

ASSESSMENT REPORT FOR

Bachelor of Science Degree in All Level Special Education (BS)
Instructional Degree Program

Spring 2004
Assessment Period Covered

July 5, 2004
Date Submitted

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission/Goal(s) Reference:

TAMIU 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 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 the system, educators will be prepared to provide learner-centered instructional experiences that promote excellence and equity for students in the field.

Intended Administrative Objectives:

- 1.** Students completing the special education program will compare favorably statewide with their understanding of learners with special needs.
- 2.** Students completing the special education program will compare favorably statewide with their understanding of working in a collaborative learning community.
- 3.** Students completing the special education program will demonstrate the skills related to implementing effective, responsive instruction and assessment.

ASSESSMENT REPORT FOR

Bachelor of Science Degree in All Level Special Education (BS)
Instructional Degree Program

Spring 2004
Assessment Period Covered

July 5, 2004
Date Submitted

Intended Administrative or Educational Support Objective:

NOTE: There should be one form C for each intended objective listed on form B. The intended unit objective should be restated in the box immediately below and the intended objective number entered in the blank space below

1. Students completing the special education program will compare favorably statewide with their understanding of learners with special needs.

First Means of Assessment for Objective Identified Above:

a. Means of Unit Assessment & Criteria for Success:

The students will successfully complete a TExES Review and earned a minimal of 80% on the TExES Pretest in Domain 1, Understanding Learners with Special Needs.

a. Summary of Assessment Data Collected

The undergraduate students (N=3) scored 80%+ on the TExES Pretest in Domain 1. The mean score of Domain 1 was 89.4%.

a. Use of Results to Improve Unit Services:

The previous focus on coursework regarding Domain 1 has improved students' performances in this area. The special education department is transitioning from an ExCET pretest to a TExES pretest due to a change in the state-mandated certification examination. Based on the results of the TExES, Domain I is no longer an area of concern and will be reconsidered.

Second Means of Assessment for Objective Identified Above:

b. Means of Unit Assessment & Criteria for Success

The average score of students completing the special education program will be 240 on the Texas Examinations of Educator Standards (TExES) in Domain 1, Understanding Learners with Special Needs. The special education department is transitioning from the ExCET to the TExES examination.

b. Summary of Assessment Data Collected:

The undergraduate students (N=5) scored a mean of 251 on Domain 1 of the TExES. One hundred percent of the students (N=5) scored above 240 on Domain 1, Understanding Learners with Special Needs.

b. Use of Results to Improve Unit Service:

Based on the assessment data collected, this objective was successfully achieved. Continuation of this objective will be reconsidered.

ASSESSMENT REPORT FOR

Bachelor of Science Degree in All Level Special Education (BS)
Instructional Degree Program

Spring 2004
Assessment Period Covered

July 5, 2004
Date Submitted

Intended Administrative or Educational Support Objective:

NOTE: There should be one form C for each intended objective listed on form B. The intended unit objective should be restated in the box immediately below and the intended objective number entered in the blank space below

2. Students completing the special education program will compare favorably statewide with their understanding of working in a collaborative learning community.

First Means of Assessment for Objective Identified Above:

a. Means of Unit Assessment & Criteria for Success:

The students will successfully complete a TExES Review and earned a minimal of 80% on the ExCET/TExES Pretest in Domain 3, Promoting Student Achievement in English Language Arts and Reading and in Mathematics.

a. Summary of Assessment Data Collected

100% (N=5) of the undergraduate students scored +70% on the TExES Pretest in Domain 3. The mean score for Domain 3 was 91.7%.

a. Use of Results to Improve Unit Services:

This was the first time this objective was measured because it is a domain on the new Texas Examinations of Educator Standards (TExES).

Second Means of Assessment for Objective Identified Above:

b. Means of Unit Assessment & Criteria for Success

The average score of students completing the special education program will be 240 on the Texas Examinations of Educator Standards (TExES) in Domain 3, Promoting Student Achievement in English Language Arts and Reading and in Mathematics.

b. Summary of Assessment Data Collected:

The undergraduate students (N=5) scored a mean of 251 on Domain 1 of the TExES. One hundred percent of the students (N=5) scored above 249.6 on Domain 3, Promoting Student Achievement in English Language Arts and Reading and in Mathematics.

b. Use of Results to Improve Unit Service:

This is the first time this objective was assessed, and while 100% of the undergraduate students met the criteria for this objective, it will be continued. By including post-baccalaureate students, as well as those students on deficiency plans, the program faculty felt that this domain could be a potential area of weakness. Changes to the undergraduate degree to align the degree to the new domains and standards of the Texas Examinations of Educator Standards (TExES) examination had been approved, but will not be implemented until the Fall semester, 2004.

ASSESSMENT REPORT FOR

Bachelor of Science Degree in All Level Special Education (BS)
Instructional Degree Program

Spring 2004
Assessment Period Covered

July 5, 2004
Date Submitted

Intended Administrative or Educational Support Objective:

NOTE: There should be one form C for each intended objective listed on form B. The intended unit objective should be restated in the box immediately below and the intended objective number entered in the blank space below

3. Students completing the special education 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:

Obtain and analyze data regarding the Field Performance Evaluation to determine effectiveness of the special education program.

a. Summary of Assessment Data Collected

For this means of assessment, 100% (N=5) of the undergraduate students had excellent (90%+) Field Performance Evaluations.

a. Use of Results to Improve Unit Services:

While none of the students assessed were on House Bill 1130, there is a need to develop a method to assess undergraduate students under House Bill 1130.

Second Means of Assessment for Objective Identified Above:

b. Means of Unit Assessment & Criteria for Success

Students completing the special education program will provide evidence of knowledge and performance in special education through a portfolio defense using a common rubric. The evaluation criteria for the rubric will be 70% of stated portfolio requirements.

b. Summary of Assessment Data Collected:

80% (N=4) of undergraduate students scored a mean of 90% of stated portfolio requirements and 20% (N=1) scored a mean of 83% of stated portfolio requirements; students earned a mean of 81.4% on the standard questions of the rubric.

b. Use of Results to Improve Unit Service:

Based on the standard questions, special education courses need to focus on questions 7, 5, and 15. Question #10 was removed because it was vague. The questions will also be analyzed to determine whether they align with the new special education standards associated with the TExES.

SUPPORT DOCUMENTATION

Enter any document referenced above in this summary table. There are two examples listed below. If no documents are cited, please remove the two examples from the table.

SOURCE	LOCATION/Special Instructions
Texas Examinations of Educator Standards (TExES), Special Education EC-12	http://www.excet.nesinc.com/prepmanuals/prepman_opener.htm Select Exam 161, Special Education EC-12.
Portfolio Defense Rubric	