

ASSESSMENT REPORT FOR

Bachelor of Arts in English with Grades 8th -12th Certification in English Language Arts and Reading (BA)

Instructional Degree Program

Fall 2003

Assessment Period Covered

February 13, 2004

Date Submitted

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission Reference:

Texas A&M International University, a Member of The Texas A&M University System, is committed to the preparation of students for leadership roles in their chosen profession and in increasingly complex, culturally diverse state, national, and global society ... Through instruction, faculty and student research, and public service, Texas A&M International University is 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.

College/University Goal(s) Supported:

To increase "(1) students' ability to communicate through the use of the written and spoken word; (2) their knowledge and appreciation of culture, fine arts, social integration; and (3) self realization. The College [COAS] also prepares students for a variety of professions and roles by providing a broad-based liberal arts education."

Intended Educational (Student) Outcomes:

- 1.** Seniors will demonstrate knowledge of literature that compares favorably to that of graduates from similar programs in the nation.
- 2.** Seniors will be successful in passing state certification exams for secondary school teachers of English.
- 3.** Seniors of the educator preparation program will compare favorably with their knowledge of instructional design and assessment to promote student learning.
- 4.** Seniors completing the educator preparation program will demonstrate the skills related to implementing effective, responsive instruction and assessment.

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Intended Educational (Student) Outcome:

NOTE: There should be one form for each intended outcome listed. The intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

1. Seniors will demonstrate knowledge of literature that compares favorably to that of graduates from similar programs in the nation.

First Means of Assessment for Outcome Identified Above:

1a. Means of Program Assessment & Criteria for Success:

Seniors will score at the 50th percentile or above overall on the MFAT, a norm-referenced subject test of literature.

1a. Summary of Assessment Data Collected:

We did not have a cohort of seniors to assess fall 2003 that had not been previously tested. We will assess seniors who have not yet been tested in spring 2004.

1a. Use of Results to Improve Instructional Program:

No seniors available at this time for this assessment.

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2. Seniors will be successful in passing state certification exams for secondary school teachers of English.

First Means of Assessment for Outcome Identified Above:

2a. Means of Program Assessment & Criteria for Success:

Within one year of graduation, 80% or higher of graduates will pass the TExES (or ExCET) exam for English Language Arts and Reading for Secondary School Certification by the State of Texas.

2a. Summary of Assessment Data Collected:

We do not have a cohort of students to assess yet. We will assess students after the spring 2004 TExES test date.

2a. Use of Results to Improve Instructional Program:

No seniors available at this time for this assessment.

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3. Seniors of the educator preparation program will compare favorably with their knowledge of instructional design and assessment to promote student learning.

First Means of Assessment for Outcome Identified Above:

3a. Means of Program Assessment & Criteria for Success:

Graduates of the educator preparation program will score at or near 70% on the TExES exam for Pedagogy and Professional Responsibilities, Domain I.

3a. Summary of Assessment Data Collected:

We do not have a cohort of students to assess yet. We will assess students after the spring 2004 TExES test date.

3a. Use of Results to Improve Instructional Program:

No seniors available at this time for this assessment.

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Intended Educational (Student) Outcome:

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4. Seniors completing the educator preparation program will demonstrate the skills related to implementing effective, responsive instruction and assessment.

First Means of Assessment for Outcome Identified Above:

4a. Means of Program Assessment & Criteria for Success:

Ninety-percent (90%) of students completing the educator preparation program on the Field Performance Evaluations will be at or near 85% with no score lower than 65%.

4a. Summary of Assessment Data Collected:

We do not have a cohort of students to assess yet. We will assess students after the spring 2004 TExES test date.

4a. Use of Results to Improve Instructional Program:

No seniors available at this time for this assessment.

Second Means of Assessment for Outcome Identified Above:

4b. Means of Program Assessment & Criteria for Success:

At the Portfolio Defense, the students completing the educator preparation program will provide evidence of knowledge and performance of instructional design and assessment with a score of 80% or better, as determined by a team of Field Supervisors using a common rubric.

4b. Summary of Assessment Data Collected:

We do not have a cohort of students to assess yet. We will assess students after the spring 2004 TExES test date.

4b. Use of Results to Improve Instructional Program:

No seniors available at this time for this assessment.

SUPPORT DOCUMENTATION

SOURCE	LOCATION/Special Instructions

SUPPORT DOCUMENTATION

SOURCE	LOCATION/Special Instructions
MFAT (Summary of Results)	
Texas Examinations of Educator Standards (TExES) (Summary of Results)	
Field Performance Evaluations (Summary of Results)	
Portfolio Defense	
Rubric for Portfolio Defense	