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

Date Submitted   1/31/08

Assessment Period Covered (2007)

Academic Program/AES Unit Bachelor of Science Degree in All Level Special Education (BS)

Person(s) Preparing Review   Randel D. Brown

Provide summary of the last cycle's use of results and changes implemented
65% (N=40) of undergraduate students scored 240 or above (Mean=244.65) on Domain I of the TExES for all level special education deomonstrating a favorable comparison statewide with their understanding of learners with special needs. 62.5% (N=40) of undergraduate students scored 240 or above on Domain II areas of the TExES for all level special education (Mean=238.23 with Minimum=176 and Maximum=273). In contrast, 45% (N=40) of undergraduate students scored 240 or above (Mean=237.63) on Domain III of the TExES for all level special education in the comparison statewide with their understanding of learners with special needs. Domain III deals with Promoting Student Achievement in English Language Arts and in Mathematics. In sum, 65% (N=40) of undergraduate students scored 240 or above over all Domain areas of the TExES for all level special education with Minimum=176 and Maximum=273). 100% (N=11) of undergraduate students scored a mean of 100% on stated portfolio requirements; students earned a mean of 90% on the standard questions of the rubric. Program coursework and syllabi have been modified to more specifically address the contents of Domain III.

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 mission of the College of Education at Texas A&M International University is to provide for educators a comprehensive and coherent professional development system that links 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 the relationship to Strategic Plan

Outcome 1 ☐ **Is this outcome related to writing (QEP)?**
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 1 Academics

Identify Strategic Plan Objective related to Outcome 1
To graduate students prepared to pass the TExAS and other professional licensing examinations.

Identify methods of assessment to be used
TExES score reports

Indicate when assessment will take place
Annual

Criteria/Benchmark
70% of students completing the special education program will score 240 or above on the Texas Examinations of Educator Standards (TExES) in Domain 1, Understanding Learners with Special Needs.

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Outcome 2 ☐ **Is this outcome related to writing (QEP)?**
Students completing the special education program will compare favorably statewide in promoting student achievement in English Language Arts and Reading, and in Mathematics.

Identify Strategic Plan Goal related to Outcome 2
Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 2
To graduate students prepared to pass the TExES and other professional licensing examinations.

Identify methods of assessment to be used
TExAS score reports

Indicate when assessment will take place
Annual

Criteria/Benchmark
70% of students completing the special education program will score 240 or above on the Texas Examinations of Educator Standards (TExES) in Domain III, Promoting Student Achievement in English Language Arts and in Mathematics

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Outcome 3 □ **Is this outcome related to writing (QEP)?**
Students completing the special education program will demonstrate skills related to implementing effective, responsive instruction and assessment.

Identify Strategic Plan Goal related to Outcome 3
Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 3
To graduate students prepared to pass the TExAS and other professional licensing examinations

Identify methods of assessment to be used
Evaluation of student portfolios.

Indicate when assessment will take place
Annual

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.The rubric includes criteria regarding implementing effective, responsive instruction and assessment.

When (term/date) was assessment conducted?
Outcome 1
All TExES exams were administered at state approved test administration sites and on state approved test dates between 1-1-07 and 12-31-07.

Outcome 2
All TExES exams were administered at state approved test administration sites and on state approved test dates between 1-1-07 and 12-31-07.

Outcome 3
Portfolio defenses using a common rubric were conducted at the end of each academic term (Fall, Spring and Summer) to all graduating students in the program.

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What were the results attained (raw data)?
Outcome 1
57% (N=28) of undergraduate students scored 240 or above over all Domain areas of the TExES for all level special education (Mean=240.1 with Minimum=200 and Maximum=294). 61% (N=28) of undergraduate students scored 240 or above (Mean=245.42 with Minimum=201 and Maximum=287) on Domain I of the TExES for all level special education deomonstrating a favorable comparison statewide with their understanding of learners with special needs. 36% (N=28) of undergraduate students scored 240 or above (Mean=232.89 with Minimum=177 and Maximum=291) on Domain II of the TExES for all level special education. 61% (N=28) of undergraduate students scored 240 or above (Mean=245.28 with Minimum=190 and Maximum=292) on Domain IV of the TExES for all level special education deomonstrating a favorable comparison statewide with their understanding of learners with special needs.

Outcome 2
57% (N=28) of undergraduate students scored 240 or above over all Domain areas of the TExES for all level special education (Mean=240.1 with Minimum=200 and Maximum=294). 39% (N=28) of undergraduate students scored 240 or above (Mean=238.85 with Minimum=207 and Maximum=282) on Domain III of the TExES for all level special education.

Outcome 3
100% (N=28) of undergraduate students scored a mean of 100% on stated portfolio requirements; students earned a mean of 85% on the standard questions of the rubric.

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

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: Faculty agreed to develop a plan to systematically incorporate TExAS competencies into their courses and will begin implementing the revised courses in the Fall 2008 semester.

Outcome 2
☐ **Met**   ☒ **Not Met**
Provide narrative: Faculty agreed to develop a plan to systematically incorporate TExAS competencies into their courses and will begin implementing the revised courses in the Fall 2008 semester.

Outcome 3
☒ **Met**   ☐ **Not Met**
Provide narrative: 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.

How have these data-based changes improved your program/unit?
Enter text here

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): Enter text here
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