

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

**Date Submitted** 9/6/05

**Assessment Period Covered (FY 2005)**

**Budget Period Covered (FY 2005)**

**Academic Program/AES Unit** Special Education - All Level

**Person Preparing Review** Randel D. Brown

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

Texas State mandated educator certification exam students' performance data were shared with program faculty who agreed that it was important to refine their instructional efforts with respect to Domain III. A closer inspection of the Fall 2004 and Spring 2005 TExES data revealed that greater attention needed to be given to Domain III of the TExES, since students' average performance was 59% across two administrations of this exam. Faculty agreed to develop a plan to systematically incorporate these competencies into their courses and will begin implementing the revised courses in the Fall 2006 semester.

**Provide summary of budget decisions and their impact on your program/division.**

Funding was not requested.

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/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 that link 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 students in the field.

**Identify outcomes and relationship to Strategic Plan**

**Outcome 1**

Students completing the special education program will compare favorably statewide with their understanding of learners with special needs.

**Identify Strategic Plan Goal related to Outcome 1**

Goal 2 Academic

**Identify Strategic Plan Objective and Strategy related to Outcome 1 (Appendix A – Strategic Goals)**

To graduate students prepared to pass the TExAS and other professional licensing examinations

**Methods of assessment**

TExAS score reports

**Frequency of administration**

TExAS are conducted 5 times throughout the year.

**Criteria/Benchmark**

The average score of students completing the special education program will be 240 on the Texas Examinations of Educator Standards (TExES) in Domain 1, Understanding Learners with Special Needs.

---

**Outcome 2**

Students completing the special education program will compare favorably statewide in promoting student achievement in English language arts and read, and in mathematics.

**Identify Strategic Plan Goal related to Outcome 2**

Goal 2 Academic

**Identify Strategic Plan Objective and Strategy related to Outcome 2 (Appendix A – Strategic Goals)**

To graduate students prepared to pass the TExAS and other professional licensing examinations

**Methods of assessment**

TExAS score reports

**Frequency of administration**

TExAS are conducted 5 times throughout the year

**Criteria/Benchmark**

The average score of students completing the special education program will be 240 on the Texas Examinations of Educator Standards (TExES) in Domain 3, Promoting Student Achievement in English Language Arts and in Mathematics.

---

**Outcome 3**

Students completing the special education program will demonstrate the skills related to implementing effective, responsive instruction and assessment.

**Identify Strategic Plan Goal related to Outcome 3**

Goal 2 Academic

**Identify Strategic Plan Objective and Strategy related to Outcome 3 (Appendix A – Strategic Goals)**

To graduate students prepared to pass the TExAS and other professional licensing examinations

**Methods of assessment**

Evaluation of student portfolios.

**Frequency of administration**

The portfolio defense can occur up to four times during the year.

**Criteria/Benchmark**

Students completing the special education program will provide evidence of knowledge and performance in special education through a portfolio defense using a common rubric. The evaluation criteria for the rubric will be 70% of stated portfolio requirements.

## Section II: Analysis of Results

### **When (term/date) was assessment conducted?**

#### **Outcome 1**

All TExAS exams were administered at state approved test administration sites on the following dates: 10/2/04, 12/4/04, 1/21/05, 2/26/05, 3/23/05 and 5/21/05.

#### **Outcome 2**

All TExAS exams were administered at state approved test administration sites on the following dates: 10/2/04, 12/4/04, 1/21/05, 2/26/05, 3/23/05 and 5/21/05.

#### **Outcome 3**

Portfolio defense using a common rubric were conducted at the end of each academic term (Fall, Spring and Summer) to all graduating students in the program.

---

### **What were the results attained (raw data)?**

#### **Outcome 1**

84% (N=31) of undergraduate students scored 240 or above (Mean=245.55) on Domain I of the TExAS for all level special education demonstrating a favorable comparison statewide with their understanding of learners with special needs. 78% (N=31) of undergraduate students scored 240 or above over all Domain areas of the TExAS for all level special education (Mean=248.06, Median=247, Mode=244, Range=45 with Minimum=227 and Maximum=272).

#### **Outcome 2**

59% (N=31) of undergraduate students scored 240 or above (Mean=232.44) on Domain III of the TExAS for all level special education in the comparison statewide with their understanding of learners with special needs. 78% (N=31) of undergraduate students scored 240 or above over all Domain areas of the TExAS for all level special education (Mean=248.06, Median=247, Mode=244, Range=45 with Minimum=227 and Maximum=272).

#### **Outcome 3**

100% (N=13) of undergraduate students scored a mean of 100% of stated portfolio requirements; students earned a mean of 89% on the standard questions of the rubric. One student was unable to complete the standard questions of the rubric.

---

### **Who (specify names) conducted analysis of data?**

#### **Outcome 1**

Randel D. Brown

#### **Outcome 2**

Randel D. Brown

### **Outcome 3**

Randel D. Brown

---

**When were the results and analysis shared? With whom (department chair, supervisor, staff, external stakeholders)? Minutes with data analysis submitted to [assessment@tamiu.edu](mailto:assessment@tamiu.edu)? (Please use Minutes Template located on the Project INTEGRATE web page.)**

The results and analysis were shared with the College of Education Dean, Department of Special Population Chair, and all faculty teaching degree specific courses for the Special Education - All Level undergraduate degree.

**Has the assessment documentation (i.e., surveys, rubrics, course exams with embedded questions, etc.) been submitted to the Office of Institutional Effectiveness and Planning?**

Yes

**Use of Results: Indicate what changes, if any, based on the data have been recommended?**

#### **Outcome 1**

Faculty agreed to develop a plan to systematically incorporate TExAS competencies into their courses and will begin implementing the revised courses in the Fall 2006 semester.

#### **Outcome 2**

Faculty agreed to develop a plan to systematically incorporate TExAS competencies into their courses and will begin implementing the revised courses in the Fall 2006 semester.

#### **Outcome 3**

Several questions on the standard questions have been revised to be more aligned with the TExES. Additional questions regarding promoting students achievement in the content areas have been included.

Section III: Programmatic Review

**What are the implications of the recommended changes?**

Course content revisions

**Will resources be affected by the recommended changes?**    Yes    No

**If so, specify the anticipated effect(s) using the chart below:**

Funding	Physical	Other
<input type="checkbox"/> New resources required	<input type="checkbox"/> New or reallocated space	<input 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

**Narrative description and justification for request including related strategy (Attach Budget Request 'Form B' and/or 'Form C')**

Enter text here

**If funding, physical or other resources were requested, what is the impact of the budget decisions on program/division?**

Enter text here

**In the box below, provide information on the outcomes for the next assessment cycle:**

Outcomes for Next Assessment Cycle
Continuation of present outcome(s) - (Indicate reason for continuation): Outcomes will remain the same because of their importance to teaching in special education environments.
New Outcome(s) – (List outcomes below): Enter text here
Modification of present outcome(s) – (Indicate reason for modification): The same outcomes, but some changes in wording for clarity.