

**Texas A&M International University  
Annual Institutional Effectiveness Review (AIER)  
of Academic Programs**

**Program: Master of Science in Education with a major in Educational Administration**

**Assessment Period Covered: March 1, 2008 to January 31, 2009**

**Program Coordinator (Preparer of Report) Alfredo Ramirez, Jr.**

**List Other Program Faculty:**

<b>Vacancy One (1) Position</b>
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**The Annual Institutional Effectiveness Review for Academic Programs is directed at Goal 1: Academics of the Texas A&M International University 2006-2010 Strategic Plan:**

Develop, maintain, assess, and improve academic programs, administrative/educational support services and student services, to admit, retain, and graduate students who achieve established learning outcomes designed to prepare them for success in their chosen careers.

**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 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 superintendentency. All graduates of the Master's Degree Program in Educational Administration will have developed an in-depth theoretical and practical understanding in their field.

**Provide summary of the last cycle's use of results and changes implemented** The data collected for last cycle's use of results indicated that in Domain I School Community Leadership 25 out of 45 (56%) 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.

In Domain II Instructional Leadership, the results indicate that for January 2008 through December 2008, 22 out of 45 (49%) 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.

Results from January 2008 through December 2008 for Domain III Administrative Leadership indicate that 22 out of 45 (49%) 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 51%. The results will be used to infuse field-based activities into the courses throughout the preparation of students and not limited to practicum courses. 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.

### **Selected list of program-level intended student learning outcomes:**

The following student learning outcomes were identified as essential to the preparation and success of graduate students enrolled in the Master of Administration degree. These outcomes are linked to Domains I, II and III of the Principal Preparation Program.

- 1.** 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.
- 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.
- 3.** 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.

## Section I: Planning and Implementation

### **Outcome(s)**

The identified outcomes for the Master of Administration degree will focus on preparing graduate students in educational administration to be knowledgeable and to be able to serve as public school community leaders. This outcome is Domain I of the principal preparation program. Additionally, graduate students in the principal preparation program will acquire the knowledge base to successfully serve as the school instructional leader. This outcome is Domain II of the principal preparation program. Finally, graduate students in the principal preparation program will be prepared to take on the challenges of serving as the school administrative leader. This outcome is Domain III of the principal preparation program.

**Please indicate if the outcome(s) is(are) related to writing (Write-On TAMIU, previously known as QEP).**

### **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.

### **Outcome 1:**

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.

### **Outcome 2:**

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.

**Outcome 3:**

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(s) will take place**

Assessments take place annually.

**Criteria/Benchmark(s):**

**Outcome 1:** 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:** 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:** 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.

## Section II: Analysis of Results

### What were the results attained?

A summary of the assessment data collected for January 2008 through December 2008 results show that in Domain I School Community Leadership 25 out of 45 (56%) 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.

A summary of the assessment data collected for January 2008 through December 2008 results show that in Domain II Instructional Leadership 22 out of 45 (49%) 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 II Instructional Leadership.

A summary of the assessment data collected for January 2008 through December 2008 results show that in Domain III Administrative Leadership 22 out of 45 (49%) 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 III Administrative 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.

### What were the conclusions reached?

The data analysis served to evaluate the effectiveness of the principal preparation program and provided information that helped the department reach several conclusions. A summary of the assessment data collected for January 2008 through December 2008 results show that in Domain I School Community Leadership 25 out of 45 (56%) of the first time, test takers attained a passing score. This outcome was not met so it is concluded that coursework for Domain I must be reviewed to improve student performance. The passing rate (70%) set as a goal for the graduate students for Domain II Instructional Leadership was not met and showed a slight

decrease from the previous year. It was concluded that close monitoring of activities tied to instructional leadership occur in every course offered that addresses this Domain. The passing rate (70%) set as a goal for graduate students in Domain III Administrative Leadership was not met. It was concluded that more of the theory-to-practice activities need to occur with greater frequency within the courses taught for this Domain.

**Describe the action plan formulated. (The plan may be multi-year in nature.)**

*Based on the conclusion(s), describe the action plan to be implemented to improve or maintain student learning, including a timeline for implementation.*

After careful review of the outcomes and conclusions, an action plan will be maintained to continue improving or maintaining student learning. 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 have 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: Resources

**Resource(s) to implement action plan:**

*Describe the resources that will be needed to implement the action plan. Also indicate if the resources are currently available, or if additional funds will be needed to obtain these resources.*

None Required.

**Funding**

- New Resources Required
- Reallocation of current funds
- Current funding resources are sufficient.

**Physical**

- New or reallocated space

**Other**

- Primarily faculty/staff time
- University/rule procedure change only

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

**Identify proposed outcomes for the next assessment cycle:**

*Continuation of present outcome(s)*

The specified intended educational outcomes will continue because they have served as an effective measure of student performance.

*New Outcome(s)*

No new outcomes will be identified for this cycle.

*Modification of present outcome(s)*

The use of results will include new initiatives 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.