

**Texas A&M International University  
Annual Institutional Effectiveness Review (AIER)  
of Academic Programs**

**Program: Bachelor of Science Degree in All Level Special Education (BS)**

**Assessment Period Covered: March 1, 2008 to January 31, 2009**

**Program Coordinator (Preparer of Report) Randel D. Brown**

**List Other Program Faculty:**

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**The Annual Institutional Effectiveness Review for Academic Programs is directed at Goal 1: Academics of the Texas A&M International University 2006-2010 Strategic Plan:**

Develop, maintain, assess, and improve academic programs, administrative/educational support services and student services, to admit, retain, and graduate students who achieve established learning outcomes designed to prepare them for success in their chosen careers.

**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 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.

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

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.

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 demonstrating 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.

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.

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 demonstrating a favorable comparison statewide with their understanding of learners with special needs.

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.

Based on the program results the special education faculty agreed to develop a plan to systematically incorporate TExES competencies into their courses and will begin implementing the revised courses in the Fall 2008 semester. Specific courses were reviewed to determine needed changes to address areas of need. Course objective were revised as needed. In addition several questions on the standard program exit questionair have been revised to be more aligned with the TExES. Additional questions regarding promoting students achievement in the content areas have been included.

**Selected list of program-level intended student learning outcomes** *It is recommended that programs rotate through their entire set of outcomes over a multi-year period. Programs may focus on one or two outcomes each year, as deemed appropriate.*

1. Students completing the special education program will compare favorably statewide with their understanding of learners with special needs.
2. Students completing the special education program will compare favorably statewide in promoting student achievement in English Language Arts and Reading, and in Mathematics.
3. Students completing the special education program will demonstrate skills related to implementing effective, responsive instruction and assessment.

## Section I: Planning and Implementation

**Outcome(s):** *Identify the outcome(s) that will be focused upon this year.*

1. Students completing the special education program will compare favorably statewide with their understanding of learners with special needs.
2. Students completing the special education program will compare favorably statewide in promoting student achievement in English Language Arts and Reading, and in Mathematics.

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

**Please indicate if the outcome(s) is(are) related to writing (QEP).**

**Methods of assessment to be used:** *The explanation should identify and describe the type of assessment(s) that will be used (e.g., survey, questionnaire, observation instrument, test, rubric to evaluate performance, standardized examination, action research, interviews, etc.), who will provide the information, and how the data will be obtained.*

1. TExES score reports
2. TExAS score reports
3. Evaluation of student portfolios

**Indicate when assessment(s) will take place:**

1. Annual
2. Annual
3. Annual

**Criteria/Benchmark(s):** *Specify, if deemed appropriate to assess outcome(s). Criteria/benchmark(s) may be optional, especially if qualitative measures are used for data collection.*

1. 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.
2. 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.
3. 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.

## Section II: Analysis of Results

**What were the results attained?** *Describe the primary results or findings from your analysis of the information collected. This section should include an explanation of any strength(s) or weakness(es) of the program suggested by the results.*

90% (N=10) of undergraduate students scored 240 or above over all Domain areas of the TExES for all level special education (Mean=251.2 with Minimum=238 and Maximum=267) demonstrating a favorable comparison statewide with their understanding of learners with special needs..

70% (N=10) of undergraduate students scored 240 or above (Mean=240.8 with Minimum=207 and Maximum=262) on Domain I of the TExES for all level special education demonstrating a favorable comparison statewide with their understanding of learners with special needs.

70% (N=10) of undergraduate students scored 240 or above (Mean=251.3 with Minimum=228 and Maximum=276) on Domain II of the TExES for all level special education.

100% (N=10) of undergraduate students scored 240 or above (Mean=254.7 with Minimum=244 and Maximum=269) on Domain III of the TExES for all level special education demonstrating a favorable comparison statewide with their understanding of learners with special needs.

50% (N=10) of undergraduate students scored 240 or above (Mean=243.6 with Minimum=215 and Maximum=275) on Domain IV of the TExES for all level special education.

100% (N=10) 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.

The listed results indicate a favorable pass rate overall for all students challenging the TExES, including an increase in scores in Domain III of the TExES for all level special education TExES for all level special education, however three areas of focus were identified:

1. 30% of testing students did not achieve 240 or above in Domain I Understanding Individuals with Disabilities and Evaluating Their Needs
2. 30% of testing students did not achieve 240 or above in Domain II Promoting Student Learning and Development, and
3. 50% of testing students did not achieve 240 or above in Domain IV Foundations and Professional Roles and Responsibilities.

**What were the conclusions reached?** *Should include a brief description of the procedure used for reaching the conclusion(s) based on the evidence collected and describe the process used to disseminate the information to other individuals. For example, if the discussion took place during the annual spring retreat, include a summary from those deliberations using the Meeting Minutes template found at <http://www.tamtu.edu/integrate/docs/Minutes-Template.doc>. Once completed, submit the minutes to [assessment@tamtu.edu](mailto:assessment@tamtu.edu).*

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. Faculty agreed to develop a plan to systematically incorporate focus on the TExES competencies covering Domain I, II, and IV into their courses and will begin implementing the revised courses in the Fall 2009 semester. Furthermore the faculty agreed to develop a series of pre-test workshops to reinforce the contents of Domains I, II, and IV.

**Describe the action plan formulated. (The plan may be multi-year in nature.)** *Based on the conclusion(s), describe the action plan to be implemented to improve or maintain student learning, including a timeline for implementation.*

At the spring COE retreat the special education faculty will align core special education courses with the TExES for all level special education to ensure all competencies are adequately covered. During the fall 09 semester the special education faculty will develop and deliver a series of pre-test workshops to reinforce the contents of Domains I, II, and IV.

### Section III: Resources

**Resource(s) to implement action plan:** *Describe the resources that will be needed to implement the action plan. Also indicate if the resources are currently available, or if additional funds will be needed to obtain these resources.*

#### Funding

- New Resources Required
- Reallocation of current funds
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#### Physical

- New or reallocated space

#### Other

- Primarily faculty/staff time
- University/rule procedure change only

**Provide a narrative description and justification for requested resources (include linkage to Strategic Plan)**

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**Identify proposed outcomes for the next assessment cycle:**

*Continuation of present outcome(s) – (Indicate reason for continuation):*

Two current outcomes focus on the TExES for all level special education. These outcome are important and appropriate for continuation. These outcomes are as follows:

1. 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.
2. 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.

*New Outcome(s) – (List outcomes below):*

Two additional outcomes will be included. They are as follows:

1. 70% of students completing the special education program will score 240 or above on the Texas Examinations of Educator Standards (TExES) in Domain II, Understanding Learners with Special Needs.
2. 70% of students completing the special education program will score 240 or above on the Texas Examinations of Educator Standards (TExES) in Domain IV, Promoting Student Achievement in English Language Arts and in Mathematics.

*Modification of present outcome(s) – (Indicate reason for modification):*

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