

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

**Date Submitted** 09-13-05

**Assessment Period Covered (FY 2005)**

**Budget Period Covered (FY 2005)**

**Academic Program/AES Unit** Master of Science in Education with a major in Educational Administration (MS-ED)

**Person Preparing Review** Don Schulte & Claudio Salinas

**Provide summary of the last cycle's use of results and changes implemented.**

The Educational Administration faculty, after reviewing the TExES results, agreed on the following strategies:

1. Increase the field and course activities that help students better understand the link between theory and practice.
2. Focus attention and understanding of the competencies in the courses as follow:
  - a. Domain I. EDGR 5308, EDAM 5303, EDAM 5305, EDAM 5335, & EDAM 5336.
  - b. Domain II. EDGR 5308, EDAM 5301, EDAM 5303, EDAM 5305, EDAM 5320, EDGR 5320, EDAM 5325, EDAM 5327, EDAM 5332, EDGR 5330, EDAM 5335, & EDAM 5336.
  - c. Domain III. EDAM 5301, EDAM 5313, EDAM 5322, EDAM 5332, EDAM 5335, and EDAM 5336.
3. TExES examinees must have completed or be enrolled in EDAM 5317 and were encouraged to attain a passing rate of 70% pass rate in each domain of our TExES practice test before taking the actual exam.
  - a. Reviews for the TExES will be taught using a team approach.
4. Students are to keep a portfolio for each class containing work representative of the competencies/domains covered in that class. Students will receive assistance in choosing a good representation of their work as it relates to the competencies.

Analysis of changes

1. A significant degree of success was observed in the overall student performance on the TExES. Strategies, such as having students do more theory-to-practice activities and take EDAM 5317 at the completion or near completion of the practicums, need to be continued.

Team teaching the TExES reviews for the 03-04 students appeared to have helped a number of the students. Efforts at helping students learn the proficiencies in each class also helped.

2. The portfolio is a soft measure of the students' mastery of the principal competencies. It merits a close watch in terms of how it can be improved to provide for a more direct connection to mastery of the competencies.

3. The Site Evaluation Report Instrument utilized for evaluation of practicum students is bearing limited information of the potential student success on the principal's certification exam and merits close monitoring in this respect.

**Provide summary of budget decisions and their impact on your program/division.**

Enter text here

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/Administrative/Educational Support Unit Mission**

The Department of Professional Programs at Texas A&M International University is committed to the preparation of students in leadership roles in the profession of education and in an increasingly complex, culturally diverse state, national, and global society. The principal focus of the Department of Professional Programs is to provide graduate students with quality instruction so that they may obtain 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 deep understanding of their field.

**Identify outcomes and relationship to Strategic Plan**

**Outcome 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 the school community leader.

**Identify Strategic Plan Goal related to Outcome 1**

Goal 2 Academic

**Identify Strategic Plan Objective and Strategy related to Outcome 1 (Appendix A – Strategic Goals)**

To insure that the Domain I (School Community Leadership) TExES proficiencies are part of all education course and field requirements as deemed appropriate.

**Methods of assessment**

1. Assessment will be done through the Domain I (School Community Leadership) student test results of the Texas Examination on Educator Standards (TExES).
2. Using a rubric developed by the Department of Professional Programs for portfolio assessment, students will demonstrate knowledge and understanding of Domain I (school and community relations) proficiencies.
3. Students in Educational Administration completing an Internship Practicum Course will score a 4 or better (on a scale of 0-5 with 5 being outstanding) on the Site Supervisor Evaluation Report Instrument.

**Frequency of administration**

1. The TExES is administered five times throughout the school year.
2. The portfolio is compiled each semester as students take different classes.
3. The Site Supervisor Evaluation Report Instrument is completed at the end of each practicum.

**Criteria/Benchmark**

1. All graduate students in the principal preparation program taking the Texas Examination of Educator Standards (TExES) state exam for principal certification (68) will have a cumulative passing rate of 70% in Domain I (School Community Leadership).
  2. 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) proficiencies.
  3. Eighty percent 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 Instrument.
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**Outcome 2**

Graduate students completing the principal preparation program 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 2 Academic

**Identify Strategic Plan Objective and Strategy related to Outcome 2 (Appendix A – Strategic Goals)**

To insure that the Domain II (Instructional Leadership) TExES proficiencies are part of all education course and field requirements as deemed appropriate.

**Methods of assessment**

1. Assessment will be done through the Domain II (Instructional Leadership) student test results of the Texas Examination on Educator Standards (TExES).
2. Using a rubric developed by the Department of Professional Programs for portfolio assessment, students will demonstrate knowledge and understanding of Domain II (Instructional Leadership).

**Frequency of administration**

The TExES is administered five times throughout the school year.

**Criteria/Benchmark**

1. All graduate students in the Principal preparation program taking the Texas Examination of Educator Standards (TExES) state exam for principal certification (68) will have a cumulative passing rate of 70% in Domain II (Instructional Leadership).
  2. 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) proficiencies.
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**Outcome 3**

Graduate students completing the principal preparation program 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 2 Academic

**Identify Strategic Plan Objective and Strategy related to Outcome 3 (Appendix A – Strategic Goals)**

To insure that TExES proficiencies are part of all education course and field requirements as deemed appropriate.

**Methods of assessment**

1. Assessment will be done through the Domain III (administrative leadership) student test results of the Texas Examination on Educator Standards (TExES).
2. Using a rubric developed by the Department of Professional Programs for portfolio assessment, students will demonstrate knowledge and understanding of Domain III (administrative leadership) proficiencies.

**Frequency of administration**

1. The TExES is administered five times throughout the school year.
2. The portfolio is compiled each class each semester.

**Criteria/Benchmark**

1. All graduate students in the Principal Preparation Program taking the Texas Examination of Educator Standards (TExES) state exam for principal certification (68) will have a passing rate of 70%, cumulative, in Domain III (administrative leadership).

2. Ninety percent of the students will demonstrate knowledge and understanding of Domain III (Administrative Leadership) proficiencies.

## Section II: Analysis of Results

### **When (term/date) was assessment conducted?**

#### **Outcome 1**

Assessment for Domain I was conducted through the TExES on 10/02/04, 12/04/04, 2/26/05, 4/02/05, 5/21/05, and 7/09/05.

#### **Outcome 2**

Assessment for Domain II was conducted through the TExES on 10/02/04, 12/04/04, 2/26/05, 4/02/05, 5/21/05, and 7/09/05.

#### **Outcome 3**

Assessment for Domain III was conducted through the TExES on 10/02/04, 12/04/04, 2/26/05, 4/02/05, 5/21/05, and 7/09/05.

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### **What were the results attained (raw data)?**

#### **Outcome 1**

2004/2005 TestingYear

Total Number of Students Tested: 54 (Please note that some of these 54 students took the test more than one time during this year.)

Total Passing for 2004/2005 – 32 or 59.3%

#### **Outcome 2**

2004/2005 TestingYear

Total Number of Students Tested: 54 (Please note that some of these 54 students took the test more than one time during this year.)

Total Passing for 2004/2005 – 32 or 59.3%

#### **Outcome 3**

2004/2005 TestingYear

Total Number of Students Tested: 54 (Please note that some of these 54 students took the test more than one time during this year.)

Total Passing for 2004/2005 – 32 or 59.3%

### Comparisons by Semester

2004/2005 TestingYear

Domain I (School Community Leadership)

Average (mean) scaled scores comparison for Domain I (First time test-takers)

Fall 04 Number tested = 16	Spring 05 Number tested = 12	Summer 05 Number tested = 10
236.2%	249.8%	245.2%

Percent of First Time Test-Takers Passing (240+) Domain I

Fall 04 Number tested = 16 31.2%	Spring 05 Number tested = 12 66.7%	Summer 05 Number tested = 10 50%
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2004/2005 Testing Year

Domain II (Instructional Leadership)

Average (mean) scaled scores comparison for Domain II (First time test-takers)

Fall 04 Number tested = 16 232.2%	Spring 05 Number tested = 12 242.7%	Summer 05 Number tested = 10 239.3%
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Percent of First Time Test-Takers Passing (240+) Domain II

Fall 04 Number tested = 16 25.0%	Spring 05 Number tested = 12 58.3%	Summer 05 Number tested = 10 60%
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2004/2005 Testing Year

Domain III (Administrative Leadership)

Average (mean) scaled scores comparison for Domain III (First time test-takers)

Fall 04 Number tested = 16 239.6%	Spring 05 Number tested = 12 243.8%	Summer 05 Number tested = 10 243.3%
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Percent of First Time Test-Takers Passing (240+) Domain III

Fall 04 Number tested = 16 43.7%	Spring 05 Number tested = 12 58.3%	Summer 05 Number tested = 10 70%
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Percent of First Time Test-Takers Passing the Overall TExES (Principal-68)

Fall 04 Number tested = 16 31.2%	Spring 05 Number tested = 12 66.7%	Summer 05 Number tested = 10 60%
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**Who (specify names) conducted analysis of data?**

**Outcome 1**

Drs. D. Schulte & C. Salinas.

**Outcome 2**

Drs. D. Schulte & C. Salinas.

**Outcome 3**

Drs. D. Schulte & C. Salinas.

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**When were the results and analysis shared? With whom (department chair, supervisor, staff, external stakeholders)? Minutes with data analysis submitted to [assessment@tamiu.edu](mailto:assessment@tamiu.edu)? (Please use Minutes Template located on the Project INTEGRATE web page.)**

The results and analysis were shared with the Department of Professional Programs on September 9, 2005.

**Has the assessment documentation (i.e., surveys, rubrics, course exams with embedded questions, etc.) been submitted to the Office of Institutional Effectiveness and Planning?**

Hard copies of the evaluation instruments available for sharing are being sent to the Office of Institutional Effectiveness and Planning.

**Use of Results: Indicate what changes, if any, based on the data have been recommended?**

**Outcome 1**

1. A focus on linking theory and practice needs to be further emphasized in both class and field activities.
2. The production and review of the student portfolio needs to be conducted in each class to emphasize the learning of the competencies.
3. Students should attain at least 80% mastery in the TExES Practice test (Domain I) while in EDAM 5317 and must be in the latter part of their program before taking the actual TExES test.
4. Team teaching of reviews for the TExES will be conducted to invite more participation from the students. In addition, scenarios will be developed both in a group and individual basis for feedback analysis to the students.
5. The TExES Practice test will initially be utilized as a diagnostic instrument to better target the identified learning needs of the students.
6. The following courses will now be responsible for addressing Domain I as a focus: EDGR 5308, EDAM 5301, EDAM 5305, EDAM 5317, EDAM 5320, EDAM 5322, EDAM 5327, EDAM 5335, EDAM 5336, & EDAM 5340.
7. An orientation will be provided for students new to the educational administration program. This presentation will include a discussion of the TExES (068-Principal). The importance of starting their preparation for the exam from the first day of their course of studies will be emphasized.
8. A reduced student to faculty ratio will provide additional opportunities for professors to work with students on a small group basis and, consequently, provide more individualized attention to students to prepare them for success on the actual TExES.
9. As a result of a self-study done of the Principal Preparation Program during 03-04 in association with the Lighthouse Initiative, curriculum changes were made in the sequencing of courses and deletion and addition of courses that are now a part of the 05-06 curriculum catalog.

**Outcome 2**

1. A focus on linking theory and practice needs to be further emphasized in both class and field activities.
2. The production and review of the student portfolio needs to be conducted in each class to emphasize the learning of the competencies.
3. Students should attain at least 80% mastery in the TExES Practice test (Domain II) while in EDAM 5317 and must be in the latter part of their program before taking the actual TExES test.

4. Team teaching of reviews for the TExES will be conducted to invite more participation from the students. In addition, scenarios will be developed both in a group and individual basis for feedback analysis to the students.
5. The TExES Practice test will initially be utilized as a diagnostic instrument to better target the identified learning needs of the students.
6. The following courses will now be responsible for addressing Domain II as a focus: EDGR 5308, EDAM 5301, EDAM 5305, EDAM 5317, EDAM 5320, EDAM 5325, EDAM 5327, EDAM 5335, EDAM 5336, & EDAM 5340.
7. An orientation will be provided for students new to the educational administration program. This presentation will include a discussion of the TExES (068-Principal). The importance of starting their preparation for the exam from the first day of their course of studies will be emphasized.
8. A reduced student to faculty ratio will provide additional opportunities for professors to work with students on a small group basis and, consequently, provide more individualized attention to students to prepare them for success on the actual TExES.
9. As a result of a self-study done of the Principal Preparation Program during 03-04 in association with the Lighthouse Initiative, curriculum changes were made in the sequencing of courses and deletion and addition of courses that are now a part of the 05-06 curriculum catalog.

### **Outcome 3**

1. A focus on linking theory and practice needs to be further emphasized in both class and field activities.
2. The production and review of the student portfolio needs to be conducted in each class to emphasize the learning of the competencies.
3. Students should attain at least 80% mastery in the TExES Practice test (Domain III) while in EDAM 5317 and must be in the latter part of their program before taking the actual TExES test.
4. Team teaching of reviews for the TExES will be conducted to invite more participation from the students. In addition, scenarios will be developed both in a group and individual basis for feedback analysis to the students.
5. The TExES Practice test will initially be utilized as a diagnostic instrument to better target the identified learning needs of the students.
6. The following courses will now be responsible for addressing Domain III as a focus: EDAM 5301, EDAM 5313, EDAM 5317, EDAM 5320, EDAM 5332, EDAM 5335, EDAM 5336, & EDAM 5340.
7. An orientation will be provided for students new to the educational administration program. This presentation will include a discussion of the TExES (068-Principal). The importance of starting their preparation for the exam from the first day of their course of studies will be emphasized.
8. A reduced student to faculty ratio will provide additional opportunities for professors to work with students on a small group basis and, consequently, provide more individualized attention to students to prepare them for success on the actual TExES.
9. As a result of a self-study done of the Principal Preparation Program during 03-04 in association with the Lighthouse Initiative, curriculum changes were made in the sequencing of courses and deletion and addition of courses that are now a part of the 05-06 curriculum catalog.

Section III: Programmatic Review

**What are the implications of the recommended changes?**

The recommended changes will work to further improve student performance on the TExES and will more importantly enhance the preparation of future school leaders.

**Will resources be affected by the recommended changes?**    Yes    No

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

Funding	Physical	Other
<input type="checkbox"/> New resources required	<input type="checkbox"/> New or reallocated space	<input type="checkbox"/> Primarily faculty/staff time
<input type="checkbox"/> Reallocation of current funds		<input type="checkbox"/> University rule/procedure change only
		<input type="checkbox"/> Other: Enter text here

**Narrative description and justification for request including related strategy (Attach Budget Request 'Form B' and/or 'Form C')**

Please note that additional faculty cited in this report are funded by the current budget. No additional funds are requested at this time.

**If funding, physical or other resources were requested, what is the impact of the budget decisions on program/division?**

Enter text here

**In the box below, provide information on the outcomes for the next assessment cycle:**

Outcomes for Next Assessment Cycle
Continuation of present outcome(s) - (Indicate reason for continuation): Based on program goals, these outcomes continue to be appropriate.
New Outcome(s) – (List outcomes below): None at this time.
Modification of present outcome(s) – (Indicate reason for modification): None at this time.