

Insert Academic Degree Name Here

Annual Program Report Template

Year:	2021 - 2022
Program:	Superintendent Certification
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Summary of Continuous Improvement Efforts since Last Report

Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.

Respond here:

The superintendent candidates in this program have historically passed the TExES 195 – Superintendent certification exam at a high rate. The benchmark expectation on educator certification exams, according to the Texas Education Agency, is an 80% passing rate. This program's superintendent candidates have consistently maintained a passing rate of 89% or higher. Though these data are positive, a deeper look into the content of the program's courses revealed a need to update information to current situations and changes in law, policy, and post-pandemic issues.

Though quantitative data from program assessments did not indicate a significant need for improvement, faculty recognize the need for content to remain current, timely, and relevant.

Program Highlights Since Last Report

Identify and briefly discuss any programmatic curriculum changes made since the last report (e.g. new courses, course changes, SLO changes, course deletions).

Respond here:

Based on faculty's assessment of courses' content, a decision was made to do the following.

- All courses will be re-written with appropriate updates to content of each course.
- Faculty will prioritize course re-writes according to those identified as most significant and time sensitive.

Course re-writes are currently in the stage of curriculum alignment and mapping throughout the program. Once that is complete, the course design, instructional delivery, learning activities, and assessments will be created for courses in the order of determined priority.

Table 1. Assessment Results and Analyses for Current Cycle.

STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Departmental Student Learning Goal	Program Student Learning Outcome	Assessment	Assessment Method/Location	Benchmark Expectations	Data Results	Actions/Goals Based on Data Results* What do the data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and What were the results of those changes?
The Lamar University Superintendent Certification Program will prepare candidates by providing learning opportunities that are relevant to today's school district leaders, rich in content, and aligned with state and national standards.	Comprehensive Content Knowledge - Rationale: These learning outcomes are aligned with Texas state superintendent standards and tested competencies for superintendent certification. Superintendent Certification Program content is aligned with state and national standards, as is the TExES 195 state licensure exam. The state exam is an excellent measure of students' understanding and ability to implement knowledge acquired in the program course of study.	TExES 195 State Licensure Exam: Students must score a minimum of 240 to pass the assessment. Rationale: A score of 240 of a possible 300 is the minimum passing score for the Superintendent Certification Exam. TEA report on the program's pass rate of the TExES 195 Exam will be the source of evidence for this measure. Eighty percent of students who have completed the program, and have taken the state licensure exam, will attain a scaled score of 240 on the	TExES 195 pass rate results are provided by the State of Texas for each professional program offering a Superintendent Certification Program.	Eighty percent of program students who have completed the program, and have taken the state licensure exam, will attain a scaled score of 240 or higher on the exam. Rationale: The Texas State Agency (TEA) expected certification exam passing rate is 80%	The Lamar University Superintendent Certification Program had 48 students take the state licensure exam and 42 students passed. This is a pass rate of 89% which exceeds the achievement target for this learning outcome.	Data from this assessment show a high passing rate, which indicates curriculum and instruction for the tested competencies are well-aligned and effective in preparation for this assessment. However, faculty determined a need for program improvement regarding updates to reflect continuous change in school leadership. Philosophically, faculty recognize that superintendent candidates must not only be certified, but highly qualified to lead school districts. Identified goal: Revise all courses to reflect updates relevant to current law, school leadership best practices, and post-pandemic issues. Action put in place: 1) All courses will be re-written with appropriate updates to content of each course. 2) Faculty will prioritize course re-writes according to those identified as most significant and time-sensitive.

		exam. This pass rate is consistent with state accountability expectations and standards for Educator Preparation Programs.				
The Lamar University Superintendent Certification Program will prepare candidates by providing instruction and opportunities to develop and demonstrate success in written forms of communication consistent with school district leadership skills.	Program candidates will demonstrate appropriate writing skills consistent with school district leadership requirements. Rationale: These learning outcomes are aligned with Texas state superintendent standards and tested competencies for superintendent certification. Program candidates will develop a comprehensive District Improvement Plan during the third week of EDLD 5371. The assignment rubric has a dedicated section to measure writing skills consistent with school district level leadership.	District Improvement Plan – Rationale: This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state superintendent standards for district continuous improvement practices. Eighty-five percent of program candidates will score no less than "Meets Minimum Criteria" on assignment mechanics and writing skills on the assignment rubric.	An analysis of the week three key assignment in EDLD 5371 for each cohort during the school year will be conducted. Student results on the assignment will be compared to the measure for this learning outcome and achievement target.	85% of all candidates will score no less than Meets Criteria or Exceeds Criteria on measure. Rationale: Faculty determined 85% of students scoring at the Meets Criteria rubric level is a rigorous standard.	A total of seventy-seven students in two cohorts completed the week 3 assignment in EDLD 5371 during the 2021-2022 school year (to date). Seventy-four students met "Meets Minimum Criteria" or better for a success rate of 96%.	Faculty determined a need for program improvement regarding updates to reflect continuous change in school leadership. Philosophically, faculty recognize that superintendent candidates must not only be certified, but highly qualified to lead school districts. Identified goal: Revise this assessment to reflect updates relevant to current law, school leadership best practices, and post-pandemic issues. Action put in place: 1) This course will be re-written with appropriate updates to content, which will be reflected in the revision or replacement of this assessment. 2) Faculty will prioritize course re-writes according to those identified as most significant and time-sensitive; therefore, when this course and assessment are revised will be determined by faculty in the coming academic year.
The Lamar University Superintendent Certification	Program candidates will demonstrate understanding and apply skills relevant to	Superintendent Internship Summary Evaluation	A review of the total number of students in 5399 and the	95% of all candidates will score no less than Meets Criteria or	Fifty-nine students in cohorts 32 & 33 completed the	Faculty determined a need for program improvement regarding updates to reflect continuous change in school

Program will prepare candidates by providing a relevant and comprehensive practicum/internship. The practicum/internship provides opportunities for school district leadership experiences, requires candidate participation throughout the length of the program, and includes a minimum of 240 hours of practicum/internship experience.	a successful school district leader in coordination with a field-service supervisor and site mentor. Rationale: These learning outcomes are aligned with Texas state superintendent standards and tested competencies for superintendent certification. Program candidates will successfully complete EDLD 5396 and EDLD 5399 and all practicum/internship requirements. Activities include observing, participating, and leading activities relevant to school district leadership. The practicum/internship incorporates a minimum of 240 hours of activities and includes multiple skill sets important to the successful school district superintendent.	(SISE) – Rationale: The SISE provides evaluation from the site supervisor who can provide distinct insight of the student's capacity and readiness in the field. EDLD 5399 is the final practicum/internship course for the superintendent certification program. Successful completion of this course reflects 240 or more hours of practicum/internship experiences and a successful SISE evaluation by the site supervisor. The site supervisors utilize a program provided instrument to evaluate students' dispositions, skills, and success on assignments in the field aligned with Texas state superintendent standards.	number of students who successfully completed the program/internship will reflect the percentage of students completing this measure.	Exceeds Criteria on measure. Rationale: Faculty determined 95% of students scoring at the Meets Criteria level or higher is a reasonable expectation for this assessment.	superintendent certification program/internship in 2021-2022 (to date). Seventy-four students met the measure "Meets Minimum Criteria" or better for a 98% success rate, SISE report from the site mentor	leadership. Philosophically, faculty recognize that superintendent candidates must not only be certified, but highly qualified to lead school districts. Identified goal: Revise this assessment to reflect updates relevant to current law, school leadership best practices, and post-pandemic issues. Action put in place: 1) This course will be re-written with appropriate updates to content, which will be reflected in the revision or replacement of this assessment. 2) Faculty will prioritize course re-writes according to those identified as most significant and time-sensitive; therefore, when this course and assessment are revised will be determined by faculty in the coming academic year.

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Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT		
Actions/Goals Based on Data Results <i>*Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.</i>	Status <i>C=Complete P=Progressing N=No Action Taken</i>	Discussion of Status <i>If C, describe efforts that led to accomplishment of actions/goals. If P, provide update on progress made toward accomplishing actions/goals and what tasks remain If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.</i>
Due to the high passing rate of this assessment, little was done to improve the program based on this assessment's data during the previous academic year. However, faculty recognize that this was insufficient and are now working to improve the program with updates throughout all courses to reflect continuous changes in school leadership. Going forward, all courses will be re-written with a commitment to update them each cycle in the future.	P	Though the passing rate on this assessment exceeds benchmark expectations, faculty are working to make systematic updates throughout the program to reflect the most current information, language, laws, and issues in school leadership. This is a new initiative and will progress through the next academic year and beyond. Currently, faculty are in the process of prioritizing courses to be rewritten.
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