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

Date Submitted   01/31/08

Assessment Period Covered (2007)

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 median score for twenty three (23) students passing Domain I (Bilingual Theory and practice) was 72.35/73 percent (73%).   For Domain II, Language Arts, the median score for twenty three students was 73.48/74 percent. This also exceeded the statewide average scaled scores on Domain II on the TExES Bilingual Generalist EC-4 exam. The third outcome has the same data as was reported in March 2007. The Texas Oral Language Proficiency Test (TOPT) continues to be used to measure the Spanish Language proficiency. Students continue to exceed the targeted percentage goal.

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

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

Identify methods of assessment to be used
Quantitative: Bilingual/EC-4 Texas Examination of Educator Standards (TExES), Domain II

Indicate when assessment will take place
Fall

Criteria/Benchmark
70% of the students completing the undergraduate ECE/Bilingual (EC-4) degree program in their initial attempt 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 (Bilingual/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
 II.3.0: To graduate students prepared to pass the TExES and other professional licensing examinations

Identify methods of assessment to be used
1.)Texas Oral Proficiency Test (TOPT) or any state language proficiency exam that replaces the TOPT.

Indicate when assessment will take place
Annual

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

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Outcome 4   ☐ **Is this outcome related to writing (QEP)?**
Enter text here

Identify Strategic Plan Goal related to Outcome 4
To Select Goal Click Here

Identify Strategic Plan Objective related to Outcome 4
Enter text here

Identify methods of assessment to be used
Enter text here

Indicate when assessment will take place
Click to select

Criteria/Benchmark
Enter text here

When (term/date) was assessment conducted?
Outcome 1
Annual

Outcome 2
Annual

Outcome 3
Annual

Outcome 4
NA

What were the results attained (raw data)?
Outcome 1
Students that took the Bilingual Generalist EC-4 TExES Exam from Spring 2006 through 2007 have a median score of 74% pass rate. Data indicates that in the Spring 2006, the median score obtained was 75% for thirty (30) students that took the exam. Data for the Fall 2006 indicates a median score of 73% pass rate for twenty-seven (27) students that took the exam. Data for the Spring 2007 indicates a 74.5% pass rate for thirty-six (36) students that took the exam. The benchmark for objective 1 was to have a 70% of the students in the bilingual program (Bil./EC-4) to achieve a scaled score of 240 or better on the Bilingual/EC-4 TExES, Domain I. Data for this objective indicates that thirty-six (36) students took the exam and thirty-one passed the exam. The pass rate was 86.11%. This exceeded the expectations for this objective.
Outcome 2
Students that took the Bilingual Generalist EC-4 TExES Exam from Spring 2006 through 2007 have a median score of 74% pass rate. Data indicates that in the Spring 2006, the median score obtained was 75% for thirty (30) students that took the exam. Data for the Fall 2006 indicates a median score of 73% pass rate for twenty-seven (27) students that took the exam. Data for the Spring 2007 indicates a 74.5% pass rate for thirty-six (36) students that took the exam. The benchmark for objective 2 was to have a 70% of the students in the bilingual program (Bil./EC-4) to achieve a scaled score of 240 or better on the Bilingual/EC-4 TExES, Domain II. Data for this objective was combined with Domain I. It indicates that thirty-six (36) students took the exam and thirty-one (31) passed the exam. The pass rate was 86.11%. This exceeded the expectations for this objective. However, it is important to mention that these percentages indicate the median scores for all the students that took the exam. It is not certain whether the students were majoring in bilingual education and had completed the courses before taking the exam. Students are not listed by majors and the data represents all students that took the exam. The effectiveness of the bilingual courses needs to be assessed by the students enrolled in the bilingual courses that take the exam. This will provide an accurate representation.

Outcome 3
Data indicates that one (1) student from one-hundred and nineteen (N=119) students failed the
TOPT exam. This was a 99% pass rate. The obtained score exceeded the targeted goal of 70%
of all students passing the TOPT exam.

Outcome 4
Enter text here

_____

Who (specify names) conducted analysis of data?
Outcome 1
Miroslava B. Vargas and Ron Anderson

Outcome 2
Miroslava B. Vargas & Ron Anderson

Outcome 3
Miroslava Vargas

Outcome 4
NA

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**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 results have not been shared at this point, but will be shared during the department's
meeting.

**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   X☐ Not Met
Provide narrative:
It is important to mention that these percentages indicate the median scores for **all** the students
that took the exam not just the students majoring in ECE-4/Bil. By looking at the data first hand,
it would appear that the students are meeting the targeted benchmark. However, it is not certain
whether the students were majoring in bilingual education and had completed the courses before
taking the exam. Students are not listed by majors and the data represents **all** students that took
the exam. The effectiveness of the bilingual courses needs to be assessed by the students
enrolled in the bilingual courses that take the exam. This will provide an accurate representation.

Outcome 2
☐ **Met**   X☐ **Not Met**
Provide narrative: It is important to mention that these percentages indicate the median scores for **all** the students that took the exam not just the students majoring in ECE-4/Bilingual. By looking at the data first hand, it would appear that the students are meeting the targeted benchmark. However, it is not certain whether the students were majoring in bilingual education and had completed the courses before taking the exam. Students are not listed by majors and the data represents **all** students that took the exam. The effectiveness of the bilingual courses needs to be assessed by the students enrolled in the bilingual courses that take the exam. This will provide an accurate representation.

Outcome 3
X☐ **Met**   ☐ **Not Met**
Provide narrative: Students exceeded the targeted goal of 70% pass rate for the oral language proficiency. While it would be advantageous to recommend a higher targeted benchmark, it will remain at the same targeted goal. The reason is that the TOPT exam will be replaced by a more rigorous oral language proficiency exam. The exam will have an emphasis on instructional Spanish, or rather how to use language for instruction at both formal and informal levels. This new exam has a format that students are not familiar with and the pass rate might be lower than the 70% pass rate that is currently in place for this degree.

Outcome 4
☐ **Met**   ☐ **Not Met**
Provide narrative: Enter text here

How have these data-based changes improved your program/unit?
Recommendations will be made to have a listing of students majoring in ECE-4/Bilingual only in order to have a more representative score.

Section III: Programmatic Review

Are resources affected by the changes identified in Section II? ☐ Yes   X☐ No

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

Funding	Physical	Other
☐ New resources required	☐ New or reallocated space	☐ Primarily faculty/staff time
☐ Reallocation of current funds		☐ University rule/procedure change only
		☐ 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 targeted goal appears to have been met, however, it is not a n accurate representation and the targeted Benchmark needs to be maintained until it is ascertained that only the ECE-4/Bilingual majors are been assessed. Once the percentages are an accurate representation and the scores exist the 70% pass rate, then the Benchmark percentage will be increased.
New Outcome(s) – (List outcomes below): Same
Modification of present outcome(s) – (Indicate reason for modification): Modifications may be needed if the committee members for bilingual education courses decide to change whether the median scores of all students are preferred rather than the percentage of students passing the state exams.

**** This section to be completed by dean/director/vice-president ****

Are resources requested a priority for the academic program/AES unit?
☐ **Yes**   ☐ **No**
Comments:

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