

# **ASSESSMENT REPORT FOR**

Bachelor of Arts in History with Grades 8th -12th Certification (BA)

## **Degree Program**

Spring, 2004

## **Assessment Period Covered**

July 1, 2004

## **Date Submitted**

### **Expanded Statement of Institutional Purpose Linkage:**

#### **Institutional Mission/Goal(s) 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 an 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.

### **Administrative or Educational Support Unit Mission Statement:**

The College of Arts and Sciences is dedicated to the provision of programs that prepare students for a variety of professional roles through enhancement of their abilities to communicate and to understand and appreciate the world through a broad-based, liberal arts education.

### **Intended Administrative Objectives:**

- 1.** Students completing the educator preparation program will compare favorably with their knowledge of instructional design and assessment to promote student learning.
- 2.** Students completing the educator preparation program will demonstrate the skills related to implementing effective, responsive instruction and assessment.
- 3.** Students completing the educator preparation program in History will have a broad understanding of the field of History.

**4.** Students completing the educator preparation program in History will be prepared for graduate study.

# **ASSESSMENT REPORT FOR**

Bachelor of Arts in History with Grades 8th -12th Certification (BA)  
**Degree Program**

Spring, 2004  
**Assessment Period Covered**

July 1, 2004  
**Date Submitted**

## **Intended Administrative or Educational Support Objective:**

**1.** Students completing the educator preparation program will compare favorably with their knowledge of instructional design and assessment to promote student learning.

## **First Means of Assessment for Objective Identified Above:**

### **a. Means of Unit Assessment & Criteria for Success:**

The average score of students completing the educator preparation program will score at or near 70% on the Texas Examinations of Educator Standards (TexES) on the Pedagogy and Professional Responsibilities, Domain 1.

### **a. Summary of Assessment Data Collected**

Assessment data to be analyzed upon receipt from the College of Education.

### **a. Use of Results to Improve Unit Services:**

Data will be studied carefully upon receipt from the College of Education for any possible changes to degree or content of classes.

# **ASSESSMENT REPORT FOR**

Bachelor of Arts in History with Grades 8th -12th Certification (BA)  
**Degree Program**

Spring, 2004  
**Assessment Period Covered**

July 1, 2004  
**Date Submitted**

## **Intended Administrative or Educational Support Objective:**

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

## **First Means of Assessment for Objective Identified Above:**

### **a. Means of Unit Assessment & Criteria for Success:**

The average score of 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%.

### **a. Summary of Assessment Data Collected**

Assessment data to be analyzed upon receipt from the College of Education.

### **a. Use of Results to Improve Unit Services:**

Data will be studied carefully upon receipt from the College of Education for any possible changes to degree or content of classes.

## **Second Means of Assessment for Objective Identified Above:**

### **b. Means of Unit 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.

**b. Summary of Assessment Data Collected:**

Assessment data to be analyzed upon receipt from the College of Education.

**b. Use of Results to Improve Unit Service:**

Data will be studied carefully upon receipt from the College of Education for any possible changes to degree or content of classes.

# ASSESSMENT REPORT FOR

Bachelor of Arts in History with Grades 8th -12th Certification (BA)  
**Degree Program**

Spring, 2004  
**Assessment Period Covered**

July 1, 2004  
**Date Submitted**

**Intended Administrative or Educational Support Objective:**  
Students completing the educator preparation program in History will have a broad understanding of the field of History.

**First Means of Assessment for Objective Identified Above:**

**a. Means of Unit Assessment & Criteria for Success:**  
After considerable discussion throughout Spring 2004, the program faculty has decided to use a portfolio process to assess graduates' understanding and knowledge of history. As a result, History majors will be required to complete a portfolio that indicates broad proficiency in History. Using a rubric, a team of History faculty members will assess the portfolios of graduating seniors in order to expectations. The average score on the portfolios will not fall below 80%.

**a. Summary of Assessment Data Collected**

At present, program faculty members are devising the rubric for portfolio assessment, which will be completed by the beginning of Fall 2004. The History faculty will commence collecting portfolios towards the end of the Fall 2004 semester from the history graduates.

**a. Use of Results to Improve Unit Services:**

Because this means of assessment will commence in the fall, program faculty cannot make recommendations for program changes at this time.

**Second Means of Assessment for Objective Identified Above:**

**b. Means of Unit Assessment & Criteria for Success**

Graduating History majors will be surveyed to gather supporting data concerning the degree to which the program provided them with a broad understanding of the field of History, using a five-point Likert

scale ranging from 1 (not at all) to 5 (very well). At least 85% of those responding will rate the program 4 or 5 on the scale.

**b. Summary of Assessment Data Collected:**

No students graduated in the Spring 2004 semester with this degree.

**b. Use of Results to Improve Unit Service:**

Because there were no graduates during the spring semester, program faculty cannot make recommendations for program changes at this time.

# ASSESSMENT REPORT FOR

Bachelor of Arts in History with Grades 8th -12th Certification (BA)  
**Degree Program**

Spring, 2004  
**Assessment Period Covered**

July 1, 2004  
**Date Submitted**

## **Intended Administrative or Educational Support Objective:**

4. Students completing the educator preparation program in History will be prepared for graduate study.

## **First Means of Assessment for Objective Identified Above:**

### **a. Means of Unit Assessment & Criteria for Success:**

Acceptance rates in post-baccalaureate programs will be gathered. Seventy-five percent of History graduates who pursue a post-baccalaureate program will be accepted.

### **a. Summary of Assessment Data Collected**

Based on student self-reporting, no students applied to graduate programs in the Spring 2004 semester.

### **a. Use of Results to Improve Unit Services:**

Program faculty members will review this means of assessment to determine whether or not self-reporting mechanisms can deliver the information they need to recommend changes to the History program.

## **Second Means of Assessment for Objective Identified Above:**

### **b. Means of Unit Assessment & Criteria for Success**

The number of students completing the baccalaureate program who successfully complete graduate programs will be compiled. At least 50% of those entering post-baccalaureate programs will successfully complete those programs.

### **b. Summary of Assessment Data Collected:**

Two students completed M.A. program in Spring 2004



**b. Use of Results to Improve Unit Service:**

Program faculty members will review this means of assessment to determine whether or not self-reporting mechanisms can deliver the information they need to recommend changes to the History program.

**SUPPORT DOCUMENTATION**

SOURCE	LOCATION/Special Instructions