

Texas A&M International University

Annual Institutional Effectiveness Review (AIER)

Date Submitted 01/30/07

Assessment Period Covered (2006)

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

Person(s) Preparing Review Ramon Alaniz

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 students' written proficiency were compared at entry and exit 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.

Section I: Planning and Implementation

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

I. 7 Establish and pursue student learning outcomes appropriate for each program with systematic assessment and use of results for continuous quality 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, 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.

Outcome 2

Is this outcome related to writing (QEP)?

Students completing the 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 I.

Identify Strategic Plan Goal related to Outcome 2

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 2

1.7 Establish and pursue student learning outcomes appropriate for each program with systematic assessment and use of results for continuous quality 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.

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. Domain I.

Identify Strategic Plan Goal related to Outcome 3

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 3

1.7 Establish and pursue student learning outcomes appropriate for each program with systematic assessment and use of results for continuous quality improvement.

Identify methods of assessment to be used

Texas Oral Proficiency Test (TOPT) or any state language proficiency exam that replaces the TOPT. Students must take and successfully complete a minimum of 12 semester credit hours of Spanish with a GPA of 2.7 or better.

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 Texas Oral Proficiency Test to demonstrate preparedness to teach in dual language programs in Texas public schools.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

No data was available because no students took the test.
Spring & Summer 2006

Outcome 2

No data was available because no students took the test.
Spring & Summer 2006

Outcome 3

No data was available because no students took the test.
Spring & Summer 2006

What were the results attained (raw data)?

Outcome 1

No data was available

Outcome 2

Enter text here

Outcome 3

Enter text here

Who (specify names) conducted analysis of data?

Outcome 1

Drs. Ramon Alaniz and Sergio Garza

Outcome 2

same as 1

Outcome 3

same as 1

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 committee met on Jan. 14, 1007 at 10:00am . A copy of the minutes will be submitted to the address specified. The results and analysis will be shared as indicated in the committee minutes with C&I Chair and Assoc. Dean on Jan. 31, 2007.

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: NA at this testing period since no students took the test.

Outcome 2

Met Not Met

Provide narrative: Same as 1 above

Outcome 3

Met Not Met

Provide narrative: Same as 1 above

How have these data-based changes improved your program/unit?

It appears that students are selecting the EC-4 Bil. Generalist degree instead of the Bil. Gen. 4-8 degree.

Section III: Programmatic Review

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
<input type="checkbox"/> New resources required	<input type="checkbox"/> New or reallocated space	<input type="checkbox"/> Primarily faculty/staff time
<input type="checkbox"/> Reallocation of current funds		<input type="checkbox"/> University rule/procedure change only
		<input type="checkbox"/> 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): Eventhough the data was limited, the results were positive and showed an improvement. If the certificate is continued, the program will remain the same. If the certificate is not continued, the faculty will adjust curriculum to fit the new certificate of PK-6 and 6-12.
New Outcome(s) – (List outcomes below): New outcomes will depend on the new certificates.
Modification of present outcome(s) – (Indicate reason for modification): NA

****** This section to be completed by dean/director/vice-president ******

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