

Data Day End of Year Report

May 6, 2016

Curriculum and Instruction

Program Reviews and Improvement

Program Reviews

Complete internal and external Program Reviews were conducted in two Curriculum and Instruction programs. The Guidance and Counseling (G & C) Institutional Program Review, completed February 2016, suggested continuous improvement in the areas such as student retention rates, additional full-time faculty, and additional advisor support.

All of these issues are in varying stages of progress. A research study was conducted in the fall to consider factors that contribute to retention and persistence in our online programs. A full-time faculty position in Curriculum and Instruction has been posted, which will assist with the field-based practicum courses. The Graduate Advisor will receive assistance with advisory responsibilities.

The Student Development and Higher Education Leadership (SDL) Institutional Program Review, completed April 2016, suggested continuous improvements in areas such as additional full-time faculty, curriculum, and additional advisor support that we are examining and addressing.

All of these issues are in varying stages of progress. A full-time faculty position in Curriculum and Instruction has been recently filled. This faculty member will begin in the fall. Curriculum changes are being addressed and additional certificates are under consideration.

Degree Plan Changes

The University Curriculum Committee approved course changes in MACI, Educational Administration, Guidance and Counseling, and Student Development and Higher Education Leadership. New degree plans are being developed to address these changes.

Course Improvement and Development

Content Delivery

A Course Structure Survey was administered to online candidates. Based on the results, as well as the introduction of new Blackboard tools, a new master template for all courses was developed. The changes include a link to the new Student Orientation Course. The Student Orientation Course is designed to provide all candidates with the general information required for our online programs. Additional resources are being developed to continuously improve this course.

A new plagiarism module is being developed to better support our efforts to educate our candidates about plagiarism. Although the incidents of plagiarism have decreased significantly, professors have reported "teachable moments" with plagiarism. A reporting process has been developed for tracking any form of plagiarism.

Course Development

Each course has a Course Evaluation Survey and a Course Reflection in Module 8. Based on anecdotal comments, course evaluation data, and course reflection data, the Lifespan course is being rewritten to better meet the needs of the learners and to better address the content in a competency-based format.

Course evaluations, course reflections, and adjunct weekly reports provide data used in making minor improvements to courses each session.

Candidate Competency

Comprehensive Program Reviews

To strengthen the Comprehensive Program Review (CPR) and streamline the process, the Program Improvement Committee is investigating a repository within Blackboard that could be accessed from each course.

Candidate Certification

In Curriculum and Instruction Graduate Programs, we have a total 1149 candidates currently enrolled. Of the 220 enrolled in the MACI Program, 112 candidates are seeking initial teacher certification. Data are not available on passing rates for graduate candidates. Of the 118 Educational Administration candidates, 91 are enrolled in the Principal Certification program. The passing rate for principal certification was 91.6%. Of the 14 Superintendent candidates, 100% of those who have taken the certification exam have passed. The Guidance and Counseling Program enrolls 500 candidates, 136 of whom are seeking Counseling Certification.

Program Impact

Principals' Day Feedback

Principals from around the region were invited to share their feedback on teacher preparation and readiness. Feedback from this session is being utilized to improve course content in initial teacher certification program graduate courses.

Graduate Placements

A search of SDL program graduates located information on 65% of the graduates since 2011 and identified that 91% are working in higher education institutions. A quarter of these graduates are employed in community colleges. Angelo State employs more than one-third of the graduates. Future surveys are being developed to gather feedback on program course improvement and program support for graduates.