

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

Program: Bachelor of Science Degree in Interdisciplinary Studies - Early Childhood Education

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

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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 linking 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 all students in the field.

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

Students' performance data were reviewed and shared with program faculty who agreed that it was important to continue focusing instructional efforts on Domain I of the TExES Test: 101 - Generalist EC-4. A close evaluation of the Spring 06, Fall 06, and Spring 07 TExES data revealed that emphasis should remain on Competency 1 (Oral Language), Competency 2 (Phonological and Phonemic Awareness), and Competency #8 (Research and Comprehension Skills in the Content Areas). Faculty have developed a plan to systematically incorporate these competencies into their courses and began implementing the revised courses in the Fall 2005 semester and will continue to monitor progress.

Selected list of program-level intended student learning outcomes

1. Students completing the Bachelor of Science in Interdisciplinary Studies in Early Childhood Education will meet or exceed the state's criteria for first year teacher's knowledge and skills in oral language, phonemic awareness, and research and comprehension skills in content areas.
2. Students will demonstrate skills related to English Language Arts and Reading on Competency #2 (Phonemic and Phonological Awareness) from Domain I (English Language Arts and Reading) of the Texas Examination of Educator Standards (TExES) as indicated on Test: 101 - Generalist EC-4.
3. Student interns in the educator preparation program will demonstrate the skills related to Competency #8 (Research and Comprehension Skills in Content Areas) from Domain I (English Language Arts and Reading) of the Texas Examination of Educator Standards (TExES) as indicated on Test: 101 - Generalist EC-4.

Section I: Planning and Implementation

Outcome 1

Students completing the Bachelor of Science in Interdisciplinary Studies in Early Childhood Education will meet or exceed the state's criteria for first year teacher's knowledge and skills in oral language, phonemic awareness, and research and comprehension skills in content areas

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

Methods of assessment to be used:

Texas Examination of Educator Standards (TExES).

Indicate when assessment(s) will take place: Annually

Criteria/Benchmark(s):

The median score of students in the educator preparation program will be 70% or a minimum of 240 on Domain I (English Language Arts and Reading) of the Texas Examination of Educator Standards (TExES) as indicated on Test: 101 - Generalist EC-4. Stronger emphasis will be placed on this area in EDEC 4362. The committee continues to recommend that the course be taught by full-time faculty.

Outcome 2

Students will demonstrate skills related to English Language Arts and Reading on Competency #2 (Phonemic and Phonological Awareness) from Domain I (English Language Arts and Reading) of the Texas Examination of Educator Standards (TExES) as indicated on Test: 101 - Generalist EC-4.

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

Methods of assessment to be used: Texas Examination of Educator Standards (TExES) and Field Performance Evaluation conducted at the end of the students' internship in the Teacher Preparation Program.

Indicate when assessment(s) will take place: Annually

Criteria/Benchmark(s): The median score of students will be 70% or better on Competency #2 (Phonemic and Phonological Awareness) from Domain I (English Language Arts and Reading) of the Texas Examination of Educator Standards (TExES) as indicated on Test: 101 - Generalist EC-4.

Outcome 3

Student interns in the educator preparation program will demonstrate the skills related to Competency #8 (Research and Comprehension Skills in Content Areas) from Domain I (English Language Arts and Reading) of the Texas Examination of Educator Standards (TExES) as indicated on Test: 101 - Generalist EC-4.

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

Methods of assessment to be used: Texas Examination of Educator Standards (TExES)

Indicate when assessment(s) will take place: Annually

Criteria/Benchmark(s): The median score of students in the educator preparation program will be 70% on Competency #8 (Research and Comprehension Skills in Content Areas) from Domain I (English Language Arts and Reading) of the Texas Examination of Educator Standards (TExES) as indicated on Test: 101 - Generalist EC-4.

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.

Outcome 1:

During the spring semester of 2008 the average score in Domain I was 67% (median was 64%). Only three out of the seven students attempting the EC—4 Generalist exam for the first time scored above 70% on this domain. However, in fall of 2008 four of the six students taking the exam passed 70% or above. The average score was 72% (median was 74%)

Outcome 2:

This data is not attainable in any meaningful form. However, the results from Outcome 1 can be applied.

Outcome 3:

This data is not attainable in any meaningful form. However, the results from Outcome 1 can be applied.

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.tamui.edu/integrate/docs/Minutes-Template.doc>. Once completed, submit the minutes to assessment@tamui.edu.

As discussed during the C&I department meeting on February 9, 2009, some forward progress appears to be taking place, but continued data collection is required.

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.

It appears that a continued emphasis on content from Competency #2 (Phonemic and Phonological Awareness) and Competency #8 (Research and Comprehension Skills in Content Areas) from Domain I (English Language Arts and Reading) of the Texas Examination of Educator Standards (TExES) may be helping to improve student knowledge and understanding. However, the TExES exam will be changing from EC—4 Generalist to EC—6 Generalist which may impact the difficulty level. As a proactive measure the C&I department determined that all students in the Early Childhood program would now take EDRD 3320: Content Reading. The extra measure of changing the text for EDEC 4362: Language and Literacy for the Young Child is being considered.

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)

A large number of our courses in the Early Childhood program are taught by adjunct faculty. Rigor and continuity are a concern when there is such a high dependency on part time staff. The EDEC 4362 course alone has two or three sections per semester and has enrollments between 40 and 60 students in each class. It is evident that another full time faculty member is called for.

Identify proposed outcomes for the next assessment cycle:

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

We need to continue Outcome 1 to ensure the changes we are making to the program continue the upward trend we saw over the past year.

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

Because the current Outcomes 2 and 3 are not measurable, two new outcomes will need to be devised. Students completing the Bachelor of Science in Interdisciplinary Studies in Early Childhood Education will meet or exceed the state's criteria for first year teacher's knowledge and skills in the areas of mathematics (Domain 2 of the TExES) and science (Domain 4 of the TExES).