

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

**Program: BSIS-Bilingual Generalist Grades 4 - 8**

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

**Program Coordinator (Preparer of Report) Dr. Sergio D. Garza**

**List Other Program Faculty:**

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| <b>Dr. Ramon Alaniz</b>          |
| <b>Dr. San Juanita G. Hachar</b> |
| <b>Dr. Miroslava Vargas</b>      |
| <b>Dr. Sergio D. Garza</b>       |
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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 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.

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

*Program faculty should evaluate the former cycle. This statement should specify if the outcomes addressed were a continuation of previous ones, new outcomes, or modified versions of previous outcomes. In addition, the statement should include a concise analysis of the assessment data collected during the previous year, a brief explanation of actions taken to address specific outcomes, an evaluation of how these actions contributed to the improvement of the program, and any recommendations formulated. Assessment data—including actual samples of student work—must be viewed and discussed by program faculty during this process.*

For this degree, only one student took the exam. Therefore, it was impossible for the professors to come up with outcomes and recommendations at this time.

**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 undergraduate Bilingual Education 4-8 Generalist program will meet/or exceed the state's criteria for the first year teacher's knowledge and skills on the process of first and second language acquisition, development, and assessment.(Domain I)
2. Students completing the undergraduate Bilingual 4-8 Generalist program will meet or exceed the state's expectancy level criteria for first year teacher's knowledge and skills one effective instructional strategies in the areas of language arts and reading. (Domain II)
3. Students completing the undergraduate Bilingual Generalist 4-8 program will meet or exceed the expectancy level required for the state's criteria for first year teacher's preparedness to teach individual language programs in Texas public schools.
- 4.
- 5.

## Section I: Planning and Implementation

### **Outcome(s)**

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

Students completing the undergraduate Bilingual Education 4-8 Generalist program will meet/or exceed the state's criteria for the first year teacher's knowledge and skills on the process of first and second language acquisition, development, and assessment. (Domain I)

**X 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.*

70% of the students in the Bilingual 4-8 Generalist program seeking certification will achieve a scaled score of 240 or better on the TExES for first time test takers. Domain I will be used to demonstrate knowledge of the first year teacher's knowledge and skills on the process of first and second language acquisition, development and assessment.

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

**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.]*

The assessments will occur on an annual basis.

## 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.*

At this time, there is insufficient data to report due to the fact that we have one student who tested in this area. As a result, we will continue to monitor the program.

### **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 on the Project Integrate web page at <http://www.tamtu.edu/integrate/docs/Minutes-Template.doc>. Once completed, submit the minutes to [assessment@tamtu.edu](mailto:assessment@tamtu.edu).*

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### **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.*

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## 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

#### **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)**

At this time, there is insufficient data to report due to the fact that we have 1 student who tested in this area. As a result, we will continue to monitor the program.

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

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

At this time, there is insufficient data to report due to the fact that we have one student who tested in this area. As a result, we will continue to monitor the program.

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

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