

ASSESSMENT REPORT FOR

Bachelor of Science Degree in Early Childhood Education (BS)
Instructional Degree Program

Spring 2003
Assessment Period Covered

July 25, 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 mission of the College of Education at Texas A&M International University is to provide for educators a comprehensive and coherent professional development system that links all aspects of the educational profession. Through educational experiences provided by this system, educators will be prepared to provide learner-centered instructional experiences that promote excellence and equity for all students in the field.

Intended Educational (Student) Outcomes:

- 1.** Pre-service students in the educator preparation program will demonstrate an understanding of instructional design and assessment to promote student learning.
- 2.** Student interns in the educator preparation program will demonstrate the skills related to implementing effective, responsive instruction and assessment.
- 3.** Students completing the Bachelor of Science in Early Childhood Education with a Reading specialization will demonstrate knowledge of effective Language Arts/Reading principles.

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Intended Educational (Student) Outcome:

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1. Pre-service students in the educator preparation program will demonstrate an understanding of instructional design and assessment to promote student learning.

First Means of Assessment for Outcome Identified Above:

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

The average score of students in the educator preparation program will be 70% or a minimum of 240 on Domain I (Designing Instruction and Assessment to Promote Student Learning) of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES).

1a. Summary of Assessment Data Collected:

During Spring 2003, program faculty revamped all means of assessment for implementation during Fall 2003.

1a. Use of Results to Improve Instructional Program:

Because of Fall 2003 implementation, program faculty members made no recommendations for alterations in degree program.

Second Means of Assessment for Outcome Identified Above:

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

At the pre-service interview to enter the teaching internship, students in the teacher preparation program will provide evidence of knowledge of instructional design and assessment with a score of 90% or better, as determined by a committee of public school personnel and College of Education Supervising faculty who will use a rubric developed for this purpose.

1b. Summary of Assessment Data Collected:

During Spring 2003, program faculty revamped all means of assessment for implementation during Fall 2003.

1b. Use of Results to Improve Instructional Program:

Because of Fall 2003 implementation, program faculty members made no recommendations for alterations in degree program.

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2. Student interns in the educator preparation program will demonstrate the skills related to implementing effective, responsive instruction and assessment.

First Means of Assessment for Outcome Identified Above:

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

The average score of students completing the educator preparation program will be at or near 85% on the Field Performance Evaluations, with no score lower than 65%.

2a. Summary of Assessment Data Collected:

During Spring 2003, program faculty revamped all means of assessment for implementation during Fall 2003.

2a. Use of Results to Improve Instructional Program:

Because of Fall 2003 implementation, program faculty members made no recommendations for alterations in degree program.

Second Means of Assessment for Outcome Identified Above:

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

At the Portfolio Review, students completing the educator preparation program will provide evidence of their ability to apply principles of instructional design and assessment with a score of 85% or better, as determined by a team of Field Supervisors using a common rubric.

2b. Summary of Assessment Data Collected:

During Spring 2003, program faculty revamped all means of assessment for implementation during Fall 2003.

2b. Use of Results to Improve Instructional Program:

Because of Fall 2003 implementation, program faculty members made no recommendations for alterations in degree program.

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3. Students completing the Bachelor of Science in Early Childhood Education with a Reading specialization will demonstrate knowledge of effective Language Arts/Reading principles.

First Means of Assessment for Outcome Identified Above:

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

The average score of students completing the Bachelor of Science in Early Childhood Education with a specialization in Reading on the Generalist EC-4th grade, TExES 101 exam, Domain I will be at the passing standard.

3a. Summary of Assessment Data Collected:

During Spring 2003, program faculty revamped all means of assessment for implementation during Fall 2003.

3a. Use of Results to Improve Instructional Program:

Because of Fall 2003 implementation, program faculty members made no recommendations for alterations in degree program.

Second Means of Assessment for Outcome Identified Above:

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

On the Questionnaire for Early Childhood Students, students completing the Bachelor of Science in Early Childhood Education with a Reading specialization will demonstrate knowledge of effective Language Arts/Reading principles with an average score of 3 on a Likert scale of 1 – 4 on their knowledge of TExES exam 101, Domain I competencies.

3b. Summary of Assessment Data Collected:

During Spring 2003, program faculty revamped all means of assessment for implementation during Fall 2003.

3b. Use of Results to Improve Instructional Program:

Because of Fall 2003 implementation, program faculty members made no recommendations for alterations in degree program.

SUPPORT DOCUMENTATION

SOURCE	LOCATION/Special Instructions
Pedagogy and Professional Responsibilities (PPR) (Summary of Results)	
Examination for Certification of Educators in Texas (ExCET) (Summary of Results)	
Pre-Service Interview	
Internship Interview Rubric	
Field Performance Evaluations	
Portfolio Review	
Rubric for Portfolio Evaluation	
Self-Assessment Survey	
Questionnaire for Early Childhood Students	