

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

Program: **Bachelor of Science in Interdisciplinary Studies Early Childhood Education/Bilingual Education Specialization (BSIS)**

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

Program Coordinator (Preparer/s of Report): **Miroslava B. Vargas & San Juanita Hachar**

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

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Provide summary of the last cycle's use of results and changes implemented: *This should be a summary of what you did and learned in 2007 and any changes that were implemented in 2008 as a consequence of what you found out.*

The Fall 2007 **median** scores with twenty-one (N=21) students taking the exam was **70%** for Domain I and **72%** for Domain II. The Spring 2007 with twenty-six (N=26) students was **73%** for Domain I and **73.5%** for Domain II. Students (N=20) continued to meet the desired learning outcomes reaching a median of **77.5%**, a 7.5% above the targeted goal of **70%** for Domain I:

Bilingual Theory and Practice during the 2008 Fall semester. The median score for sixteen (N=16) students passing Domain II: Language Arts and Reading was 80% for the Fall 2008 semester. During the Spring 2008 semester, thirty-six (N=36) students had a median score of 70.5% for Domain I. The median for twenty-seven (N=27) students during the Spring 2008 semester was 70% for Domain II. See Table 1.

Table 1

| | Fall 2007 Median | Spring 2007 Median | Fall 2008 Median | Spring 2008 Median |
|-----------|-----------------------------|-------------------------------|-----------------------------|-------------------------------|
| Domain I | (N=21) 70% | (N=26) 73% | (N=20) 77.5% | (N=36) 70.5% |
| Domain II | (N=21) 72% | (N=26) 73.5% | (N=16) 80% | ((N=27) 70% |

Selected list of program-level intended student learning outcomes (*It is recommended that programs rotate through their entire set of outcomes over a multi-year period. Programs may focus on one or two outcomes each year, as deemed appropriate*).

1. 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.
2. 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.
3. 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.

Section I: Planning and Implementation

Introduction

A new target goal for the program is to increase the number of students completing the undergraduate bilingual program (Bilingual/EC-4) from 70% to 80%. The goal is to have 80% of the students taking the TExES exam to pass with a scaled score of 240 or better for both Domains I & II. The new targeted goal has occurred based on two reasons. One reason is that the scores appear to be stagnated. The Fall 2007 median scores with twenty-one (N=21) students taking the exam was 70% for Domain I and 72% for Domain II. The Spring 2007 with twenty-six (N=26) students was 73% for Domain I and 73.5% for Domain II.

The second reason is that although the program continued to meet and exceed our targeted goal with the average scaled scores and medians, the goal is to increase the number of students passing the state certification exam. This new change in the goal will perhaps direct attention to more improved courses in bilingual education that are more aligned to the needs of the

community. The alignment will undoubtedly take into account an analysis of each current course, the new state mandates, the coordination with the College of Arts and Sciences, and the needs of the community in order to hopefully develop new improved courses in the discipline of bilingual education.

The goal for the Spanish language proficiency will remain the same although students in this degree program exceed expectations on the Texas Oral Proficiency Test (TOPT). The rationale for this decision is that the TOPT will be replaced by the Bilingual Target Language Proficiency Test (BTLPT) in the Fall 2009. The BTLPT is an integrative exam that will require demonstration of all four language components with a higher proficiency levels than the TOPT. Although students have performed at a 99%-100% percent pass rate with the TOPT, the new test will soon indicate the pass rate of students and the targeted goal may be modified.

In order to increase the quality of teacher preparation, an examination of the state's new standards, bilingual education courses, content, delivery systems, student pass rates, types of assessments, students' writing abilities and syllabi would need to be evaluated in order to determine areas in the need of strengthening. These actions will be taken during the Fall 2008-Spring 2009 academic sessions.

Outcome(s)

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.

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

The outcomes are related to the QEP.

Methods of assessment to be used: *The explanation should identify and describe the type of assessment(s) that will be used (e.g., survey, questionnaire, observation instrument, test, rubric to evaluate performance, standardized examination, action research, interviews, etc.), who will provide the information, and how the data will be obtained.*

The method of assessment is the quantitative. The data obtained from the results of the Bilingual/EC-4 Texas Examination of Educator Standards (TExES), Domain I will be used. The exam is a state criterion-referenced test and the data is analyzed by Miroslava B. Vargas with assistance from the Bilingual education faculty.

Indicate when assessment(s) will take place

Annually

Criteria/Benchmark(s): *[Specify, if deemed appropriate to assess outcome(s). Criteria/ benchmark(s) may be optional, especially if qualitative measures are used for data collection.]*

80% 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.

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.

The students taking the TExES Bilingual Generalist ECE exam met or exceeded the median scores for Domains I & II for the Fall and Spring 2007 semesters. The same results were obtained for the Fall and Spring 2008 semesters. The Fall 2007 **median** scores with twenty-one (**N=21**) students taking the exam was **70%** for Domain I and **72%** for Domain II. The Spring 2007 with twenty-six (**N=26**) students was **73%** for Domain I and **73.5%** for Domain II. Students (**N=20**) continued to meet the desired learning outcomes reaching a median of **77.5%**, a 7.5% above the targeted goal of **70%** for Domain I: Bilingual Theory and Practice during the 2008 Fall semester. The median score for sixteen (**N=16**) students passing Domain II: Language Arts and Reading was **80%** for the Fall 2008 semester. During the Spring 2008 semester, thirty-six (**N=36**) students had a median score of **70.5%** for Domain I. The median for twenty-seven (**N=27**) students during the Spring 2008 semester was **70%** for Domain II. See Table 1.

In analyzing the data on the number of students passing the Bilingual Generalist EC-4, several possible factors were observed by the bilingual faculty committee as areas in need of strengthening. These factors have been categorized according to the follow areas: advisement, designation of major, assessment, faculty loads. Each of these categories is described below.

Advisement: (a.) Students need to be advised that the TExES exam needs to be taken after the completion of the bilingual curriculum (b.) The number of hours that students are taking also impacts their performance on the exam. The majority of students are non-traditional students and they work during the day and take courses at night. If students take more than nine hours during the week after a work day, it may be that they are not fully taking advantage of their educational program. Factors such as fatigue, amount of time for class preparation, and attendance contribute to the overall learning outcomes.

Designation of Major: Students have a choice of taking the Generalist test first and then the bilingual supplement. Students are able to test in this manner because their degree, as titled, is ECE-4/Bilingual, Fifteen (15) hours are needed for the bilingual courses and nine (9) hours are needed for early childhood courses. Students are able to complete the early childhood courses first because 1-2 courses appear in the core curriculum. The bilingual courses are taken during the Junior and Senior levels only. Students completing usually take the ECE Generalist and then take the Bilingual Supplement. In a recent report from the State Board for Educator Certification, it was noticed that from thirty-four (34) TAMIU students taking the Bilingual Supplement Exam, twenty-nine (**N=29**) passed the exam. This was an **85.3%** pass rate. This may be indicating that it may be necessary to include the Supplement scores as well as the Generalist Exam scores. This would illustrate that students perform better on shorter versions of the tests rather on longer versions. Currently, the number of students that took the Generalist first and then the bilingual supplement are not being counted as part of the Early Childhood-4/Bilingual Education group, however they will be included in the next year's reporting session. It has also been recommended by the bilingual faculty to change the degree title to Bilingual/ECE-6 to better identify students that are majoring in this degree.

Assessment: Informal discussions have been held by the bilingual faculty during team gatherings on the types of assessments that students take in each of the bilingual courses. The compiled examples include authentic types of assessments and discrete type measures such as true/false, multiple choice and matching. These types of assessments have resulted from the increased number of students in courses. Essays are not used as much in quizzing students, especially when other class writing activities are expected. The types of quizzes that students take differ from the state certification tests where students are required to apply what they have learned. In addition to the application, the scenario type stems are lengthy and require skillful reading which can only be acquired through a disciplined study habit. This again is difficult for those students that work during the day and take classes each day of the week. The response format of the TExES which requires the application of theory may be different from what the students are accustomed during course work and may present an outcome that is not representative of their acquired knowledge and skills. Another recommendation has been made to contact Lisa Flores, the Interim Director for the PROF Center. The issue of ways of teaching large classes has already been brought up by several faculty members and there are may be resources that may become available for consideration.

Faculty Load: There are four faculty members with a bilingual degree, however, during the Fall semester, only 3.5 faculty members are available for undergraduate and graduate level bilingual course assignments. The rest of the bilingual courses are assigned to adjunct faculty members. During the Spring, there are only 3 faculty members assigned to teach both undergraduate and graduate level courses and the rest are adjunct professors. This Spring there were 5 adjunct faculty members and it is in the Spring when a lower pass rate is obtained from students taking the exam.

Besides the number of faculty members assigned to courses during the Fall and Spring, the number of students in each course has increased considerably from years passed. Effective pedagogical practices, such as discussions are difficult to implement in large classes. Although, well designed lectures are a reflection of the professor's preparedness, lectures may not be effective for the non-traditional student that requires more participatory and demonstration activities. A resource that has been made available to faculty is the Prof Center. Ms. Lisa Flores will be contacted for suggestions on how to work with students in large classes.

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.

The bilingual committee met to review the results and discuss the possible factors affecting the low pass rate of students taking the TExES Bilingual Generalist EC-4 exam. The factors are listed above and the conclusions that were reached are as follows:

Advisement: Advocate for advisement of students majoring in bilingual education by credentialed bilingual faculty.

Designation of Major: Request the scores of bilingual education students that take the Bilingual Supplement to have a comprehensive view of the bilingual education curriculum. Work with the registrar to change the degree title from BSIS ECE-4/Bilingual to BSIS Bilingual/ECE-6.

Assessment: Review the testing formats that students are exposed to during their bilingual education course work periodically and make the necessary modifications in course assessments.

Faculty Load: There is a need for additional credentialed bilingual education faculty.

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.

Table 2

| | Fall 2009 | Spring 2010 | Fall 2010 | Spring 2011 |
|-----------------------------|-----------|-------------|-----------|-------------|
| <i>Advisement</i> | X | X | X | X |
| <i>Designation of Major</i> | X | X | | |
| <i>Assessment</i> | X | X | X | X |
| <i>Faculty Load</i> | | X | | |

The following elaborates on the information specified in the table above.

The Bilingual Education faculty will:

- Request the scores of bilingual education students that take the bilingual supplement TExES to have a comprehensive view of the bilingual education curriculum.
- Expose the students to the response format required of them in the TExES to some degree. Although teaching to the test is not advocated, students must be led to the cognitive skill of application and analysis.
- Recommend to the College of Education, Teacher Preparation Department, through its annual Retreat that an additional credentialed bilingual faculty member be hired for the Bilingual degree program
- It is recommended that a determination be made of the courses that are to be assigned to adjunct faculty and those to be assigned to bilingual faculty members. The faculty with bilingual degrees that develop the course offerings for the semesters will also recommend the faculty and adjunct professors that are to teach the courses.
- It is recommended that faculty with Bilingual degrees teach within their discipline.

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)

Goal 1 Academics: Linkage

1.1: *Attract, admit, enroll, and advise a diverse student body through a comprehensive enrollment management and advisement process that involves timely, accurate information and service.*

1.2: *Support a student-centered learning environment supported by excellent teaching,*

1.4: *Prepare students for success in their chosen careers, and*

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

Narrative description:

The following charts will be used to explain the requests for additional faculty to teach within the discipline of Bilingual Education.

Table 3

Texas A&M International University
Semester Credit Hours Based on Course College & Discipline
COE Undergraduate Courses Only
Bilingual Education/ESL

| | Spring 2007 | Fall 2007 | Spring 2008 | Fall 2008 |
|-------------------------|-------------|-----------|-------------|-----------|
| SCH. taught by adjunct. | 30 | -0- | 102 | 408 |
| SCH. taught by Faculty | 360 | 627 | 798 | 585 |

Source: Texas A&M International University- Institutional Effectiveness 2008

The number of SCH. hours generated by adjunct professors increased from the Spring of 2007 to the Fall 2008. A great difference is observed from Fall 2007 to Fall 2008.

Table 4

Texas A&M International University
Undergraduate Courses Only
COE
Degrees Awarded
2005-2006

| | Fall 2005 | Fall 2006 | Summer 2006 |
|---------------------|-----------|-----------|-------------|
| BIS-Bil. | 10 | 8 | 3 |
| ECE/BIL. | 321 | 326 | 210 |
| ECE | 108 | 93 | 69 |
| ECE/Rdg. | 65 | 86 | 64 |
| Special Ed. | 45 | 49 | 34 |
| Fitness Non Cert. | 22 | 22 | 11 |
| Fitness w-All level | 114 | 123 | 54 |

Source: Texas A&M International University: Institutional Effectiveness 2008

Although, only the data from the Fall 2005 to Summer 2006 is observed, it can be concluded that the degree that generates the most semester credit hours is the ECE/Bilingual degree. A pattern is visible. Currently, the number of semester credit hours is suspected to be higher because of the local community's interest in dual language programs and the urgency to have a public school work force that is proficient in two languages, Spanish and English. In summary, there are two basic needs. They appear as follows:

- (1.) The funds are being requested to recruit one credentialed faculty member in the discipline of Bilingual Education. The current bilingual faculty does not have a full teaching load with the exception of one. One faculty member has an administrative role as a Principal Investigator for one of the COE grants. The other two remaining faculty members are on a tenure track and teach on a 4/3 load for the Fall and Spring semesters. The fourth faculty member teaches a full load at both the undergraduate and graduate level.
- (2.) Secondly, the largest number of students in the College of Education is majoring in ECE-4/Bilingual. Table 4 indicates the number of degrees awarded in the College of Education with the ECE/Bilingual producing the highest number. Data on years 2007-2008 will be provided once they are available, however, it is concluded that they will follow a similar pattern. A full analysis of the numbers of students in bilingual education, a timeline of courses needed, a sequential cycle for courses, testing measures, and a packet for adjunct professors that outlines the expectation among other important information. The Bilingual Faculty will as mentioned previously will coordinate these efforts with Lisa Flores, Interim Director of the Professional Resource and Opportunity for Faculty (PROF) Center on working with adjunct professors.

Identify proposed outcomes for the next assessment cycle:

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

The bilingual faculty will be continuing with the same outcome goal. The goal needs to be met before making changes.

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

NA

Modification of present outcome(s) – (Indicate reason for modification):

NA