

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

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

**Assessment Period Covered: January 1, 2009 – January 31, 2010**

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**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 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.

## 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.*

TEExES Examination

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

The assessments will occur on an annual basis.

**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.]*

70% of the students in the Bilingual 4-8 Generalist program seeking certification will achieve a scaled score of 240 or better on the TEExES for first time 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.

## 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.*

Students took the following assessments for BSIS Bilingual Generalist:

Three students took test # 119. Out of these three, zero passed the exam.

One student took exam 101 and 102 earning scores of 85% AND 93% meeting the criteria of 70%.

One student took exam #111 and #112. She scored 65% on the former, meaning she did not pass the exam and scored a 71% on the latter, indicating that she passed this exam meeting the criteria set forth by the committee.

**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).*

A conclusion that the committee concurred with was the simple fact that some of these students do not take the courses in the proper sequence. Courses are assigned for students to take in proper sequence. Another conclusion reached is that there are not enough students to actually make a class by university standards. Therefore, these students are placed with EC-4<sup>th</sup> students. Even though professors modify their lectures in order for these students to be successful, these students at times have problems with their needs being met as they require more delivery of specific content material that they should have received from those particular professors.

**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.*

A plan has been formulated to help those students who take the generalist exam to be successful. The COE Bilingual staff is working in conjunction with the COAS Spanish department to help these students be successful with Spanish.

The curriculum has also been revamped that students begin getting pedagogy in Bilingual Education at a much earlier stage in their program. This was done by incorporating a class into the Blocks for these students. Also, the students are doing writing assignments, in which they have to do research on effective Bilingual Education pedagogy thereby improving their writing, oral delivery (during presentation) and their skills on effective pedagogy for English Language Learners. The Title V Program is also another strategy that helps students improve themselves. By joining the Title V Cohorts, students are taught the basics of effective teaching in the content areas. The LAC, which is supervised by a manager, has proven to be an effective tool to help students improve their learning through different strategies. This program which offers a plethora of knowledge to the students will enable them to pass the BSIS Generalist 4-8.

### 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
- None at this time.

#### Physical

- New or reallocated space
- None at this time.

#### Other

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

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

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

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

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.

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

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

Date Completed: May 3, 2010