Texas A&M International University
Annual Institutional Effectiveness Review (AIER)

Date Submitted   09-30-07

Assessment Period Covered (2007)

Academic Program/AES Unit Master of Science in Educational Administration

Person(s) Preparing Review   Alfredo Ramirez, Jr.

Provide summary of the last cycle's use of results and changes implemented
The academic unit of educational administration identified expected student outcomes based upon course descriptions for each course taught as well as the Texas Examination of Educator Standards' (TExES) competencies and has ensured that these are consistent with the "field" of school administration (principal/superintendent). These expected student outcomes are also aligned with the instructional delivery methods, course assignments, and course evaluations that are a part of the educational administration program.

Additionally, each course that is taught by the academic unit, displays the expected student outcomes identified in each course syllabus. The topics covered are theoretically grounded and are aligned with the student outcomes and the TExES competencies to ensure that all students are provided equal opportunities for mastery. The evaluation of each course reflects a consistent alignment between what is taught and what is tested in order to assess if students have met the required outcomes.

Section I: Planning and Implementation

Institutional Mission

Texas A&M International University, a Member of The Texas A&M University System, prepares students for leadership roles in their chosen profession in an increasingly complex, culturally diverse state, national, and global society … Through instruction, faculty and student research, and public service, Texas A&M International University embodies a strategic point of delivery for well-defined programs and services that improve the quality of life for citizens of the border region, the State of Texas, and national and international communities.

Academic Program or Administrative/Educational Support Unit Mission

The principal focus of the Educational Administration Academic Unit is to provide graduate students with quality instruction when obtaining a Master's Degree in Educational Administration and full state certification in order to practice the school principalship and or the superintendentendency. All graduates of the Master's Degree Program in Educational Administration will have developed an in-depth theoretical and practical understanding in their field.

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Identify outcomes and the relationship to Strategic Plan

Outcome 1   ☐ **Is this outcome related to writing (QEP)?**
Graduate students completing the Principal Preparation Program in Educational Administration will be well-prepared to successfully enter the field of school administration and possess the basic knowledge to serve as a public school community leader.

Identify Strategic Plan Goal related to Outcome 1
Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 1
Prepare students for success in their chosen careers.

Identify methods of assessment to be used
1a All graduate students completing the Principal Preparation Program in Educational Administration and taking the Texas Examination for Educator Standards (TExES) state exam for principal certification (068), for the first time, will have a passing rate of 70% in Domain I School Community Leadership.

1b Using the rubric developed by the Department of Professional Programs for portfolio assessment, 90% of students will demonstrate knowledge and understanding of Domain I School Community Leadership by providing support evidence of completed artifacts addressing competencies using the following categories of activities:

I. Field-based activities such as shadowing, internships, interviews, community leadership;
II. Staff development that may include but not limited to reports on information obtained   in conference workshops, membership in professional organizations, and personalization skills;
III. Active research that can occur as field empirical studies, literature review studies, position/reflection professional papers, selected readings and or book reviews; and
IV. Presentations such as poster research, class multi-media, campus, district and/or other educational organizations.

1c Eighty percent of the students enrolled in Educational Administration completing a Practicum Course will score a 4 or better on a scale of 0-5 with 5 being outstanding on the Site Supervisor Evaluation Report.

Indicate when assessment will take place
Annual

Criteria/Benchmark
Several criteria will be used to benchmark student performance. These include the TExES exam, portfolio assessment, and evaluation on the practicum. Students in the principal preparation program in educational administration will have a passing rate of 70% in the TExES exam in Domain I. Ninety percent (90%) of the students will demonstrate knowledge and understanding of Domain I through portfolio assessment. Eighty percent (80%) of the students will score a 4 or better on a scale of 0-5 with 5 being outstanding on the practicum course.

Outcome 2   ☐ **Is this outcome related to writing (QEP)?**

2. Graduate students completing the Principal Preparation Program in Educational Administration will be well-prepared to successfully enter the field of school administration and possess the basic knowledge to serve as the school instructional leader.

Identify Strategic Plan Goal related to Outcome 2

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 2

Prepare students for success in their chosen careers.

Identify methods of assessment to be used

2a All completing graduate students in the Principal Preparation Program taking the Texas Examination of Educator Standards (TExES), state exam, for principal certification (068) for the first time will have a passing rate of 70% in Domain II Instructional Leadership.

2b Using the rubric developed by the Department of Professional Programs for portfolio assessment, 90% of students will demonstrate knowledge and understanding of Domain II Instructional Leadership by providing supporting evidence of completed artifacts addressing competencies using the following categories of activities:

I. Field-based activities such as shadowing, internships, interviews, instructional leadership;
II. Staff development that may include but not be limited to reports on information obtained   in conference workshops, membership in professional organizations, and personalization skills;
III. Active research that can occur as field empirical studies, literature review studies, position/reflection professional papers, selected readings and or book reviews; and
IV. Presentations such as poster research, class multi-media, campus, district and/or other educational organizations.

Indicate when assessment will take place

Annual

Criteria/Benchmark

Several criteria will be used to benchmark student performance. These include the TExES exam and portfolio assessment. Students in the principal preparation program in educational administration will have a passing rate of 70% in the TExES exam in Domain II. Ninety percent (90%) of the students will demonstrate knowledge and understanding of Domain II through portfolio assessment.

Outcome 3   ☐ **Is this outcome related to writing (QEP)?**

Graduate students completing the Principal Preparation Program in Educational Administration will be well-prepared to successfully enter the field of school administration and possess the basic knowledge to serve as the school administrative leader.

Identify Strategic Plan Goal related to Outcome 3
Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 3
Prepare students for success in their chosen careers.

Identify methods of assessment to be used
3a All completing graduate students in the Principal Preparation Program taking the Texas Examination of Educator Standards (TExES), state exam, for principal certification (068) for the first time will have a passing rate of 70% in Domain III Administrative Leadership.

3b Using the rubric developed by the Department of Professional Programs for portfolio assessment, 90% of students will demonstrate knowledge and understanding of Domain III Administrative Leadership by providing supporting evidence of completed artifacts addressing competencies using the following categories of activities:

I.   Field-based activities such as shadowing, internships, administrative leadership;
II. Staff development that may include but not be limited to reports on information obtained in conference workshops, membership in professional organizations, and personalization skills;
III. Active research that can occur as field empirical studies, literature review studies, position/reflection professional papers, selected readings and or book reviews; and
IV. Presentations such as poster research, class multi-media, campus, district and/or other educational organizations.

Indicate when assessment will take place
Annual

Criteria/Benchmark
Several criteria will be used to benchmark student performance. These include the TExES exam and portfolio assessment. Students in the principal preparation program in educational administration will have a passing rate of 70% in the TExES exam in Domain III. Ninety percent (90%) of the students will demonstrate knowledge and understanding of Domain III through portfolio assessment.

When (term/date) was assessment conducted?
Outcome 1
The assessment was conducted on a semester by semester basis for calendar year 2007.

Outcome 2
The assessment was conducted on a semester by semester basis for calendar year 2007.

Outcome 3
The assessment was conducted on a semester by semester basis for calendar year 2007.

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What were the results attained (raw data)?
Outcome 1
A summary of the assessment data collected for January 2007 through December 2007 results show that in Domain I School Community Leadership 30 out of 44 (68%) of the first time, test takers attained a passing score.

Student portfolios indicated that 100% of the students were demonstrating knowledge and understanding of Domain I School Community Leadership.

Results of the evaluation sent in by the supervisors of students in the practicum course indicate that all students (95%) obtained a review score of 4 or better.

Outcome 2
In Domain II Instructional Leadership, the results indicate that for January 2007 through December 2007, 28 out of 44 (63.6%) of the students taking the exam for the first time obtained a passing score.

Student portfolios indicated that 100% of the students were demonstrating knowledge and understanding of Domain II Instructional Leadership.

Outcome 3
Results from January 2007 through December 2007 for Domain III Administrative Leadership indicate that 34 out of 44 (77%) first time test takers obtained a passing score.

A review of the student portfolios of all students completing their master's program indicated that students were knowledgeable and understood the competencies found in Domain III Administrative Leadership.

*The overall results attained for Domains I, II, and III were 77%.

Who (specify names) conducted analysis of data?
Outcome 1
Dr. Alfredo Ramirez, Jr.
Dr. Claudio Salinas
Dr. Emma Alicia Garza
Dr. Fred Ivy
Dr. Barbara Hong

Outcome 2
Dr. Alfredo Ramirez, Jr.
Dr. Claudio Salinas
Dr. Emma Alicia Garza
Dr. Fred Ivy
Dr. Barbara Hong

Outcome 3
Dr. Alfredo Ramirez, Jr.
Dr. Claudio Salinas
Dr. Emma Alicia Garza
Dr. Fred Ivy
Dr. Barbara Hong

When were the results and analysis shared and with whom (department chair, supervisor, staff, external stakeholders)? Submit minutes with data analysis to assessment@tamiu.edu (Please use Minutes Template located on the Project INTEGRATE web page.)
The results and analysis of students' performance data were shared with the Department of Professional Programs faculty on January 2008.

NOTE: Submit all assessment documentation (i.e., surveys, rubrics, course exams with embedded questions, etc.) to the Office of Institutional Effectiveness and Planning.

Use of Results: Indicate whether criteria were met/not met and what changes, if any, have been identified based on the data collected?

Outcome 1
☐ **Met**   ☒ **Not Met**
Provide narrative: The passing rate (70%) set as a goal for the Department of Professional Programs students in Domain I School Community Leadership was not met but did show an increase from the previous year. Sixty-eight percent of the first time test takers did pass this

portion of the TExES exam. These results show an increase of 14 percentage points from the previous year.

Outcome 2
☐ **Met**   ☒ **Not Met**
Provide narrative: The passing rate (70%) set as a goal for the Department of Professional Programs students in Domain II Instructional Leadership was not met but did show an increase from the previous year. Sixty-three percent of the first time test takers did pass this portion of the TExES exam compared to 54% the previous year.

Outcome 3
☒ **Met**   ☐ **Not Met**
Provide narrative: The passing rate (70%) set as a goal for the Department of Professional Programs students in Domain III Administrative Leadership was met and surpassed by 7 percentage points. Seventy-seven percent of the first time test takers did pass this portion of the TExES exam. There was an increase of 23 percentage points from the previous year.

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How have these data-based changes improved your program/unit?
The increases in student performance in each of the Domains are indicative that the data-based changes helped to improve our program. Professors are making a greater effort of using the data to make the appropriate instructional changes to meet the needs of the students in the educational administration program. One of the positives that has come out of the data analysis is the infusion of competencies throughout course delivery as applicable to the course(s). Second, students are being instructed to learn the theory as it is applied to practice.

Section III: Programmatic Review

Are resources affected by the changes identified in Section II? ☐ Yes ☒ No

If so, specify the effect(s) using the chart below:

Funding	Physical	Other
☐ New resources required	☐ New or reallocated space	☐ Primarily faculty/staff time
☐ Reallocation of current funds		☐ University rule/procedure change only
		☐ Other: Enter text here

Provide a narrative description and justification for requested resources (include linkage to Strategic Plan)
Enter text here

Identify proposed outcomes for the next assessment cycle:
Continuation of present outcome(s) – (Indicate reason for continuation): The specified intended educational outcomes will continue because they have served as an effective measure of student performance.
New Outcome(s) – (List outcomes below): Enter text here
Modification of present outcome(s) – (Indicate reason for modification): The use of results will include new innitiatives to follow through with improvement of student performance. A continuation of research activities, test-taking reviews, peer sharing and student-professor discussions on topics related to the three domains will remain.

**** This section to be completed by dean/director/vice-president ****

Are resources requested a priority for the academic program/AES unit?
☐ **Yes** ☐ **No**
Comments:
Enter text here

If funding, physical or other resources were requested, what is the impact of the budget decisions on the academic program/AES unit?
Enter text here