

ASSESSMENT REPORT FOR

Bachelor of Science Degree in Early Childhood Education/Bilingual
Education Specialization (BS)

Instructional Degree Program

Spring 2004

Assessment Period Covered

July 1, 2004

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 an 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 that 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.

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-ECE-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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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.

First Means of Assessment for Outcome Identified Above:

1a. Means of Unit Assessment & Criteria for Success:

Students in the bilingual program(Bil/ECE-4) seeking teacher certification will score 80% or better on the Bil./EC-4 Texas Examinations of Educator Standards (TExES), Domain I, used to demonstrate preparedness to teach in Texas public schools.

1a. Summary of Assessment Data Collected:

(N=28) The overall average score obtained from students completing their course work in the Spring semester 2004 scored 77.64% in the Texas Examinations of Educator Standards (TExES). This is short of the targeted 80% goal.

1a. Use of Results to Improve Unit Services:

(1)The TExES examination, a criterion reference test, is solely written in English and is utilized as a measurement of the individual's knowledge and skills in the area of bilingual education, Domain I. With this means of assessment, the department will only evaluate scores on language competence. Additional forms of assessments, such as performance based oral and written language proficiency in both targeted languages will be designed by the bilingual education faculty to assess the expected level of performance. (2) A committee will be

formed to assess writing performance in the Spanish language as students complete the Bilingual (EC-4) program. A rubric that specifies the different levels of proficiency will be used to indicate the individual's level of performance. **(3)** The syllabi for all the bilingual education courses will include objectives that require students to demonstrate listening, speaking, reading and writing language proficiency in two languages .

Second Means of Assessment for Outcome Identified Above:

1b. Means of Unit Assessment & Criteria for Success

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

1b. Summary of Assessment Data Collected:

Using the rubrics for the language proficiency requirements for this degree, the faculty have determined 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).

1b. Use of Results to Improve Unit Service:

(1) The data indicate those students graduating from the College of Education with a Major in EC-4 Bilingual met the language proficiency requirements before exiting from the program. Faculty will take steps to ensure a closer correlation of the state certification exams. (2) The use of the two languages in dual language environments needs to be evaluated. A measure of the bilingual program in producing truly bilingual educators who can deliver instruction in either language effectively can be assessed through actual classroom application. Faculty members have also concluded that an employers' survey is necessary in order to determine whether or not supervisors in public schools, with bilingual degrees, have sufficiently demonstrated (for these public contexts) their abilities in two languages.

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Intended Educational (Student) Outcome:

2. Students completing the undergraduate Bilingual/ECE-4 program will meet or exceed the expectancy level required for state certification in the knowledge and skills of language development.

First Means of Assessment for Outcome Identified Above:

_____a. Means of Program Assessment & Criteria for Success:

Students in the bilingual (EC-4) program seeking teacher certification will score 70% or better in Domain II of the Texas Examinations of Educator Standards, TExES, used to demonstrate preparedness to teach in Texas Public schools.

_____a. Summary of Assessment Data Collected:

(N=28) The overall average score obtained from students completing their course work in the Spring semester 2004 scored 70.11% in the TExES Examinations of Educator Standards (TExES). The total mean score met the targeted **goal**.

_____a. Use of Results to Improve Instructional Program:

(1) Bilingual education courses were newly designed to prepare students with a stronger base in dual language proficiency as well as in content. These courses were designed to meet the demands of the new statewide certification exam, TExES. Students completing their course work now appear to be performing at the expectations for the English Language Arts and Reading which is approximately 21% of the entire TExES measure. This may be an indication that the

additional and newly designed courses and the implementation of activities are aligned to the eight standards under Domain II. (2) Although no action was taken at this time, bilingual education faculty members plan to continue evaluating course objectives and their connection to the competencies. (3) In a qualitative survey, students in the program will indicate which type of activities contributed to their understanding of course materials.

SUPPORT DOCUMENTATION

SOURCE	LOCATION/Special Instructions
Texas Examination of Educator Standards (TExES) (Summary of Results)	
Rubric for Spanish Competency	
Rubric for S.P.E.A.K	
Rubric for THEA	