

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

Date Submitted 09/01/05

Assessment Period Covered (FY 2005)

Budget Period Covered (FY 2005)

Academic Program/AES Unit Bachelor of Science in Interdisciplinary Studies Bilingual
Generalist Grades 4th-8th (BSIS)

Person Preparing Review Miroslava B. Vargas

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

The sample size is small and the results from each of the standards within the domain would serve the purpose of determining areas of strength and weaknesses. However the data seems to indicate that the course work is adequate and should continue with the same course format and content. Other domains such as math, social studies, and science need to be included in future assessment.

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

Funding was not needed. Primarily faculty/staff time was utilized.

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 which 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.

Identify outcomes and relationship to Strategic Plan

Outcome 1

Students completing the undergraduate Bilingual Education: 4-8 Generalist program will meet/or exceed the state's criteria for first year teacher's knowledge and skills in promoting the first and second language proficiency in their students.

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)

II.3.0: To graduate students prepared to pass the TExES and other professional licensing examinations.

Methods of assessment

TExES

Frequency of administration

TExES is administered four times a year. .

Criteria/Benchmark

Students in the Bilingual 4-8 Generalist program seeking certification will score 70% or better on Domain I, Standards I on the bilingual certification exam (TExES) used to demonstrate preparedness to teach in Texas public schools.

Outcome 2

Students completing the undergraduate Bilingual 4-8 Generalist program will meet or exceed the expectancy level required for state's criteria for first year's teacher's knowledge and skills of effective instructional strategies for language arts and reading.

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)

II. 3.0:To graduate students prepared to pass the TExES and other professional licensing examinations.

Methods of assessment

The Texas Examinations of Educator Standards (TExES), Domain II will be utilized for assessment. This exam replaced the ExCET.

Frequency of administration

The TExES is administered four times a year.

Criteria/Benchmark

Students will score 70% or better in Domain II of the Texas Examinations of Educators Standards (TEXES) to demonstrate preparedness to teach in Texas public schools.

Outcome 3

Enter text here

Identify Strategic Plan Goal related to Outcome 3

To Select Goal Click Here

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

Enter text here

Methods of assessment

Enter text here

Frequency of administration

Enter text here

Criteria/Benchmark

Enter text here

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

Fall 2004

Outcome 2

Fall 2004

Outcome 3

Enter text here

What were the results attained (raw data)?

Outcome 1

(N=3) The average score was 80.67% on Domain I. Domain I contains six (6) standards. The data was not segregated to analyze how student performed on Standard I, however of the three (3) students that were tested, all passed and met the targeted goal.

Outcome 2

(N=3) The average score was 77.67% . This data indicates that the students met the targeted goal.

Outcome 3

Enter text here

Who (specify names) conducted analysis of data?

Outcome 1

Miroslava B. Vargas

Outcome 2

Miroslava B. Vargas

Outcome 3

Enter text here

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

Assessment results are kept by the TExES coordinator at TAMIU, College of Education.

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

Not yet

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

Outcome 1

The sample size is small and the results from each of the standards within the domain would serve the purpose of determining areas of strength and weaknesses. However the data seems to indicate that the course work is adequate and should continue with the same course format and content. Other domains such as math, social studies, and science need to be included in future assessment.

Outcome 2

Continuation of yearly evaluation of student knowledge and skills on effective instructional strategies for language arts and reading.

Outcome 3

Enter text here

Section III: Programmatic Review

What are the implications of the recommended changes?

Program improvement will be gained through an understanding of students' strengths and weaknesses. Curriculum changes and teaching methodologies can further be improved.

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 checked="" 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')

Faculty working on the recommendations will need to schedule meeting dates to review data as well as to discuss ways in which the program can best be improved.

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

N/A

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): Consistency in scores is needed before changes can be recommended. Also, the number of students is small compared to the EC-4/Bilingual and may be indicating that there is a limited need for this grade level specialization.
New Outcome(s) – (List outcomes below): Enter text here
Modification of present outcome(s) – (Indicate reason for modification): Modification of the present outcomes were made to be more reflective of the new bilingual education standards, domains and competencies.