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

Date Submitted 1/31/07

Assessment Period Covered (2006)

Academic Program/AES Unit BS in Interdisciplinary Studies in Social Studies with Grades 4th-8th Cerification (BSIS)

Person(s) Preparing Review Dr. S.M. Duffy

Provide summary of the last cycle's use of results and changes implemented
This program remains in a state of transition. Those involved with the program continue to deal with the following issues: Improvement in the pass rate on the TeXes exams and the most effective use of the Social Studies classes (SOST 4391 and SOST 4392).

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 Bachelor in Science in Interdisciplinary Studies in Social Studies program is intended to prepare students to enter the education system with an academic background in Social Studies. Furthermore, it should produce certified educators who possess the knowledge and necessary skills to promote student learning, implement effective, responsive instruction and carry out accurate educational assessment.

Identify outcomes and the relationship to Strategic Plan

Outcome 1 ☐ **Is this outcome related to writing (QEP)?**
Students completing this program will be prepared to pursue their careers as teachers.

Identify Strategic Plan Goal related to Outcome 1
Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 1
1.4 Prepare students for success in their chosen careers.

Identify methods of assessment to be used
The students will make passing scores on the TeXes Field 118 exam.

Indicate when assessment will take place
Annual

Criteria/Benchmark
The benchmark is a minimum score of 240 out of 300 on the TeXes with a passing rate of 70%.

Outcome 2 ☐ **Is this outcome related to writing (QEP)?**
Systematic assessment will improve the quality of instruction and guidance resulting in greater student pass rates on the TeXes field exam.

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
Pass rate on the TeXes Field 118 exam.

Indicate when assessment will take place
Annual

Criteria/Benchmark
The benchmark is a minimum score of 240 out of 300 on the TeXes with a passing rate of 70%.

Outcome 3 ☐ **Is this outcome related to writing (QEP)?**
Use of related course work and materials, specific SOST classes (4391 and 4392), and online access to SOST classes and tutorials to improve the students' preparedness to take the TeXes Field 118 exam.

Identify Strategic Plan Goal related to Outcome 3
Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 3
1.8 Provide support programs, services, and activities that promote student learning and enhance student development.

Identify methods of assessment to be used
Pass rate on TeXes Field 118 exam.

Indicate when assessment will take place

Annual

Criteria/Benchmark
The benchmark is a TeXes score of 240 out of 300 with a pass rate of 70%.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1
February/ June/ August 2006

Outcome 2
February/ June/ August 2006

Outcome 3
February/ June/ August 2006

What were the results attained (raw data)?

Outcome 1
Three students took the exam and generated 5 results. One student failed twice. One student failed once and passed on the second attempt (244). One student passed on the first attempt (275). This gives an overall pass rate of 40% and a 66% per student pass rate.

Outcome 2
Three students took the exam and generated 5 results. One student failed twice. One student failed once and passed on the second attempt (244). One student passed on the first attempt (275). This gives an overall pass rate of 40% and a 66% per student pass rate.

Outcome 3
Three students took the exam and generated 5 results. One student failed twice. One student failed once and passed on the second attempt (244). One student passed on the first attempt (275). This gives an overall pass rate of 40% and a 66% per student pass rate.

Who (specify names) conducted analysis of data?

Outcome 1
S.M. Duffy

Outcome 2
S.M. Duffy

Outcome 3
S.M. Duffy

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 not yet shared.

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: One student failing twice had an adverse affect on the data.

Outcome 2
☐ **Met** ☒ **Not Met**
Provide narrative: One student failing twice had an adverse affect on the data.

Outcome 3
☐ **Met** ☒ **Not Met**
Provide narrative: One student failing twice had an adverse affect on the data.

How have these data-based changes improved your program/unit?
The data sample is too small to provide a full measure of the program's effectiveness.

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
☐ 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): No indication that the outcomes need modification
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:

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