

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

**Program:** Bachelor of Science Degree in Interdisciplinary Studies - Early Childhood Education (BSIS)

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

**Program Coordinator (Preparer of Report)** C. Miki Henderson, Ed.D.

**List Other Program Faculty:**

<b>Adjuncts:</b> Ms. Carmen Pompa, Ms. Melissa Sanchez, Ms. Angelita Garcia, Ms. Elsa Santos, and Ms. Marcia Solis
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**Reviewed by Chair:** Name \_\_\_\_\_ Date \_\_\_\_\_

**Reviewed by Dean:** Name \_\_\_\_\_ Date \_\_\_\_\_

**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.

**Department Mission**

The Early Childhood program at Texas A&M International University in the College of Education will prepare high quality professionals who will provide exceptional educational experiences for young children, birth through sixth grade. They will have the ability to advocate successfully for developmentally appropriate educational practices. They will also strive to be respectful and responsive to the needs of children, families, and the communities they serve.

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

Only one of the three outcomes were measurable via the data source. Two new outcomes will have to be devised for this year's assessment cycle.

Outcome 1 was measurable and the data was attainable. 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%). Therefore, the percentage for our goal should be raised to 80%.

### **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. **Data source does not provide an available report on this 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. **Data source does not provide an available report on this outcome.**

## 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) for EC-4/EC6 Generalists.

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

**Criteria/Benchmark(s):** The average score of students in the educator preparation program will be 80% on Domain I (English Language Arts and Reading) of the Texas Examination of Educator Standards (TExES) as indicated on Test: 101 - Generalist EC-4/EC-6 generalists. Stronger emphasis will be placed on this area in all of the early childhood courses.

### **Outcome 2**

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 regards to professional responsibilities and pedagogy.

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

#### **Methods of assessment to be used:**

Texas Examination of Pedagogy and Professional Responsibilities (PPR) for EC-4/EC6 Generalists.

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

**Criteria/Benchmark(s):** 80% of graduates in the BSIS-ECE will achieve a score of 240 on the Texas Examination of Pedagogy and Professional Responsibilities (PPR) for EC-4/EC6 generalists as indicated on Test: 101 - Generalist EC-4 within one year of graduation. EDEC 4366 will be identified as a capstone course where a greater emphasis will be placed on understanding pedagogical and professional responsibilities.

**Outcome 3**

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 regards to academic content.

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

**Methods of assessment to be used:**

Texas Examination of Educator Standards (TExES) for EC-4/EC6 Generalists.

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

**Criteria/Benchmark(s):** 80% of graduates in the BSIS-ECE will achieve a score of 240 on the Texas Examination of Educator Standards (TExES) for EC-4/EC6 Generalists as indicated on Test: 101 - Generalist EC-4 within one year of graduation. The Curriculum and Instruction department will provide preparation workshops each semester and a TExES Study Buddies program will be implemented to assist students to prepare for the content exam.

**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:**

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.

Average score on the EC-4 Generalist TExES Exam was 68.9%.

**Outcome 2:**

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 regards to professional responsibilities and pedagogy.

Data unavailable.

**Outcome 3:** 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 regards to academic content.

Data unavailable.

**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).*

While we continue to see numbers rising in regards to test passage, it is important to evaluate and reevaluate our programs often to ensure we are meeting student needs.

**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.*

Our students have expressed the need for test preparation. We must continue to evolve the EDEC 4362 class to include all the content needed for the language and literacy portions of the test while still taking the time to produce teachers that have the practical skills needed for success in the classroom. We must also consider our offerings of test preparation courses and study groups to assist students in their Block 2 and 3 semesters who are taking the tests.

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 have 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 on our present course 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):

Completed: April 19, 2010 (revision)