# Texas A&M International University
# Annual Institutional Effectiveness Review (AIER)

**Date Submitted**   02/13/08

**Assessment Period Covered (2007)**

**Academic Program/AES Unit** Bachelor of Science in Interdisciplinary Studies Bilingual Generalist Grades 4th-8th (BSIS)

**Person(s) Preparing Review**    Dr. Ramon Alaniz & Dr. Sergio Garza

**Provide summary of the last cycle's use of results and changes implemented**
The sample size for this degree program was zero for the 2006 time period.  Students have not enrolled in the degree.  For the last cycle ( the 2004 test results):  Students completing their course work appeared to meet and exceed the statewide average scaled scores for Domain I.  The scores resulted in a higher percentage (87% to 83%) than students who took the previous certification exam, the ExCET.  This may be an indication that the additional and newly designed courses are more closely aligned to the five standards covered in the TExES exam.  This appears to be a positive indication.  Since the ExCET will no longer be offered, more emphasis will be placed on the TExES standards and how they are aligned with the Bilingual /4-8 courses.  In addition, demonstration of oral and written language proficiency in English and Spanish was required in the Bilingual Generalist 4-8 program.  Samples of student's written proficiency were compared at entry and exiting levels.  A change that will occur will be the use of new Spanish language proficiency state test (TExES) to measure proficiency in the areas of listening, speaking, reading and writing.  The TOPT , which is still in use, will be replaced by a new state test. Presently, the new TOPT has been placed on hold and will not be utilized until it has been officially replaced.

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## Section I: Planning and Implementation

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**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 or Administrative/Educational Support Unit Mission**

The mission of the College of Education at Texas A&M International University is to provide a comprehensive and coherent professional development system for educators which 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.

## Identify outcomes and the relationship to Strategic Plan

**Outcome 1**                                   ☒ **Is this outcome related to writing (QEP)?**
Students completing the undergraduate Bilingual Education 4-8 Generalist program will meet/or exceed the state's criteria for the first year teacher's knowledge and skills on the process of first and second language acquisition, development, and assessment.  Domain I.

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

**Identify Strategic Plan Objective related to Outcome 1**
1.7:  Establish & pursue student learning outcomes appropriate for the Bilingual Generalist 4-8 with systematic assessment and use of results for continuous improvement.

**Identify methods of assessment to be used**
Quantitative:  TExES, Domain I.

**Indicate when assessment will take place**
Annual

**Criteria/Benchmark**
70% of the students in the Bilingual 4-8 Generalist program seeking certification will achieve a scaled score of  240 or better on the TExES for first time test takers.  Domain I, used to demonstrate knowledge of the first year teacher's knowledge and skills on the process of first and second language acquisition, development and assessment.

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**Outcome 2**                                   ☒ **Is this outcome related to writing (QEP)?**
Students completing the undergraduate Bilingual 4-8 Generalist program will meet or exceed the state's expectancy level criteria for first year teacher's knowledge and skills on effective instructional strategies in the areas of  language arts and reading. Domain II

**Identify Strategic Plan Goal related to Outcome 2**
Goal 1 Academics

**Identify Strategic Plan Objective related to Outcome 2**
1.7:  Establish & pursue student learning outcomes appropriate for the Bilingual Generalist 4-8 with systematic assessment and use of results for continuous improvement.

**Identify methods of assessment to be used**
TExES, Domain II

**Indicate when assessment will take place**
Annual

**Criteria/Benchmark**

70% of the students will achieve a scaled score of 240 or better on Domain II of the Texas Examination of Educator Standards (TExES) to demonstrate knowledge and skills on effective instructional strategies in the areas of language arts and reading for first time test takers.

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**Outcome 3**                                    ☒ **Is this outcome related to writing (QEP)?**

Students completing the undergraduate Bilingual Generalist 4-8 program will meet or exceed the expectancy level required for the state's criteria for first year teacher's preparedness to teach in dual language programs in Texas public schools.

**Identify Strategic Plan Goal related to Outcome 3**
Goal 1 Academics

**Identify Strategic Plan Objective related to Outcome 3**
1.7: Establish & pursue student learning outcomes appropriate for the Bilingual Generalist 4-8 with systematic assessment and use of results for continuous improvement.

**Identify methods of assessment to be used**
(1) Texas Oral Proficiency Test (TOPT) or any state language proficiency exam that replaces the TOPT .

**Indicate when assessment will take place**
Annual

**Criteria/Benchmark**
70% of the students completing the undergraduate Bilingual Generalist 4-8 degree program will receive a passing score on the TOPT Language Proficiency exam to demonstrate preparedness to teach in dual language programs in Texas public schools.

**When (term/date) was assessment conducted?**
**Outcome 1**
One student took the exam in the fall 2007. No other students have taken the exam during the 2007 assesssment cycle.

**Outcome 2**
One student took the exam in the fall 2007. No other students have taken the exam during the 2007 assesssment cycle.

**Outcome 3**
One student took the exam in the fall 2007. No other students have taken the exam during the 2007 assesssment cycle.

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**What were the results attained (raw data)?**
**Outcome 1**
1 student took the exam and scored a 240 in outcome #1 and met the standard of 240

**Outcome 2**
1 student took the exam and scored a 255 in outcome #2 and scored above the standard of 240.

**Outcome 3**
 student took the exam and scored a 214 in outcome #3, and therefore, the student did not meet the criteria for this particular section.

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**Who (specify names) conducted analysis of data?**
**Outcome 1**
Dr. Ramon Alaniz & Dr. Sergio Garza

**Outcome 2**
Dr. Ramon Alaniz & Dr. Sergio Garza

**Outcome 3**
Dr. Ramon Alaniz & Dr. Sergio Garza

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**When were the results and analysis shared and with whom (department chair, supervisor, staff, external stakeholders)? Submit minutes with data analysis to assessment@tamiu.edu (Please use Minutes Template located on the Project INTEGRATE web page.)**
The minutes were shared with the department chairs: Dr. Barbara Greybeck C&I Department and Dr. Emma Garza Department of Teacher Preparation. Also, the bilingual staff viewed these results as well.

**NOTE: Submit all assessment documentation (i.e., surveys, rubrics, course exams with embedded questions, etc.) to the Office of Institutional Effectiveness and Planning.**


**Use of Results: Indicate whether criteria were met/not met and what changes, if any, have been identified based on the data collected**?

**Outcome 1**
☐ **Met**   ☐ **Not Met**
**Provide narrative:** At this time there is not data to make such a decision.

**Outcome 2**
☐ **Met**   ☐ **Not Met**
**Provide narrative:** At this time there is not data to make such a decision.

**Outcome 3**
☐ **Met**   ☐ **Not Met**
**Provide narrative:** At this time there is not data to make such a decision.

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**How have these data-based changes improved your program/unit**?
At this time there is not data to make such a decision.

| Section III:  Programmatic Review |
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**Are resources affected by the changes identified in Section II**?  ☐ Yes  ☐ No

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

| Funding | Physical | Other |
|---|---|---|
| ☐ New resources required | ☐ New or reallocated space | ☐ Primarily  faculty/staff time |
| ☐ Reallocation of current funds | | ☐ University rule/procedure change only |
| | | ☐ Other:  Enter text here |

**Provide a narrative description and justification for requested resources (include linkage to Strategic Plan)**
Enter text here

| **Identify proposed outcomes for the next assessment cycle:** |
|---|
| Continuation of present outcome(s) – (Indicate reason for continuation): Enter text here |
| New Outcome(s) – (List outcomes below): Enter text here |
| Modification of present outcome(s) – (Indicate reason for modification): Enter text here |

| **\*\*\*\* This section to be completed by dean/director/vice-president \*\*\*\*** |
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**Are resources requested a priority for the academic program/AES unit?**
☐ **Yes**   ☐ **No**
**Comments:**
Enter text here

**If funding, physical or other resources were requested, what is the impact of the budget decisions on the academic program/AES unit?**
Enter text here