as Secondary English teachers will receive a grounding in literature, in writing, and in the pedagogy of Secondary English.

Objective (L) **Secondary English Certification Validation**

Students seeking teacher certification will demonstrate knowledge and skills to teach English to secondary students.

Indicator **English TExES**

Secondary English Education students will be prepared to pass the TExES English content area exam in their final semester or shortly after graduating. The State Board for Educator Certification (SBEC) developed standards for Texas educators that delineate what the beginning educator should know and be able to do. These standards, which are based on the state-required curriculum for students, the Texas Essential Knowledge and Skills (TEKS), form the basis for the Texas Examinations of Educator Standards (TExES). The TExES test is a criterion-referenced examination designed to measure the knowledge and skills required in English language and literature teaching. A score of 240 is the minimum level of competency required over all of the domains. A student may fail a domain but pass the test. The following are the

areas tested: Domain I: Integrated Language Arts, Diverse Learners, and the Study of English; Domain II: Literature, Reading Processes, and Skills for Reading Literary and Nonliterary Texts; Domain III: Written Communication; Domain IV: Oral Communication and Media Literacy.

Criterion

TExES Scores

At least 75 percent of students taking the TExES English content area exam will obtain passing scores in each domain. Although last year, 100 percent of students who took the test passed, two areas emerged as weaknesses, II. Literature, Reading Processes, and Skills for Reading Literary and Nonliterary Texts; and III. Written Communication. We are anxious to determine if our interventions have been successful in raising these particular scores.

Finding

TExES Results

Eighteen English majors seeking secondary English Language Arts and Reading (8-12 ELAR) certification took the TExES certification exam during the assessment period. (Since one of these students failed the test and then retook it, and passed, there were 19 testing instances.) Seventeen of the 19 instances resulted in passing scores, for an overall passing rate of 88.9, exceeding the objective of 75%. Seventeen of eighteen individual students passed the exam during the assessment period, for an effective passing rate of 94.7. Passing rates for the individual domains were as follows:

Domain I: 57.0%

Domain II: 78.9%

Domain III: 94.7%

Domain IV: 89.5%

Last year's identified weaknesses were in Domain II (Literature, Reading Processes, and Skills for Reading Literary and Nonliterary Texts) and Domain III (Written Communication). While our students' overall results in these domains brought us into successful territory, their scores fell off alarmingly in Domain I (Integrated Language Arts, Diverse Learners, and the Study of English). While Domain I is weighted less heavily than Domains II and III (and is therefore "less important"), this result demonstrates our need to focus attention on the concepts of integrating the language arts, diverse learners, and the study of English.

Action

Certification Plans

While our overall passing rates on the 8-12 ELAR TExES are exceptional, and while we made the desired gains on Domain II and Domain III scores, we clearly need to turn equal attention to the domain we seem to have neglected. Domain I spans much of our curriculum. Concepts of language arts integration are presented primarily in our two methods courses—English 4364 (Methods of Teaching Secondary English) and newly-revised English 3375 (Teaching Writing and Literature). Diverse learner issues are encountered primarily in the methods course, while the study of English is presented in our required grammar and linguistics courses (as well as the methods course). We will call this deficiency to the attention of those specific instructors and will formulate specific strategies for increasing our scores in Domain I for the coming year, while continuing our successful efforts in the other domains (and in overall passing rates).

Closing the Loops Summary

During AY 2011-12, the department restructured its freshman and sophomore courses. Composition I was defined clearly as an introductory writing course; Composition II was restructured to include elements from ENG 266, i.e., elements of writing about literature were added to persuasive and argumentative writing. Sophomore courses were redefined chronologically (2331 as World Literature before 17th century; 2342 as World Literature after 17th century) in order to avoid overlaps. Evaluation of these courses has been based on a combination of objective tests and assessing essays. Objective evaluation and essay assessment both reveal that much work remains to be done to raise the standards. A realistic approach includes admitting that our students need the three core writing courses in order to internalize the basics of academic writing.

Last year, the plan was to reevaluate all junior survey courses. The faculty met and came to the conclusion that everyone is satisfied with how the junior-level surveys are structured.

American Studies program was launched, and English taught the first "Introduction to American Studies" course. American Studies minor was thus added to the other English minors (secondary education, creative writing, and technical and professional writing).

Chances are that departmental objective testing in Composition I and World Literature II will help to raise the consciousness of shared standards across heterogeneous classes. It will be interesting to see whether this consciousness leads to higher achievements or not.

What is encouraging is the finding revealed in the comparison of the 2000- and 4000-level essay assessments.

Above tables are combined here for comparison:

	2000-level results	4000-level results
2	19%	8%
3	14%	13%
4	17%	13%
5	21%	18%
6	17%	29%
7	7%	11%
8	5%	8%
Tot.	100%	100%

Even though only 50 percent of the 2000-level essays were deemed as acceptable (score 5 or better), during the same rating session, the same professors rated 66 percent of the 4000-level essays as fulfilling academic standards of that level of writing. This is most encouraging, but it would be desirable to boost up the numbers of academically acceptable essays at both levels. Learning happens from the sophomore level to senior level, and faculty and students becoming more conscious about standards should help in our quest for excellence.

Regarding the certification standards and exam, we will call this deficiency to the attention of those specific instructors and will formulate specific strategies for increasing our scores in Domain I for the coming year, while continuing our successful efforts in the other domains (and in overall passing rates).

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**Department of Family and
Consumer Sciences**




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Sam Houston State University (SHSU)
2011 - 2012

Dietetics MS


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Goal **Knowledge And Skills Development** 


Develop knowledge and skills to meet accreditation standards as a Registered Dietician (RD).

Objective (L) **Develop Knowledge And Skills Necessary To Provide Entry Level Services** 


Students will demonstrate the knowledge and skills associated with the standards of the Academy of Nutrition and Dietetics (AND).

Indicator **National Registration Examination For Dietetics (RD Exam)** 

Graduates who take the National Registration Examination for Dietetics (RD Exam) will pass it on the first time it is attempted. This indicator is consistent with the requirements of the Commission on Accreditation Council for Education in Nutrition and Dietetics (ACEND), the accrediting body for the Academy of Nutrition and Dietetics.


Criterion **80% Passing On First Administration** 

The report from the Academy of Nutrition and Dietetics will indicate that 80% of first-time test takers on the National Registration Examination for Dietetics (RD Exam) who graduated from the Combined Master's and Dietetic Internship Program pass the exam.

Finding **RD Exam Results** 

The entire cohort of 10 students who graduated in December of 2011 took the Registration Examination for Dietetics (RD Exam) within 3 months of graduating. The first time passage rate for the 2011 cohort is 100%, exceeding the 80% goal.

This statistic is based on graduates' self-reporting of results to the DI Director. The official RD exam report for those that took the exam between January 1, 2012 and June 30, 2012 will be received in August 2012. The report shows our students averages in two areas (Nutrition and Food Service) as well as the national average. For the students that took the exam in 2011, they were below the national average in both areas. However, the 2011 mean scores were higher for both areas when compared to the averages from the students in 2010.

Action **Addressing Identified Weaknesses** 

At this point, this criterion has been met for 2011-2012. For the past two years, the pass rate has improved substantially over the rate for the graduating class of 2009. The two faculty members most directly involved with the program have continued to encourage students to take the exam in a timely manner, in keeping with the action identified for 2010-2011.

Maintaining this level of excellence will require continued vigilance on the part of these two faculty members as they direct dietetic interns in this program. This goal (of at least 80% passage rate) must continue to be met for continued program accreditation, and the program's reputation for excellence is closely tied to the 100% pass rate that has been achieved.

The DI Director and faculty will provide case studies and class discussions/lectures specific to the area of Medical Nutrition Therapy, Food Service Management, and Community Nutrition to help increase knowledge and application of material.

Objective (L)

Internship/Field Activities

Students will demonstrate knowledge and skills as they participate in internship/field activities that prepare them for entry-level positions as dietitians.

Indicator

RD Supervisor Checklist Of Portfolio Activities

Embedded assessments are found in courses such as FACS 5379, 5330, 5383, 5375, and SOCI 5414. For example, as each student completes a semester of FACS 5379, the supervised practice portion of the program, the Registered Dietitian supervising the student completes a check sheet indicating which skills of the entry-level dietitian have been met with that semester's work. A portfolio of activities in the courses FACS 5383, 5375, and 5379 will be used to measure student learning as they progress through the Combined Master's and Dietetic Internship Program. An example of a portfolio is available in the Dietetic Internship Director's office but portfolios for this program generally are much too large to attach to this document.

Criterion

90% Of Students Scoring At Least 80% Of Entry Level Dietitian Competencies

90% of students' portfolio evaluation (the evaluations of the Registered Dietitians with whom the students were working is part of this) will show successful completion of 80% or more of the competencies for an entry-level dietitian.

Finding

Portfolio Assessment

100% of students in this cohort demonstrated successful completion of at least 80% of the competencies for an entry-level dietitian based on portfolios and portfolio assessment. Even though the interns met the targeted score, they were weaker in the area of clinical nutrition.

Action

Addressing Portfolio Weaknesses

The DI Director will address program standards with incoming interns at orientation and mentor interns in portfolio development throughout the program. When competencies are not met, the DI Director and other faculty will mentor and guide the intern to meet the standards either through course assignments or additional rotation experiences.

Portfolios are not accepted until the standard is met. The standard is based on requirements for an entry-level dietitian and is formed by regular attendance at and participation in AND-sponsored workshops and webinars regarding expectations of the profession.

Objective (L)


Demonstrated Knowledge And Skills For Entry-level

Students will demonstrate entry-level knowledge and skills to provide dietitian services.


Indicator

Mock RD Exam


The Mock RD Exam, developed by faculty, has proven, over the past four years it has been used, to be an excellent diagnostic tool as well as a predictor of whether or not the student will pass the National Registration Examination for Dietetics (RD Exam) on the first attempt.

Criterion **90% Of Students Score At Least 80% On Mock RD Exam** 

90% of students who exit the program will score a passing grade on the Mock RD Exam of 80% or higher (a passing grade on the Mock RD Exam is required before a Letter of Verification will be issued; the Letter of Verification must be issued before a student can sit for the National Registration Examination for Dietetics).


Finding **Mock RD Exam Results** 

The 10 students in the cohort passed the Mock RD Exam with a score of 84% or better. *Data is not available at this time to determine strengths and weaknesses.*


Action **Addressing Mock RD Exam Results** 

If an area identified on the Mock RD exam is less than satisfactory (80%), the DI Director will provide study/review material specific to that area to increase intern knowledge. The DI Director will also review the program to identify and modify the program as needed to strengthen the student skills identified by low results on the Mock RD Exam.


The Mock RD Exam will continue to be used as a method of determining whether students are ready and prepared to take the Registration Examination for Dietetics (RD Exam). Students who do not pass the Mock RD Exam will not be issued the Letter of Verification that is required in order to take the RD Exam.

Goal **Supervised Practice** 


Students in the Combined MS and Dietetic Internship Program will progress through supervised practice in clinical, community and foodservice rotations and a curriculum that will augment knowledge and increase skills to promote excellence in research and dietetic practice.

Objective (L) **Scheduled Rotations And Research Activities** 


Students will demonstrate practical and critical thinking skills from each scheduled rotation and research activity. Rotations are in various clinical, community, food service, and research settings and total 1,200 hours over three long semesters. Content and activities in the rotations are designed to meet the requirements of the accrediting body, the Accreditation Council for Education in Nutrition and Dietetics.

Indicator **End-of-Rotation Exams** 

End of rotation exams developed by faculty will be used to measure students' progress toward knowledge and skills demonstrations.

Criterion **90% Of Students Score 80% At End Of Rotations** 

Over 90% of the students will indicate on an exit survey completed at the end of the program that, through program goals, they have acquired practical and critical thinking skills and provide a rating of satisfactory or higher on the survey

Finding **Progression/Successful Completion** 

100% of the ten students graduating in December of 2011 successfully completed their rotations and the exit survey. 100% of the interns indicated that all the rotations were satisfactory for achieving their goals and acquiring appropriate skills. The highest

satisfaction was with the clinical rotation. The students had lower satisfaction with their community and food service rotations.

Action

Addressing Progression/Successful Completion

All 10 students of the cohort did complete the program by December 2011. The DI Director will work with the preceptor/facility at the community and food service sites to improve the experience the intern receives. This includes site visits, e-mail, and phone communications. May also include additional assignments and/or rearranging the work load the intern undertakes to create a successful learning environment. If the site is unable to meet the standards of the program, then the site will no longer be used by the program.

Closing the Loops Summary

This stringent, professional graduate program, with the benchmark measure (pass rate on the RD Exam at the first attempt) at 100% for this cohort, continues to do well. The DI Director continues to work with the DPD Director to ensure that all of the accreditation requirements are being met.

A new cohort of 10 students has been matched with the program for Fall 2012. The GRE scores for the new cohort are comparable with the group that graduated December 2011. The GRE score continues to be an excellent predictor of successful passage of the RD Exam.

To continue to strengthen the program and retain high passage rate on the RD Exam at the first attempt, the DI Director and DPD Director will strengthen the student's knowledge in the area of nutrition (including clinical, food service, and community) through case studies and assignments at rotation sites and in the classroom. The DI Director is also closely assessing the interns' portfolios throughout the program to ensure that all competencies are met. When competencies are lacking or missing, the DI Director will mentor and guide the intern to completing the competencies either through course assignments or additional rotation experience.

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Online Assessment Tracking Database


Sam Houston State University (SHSU)
2011 - 2012

Family And Consumer Sciences BA (Fashion Merchandising)



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Goal **Student Knowledge Of Content Area** 



The Department of Family and Consumer Sciences will graduate Fashion Merchandising majors who have an in-depth knowledge of the content area of the major.

Objective (L) **Demonstration Of Content-Area Knowledge And Skills** 


Students graduating from the fashion merchandising program will demonstrate the knowledge and skills necessary for entry-level management in fashion retailing/merchandising positions.

Indicator **Exit Survey - Knowledge And Skills**  


The Exit Survey for fashion merchandising majors includes multiple-choice and short-answer sections that test retention of course material and a case study that applies directly to retail apparel merchandising; it is graded on a pass/fail basis. (Each program area has multiple-choice, short answer and other questions that are specific to that program content.) To develop this instrument, faculty in the content area reviewed course and program objectives and chose questions from exams that reflected important concepts that students should retain. The test is used repetitively and the scoring is consistent. For security reasons, the "test" portion (multiple-choice questions, short essay questions, and case study) is not attached. However, this document is available in the chair's office.

Criterion **90% Passing Exit Survey - Knowledge And Skills**  


90% of students who complete the fashion merchandising program's Exit Survey will score a grade of Low Pass, Pass or High Pass on the content portions of the exam.

Finding **Exit Survey - Knowledge And Skills** 


100% of students who graduated from the Fashion Merchandising program completed the Exit Survey. 100% of the students who completed the survey passed the content portion of the exam. One attained a grade of low pass, 4 attained a grade of pass, and three attained a grade of high pass.

Action **Exit Survey - Knowledge And Skills** 

Program graduates met this criterion at 100%. Based on data collected during last year's cycle, we raised the percentage criterion from 80% to 90%. However, because the number of graduates in this program is often below 10, raising the percentage higher than 90% would be meaningless since a single person with a low score would make the difference as to whether this criterion was met. Students appear to be retaining program content well. We will keep this criterion for next year before retiring it if our percentage is as high.

Goal **Computer Literacy** 

The Department of Family and Consumer Sciences will graduate students who have performed satisfactorily in the area of computer literacy through computer-based assignments in courses that are required of all FCS majors.

Objective (L) **Computer Literacy** 

Students will demonstrate knowledge and skills for computer literacy through assignments in two courses that are required of all undergraduate majors in the

department.

Indicator

Computer Literacy 

There is a specific common rubric for each assignment.

Criterion

90% Of Students Will Score At Least 3.0 On Assignments  

90% of program majors who take the courses FACS 2368 and FACS 4362 during the 2011-2012 academic year will score 3 or better on a 5-point scale with 5 being the highest score and 1 being the lowest score on the three assignments that are required to meet this computer literacy competency. Examples of assignment sheets for these three assignments and rubrics for grading them are attached.

Finding

Computer Literacy 

93.3% of fashion merchandising majors pursuing the BA degree who took one or both of the courses FACS 2368 and FACS 4362 during the 2011-2012 academic year scored 3 or better on the assignments used to measure computer literacy. Therefore, this criterion was met. For the last cycle, it was decided that instructors who teach the courses believed that additional work in the area of database management was needed. Database management still appears to be weak as compared to written assignments using word-processing programs and development of PowerPoint presentations.

Action

Computer Literacy 

At the conclusion of this reporting period, the department will convene a meeting of those faculty who make the budget assignment to see how student performance on this assignment could be improved.

Goal

Employer/Supervisor Evaluation 

The Department of Family and Consumer Sciences will graduate Fashion Merchandising students who perform well in positions of employment within the fashion industry.

Objective (L)

Demonstration Of Applied Professional Competence 

The student will demonstrate professional competence and the ability to apply what they have learned (e.g., appropriate product knowledge, knowledge of business procedures, knowledge of industry systems) in various aspects of fashion merchandising.

Indicator

Employer/Supervisor Evaluation Data  

The supervisor evaluation form for fashion merchandising interns evaluates three skill areas (personal skills, interpersonal skills, and professional characteristics including appropriate use of knowledge from the program content). Both questions from this form used as indicators are essentially overall supervisor ratings of the intern. One of them rates the interns on a Likert-type scale of 1 to 5, with 1 being the lowest rating and 5 being the highest rating. The other is a "yes-no" indicator of whether the employer would hire the intern in the company for an entry-level management position. Internship is a requirement for degree completion in this program, so all fashion merchandising students are evaluated in this way. The instrument, which includes the supervisor rating of the intern that will be extracted and reported, was developed by the department faculty as a whole. Instruments used by other family and consumer sciences/fashion merchandising colleges

and departments were reviewed in the development of the instrument. The attached instrument was designed to be generic for all programs in the Department of Family and Consumer Sciences that require this type of internship and is published in the Internship Handbook which serves as the textbook for the internship course (FCS 469). The other programs that use this same form are interior design, general family and consumer sciences (without a teaching certificate), and food service management.

Criterion

80% Employer/Supervisor Rating 3.5 Or Better 

80% of business supervisors of fashion merchandising interns will give the intern a rating of 3.5 or higher on a 5.0 scale and 80% of business supervisors will indicate that they would hire the intern given the availability of a suitable entry-level management position in the company.

Finding

Employer/Supervisor Evaluation 

There were 8 students who graduated with the BA in Fashion Merchandising for the 2011-2012 cycle. Data was collected on all of them. 87.5% of business supervisors of these student interns assigned them ratings of 3.5 or higher -- in fact, there was one student who was assigned a rating of 2, and the others were assigned ratings of 4 and higher. In addition, all but one business supervisor (the same one who assigned the rating of 2) stated that they would hire the student intern if a suitable, entry-level opening existed in their business. Therefore, this criterion was met.

Action

Employer/Supervisor Ratings And Evaluation 

Although this goal is met at 87.5%, additional feedback would be helpful. During last year's cycle, it was suggested that we attempt to gather additional information by dividing the "Yes" option into "Yes, would hire without reservation" and "Yes, would hire with reservation." For those who checked "Yes, would hire with reservation," we could then ask an open-ended question designed to give us feedback needed for program improvement. We will make a stronger attempt to implement that process for the coming cycle. In order to do this, an immediate update of our Internship Handbook is required.

Closing the Loops Summary

Overall, this program continues to be successful as business supervisors and graduating seniors report high levels of satisfaction with this program. Students leave the program with knowledge of the products with which they will be working and retail processes, including visual merchandising and an understanding of the mathematics of merchandising. They also gain real world, hands-on experiences through the internship process. The greater effort that was promised in last year's cycle to collect a more complete data set was successful. A greater effort was made to bring in program graduates, especially more recent ones, to address the idea of the strong work ethic that is needed in the retail and wholesale apparel industry. Students were successful with the computer literacy component of the program. Faculty put greater emphasis on case studies and applying course material, and this appears to have had a positive impact on student success. The program emphasizes preparing its graduates for the workplace and in recruiting and retaining students throughout the 2-4 years they are enrolled in the program.

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Online Assessment Tracking Database

Sam Houston State University (SHSU)
2011 - 2012

Family And Consumer Sciences BA (Interior Design)

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Goal	Student Knowledge Of Content Area
	Students graduating from the interior design program will have the knowledge and skills required for entry-level positions in interior design.
Objective (L)	Demonstration Of Content-Area Knowledge And Skills
	Students graduating from the interior design program will demonstrate the knowledge and skills necessary for entry-level management in interior design positions.
Indicator	Exit Survey - Knowledge And Skills
	The Exit Survey for interior design majors includes multiple-choice and short-answer sections that test retention of course material and a case study that applies directly to interior design; it is graded on a pass/fail basis. (Each program area has multiple-choice, short answer, and identification questions that are specific to that program content.) To develop this instrument, faculty in the content area reviewed course and program objectives and chose questions from exams that reflected important concepts that students should retain. The test is used repetitively and the scoring is consistent. For security reasons, the test portion (multiple-choice questions, short essay questions, and identification items) is not attached. However, this document is available in the chair's office.
Criterion	Exit Survey - Knowledge And Skills - 90% Pass Or High Pass
	90% of students who complete the interior design program's Exit Survey will score a grade of Low Pass, Pass or High Pass on the content portions of the exam.
Finding	Exit Survey - Knowledge And Skills
	Data was collected on all 7 of the graduates of this program for the 2011-2012 academic year. All 7 (100%) of the graduates scored a grade of Pass or High Pass, so this criterion was met.
Action	Exit Survey - Knowledge And Skills
	Program graduates met this criterion at 100%. Based on data collected during last year's cycle, the percentage criterion was raised from 80% to 90%. However, because the number of graduates in this program is often below 10, raising it higher than this level would be meaningless since a single person with a failing score would make the difference as to whether this criterion was met. Students appear to be retaining program content well.

Goal	Internship Supervisor Evaluation
	The Interior Design Program will graduate students who meet the expectations of employers in the profession of interior design during their internships.
Objective (L)	Demonstration Of Applied Professional Competence
	The student will demonstrate professional competence and the ability to apply what they have learned (egs., appropriate product knowledge, knowledge of business procedures, knowledge of industry systems) in various aspects of interior design.
Indicator	Employer/Supervisor Evaluation

The supervisor evaluation form for interior design interns evaluates three skill areas (personal skills, interpersonal skills, and professional characteristics including appropriate use of knowledge from the program content). Both questions from this form used as indicators are essentially overall supervisor ratings of the intern. One of them rates the interns on a Likert-type scale of 1 to 5, with 1 being the lowest rating and 5 being the highest rating. The other is a "yes-no" indicator of whether the employer would hire the intern in the company for an entry-level design position.

Criterion **Employer/Supervisor Evaluation 3.5+ And 80% Would Hire If Possible**

80% of business supervisors of interior design interns will give the intern a rating of 3.5 or higher on a 5.0 scale and 80% of business supervisors will indicate that they would hire the intern given the availability of a suitable entry-level management position in the company.

Finding **Employer/Supervisor Rating And Evaluation**

There were 7 students who graduated with the BA in Interior Design for the 2011-2012 cycle. Data was collected on all of them. 85.7% (6 out of 7) of business supervisors of these student interns assigned them ratings of 3.5 or higher -- in fact, one student was assigned a rating of 3, and the others were assigned ratings of 4 and higher. In addition, all but one business supervisor (the same one who assigned the rating of 3) stated that they would hire the student intern if a suitable, entry-level opening existed in their business. Therefore, this criterion was met.

Action **Employer/Supervisor Ratings And Evaluation**

Although this criterion was met at 85.7%, additional feedback would be helpful. During last year's cycle, it was suggested that we attempt to gather additional information by dividing the "Yes" option into "Yes, would hire without reservation" and "Yes, would hire with reservation." For those who checked "Yes, would hire with reservation," we could then ask an open-ended question designed to give us feedback needed for program improvement. We will make a stronger attempt to implement that process for the coming cycle. In order to do this, an immediate update of our Internship Handbook is required.

Goal **Computer Literacy**

The Department of Family and Consumer Sciences will graduate students who have performed satisfactorily in the area of computer literacy through computer-based assignments in courses that are required of all FCS majors.

Objective (L) **Computer Literacy**

Students will demonstrate competence in the area of computer literacy through a series of assignments.

Indicator **Computer Literacy Assignments**

There is a specific scoring rubric for each assignment.

Criterion **Computer Literacy Assignments - At Least 3.0**

90% of program majors who take the courses FACS 2368 and FACS 4362 during the 2011-2012 academic year will score 3 or better on a 5-point scale with 5 being the highest score and 1 being the lowest score on the three assignments that are required to meet this computer literacy

competency. Examples of assignment sheets for these three assignments and rubrics for grading them are attached.

Finding

Computer Literacy 🔑

75% of interior design majors who took one or both of the courses FACS 2368 and FACS 4362 during the 2011-2012 academic year scored 3 or better on the assignments used to measure computer literacy. Therefore, this criterion was not met.

Action

Computer Literacy 🔑

For the last cycle, it was decided that instructors who teach the courses believe that additional work in the area of database management was needed.

Closing the Loops Summary

The curricular review and subsequent changes incorporated into the interior design program were very appropriate and effective. Although the Council of Interior Design Accreditation (CIDA) site visit from the Spring of 2011 did not result in a positive outcome, it is anticipated that the one from this past Spring (2012) will be positive, and that the program will be accredited by Fall 2012. The department is pleased that it pursued this accreditation.

Business supervisors indicated that graduates are prepared to enter the industry as entry-level design professionals. Still, we believe we can glean more information with a revision of the supervisor/employer evaluation form. The problem with student computer literacy in connection with database management will be addressed through more practice. Although it is not part of the computer literacy measure cited within this document, students do develop a high degree of fluency with CAD programs such as AutoCAD and Revit. In fact, a business supervisor reported that one of the Spring 2012 interior design interns was "the best I've ever seen" on AutoCAD. Faculty will maintain high standards as they teach about the design process, product knowledge, and business practices, among other skills and knowledge required of entry-level design professionals.

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Online Assessment Tracking Database


Sam Houston State University (SHSU)
2011 - 2012

Family And Consumer Sciences BS (Food Science And Nutrition)


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Goal **Knowledge And Skills** 



To graduate students with the necessary foundation, knowledge, skills, and competencies outlined in the American Dietetic Association's (ADA) Commission for Accreditation of Dietetics Education (CADE) Handbook.

Objective (L) **Demonstration Of Knowledge And Skills** 


Food Science and Nutrition students will demonstrate knowledge and skills necessary to meet the standards of the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

Indicator **Exit Survey - Knowledge And Skills** 


The Exit Survey for food science and nutrition majors includes multiple-choice and short-answer sections that test retention of course material; it is graded on a pass/fail basis. (Each program area has questions that are specific to that program content.) To develop this instrument, faculty in the content area reviewed course and program objectives and chose questions from exams that reflected important concepts that students should retain. The test is used repetitively and the scoring is consistent. For security reasons, the test portion (multiple-choice, short-answer questions) is not attached. However, this document is available in the chair's office.

Criterion **80% Of Students Pass Exit Survey - Knowledge And Skills**  


80% of the students who complete the food science and nutrition program's Exit Survey will score a grade of Pass or High Pass on the content portion of the exam.

Finding **Exit Survey - Knowledge And Skills** 


Of the 4 students from whom data was collected, all four passed the Exit Survey content area -- three received a score of High Pass and one received a score of Pass.

Action **Exit Survey - Knowledge And Skills** 


Although the results were very good for those who took the Exit Survey, it would be better to get results from a larger group of graduating students. A greater effort will be made to intercept students as they are preparing to graduate and set aside a specific time for them to take this survey.

Goal **Becoming Registered Dietitians** 

To graduate students who will successfully complete dietetic internship programs and pass the national credentialing exam with the goal of becoming Registered Dietitians.


Objective (L) **Demonstrating Knowledge And Skills Required Of Registered Dietitians** 


Students will demonstrate the knowledge and skills necessary for entry-level dietitians.


Indicator **Registered Dietician Exam** 


The information concerning passage of the credentialing exam can be verified by an annual report sent to program directors by American Council on Education of Nutrition and Dietetics (ACEND), the accrediting arm of the AND


(Academy of Nutrition and Dietetics, formerly the American Dietetic Association).


Criterion **80% Passage Rate For RD Exam** 
 At least 80% of students will receive a passing score on the Registration Examination for Dietetics.



Finding **Passage Rate For RD Exam** 
 All three students who took the RD Exam (100%) between June 2011 and May 2012 passed the exam on the first attempt. Therefore, this criterion was met.

Action **Passage Rate For RD Exam** 
 The program is pleased with this high passage rate; it exceeds the 80% benchmark rate set by ACEND (the accrediting arm of the Academy of Nutrition and Dietetics, formerly the American Dietetic Association). In order to maintain this high passage rate, the program must retain its rigor. An additional Registered Dietitian is needed on the faculty, and this position will be requested.

Goal **Computer Literacy** 
 The Department of Family and Consumer Sciences will graduate students who have performed satisfactorily in the area of computer literacy through computer-based assignments in courses that are required of all FCS majors.

Objective (L) **Computer Literacy** 
 To assure competency in this area, students will complete specific assignments in FACS 2368 (a written assignment requiring use of a word-processing program and a budget assignment requiring the use of a spreadsheet) and FACS 4362 (a presentation using PowerPoint). Satisfactory completion of these three assignments will indicate achievement of computer literacy skills that students are projected to need as they graduate from the Food Science and Nutrition Program and enter the world of work.

Indicator **Computer Literacy** 
 Students who graduate from undergraduate programs in the Department of Family and Consumer Sciences, including the Food Science and Nutrition Program, will satisfactorily complete three assignments in courses required of all undergraduate majors in the department: a word-processed assignment and a budget prepared using a spreadsheet in FACS 2368 Consumer Education and a presentation involving use of PowerPoint in FACS 4362 Presentation Techniques. In addition, Food Science and Nutrition majors will do two additional computer literacy assignments that will be assessed. For FACS 3370, students will complete a PowerPoint assignment on a nutrition-related metabolic disorder, and for FACS 3339, students will submit a Review of Literature Analysis of Evidence related to a community nutrition problem. There are rubrics for each assignment.

Criterion **90% Of Students Will Score At Least A 3.0 On Assignments**  
 90% of program majors who take the courses FACS 2368 and FACS 4362 during the 2011-2012 academic year will score 3 or better on a 5-point scale with 5 being the highest score and 1 being the lowest score on the three assignments that are required to meet this computer literacy competency. Examples of assignment sheets for these three assignments and rubrics for grading them are attached.

Finding

Computer Literacy In Departmental Core

97% of Food Science and Nutrition majors who took one or both of the courses FACS 2368 and FACS 4362 during the 2011-2012 academic year scored 3 or better on the assignments used to measure computer literacy. Therefore, this criterion was met.

Criterion

90% Of Students Will Score At Least A 3.0 On Assignments In FACS 3370 And 3339

All Food Science and Nutrition majors take FACS 3370 and 3339 as part of their program. Computer literacy assignments include a Review of Literature Analysis of Evidence (FACS 3339) and a PowerPoint presentation for a nutrition-related metabolic disorder or "hot topic" related to nutrition pathways (FACS 3370). 90% of students in these courses will score at least a 3.0 on these two assignments.

Finding

Computer Literacy In FACS 3370 And FACS 3339

100% of Food Science and Nutrition majors who took FACS 3370 and FACS 3339 during the 2011-2012 academic year scored 4 or better on the assignments used to measure computer literacy. Therefore this criterion was met.

Action

Computer Literacy

For the last cycle, it was decided that instructors who teach the courses believed that additional work in the area of database management was needed.

Goal

Application To Dietetic Internship Programs

To guide and direct well-qualified students toward admission into a dietetic internship program.

Objective (P)

Increase Percentage Of Didactic Program In Dietetics (DPD) Graduates Admitted To Dietetic Internship (DI) Programs

Well-qualified students will be recruited to enter a dietetic internship program.

KPI Performance Indicator

Graduates Admitted To Dietetic Internship Programs

The program will increase the percentage of students graduating from the Food Science and Nutrition Program and applying to a Dietetic Internship Program who are successfully admitted. Over a two-year period, 30% of students who graduate from the Food Science and Nutrition Program will apply for, and be admitted to, a dietetic internship program.

Result

Graduates Admitted To Dietetic Internship Programs

75% of the students (3/4) who applied to dietetic internship programs were admitted. The one who was not admitted severely restricted the geographic range due to family commitments. Of the ten students who graduated during the 2011-2012 cycle, one was not considered a part of this cohort due to the fact that degree requirements were completed some time (i.e., several years) ago, but the degree had not been awarded. Given that 3 out of 10 students applied and were admitted to DI programs, this criterion was met. We met the goal; yet we would like to see an increase in the percentage of student pursuing successful

admittance to DI programs.

Action**Percentage Of Program Grads Applying And Admitted To DI Programs**

The DPD Director works directly with students in preparing their packets so that chances for admission are increased. The group for this particular year had some timing issues with personal life circumstances, and several are planning to apply for DI programs in February for Fall 2013 admission. Although we met the goal, we want to increase the percentage of students applying for and being admitted to, DI programs.

Closing the Loops Summary

Dr. Valencia Browning-Keen came to this program after 10 years in clinical settings and 5 years in community and nutrition programs and with program director experience. For the past three years, she has been a strong advocate for this stringent and growing accredited program. There have been increases in numbers of students enrolled in the program, and also in the number of program graduates under her direction. This year saw a substantial increase in the number of program graduates admitted to Dietetic Internship programs (75% for 2011-2012 as compared to 46.6% for 2010-2011), an important marker for program success as seen by ACEND, the accrediting arm of the Academy of Nutrition and Dietetics (formerly the American Dietetic Association). Areas needing improvement are in relation to administration of Exit Surveys for tracking successful attainment of knowledge and skills on an annual basis, and database management for the computer literacy criterion, although these program graduates, as a group, scored better than any other group of program graduates from the department in the area of computer literacy. Dr. Browning-Keen is working to develop more corporate bridges in food manufacturing and distribution and corporate donors in the food industry for scholarship and program resources. She is seeking more collaboration in coordinating knowledge requirements of DPD courses and is working toward identifying grants for ongoing research with student involvement. Her overall goal is to enhance cultural competency of DPD students throughout the DPD curriculum. This small program is seeing unprecedented success and is becoming well-known as a successful program for nutrition and dietetics in this region of the State of Texas.

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**Department of Foreign
Languages**



Online Assessment Tracking Database

Sam Houston State University (SHSU)
2011 - 2012

Spanish BA

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Goal	Skills Proficiency Graduating majors will demonstrate skills proficiency.
Objective (L)	Oral Proficiency Graduating majors will demonstrate oral proficiency.
Indicator	Capstone Presentation Individual graduating majors will each give a 10" capstone presentation with 5" of questions, all in the target language, during the final semester before graduation.
Criterion	Graduating Majors' Participation Three faculty members will evaluate each capstone presentation, using the American Council of Teachers of Foreign Language (ACTFL) levels, each student averaging intermediate mid or higher.
Finding	Capstone Presentations In Spring 2011, all students were assessed to be at intermediate-mid or higher. Graduating seniors in Spring 2011 averaged 7.34 which is categorized as advance-low. As last year, grammar errors were the most prevalent weakness.
Indicator	ACTFL Oral Proficiency Interview (OPI) All graduating majors will complete an ACTFL OPI during the final semester of classes.
Criterion	OPI Evaluation A Department of Foreign Language's officially trained ACTFL OPI Evaluator will interview each graduating major during the final semester. Students will be scored at intermediate, mid, or higher.
Finding	OPI Evaluators The OPI average for Spring, 2011, was 8, which is categorized as advance-mid. In Spring, 2012, it was 7.5, which is categorized as advance-low. We did decrease in average, which again is due primarily to grammar and other minor errors. We need another OPI evaluator among our faculty to meet the need of evaluating our graduating majors. We have problems getting more than the minimum number of faculty participants for the capstones, especially during the summer when many are off-campus. We have problems publicizing the Department requirements to the students for their timely completion of same, although the chair sends repeated emails to majors, the Department advisor tells students, the policies are on our website, etc. In many cases, these students are double majors who are advised in their other major and do not come to our Department for advising.
Action	Ratings Of Student Capstones And OPI By Faculty

Although we exceeded the criterion for oral proficiency, we still need to work with students on mastering grammar rules in Spanish. As more OPI evaluators are trained, we will be able to do an even better job of interviewing our students in a standardized manner. Another faculty member has scheduled training for November.

Objective (L)

Writing Proficiency 🔑

Graduating majors will demonstrate writing proficiency.

Indicator

Portfolio 🔑

During the final semester, all graduating majors will submit a portfolio of class assignments from SHSU classes to demonstrate writing proficiency.

Criterion

Portfolio Contents 🔑 🔑

Portfolio will contain 3 assignments: one paper, one grammar exam, and one of student's choice. The portfolio is scored by a faculty member teaching the course from which the assignment comes. Portfolios will be scored as meeting expectations or exceeds expectations.

Finding

Portfolio Collection 🔑

The portfolios have been collected; however, there is an issue with the standardization of the type of documents included due to students / professors not saving the work over semesters.

All students met expectations in Spring 2012. Again, however, there is an issue of standardization and measuring the same / similar products.

Native speakers frequently do not use diacritic marks; non-natives make many grammar errors. Few students edit their work; very many submit first drafts.

Action

Portfolios 🔑

We are at work with IT to set up electronic portfolios, in which the majors will upload their work by the semester over the student's time on campus.

Graduating majors' portfolios of three particular written assignments will be submitted before their graduation. The criterion is to meet expectations.

We need to stress with native speakers the importance of diacritical marks and with non-native speakers grammar rules in Spanish.

Closing the Loops Summary

Grammar for non-native speakers continues to be a major issue. For the native speakers, the diacritical markings tend to be lacking in their writing. Thus, we have to stress more intensively grammar rules and diacritical markings. We have a faculty member slated to be trained as an OPI evaluator in November. That should lessen the load for faculty. We are hoping that electronic portfolios will lessen the problem of standardizing the assignments submitted for the portfolio. We also need to standardize our response when first drafts are submitted rather than the final product.

We are consistently having all graduating Spanish majors complete the capstone presentation, the OPI evaluation, the portfolio and the questionnaire every semester, with at least the minimum three faculty participants, usually more, and using the ACTFL national standards for evaluation across students. Unfortunately, these are frequently done at the last minute to the inconvenience of the faculty due to students waiting until the last minute of their last semester to complete the requirements. We have now established one date per semester for the capstones. Part of the problem is that students do not declare their graduation plans until the last minute. We may need to

consult with students regarding how to remedy these failings.

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Department of History



Online Assessment Tracking Database

Sam Houston State University (SHSU)
2011 - 2012

History BA

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Goal	History Teacher Preparation 🔑
	History majors and minors who choose teaching as a profession will demonstrate knowledge and skills to be effective in the classroom.

Objective (L)	History Teacher Preparation 🔑
	Graduating students will demonstrate necessary knowledge and skills to be effective history teachers.

Indicator	TEXES Examination 🔑
	Teacher education students who major or minor in History will pass the TExES examination. The Texas Examinations of Educator Standards (TExES) was developed by the State Board of Educator Certification/Texas Education Agency as a multiple-choice criterion-referenced examination designed to measure a candidate's knowledge in relation to an established criterion rather than to the performance of other candidates.. The History TExES has three domains: (I) World History, (II) U.S. History, and (III) Foundations, Skills, Research, and Instruction.

Criterion	Targeted Rates Of TEXES Passage 🔑
	80% of all teacher education students who major or minor in History will pass the TEXES history examination with at least a score of 70%.

Finding	Actual Rates Of TEXES Passage 🔑🔑
	In academic year 2009-2010, the department identified inequities in student TExES performance between domain I World history and domain II US history. While the department achieved success in leveling student testing performance across both domains in 2010-2011, the overall passage rate of 79% fell short of the stated criterion for this indicator. Thus the department retained the indicated 80% passage rate for academic year 2011-2012. During 2010-11, 70% of history majors passed the Texas Examination for Educator Standards (TExES) exam for future history teachers and 100% history majors passed the Social Studies TExES. Both of these results were unreliable because of very small sample sizes. Due to sharp reductions in state educational funding, many students opted not to pursue teaching careers in 2011-2012. Breaking down the general results, it was apparent among all passing test takers that they performed comparably in Domain I (World History) and Domain II (US History).

Action	Recruiting Teacher Candidates 🔑
	TExES testing population was very small in academic 2011-2012 because of state budgetary difficulties and resulting legislative cuts to public education expenditures. Looking forward to reconstruction of public education budgets, the History Department will seek consultation with the SHSU College of Education to determine ways to recruit teaching candidates for the future.

Goal	Skills And Knowledge In History 🔑
	B.A. History graduates will be prepared for successful careers and productive citizenship through high quality knowledge and skills in all courses.

Objective (L)

Student Learning Outcomes

During the course of the semester, students enrolled in history courses will demonstrate significant improvement in their understanding of the historical content covered in their respective courses.

Indicator

Pre/Post Testing US History Core Curriculum

During the course of a semester, students enrolled in US history courses will demonstrate significant improvement in their understanding of American history by taking pre and posttests in that subject matter. The test instrument is not nationally normed but was locally constructed with the aim of monitoring change over time in basic knowledge of the major themes covered in the world history survey curriculum. The State of Texas Core Curriculum Component Area guidelines were consulted before the creation of this testing instrument.

Criterion

US History Student Learning

At least 20% of students enrolled in the US surveys will be given pre-posttests over content relevant to these courses. A statistical analysis of the results of this testing will demonstrate significant student improvement in knowledge of pertinent US history themes. Overall class improvement of at least 15% on the class average posttest score versus the class average pretest score will indicate success.

Finding

US History Student Learning-Fall 2011

During Fall 2011, US history survey classes that included 386 HIST 1301 students (representing 25% of the total number of students taking HIST 1301) and 183 HIST 1302 students (representing 27% of the total number of students taking HIST 1302) took pre- and posttests on an instrument that was developed by the US history faculty. HIST 1301 students averaged 30% correct on the pretest and 58% correct on the posttest. HIST 1302 students averaged 41% correct on the pretest and 50% correct on the posttest.

Finding

US History Student Learning-Spring 2012

During Spring 2012, US history survey classes that included 175 HIST 1301 students (representing 37% of the total number of students taking HIST 1301) and 615 HIST 1302 students (representing 54% of the total number of students taking HIST 1302) took pre- and posttests on an instrument that was developed by the US history faculty. HIST 1301 students averaged 44% correct on the pretest and 52% correct on the posttest. HIST 1302 students averaged 36% correct on the pretest and 56% correct on the posttest.

Finding

Summary Of US History Student Learning

The combined results for Fall 2011 and Spring 2012 were as follows:

Course #	Tested	Pretest	PostTest	% Change
HIST 1301	561	37%	55%	+18%
HIST 1302	798	38%	53%	+15%

Improvement on both the 1301 and 1302 examinations was consistent across each of the mastery areas assessed by the evaluation instrument (i.e., understanding sources, chronology, factual accuracy).

Indicator

World History Student Learning

During the course of a semester, students enrolled in world history courses will demonstrate significant improvement in their understanding of world history. The test instrument is not nationally normed, but was locally constructed with the aim of monitoring change over time in basic knowledge of the major themes covered in the world history survey curriculum. The State of Texas Core Curriculum Component Area guidelines were consulted before the creation of this testing instrument.

Criterion

World History Student Learning

At least 20% of students enrolled in world history surveys will be given pre-pos tests over content relevant to these courses. A statistical analysis of the results of this testing will demonstrate significant student improvement in knowledge of pertinent world history themes. Overall class improvement of at least 15% on the class average posttest score versus the class average pretest score will indicate success.

Finding

World History Student Learning-Fall 2011

During Fall 2011, world history survey classes that included 42 HIST 2311 students (representing 18% of the total number of students taking HIST 2311) and 42 HIST 2312 students (representing 20% of the total number of students taking HIST 2312) took pre- and posttests on an instrument that was developed by the world history faculty. HIST 2311 students averaged 50% correct on the pretest and 61% on the posttest. HIST 2312 students averaged 42% correct on the pretest and 58% correct on the posttest.

Finding

World History Student Learning-Spring 2012

During Spring 2012, world history survey classes that included 107 HIST 2311 students (representing 43% of the total number of students taking HIST 2311) and 86 HIST 2312 students (representing 55% of the total number of students taking HIST 2312) took pre- and posttests on an instrument that was developed by the world history faculty. HIST 2311 students averaged 53% correct on the pretest while 60% on the posttest. HIST 2312 students averaged 48% correct on the pretest and 56% correct on the posttest.

Finding

Summary Of World History Student Learning 2011-2012

The combined results for Fall 2010 and Spring 2011 were as follows:

Course #	Tested	Pretest	PostTest	% Change
HIST 2311	149	51%	61%	+10%
HIST 2312	128	45%	57%	+12%

Review of the specific results showed HIST 2311 and HIST 2312 students' greatest weaknesses were in the areas of African and Asian history.

Indicator

Senior Level Student Learning Outcome Assessments

During the course of the semester, students enrolled in 4000-level (senior level) courses will demonstrate significant improvement in their abilities in historical scholarship and writing, as determined by a panel of history faculty.



Criterion

Senior Level Outcome Assessments

All students in senior level history courses will produce semester research papers. At least 20% of these papers from the total senior level course enrollment will undergo a quality and outcome assessment review by a panel of history faculty. The panel will not include faculty currently

teaching senior level courses and will review the selected papers double-blind according to a 6-point rubric developed from norms promoted by the American Historical Association. At least 80% of all sampled papers will reach 18 points or higher on the 6-30 point scale of the rubric.

Finding

Fall 2011 Senior Learning Outcome Assessment  

In the Fall of 2011, the history department randomly sampled 17 or roughly 20% of all research papers from the senior undergraduate level seminars. On a scale of 6 to 30 (18 being average), three evaluators ranked the papers according to the rubric with the following results:

Evaluator 1 gave scores averaging 17.7

Evaluator 2 gave scores averaging 15.0

Evaluator 3 gave scores averaging 19.7

The overall average was 17.5

30% of papers received an average score of 18.0 or higher.

Among the papers failing to achieve 18.0 or higher, the most common problems (in order of prevalence) were lack of proper citation form or logic; failure to analyze or interrogate documentary sources; failure to frame a significant historical question for the paper as a whole.

Finding

Senior Learning Outcome Assessment-Spring 2012  

In the Spring of 2012, the history department randomly sampled 24 or roughly 20% of all research papers from the senior undergraduate level seminars. On a scale of 6 to 30 (18 being average), three evaluators ranked the papers according to the rubric with the following results:

Evaluator 1 gave scores averaging 18.3

Evaluator 2 gave scores averaging 23.4

Evaluator 3 gave scores averaging 17.0

The overall average was 19.6

52% of papers received an average score of 18.0 or higher.

Among the papers failing to achieve 18.0 or higher, the most common problems (in order of prevalence) were: difficulty or failure to discern a relevant historical question; difficulty or failure interpreting source material; difficulty or failure to draw a significant or reasonable conclusion from the exercise.

Finding

Senior Level Outcome Assessments Summary 

With poor results in the fall of 2011, the department prioritized senior undergraduate research and writing skills for spring 2012. Instructors of the senior seminar classes closely advised students through the paper writing process. Students learned of outcome assessment categories and honed technical skills to enhance excellence in historical writing. The improvement in assessments from fall 2011 to spring 2012 demonstrated the efficacy of these interventions.

Action

US History Student Learning Development 

For the 2012 academic year, the department proposes to increase the rigor of the assessment instrument by researching and/or developing a nationally normed database of US history questions.

Action

World History Learning Development 🔑

For the 2012 academic year, the department proposes to increase the rigor of the assessment instrument by researching and/or developing a nationally normed database of World history questions.

Action

Reform Of Pre And Post Testing Instrument 🔑

Pursuant to History Department plans to revise and enhance the pre/posttesting instrument, the department drafted first versions of the new tests with reference to curricular standards as elaborated by the Texas Education Service Center Curriculum Collaborative. The objective will be to assess with pretesting students' preparedness relative to final secondary curricular goals. Posttesting will then give a comparative measure of the relative improvement and consolidation of survey learning objectives.

Closing the Loops Summary

Undergraduate education is the heart and foundation of the Department mission. For that reason, the History Department has undertaken to enhance procedures and instruments for assessing and improving undergraduate learning outcomes. The department will continue to review and improve assessment testing. Perhaps more importantly, the department will increase emphasis on the critical thinking skills inherent to the discipline, making students aware of rubric objectives and strengthening their mastery of those objectives.

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Online Assessment Tracking Database

Sam Houston State University (SHSU)
2011 - 2012

History MA

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Goal	Teaching Skills And Classroom Management Competence 
M. A. History students will demonstrate competence in teaching and preparations skills necessary to successful management of post-secondary teaching responsibilities.	
Objective (L)	Teaching Skills 
M. A. students indicating career interests in teaching positions at junior and community colleges or in other post-secondary education will demonstrate enhanced abilities in lecture formulation and delivery, test generation, and evaluation of their students.	
Indicator	Teaching Skills Preparation 
M. A. students expressing a desire to seek post-secondary teaching careers will show improved performance in lecture and classroom management skills by completing one or more of the following preparatory exercises: in-class teaching workshops and/or webinar presentations on college teaching.	
Criterion	Webinar Workshops 
The Graduate Director will arrange for web-based teaching instructional material to be available to M. A. students expressing interest in post-secondary teaching careers. Such web-based material will include: podcast discussions of teaching strategies; documentary and other media demonstrations of classroom management such as assignment generation or test generation; documentary or other media presentations on grading/evaluating students; documentary or other media support materials. The department will solicit graduate student assessment of the availability and suitability of these materials in a manner similar to student evaluation of classes (IDEA form). At least 50% of student responses rating this web-based support as "satisfactory" or better will indicate success.	
Finding	Webinar Workshops 
This policy was developed in 2011-2012 for implementation in Fall 2013.	
Criterion	In-Class Teaching Workshops 
The Graduate Director will coordinate with faculty to make available to M. A. students lecture opportunities in live classes currently ongoing in an academic term. The M. A. students will prepare and deliver instruction from an appropriate syllabus topic to the class, under the observation of the teacher of record and/or the Graduate Director. Post analysis will include a formal evaluation by observing faculty including consideration of feedback by students enrolled in that class. A faculty evaluation of "satisfactory" will indicate a successful exercise. Results will appear in the History Department records for participating graduate students and will be communicated to prospective employers.	
Finding	Teaching Skills Preparation-Fall 2011 
In response to informal survey among graduating M. A. candidates, the Graduate Director identified demand for formalized assistance and training for students seeking teaching positions in post-secondary institutions.	
Consultations resulted in the projection of a two-pronged assistance program based upon making available live classroom training workshops, and webinar support.	
The plan was created in the fall 2011.	

Finding

Teaching Skills Preparation-Spring 2012 

In the spring 2012 semester, the Director of Graduate Studies initiated teaching skills preparation. Working with 1 candidate to start, the DGS held 3 live classroom teaching workshops. The candidate presented lecture material, created and executed a document analysis exercise, and created and executed classroom ready-writing exercises. The candidate then got verbal feedback from the students as well as performance assessment from the DGS. Based upon this first, live trial, the DGS will expand classroom workshop opportunities in the 2012-2013 academic year, including the introduction of web-based materials.

Action

Teaching Skills Preparation Future Trends  


In the academic year 2012-2013, the History Department will train all resident teaching assistants in teaching skills designed to enhance undergraduate familiarity and mastery of history learning outcome rubric skills. Specifically, these teaching techniques will focus on undergraduate history critical thinking skills, encounters with primary documents, and writing skills. TAs will also learn elements of on-line course creation and execution, including basic professional publication skills.

Action

Program Performance Review: TA Development  

During 2011-2012, the History Department initiated a five-year graduate program performance review. The resulting report included sections analyzing the TA program and proposing reforms for enhancing TA development. Some of findings of the report were implemented in the summer and fall of 2012: TA classroom teaching; workshops to improve TAs knowledge and implementation of history learning rubric objectives. Others will be integrated into the TA program in 2012-2013.

Goal

Advanced Knowledge And Skills In History **DRAFT** 

M.A. History graduates will use the knowledge and skills obtained in their studies to enhance and improve their performance in their present employment, continue advanced studies toward other degrees, or move into other historical fields, such as teaching, public history, or writing.

Objective (L)

Research And Analysis 

M. A. History students will demonstrate competence in applying research methodologies; qualitative and quantitative analysis; literature review; and use of traditional and digital resources. The History Department will prepare its graduates to publish in their respective fields.

Indicator

Comprehensive Exams 

All M.A. History graduates will demonstrate depth and breadth of knowledge by successfully completing written and oral exams in three field areas. This will be assessed by a survey of written examinations and oral examination reports.

A panel of at least three graduate faculty will assess the quality of the written examinations to determine student mastery of the major historical themes and historiography within each of the three field areas. Students failing to demonstrate the required level of content mastery will be allowed, after consultation with the graduate committee and history chair, to retake the written exams. A second failure will result in termination from the program. Students successfully completing the written examinations will then take an oral examination before a panel of three graduate faculty members who will assess student mastery of the history and historiography in each of the three

field areas. Students must pass or pass with distinction each content area. Students who fail to demonstrate sufficient competency in any of the three field areas will be allowed, after consultation with the examination committee and the departmental chair, to retake that portion of the oral examination that was not satisfactorily completed. A second failure will result in termination from the program.

Criterion

Written And Oral Examinations

All M.A. graduates will achieve passing or passing with distinction ratings on a written examination that covers three content areas. The department will direct special attention to evaluating comprehensive exam preparation and performance among on-line students.

Finding

Comprehensive Exam Preparation

By trial of experience, personalized exam preparation counseling has proven significantly more effective than generalized mock examinations. As of the middle of the 2011-2012 academic year, based upon incoming data, the Graduate Director formalized this individualized approach by the following means: early identification of graduate applicants for the upcoming May and August; personal, direct contact with each candidate, even before the formal start of term; distribution of a FAQ sheet about comps to candidates and to all enrolled graduate students; follow up phone conferences and email based on issues raised by the FAQ; facilitation of earlier and more frequent contact between comps candidates and prospective examining faculty.

Finding

Comprehensive Exam Success Rate-Fall 2011

In a modification of comprehensive exam preparation assistance from the previous year, the Graduate Director offered one-on-one preparation counseling. Modifications to the History Seminar emphasizing historiographical understanding had received positive feedback from students and thus remained in place.

In the fall of 2011, the history department administered 5 comprehensive examinations to prospective MA graduates. Of those examined, no students failed any sections on their first attempts, a significant improvement from performance in fall 2010 and spring 2011, wherein 3 and 2 students respectively suffered failed portions of their exams. In total, 5 students graduated that term.

Finding

Comprehensive Exam Success Rate-Spring 2012

In the spring of 2012, the history department administered 11 comprehensive examinations to prospective MA graduates. Of those examined, one student failed only the oral examination section on his first attempt. The other 10 students passed all portions of their exams. This was a significant improvement from performance in the preceding academic year, wherein 5 students in total suffered failed portions of their exams.

Of the candidates in the spring of 2012, the student failing the oral examination scheduled the second attempt for fall 2012. One successful candidate scheduled graduation for August 2012, in completion of a thesis project. The nine (9) remaining candidates graduated in the May commencement.

Action

Review Of Comprehensive Exam Procedures

In the academic year 2012-2013, the History Department will go through a

graduate affairs committee review and possibly reform comprehensive testing procedures, with the goal of better linking such examinations with desired graduate learning outcomes: historiographical awareness; strong historical reasoning and forensic skills; strong historical writing skills.

Closing the Loops Summary

In the current environment of the History PhD crisis of overproduction, institutions focused on granting the MA are on the front lines of market trends. The American Historical Association has called professional historians to take a new look at the degree in all its aspects. Additionally, Bender et. al in *The Education of Historians for the Twenty-first Century* have found that enhanced history teaching training will continue to grow in importance to the marketability of degree holders. The History Department through its review of comprehensive exams, through its review of graduate student formation and especially teaching assistant experience, is moving to address these growing concerns of the profession at large.

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**Department of Political
Science**





Online Assessment Tracking Database



Sam Houston State University (SHSU)
2011 - 2012


Political Science BA



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Goal	Develop Students' Knowledge Of Government And Politics 
	Build students' knowledge of government and politics, citizenship skills, and civic engagement


Objective (L)	Development Students' Knowledge Of Government And Politics 
	Upon completing the course students will be able to evaluate forms of government, discuss political philosophies, analyze political behavior, evaluate public policies, and discuss political organizations and actors.

Indicator	Faculty Committee Review Of Upper Division Papers  
	Each field of study will be assigned a team of 2 faculty members who have expertise in the particular field. Each semester the individual teams will receive and review 5 randomly selected papers from an upper division course in their respective fields. Faculty members from each subfield will evaluate the papers using a grading rubric designed and agreed upon by faculty in each subfield. Papers will be scored on a scale of 1 - 5 with 5 being the highest.

Criterion	Develop Students' Knowledge Of Government And Politics 
	We expect that: (1) Faculty scores will not vary in the vast majority of cases and when there is a difference in scores the difference will not be greater than a single point. If faculty scores do differ beyond a single point, faculty will be asked to review the grading rubric and discuss its application. (2) At least 70% of the papers will score a 3 or above. . However, previous analysis indicated that although scores were consistently over a 3, students were losing a point related to analytical and theoretical development.

Finding	Students' Knowledge  
	Using a scoring system of 1-5 to evaluate 5 random papers in our upper division offerings, faculty members evaluated 45 papers. Faculty scores differed in 11 of the 45 (24%), however, the difference in scores never exceeded a single point on the 5 point rubric. The average score was 4.09, a higher average than last year's 3.3. The departments efforts to identify areas to focus in 2009-2010 have been fruitful as scores have consistently increased over the last 3 years. Faculty found a need for further student instruction regarding plagiarism.

Action	Develop Students' Knowledge 
	The faculty agreed to revise the assessment rubric for 2012-2013 to focus more on the content, including instruction on plagiarism, and devise alternative writing assignments that focus on the content rather than grammar and formatting. Students will be able to conduct a literature review utilizing at least 5 resources. The students will complete a plagiarism tutorial.



Goal	Develop Students' Skills 
	Develop students' analytic, writing, speaking, and professional skills

Objective (L)

Develop Students' Skills 


All political science majors are required to successfully complete POLS 3379. Upon completing the course students will be able to analyze scholarly writing, interpret empirical data, discuss argumentation, and write clearly and correctly.

Indicator

Faculty Committee Review Of POLS 3379 Research And Writing Papers  

Faculty members teaching POLS 3379 Research and Writing will randomly select 5 papers from each course. All papers will be reviewed by the faculty members who teaching Research and Writing. Faculty members will evaluate the papers using a grading rubric designed and agreed by said faculty. Papers will be scored on a scale of 1 - 5 with 5 being the highest.

Criterion

Acceptable Or Above 

At least 70% of students will score a "3" (acceptable) or better.

Finding

Develop Students' Skills  

Faculty teaching POLS 3379 used a scoring system of 1 - 5 to evaluate 5 randomly selected papers from each section of POLS 3379. Faculty scores differed in 9 out of the 10 papers sampled. However, the difference in scores never exceeded a single point. The average score was 3.8, a higher average than last's year's average. Although the findings indicate that we exceed our expectations for this particular goal, faculty teaching POLS 3379 courses believe students would benefit in the long run if faculty discussed ways to make the course content more consistent across all sections of POLS 3379 regardless of who is teaching the course.

The findings indicate we exceed our expectation. However, in scoring the papers the low scores were in the area of writing. Thus faculty concluded that more emphasis needs to be placed on students' writing skills.

Action

Develop Students' Skills 

During Summer 2012 faculty responsible for teaching POLS 3379 will develop a syllabus template for the course to be adopted in spring 2013. In addition, during summer and spring 2012, faculty teaching POLS 3379 will develop and adopt new pedagogical strategies designed to improved students' writing skills. These strategies will be implemented in spring 2013.

Closing the Loops Summary

In order to address students' writing, faculty responsible for teaching POLS 3379 will develop a syllabus template for the course to be adopted in spring 2013 that emphasizes instruction in writing. In addition, the faculty agreed to revise the assessment rubrics for 2012-2013 to focus more on the content of the assignments and devise alternative writing assignments that focus on this content rather than grammar and formatting. The department will identify and implement a plagiarism tutorial for both POLS 3379 courses and all other upper division courses.

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Online Assessment Tracking Database

Sam Houston State University (SHSU)

2011 - 2012

Political Science MA

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Goal	<p>Written Comprehensive Exams </p> <p>Students will gain knowledge and skills that are associated with advanced degrees in political science.</p>
Objective (L)	<p>Written Comprehensive Exams </p> <p>Upon completion of the MA in Political Science program, students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the key features of methodology. 2. Evaluate political theories and discuss the significant research in one of the program's subject areas: American government, public administration, comparative politics, or international relations.
Indicator	<p>Successful Completion Of Written Comprehensive Exams  </p> <p>We utilize written comprehensive exams as a tool for measuring graduate students' knowledge and skills. Prior to graduation, students complete two written comprehensive exams in areas relevant to their coursework. Exam questions are written by faculty with expertise in the students' areas of study and the questions are based on the comprehensive exam reading lists and the content of the overview courses (see department level goal of revise written comprehensive exam process for more information on the reading lists and overview courses). Students' exams are graded by at least two faculty members (more when possible) who have expertise in the areas of study pursued by students. Exams are assigned one of the following scores: high pass, pass, and no pass. If the two faculty members issue conflicting scores (e.g., pass and no pass), a third faculty member will be asked to score the exams and issue a final ruling.</p>
Criterion	<p>Written Comprehensive Exams </p> <p>We expect that at least 80% of our students will pass their exams on the first attempt and that 100% of the students who have to take the exam a second time will pass. Efforts noted in our 2008-2009 actions will be implemented; specifically, we require students to attend a comprehensive exam study skills session conducted by the graduate director and graduate faculty members. Utilizing a rubric developed in the spring of 2010, graduate faculty will determine low pass, pass, and high pass. We believe that this will produce at least 2 high passes for this year's cohort.</p>
Finding	<p>Written Comprehensive Exams </p> <p>Students who took the comprehensive exams in 2011 – 2012 all passed on their first attempt. Thus we exceeded our goal of 80% of students passing on their first attempt. We fulfilled the goal of at least two exams being scored in the high pass range. However, faculty scoring the exams concluded that students' ability to provide a comprehensive description of research literature in their subject area needs to be improved.</p>
Action	<p>Written Comprehensive Exams </p> <p>Faculty members are currently revising the content of courses with the goal of creating an overview course for each subject area. The overview courses will improve students' ability to provide a comprehensive description of research literature in their subject area. We expect to have the course revisions completed by spring 2013.</p>

Goal **Oral Comprehensive Exam** 🔑

Students will gain knowledge and skills that are associated with advanced degrees in political science.

Objective (L) **Oral Comprehensive Exam** 🔑

Students must demonstrate competency in the core areas of political science. These areas include political theory, methodology, and one of the following fields: American government, public administration, comparative politics, international relations, or a third related field outside the department.

Indicator **Successful Completion Of Oral Comprehensive Exams** 🔑 🔑

We utilize oral comprehensive exams as a tool for measuring students' knowledge and skills. After completing the written comprehensive exams, students are required to participate in an oral comprehensive exam. The exam is conducted by faculty members who graded the students' written exams (two faculty graders per exam). During the oral exams students are given the opportunity to elaborate upon sections of their written exams that the faculty members deemed weak. Oral exams are assigned one of the following grades: high pass, pass, and no pass. If the faculty members issue conflicting scores (e.g., pass and no pass), the student will be asked to participate in a second oral exam and during that exam a third faculty member will be asked to score the student's performance and issue a final ruling.

Criterion **Oral Comprehensive Exams** 🔑

The MA program initiated a requirement that students attend a comprehensive exam study skills session conducted by the MA graduate director and MA graduate faculty members. We expect that of the population that take the exam, 80% will pass on the first attempt and that 100% of those retaking the exam will pass on the second attempt. The graduate faculty will determine low pass, pass, and high pass based on a grading rubric developed by the graduate faculty in the spring of 2010. The department expects two high passes for the cohort taking the exam in 2011-2012.

Finding **Oral Comprehensive Exams** 🔑

As most of the MA students are full time professionals who do not live near campus, it was difficult to schedule time for oral exams. It was clear that our approach to implement both written and oral exams raised serious logistical issues.

Action **Oral Comprehensive Exams** 🔑

SHSU policy allows departments to determine whether "comprehensive exams are written, oral, or a combination of the two." In the future we will use only written exams.

Goal **Student Conference Attendance And Professional Writing** 🔑

Students will be strongly encouraged to present at professional conferences.

Objective (L)

Student Conference Attendance And Professional Writing

MA students will be expected to demonstrate their ability to develop a professional conference paper during their second year in the program.

Indicator

Submission And Acceptance Of Proposals To Professional Conferences

MA faculty members and the MA graduate director identify second year graduate students whose professional experience would be enhanced through participation in academic conferences. Students are encouraged to submit their papers for presentation at a professional conference. We believe that the acceptance rate is a good indicator of our students' professional performance as paper proposals are reviewed by members of the scholarly community and are only accepted if the proposals meet the standards set by the scholarly community.

Criterion

Student Conference Attendance And Professional Writing

At least 50% of our second year students will submit papers for presentation and at least half of the papers will be accepted for presentation. We expect that all of the students accepted to a conference will apply for funding from a variety of sources.

Finding

Student Conference Attendance And Professional Writing

One of the MA students presented a paper at a professional conference. However, the remaining MA students indicated that participation in professional academic conferences was not an activity that would improve their professional standing.

Action

Student Conference Attendance And Professional Writing

In fall 2012 and spring 2013 the graduate director will begin collecting more detailed information about students' professional goals. Faculty members will design assignments appropriate to the students' professional goals and require students to complete one of the assignments prior to graduation. For example, if a student wishes to seek employment as a community college instructor, he or she would be required to submit a syllabus and a set of lectures.

Closing the Loops Summary

Conference Attendance: In fall 2012 and spring 2013 the graduate director will begin collecting more detailed information about students' professional goals. Faculty members will design assignments appropriate to the students' professional goals and require students to complete one of the assignments prior to graduation. For example, if a student wishes to seek employment as a community college instructor, he or she would be required to submit a syllabus and a set of lectures

Written Comprehensive Exams: During the summer of 2012 MA faculty will develop exam questions that require students to demonstrate their knowledge of methods in the context of a subfield based question. The new exams will be implemented in fall of 2012. To address students' knowledge of the literature, syllabi for the overview courses in each subfield will be revised to include the seminal works in the field. Faculty will update the comprehensive reading lists annually.

Oral Comprehensive Exams: Oral exams are logistically problematic and thus we decided to rely on written exams.

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**Department of Psychology
and Philosophy**



Online Assessment Tracking Database

Sam Houston State University (SHSU)
2011 - 2012

Clinical Psychology PhD

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Goal	<p>Broad Knowledge Of Psychology 🔑</p> <p>A broad-based knowledge of scientific psychology will include knowledge of psychology's history of thought and development, research methods, and applications.</p>
Objective (L)	<p>Broad-based Knowledge Of Psychology As A Science 🔑</p> <p>Students will demonstrate a core understanding of the scientific foundation of psychology, including biological, social, developmental, and cognitive/affective bases of behavior, history and systems of psychology, psychological measurement, research methodology, techniques of data analysis, and issues of cultural and individual diversity.</p>
Indicator	<p>Comprehensive Examinations And The EPPP 🔑</p> <p>Students will demonstrate a broad-based knowledge of the scientific bases of behavior as measured by:</p> <ol style="list-style-type: none"> 1. performance in preparing and defending either a Major Area Paper (MAP) or taking/passing Doctoral Comprehensive Examinations (DCEs); 2. performance on an external, standardized examination, the Examination for Professional Practice in Psychology (EPPP).
Criterion	<p>Passing Doctoral Comprehensive Examination (either MAP Or DCE) And Passing The EPPP For Licensure 🔑</p> <ol style="list-style-type: none"> 1. Students are expected to complete successfully the Major Area Paper (MAP) or Doctoral Comprehensive Exams (DCE). A committee of faculty will determine if a student has done this successfully. Topics for students' MAPs must be pre-approved by the Program Faculty and must cover at least 3 broad areas of psychology. The DCE gives the student 24 hours in which to analyze a clinical case and answer specific questions, as well as review a selected research article. An unsuccessful MAP requires a student to take the DCE. Unsuccessful completion of the DCE requires the student to retake it. The student has one attempt to retake the DCE; a second failure triggers program dismissal. 2. Students are expected to sit for and pass the Examination for Professional Practice in Psychology (EPPP). Eighty percent of students who take the EPPP will pass it.
Finding	<p>Broad Based Knowledge 🔑</p> <ol style="list-style-type: none"> 1. During the past year, two students successfully completed MAPs. For the DCE, 83% (5/6) successfully passed the Research section and 100% (6/6) passed the Clinical portion. 2. According to the Association of State and Provincial Psychology Boards (ASPPB), 31 of our graduates have taken the EPPP to date and 100% have passed. We are unable to obtain just one year of data from the ASPPB to determine specific strengths and weaknesses for this year. However, the few weaker areas we have been able to identify are not specifically related to clinical practice. Tangentially, we have noticed that some students express less enthusiasm for courses that are not specifically clinical.
Action	<p>Broad Based Knowledge Actions 🔑</p> <p>The student who failed to pass the Research portion of the DCE will be mentored to increase knowledge in the research area and retake the examination in the fall.</p> <p>Program faculty were quite enthused with the results of the EPPP as we had</p>

one of the highest pass rates in the country. If less than 80% of students achieve licensure within 5 years of graduation, intervention would include faculty consultation and planning to address program deficiencies. External consultants (e.g., associated faculty, clinical supervisors, and DCTs from other accredited programs would be consulted as needed). At the present time, 90% of students who are 5 years beyond graduation hold state licenses.

Department faculty have determined to raise awareness and appreciation for areas that are not solely clinical in an effort to show the relationship between these areas and clinical practice. Faculty have determined to create a rubric to assess awareness and appreciation for the non-clinical areas.

Goal	Ability To Conduct Empirical Research 🔑 To produce graduates with the skills to conduct meaningful research that adds to the current body of knowledge in psychology.
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Objective (L)	Students Will Be Able To Evaluate And Conduct Psychological Research 🔑 Students will demonstrate the ability to design, carry out, prepare, and submit for publication to scientific journals or for presentation at scientific paper sessions original research.
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Indicator	Preparation Of Research Materials For Publication/Presentation 🔑 Students will prepare manuscripts for publication in scientific journals or presentation at national conventions. Acceptance for publication or presentation will be the indicator.
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Criterion	Research Materials Accepted For Publication Or Presentation 🔑 At least 50% of the students beyond their first year will have materials accepted for publication or presentation at a national conference. First year students will be engaged actively in research projects sponsored by program faculty. Students will review feedback from journal editors or conference program individuals with their faculty research mentors to determine how to revise the manuscript or presentation proposal to address weaknesses and resubmit.
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Finding	Second Year Students Research 🔑 Currently 95% of students second year and beyond who are currently enrolled have at least one publication in a refereed scientific journal or a presentation at a national conference. 66% of first year students are funded as Research Assistants while all (100%) of the students in the program are actively involved in research projects with program faculty. An area of concern is diversity of resesarch experience for our students.
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Action	Empirical Research Actions 🔑 Efforts have been successful in funding students who enter the program at the BA/BS level as Research Assistants. A number of program faculty are working with the Office of Research and Sponsored Programs to identify and apply for appropriate funding through various agencies and programs. This past year 28 students were funded to attend and present their work at the National American Psychology-Law Society convention. In an era of ever tightening budgets, additional efforts will be made to expand available travel funds for student presentations.
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Additionally, to provide experience with diverse research, we will encourage students to seek mentors outside, as well as inside, the program faculty. Such experiences will provide a wealth of research projects and additional learning.

Goal **Effective Teaching** 

Faculty demonstrate high levels of teaching effectiveness.

Objective (L) **Providing Effective Undergraduate Classroom Instruction** 

Faculty demonstrate high levels of teaching effectiveness.

Indicator **Individual Developmental Education Assessment (IDEA)** 

Students rate the Teaching Assistants using IDEA.

Criterion **PhD Students As Teaching Assistants** 

A summary IDEA score at or above the institution mean is considered to be satisfactory. Consistent with IDEA recommendations, converted averages on IDEA evaluations that are in the gray box (middle 40%) are considered to be "effective teaching." All faculty have students evaluate each of their classes during the Fall and Spring semesters using the IDEA teaching evaluations. The IDEA system focuses on students' perceptions of learning 12 specific objectives, and the system solicits students' feedback on their own learning progress, effort, and motivation, as well as their perceptions of the instructor's use of 20 instructional strategies and teaching methods. In addition, the system surveys instructors regarding their overall goals and highlights for them in the analysis and report. The system adjusts evaluation scores for five areas beyond the instructor's control, such as class size, student motivation, effort and work habits, and disciplinary difficulty. The scores are then compared to national norms. Teaching effectiveness is assessed by: Overall Ratings and the average student agreement with statements that the instructor and class were excellent.

Finding **Ph.D. Students As Teaching Assistants** 

With respect to doctoral students serving as TAs within the Department, Ph.D. students served as instructors in 8 class sections (7 Introductory and 1 Abnormal) during the 2011-2012 academic year. Criterion for success was based upon scores on the IDEA forms. In the fall, each student had acceptable (gray box or above) scores with respect to Summary Evaluation of his or her course; three of the four students had acceptable scores with respect to Excellent Teacher. Means for the students were 50.0 and 48.0, respectively for the categories. Means for the entire Department faculty were and 51.0 and 49.0, respectively for the categories.

In the spring 2012 semester, each student had acceptable (gray box or above) scores with respect to Summary Evaluation of his or her course; two of the four students had acceptable scores with respect to Excellent Teacher. Means for the students were 48.75 and 47.50, respectively for the categories. Means for the entire Department faculty were and 52.0 and 49.0, respectively for the categories.

Also, in looking at specific items on the student evaluations, it seemed relatively consistent that we should "involve students in more hands-on projects. . . and real-life activities." The scores on this item were not bad, they were just lower than the other items.

Action

Ph.D. Students As Teaching Assistants

The performance of the Ph.D. students serving as TAs was reasonable and was less than one jnd from the Department faculty as a whole. We did have some concern about one particular TA who scored the lowest among the cohort, we identified the problem, and are working with that student to better her scores in the future.

Overall, the continuing and new TAs for the upcoming academic year will be required to attend the College Teaching Conference in August and will be required to meet with the coordinator of the TAs at least bi-weekly during the semester to deal with issues and deal with solutions.

Lastly, during the meetings with the TA faculty facilitator (the Chair in this case), TAs will be instructed to use activities in and out of class that show how what is being presented and learned is germane to the lives of the students taking the class. For each topic, we will come up with an assignment in which the materials presented can be used in the students' everyday lives.

Goal

Effective Clinical Practice

To produce graduates who have the knowledge and skills to excel in the practice of clinical psychology.

Objective (P)

Acquire The Skills And Ability To Practice Clinical Psychology

Students must demonstrate skills in the service delivery in broad and general clinical areas.

**KPI
Performance
Indicator**

Effective Clinical Practice

Effective use of assessment, treatment planning, intervention, consultation, and supervision strategies.

Result

Supervisor Ratings Of Performance

Supervisors making ratings are either internal (individual faculty members) or external (practicum/internship site supervisors). Supervisors will rate the clinical performance using the three-point scale of competency ratings of clinician performance with 1=Novice, 2=Intermediate, and 3=Competent (See Omnibus Evaluation of Competency Development document, page 1, for definitions of 1,2, and 3). Following individual assessments, information will be presented to the entire program faculty to determine suitability for continuation in the area.

Ratings for this result are part of the Omnibus Evaluation Competency Development document. See pages 3 and 4 for specific items (see attachment under the Indicator section of this goal). In considering specific strengths and weaknesses demonstrated by the students, i.e., items in which students were rated as "Competent" and items in which students were rated as "Intermediate," this varied from student to student. In cases of an "Intermediate" rating, the student met with supervisor(s) and reasons for not reaching "Competent" were discussed. The student then was given strategies to correct whatever faults he or she demonstrated. Of course, all this was individualized to the particular student and the particular student's needs.

All students making application for internship in 2011 were rated Competent in critical areas. Of internship applicants, no one was rated at Novice level on any element; 100% were rated Intermediate or Competent. As mentioned, there was no particular area in which a plethora of students were lacking, i.e., receiving an "Intermediate"

rating. Therefore, we had to identify individual weaknesses for individual students and handle those accordingly.

**KPI
Performance
Indicator**

APA-Accredited Internship

All students must complete a one-year pre-doctoral internship at an APA-accredited site.

Result

APA-Accredited Internship

All students making application for internship in 2011 matched with APA-accredited sites. We are delighted with our students' success in obtaining APA-accredited sites, especially since we are aware that there are not enough such sites to meet national student needs, a weakness in the process.

Action

Effective Clinical Practice Actions

We are assessing each student's clinical competence every semester. The group assessing the students is made up of program faculty chaired by the Director of Clinical Training and includes each person who has supervised the students' work during the semester. In addition, faculty are surveying other doctoral programs throughout the country to see if there are better/more appropriate instruments that can be adopted for these assessments.

We have no control over how many APA approved internships are available. Yet, we can make sure our students are so well prepared that they are able to impress internship directors with their skills and competence.

Goal

APA Accreditation

Maintain APA accreditation.

Objective (P)

Retain APA Accreditation

This program will retain APA accreditation by assembling all paperwork, submitting an annual report, and responding to all questions/requests from APA Committee on Accreditation (CoA).

**KPI
Performance
Indicator**

Submit Self-Study And Annual Report As Required

Program faculty will submit both a complete self-study and an annual report to the APA Commission on Accreditation by the appropriate deadlines.

Result

APA Accreditation

APA awarded the program full accreditation for the next 7 years (the maximum allowed). APA did have five questions to which they require response. These are related to:

- 1) exposure to theories and methods of consultation
- 2) clarification of specific assessments for each competency
- 3) courses in which competencies are addressed
- 4) aggregate data in table form
- 5) alumni data associated with program's goals and objectives

Action

APA Accreditation Actions

The final accreditation report contained 5 specific questions to be addressed by September 15th. This will be done along with the Annual Report.

Specific questions/issues that are being addressed are:

- 1) Demonstrate how students are exposed to the current body of knowledge in theories and methods of consultation;
- 2) Clarify which evaluations and MLAs are clearly related to assessing student competencies while currently in the program;
- 3) Provide a revised B.2 Table to include the specific courses that are required for each competency and provide aggregate data for students currently in the program that demonstrate achievement of the goals, objectives, and competencies;
- 4) Provide aggregate data to demonstrate that students are meeting the minimal levels of achievement identified in the revised B.2 Table;
- 5) Clarify how the data on program alumni are directly aligned with the program's stated goals and objectives and demonstrate this linkage in a clear format.

Closing the Loops Summary

With respect to our students demonstrating a broad and general knowledge of psychology, the data show that we have reached an acceptable level at the present time. However, in an effort to improve that level, we are now offering a number of our basic courses annually rather than biannually to reduce class size and increase individual attention.

Program faculty will seek additional funding to support student research and to ensure that students are able to partake in national conferences.

Teaching effectiveness was listed as reasonable. We do have some clear concerns and are dealing with those either on an individual basis or with changes to the entire system. We expect to improve the process by assessing more closely individual TAs. To this end, we have altered the organization so that the department chair is now charged with supervision of the TAs and the organization of the Introductory Psychology course. He will meet with each TA on a bi-weekly basis, addressing TA concerns and offering solutions to issues brought forth by students in the class. In addition, all TAs will be required to attend the annual College of Humanities and Social Sciences Teaching Conference. The TAs also will hand out mid-term evaluations to their students and address any concerns that may arise from those evaluations.

The APA Commission on Accreditation has recommended specific changes in program websites to assist prospective students in comparing programs. We are in the process of rearranging materials and post additional outcome data to increase transparency.

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Online Assessment Tracking Database

Sam Houston State University (SHSU)
2011 - 2012

Philosophy BA

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Goal	Improving Critical Thinking And Analytic Reasoning  Students completing the critical thinking and logic courses in our curriculum will develop a broad-based skills in critical thinking and formal logic.
Objective (L)	Demonstrate Critical Thinking Skills  Critical thinking skills are an essential component of philosophical work. Students will be able to analyze arguments and draw conclusions from available information.
Indicator	Response Scores On TACTS   All students who take PHIL 2303 will be tested on their critical thinking skills. All faculty who teach PHIL 2303 will administer the Texas Assessment of Critical Thinking Skill (TACTS)s, an externally validated test of critical thinking skills, in a pre-test/post-test format. The TACTS is a broad-based assessment of critical thinking skills that goes beyond the current scope of PHIL 2303. This will allow the faculty to determine areas that may be added to our current curriculum in the future. A copy of the current TACTS is attached. A copy of the credited responses is attached. The Philosophy Program Coordinator, currently Dr. Fair, will be responsible for ensuring that all faculty who teach PHIL 2303 effectively administer the pre- and post-tests in every section of their course. One faculty member, currently Dr. Sanford, will be responsible for gathering pre- and post-test data from the faculty members who teach PHIL 2303.
Criterion	Statistically Significant Improvement From The TACTS Pre-test To The TACTS Post-test.  A paired two-sample t-test will be performed on the scores of all students who take the pre-test and the post-test. The philosophy program expects to see a statistically significant improvement from the pre-test to the post-test.
Finding	Significant Improvement From Pre-test To Post-test   A paired two-sample t-test on our sample of 471 student scores, for students who took both the pre-test and post-test, demonstrated a statistically significant improvement in their scores. Data and basic analysis are attached.
Criterion	Improvement In Calculating Probabilities  The data from the team that developed the TACTS show that a knowledge gap exists with respect to decision making when an outcome depends upon the conjunction of two probabilistic events. Their data show that less than 20% of those tested correctly answered the following question: "George is waiting for two of his customers, Fuzzy Logic Computers, Inc. and Stalking Horse Designs, to pay their bills. If either of them pays before the end of the month, then George can pay his supplier. But if neither of them pays, then George will have to take out a bank loan. George estimates that the chance that Fuzzy Logic will pay in time is 70% and the chance Stalking Horse Designs will pay in time is 60%. Assuming that his estimates are correct and that the two events are independent, what is the chance that George will have to take out a bank loan? (a) 12% (b) 40% (c) 65% (d) 42% (e) 88%"" 2011-2012 will be the third year that the Philosophy Program will expect all faculty to evaluate this type of reasoning as part of the critical thinking course. We will consider this initial effort successful if there is at least a 75% improvement on this type of question from the pre-test to the post-test.
Finding	Improvement In Calculating Probabilities  The sample is limited to only those students who took both the pre-

test and post-test. For students whose pre-test score was reported, 81 out of 471 (17.2%) correctly answered the question. On the post-test, 183 out of 471 (38.9%) correctly answered the question. This represents a 126.2% improvement in the percentage of students who successfully answered the probability questions from the pre-test to the post-test and compares favorably to the 85.6% improvement seen in 2009-2010 and 106.5% seen in 2010-2011 yet, it remains a challenge to improve even further.

Action

Ongoing Improvement In Calculating Probabilities 🔑

Although our data showed a substantial improvement in calculating probabilities, it is expected that our faculty can improve on our third-year performance. All Philosophy Program faculty who taught PHIL 2303 during 2011-2012 will be invited to share their experiences with those who will teach PHIL 2303 during 2011-2012. In addition, input will be sought from other faculty who have experience teaching probability-based content. The goal will be to identify ways in which pedagogy in this area can be further improved without cutting back on the successful core of critical thinking skills we have regularly taught. It is expected that faculty will implement and evaluate new approaches during 2012-2013.

Goal

Understanding Of General Philosophical Concepts 🔑

Ensure that students acquire a general understanding of basic philosophical concepts.

Objective (L)

Demonstrate Basic Understanding Of Core Concepts In Philosophy 🔑

As students progress through the Philosophy BA, they will acquire a basic understanding of metaphysics, epistemology, and moral theory. This basic information, provided by our introductory courses serves as the foundation for student success in upper-division courses.

Indicator

Statistically Significant Improvement Of Student Scores From Pre-test To Post-test (2361/2603) 🔑

All students in PHIL 2361 and PHIL 2603 will be tested on their knowledge of basic concepts in metaphysics, epistemology, and moral theory using a locally standardized pre-test and post-test for each course. Following a review of best practices for the teaching of these courses, a group of Program faculty chose the questions for the assessment. The questions asked cover the range of concepts that are taught in peer departments. Instruction on these concepts promotes a basic competence in metaphysics, epistemology, and moral theory. The attached documents provide the assessment instruments for PHIL 2361 and PHIL 2603 as well as the credited responses for each.

Criterion

Statistically Significant Improvement From The Pre-test To The Post-test (2361/2603) 🔑

A paired two-sample t-test will be performed on the scores of all students who take the pre-test and the post-test. Students in both courses will demonstrate a statistically significant improvement from the pre-test to the post-test.

Finding

PHIL 2361 Pre-test/Post-test Results 🔑 🔑

PHIL 2361 students demonstrated a statistically significant improvement from the pre-test (M=6.8) to the post-test (M=10.7). Although statistically significant, the post-test mean is only 53.5% with 20 items. See the attached data. This is consistent with the 51% during 2009-2010 and 54.5% during 2010-2011 on the post-test. Additional innovative strategies for teaching basic concepts in metaphysics, epistemology, and moral theory are needed to ensure

deep learning.

Finding	<p>PHIL 2603 Pre-test/Post-test Results 🔑</p> <p>PHIL 2603 students demonstrated a statistically significant improvement from the pre-test (M=10.32) to the post-test (15.08). While statistically significant, the post-test mean is only 60.3% of 25 items. See the attached data. Hence, basic concepts in metaphysics, epistemology, and moral theory must be addressed in inventive ways so that deep learning versus shallow learning is accomplished.</p>
Action	<p>PHIL 2361/2603 Improvement 🔑</p> <p>The Program will undertake a targeted instructional effort aimed at improving student learning. In PHIL 2603, this effort will focus on improving students' knowledge of arguments related to the death penalty. In PHIL 2361, it will focus on Kantian philosophy. These efforts will be evaluated via pre-test/post-test analysis on specific questions related to their respective content. Additionally, as the Program revises the PHIL 3364/3365 curriculum, we will do this with an eye toward identifying additional opportunities to improve the overall presentation of general philosophical concepts to our students.</p>
Objective (L)	<p>Demonstrate Advanced Understanding Of History Of Philosophy 🔑</p> <p>Well-educated philosophy students will demonstrate appreciation for the arguments and positions of earlier thinkers. Because so much of what is written in philosophy is a reaction to the metaphysical and epistemological presuppositions of earlier thinking, it is the core of well-rounded philosophical education.</p>
Indicator	<p>Pre-test Post-test Response Scores On Locally-Standardized Instruments (364/365) 🔑</p> <p>All students in PHL 364 and PHL 365 will be tested on their knowledge of general concepts in the history of philosophy. All faculty who teach these courses will administer a pre-test and post-test to all students. All Philosophy BA students are required to take PHL 364 (Ancient and Medieval Philosophy) and PHL 365 (Modern Philosophy). Together, these courses provide students with upper-level instruction covering the history of metaphysics and epistemology. Following a review of best practices for the teaching of these courses, a group of Program faculty chose the questions for the assessment. The questions cover the range of concepts that are taught in peer departments. Instruction on these concepts promotes a well-rounded understanding of the history of philosophy.</p>
Criterion	<p>PHL 365 Assessment 🔑</p> <p>A paired two-sample t-test will be performed on the scores of all students who take the pre-test and the post-test. Students in both courses will demonstrate a statistically significant improvement from the pre-test to the post-test. In addition, at least 70% of students will correctly answer 70% of the questions on the post-test.</p>
Finding	<p>PHIL 3365 🔑</p> <p>The data reported by the faculty member who taught the only section of PHIL 3365 did not reflect the expected assessment of the course. The assessment coordinator is unable to report meaningful findings or draw conclusions from the data. Dr. Sanford acknowledged receipt of the spreadsheet containing the data without realizing that deficiency. By the time he recognized the problem, recovery of the data had become impractical.</p>
Criterion	<p>PHL 364 Assessment 🔑</p>

A paired two-sample t-test will be performed on the scores of all students who take the pre-test and the post-test. Students in both courses will demonstrate a statistically significant improvement from the pre-test to the post-test. In addition, at least 70% of students will correctly answer 70% of the questions on the post-test.

Finding

PHIL 3364 Data  

Students demonstrated a statistically significant improvement from the pre-test (M=0.18) to the post-test (M=6.73). Although statistically significant, post-test mean is only 35.4% with 19 items.

This still represents a weakness in teaching the history of metaphysics and epistemology in modern philosophy

Action

PHIL 3364/3365 Improvement 

The Program will focus on improving deep learning by looking for ways to improve the links between PHL 2361/2603 and PHL 3364/3365. The goal will be to provide greater continuity between the introductory and advanced courses with an eye toward improving students' long-term outcomes as they proceed through the Program's curriculum. Year-over-year data for PHIL 3364/3365 has not indicated the desired level of student achievement. For 2012-2013, the Program will undertake a thorough revision of PHIL 3364/3365. This revision will include a ground-up reconsideration of the texts used, pedagogical methods, and overall course design for both of the advanced history of philosophy courses.

Supporting

Philosophy BA 

Items in this group support the goals of the **Philosophy BA** level.

Objective (L)

Demonstrate Competence With Formal Logic 

Student's understanding of formal logic provides a foundation for rigorous analysis of arguments. All philosophy majors will demonstrate competence in propositional logic and predicate logic.

Indicator

Response Scores On Pre-test/Post-test Logic Questions  

All students who take PHIL 3362 (Introduction to Contemporary Logic) will be tested on knowledge of basic logical concepts, propositional logic, and predicate logic. All faculty who teach PHIL 3362 will administer a pre-test and post-test. These will serve as an indicator of student competence with the subject matter. Following a review of best practices for the teaching of this course, a group of Program faculty chose the questions for the assessment. The questions asked cover the range of concepts that are taught in peer departments. Instruction on these concepts promotes a an introduction to the concepts of formal logic, propositional logic, and predicate logic. The attached documents provide the sample questions similar to those used in the embedded assessments and the credited responses. Because some of these questions, particularly the logical proofs, have answers that could be memorized if the questions were known in advance, exam security requires that the actual questions not be posted in a public document. The Program faculty will use questions that are essentially similar but sufficiently distinct to limit the potential for academic dishonesty. A group of Program faculty has reviewed the particular questions that will be embedded each semester.

Criterion

Significant Improvement From Pre-test To Post-test 

A paired two-sample t-test will be performed on the scores of all students who take the pre-test and the post-test. Students in both courses will demonstrate a statistically significant improvement from the pre-test to the post-test.

Finding**PHIL 3362 Pre-test/Post-test Results**  

PHIL 3362 students demonstrated a statistically significant improvement from the pre-test (M=.3) to the post-test (M=5.3). Although statistically significant, the post-test mean is only 38% with 14 items. See the attached data. While this represents a significant improvement the Program will seek innovative teaching methods to promote deep learning. Additionally, the Program is concerned about the quality of the data for this measure. Student participation in the pre- and post-tests for the on-line sections of this course were extremely low resulting in only 52 pairs of data points for analysis from 127 students.

Action**Improved Data Collection For On-line Courses** 

Professors Gardosik, Fair, and Sanford have met to discuss the low participation of on-line students in the pre- and post-tests for PHIL 3362. They have agreed to work with the instructional technology support staff to identify best practices for ensuring student participation in assessment data gathering. This committee will determine and implement an appropriate strategy for ensuring student participation.

Action**Ongoing Assessment Of PHIL 3362** 

The Program is satisfied that our students are making good general progress in PHIL 3362; however, there must be an effort to identify specific areas for improvement. As such, the Philosophy Program will undertake an item analysis of the PHL 3362 post-tests during 2012-2013 for this purpose. This will provide even more specific data. We must improve our overall student learning outcomes with respect to formal logic, propositional logic, and predicate logic. Because of the paucity of data concerning student outcomes during 2011-2012, the Program is concerned that any general judgments about specific strengths or weaknesses would be inappropriate at this time. As such, the Program will continue its efforts to identify specific areas of improvement after implementing measures to improve the quality of data available for making these judgments during 2012-2013.

Closing the Loops Summary

The Program will focus on improving deep learning by looking for ways to improve the links between PHL 2361/2603 and PHL 3364/3365. The goal will be to provide greater continuity between the introductory and advanced courses with an eye toward improving students' long-term outcomes as they proceed through the Program's curriculum. By linking the content and presentation of materials in the lower-level courses to what is expected in the upper-level courses, the Program expects to improve student outcomes and deep learning as measured by improved performance by students in PHL 3364/3365. As part of this ongoing effort, the Program plans to implement targeted effort at improving student learning outcomes in PHIL 2361/2603 and undertake a full review/revision of PHIL 3364/3365 for 2012-2013. It is expected that these changes will take approximately two years to begin showing significant results in the upper-level courses.

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Online Assessment Tracking Database

Sam Houston State University (SHSU)
2011 - 2012

Psychology BS

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Goal	<p>Core Concepts In Psychology</p> <p>The Bachelor of Science Program in Psychology will provided students with a broad base of essential knowledge in the various subfields of psychology.</p>
Objective (L)	<p>Students Demonstrate Broad Knowledge Base</p> <p>Students who complete the Bachelor of Science Program in Psychology will demonstrate knowledge of core concepts in the various sub-disciplines of Psychology.</p>
Indicator	<p>PSY 131 Exit Examination</p> <p>Students' knowledge of the diverse areas within the field of psychology will be assessed using a common comprehensive final exam in PSY 131 - Introductory to Psychology</p>
Criterion	<p>70% Of Students Will Pass Specific Areas Of Exit Exam</p> <p>Criterion for success is to have 70% of the students respond correctly (70%) in the following areas: Research; Theory; Social.</p>
Finding	<p>Communication Of Scientific Findings</p> <p>During the 2011-2012 academic year, results of the embedded items from the common final exam in Introductory Psychology are as follows:</p> <ol style="list-style-type: none"> 1. Research Portion: 418 (73%) passed, 154 (27%) failed; 2. Theory Portion: 341(60%) passed, 231 (40%) failed; 3. Social Section: 328 (57%) passed, 244 (43%) failed. <p>These results show that criterion was reached for the Research Portion. Criterion was not reached for the Theory and the Social Portions of the indicator.</p>
Action	<p>Broad-based Knowledge</p> <p>In the academic year, 2010-2011, we instituted a variety of changes in the Introductory Psychology course. The most drastic was having student use an an electronic platform that required work outside the classroom. This actually did work for two of the three components we measured. In assessing the viability of using the program, we found that a significant number of students dropped the course due to the extra workload required by the format. In response, during the spring semester, we pared back the amount of on-line requirements for the course and far fewer students have dropped the course.</p> <p>During the academic year 2011-12, we pared back even further on the on-line portion of the course. This apparently was an error in judgment as the current students only met one of the three criteria, Research, and we fell short of our goal on both Theory and Social. Therefore, on the advice of the former Coordinator of the Introductory Psychology sections, we are reinstituting at least a portion of the on-line experience of the course, i.e., LearnSmart. It will take a little more time for both the instructors and the students but we believe that the added benefits will be well worth the extra cost.</p> <p>Over the next few months, we will examine the questions used for that portion of the final, consult with individuals whose expertise is in that area, and give the TAs guidance in how to better present the materials we are measuring.</p> <p>In addition, TAs will be required to attend the CHSS teaching conference in August, to meet bi-weekly with the Introductory Psychology coordinator, and</p>

will be referred to the Professional & Academic Center for Excellence (PACE) center if unexpected problems arise.

Goal	Generate, Apply And Communicate Scientific Findings 🔑
	The Bachelor of Science program in Psychology will provide students with opportunities to apply and communicate the scientific findings of their discipline.

Objective (L)	Generate, Design, Apply And Communicate Scientific Knowledge 🔑
	Students who complete the Bachelor of Science Program in Psychology will be able to generate, design and apply the results of scientific investigations and communicate their implications.

Indicator	Common Final Exam In PSY 317 (Statistics Lab) 🔑 🔑
	The ability of students to conduct and understand research as well as apply and communicate results is assessed by means of a common faculty-developed instrument which is a portion of the final exam for Psychology 317 (Statistics Lab). The instrument requires students to: 1) choose research designs, compute statistics, and interpret outcomes. (Objectives 1 and 2); and interpreting results of scientific data, making decisions using the results based upon statistical probabilities, and making recommendations for follow-up work, either in the scientific or social environment. (Objectives 3 and 4). We're basically asking what do these data mean and why are they important?

Criterion	1. Minimum 25 Points - Objectives 1 And 2 🔑
	80% of psychology majors will receive a score that is deemed "acceptable" (25 or higher) according to faculty-developed departmental rubric. To perform at an acceptable level in "Generating Scientific Knowledge," the student must have a minimum mean of 25 points on Criteria 1 and Criteria 2.

Finding	Generate Scientific Findings 🔑
	Criterion for the ability to generate scientific knowledge: At least 80% of psychology will receive a score that is at least acceptable (25 or higher) according to the departmental rubric, which was developed by a faculty committee. Embedded assessment of the sample of the PSYC 3101 (Statistics Lab) according to the departmental rubric indicated 75% of the sample reached at least acceptable levels of the ability to generate scientific knowledge.

Criterion	2. Minimum 25 Points - Objectives 3 And 4 🔑
	80% of psychology majors will receive a score that is at least acceptable (25 or above), according to departmental rubric. To perform at an acceptable level in "Communicating Scientific Knowledge," the student must have a minimum mean of 25 points on Criteria 3 and Criteria 4. A copy of the score sheet for the rubric is attached to the "Indicator" portion of this objective. Although in 2010-2011, we made the 80% handily, we did not reach the goal both semesters the previous year. If we are able to sustain the higher level again this year, we will raise the standard next year.

Finding	Apply And Communicate Scientific Findings 🔑
	Criterion for this indicator was for 80% of the students to perform as an acceptable level.

Based upon the embedded assessment of the PSYC 3101 final exam according to the departmental rubric, 88% of the sample attained at least adequate mastery of the ability to apply and communicate scientific knowledge.

Action

Generate, Apply And Communicate Scientific Knowledge 

Criterion on communicating scientific findings was met. Changes instituted in the statistics courses over the past year appear to have worked well, as the percent meeting criterion rose over the previous academic year. The Department and the faculty members involved in the statistics and research methods courses will be consulted to determine if the criterion of 80% is perhaps too low and should be increased to perhaps 85% or 90%.

Criterion was not met with respect to Generating Scientific Knowledge. The instructor(s) in the course will increase the class activity to include more analysis of research articles, working on identifying appropriate statistical analyses, generating null and alternative hypotheses, and setting criteria for interpretation. Instructors in the course believe that this will help refine the students' skills in critically analyzing and interpreting scientific data. In addition, members of the department teaching content area courses, e.g., physiological, psychopharmacology, social, developmental, will be asked to stress the research/scientific aspects of their courses.

Closing the Loops Summary

With respect to broad-based knowledge, the research portion was fine but we need to increase the appreciation for the theoretical and social bases for the materials that are presented in our classes and especially in the introductory classes. The Chair will meet with the Director of the PACE Center and will meet with the TAs to discuss how TAs can better present the connection between theory and methodology and how the latter really is dependent upon the former. We also will strive to ensure that students appreciate that what they are learning in class has real value outside of the classroom and that they can, in fact, use the materials to which they have been exposed and learned are important in everyday decision making. If they can do this, then their perception of the value of their education should increase dramatically. One way of doing this is through "active learning" and even perhaps out of class assignments for the students to use what they are learning in class.

With respect to the Statistics Lab results, a greater emphasis will be put into factors involved in generating scientific knowledge. Steps to be taken include student analysis of original research articles, identification of the null and alternative hypotheses, analyzing and interpreting data, etc.

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Department of Sociology





Online Assessment Tracking Database


Sam Houston State University (SHSU)
2011 - 2012

Sociology BA



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Goal **Entry Level Sociological Competency**  


Students will understand the basic core concepts of the discipline.

Objective (L) **Demonstrate Sociological Competency: Entry Level** 


Students who take introductory Sociology classes that are included in the SHSU Core Curriculum will be able to demonstrate knowledge of the basic core concepts of the discipline.

Indicator **Comprehension Of Basic Core Concepts**  

A sample of students enrolled in the three introduction-level sociology classes in the SHSU Core Curriculum (SOC12319 in Component Area IV: Humanities and Visual and Performing Arts; and, SOC11301 and SOC11306 in Component Area V: Social and Behavioral Sciences) is chosen in the Spring semester for evaluation. Students responded to a five question evaluation instrument that measures their understanding of basic core concepts in Sociology. The selection of these indicators conforms to disciplinary standards for sociological research. This assessment was developed by the Department Undergraduate Committee and approved by the entire faculty.

Criterion **Comprehension Of Basic Core Concepts: Desired Result** 


At least 80% of evaluations should be rated 3 or better on the 5-point scale.

Finding **Comprehension Of Basic Core Concepts: Findings** 


Component Area IV: 13 sections
93.7% of students performed satisfactorily.

Component Area V: 10 sections
89.8% of students performed satisfactorily.


Although both groups of students met the criterion, we could improve in the areas of sociological principles and social problems.

Action **Comprehend Basic Core Concepts: Action** 

The data indicate the desired result is exceeded regarding both component areas. The department will ensure that entry level students understand the basic core concepts of sociology. Since demonstrated knowledge was expressed by well over 80% of the students, the criterion will be raised to 85% for AY2013. Additionally, we will explore avenues to improve sociological principlestheory and social problems outcomes.

Goal **Exit Level Sociological Competency** 

Students will understand, apply, and communicate the core concepts of the discipline.

Objective (L) **Demonstrate Sociological Competency: Exit Level** 

Students who complete the Sociology Program will be able to apply and communicate the core concepts of the discipline in a capstone research paper.

Indicator **Sociological Papers** 

A sample of student papers is selected from SOC14399: Senior Seminar in

Sociology in the Spring and Fall semesters for evaluation. The papers are evaluated by the Department's Undergraduate Committee made up by the Director of Undergraduate Studies and other committee members appointed by the Chair. The papers are assigned a combined score from 1 to 5, where 1 is inadequate knowledge of sociology and 5 is excellent knowledge of sociology. Employing their professional expertise in Sociology, faculty assign a maximum of five points based on four indicators: demonstration/application of sociological perspective, demonstration/application of sociological theory, demonstration/application of appropriate sociological methods, and demonstration/application of the link between theory and methods. The selection of these indicators conforms to disciplinary standards for sociological research. This assessment was developed by the Department's Undergraduate Committee and approved by the entire faculty.

Criterion

Sociological Papers: Desired Results 🔑

At least 80% of papers should be rated 3 or better on the 5-point scale.

Finding

Sociological Papers: Findings 🔑

In AY 2012, 83.3% of papers were rated 3 or better on the 5-point scale. Of the four indicators that were assessed, the weakest one was demonstration/application of the link between theory and methods.

Action

Sociological Papers: Action 🔑

The data indicate that the desired result is exceeded. Those who did not perform satisfactorily did not meet the minimum evaluative criteria regarding demonstration/application of link between theory and methods. The department will address through changes in curricula and teaching the weakness regarding students' demonstration/application of the link between theory and methods. These changes will occur in all upper-level undergraduate classes.

Closing the Loops Summary

The outcome of the entry-level evaluation indicates that students in introductory sociology classes are learning the basic core concepts at a level well above the minimum. Therefore, the Department will raise the comprehension of basic core concepts criterion to 85% in AY2013. We will explore ways to improve in the areas of sociological principles and social problems. The outcome of the exit-level evaluation indicates that a percentage of Sociology majors are not fully able to demonstrate/apply the link between theory and methods in their sociological papers. The Department will address this weakness through changes in curricula and teaching in all upper-level undergraduate courses.

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Online Assessment Tracking Database

Sam Houston State University (SHSU)
2011 - 2012

Sociology MA

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Goal	Sociological Competency
	<p>Graduate students who complete the Sociology MA program will be competent in the areas of sociological theory, research methods, and statistics.</p>
Objective (L)	Application Of Core Sociological Areas And Concepts
	<p>Graduate students in Sociology will be able to use a sociological perspective, demonstrate knowledge of sociological theory, research methods, and statistics, and apply appropriate sociological concepts to the topic of study.</p>
Indicator	Application Of Core Sociological Areas And Concepts In Sociological Paper
	<p>A sample of written material produced by MA students in the Applied Core classes is selected for in-depth analysis by the Graduate Committee. The papers are evaluated by the Graduate Committee made up of the Director of Graduate Studies and other committee members appointed by the Chair. The papers are evaluated on a 5-point scale on the use of a sociological perspective, demonstration of knowledge of sociological theory, and the application of appropriate sociological methods to the topic of study. This assessment was developed by the Graduate Committee and approved by the entire faculty.</p>
Criterion	Application Of Core Sociological Areas And Concepts In A Sociological Paper: Desired Results
	<p>At least 80% of randomly selected papers from the core classes will be rated 3.5 or higher on the 5-point scale.</p>
Finding	Sociological Paper: Findings
	<p>88% of students performed satisfactorily. Overall, students scored higher on the "use of a sociological perspective" and "application of appropriate sociological methods" indicators. They scored lower on the "demonstration of knowledge of sociological theory" indicator.</p>
Action	Sociological Paper: Actions
	<p>The data indicate that the desired result is exceeded. Those who did not perform satisfactorily did not meet the minimum evaluative criteria regarding application of core sociological areas and concepts. The department will make improvements in curricula and teaching to reduce the percentage of students who do not meet the minimum criteria and work for stronger outcomes in the area of knowledge of sociological theory.</p>
Objective (L)	Demonstrate Sociological Competency: Exit Level
	<p>Students who complete the MA program in Sociology will be able to apply and communicate the core concepts of the discipline as demonstrated in a professional research paper.</p>
Indicator	Demonstrate Sociological Competency: Professional Paper
	<p>All MA sociology students are required to write a professional paper. The professional paper is a culminating experience for graduate students. As a capstone to the academic program, this scholarly paper demonstrates the student's ability to evaluate, collect, organize, and communicate data consistent with criteria posed for scholarly presentations and publications. The</p>

requirement for a professional paper provides:

1. A mechanism for reinforcing skills learned within the research methods course.
2. A vehicle for determining whether or not the professional skill of written abilities is evidenced by the candidates.
3. Opportunities for the student to publish and make a contribution to the profession.

All Graduate Faculty in the department are called upon to review draft professional paper submitted by the Masters student on its adequacy of sociological theory and the appropriateness of methods and data. In-depth written feedback is then provided to the student and Director of Graduate Studies and a revision plan and timeline is prepared by the Director of Graduate Studies. Students are then supervised by a member of the Graduate Faculty as the professional paper is developed and completed. Before successful completion, the paper needs to be reviewed and collectively approved by Graduate faculty, the Director of Graduate Studies and the Department Chair.

Criterion

Professional Paper: Desired Results 🔑

At least 90% of randomly selected Professional Papers will be rated 3.5 or higher on the 5-point scale after feedback is given to the student.

Finding

Professional Paper: Findings 🔑

No student completed a professional paper during AY2012 because there were no graduates in Fall 2011 or Spring 2012.

Action

Professional Paper: Actions 🔑

No student completed a professional paper during AY2012; therefore, no action was necessary.

Objective (P)

Assess Sociological Competency: Entry Level 🔑

The level of sociological competency in the areas of sociological theory, research methods, and statistics will be assessed for all students upon admission to the Graduate Program.

KPI Performance Indicator

Sociological Competency In Theory, Methods, And Statistics: Entry Level 🔑

All newly admitted students will be evaluated on their comprehension of sociological theory, research methods, and statistics by the Director of Graduate Studies and other committee members appointed by the Chair. The evaluations will be assigned a score from 1 to 5, where 1 is inadequate knowledge and 5 is excellent knowledge of the respective area (theory, methods, and statistics). The evaluations were developed by the Graduate Committee and approved by the entire faculty. At least 80% of newly admitted graduate students will score 3.5 or better on the 5-point scale in at least one area (theory, methods, or statistics).

Result

Sociological Competency: Findings 🔑

87% of newly admitted graduate students in AY2012 scored 3.5 or better on the 5-point scale in at least one area (theory, methods, or statistics). Overall, students were evaluated as being the most competent in methods. Students were evaluated as being least competent in statistics.

Action

Sociological Competency In Theory, Methods, And Statistics: Entry Level Actions

Students with deficiencies in one or more areas (i.e., scores less than 3.5) are encouraged to enroll in undergraduate level classes to bolster their familiarity of the particular subject of the deficiency (theory, methods, or statistics). Since the online program is new, we have not yet established a baseline of those who take the recommendation and those who do not, as well as the outcome of each.

Closing the Loops Summary

During AY2012, the admission criteria for the online MA in Sociology were modified. We continue to see steadily improvements in the quality of applicants. The level of competency in theory, methods, and statistics for all students admitted to the program will be assessed upon admission to the program. Students with deficiencies in one or more areas will be encouraged to enroll in undergraduate classes. We will monitor the outcome of this process in AY2013. The Department will make improvements in curricula and teaching to reduce the percentage of students who do not meet expectations with respect to the application of core sociological areas and concepts in a written sociological paper. Due to the newness of the online MA program, we did not have any students complete their professional paper this past year. However, several students will begin writing their professional papers early in AY2013. The Director of Graduate Studies will closely monitor this process. The Director of Graduate Studies will ensure that expectations are met.

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