

# **ASSESSMENT REPORT FOR**

Bachelor of Science Degree in Early Childhood Education (BS)  
**Instructional Degree Program**

Spring 2004  
**Assessment Period Covered**

July 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, which likes 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 early childhood education program will compare favorably with students at like institutions in the state of Texas on their knowledge of English Language Arts and Reading instruction.
- 2.** Students completing the early childhood education program will compare favorably with students at like institutions in the state of Texas on mathematics instructions.

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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 in the box immediately below and the intended outcome number entered in the blank spaces.***

\_\_\_\_ 1. Students completing the early childhood education program will compare favorably with students like institutions in the state of Texas on their knowledge of English Language and Reading instruction.

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

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

The average score of students completing the early childhood education program will be at or near 70% on the Texas Examination of Educator Standards (TEXES) in Domain 1 English Language Arts and Reading.

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

Seven students took the required examination, and all seven passed the exam with an average score of 80.86 per cent on Domain 1 English Language Arts and Reading well above the stated objective.

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

In order to improve the results of the instruction of early childhood students in their knowledge of English Language Arts and Reading, the program should take the following measures: (1) continue with the current requirements of course work, (2) take advantage of the newly created Hinojosa Reading Research Center by having students become actively involved in the program, (3) Involve students in the TAMIU Child Development Center in activities involving language development and tutorial activities in the after school program.

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

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

Students will complete a self-report survey at the beginning of the capstone course, EDEC 4366 Curriculum and Materials in Early Childhood Education, on their understanding of concepts in oral language including development, delivery strategies and techniques and the influence of second language learning.

**\_\_\_\_\_b. Summary of Assessment Data Collected:**

(N=13) Upon completion of the self-report survey, 84 percent of the students demonstrated their understanding of concepts in oral language including development, delivery strategies and techniques and the influence of second language learning.

**\_\_\_\_\_b. Use of Results to Improve Instructional Program:**

The data indicate that if early childhood students follow the sequence of courses prior to enrolling in EDEC 4366, they will be successful in the assessment.

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

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\_\_\_\_ 2. Students completing the early childhood program will compare favorably with students at like institutions in the state of Texas on mathematics instruction.

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

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

The average score of students completing the early childhood education program will be at or near 70% on the TExES in Domain 2 Mathematics.

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

Seven students took the required examination. All eleven students passed the mathematics component of the exam with an average score of 81.71 per cent, well above the stated objective.

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

In order to improve these scores, the program should continue requiring the existing courses. Further, instruction in EDEC 3364 Mathematics and Science for the Young Child should emphasize developmentally appropriate practices with young children. The program now has access to young children in the TAMIU Child Development Center for observation and field experiences along with state adopted materials recommended for Early Childhood years.

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

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

A sample of graduates of the program will be interviewed during their first year of teaching regarding their preparation for teaching measurement, probability and statistics.

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

Six students who graduated with a bachelor's degree in early childhood education in 2003 were interviewed with the following results: On a scale of 1 to 5 with 5 being

highest, all students felt their preparation on teaching measurement was at the 4 level with one student responding 3. On probability, students felt their preparation was at the 3 levels with one teacher stating her preparation was at the 4 level. Students rated their preparation to teach statistics at the lowest of the three areas with one person rating it as 1, and one person rating it 2. The other responses were 3's and 4's.

They suggested that more time in EDEC 3464 might be spent on these higher-level mathematics activities. Their suggestions included more field experiences; more experience in working with parents, information on record keeping, more she had learned was actual experiences working in the schools as a paraprofessional.

**\_\_\_\_\_b. Use of Results to Improve Instructional Program:**

In order to improve the mathematics component of the TAMIU early childhood mathematics component, the program should continue with its present requirements and make the following adjustments: include more hands on activities on the units of work for preparation for teaching measurement, probability and statistics in the course EDEC 3364 and include field experiences for these areas in the TAMIU Child Development Center as well as in the public schools.

**SUPPORT DOCUMENTATION**

<b>SOURCE</b>	<b>LOCATION/Special Instructions</b>
Texas Examination of Educator Standards (TExES) (Summary of Results)	
Self-Report Survey	
Interview Questions	