

Texas A&M International University

Annual Institutional Effectiveness Review (AIER)

Date Submitted 03/07/2007

Assessment Period Covered (2006)

Academic Program/AES Unit Bachelor of Science in Interdisciplinary Studies Early Childhood Education/Bilingual Education Specialization (BSIS)

Person(s) Preparing Review Miroslava B. Vargas

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

Students completing their course work exceeded the statewide average scaled scores on Domain I of the TExES Bilingual Generalist EC-4 exam. The total percent passing Domain I was 73.53 percent (73.53%) with a mean score of 74.44. For Domain I, scores for the EC-4 bilingual supplemental exam were included due to data that indicates that some students majoring in bilingual education never took the Bilingual Generalist exam. However, students completing their course work did not meet the targeted percentage for the second outcome that included Domain II of the TExES Bilingual/ EC-4. The second outcome targeted 70 percent (70%) of students passing Domain II. Only 63.33 percent (63.33%) of the students passed this section and the mean score for these students was 70.27.

The third outcome had the highest passing rate for Spanish Language proficiency. The Texas Oral Language Proficiency Test (TOPT) was used to assess Spanish language proficiency. Only one (1) student failed the test, however, the percentage met and exceeded the targeted percentage of 70 percent.

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 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 the relationship to Strategic Plan

Outcome 1

Is this outcome related to writing (QEP)?

Students completing the undergraduate Bilingual/ECE-4 degree program will meet/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.

Identify Strategic Plan Goal related to Outcome 1

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 1

I.1.7 Establish and pursue student learning outcomes appropriate for each program with systematic assessment and use of results for continuous quality improvement.

Identify methods of assessment to be used

Quantitative: Bilingual/EC-4 Texas Examination of Educator Standards (TExES), Domain I.

Indicate when assessment will take place

Annual

Criteria/Benchmark

70% of the students in the bilingual program (Bil./EC-4) seeking teacher certification will achieve a scaled score at or above 240 on the Bilingual/EC-4 TExES, Domain I.

Outcome 2

Is this outcome related to writing (QEP)?

Students completing the undergraduate bilingual program(Bil./EC-4) will meet or exceed the expectancy level required for the state's criteria for first year teacher's knowledge and skills on effective instructional strategies for language arts and reading.

Identify Strategic Plan Goal related to Outcome 2

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 2

I.1.7 Establish and pursue student learning outcomes appropriate for each program with systematic assessment and use of results for continuous quality improvement.

Identify methods of assessment to be used

TExES, Domain II

Indicate when assessment will take place

Annual

Criteria/Benchmark

70% of the students completing the undergraduate ECE/Bilingual (EC-4) degree program will achieve a scaled score of 240 or better on Domain II of the measurement, TExES, used to demonstrate preparedness to teach in Texas public schools.

Outcome 3

Is this outcome related to writing (QEP)?

Students completing the undergraduate bilingual program(Bil./EC-4) will meet or exceed the expectancy level required for the state's criteria for first year teachers' preparedness to teach in dual language programs in Texas public schools.

Identify Strategic Plan Goal related to Outcome 3

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 3

I.1.7 Establish and pursue student learning outcomes appropriate for each program with systematic assessment and use of results for continuous quality improvement.

Identify methods of assessment to be used

1.)Texas Oral Proficiency Test (TOPT) or any state language proficiency exam that replaces the TOPT. 2.) The TExES, Competency #1 from the Bilingual EC-4 will assess knowledge.

Indicate when assessment will take place

Annual

Criteria/Benchmark

70% of the students completing the undergraduate Bilingual/EC-4 degree program will achieve a passing score on the TOPT used to demonstrate Spanish language proficiency.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

Spring and Summer 2006

Outcome 2

Spring and Summer 2006

Outcome 3

Fall 2006

What were the results attained (raw data)?

Outcome 1

The number of student tested with the TExES Bilingual Generalist and Bilingual Supplemental were thirty-four (34) with twenty-five (25) students passing Domain I. A total of 73.53 percent (73.53%) of the students passed which met and exceeded the targeted goal of 70 percent (70%). The mean score of the students that passed the TExES Bilingual Generalist or Bilingual supplemental was 74.44.

Outcome 2

The number of student tested with the TExES Bilingual Generalist and Bilingual Supplemental were thirty (30) with nineteen (19) students passing Domain II. A total of 63.33 percent (63.33%) of the students passed which did not meet the targeted goal of 70 percent (70%). The mean score of the students that passed the TExES Bilingual Generalist was 70.27.

Outcome 3

Only one student majoring in Bilingual EC-4 failed the TOPT. The targeted goal was to have at least 70% of the students passing the TOPT.

Who (specify names) conducted analysis of data?

Outcome 1

Miroslava B. Vargas

Outcome 2

Miroslava B. Vargas

Outcome 3

Miroslava B. Vargas

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 committee met on January 24, at 10:00am and a copy of the minutes will be submitted to the address specified. The results and analysis will be shared, as indicated in the committee minutes, with C&I Chair, Associate Dean on January 31, 2007.

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: 73.53 percent (73.53 %) passed Domain I of the Bilingual Generalist exam with the mean score of 74.44. This data indicates that the goal of 70% students passing the Bilingual Generalist exam, Domain I, was met.

Outcome 2

Met Not Met

Provide narrative: The targeted goal was seventy percent (70%) pass rate and only 63.33 percent (63.33%) passed Domain II of the Bilingual Genralist EC-4 exam with a mean score of 70.27. Domain II includes knowledge of instructional strategies for language arts and reading. To increase the pass rate, two courses, EDEC 4362, Language Arts for the Young Child and EDRD 4317, Teaching English Literacy from a Spanish Literacy Base, have been included in the BSIS Early Childhood with Bilingual Specialization degree. Students will be acquiring additional knowledge in these two courses that will benefit them as they take the TExES certification exam.

Outcome 3

Met Not Met

Provide narrative: The targeted goal for outcome 3 was 70% and the pass rate for the Bil. EC-4 students was 99% on the TOPT.

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

The data identify areas of strength as well as weakness. It appears that students lack knowledge of effective instructional strategies for language arts and reading. Further analysis and evaluation is needed, especially for the Bil./EC-4 students. This is the largest program in the College of Education in regards to student numbers. A recommendation will be made to develop

a task force committee on bilingual education to identify the factors that are causing the low pass scores and to make recommendations to the College of Education.

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
<input type="checkbox"/> New resources required	<input type="checkbox"/> New or reallocated space	<input 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

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

NA

Identify proposed outcomes for the next assessment cycle:
Continuation of present outcome(s) – (Indicate reason for continuation): The same outcomes will be continued. Outcome 1 is meeting the targeted goal; however, a consistent pattern must be observed before a modification is recommended. Outcome 2 will also be continued until the targeted goal is met with consistency. Outcome 3 has exceeded the targeted goal; however, the Spanish language proficiency measure will be replaced by a more rigorous test that is integrative in nature and that will include a writing section. Nonetheless, two new courses, EDEC 4362, Language Arts for the Young Child and EDRD 4317, Teaching English Literacy from a Spanish Literacy Base, will be incorporated into this program. These two courses have been included in the BSIS Early Childhood with Bilingual Specialization degree in an attempt to increase the pass rate of students seeking certification in the ECE-4/Bil degree. The impact of these courses on students' performance will be examined.
New Outcome(s) – (List outcomes below): No new outcomes
Modification of present outcome(s) – (Indicate reason for modification):

****** 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