

Texas A&M International University

Annual Institutional Effectiveness Review (AIER)

Date Submitted January 29, 2007

Assessment Period Covered (2006)

Academic Program/AES Unit Bachelor of Science Degree in Interdisciplinary Studies - Early Childhood Education (BSIS)

Person(s) Preparing Review San Juanita G. Hachar

Provide summary of the last cycle's use of results and changes implemented

Students' performance data were reviewed and shared with program faculty who agreed that it was important to focus instructional efforts on Domain I of the TExES Test: 101 - Generalist EC-4. A close evaluation of the Fall 2005 and Spring 2006 TExES data revealed that greater emphasis must be placed on Competency 1 (Oral Language), Competency 2 (Phonological and Phonemic Awareness), and Competency #8 (Research and Comprehension Skills in the Content Areas), since the students' average performance did not exceed 75% across two administrations of this exam. Faculty developed a plan to systematically incorporate these competencies into their courses and began implementing the revised courses in the Fall 2005 semester.

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 linking 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 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 Bachelor of Science in Interdisciplinary Studies in Early Childhood Education will meet or exceed the state's criteria for first year teacher's knowledge and skills in

oral language, phonemic awareness, and research and comprehension skills in content areas.

Identify Strategic Plan Goal related to Outcome 1

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 1

I.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 Examination of Educator Standards (TExES).

Indicate when assessment will take place

Annual

Criteria/Benchmark

The average score of students in the educator preparation program will be 70% or a minimum of 240 on Domain I (English Language Arts and Reading) of the Texas Examination of Educator Standards (TExES) as indicated on Test: 101 - Generalist EC-4. Stronger emphasis will be placed on this area in EDEC 4362. Within one year, the course has been delegated to non-tenured, adjunct personnel.

Outcome 2

Is this outcome related to writing (QEP)?

Student interns in the educator preparation program will demonstrate the skills related to English Language Arts and Reading on Competency #2 (Phonemic and Phonological Awareness) from Domain I (English Language Arts and Reading) of the Texas Examination of Educator Standards (TExES) as indicated on Test: 101 - Generalist EC-4.

Identify Strategic Plan Goal related to Outcome 2

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 2

I. 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 Examination of Educator Standards (TExES) and Field Performance Evaluation conducted at the end of the students' internship in the Teacher Preparation Program.

Indicate when assessment will take place

Annual

Criteria/Benchmark

The average score of students in the educator preparation program will be 70% or better on Competency #2 (Phonemic and Phonological Awareness) from Domain I (English Language

Arts and Reading) of the Texas Examination of Educator Standards (TExES) as indicated on Test: 101 - Generalist EC-4.

Outcome 3

Is this outcome related to writing (QEP)?

Student interns in the educator preparation program will demonstrate the skills related to Competency #8 (Research and Comprehension Skills in Content Areas) from Domain I (English Language Arts and Reading) of the Texas Examination of Educator Standards (TExES) as indicated on Test: 101 - Generalist EC-4.

Identify Strategic Plan Goal related to Outcome 3

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 3

I.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 Examination of Educator Standards (TExES).

Indicate when assessment will take place

Annual

Criteria/Benchmark

The average score of students in the educator preparation program will be 70% on Competency #6 (Reading Fluency) from Domain I (English Language Arts and Reading) of the Texas Examination of Educator Standards (TExES) as indicated on Test: 101 - Generalist EC-4.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1
Spring 2006

Outcome 2
Spring 2006

Outcome 3
Spring 2006

What were the results attained (raw data)?

Outcome 1
Results of TEXES Test 101: Generalist EC-4 a mean score of 70% on Domain I. A close evaluation of the 11 competencies of Domain I indicated that Competency 1 and Competency 8 were at or above 70%. Competency 2 (phonemic and phonological awareness), however, appears to be the weakest as students obtained an overall 67.03% mean score.

Outcome 2
Students obtained 75.34% accuracy on Competency 1.

Outcome 3
Students obtained 70.69% accuracy on Competency 8.

Who (specify names) conducted analysis of data?

Outcome 1
Dr. Ronald Anderson

Outcome 2
Dr. Ronald Anderson

Outcome 3
Dr. Ronald Anderson

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.)**

Results were shared with Dr. Ramon Alaniz, Dr. Sergio Garza, Dr. Miroslava Vargas, and Dr. S.J. Hachar on Wednesday, January 24, 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: Enter text here

Outcome 2

Met Not Met

Provide narrative: Enter text here

Outcome 3

Met Not Met

Provide narrative: Enter text here

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

Based on a meeting on August 26, 2005 regarding the SACS Integrate Subcommittee for Bachelor of Science Degree in Early Childhood Education, faculty will continue to focus on Domain I by promoting a strong emphasis in oral language, early literacy development, and comprehension skills throughout block courses. Phonological and phonemic awareness will be addressed as part of oral language and literacy development. Recommendation will be made to administration to hire faculty with experience and credentials in the field. Writing assignments addressing the areas are now embedded into course syllabi for EDEC 1304, EDEC 1308, EDEC 2324, and EDEC 4362. It is our expectation that recruitment of a full-time Early Childhood Professor will strengthen areas of needed growth and minimize the need to delegate courses to different adjunct faculty members throughout the semester.

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 checked="" 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)

Hiring a full-time professor in the area of Early Childhood will help strengthen TEXES scores by enhancing Domain I of the examination.

Identify proposed outcomes for the next assessment cycle:
Continuation of present outcome(s) – (Indicate reason for continuation): Further data analysis is needed to evaluate effectiveness of writing emphasis on overall TEXES scores during the 2006-07 year.
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 ******

Are resources requested a priority for the academic program/AES unit?

Yes No

Comments:

Department has been unable to fill a vacancy for three years now.

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