Please complete this page for each degree program, graduate and undergraduate.

Student Learning Outcomes Check Sheet
Due 11 May 2012

Degree Program Title: Interdisciplinary Studies Degree Type: BSIS & BAIS

Banner/CIP Code: 30.9999.01

Responsible Program Coordinator/Chair completing this form:
Martha Foote

Note: Full narratives for Items 1-4 were submitted 23 February 2012; only the # and brief description of the Student Learning Outcome need to be included in this report.

1. **STUDENT LEARNING OUTCOME.** To which Student Learning Outcome does this data refer to from your 23 February 2012 report?

   **A) Necessary pedagogical knowledge and skills.**

   Those completing the undergraduate teacher education program will receive the necessary knowledge and skills in pedagogy in campus-based and field-based courses to pass the TExES PPR required for initial certification.

   **B) Positive Impact on Public School Students' Achievement** The Texas Assessment of Knowledge and Skills (TAKS) are administered annually to students in grades 3-10.

   **C) Demonstrated Professional Practice** Our program completers will meet or exceed professional standards in at least 95 percent of the cases examined.

   Texas uses the Professional Development and Appraisal System (PDAS) to review teacher performance and identify areas that would benefit from staff development. The process includes data from a variety of sources, including a 45-minute observation (at least one observation) and completion of the Teacher Self-Report form. In addition, all new teachers, or teachers new to a district, must participate in a PDAS orientation as part of the process. The PDAS orientation materials align with both the Texas Essential Knowledge and Skills (TEKS) and the Texas Assessment of Knowledge and Skills (TAKS). The PDAS covers 51 criteria within the following eight domains:

   1. Active, Successful Student Participation in the Learning Process
   2. Learner-centered Instruction
   3. Evaluation and feedback on Student Progress
   4. Management of Student Discipline, Instructional Strategies, Time/Materials
   5. Professional Communication
   6. Professional Development
   7. Compliance with Policies, Operating Procedures and Requirements
   8. Improvement of All Students' Academic Performance
There are four levels within each of the eight domains: *Exceeds Expectations*, *Proficient*, *Below Expectations*, and *Unsatisfactory*.

2. **ACHIEVEMENT SUMMARY: FINDINGS & RESULTS.** *What are the results of the assessment of this learning objective thus far? Be sure to include the semester/year the assessment was conducted, attach any relevant reports, data tables, etc. Please be specific in your descriptions. Indicate the number and percentage of students whose data is reported here. Please note: the percent of students who successfully took a test or passed an oral exam is not an example of assessment findings. The findings must be related directly to a learning outcome.*

   A) The number of completers taking each exam, along with the passing rate is listed below:

   Test 194 EC-6 PPR, 240 tested, 99.5% % passing rate;
   Test 160 EC-12 PPR, 138 tested, 95.6 % passing rate;
   Test 130 8-12 PPR, 19 tested, 94.7% passing rate;
   Test 110 4-8 PPR, 45 tested, 100% passing rate,

   The criterion of 92% of our completers passing was met for each exam.

   Of 442 completers, 433 (97.9%) attempted the PPR during the 2010-2011 year.

   The criterion of 99% of our completers attempting the PPR was not met.

   Thirteen of 426 completers (2.9%) attempted the ESL Supplemental TExES during the 2010-2011. All passed. The criterion of 10% of our completers receiving ESL certification was not met.

B. **TAKS Results.**

Results of TAKS tests from classes taught by novice teachers who received certification through our undergraduate teacher education program in December, May, and August are collected. The percentage of students passing each of the tests is determined. Comparisons are made between each teacher’s passing rates and state averages. Further, where available, comparisons are made among
results from teachers receiving their initial certification through the field-based programs at A&M-Commerce and those receiving certification through other entities.

**2009-2010 TAKS Passing Rates of First Year Teachers Compared with State Averages**

<table>
<thead>
<tr>
<th>Program</th>
<th>Number of Teachers</th>
<th>TAKS Tests Given</th>
<th>Class Passing Rate Below State Average</th>
<th>Class Passing Rate At/Above State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;M-Commerce</td>
<td>12</td>
<td>20</td>
<td>3 (25%)</td>
<td>17 (85%)</td>
</tr>
<tr>
<td>Other Entities</td>
<td>6</td>
<td>13</td>
<td>5 (38%)</td>
<td>8 (61%)</td>
</tr>
</tbody>
</table>

**TAKS Analysis and Evaluation.**

For the 2010-2011 academic year TAKS results were available in 20 instances for A&M-Commerce field-based program completers and in 13 instances for those completing programs at other institutions. The passing rates of those trained at A&M-Commerce met or exceeded that of the state in 17 of 20 instances (85%). Those trained in other programs met or exceeded the state passing rates in fewer instances. The passing rates of those trained in programs at other institutions met or exceeded the state average in 8 of 13 instances (61%). This comparison showed passing rates for A&M-Commerce program completers to be substantially higher than those for teachers trained at other institutions.

C. These PDAS data are collected at the building level in each district over the course of the school year. PDAS results from the December 2009 and May or August 2010 graduating classes (who completed their first year of teaching in 2010-2011) were obtained for 25 A&M-Commerce graduates who taught in three of the NET CPDT partner districts. Comparisons were made with 14 first year teachers who completed their teacher preparation through other entities. The table below shows the results of the analysis.

**Teacher Appraisal Results for First Year Teachers in Partner Districts**

<table>
<thead>
<tr>
<th>Score Categories</th>
<th>A&amp;M-Commerce Field-Based Program Completers</th>
<th>Completers from Other Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Exceeds Expectations in 8 of 8 Domains</em></td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>*Exceeds Expectations in 1 or</td>
<td>52%</td>
<td>14.2%</td>
</tr>
<tr>
<td>more of 8 Domains</td>
<td>10</td>
<td>40%</td>
</tr>
<tr>
<td>------------------</td>
<td>----</td>
<td>-----</td>
</tr>
<tr>
<td>Proficient in 8 of 8 Domains</td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td>Below Expectations in 1-3 Domains</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total in these categories</td>
<td>25</td>
<td>100%</td>
</tr>
</tbody>
</table>

Twenty-three of the A&M-Commerce completers (92%) exceeded expectations one or more of the domains appraised; 11 (78%) of those from other programs exceeded expectations. Thirteen (52%) exceeded expectations in all eight categories; two (14%) of those from other programs scored at that high level. None of our completers received a below expectations rating in any of the domains appraised. Neither did any of the completers from another program have a below expectations rating in one or more of the domains.

Analysis and Evaluation.
Our program completers met or exceeded professional standards in 100% percent of the cases examined during this assessment period. The proficient rating is the professional standard. Comparisons of the results of A&M-Commerce program completers and those receiving certification at other institutions showed that our completers received substantially more ratings of exceeds expectations. In contrast, those from other programs received fewer exceeds expectations ratings.

3. PROGRAM ENHANCEMENT. How has this assessment data been used? Please give examples over the last 3 years. What are the specific mechanisms for communicating results and changing courses, curriculum, learning activities within a course, etc

A) Results also will be shared with the partner districts and within the COEHS. These data will also be reported as part of the evaluation report for the Listo! Sharp and Ready: Strategies for ELL Student Success, grant funded in 2007. Feedback from these groups will be considered as program decisions are made. Plans are now underway to make the standard EC-6 degree program include enough ESL
pedagogy to allow all of our students to be prepared to test for and receive the ESL certification. A committee of faculty has been appointed and is now meeting to examine the existing degree plan and make recommendations for how best to include enough ESL courses and or pedagogy infusion.

B) Results were shared with the partner districts as well as within the COEHS. Feedback from these groups was considered as program decisions are made. Texas administered the new STARR exam in place of the TAKS test during this school year for the first time. Thus, the instrument of assessment will be different and results could also be different. New baseline data for how our graduates’ students do on these new state tests will need to be determined.

C) As a result of our PDAS ratings, we are adding an Assessment Course and more ESL instruction in order to continue to improve professional knowledge and skills.

Review and Approval Signatures & Date:

Program Coordinator if applicable ________________________________

Department Chair: Martha M. Foote ________________________________

Dean ________________________________