

PROGRAM REPORT FOR THE PREPARATION OF EDUCATIONAL LEADERS (School Building Leadership Level) Educational Leadership Constituent Council (ELCC)

Educational Leadership Constituent Council (ELCC)

COVER SHEET

1. Institution Name

Prairie View A&M University

2. State

Texas

3. Date submitted

MM DD YYYY

01 / 30 / 2008

4. Report Preparer's Information:

Name of Preparer:

Pamela T. Barber-Freeman, Ph.D.

Phone:

Ext.

(936) 261-3530

E-mail:

ptfreeman@pvamu.edu

5. NCATE Coordinator's Information:

Name:

Barry Pelphrey

Phone:

Ext.

(936) 261-3602

E-mail:

bapelphrey@pvamu.edu

6. Name of institution's program

Educational Administration Masters Program

7. NCATE Category

Educational Leadership-Admininstration

8. Grade levels⁽¹⁾ for which candidates are being prepared

PreK-12

(1) e.g. Early Childhood; Elementary K-6

9. Program Type

- Advanced Teaching
- First teaching license
- Other School Personnel
- Unspecified

10. Degree or award level

- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

11. Is this program offered at more than one site?

- Yes
- No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared

Principalship

14. Program report status:

- Initial Review
- Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
- Response to National Recognition With Conditions

15. State Licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable

state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

Yes

No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of ELCC standards. (Response limited to 4,000 characters)

Prairie View A&M University is a state assisted institution located in Prairie View, Texas. It is also a land grant institution by federal statute, and a “state wide special purpose” institution by designation of the Texas Legislature. The “special purpose” is to serve the needs of a diverse ethnic and socioeconomic population among who are the unserved and the underserved. The university seeks to continue and nurture its uncommon and intriguing statue as a university where emerging professionals are extended the opportunity for success. One prominent area where emerging educational leadership professionals are afforded the opportunity to embrace their goals and realize their dreams is in the Educational Leadership preparation program where Candidates for the Master Degree prepare for a career as a school leader.

The Educational Administration Program at Prairie view A&M University (PVAMU) is housed within the Department of Educational Leadership & Counseling in the Whitlowe R. Green College of Education. The program requires a total of 36 semester hours of graduate credit for the Master Degree as established by the coordinating board of higher education in Texas. The 36 semester hours for the Master Degree includes 12 semester hours in the common core and 24 semester hours in administration.

Candidates seeking admission into the master degree program in Educational Leadership with “Graduate Degree Status” are required to submit an application for admission to the Graduate School and the Department of Educational Leadership and Counseling. The candidate must have earned the bachelor degree with a minimum grade point average (GPA) of 2.75 on a 4.0 system and must submit transcript of all academic work to date. Additionally, the candidate must provide three references, and submit a Graduate Record Exam score (GRE). No minimum score is required for admission to the master degree program. Candidates seeking to complete the Principal Certification Program, however, are required to have a score of 350 on the verbal portion of the GRE for acceptance into the internship program.

Candidates are required to maintain a minimum GPA 3.0 on a 4.0 system through out the degree program. A candidate whose GPA drops below the required 3.0, is placed on “academic probation.” The candidate is given a semester to return the GPA to the acceptable minimum. Failure to remove the “academic probation” designation may result in “academic dismissal” of the candidate. Candidates are provided a window of six (6) years by the university to complete their master degree from the date of entry. A total of ten (10) years are allowed by the State of Texas from the start of the master degree to the completion of certification activities for the Principal Certificate.

The Educational Administration Program consists of offerings at the main campus of five (5) nights a week and on Saturday. Additionally, three other locations offer candidates the opportunity to complete degrees, one at the Northwest Center in Houston and another at Dallas Metroplex in Dallas, Texas. Finally, the University has partnered with the University Center located in The Woodlands, Texas, an alliance of six universities, to offer all required courses that lead to the master degree. Courses and programs offered at the various locations are of comparable quality and rigor and utilize combinations of face-to-face taught courses, Interactive Television taught courses, and courses taught On-Line. Regular,

full time faculty, supplemented by adjunct faculty as needed, deliver the courses at all locations so that candidates receive exposure to regular, full time, highly qualified faculty.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

Field experiences are a significant part of the Master of Educational Administration Program and are designed to meet the standards set forth by NCATE and ELCC.

Candidates are supervised by licensed and experienced school administrators/mentors who are carefully selected and participate in orientation and mentor training. The internships/field experiences are integrated with classroom instruction during the academic year with candidates are responsible for a project during the field experience and they are required to present their completed project at the end of the course to the class. Each course syllabus includes specific, standards-based field activities related to course content to be completed by candidates and each mentor assigns additional administrative experiences relevant and appropriate to his/her school site. Experiences are designed to meet individual candidate needs that become apparent over the course of the program year.

For those candidates seeking the Principal Certificate, three (3) additional semester hours of Internship are required after the master degree is completed. Two years of successful teaching experience are also required of the candidate. The Internship course is a semester long program and requires the candidate to accumulate a minimum of 150 clock hours while performing duties as assigned by the field cooperating supervisor.

The Educational Administration Program has recently been redesigned to align the program requirements with three (3) domains of the Texas Examinations of Educator Standards (TExES,) the exam administered by the State Board for Educators Certification (SBEC.) A passing score of two-hundred-forty (240) is required on the TExES. The three domains of the TExES include:

- 1) School Community Leadership
- 2) Instructional Leadership
- 3) Administrative Leadership

The Educational Administration Program at Prairie View A&M University (PVAMU) is a full-time, field-based program that leads to a Master's Degree in Educational Administration. Candidates who make a passing score, set by the State Board for Educator Certification (SBEC), on the Texas Examinations of Educator Standards (TExES) are eligible for the Texas Principal's Certification. The program includes 36 required credit hours of coursework. A faculty team facilitates multiple learning opportunities through the courses that are developmental and sequential and integrated with substantial and meaningful field experiences. The integrated curriculum design incorporates the Interstate School Leaders Licensure Consortium (ISSLC) Standards for School Leaders (1996), the TExES Domains and Competencies as required for all administrator preparation programs approved by the Texas State Board for Educator Certification (SBEC) and the Educational Leadership Constituent Council (ELCC) Standards for Advanced Programs in Educational Leadership (2002) developed for preparation programs and adopted by the National Council for Accreditation of Teacher Education (NCATE) for review and accreditation of administrator preparation programs. The program is aligned with the Whitlow R. Green College of Education (COE) Conceptual Framework and is built upon three curriculum anchors: teaching and learning, organizational effectiveness, and school and community. Instruction and assessment are performance-based and emphasize the development of knowledge, skills and dispositions (attitudes, beliefs and values) necessary for exemplary school leadership.

The Internship/ Clinical Experiences

It should be evidence to even the most casual of observers and readers that must change has already occurred in the Principal Certificate Preparation Program. There are still some additional efforts

underway which will complete the major curriculum alignments. There is, for example, the issue of how to restructure the Internship experiences to provide both greater meaning and address the ELCC Standard 7.

There is currently a curriculum committee reviewing the Internship structure and format to make recommendation for implementation at the earliest possible moment. It should be noted that the Candidates currently spend one semester in a 150 clock hour internship which does carry with it 3 semester hours of credit. Because of credit limits on the degree program the 3 hours will remain but the duration of the Internship will extend to two semesters. The Internship will incorporate at least 4 specific modules of three weeks duration, each with a campus-based, problem-solving project. The projects are being considered as a viable means of assuring that Candidates do some meaningful work for their experience and also accomplish some work which is vital to the school. The Candidates will of necessity have to take a leadership role in their projects and will have to interact with key personnel within the school, the district, and among all the publics served by the school. Modules under consideration for inclusion include the following:

1. Working with the data from the Academic Excellence Indicator System (AEIS)
2. Developing a Campus Plan for the school where they are interning.
3. Developing a Crisis Management/School Plan.
4. Completing a School Curriculum Audit.
5. Other such activities as may be constructed and assigned.

It is anticipated that the new Internship structure will be completed during the fall semester of 2005 for initiation in the spring semester of 2006. There are numerous changes that must occur simultaneously in order to have a smooth transition. Further, it is also anticipated that multiple members of the faculty will be responsible for the modules of study and the accompanying project required of the interns. This will provide multiple assessments of the interns.

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)

Persons seeking admission to the Department of Educational Administration Program at Prairie View A&M University (PVAMU) must first complete an official application to the Graduate School at Prairie View A&M University. Applicants must have all official transcripts from accredited colleges or universities sent to that office. Prairie View A&M University requires the following for admission to its Master of Education in Educational Administration Degree:

- A baccalaureate degree from a fully accredited institution
- An overall undergraduate grade point average of 2.75 on a 4.00 grading scale
- Scores on the Graduate Record Examination (GRE); on file in the Graduate School
- Completed Application
- A valid state of Texas Teaching Certificate
- Three letters of reference
- Verification of 3 years teaching experience

Students who fail to meet the criteria for admission may be placed in a non-degree/special or provisional status. Such students are not entitled to pursue a degree in the Department of Educational Leadership & Counseling until they receive unconditional admission. Students who fail to satisfy the GPA admission minimum may not enroll in more than six (6) semester hours of graduate work in any one semester or full summer term while attempting to attain unconditional status. A student must obtain unconditional admission by the time 12 hours are earned or be dropped from the program.

Students admitted conditionally (non-degree/special or provisional status) when the GPA is less than 2.75 but no less than 2.45 on a 4.0 scale, may attain unconditional status by achieving the following:

1. A 3.0 GPA for the first 12 hours of graduate work, with no more than one "C" and;
2. Satisfactory completion (grades of A or B) of ADMN 5003 (Fundamentals of School Administration and ADMN 5093 (Educational Statistics).

Retention: Once enrolled in the Master of Educational Administration program, candidate's must maintain a 3.0 grade point average on all coursework, display appropriate dispositions as outlined for the program, and demonstrate satisfactory progress in the internships. Candidates are closely monitored throughout each semester's courses and internship experiences, and faculty member's conference with individuals who experience difficulties in the knowledge, skills and dispositions related to the conceptual framework and program standards, and develop an appropriate improvement plan. Every effort is made to see that Candidates are supported throughout the program and are successful upon their completion.

Completion: In order to complete the Master of Education degree in Educational Administration, a candidate must demonstrate the following:

- Completion of all required course/internships (39 graduate hours)
- Minimum of 3.0 grade point average
- Satisfactory performance in the internships
- Acceptable performance on the comprehensive examination
- Acceptable performance on the Exit Portfolio
- Candidates who complete the degree must also obtain a passing score on the TExES to be eligible for the Texas Principal's Certification. The Texas State Board of Education has established 240 as a passing score.

A rubric within True Outcomes is used to evaluate applicant's progress in meeting learning outcomes for each course. The learning outcomes are aligned to ISSLC/ELCC and the TExES. Upon completion of the program, students will have created an E-Portfolio which contains artifacts from each course that has been evaluated by the instructor. If at the end of the course, the applicant's overall evaluation did not meet the "Target" or "Acceptable" assessment score, applicants will be required to redo the artifact within the course/s where they received an "Unacceptable" for that particular assignment reflected their meeting that learning-outcome.

**4. Description of the relationship ⁽²⁾ of the program to the unit's conceptual framework.
(Response limited to 4,000 characters)**

The conceptual framework of the Whitlowe R. Green College of Education Conceptual Framework provides the underlying principles for the Educational Administration Program. Like that of the larger unit, focus is upon the "Educator as Facilitator of Learning for Diverse Populations" E-FOLD-P. The framework consists of the following four major goals undergirded by technology: 1) Problem Solving, Critical Thinking and Decision Making; 2) Reflective and Continual Learning; 3) Student Growth and Development; and 4) Human Diversity and Global Awareness which are incorporated in course syllabi throughout the College. The conceptual framework is based upon current issues such as changes in demographics, global perspectives, importance of problem solving, critical thinking and decision-making skills, technological demands, and the need for life-long learning. The central focus of all programs in the COE is the candidate and his/her development into a capable and confident professional who can affect student learning in the EC-12 school setting. This development is represented by the triad of preparation, professionalism and performance and is supported by the greater Prairie View A&M University (PVAMU Teacher Advisory Board, which is made up of 27 different school districts. The PVAMU Teacher Advisory Board in order to meet the challenges and needs of the 21st century, all candidates must be lifelong learners, problem solvers, communicators, users of technology and committed to diversity. The following visual representation of the Whitlowe R. Green COE Conceptual Framework is used continuously to assess the curriculum, instruction and assessment components for

the program.

E-FOLD P Vision: The work of the Unit is based on the fundamental belief that the candidates in educator preparation programs at Prairie View A&M University should have an identified curriculum that supports the development of broad content and pedagogical knowledge, effective skills in teaching diverse groups of students, and the personal and professional skills needed to teach in contemporary classrooms. Further, it is the belief of the faculty that the conceptual framework be grounded in research and the wisdom of practice that is shared among candidates and the broader learning community. The conceptual framework has been shared with candidates through classroom discussions and outcomes required in core courses. In addition, the conceptual framework has been shared with our colleagues at the University, the various college and university committees and a variety of printed materials. The conceptual framework vision is shared with our EC-12 colleagues through the PVAMU Local Cooperative Education Advisory Board through program handbooks which are given to all field supervisors and site administrators.

Guiding Principles:

1. Commitment to Diversity, understanding and appreciating human diversity of all individuals within the learning community
2. Commitment to Technology, infused throughout programs and services,
3. Education is interactive and reflective, a process that is accomplished through assessment and reflection through collaboration (i.e., True Outcomes and the Program Outcomes Matrix, see Attachment A)

(2): The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system⁽³⁾. (Response limited to 4,000 characters)

The Master of Educational Administration Program utilizes assessments that are part of the College of Education's Assessment plan and has multiple assessments that are unique and specific to the program. All candidates are required to successfully complete the True Outcomes assessment in each course, the Dispositions Survey, pass a Departmental comprehensive examination and take the TExES, which is the program's content/professional knowledge assessment for the COE unit. Additionally, the Master of Educational Administration Program uses the following major assessments that are unique to the program and align with the TExES, ISSLC, ELCC/NCATE standards: Data Analysis/Demographic Study, Intern Performance Assessment, and the Educational Leadership Preparation Program Questionnaire, the Exit Portfolio, the School-Community Relations Assessment Project, and the Clinical Correlations, all of which are presented in this report. Numerous other assessments (work products and projects) are used to assess the Candidate's performance throughout the program courses.

THE ASSESSMENT COMPONENT

The assessment system utilized by the Unit includes assessments which are incorporated in the efforts within the Educational Leadership Program. Among the assessments identified for this report from the Program, is one assessment which is also utilized by the Unit. While there are multiple other assessments utilized by both the Unit and the Program, only the one is presented for this Program review because of the significant emphasis the Department has placed upon curriculum review, curriculum change, and curriculum alignment. That significant effort in recent months has relied heavily upon other

assessments which are considered germane to these efforts. The remaining assessments identified in this report are unique to the Program in Educational Leadership and are reflective of the fact that this program is a graduate program involving additional certification granted by other agencies not directly associated with all programs of the unit. The one assessment which is shared is the 1) Student Opinion Survey, utilized in all courses throughout the unit, and asked of all graduates of the university.

Because the majority of the assessments utilized in the Program are not utilized throughout the Unit, it should not be concluded that there is not a strong relationship existing within the assessment process. The Program assessment includes comparable assessments, such as employer surveys, and completer surveys, which have counterparts elsewhere within the unit. Additionally, results from TExES are comparable but the instruments for assessment are different. There are perhaps two assessments utilized by the Program which do not have counterparts elsewhere throughout the Unit. Those assessments are focused on eligibility for admission to the Program or for content knowledge mastery in preparation for the TExES.

(3) This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

6. Attach the following contextual information:

Files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

Course Alignment	Education Administration Degree Program.doc
------------------	---

See **Attachments** panel below.

7. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

TABLES and CHARTS

See **Attachments** panel below.

8. Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program: Comparison of PVAMU Candidate Performance on Domain I of the TExES Certification Exam for Principal 2004-2007		
	# of Candidates	# of Program

Academic Year	Enrolled in the Program	Completers ⁽⁴⁾
2004-2005	644	32
2005-2006	574	78
2006-2007	605	135

(4) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

9. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Dr. Barry Pelphrey
Highest Degree, Field, & University ⁽⁵⁾	Ed. D., University of Kentucky
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty, assist Dean
Faculty Rank ⁽⁷⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Research regarding the success of African American males in teacher education programs. Research and design of online education programs. UCEA, NABSE, AACTE, AERA NCATE coordinator PVAMU, Co Chair, NCATE KYSU. Education Department representative for EPSB
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	9-12 technology education

Faculty Member Name	Dr. David E. Herrington
Highest Degree, Field, & University ⁽⁵⁾	Ph.D. in Educational Administration from Texas A&M University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Associate Professor (Tenured)
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	1. Research Agenda in the areas of applied statistics, ethics in research, suburban growth patterns and school quality, education of homeless and foster children, teacher involvement in grant writing. 2. Project Director for the Principal's Academy 3. Published 18 refereed journal articles in Instructional Leader, Border Journal of Educational Leadership and National Forum Journals covering areas 4. Published 9 chapters in books. 5. Technical Report of Program Evaluation for Educational Services at St. Peter St. Joseph Children's Home.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Secondary Social Science Teaching Certificate Principal Certificate

Faculty Member Name	Dr. William Allan Kritsonis
---------------------	-----------------------------

Highest Degree, Field, & University ⁽⁵⁾	Doctor of Philosophy; Educational Administration, Supervision, and Curriculum Development, The University of Iowa, Iowa City, Iowa
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Professor (Tenured)
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Member, (Elected by the Faculty) Promotion and Tenure Committee, Prairie View A&M University, Department of Educational Leadership and Counseling, The Whitlowe R. Green College of Education, Member of the Texas A&M University System, Prairie View, TX. 2004 – Present Member, (Appointed by the Dean of The Whitlowe R. Green College of Education) College of Education Advisory Committee on Post-Tenure Review, Prairie View A&M University, The Whitlowe R. Green College of Education, Member of t
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	1977-78 SUPERINTENDENT OF SCHOOLS, Preston Community School District, Preston 1974-77 ELEMENTARY AND SECONDARY SCHOOL PRINCIPAL, Wilton Community School District, Wilton, Iowa 1973-74 ELEMENTARY AND JUNIOR HIGH SCHOOL PRINCIPAL, Amana Community School District, Amana, Iowa 1972-73 FELLOWSHIP – SPECIAL AREA RESEARCH ADMINISTRATIVE ASSISTANT, The University of Iowa, College of Education, Iowa City, Iowa 1971-72 TEACHER, Peninsula Public Schools, Gig Harbor, Washington 1969-71 TEAC

Faculty Member Name	Dr. Patricia A. Smith
Highest Degree, Field, & University ⁽⁵⁾	Doctor of Education Educational Administration University of Pittsburgh
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	"Mentoring Model: The Effectiveness of Mentoring During The Internship Program" Research Association of Minority Professors (RAMP) William H. Parker Leadership Conference (Coordinator) "What Makes an Effective Administrator"
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Principal Internship Clinical Supervisor Superintendent (3 years) Principal Elementary School (6 years) Teacher – Grades 3, 4 & 5 (7 years) National Blue Ribbon Recipient

Faculty Member Name	Dr. Pamela T. Barber-Freeman
Highest Degree, Field, & University ⁽⁵⁾	Ph.D., Higher Education Administration, University of Oklahoma
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Interim Department Chair
Faculty Rank ⁽⁷⁾	Associate Professor (Tenured)
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3	AACU, AERA, ASCD, ATE (1995- 2000), MSERA, (1995- 2000), MST (Minority Student Today Association), 1995- 2000 NCTM (National Council for Teachers of Mathematics), 1993- 2000 NAACP, OCTM (Oklahoma Council for Teachers of Mathematics), Phi Delta Kappa, 1993- 2001 RAMP (Research Association for

years ⁽¹⁰⁾	Minority Professors), SITE (Society of Technology and Teacher Education), TABSE
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Mathematics Department Chairperson Mathematic instructor for grades 6-12 (Worked with other teachers across the state to develop 9th grade mathematics standards, Career Educational Coordinator for grades 7-12. (During my leadership, Millwood's Career Education program was nationally recognized)

Faculty Member Name	Dr. Douglas S. Hermond
Highest Degree, Field, & University ⁽⁵⁾	Ph.D., Educational Administration, Texas A&M University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty, Coordinator for the doctoral program
Faculty Rank ⁽⁷⁾	Associate Professor (tenured)
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Hermond, D. 2006. Finding order among the chaos. In B. DeSpain, Revitalizing the professorate: the guide to promotion, tenure, merit pay and faculty workload. Houston, TX: National Forum Press. Hermond, D. 2005. Ethical leadership is not optional: how LPPs can help. International Journal of Scholarly Academic Intellectual Diversity – Electronic, 8 (1):1-5. Hermond, D. 2005. Refining educational leadership preparation in light of recent federal legislation. NFEAS Journal, 22 (
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Teaching: 5 years teaching in public schools

Faculty Member Name	Dr. Eulalio G. Garza, III
Highest Degree, Field, & University ⁽⁵⁾	Ed.D., Educational Leadership, Texas A&M University-Kingsville
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Director of Dallas Graduate Studies Center
Faculty Rank ⁽⁷⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Kindergarten Elementary Bilingual Teacher; MS Reading Teacher; High School English Teacher; MS and HS Asst Principal

Faculty Member Name	Dr. Ben C. DeSpain
Highest Degree, Field, & University ⁽⁵⁾	Doctorate of Education University of Memphis Administration and Supervision Curriculum and Instruction History
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Full Professor

Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	"Live, laugh, love, lead: Inspire others to greatness" "Your right to gripe: and how to do it effectively" "Revitalizing the professorate: The guide to promotion, tenure, merit pay, and faculty workload"
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Superintendent Assistant Superintendent High School Principal

Faculty Member Name	Tyrone Tanner
Highest Degree, Field, & University ⁽⁵⁾	Doctor of Philosophy Educational Administration University of Houston
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	A E R A, Southwest Educational Research Association, Texas Association of Secondary School Principal, Association of Teacher Educators Texas Alliance of Black School Educators National Association Multicultural Education Joshua, M., Joshua, A., Obi, F., Umoinyang, I., Ntukidem, E., Kritsonis, W., & Tanner, T. (2008). Conceptualization and Perceptions of Teaching as an Artistic Form: National and International Implications for Evaluation and Assessment. Int
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Ninth Grade Principal – Kempner High School Sixth Grade Principal – McAuliffe Middle School, Human Resource District Recruiter, Houston Independent School District, Human Resource Generalist, Houston Independent School District

Faculty Member Name	Dr. Laxley W. Rodney
Highest Degree, Field, & University ⁽⁵⁾	Doctor of Philosophy Educational Administration The Ohio State University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Teach graduate courses in research and statistics, advise students, conduct research and provide public service.
Faculty Rank ⁽⁷⁾	Visiting Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Between 1994 and 2005, served as principal investigator with responsibility for research and evaluation of some 45 youth and school-related violence prevention programs across the United States. Made presentations at seven national and international conferences, including Bologna Italy. Since Fall 2005, published three articles in refereed journals, served as the lead author for a chapter in the School Violence Prevention (T. Miller, Editor). Springer, 2008. Also, served as a co-editor for the
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Teacher of general science, biology and chemistry (Grades 5-12, five years experience); Assistant Principal (High School, two years); Principal (Junior high School, two years).

(5) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(6) e.g., faculty, clinical supervisor, department chair, administrator

(7) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(8) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(9) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(10) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(11) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the ELLC standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
Assessment #1: Licensure assessment, or other content-based assessment (required)	Texas Examinations of Educator Standards (TExES)	State Licensure Exam	Last semester of the program
Assessment #2: Assessment of content knowledge in educational leadership (required)	Artifacts entered into E-Portfolio	Artifacts from teaching, learning and field experiences	During each educational administration course
Assessment #3: Assessment of ability to develop supervisory plan for classroom-based instruction (required)	Principals Supervisory Survey	Questionnaire	During the Internship
Assessment #4: Assessment of internship/clinical practice (required)	Professional Knowledge: Demographic Study	Project	During the Internship
Assessment #5: Assessment of ability to support student learning and development (required)	Educational Disposition Questionnaire	Questionnaire	Beginning and ending of the program
Assessment #6: Content-based assessment-application of content(required)	Exit Portfolio	Electronic Portfolio (TrueOutcomes)	During each course in the Educational Administration Program
Assessment #7:			

Assessment of abilities in organizational management and community relations (optional)	School Community Relations	Project	ADMN 5103,ADMN 5113, ADMN 5033, SUPV 5113
Assessment #8: Additional assessment that addresses ELCC standards (optional)	Internship Clinical Correlations	Project/Situational Analysis	End of Internship ADMN 5503

(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each ELLC standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple ELLC standards.

1. 1.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community.

	#1	#2	#3	#4	#5	#6	#7	#8
1.1 Develop a School Vision of Learning.	b	e	e	e	b	b	b	e
1.2 Articulate a School Vision of Learning.	b	e	b	e	b	b	e	e
1.3 Implement a School Vision of Learning.	b	e	b	b	b	b	e	e
1.4 Steward a School Vision of Learning.	b	e	b	b	e	b	e	e
1.5 Promote Community Involvement in School Vision.	b	e	b	b	e	b	e	e

2. Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

	#1	#2	#3	#4	#5	#6	#7	#8
2.1 Promote a Positive School Culture.	b	e	b	b	e	b	e	b
2.2 Provide Effective Instructional Program.	b	e	b	e	e	b	e	b
2.3 Apply Best Practice to Student Learning.	b	e	e	e	b	b	e	b
2.4 Design Comprehensive Professional Growth Plans.	b	e	e	b	b	b	e	b

3. Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

	#1	#2	#3	#4	#5	#6	#7	#8
3.1 Manage the Organization.	b	e	b	b	e	b	e	b
3.2 Manage the Operations.	b	e	b	b	e	b	e	b
3.3 Manage the Resources.	b	e	e	e	e	b	e	b

4. Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

	#1	#2	#3	#4	#5	#6	#7	#8
4.1 Collaborate with Families and Other Community Members.	b	e	b	b	e	b	e	b
4.2 Respond to Community Interests and Needs.	b	e	e	e	e	b	e	b
4.3 Mobilize Community Resources.	e	e	b	b	e	b	e	b

5. Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner

	#1	#2	#3	#4	#5	#6	#7	#8
5.1 Acts with Integrity.	b	e	b	b	b	b	e	b
5.2 Acts Fairly.	b	e	b	b	b	b	e	b
5.3 Acts Ethically.	b	e	b	b	b	b	e	b

6. Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

	#1	#2	#3	#4	#5	#6	#7	#8
6.1 Understand the Larger Educational Context.	b	e	b	b	e	b	e	b
6.2 Respond to the Larger Educational Context.	b	e	b	b	e	b	e	b
6.3 Influence the Larger Educational Context.	b	e	e	b	e	b	e	b

7. Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

	#1	#2	#3	#4	#5	#6	#7	#8
7.3 Candidates apply skills and knowledge articulated in the first six ELCC standards as well as state and local standards for educational leaders. Experiences are designed to accommodate candidates' individual needs.	b	e	b	b	b	b	b	b

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in

Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE's unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
 - (a) the assessment tool or description of the assignment;
 - (b) the scoring guide for the assessment; and
 - (c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be avail

1. State licensure tests or professional examinations of content knowledge. ELCC standards addressed in this entry could include, but are not limited to: 1.1, 1.4, 2.3, 3.2, 4.1, 4.2, 4.3 and 6.1. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

See **Attachments** panel below.

2. Assessment of content knowledge in educational leadership. ELCC standards addressed in this entry could include but are not limited to 1.1, 1.4, 2.3, 3.2, 4.1, 4.2, 4.3, and 6.1. Examples of assessments include comprehensive examinations, essays, and case studies⁽¹⁵⁾, and portfolio tasks⁽¹⁶⁾. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Artifacts2.doc

See **Attachments** panel below.

(15) If grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the specialty standards.

(16) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

3. Assessment that demonstrates candidates can effectively develop supervisory plans for classroom-based instruction, and other identified professional responsibilities in educational leadership.¹⁷ ELCC standards that could be addressed in this assessment include but are not limited to: 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 5.1, 5.2, and 5.3. Examples of assessments include school improvement plans, needs assessment projects, and faculty intervention plans. (Answer Required)

Provide assessment information as outlined in the directions for Section IV.

Principal Supervisor Survey

See **Attachments** panel below.

(17) NCATE will provide a link to a sample response for this requirement.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in internship/clinical practice. ELCC standards that could be addressed in this assessment include but are not limited to: 1.3, 2.1, 2.2, 2.3, 2.4, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, and 6.3. Examples of assessments include faculty evaluations of candidates' performances, internship/clinical site supervisors' evaluations of candidates' performances, and candidates' formative and summative logs and reflections. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

In addition to the assessment a one-page description should be submitted to inform reviewers how the internship/clinical experience(s) have been designed to meet ELCC standards 7.1, 7.2, 7.4, 7.5, and 7.6.

Professional Knowledge – Demographic Study

See **Attachments** panel below.

5. Assessment that demonstrates candidates' ability to support student learning and development. ELCC standards that could be addressed in this assessment include but are not limited to: 1.1; 1.2; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 4.1; 4.2; 4.3; 5.1; 5.2; 5.3; 6.2; and 6.3. Examples of assessments include post-graduate 360 surveys, employer satisfaction surveys, and community feedback surveys of candidates or graduates. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Effect on Student Learning: Internship and Educational Disposition Questionnaire

See **Attachments** panel below.

6. Assessment of the application of content knowledge in educational leadership. ELCC standards addressed in this entry could include but are not limited to: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, and 6.1. Examples of assessments include action research projects and portfolio tasks.¹⁸

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Exit Portfolio

See **Attachments** panel below.

(18) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included are discrete items. In this case, some of the artifacts included in the portfolio may be considered individual assessments

7. Assessment that demonstrates candidates' abilities in organizational management and community relations. ELCC standards that could be addressed in this assessment include but are not limited to: 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, and 6.3. Examples of assessments include school-based strategic plans, school simulations, and school intervention plans. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

School Community Relations.doc

See **Attachments** panel below.

8. ELCC standards that could be addressed in this assessment include but are not limited to standards 1-6. Examples of assessments include portfolio tasks, postgraduate 360 evaluations, action research projects, needs assessment projects, faculty intervention plans, strategic plans, simulations, school intervention plans, internship evaluations, candidate test scores on comprehensive exams, licensure tests not reported in #1, and follow-up studies of employers. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

See **Attachments** panel below.

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

PROGRAM ASSESSMENTS

The Master of Educational Administration Program utilizes assessments that are part of the College of Education's Assessment plan and has multiple assessments that are unique and specific to the program. All candidates are required to successfully complete the True Outcomes assessment in each course, the Dispositions Survey, pass a Departmental comprehensive examination and take the TExES, which is the program's content/professional knowledge assessment for the COE unit. Additionally, the Master of Educational Administration Program uses the following major assessments that are unique to the program and align with the TExES, ISSLC, ELCC/NCATE standards: Data Analysis/Demographic Study, Intern Performance Assessment, and the Educational Leadership Preparation Program Questionnaire, the Exit Portfolio, the School-Community Relations Assessment Project, and the Clinical Correlations, all of which are presented in this report. Numerous other assessments (work products and projects) are used to assess the Candidate's performance throughout the program courses.

THE ASSESSMENT COMPONENT

The assessment system utilized by the Unit includes assessments which are incorporated in the efforts within the Educational Leadership Program. Among the assessments identified for this report from the Program, is one assessment which is also utilized by the Unit. While there are multiple other assessments utilized by both the Unit and the Program, only the one is presented for this Program review because of the significant emphasis the Department has placed upon curriculum review, curriculum change, and curriculum alignment. That significant effort in recent months has relied heavily upon other assessments which are considered germane to these efforts. The remaining assessments identified in this report are unique to the Program in

Educational Leadership and are reflective of the fact that this program is a graduate program involving additional certification granted by other agencies not directly associated with all programs of the unit. The one assessment which is shared is the 1) Student Opinion Survey, utilized in all courses throughout the unit, and asked of all graduates of the university.

Because the majority of the assessments utilized in the Program are not utilized throughout the Unit, it should not be concluded that there is not a strong relationship existing within the assessment process. The Program assessment includes comparable assessments, such as employer surveys, and completer surveys, which have counterparts elsewhere within the unit. Additionally, results from TExES are

comparable but the instruments for assessment are different. There are perhaps two assessments utilized by the Program which do not have counterparts elsewhere throughout the Unit. Those assessments are focused on eligibility for admission to the Program or for content knowledge mastery in preparation for the TExES.

The primary evaluation tool used by Prairie View A&M University to assess candidate success has been the state licensure exam (TExES). This exam has a minimum passing score of 240 points that represents a composite of three subscale scores that measure each of the three “Domains” that include “competencies.” Each subscale also has a minimum passing score of 240. However it is possible to score above 240 on one subscale and score below 240 on the other two subscales and still rate higher than the minimum required score of 240 on the licensure exam.

These competencies and standards and their relationship to ELCC standards are mapped out in the table above. There is substantial overlapping of the TEC (SBEC) and ELCC standards that are measured by the TExES Exam. Tables I – III and Charts I – III below include a comparison of Candidate performance on Domains I, II, and III of the TExES Exam.

Domain I TExES scores indicate the extent to which Candidates demonstrate mastery in the area of school-community leadership:

These include:

- Competency 001 – The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
- Competency 002 – The principal knows how to communicate and collaborate with all members of the
- Competency 003 – The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

Domain II TExES scores indicate the extent to which Candidates demonstrate mastery of the principles of instructional leadership. These include:

- Competency 004 – The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.
- Competency 005 – The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.
- Competency 006 – The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.
- Competency 007 – The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.

Domain III TExES scores indicate the extent to which Candidates demonstrate mastery of the principles of administrative leadership. These include:

- Competency 008 – The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.
- Competency 009 – The principal knows how to apply principles of leadership and management to the

campus physical plant

and support systems to ensure a safe and effective learning environment.

Surveys of Candidates, Faculty, and Completers

During the 2003-2005 Academic years the Department of Educational Leadership and Counseling participated in the Texas Principal's Lighthouse Project. This called for surveying the candidates of the Department to determine 1) the extent to which processes and procedures were conducive to promoting a professional learning culture based on accepted adult learning principles; 2) the extent to which principal preparation candidates have been identified and supported by their school administration versus self-selecting into the discipline just for personal growth; the extent to which Candidates felt they had learning needs in critical areas identified by ISLLC and TEC standards. The findings were presented to the faculty and changes were initiated during the 2005-2006 academic year. The issue of lost paper work and the requirement to obtain multiple signatures on documents were addressed by implementing on-line registration that allowed self-advisement on courses that were not sequential. Faculty advisement was redefined as professional guidance within the discipline rather than pro forma signatures on documents approving student enrollment in courses already predetermined by the department and individual degree plans. The extensive time and expense that students spent commuting, a key issue identified by the survey, was addressed by implementing on-line course offerings on a limited scale. The problem of course unavailability was addressed by offering multiple sections in Dallas, Houston, and PVAMU. The 2005-2007 eras were one of addressing these needs in a way that would make attendance at PVAMU more appealing at a time when other universities in the area were already providing more services and offerings within the PVAMU service area of the state of Texas.

During the 2007-2008 academic year, to make this survey process more attuned to the ELCC standards the survey has been redesigned and placed online for more immediate feedback and analysis. This survey is scheduled for February, 2008.

True Outcomes

Prior to 2007-2008, the College of Education implemented an electronic portfolio assessment system with spotty results. The implantation suffered for a number of reasons: 1) a training session was held on a day when the university internet service was down and the trainers had to explain the process without the aid of visual and interactive capabilities; 2) funding was not provided by the university or College of Education – students were called upon to pay for the service; 3) Participation of students was very limited; 4) faculty understanding of how to integrate TK20 with existing WebCT or other grading programs was not clear; 5) the distance learning program was in its infancy and was not in the loop on the purchasing of the TK20 software.

During the spring of 2008, True Outcomes software has been initiated, paid for by the university, approved by and embraced by the distance learning department, and mandated for used by the Dean of Education. These steps have corrected the deficits of the previous years and the documentation of Candidate work has been initiated. The first check on Candidate participation in True Outcomes has been announced for January 28, 2008. Faculty and Candidate accountability are currently in place.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. Describe what changes or additions have been made in the report to address the standards that were not met in the original submission. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report are available on the NCATE web site at <http://www.ncate.org/institutions/process.asp?ch=4>. (Response limited to 24,000 characters.)

Please click "Next"

This is the end of the report. Please click "Next" to proceed.