

# **ASSESSMENT REPORT FOR**

Bachelor of Science Degree Bilingual Generalist Grades 4th - 8th (BS)  
**Instructional Degree Program**

Spring 2003

**Assessment Period Covered**

July 1, 2003

**Date Submitted**

## **Expanded Statement of Institutional Purpose Linkage:**

### **Institutional Mission Reference:**

Texas A&M International University, a Member of The Texas A&M University System, is committed to the preparation of students for leadership roles in their chosen profession and in increasingly complex, culturally diverse state, national, and global society ... Through instruction, faculty and student research, and public service, Texas A&M International University is 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.

### **College/University Goal(s) Supported:**

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 who link 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.

### **Intended Educational (Student) Outcomes:**

- 1.** Students completing the undergraduate Bilingual (ECE-4) program will compare favorably in academic proficiency in the first and second language with students in similar programs statewide.
- 2.** Students completing the Bilingual (EC-4) program will meet or exceed the expectancy level required for state certification in the knowledge and skills of language development in dual language environments.

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## **Intended Educational (Student) Outcome:**

***NOTE: There should be one form for each intended outcome listed. The intended outcome should be restated immediately below and the intended outcome number entered in the blank spaces.***

1. Students completing the undergraduate Bilingual 4-8 Generalist program will compare favorably in academic proficiency in the first and second language with students in similar programs statewide.

## **First Means of Assessment for Outcome Identified Above:**

### **a. Means of Program Assessment & Criteria for Success:**

Students in the Bilingual 4-8 Generalist program seeking teacher certification will score 80% or better on Standard I on the bilingual certification, Texas, used to demonstrate preparedness to teach in Texas public schools.

### **a. Summary of Assessment Data Collected:**

(N=0)

### **a. Use of Results to Improve Instructional Program:**

(Data pending)

## **Second Means of Assessment for Outcome Identified Above:**

### **b. Means of Program Assessment & Criteria for Success:**

Students completing the undergraduate Bilingual 4-8 Generalist program will demonstrate proficiency in the first (L1) and the second language (L2) as indicated by the Bilingual Education Language Rubrics.

### **b. Summary of Assessment Data Collected:**

The rubrics inclusive of the language proficiency requirements for the College of Education for Bilingual education majors indicated the following: the passing rate of bilingual education majors is 100% for Spanish language proficiency as measured by the Texas Oral Proficiency Test (T.O.P.T); 100% pass rate for the education students in the English language written proficiency as measured by the University Writing Assessment (UWA); 100% for the oral language proficiency in English as measured by the Speaking

Proficiency of English Assessment Kit (S.P.E.A.K.); and 100% as measured by the Texas Higher Education Assessment (THEA) 260 for reading comprehension in English.

**b. Use of Results to Improve Instructional Program:**

(1) The data indicates that 100% of students graduating from the College of Education with a major in Bilingual/4-8 Generalist met the language proficiency requirements before exiting from the program. (2) The application/use of the two languages in dual language environments need to be evaluated. A measure of the bilingual program in producing truly bilingual educators that can deliver instruction in either language effectively can be assessed through actual classroom application. The public school evaluation system that also includes communication can be utilized to have a closer indication on how well students from the university have been prepared in regards to the two languages.

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## **Intended Educational (Student) Outcome:**

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2. Students completing the Bilingual 4-8 Generalist program will meet or exceed the expectancy level required for the state certification exam, the Texas Examinations of Educator Standards (TexES), in the areas of language development in dual language environments.

## **First Means of Assessment for Outcome Identified Above:**

### **a. Means of Program Assessment & Criteria for Success:**

Upon completion of the Bilingual 4-8 Generalist program, student will score 70% or better in Standard III of the TEXES state certification exam.

### **a. Summary of Assessment Data Collected:**

(N=0)

### **a. Use of Results to Improve Instructional Program:**

Data Pending

## **Second Means of Assessment for Outcome Identified Above:**

### **b. Means of Program Assessment & Criteria for Success:**

TEXEX is the only measure for this objective.

### **b. Summary of Assessment Data Collected:**

(N=0)

### **b. Use of Results to Improve Instructional Program:**

Data Pending

## **SUPPORT DOCUMENTATION**

<b>SOURCE</b>	<b>LOCATION/Special Instructions</b>
Bilingual Education Language Rubric	
Texas Oral Proficiency Test (T.O.P.T.)	
University Writing Assessment (UWA)	
Speaking Proficiency of English Assessment Kit (S.P.E.A.K.)	
Texas Higher Education Assessment (THEA)	
Texas Examinations of Educator Standards (TExES)	