

***Form A Reports for  
the College of Education***

***Outcomes, Measures, Data, and Response  
Plans for Improvement in Various Assessment Cycles***

***Prairie View A&M University***

- 1) B.S. in Health
- 2) B.S. in Human Performance
- 3) B.S. in Interdisciplinary Studies
- 4) B.S. in Technology Education
  
- 5) Alternative Teacher Certification
  
- 6) M.A. in Counseling
- 7) M.S. in Counseling
- 8) M.Ed. in Curriculum and Instruction
- 9) M.S. in Curriculum and Instruction
- 10) M.S. in Curriculum and Instruction  
(Special Education)
- 11) M.Ed. in Educational Administration
- 12) M.S. in Educational Administration
  
- 13) Ph.D. in Educational Leadership

# Assessment of Program Learning Outcomes Report Form A

**Health**  
(Instructional/Degree Program)

**Bachelor of Science**  
(Degree Level)

**Current Assessment Cycle**  
(Assessment Period Covered)

**Instructions:** This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it *was* assessed.

## 1. Program Learning Outcome (What did your program want from your students?)

- To provide a base of knowledge which will enable a student to specialize or adapt to a wide variety of career opportunities inclusive of teaching at the elementary or secondary level and/or public or community health organizations.
- To prepare candidates for graduate study.
- To prepare candidates for public, community and/or private sector health administration careers with local, state or national health programs.

## 2. Strategies Used to Meet Learning Outcome (What did you do?)

- The Department of Health and Human Performance received approval to change its name to the Department of Kinesiology and Allied Health Sciences effective Fall 2009. The change in name reflected the requirements to assure that degree program offerings were aligned with current national and state trends in exercise science, public and community health administration, pre-physical therapy and teaching service to districts regionally and nationally.
- All courses were aligned with state and national standards in concert with accreditation requirements of NASPE, AAHE and AAPHERD.

## 3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

- 85% of all candidates will successfully pass the state licensure exam for teacher certification

## 3b. Results/ Findings (How did you do? Summarize Assessment Data Collected.)

- 95% of candidates successful on the state licensure exam

**3c. Use of Results** (How did you use the findings?)

▪

**4a. Second Direct Measure or Means of Assessment for Outcome above** (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

▪ 35% increase in number of students seeking admission to graduate school

**4b. Results/ Findings.** (How did you do? Summarize Assessment Data Collected.)

▪

**4c. Use of Results** (How did you use the findings?)

▪

**5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above\*** (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.\*

▪ 90% of all candidates successfully employed upon completion of the degree program.

**5b. Results/ Findings.** (How did you do? Summarize Assessment Data Collected.)

▪

**5c. Use of Results** (How did you use the findings?)

▪

**6. Documentation** (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)?)

Licensure examination results, departmental examinations, course artifacts aligned with state and national standards.

# Assessment of Program Learning Outcomes Report Form A-1

Human Performance  
(Instructional/Degree Program)

Bachelor of Science  
(Degree Level)

Current Assessment Cycle  
(Assessment Period Covered)

**Instructions:** This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it *was* assessed.

## 1. Program Learning Outcome (What did your program want from your students?)

- To provide a base of knowledge which will enable a student to specialize or adapt to a wide variety of career opportunities inclusive of teaching at the elementary or secondary level or managing physical fitness centers in the private sector.
- To prepare candidates for graduate study.
- To prepare candidates for public, community and/or private sector kinesiology careers with private sector or regional exercise science programs.

## 2. Strategies Used to Meet Learning Outcome (What did you do?)

- The Department of Health and Human Performance received approval to change its name to the Department of Kinesiology and Allied Health Sciences effective Fall 2009. The change in name reflected the requirements to assure that degree program offerings were aligned with current national and state trends in exercise science, public and community health administration, pre-physical therapy and teaching service to districts regionally and nationally.
- All courses were aligned with state and national standards in concert with accreditation requirements of NASPE, AAHE and AAPHERD.

## 3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

- 85% of all candidates will successfully pass the state licensure exam for teacher certification

## 3b. Results/ Findings (How did you do? Summarize Assessment Data Collected.)

- 95% of candidates successful on the state licensure exam

**3c. Use of Results** (How did you use the findings?)

- Researched successful program outcomes directed at improving career opportunities for all graduates.

**4a. Second Direct Measure or Means of Assessment for Outcome above** (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

- 35% increase in number of students seeking admission to graduate school

**4b. Results/ Findings.** (How did you do? Summarize Assessment Data Collected.)

- 40% increase in graduate school candidate admission.

**4c. Use of Results** (How did you use the findings?)

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**5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above\*** (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.\*

- 90% of all candidates successfully employed upon completion of the degree program.

**5b. Results/ Findings.** (How did you do? Summarize Assessment Data Collected.)

- 100% candidate employment

**5c. Use of Results** (How did you use the findings?)

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**6. Documentation** (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

Licensure examination results, departmental examinations, course artifacts aligned with state and national standards.

**Assessment of Program Learning Outcomes for Educational Programs**

Interdisciplinary Studies  
**(Instructional/Degree Program)**

Bachelor of Science  
**(Degree Level)**

**(Assessment Period Covered)**

**Instructions:** This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

**1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

- Candidates graduating from the program will demonstrate knowledge and understanding of pedagogical and professional responsibilities.
- Graduates of the Interdisciplinary Studies Program will be successful practitioners in Education in Texas.
- Candidates will demonstrate proficiency in modeling and demonstrating effective communication skills.
- Candidates will successfully complete student teaching or the equivalent.

**2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

- The Whitlowe R. Green College of Education infuses the requirements of E-Fold-P (Educators as Facilitators of Learning for Diverse Populations) throughout its degree program and course learning outcomes. The integration of this essential component assures that educational practitioners are astute in impacting student learning outcomes at the k-12 level. Degree programs and course outcomes were aligned to reflect state and national standards as well as NCATE requirements.

**3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

- A minimum of 80% of candidates will demonstrate knowledge and understanding of pedagogical and professional responsibilities via the departmental PDAS and Cooperating Teacher Assessments.

**3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Assessment data contributed to the development of a revised student teacher program with increased emphasis on student teacher observations and assessments.

**3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

The Interdisciplinary Studies Program used its results as follows:

- 25% in student teacher positive evaluation by cooperating teachers
- 25% increase in candidates successfully completing Texas certification

**4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

- A minimum 100% of candidates will successfully complete student teaching or the equivalent – THEA results: reading, writing and mathematics; TExES results; departmental assessments.
- 100% of candidates will successfully complete student teaching or the equivalent.

**4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

**4c. Use of Results** (How did you use the findings?)

Results were used to align departmental courses to assure content mastery on licensure examinations.

**5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey;

- 80% of candidates will demonstrate a minimum proficiency in reading, writing, and mathematics on Texas Higher Education Assessment (THEA).
- 80% of candidates should demonstrate, model, and articulate effective communication skills.
- 100% of candidates should demonstrate competency in written English.

**5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

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**5c. Use of Results** (How did you use the findings?)

The program used results to revise assessments, update course objectives, revise in-class learning activities, and determine areas for improvement to the overall program.
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**6. Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Data from the assessment measures have been submitted to the True Outcomes system and can be found in the grading matrices of the course instructors. Minutes of departmental meetings are located in the administrative office.
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# Assessment of Program Learning Outcomes Report Form A-1

Technology Education

(Instructional/Degree Program)

Bachelor of Science

(Degree Level)

## Current Assessment Cycle

(Assessment Period Covered)

**Instructions:** This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it *was* assessed.

### 1. Program Learning Outcome (What did your program want from your students?)

- Candidates graduating from the Technology Education Program will be successful practitioners in Technology Education in local and regional school districts.
- Candidates will demonstrate proficiency in identifying the Texas Educator Standards in Technology Education.
- Candidates will demonstrate written analytical skills in the completion of an exit interview written assessment.

### 2. Strategies Used to Meet Learning Outcome (What did you do?)

- All candidates are provided with direct support from course selection and faculty assistance to ensure they are proficient practitioners in k-12 education with the appropriate integration of technology in a multi-disciplinary curriculum. Therefore, an essential component of each candidate's development is to more succinctly understand the utilization of national and local technology standards as a function of student performance. The departmental efforts focused on creating a core curricula designed to ensure successful completion of university, college and departmental requirements.

### 3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

The Means of Program Assessment Criteria for Success in the Curriculum and Instruction Educational Media & Technology program is as follows:

- 70% of graduates will be employed in local and regional school districts<sup>1</sup>.

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<sup>1</sup> This is first direct measure

- 80% of graduates will demonstrate proficiency in the Departmental Exit Examination.<sup>2</sup>
- 85% passage of exit examination in technology standards

**3b. Results/ Findings** (How did you do? Summarize Assessment Data Collected.)

The summarization of the Educational Technology Program Assessment Data collected is as follows:

- 85% of graduates employed in local and regional school districts
- 75% of graduates successfully demonstrating proficiency in Departmental Exit Examination.
- 95% passage of departmental technology exit examination

**3c. Use of Results** (How did you use the findings?)

The Bachelor of Science Technology Education Program will use its results as follows:

- 20% increase in candidate proficiency in Technology Education.
- 10% Increase in number of candidates successfully completing departmental exit examination
- 25% increase in identification of national and state technology standards
- 75% of candidates successfully complete student teaching

**4a. Second Direct Measure or Means of Assessment for Outcome above** (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

The Bachelor of Science Technology Education Program will use its results as follows:

- 20% increase in candidate proficiency in Technology Education.
- 10% Increase in number of candidates successfully completing departmental exit examination
- 25% increase in identification of national and state technology standards
- 75% of candidates successfully complete student teaching

**4b. Results/ Findings.** (How did you do? Summarize Assessment Data Collected.)

TrueOutcomes; Dispositions; TExES licensure results; PDAS; supervising teacher surveys

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<sup>2</sup> Second direct measure

and assessments; student teacher placement;

**4c. Use of Results** (How did you use the findings?)

**5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above\***

(Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.\*

75% of candidates successfully complete student teaching

**5b. Results/ Findings.** (How did you do? Summarize Assessment Data Collected.)

Supervising teacher assessments; % of students placed by district

**5c. Use of Results** (How did you use the findings?)

Improve teacher placement services; revision of student teacher program; TExAs licensure exam results; departmental exit exam; identification of technology standards (national and state); minutes of departmental meetings; administrative office of Department

**6. Documentation** (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

Departmental minutes; True Outcomes Assessments and Assignments; Licensure Summary Results – located in the departmental administrative office.

**Report Form A-2**  
**Assessment of Program Outcomes for**  
**Administrative or Educational Support Units**

**Alternative Teacher Certification Program (ATCP)**

(Administrative or Educational Support Unit)

2004 - 2008

(Assessment Period Covered)

**Instructions:** This form should be used to report on each of your **Outcomes**. Although you may not assess every program outcome every year, you will have a report for each outcome based on the year that it *was* assessed.

- 1. Program Outcome** (What characteristic, skill, behavior, attitude, service, performance, product, system, process, output, etc., did your program intend to offer or enhance?)

Candidates will demonstrate proficiency of skills toward full certification as prescribe by the State and allow the candidate to assume the function as a teacher only for a specified period of time, not to exceed three years.
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- 2. Strategies Used to Meet Program Outcome** (What did you do?)

Candidates' concurrent enrollment is required in professional development coursework. The candidate will attend classes at the university throughout the internship during a regular course scheduled for the spring and fall semester. This integration of theory and practice will help ensure the intern's total development as a teacher.
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Program curriculum is established and aligned with the SBEC approved standards for all testing frameworks for the Texas Examinations of Educator Standards (TEXES). The Whitlowe R. Green College of Education infuses the requirements of E-Fold-P (Educators as Facilitators of Learning for Diverse Populations) throughout its degree program and course learning outcomes. The integration of this essential component assures that educational practitioners are astute in impacting student learning outcomes at the K-12 grade level. This Certification Program and course outcomes were aligned to reflect state and national standards as well as NCATE requirements.
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- 3a. First Measure or Means of Assessment for Outcome above and Criteria for Success** (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, etc.).

Candidates assume the function as a teacher only for a specified period of time, not to exceed three years.
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Upon successful completion of pre-service field experience observations and six (6) hours of summer coursework and passage of the required content area (TExES) exam, the intern is eligible to apply for a probationary certificate.

**3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

During the 2004-2005 school year, we had 97 Candidates enrolled in the ATCP and 73 Candidates passed both parts of the exam for a 75% completion and placement of candidates. During the following years, the enrollment and passing and completion rates is as follows: 2005-2006 (68%); 2006-2007 (67%); 2007-2008 (66 %).

**3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Because of the decline in the passage rates, several changes were implemented: 1) mentor training that enables the mentor teacher to address the needs of the resident year teacher as well as provide support to colleagues in the exploration of new and varied strategies; 2) Program curriculum is established and aligned with the SBEC approved standards for all testing frameworks for the Texas Examinations of Educator Standards (TExES).

**4a. Second Measure or Means of Assessment for Outcome above and Criteria for Success, if available** (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

Provide high quality professional development that is sustained, intensive, and classroom focused using Case Studies and practice exams in order to have a positive and lasting impact on classroom instruction before and while teaching

**4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

**4c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

**5. Documentation** (What is the evidence and where is it located? Give name, location, dates, etc., e.g., Revised Admissions Manual is located in the office of Jane Smith, Director of Undergraduate Admissions; Meeting minutes from June 4, 2006, are located in the office of Dr. James Smith, etc.)\*

All documentation is housed in the Data Manager's Office and in the ATCP Office.



**Report Form A-1**  
**Assessment of Program Learning Outcomes for Educational Programs**

**Counseling**

**M.A.**

(Instructional/Degree Program)

(Degree Level)

**2004-2008**

(Assessment Period Covered)

**Instructions:** This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

OUTCOME 1: Candidate must understand student behavior.

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Faculty met over several weeks to align program and courses with state (TExES) and national (CACREP) competencies and standards.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

At least 95% of program completers that sit for the Certification examination –TExES #152 for School Counselors will pass the certification examination.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Faculty met to develop course activities that encompass the identified competencies. A matrix was developed that identify which competencies and standards should be taught in each course for the major. Additionally, activities and assignments have been identified for each course that is based on a competency for that course. Course assignments and projects are adjusted to address the competencies.

- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

4b. **Results/ Findings** (How did you do? Summarize assessment data collected.)

4c. **Use of Results** (How did you use the findings?)

**5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Post-test is given to candidates before certification exam. At least 80% pass rate is the benchmark.

**5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Post-test is aligned with state competencies and candidates' areas of weakness on specific competencies can be identified.

**5c. Use of Results** (How did you use the findings?)

Course assignments and projects are adjusted to address the competencies.

**6. Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Certification state exam results are in the office of the Data Coordinator, Dr. Mason, Delco Bldg, Room 307. Minutes of meetings where faculty met to align courses and develop a program matrix are in the office of the Interim Department Chair, Dr. Pamela Barber-Freeman, Delco Room 209.

**Report Form A-1**  
**Assessment of Program Learning Outcomes for Educational Programs**

**Counseling**

**M.A.**

(Instructional/Degree Program)

(Degree Level)

**2004-2008**

(Assessment Period Covered)

**Instructions:** This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

OUTCOME 2: Candidate can plan and implement a developmental guidance and counseling program.

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Faculty met over several weeks to align program and courses with state (TExES) and national (CACREP) competencies and standards.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

At least 95% of program completers that sit for the Certification examination –TExES #152 for School Counselors will pass the certification examination.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Faculty met to develop course activities that encompass the identified competencies. A matrix was developed that identify which competencies and standards should be taught in each course for the major. Additionally, activities and assignments have been identified for each course that is based on a competency for that course. Course assignments and projects are adjusted to address the competencies.

- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

- 4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

**4c. Use of Results** (How did you use the findings?)

**5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Post-test is given to candidates before certification exam. At least 80% pass rate is the benchmark.

**5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Post-test is aligned with state competencies and candidates' areas of weakness on specific competencies can be identified.

**5c. Use of Results** (How did you use the findings?)

Course assignments and projects are adjusted to address the competencies.

**6. Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Certification state exam results are in the office of the Data Coordinator, Dr. Mason, Delco Bldg, Room 307. Minutes of meeting where faculty met to align courses and develop a matrix are in the office of the Interim Department Chair, Dr. Pamela Barber-Freeman, Delco Room 209.

**Report Form A-1**  
**Assessment of Program Learning Outcomes for Educational Programs**

**Counseling**  
\_\_\_\_\_  
**M.A.**  
\_\_\_\_\_  
(Instructional/Degree Program)

(Degree Level)

**2004-2008**  
\_\_\_\_\_  
(Assessment Period Covered)

**Instructions:** This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each*

outcome based on the year that it *was* assessed.

**1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

OUTCOME 3: Candidate has the ability to engage in collaboration, consultation; and exhibits professionalism.

**2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Faculty met over several weeks to align program and courses with state (TExES) and national (CACREP) competencies and standards.

**3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

At least 95% of program completers that sit for the Certification examination –TExES #152 for School Counselors will pass the certification examination.

**3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

**3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Faculty met to develop course activities that encompass the identified competencies. A matrix was developed that identify which competencies and standards should be taught in each course for the major. Additionally, activities and assignments have been identified for each course that is based on a competency for that course. Course assignments and projects are adjusted to address the competencies.

**4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

**4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

**4c. Use of Results** (How did you use the findings?)

**5a. Third Direct (or Indirect) Measure or Means of Assessment for Student**

**Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Post-test is given to candidates before certification exam. At least 80% pass rate is the benchmark.

**5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Post-test is aligned with state competencies and candidates' areas of weakness on specific competencies can be identified.

**5c. Use of Results** (How did you use the findings?)

Course assignments and projects are adjusted to address the competencies.

**6. Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Certification state exam results are in the office of the Data Coordinator, Dr. Mason, Delco Bldg, Room 307. Minutes of meeting where faculty met to align courses and develop a matrix are in the office of the Interim Department Chair, Dr. Pamela Barber-Freeman, Delco Room 209.

**Report Form A-1**  
**Assessment of Program Learning Outcomes for Educational Programs**

Counseling  
(Instructional/Degree Program)

M.S.  
(Degree Level)

2004-2008  
(Assessment Period Covered)

**Instructions:** This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

OUTCOME 1: Candidate must understand student behavior.

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Faculty met over several weeks to align program and courses with state (TEXES) and national (CACREP) competencies and standards.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above**  
(Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

At least 95% of program completers that sit for the Certification examination –TEXES #152 for School Counselors will pass the certification examination.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Faculty met to develop course activities that encompass the identified competencies. A matrix was developed that identify which competencies and standards should be taught in each course for the major. Additionally, activities and assignments have been identified for each course that is based on a competency for that course. Course assignments and projects are adjusted to address the competencies.

- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above**  
(Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

**4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

**4c. Use of Results** (How did you use the findings?)

**5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning**

**Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Post-test is given to candidates before certification exam. At least 80% pass rate is the benchmark.

**5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Post-test is aligned with state competencies and candidates' areas of weakness on specific competencies can be identified.

**5c. Use of Results** (How did you use the findings?)

Course assignments and projects are adjusted to address the competencies.

**6. Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Certification state exam results are in the office of the Data Coordinator, Dr. Mason, Delco Bldg, Room 307. Minutes of meetings where faculty met to align courses and develop a program matrix are in the office of the Interim Department Chair, Dr. Pamela Barber-Freeman, Delco Room 209.

**Report Form A-1**  
**Assessment of Program Learning Outcomes for Educational Programs**

Counseling  
(Instructional/Degree Program)

M.S.ED.  
(Degree Level)

2004-2008  
(Assessment Period Covered)

**Instructions:** This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

OUTCOME 2: Candidate can plan and implement a developmental guidance and counseling program.

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Faculty met over several weeks to align program and courses with state (TEXES) and national (CACREP) competencies and standards.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

At least 95% of program completers that sit for the Certification examination –TEXES #152 for School Counselors will pass the certification examination.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Faculty met to develop course activities that encompass the identified competencies. A matrix was developed that identify which competencies and standards should be taught in each course for the major. Additionally, activities and assignments have been identified for each course that is based on a competency for that course. Course assignments and projects are adjusted to address the competencies.

- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

**4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

**4c. Use of Results** (How did you use the findings?)

**5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning**

**Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Post-test is given to candidates before certification exam. At least 80% pass rate is the benchmark.

**5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Post-test is aligned with state competencies and candidates' areas of weakness on specific competencies can be identified.

**5c. Use of Results** (How did you use the findings?)

Course assignments and projects are adjusted to address the competencies.

**6. Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Certification state exam results are in the office of the Data Coordinator, Dr. Mason, Delco Bldg, Room 307. Minutes of meeting where faculty met to align courses and develop a matrix are in the office of the Interim Department Chair, Dr. Pamela Barber-Freeman, Delco Room 209.

**Report Form A-1**  
**Assessment of Program Learning Outcomes for Educational Programs**

**Counseling**  

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**(Instructional/Degree Program)**

**M.S.ED.**  

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**(Degree Level)**

**2004-2008**  

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**(Assessment Period Covered)**

**Instructions:** This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

OUTCOME 3: Candidate has the ability to engage in collaboration, consultation; and exhibits professionalism.

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Faculty met over several weeks to align program and courses with state (TEXES) and national (CACREP) competencies and standards.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

At least 95% of program completers that sit for the Certification examination –TEXES #152 for School Counselors will pass the certification examination.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Faculty met to develop course activities that encompass the identified competencies. A matrix was developed that identify which competencies and standards should be taught in each course for the major. Additionally, activities and assignments have been identified for each course that is based on a competency for that course. Course assignments and projects are adjusted to address the competencies.

- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

**4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

**4c. Use of Results** (How did you use the findings?)

**5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning**

**Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Post-test is given to candidates before certification exam. At least 80% pass rate is the benchmark.

**5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Post-test is aligned with state competencies and candidates' areas of weakness on specific competencies can be identified.

**5c. Use of Results** (How did you use the findings?)

Course assignments and projects are adjusted to address the competencies.

**6. Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Certification state exam results are in the office of the Data Coordinator, Dr. Mason, Delco Bldg, Room 307. Minutes of meeting where faculty met to align courses and develop a matrix are in the office of the Interim Department Chair, Dr. Pamela Barber-Freeman, Delco Room 209.

## Assessment of Program Learning Outcomes for Educational Programs

Curriculum and Instruction  
**(Instructional/Degree Program)**

Master of Education  
**(Degree Level)**

**(Assessment Period Covered)**

**Instructions:** This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

- |   |
|---|
| <ul style="list-style-type: none"><li>▪ Candidates graduating from the program with a Master of Education will demonstrate advanced proficiency in leadership and instruction enabling each candidate to exhibit analytical processes in a teaching and learning environment.</li></ul> |
|   |

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

- |   |
|---|
| <ul style="list-style-type: none"><li>▪ The Whitlowe R. Green College of Education infuses the requirements of E-Fold-P (Educators as Facilitators of Learning for Diverse Populations) throughout its degree program and course learning outcomes. The integration of this essential component assures that educational practitioners are astute in impacting student learning outcomes at the k-12 level. Degree programs and course outcomes were aligned to reflect state and national standards as well as NCATE requirements.</li></ul> |
|---|

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

- |  |
|--|
| <ul style="list-style-type: none"><li>▪ 80% of graduates will be employed in the field of education with one year; TExES licensure results; data from school districts</li></ul> |
|--|

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

100% of candidates employed in education
--

**3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

The Master of Education Program used its results as follows:

- Increase in collaboration with school districts;
- 25% increase in candidates successfully completing TExAS certification

**4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

- 100% of graduates will have the research skills to create a research document in American Psychological Association (APA) format.

**4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

50% of all candidates have the appropriate research skills

**4c. Use of Results** (How did you use the findings?)

- 75% increase in research requirements

**5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey;

- 90% of graduates will recognize the importance of utilizing varied instructional strategies to address the needs of diverse learners.
- 100% of graduates will demonstrate professional dispositions as outlined in the conceptual framework Educators as Facilitators of Learning for Diverse Populations (E-FOLD-P).

**5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Electronic and hard copy of research proposals; Human Subjects Training Certificates; True Outcomes Assignments; Employer Survey; Question 8 – Disposition assessments

**5c. Use of Results** (How did you use the findings?)

The program used results to revise assessments, update course objectives, revise in-

class learning activities, and determine areas for improvement to the overall program.

- 6. Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Data from the assessment measures have been submitted to the True Outcomes system and can be found in the grading matrices of the course instructors. Minutes of departmental meetings are located in the administrative office of the Department.

## **Assessment of Program Learning Outcomes for Educational Programs**

Curriculum and Instruction  
**(Instructional/Degree Program)**

Master of Science  
**(Degree Level)**

**(Assessment Period Covered)**

**Instructions:** This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

- |   |
|---|
| <ul style="list-style-type: none"><li>▪ Candidates graduating from the program with a Master of Science will demonstrate advanced proficiency in research and the application of advanced leadership and instructional skills enabling each candidate to exhibit analytical processes in a teaching and learning environment.</li></ul> |
|   |

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

- |   |
|---|
| <ul style="list-style-type: none"><li>▪ The Whitlowe R. Green College of Education infuses the requirements of E-Fold-P (Educators as Facilitators of Learning for Diverse Populations) throughout its degree program and course learning outcomes. The integration of this essential component assures that educational practitioners are astute in impacting student learning outcomes at the k-12 level. Degree programs and course outcomes were aligned to reflect state and national standards as well as NCATE requirements.</li></ul> |
|---|

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

- |   |
|---|
| <ul style="list-style-type: none"><li>▪ 80% of graduates will be employed as administrators or content specialists in the field of education within one year; TExES licensure results; data from school districts</li></ul> |
|---|

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

100% of candidates employed in education

**3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

The Master of Science Program used its results as follows:

- Increase employment in school districts as administrators or curricula specialists;
- 25% increase in candidates successfully completing TExAS certification;

**4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

- 100% of graduates will be proficient in conducting research, including a research thesis in American Psychological Association (APA) format.

**4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

100% of all candidates have the appropriate research skills

**4c. Use of Results** (How did you use the findings?)

- 75% increase in research and thesis requirements

**5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey;

- 90% of graduates will recognize the importance of utilizing varied instructional strategies to address the needs of diverse learners.
- 100% of graduates will demonstrate professional dispositions as outlined in the conceptual framework Educators as Facilitators of Learning for Diverse Populations (E-FOLD-P);
- 15% in candidate enrollment in post-doctoral programs.

**5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Electronic and hard copy of thesis documents; Human Subjects Training Certificates; True Outcomes Research Documents; Candidate Surveys; Disposition Assessments.

**5c. Use of Results** (How did you use the findings?)

The program used results to revise assessments, update course objectives, revise in-class learning activities, and determine areas for improvement to the overall program.

6. **Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Data from the assessment measures have been submitted to the True Outcomes system and can be found in the grading matrices of the course instructors. Minutes of departmental meetings are located in the administrative office of the Department.

## **Assessment of Program Learning Outcomes for Educational Programs**

Curriculum and Instruction  
**(Instructional/Degree Program)**

Master of Education – Special Education  
**(Degree Level)**

**(Assessment Period Covered)**

**Instructions:** This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

- |  |
|--|
| <ul style="list-style-type: none"><li>▪ Candidates graduating from the program with a Master of Education – Special Education will demonstrate advanced proficiency in the principles of Special Education and the development of instructional and behavioral strategies designed to address the needs of special education students.</li></ul> |
|  |

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

- |   |
|---|
| <ul style="list-style-type: none"><li>▪ The Whitlowe R. Green College of Education infuses the requirements of E-Fold-P (Educators as Facilitators of Learning for Diverse Populations) throughout its degree program and course learning outcomes. The integration of this essential component assures that educational practitioners are astute in impacting student learning outcomes at the k-12 level. Degree programs and course outcomes were aligned to reflect state and national standards as well as NCATE requirements.</li></ul> |
|---|

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

- |  |
|--|
| <ul style="list-style-type: none"><li>▪ 80% of graduates will be employed as special education teachers in the field of education within one year; TExES licensure results; data from school districts; candidate surveys.</li></ul> |
|--|

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

100% of candidates employed as special education teachers in school districts

**3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

The Master of Education Program used its results as follows:

- Increase employment in school districts as administrators or curricula specialists;
- 25% increase in candidates successfully completing TExAS certification;

**4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

- 100% of graduates will be proficient in conducting research, including a research thesis in American Psychological Association (APA) format.

**4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

TrueOutcomes; Research Proposals/Projects;

**4c. Use of Results** (How did you use the findings?)

- 75% increase in research and thesis requirements

**5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey;

- 90% of graduates will recognize the importance of utilizing varied instructional strategies to address the needs of special needs students
- 100% of graduates will demonstrate professional dispositions as outlined in the conceptual framework Educators as Facilitators of Learning for Diverse Populations (E-FOLD-P);

**5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

School District Data; Employer Surveys; True Outcomes Assignments; Candidate Surveys; Dispositions Assessments.

**5c. Use of Results** (How did you use the findings?)

The program used results to revise assessments, update course objectives, revise in-class learning activities, and determine areas for improvement to the overall program.

6. **Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Data from the assessment measures have been submitted to the True Outcomes system and can be found in the grading matrices of the course instructors. Minutes of departmental meetings are located in the administrative office of the Department.

**Assessment of Program Learning Outcomes for Educational Programs**

Curriculum and Instruction  
**(Instructional/Degree Program)**

Master of Science – Special Education  
**(Degree Level)**

**(Assessment Period Covered)**

**Instructions:** This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

**1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

- |  |
|--|
| <ul style="list-style-type: none"><li>▪ Candidates graduating from the program with a Master of Science – Special Education will demonstrate advanced proficiency in the principles addressing the needs of special education students with a principle focus on research methods to improve the delivery of instructional and behavioral strategies to students attending local school districts.</li></ul> |
|  |

**2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

- |   |
|---|
| <ul style="list-style-type: none"><li>▪ The Whitlowe R. Green College of Education infuses the requirements of E-Fold-P (Educators as Facilitators of Learning for Diverse Populations) throughout its degree program and course learning outcomes. The integration of this essential component assures that educational practitioners are astute in impacting student learning outcomes at the k-12 level. Degree programs and course outcomes were aligned to reflect state and national standards as well as NCATE requirements.</li></ul> |
|   |

**3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

- |   |
|---|
| <ul style="list-style-type: none"><li>▪ 80% of graduates will be employed as special education teachers or lead teachers in the field of education within one year; TExES licensure results; data from school districts; candidate surveys.</li></ul> |
|   |

**3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

100% of candidates employed as special education teachers or lead teachers in school districts

**3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

The Master of Science Program used its results as follows:

- Increase collaboration with local school districts to increase candidate employment;
- 75% increase in candidates successfully completing TExAS certification;

**4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

- 100% of graduates will be proficient in conducting research, including a research thesis in American Psychological Association (APA) format.

**4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

TrueOutcomes; Bound Research Thesis;

**4c. Use of Results** (How did you use the findings?)

- 75% increase in research and thesis requirements
- Development of thesis rubrics

**5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey;

- 90% of graduates will recognize the importance of utilizing varied instructional strategies to address the needs of special needs students
- 100% of graduates will demonstrate professional dispositions as outlined in the conceptual framework Educators as Facilitators of Learning for Diverse Populations (E-FOLD-P);

**5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

School District Data; Employer Surveys; True Outcomes Assignments; Candidate Surveys; Dispositions Assessments.

**5c. Use of Results** (How did you use the findings?)

The program used results to revise assessments, update course objectives, revise in-class learning activities, and determine areas for improvement to the overall program.

**6. Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Data from the assessment measures have been submitted to the True Outcomes system and can be found in the grading matrices of the course instructors. Minutes of departmental meetings are located in the administrative office of the Department.

**Report Form A-1**  
**Assessment of Program Learning Outcomes for Educational Programs**

**Educational Administration**

**MED**  
**(Instructional/Degree Program)**

**(Degree Level)**

**2004-2008**  
**(Assessment Period Covered)**

**Instructions:** This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

Candidate will demonstrate the ability to: 1) shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community; 2) communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success; 3) act with integrity, fairness, and in an ethical legal manner.

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

1. Group Presentations such as the Art of Decision Making, Creating a Learning Organization (5<sup>th</sup> Discipline), and Five Institutions that Make a Community.

2. In courses such as Principalship (ADMN 5043) & School Community Relations (ADMN 5133), candidates are required to gather data that identify a campus-based problem or issue and formulate data-based strategies (including interviews with principals, teachers, parents, or other constituents, AEIS test data analysis, PEIMS data analysis, and campus surveys) to address the problem or issue. Candidates are also required to create a comprehensive plan to address the concerns and suggestions of all members of the campus community. [We need to write out the full names for AEIS and PEIMS]

3. **In the course on School Law**, Case studies are developed and analyzed that require candidates to reflect and respond to situations in a manner that demonstrate ethical and legal behavior.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement,

e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

The State of Texas *TexES* Principal 68 exam (Domain I)

In the file contained within the Department of Educational Leadership and Counseling records of student achievement on this exam are maintained for a period of at least four years (2004-2005 through 2007-8) from the time the test results were reported.

**3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

The results show that the candidates have been successful on this exam. (For example, the pass rate for the academic year 2004-2005 for Domain I was 81% (N=31)The mean score was 257 (240 is the minimum required by the State of Texas.). These results indicate that most of our candidates are achieving of Learning Outcome I.

**3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Based on 2004-2005 TExES results and those of subsequent years, the current department initiative to improve candidates chance of achieving Student Learning Outcome # 1 is to monitor syllabus development to ensure that it is consistent with the TExES Curriculum Alignment Matrix and **PVAMU's** Department of Educational Leadership and Counseling) course alignment matrix (See Attachment A)  
A departmental review has been developed to provide concept, content and strategies reinforcement for candidates taking the TExES exam. This review session is now being provided twice each semester. Following each review session, candidates are provided a departmental practice exam.

Faculty members of the Department of Educational Leadership and Counseling work individually with candidates who are unsuccessful on the TExES exam. For example, a student who missed 16 out of 33 on Domain 1 would be asked to provide his professor with his official exam report which breaks **Domain I** down into separate and distinct competencies. This analysis allows the professor and candidate to explore in greater detail what the candidate has failed to master and how to address the learning deficit prior to retaking the TExES exam.

**4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Artifacts which directly measure specific competencies relevant to Student Learning Outcome # 1 are maintained within the True Outcomes assessment environment maintained in the University's computer database. These artifacts include article reviews,

journal reviews, research papers, portfolios, course content vocabulary assignments, grant proposal writing, campus-based observations, and interviews.

**4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Beginning with academic years 2007-2008, True Outcomes artifact data were collected on each **candidate**. It is now possible to develop a profile of each candidate's performance as well as an overall profile for a cohort of candidates within the Educational Administration Program.

**4c. Use of Results** (How did you use the findings?)

The program used results to revise assessments, update course objectives, revise in-class learning activities, and determine areas for improvement to the overall program. Specifically, the instructor is committed to providing more activities for students to work on group projects to address issues related to their organization's strengths and weaknesses.

**5a. Third Direct (or Indirect) Measure or Means of Assessment for Student**

**Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Students are given an ELCC Survey to measure whether what is being taught aligns with national and state standards

**5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

The ELCC Survey (post-test) is aligned with state competencies and candidates' areas of weakness or specific competencies can be identified.

**5c. Use of Results** (How did you use the findings?)

Instructional pedagogy is discussed by faculty to address weaknesses and strength.

**6. Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Surveys are kept in the Department of Educational Leadership & Counseling, and discussions are documented through Departmental and Program Area Minutes.

**Report Form A-1**  
**Assessment of Program Learning Outcomes for Educational Programs**

**Educational Administration**

**MED**

(Instructional/Degree Program)

(Degree Level)

**2004-2008**

(Assessment Period Covered)

**Instructions:** This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

Candidate will demonstrate the ability to design and implement curriculum and strategic plans that improve instructional pedagogy, student learning and assessment.

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

In courses such as School Curriculum Leadership (ADMN 5073), Special Programs (ADMN 5053), Principles of Supervision (SUPV 5113) and Computer Applications (ADMN 5173), candidates are required to use sound, research-based practices in identifying and evaluating their individual campus curriculum. Case studies are also used to promote the use of creative thinking, critical thinking and problem solving.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

At least 80% of program completers that sit for the TExES, Principal 068 Certification examination will pass the exam.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

The results show that the candidates have been successful on this exam. (For example, the pass rate for the academic year 2004-2005 for Domain II was 81% (N=31)The mean score was 252 (240 is the minimum required by the State of Texas.). These results indicate that most of our candidates are achieving of Learning Outcome II.

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Based on 2004-2005 TExES results and those of subsequent years, the current department initiative to improve candidates chance of achieving Student Learning Outcome # 2 is to monitor syllabus development to ensure that it is consistent with the TExES Curriculum Alignment Matrix and PVAMU's Department of Educational Leadership and Counseling) course alignment matrix (See Attachment A)  
A departmental review has been developed to provide concept, content and strategies reinforcement for candidates taking the TExES exam. This review session is now being provided twice each semester. Following each review session, candidates are provided a departmental practice exam.

Faculty members of the Department of Educational Leadership and Counseling work individually with candidates who are unsuccessful on the TExES exam. For example, a student who missed 16 out of 33 on Domain II would be asked to provide his professor with his official exam report which breaks Domain II down into separate and distinct competencies. This analysis allows the professor and candidate to explore in greater detail what the candidate has failed to master and how to address the learning deficit prior to retaking the TExES exam.

**4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Artifacts which directly measure specific competencies relevant to Student Learning Outcome # 2 are maintained within the True Outcomes assessment environment maintained in the University's computer database. These **artifacts** include article reviews, journal reviews, research papers, portfolios, course content vocabulary assignments, grant proposal writing, campus-based observations, and interviews.

**4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Beginning with academic years 2007-2008, True Outcomes artifact data were collected on each **candidate**. It is now possible to develop a profile of each candidate's performance as well as **an overall profile for a cohort of candidates within the Educational Administration Program.**

**4c. Use of Results** (How did you use the findings?)

The program used results to revise assessments, update course objectives, revise in-class learning activities, and determine areas for improvement to the overall program. Specifically, the instructor is committed to providing more activities for students to work on group projects to address issues related to their organization's strengths and weaknesses.

**5a. Third Direct (or Indirect) Measure or Means of Assessment for Student**

**Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Students are given an ELCC Survey to measure whether what is being taught aligns with national and state standards

**5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

The ELCC Survey (post-test) is aligned with state competencies and candidates' areas of weakness or specific competencies can be identified.

**5c. Use of Results** (How did you use the findings?)

Instructional pedagogy is discussed by faculty to address weaknesses and strength.

**6. Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Surveys are kept in the Department of Educational Leadership & Counseling, and discussions are documented through Departmental and Program Area Minutes.

**Report Form A-1**  
**Assessment of Program Learning Outcomes for Educational Programs**

**Educational Administration**

**MED**

**(Instructional/Degree Program)**

**(Degree Level)**

**2004-2008**

**(Assessment Period Covered)**

**Instructions:** This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

**1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

Candidate will apply principles of effective leadership and management in relation to

campus budgeting, personnel, resource utilization, financial management and the use of technology.

## 2. Strategies Used to Meet Student Learning Outcome (What did you do?)

1. Group Presentations such as the Art of Decision Making, Creating a Learning Organization (5<sup>th</sup> Discipline), and Five Institutions that Make a Community.
2. In courses such as The Principalship (ADMN 5043), Principles of Supervision (SUPV 5113), Special Programs (ADMN 5053), and School Business Management (ADMN 5033), candidates are required to gather data that identify a campus-based problem or issue and formulate data-based strategies (including interviews with principals, teachers, parents, or other constituents, AEIS test data analysis, PEIMS data analysis, and campus surveys) to address the problem or issue. Candidates are also required to create a comprehensive plan to address the concerns and suggestions of all members of the campus community. [We need to write out the full names for AEIS and PEIMS]
3. In the course on School Law (ADMN 5023), Case studies are developed and analyzed that require candidates to reflect and respond to situations in a manner that demonstrate ethical and legal behavior.

### 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

The State of Texas *TexES* Principal 68 exam (Domain I)

In the file contained within the Department of Educational Leadership and Counseling records of student achievement on this exam are maintained for a period of at least four years (2004-2005 through 2007-8) from the time the test results were reported.

### 3b. Results/ Findings (How did you do? Summarize assessment data collected.)

The results show that the candidates were not as successful in this domain. (For example, the pass rate for the academic year 2004-2005 for Domain III was 68% (N=31)The mean score was 245 (240 is the minimum required by the State of Texas.). These results indicate that most of our candidates are achieving of Learning Outcome III.

### 3c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

The result of this finding, promoted more discussion on strategies for increasing students knowledge base in effective leadership and management. Team-teaching was employed using practicing school administrators; students were encouraged to retake courses that

specifically taught these skills. Identifying the courses where these competencies are taught and helped faculty to integrate more activities that foster learning of those particular skills. This analysis allows the professor and candidate to explore in greater detail what the candidate has failed to master and how to address the learning deficit prior to retaking the TExES exam.

**4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Artifacts which directly measure specific competencies relevant to Student Learning Outcome # 3 are maintained within the True Outcomes assessment environment maintained in the University's computer database. These **artifacts** include article reviews, journal reviews, research papers, portfolios, and course content vocabulary assignments, grant proposal writing, campus-based observations, and interviews.

**4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Beginning with academic years 2007-2008, True Outcomes artifact data were collected on each candidate. It is now possible to develop a profile of each candidate's performance as well as an overall profile for a cohort of candidates within the Educational Administration Program.

**4c. Use of Results** (How did you use the findings?)

The program used results to revise assessments, update course objectives, revise in-class learning activities, and determine areas for improvement to the overall program. Specifically, the instructor is committed to providing more activities for students to work on group projects to address issues related to their organization's strengths and weaknesses.

**5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Students are given an ELCC Survey to measure whether what is being taught aligns with national and state standards

**5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

The ELCC Survey (post-test) is aligned with state competencies and candidates' areas of weakness or specific competencies can be identified.

**5c. Use of Results** (How did you use the findings?)

Instructional pedagogy is discussed by faculty to address weaknesses and strength.

- 6. Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Surveys are filed in the Department of Educational Leadership & Counseling, and discussion are documented through Departmental and Program Area Minutes.

**Report Form A-1**  
**Assessment of Program Learning Outcomes for Educational Programs**

**Educational Administration**  
(Instructional/Degree Program)

**MS**  
(Degree Level)

**2004-2008**  
(Assessment Period Covered)

**Instructions:** This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

Candidate will apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management and the use of technology.

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

1. Group Presentations such as the Art of Decision Making, Creating a Learning Organization (5<sup>th</sup> Discipline), and Five Institutions that Make a Community.
2. In courses such as The Principalship (ADMN 5043), Principles of Supervision (SUPV 5113), Special Programs (ADMN 5053), and School Business Management (ADMN 5033), candidates are required to gather data that identify a campus-based problem or issue and formulate data-based strategies (including interviews with principals, teachers, parents, or other constituents, AEIS test data analysis, PEIMS data analysis, and campus surveys) to address the problem or issue. Candidates are also required to create a comprehensive plan to address the concerns and suggestions of all members of the campus community. [We need to write out the full names for AEIS and PEIMS]
3. In the course on School Law (ADMN 5023), Case studies are developed and analyzed that require candidates to reflect and respond to situations in a manner that demonstrate ethical and legal behavior.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above**  
(Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

At least 95% of students enrolled in this degree program will complete a sound research project (ADMN 5163) that demonstrates knowledge of assessment, effective leadership

and management.

**3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

**3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

**4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Artifacts which directly measure specific competencies relevant to Student Learning Outcome # 1 are maintained within the True Outcomes assessment environment maintained in the University's computer database. These **artifacts** include article reviews, journal reviews, research papers, portfolios, and course content vocabulary assignments, grant proposal writing, campus-based observations, and interviews.

**4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Beginning with academic years 2007-2008, True Outcomes artifact data were collected on each candidate. It is now possible to develop a profile of each candidate's performance as well as an overall profile for a cohort of candidates within the Educational Administration Program.

**4c. Use of Results** (How did you use the findings?)

**5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Students are given an ELCC Survey to measure whether what is being taught aligns with national and state standards

**5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

The ELCC Survey (post-test) is aligned with state competencies and candidates' areas of weakness or specific competencies can be identified.

**5c. Use of Results** (How did you use the findings?)

Instructional pedagogy is discussed by faculty to address weaknesses and strength.

- 6. Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Surveys are filed in the Department of Educational Leadership & Counseling, and discussion are documented through Departmental and Program Area Minutes.

**Report Form A-1**  
**Assessment of Program Learning Outcomes for Educational Programs**

**Educational Administration**  
(Instructional/Degree Program)

**MS**  
(Degree Level)

**2004-2008**  
(Assessment Period Covered)

**Instructions:** This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

Candidate will demonstrate the ability to design and implement curriculum and strategic plans that improve instructional pedagogy, student learning and assessment.

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

In courses such as School Curriculum Leadership (ADMN 5073), Special Programs (ADMN 5053), Principles of Supervision (SUPV 5113) and Computer Applications (ADMN 5173), candidates are required to use sound, research-based practices in identifying and evaluating their individual campus curriculum. Case studies are also used to promote the use of creative thinking, critical thinking and problem solving.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

At least 95% of students enrolled in this degree program will complete a sound research project (ADMN 5163) that demonstrates knowledge of assessment, effective leadership and management.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Based on 2004-2005 TExES results and those of subsequent years, the current department initiative to improve candidates chance of achieving Student Learning Outcome # 2 is to monitor syllabus development to ensure that it is consistent with the TExES Curriculum Alignment Matrix and **PVAMU's** Department of Educational

Leadership and Counseling course alignment matrix

- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Artifacts which directly measure specific competencies relevant to Student Learning Outcome # 2 are maintained within the True Outcomes assessment environment maintained in the University's computer database. These **artifacts** include article reviews, journal reviews, research papers, portfolios, and course content vocabulary assignments, grant proposal writing, campus-based observations, and interviews.

- 4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Beginning with academic years 2007-2008, True Outcomes artifact data were collected on each **candidate**. It is now possible to develop a profile of each candidate's performance as well as **an overall profile for a cohort of candidates within the Educational Administration Program**.

- 4c. Use of Results** (How did you use the findings?)

The program used results to revise assessments, update course objectives, revise in-class learning activities, and determine areas for improvement to the overall program. Specifically, the instructor is committed to providing more activities for students to work on group projects to address issues related to their organization's strengths and weaknesses.

- 5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Students are given an ELCC Survey to measure whether what is being taught aligns with national and state standards

- 5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

The ELCC Survey (post-test) is aligned with state competencies and candidates' areas of weakness or specific competencies can be identified.

- 5c. Use of Results** (How did you use the findings?)

Instructional pedagogy is discussed by faculty to address weaknesses and strength.

- 6. Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Surveys are kept in the Department of Educational Leadership & Counseling, and discussions are documented through Departmental and Program Area Minutes.

**Report Form A-1**  
**Assessment of Program Learning Outcomes for Educational Programs**

**Educational Administration**  
(Instructional/Degree Program)

**MS**  
(Degree Level)

**2004-2008**  
(Assessment Period Covered)

**Instructions:** This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

**1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

Candidate will apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management and the use of technology.

**2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

1. Group Presentations such as the Art of Decision Making, Creating a Learning Organization (5<sup>th</sup> Discipline), and Five Institutions that Make a Community.
2. In courses such as The Principalship (ADMN 5043), Principles of Supervision (SUPV 5113), Special Programs (ADMN 5053), and School Business Management (ADMN 5033), candidates are required to gather data that identify a campus-based problem or issue and formulate data-based strategies (including interviews with principals, teachers, parents, or other constituents, AEIS test data analysis, PEIMS data analysis, and campus surveys) to address the problem or issue. Candidates are also required to create a comprehensive plan to address the concerns and suggestions of all members of the campus community. [We need to write out the full names for AEIS and PEIMS]
3. In the course on School Law (ADMN 5023), Case studies are developed and analyzed that require candidates to reflect and respond to situations in a manner that demonstrate ethical and legal behavior.

**3a. First Direct Measure or Means of Assessment for Student Learning Outcome above**

(Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

At least 95% of students enrolled in this degree program will complete a sound research project (ADMN 5163) that demonstrates knowledge of assessment, effective leadership

and management.

**3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

**3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Based on 2004-2005 TExES results and those of subsequent years, the current department initiative to improve candidates chance of achieving Student Learning Outcome # 3 is to monitor syllabus development to ensure that it is consistent with the TExES Curriculum Alignment Matrix and PVAMU's Department of Educational Leadership and Counseling) course alignment matrix

**4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Artifacts which directly measure specific competencies relevant to Student Learning Outcome # 3 are maintained within the True Outcomes assessment environment maintained in the University's computer database. These **artifacts** include article reviews, journal reviews, research papers, portfolios, and course content vocabulary assignments, grant proposal writing, campus-based observations, and interviews.

**4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Beginning with academic years 2007-2008, True Outcomes artifact data were collected on each candidate. It is now possible to develop a profile of each candidate's performance as well as an overall profile for a cohort of candidates within the Educational Administration Program.

**4c. Use of Results** (How did you use the findings?)

The program used results to revise assessments, update course objectives, revise in-class learning activities, and determine areas for improvement to the overall program. Specifically, the instructor is committed to providing more activities for students to work on group projects to address issues related to their organization's strengths and weaknesses.

**5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Students are given an ELCC Survey to measure whether what is being taught aligns with national and state standards

**5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

The ELCC Survey (post-test) is aligned with state competencies and candidates' areas of weakness or specific competencies can be identified.

**5c. Use of Results** (How did you use the findings?)

Instructional pedagogy is discussed by faculty to address weaknesses and strength.

**6. Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Surveys are filed in the Department of Educational Leadership & Counseling, and discussion are documented through Departmental and Program Area Minutes.

**Report Form A-1**  
**Assessment of Program Learning Outcomes for Educational Programs**

**Educational Leadership**  
**(Instructional/Degree Program)**

**Ph.D.**  
**(Degree Level)**

**Fall 2008-Spring 2009**  
**(Assessment Period Covered)**

**Instructions:** This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

Outcome 1: Students will become scholar-practitioners or practitioner-scholars who *can develop and influence the accomplishment of* visions, missions, goals and objectives at organizational, district and system levels.

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Courses were aligned to ensure mastery of TEXES and ELCC standards. For outcome one, we addressed accomplishment of the outcome in three courses. In EDUL 7083 – Internship, students participated in field based experiences to observe and engage in educational leadership practices in local schools. In EDUL 7023 – Org. Theory, students explored educational leadership and learning theories as a basis for supporting effective educational practices. In EDUL 7233 – School-Community Relations, students examined methods for engaging diverse stakeholders in school improvement and achievement activities. To accomplish the outcomes, instructors used problem-based learning, case scenarios, instructional conversations and current issue articles for accomplishing course goals and preparing for outcome measures.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above**  
(Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Individual Internship Portfolio

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Students submitted a portfolio that identified the leadership activity that they were engaged in, and the areas of leadership growth that they experienced.

**3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

The program used results to revise assessments, update course objectives, and determine areas for improvement of the internship. The program is seeking to be more deliberate in matching students with internship opportunities that are a better fit with students, and to encourage collaboration between the program and professionals, including area superintendents.

**4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Develop a Blueprint of an Ideal Organization. In the process of developing a blueprint of an ideal organization, students were to select a relevant and current article dealing with a leadership theory. They were expected to tie the information gleaned with prevailing notions of leadership, apply this new perspective to their present practice, and described how this would change their leadership behavior.

**4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

All eleven students met the objectives of this assessment activity.

**4c. Use of Results** (How did you use the findings?)

The program used results to revise assessments, update course objectives, revise in-class learning activities, and determine areas for improvement to the overall program. Specifically, the instructor is committed to providing more activities for students to work on group projects to address issues related to their organization's strengths and weaknesses.

**5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

School Board Proposal: Proposals were in the form of presentations of 10 minutes or less and identify a needed intervention to improve learning for students.

**5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Each student submitted a proposal for a school intervention that would improve learning for students. These proposals were reviewed by other class members. Class members gave feedback about the utility of the intervention proposed, including cost burden to the district.

**5c. Use of Results** (How did you use the findings?)

The program used results to revise assessments, update course objectives, revise in-class learning activities, and determine areas for improvement to the overall program.

- 6. Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Data from the assessment measures have been submitted to the True Outcomes system and can be found in the grading matrices of the course instructors. Each assessment measure has an accompanying scoring tool (e.g. rubric) which is used to grade and evaluate mastery of TEXES and ELCC standards. The assessment measures data for Outcome 2 are as follows: Individual Internship Portfolio scoring matrix results, Development of Ideal Organization Blueprint scoring tool results, School Board Proposal scoring tool results.

**Report Form A-1**  
**Assessment of Program Learning Outcomes for Educational Programs**

**Educational Leadership**  
**(Instructional/Degree Program)**

**Ph. D.**  
**(Degree Level)**

**Fall 2008-Spring 2009**  
**(Assessment Period Covered)**

**Instructions:** This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

Outcome 2. Students will be able to analyze, influence, and practice public policy decisions at the local, state, regional and national levels that impact education and communities.

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Courses were aligned to ensure mastery of TEXES and ELCC standards. For outcome one, we addressed accomplishment of the outcome in three courses. In EDUL 7013 – Strategic Planning, students examined process for strategic planning and explored how these processes are influenced by external factors, internal dynamics, and policy constraints. In EDUL 7223 – Educational Governance, students explored of issues, challenges, and concepts related to educational governance on a national, state, and local level in k-12 and university level settings. At the end of the program, students provided feedback on their experiences in the program and how the courses prepared them for leading organizations.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Campus Strategic Plan

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

All students developed and presented a strategic plan for a school campus that focused on a vision that would lead academic improvement for all learners. Students were encouraged to share or compare these plans with their campus leaders.

**3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

The program used results to revise assessments, update course objectives, revise in-class learning activities, and determine areas for improvement to the overall program.

**4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

National Education Agenda Analysis

**4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Five students were enrolled in EDUL 7223: Educational Governance in Spring 2009. Four out of five students, or 80%, met the acceptable or target level for performance on the scoring tool of the National Education Agenda Analysis.

**4c. Use of Results** (How did you use the findings?)

The program used results to revise assessments, update course objectives, revise in-class learning activities, and determine areas for improvement to the overall program. As a whole, students met the competencies provided on the scoring tool. For the student who did not meet the acceptable or target level of performance on all scoring tool indicators, this student was given detailed feedback on the assignment as well as areas for improvement. In future sections of the course, students will be provided copies of national policy papers analyzing an issue. Students will be required to identify key research components of the papers. This strategy will be done to help students understand how to take data and research and apply to their local settings or a sample case.

**5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Exit Interview: (Application of Knowledge in Professional Settings)

**5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Generally students believe that the skills they developed in the program were instrumental in their placements. For example we have had two graduates obtain faculty positions at other institutions within the last two semesters and one promoted to district superintendent.

**5c. Use of Results** (How did you use the findings?)

The program used results to revise assessments, update course objectives, revise in-class learning activities, and determine areas for improvement to the overall program. For example, in fall 2009 we streamlined the degree plan to reflect the minimum 63 credit-hour requirements, and added an Independent Study course.

- 6. Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Data from the assessment measures have been submitted to the True Outcomes system and can be found in the grading matrices of the course instructors. Each assessment measure has an accompanying scoring tool (e.g. rubric) which is used to grade and evaluate mastery of TEXES and ELCC standards. The assessment measures data for Outcome 2 are as follows: campus strategic plan scoring tool results, National Education Agenda Analysis scoring tool results, Exit Interview excel matrix.

**Report Form A-1**  
**Assessment of Program Learning Outcomes for Educational Programs**

**Educational Leadership**  
**(Instructional/Degree Program)**

**Ph.D.**  
**(Degree Level)**

**Fall 2008-Spring 2009**  
**(Assessment Period Covered)**

**Instructions:** This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

Outcome 3. Students will design and utilize research studies to address the specific needs/problems of organizational systems.

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Courses were aligned to ensure mastery of TEXES and ELCC standards. For outcome one, we addressed accomplishment of the outcome in three courses. In EDUL 7333 – Grant Writing, students identified potential funding sources, explored common grant proposal components, and examined mechanisms for evaluating grant proposals. In EDUL 7123 - Critical Issues, students examined issues impacting leadership and instruction in K-12 and university settings. In EDUL 7603 – Quantitative Research, students were exposed to strategies and techniques for conducting statistical research.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above**  
(Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

External Funding Grant Proposal

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Each student completed a needs analysis of his/her educational organization, identified an appropriate intervention and funding source, and submitted a written proposal for a specific grant.

**3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

The program used results to revise assessments, update course objectives, revise in-class learning activities, and determine areas for improvement to the overall program. Specifically, the program identified areas of need for the College and began to pursue funding opportunities for the entire unit.

**4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Issue Analysis Essay

**4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Four students were enrolled in EDUL 7123 - Critical Issues in Fall 2008. All students or 100% met the acceptable or target level for performance on the scoring tool of the Issue Analysis Essay.

**4c. Use of Results** (How did you use the findings?)

The program used results to revise assessments, update course objectives, revise in-class learning activities, and determine areas for improvement to the overall program. The Issue Analysis Essay assignment was revised with more details giving greater weight to use of critical thinking skills to analyze information. For future sections of the course, the instructor will utilize instructional resources on using data in action research projects. The instructor will add additional information and resources to the instructional materials on how to analyze research literature. If results from measures in future sections of the course indicate problems with analyzing and synthesizing research, additional resources will be required in the EDUL 7613: Qualitative Research Methods and EDUL 7603: Quantitative Research methods classes.

**5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Critique of Journal Article. Students critiqued journal articles that use evidence-based research, to identify the major topic of the study; justification for the research, including the purpose and goal; and major concepts (distinctive features) of the study. The intention was to encourage students to identify gaps in the literature that need to be filled.

**5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

All nine students met these competences at acceptable levels. As a result of this exercise, students are being encouraged to share their findings with each other, especially as they begin to explore conceptual and theoretical frameworks in greater depth.

**5c. Use of Results** (How did you use the findings?)

The program used results to revise assessments, update course objectives, revise in-class learning activities, and determine areas for improvement to the overall program.

**6. Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Data from the assessment measures have been submitted to the True Outcomes system and can be found in the grading matrices of the course instructors. The assessment measures data for Outcome 3 are: Grant Proposal for External Funding scoring tool results, Issue Analysis Essay scoring tool results, Critique of Journal Article results. Each assessment measure has an accompanying scoring tool (e.g. rubric) which is used to grade and evaluate mastery of TEXES and ELCC standards.