

ASSESSMENT REPORT FOR

Master of Science in Education with a major in Educational Administration (MS-Ed)
Instructional Degree Program

Spring 2003
Assessment Period Covered

August 26, 2003
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:

The principal focus of the Department of Professional Programs is to provide graduate students with quality instruction for obtaining a Masters Degree in Educational Administration, counseling, and certification for school counselor, principal, and superintendent. All graduates of the Masters Degree Program in Educational Administration will have developed a depth of understanding in their field.

Intended Educational (Student) Outcomes:

- 1.** Graduate students completing the Masters 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 community leader.
- 2.** Graduate students completing the Masters 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.
- 3.** Graduate students completing the Masters 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.

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Intended Educational (Student) Outcome:

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1. Graduate students completing the Masters 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 community leader.

First Means of Assessment for Outcome Identified Above:

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

All graduate students in the Department of Educational Administration taking the Texas Examination of Educator Standards (TExES) state certification exam for principal will have a passing rate of 70% cumulative in Domain I (school community leadership).

1a. Summary of Assessment Data Collected:

In Domain I, school community leadership, the Examination for the Certification of Educators in Texas (ExCET) results for this academic year (2002-2003) indicate an 81% passing rate for First Time Test Takers and a 45% cumulative pass rate for all testers including repeaters.

1a. Use of Results to Improve Instructional Program:

The Educational Administration faculty, after reviewing the Examination for the Certification of Educators in Texas (ExCET) results, agreed on the following strategies:

1. Increase the field and course activities that help students apply their knowledge about school community leadership. 2. Increase research activities in the classroom that emphasize learning in school and community.

Second Means of Assessment for Outcome Identified Above:

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

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 and community relations) by providing support evidence of completed artifacts addressing competencies using the following categories of activities:

- I. Field-based activities (shadowing, internships, interviews, campus/community leadership);
- II. Staff development (report on conference workshop, member of professional organization, personalization skills);
- III. Active research (field empirical study, literature review study, position/reflection paper, selected readings/book review);
- IV. Presentations (poster research presentation, class multi-media presentations, presentations for campus, district and/or other educational organizations).

1b. Summary of Assessment Data Collected:

100% of the graduate students graduating in summer 2003 (5) demonstrated mastery of Domain I through documents presented in their portfolio.

1b. Use of Results to Improve Instructional Program:

The Educational Administration faculty after reviewing the results of the Portfolio Assessment, agreed that a portfolio document be required for each class and that the following classes address activities in Domain I:

EDGR-5308, EDAM-5335, and EDAM-5336.

Third Means of Assessment for Outcome Identified Above:

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

80% of the students in Educational Administration completing an Internship Course will score a 4 or better (on a scale of 0-5 with 5 being outstanding), on the Site Supervisor Evaluation Report.

1c. Summary of Assessment Data Collected:

87.5 (8) of the students completing an internship class on the 2002-2003 academic year scored a 4 or better on the Site Supervisor Evaluation Report.

1c. Use of Results to Improve Instructional Program:

The Educational Administration faculty after reviewing the results of the Site Supervisor Evaluation Reports, agreed to revise the Site Supervisor Evaluation Report to identify feedback on all three Domains.

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2. Graduate students completing the Masters 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.

First Means of Assessment for Outcome Identified Above:

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

All graduate students in the Department of Educational Administration taking the Texas Examination of Educator Standards (TExES) state certification exam for principal will have a passing rate of 70% cumulative in Domain II (Instructional Leadership).

2a. Summary of Assessment Data Collected:

In Domain II, Instructional Leadership, the Examination for the Certification of Educators in Texas (ExCET) results for this academic year (2002-2003) indicate a 54% passing rate for First Time Test Takers and a 40% cumulative pass rate for all testers including repeaters.

2a. Use of Results to Improve Instructional Program:

The Educational Administration faculty, after reviewing the Examination for the Certification of Educators in Texas (ExCET) results, agreed on the following strategies:

1. Increase the field and course activities that help students apply their knowledge about instructional leadership.
2. Increase research activities in the classroom that emphasize knowledge of instructional leadership.

Second Means of Assessment for Outcome Identified Above:

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

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:

- V. Field-based activities (shadowing, internships, interviews, campus/community leadership);
- VI. Staff development (report on conference workshop, member of professional organization, personalization skills);
- VII. Active research (field empirical study, literature review study, position/reflection paper, selected readings/book review);
- VIII. Presentations (poster research presentation, class multi-media presentations, presentations for campus, district and/or other educational organizations).

2b. Summary of Assessment Data Collected:

100% of the graduate students graduating in summer 2003 (5) demonstrated mastery of Domain II through documents presented in their portfolio.

2b. Use of Results to Improve Instructional Program:

The Educational Administration faculty after reviewing the results of the Portfolio Assessment, agreed that a portfolio document be required for each class and that the following classes address activities in Domain II:

EDAM-5308, EDAM-5320, EDAM 5325, EDAM-5327, EDAM 5335, and EDAM 5336.

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3. Graduate students completing the Masters 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.

First Means of Assessment for Outcome Identified Above:

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

All graduate students in the Department of Educational Administration taking the Texas Examination of Educator Standards (TExES) state certification exam for principal will have a passing rate of 70% cumulative in Domain III (administrative leadership).

3a. Summary of Assessment Data Collected:

In Domain III, administrative management, the Examination for the Certification of Educators in Texas (ExCET) results for this academic year (2002-2003) indicate a 73 passing rate for First Time Test Takers and a 40% cumulative pass rate for all testers including repeaters.

3a. Use of Results to Improve Instructional Program:

The Educational Administration faculty, after reviewing the Examination for the Certification of Educators in Texas (ExCET) results, agreed on the following strategies:

1. Increase the field and course activities that help students apply their knowledge in administrative leadership.
2. Increase research activities in the classroom that emphasize knowledge of administrative leadership.

Second Means of Assessment for Outcome Identified Above:

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

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 (shadowing, internships, interviews, campus/community leadership);
- II. Staff development (report on conference workshop, member of professional organization, personalization skills);
- III. Active research (field empirical study, literature review study, position/reflection paper, selected readings/book review);
- IV. Presentations (poster research presentation, class multi-media presentations, presentations for campus, district and/or other educational organizations).

3b. Summary of Assessment Data Collected:

100% of the graduate students graduating in summer 2003 (5) demonstrated mastery of Domain III although documents presented in their portfolio.

3b. Use of Results to Improve Instructional Program:

The Educational Administration faculty after reviewing the results of the Portfolio Assessment, agreed that a portfolio document be required for each class and that the following classes address activities in Domain III:

EDGR-5301, EDAM-5303, EDAM-5313, EDAM-5322, EDAM-5332, EDAM-5335, and EDAM-5336.

SUPPORT DOCUMENTATION

SOURCE	LOCATION/Special Instructions
Texas Examination of Educator Standards (TExES)	
Examination for the Certification of Educators in Texas (ExCET)	
Department of Professional Programs' Rubric	
Portfolio Assessment	
Site Supervisor Evaluation Report	