

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

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

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

Program Coordinator (Preparer of Report) San Juanita G. Hachar & Miroslava B. Vargas

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

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.

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

Program faculty should evaluate the former cycle. This statement should specify if the outcomes addressed were a continuation of previous ones, new outcomes, or modified versions of previous outcomes. In addition, the statement should include a concise analysis of the assessment data collected during the previous year, a brief explanation of actions taken to address specific outcomes, an evaluation of how these actions contributed to the improvement of the program, and any recommendations formulated. Assessment data—including actual samples of student work—must be viewed and discussed by program faculty during this process.

Students taking the TExES Bilingual Generalist ECE exam met or exceeded the median scores for Domains I &II for the Fall and Spring 2009 semesters. The same results were obtained for the Fall and Spring 2008 semesters. The Fall 2009 **median** scores with twenty-six (**N=26**) students taking the exam was **76.5%** for Domain I and **77%** for Domain II. The Spring 2009 with forty-one (**N=41**) students was **72%** for Domain I and **74%** for Domain II. The Fall 2008 **median** scores with twenty-two (**N=22**) students taking the exam was **77%** for Domain I and **76%** for Domain II.

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 EC-4/Bilingual and Bilingual/EC-6 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. (Domain I)
2. Students completing the undergraduate EC-4/Bilingual and Bilingual/EC-6 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. (Domain II)
3. Students completing the undergraduate EC-4/Bilingual and Bilingual/EC-6 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. (Texas Oral Proficiency Test)

Section I: Planning and Implementation

Outcome(s)

Identify the outcome(s) that will be focused upon this year.

Students completing the undergraduate EC-4/Bilingual and Bilingual/EC-6 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. (Domain I)

X Please indicate if the outcome(s) is (are) related to writing (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 EC-4/Bilingual and Bilingual/EC-6 Texas Examination of Educator Standards (TExES),

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.]*

A minimum of 70% of the students in the bilingual program (EC-4/BIL and BIL/EC-6) seeking teacher certification will achieve a scaled score at or above 240 on the Bilingual Competencies Portion of the EC-4/Bilingual and Bilingual/EC-6 TExES among first time test takers.

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 I:

During the Spring 09 Semester, Bilingual Generalist (EC-6) scores reached in Domain I were 71.83% (mean) and 72% (median). During the Fall 09 Semester, Bilingual Generalist (EC-6) scores reached in Domain I were 73.31% (mean) and 76.5% (median).

Domain I results for Spring 09 Semester indicate students scored slightly below the statewide score. For the Fall 09 Semester, however, results were higher than Statewide Scores:

Semester	Program Scores	Statewide Scores
Spring 09	241.1	242.2
Fall 09	242.2	235.1

Outcome II:

During the Spring 09 Semester, Bilingual Generalist (EC-6) scores reached in Domain II were 73.12% (mean) and 74% (median). During the Fall 09 Semester, Bilingual Generalist (EC-6) scores reached in Domain I were 75.12% (mean) and 77% (median).

Domain II results for Spring and Fall 09 Semesters indicate students exceeded statewide passing score:

Semester	Program Scores	Statewide Scores
Spring 09	244.2	241.6
Fall 09	240.4	236.2

Outcome III:

The third outcome, on oral language proficiency, had one hundred thirty-four (134) students taking the exam with a **99%** pass rate, which exceeded the **80%** passing rate goal. The Texas Oral Language Proficiency Test (TOPT) continues to be used for measuring the Spanish language proficiency. A new Spanish language proficiency exam will begin in Fall 2009. The new exam, the Bilingual Language Proficiency test, is an integrative test that will measure all four language components and the knowledge of bilingual education and theoretical foundations. It differs from the present exam in that it requires demonstration of language proficiency in all the language components, listening speaking reading and writing. Writing and speaking are measured through the use of a rubric. For this reason, the targeted goal will not be changed at this time until after the results of the new tests are available.

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.

As discussed with Bilingual Faculty in September 2009 and March 2010, progress is taking place. Data will be periodically reviewed and necessary modifications will be proposed.

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.

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

Major Designation: Request the scores of bilingual education students that take the bilingual supplement to have a comprehensive view of the bilingual education curriculum.

Assessment: Review the testing formats that students are exposed to during their bilingual education course work.

The Bilingual Education faculty will continue to:

- Request from Dr. Ronald Anderson the scores of bilingual education students that take the bilingual supplement TExES to have a comprehensive view of the bilingual education curriculum.

- Ask Dr. Anderson to provide the Bilingual Education Faculty with the TExES scores for the students majoring in Bilingual Education to determine students' performance on the test.
- Expose the students to the response format required of them in the TExES to some degree.
- 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.
- 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.

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):

N/A

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

N/A

Date Completed: March 12, 2010