

Texas A&M International University
Annual Institutional Effectiveness Review (AIER)
(Transition Period)

Date Submitted 09/01/05

Assessment Period Covered (FY 2005)

Budget Period Covered (FY 2005)

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

Person Preparing Review Miroslava B. Vargas

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

On the average, the students that took the PPR Examination obtained 77.2% of the items correct on Domain I. An analysis of the students' performance on the four competencies comprising Domain I indicated that the two strongest areas were competency #3 (Understands how to design effective instruction and assessment procedures) with 80.29% accuracy and Competency #2 (Understands and applies concepts related to student diversity) with 79.45% accuracy. On competency #1 (Understands and applies human developmental processes), students demonstrated 77.29% accuracy and 71.78% accuracy on Competency #4 (Understands and applies learning processes and factors to plan effective instruction and assessment). Despite these differences, students' performance on Domain I and the respective competencies indicates that they exceed the 70% criterion. Based on these results, the program will continue to stress Domain I within the education courses. Students' performance data was shared and examined by appropriate faculty to determine how best to incorporate these components into the teaching-learning experiences provided by the educator preparation program.

Provide summary of budget decisions and their impact on your program/division.

Funding was not needed. Primarily faculty/staff time was utilized.

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/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 relationship to Strategic Plan

Outcome 1

Students completing the Bachelor of Science in Interdisciplinary Studies Early Childhood Education will meet or exceed the state's criteria for first year teacher's knowledge and skills in classroom instructional design and assessment to promote student learning.

Identify Strategic Plan Goal related to Outcome 1

Goal 2 Academic

Identify Strategic Plan Objective and Strategy related to Outcome 1 (Appendix A – Strategic Goals)

II.3.0: To graduate students prepared to pass the TExES and other professional licensing examinations.

Methods of assessment

TExES

Frequency of administration

TExES is administered four times a year. .

Criteria/Benchmark

The average score of students in the educator preparation program will be 70% or a minimum of 240 on Domain I (Designing Instructional and Assessment to promote Student Learning) of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES).

Outcome 2

Student interns in the educator preparation program will demonstrate the necessary skills needed for implementing effective instruction and assessment.

Identify Strategic Plan Goal related to Outcome 2

Goal 2 Academic

Identify Strategic Plan Objective and Strategy related to Outcome 2 (Appendix A – Strategic Goals)

II. 3.0: To graduate students prepared to pass the TExES and other professional licensing examinations.

Methods of assessment

The Texas Examinations of Educator Standards (TExES) and Field Performance Evaluation conducted at the end of the students' internship in the Teacher Preparator Program.

Frequency of administration

The TExES is administered four times a year.

Criteria/Benchmark

Students will achieve a minimum of 85% on the Field Performance Evaluation and on their portfolios.

Outcome 3**Identify Strategic Plan Goal related to Outcome 3**

To Select Goal Click Here

Identify Strategic Plan Objective and Strategy related to Outcome 3 (Appendix A – Strategic Goals)

Enter text here

Methods of assessment

Enter text here

Frequency of administration

Enter text here

Criteria/Benchmark

Enter text here

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

Fall 2004

Outcome 2

Fall 2004

Outcome 3

Enter text here

What were the results attained (raw data)?

Outcome 1

On the average, the students that took the PPR Examination obtained 77.2% of the items correct on Domain I. An analysis of the students' performance on the four competencies comprising Domain I indicated that the two strongest areas were competency #3 (Understands how to design effective instruction and assessment procedures) with 80.29% accuracy and Competency #2 (Understands and applies concepts related to student diversity) with 79.45% accuracy. On competency #1 (Understands and applies human developmental processes), students demonstrated 77.29% accuracy and 71.78% accuracy on Competency #4 (Understands and applies learning processes and factors to plan effective instruction and assessment). Despite these differences, students' performance on Domain I and the respective competencies indicates that they exceed the 70% criterion.

Outcome 2

Data collected from 57 students during the Fall 2003 semester through the use of the Field Performance Evaluations revealed that their scores ranged from 70 to 100 and that the mean for the group was 89.6. Also during the Fall 2003 term, 57 Block III students prepared and presented their portfolios for evaluation. Ninety-eight percent earned a score of 80% or better on their portfolios.

Outcome 3

Enter text here

Who (specify names) conducted analysis of data?

Outcome 1

June McGee and Miroslava B. Vargas

Outcome 2

June McGee and Miroslava B. Vargas

Outcome 3

Enter text here

When were the results and analysis shared? With whom (department chair, supervisor, staff, external stakeholders)? Minutes with data analysis submitted to assessment@tamiu.edu? (Please use Minutes Template located on the Project INTEGRATE web page.)

Assessment results are kept by the TExES coordinator at TAMIU, College of Education. Field Performance Evaluations and portfolio assessment results are maintained with the Department of Curriculum and Instruction.

Has the assessment documentation (i.e., surveys, rubrics, course exams with embedded questions, etc.) been submitted to the Office of Institutional Effectiveness and Planning?

Yes

Use of Results: Indicate what changes, if any, based on the data have been recommended?

Outcome 1

Based on the results of the TExES, Domain I is steadily showing improvement. The program will continue to stress Domain I within the education courses.

Outcome 2

A team of educators working with the educator preparation program will re-examine the rubric used to assess students' performance on their portfolios to determine if any modifications to the rubric and/or program are needed. This team of educators will research different types of rubrics used to assess e-portfolios and will create a rubric to be utilized with Block I students during the Fall 2004 term, Block II students during the Spring 2005 term, and Block III students during the Fall 2005 term. The rubric will then be used to help educators monitor program strengths and areas of need.

Outcome 3

Enter text here

Section III: Programmatic Review

What are the implications of the recommended changes?

Program improvement will be gained through an understanding of students' strengths and weaknesses. Curriculum changes and teaching methodologies can further be improved.

Will resources be affected by the recommended changes? Yes No

If so, specify the anticipated effect(s) using the chart below:

Funding	Physical	Other
<input type="checkbox"/> New resources required	<input type="checkbox"/> New or reallocated space	<input checked="" 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

Narrative description and justification for request including related strategy (Attach Budget Request 'Form B' and/or 'Form C')

Faculty working on the recommendations will need to schedule meeting dates to review data as well as to discuss ways in which the program can best be improved.

If funding, physical or other resources were requested, what is the impact of the budget decisions on program/division?

N/A

In the box below, provide information on the outcomes for the next assessment cycle:

Outcomes for Next Assessment Cycle
Continuation of present outcome(s) - (Indicate reason for continuation): Consistency in scores is needed before changes can be recommended. Also performance based assessments need to be field tested to obtain reliability and validity.
New Outcome(s) – (List outcomes below): Enter text here
Modification of present outcome(s) – (Indicate reason for modification): Only two of the outcomes are being considered. The third outcome that had previously been submitted is under consideration and will be re-evaluated by the incoming early childhood faculty and committee.