

**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/Bilingual Education Specialization (BSIS)

**Person Preparing Review** Miroslava B. Vargas

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

Students completing their course work scored an average of 78.07% on the Texas Examination of Educator Standards (TExES), Domain I. Domain I consists of the Bilingual Education Standards II-VI which includes the knowledge and skills required of first year teachers in the state of Texas and their ability to promote the first and second language proficiency in their students. The score obtained surpassed the 70% criteria/benchmark. The changes made were to : (1) identify the competencies within Domain I that are in need of strengthening within the course work and (2) utilize a performance-based measure to authentically assess the students' written language proficiency. A rubrics was utilized for this purpose and a committee of three faculty members was organized to review the beginning students' written language proficiency.

**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 undergraduate Bilingual/ECE -4 degree program will meet/exceed the state's criteria for first year teacher's knowledge and skills in promoting the first and second language proficiency in their students.

### **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 and interater's scores on written essays written in Spanish.

### **Frequency of administration**

TExES is administered four times a year and the students' essays at the beginning of bilingual education courses and at the end of their internship.

### **Criteria/Benchmark**

(1) Students in the bilingual program (Bi/ECE-4) seeking teacher certification will score 70% or better on the Bilingual/EC-4 Texas Examinations of Educator Standards (TExES), Domain I, used to demonstrate preparedness to teach in Texas public schools. (2) Students will demonstrate a Level 3 proficiency in Spanish writing as determined by the Department of Special Populations Rubrics.

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### **Outcome 2**

Students completing the undergraduate Bilingual (ECE-4) program will meet or exceed the expectancy level required for state's criteria for first year teacher's knowledge and skills of effective instructional strategies for language arts and reading.

### **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 Examination of Educator Standards (TExES), Domain II will be utilized to assess the knowledge & skills of effective instructional strategies for language arts and reading.

**Frequency of administration**

The TExES is administered four times a year.

**Criteria/Benchmark**

Students completing the undergraduate ECE/Bilingual EC-4 degree program will score 70% or better on Domain II of the Texas Examinations of Educator Standards, TExES, used to demonstrate preparedness to teach in Texas public schools.

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**Outcome 3**

Enter text here

**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

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### **What were the results attained (raw data)?**

#### **Outcome 1**

(1.) The Fall 2004 data for Domain I of the TExES indicates that (N=30) the overall score was 78.07. This indicates that the program is meeting and exceeding the targeted goal. (2.) N=30: 90% of the students scored a Level 4 or 5 and 10% scored at a Level 3 as determined by a committee of 3 interaters from the Department of Special Populations and Curriculum and Instruction.

#### **Outcome 2**

(N=30) The overall score for Domain II was 70.40% which met the targeted goal.

#### **Outcome 3**

Enter text here

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### **Who (specify names) conducted analysis of data?**

#### **Outcome 1**

Miroslava B. Vargas

#### **Outcome 2**

Miroslava B. Vargas

#### **Outcome 3**

Enter text here

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**When were the results and analysis shared? With whom (department chair, supervisor, staff, external stakeholders)? Minutes with data analysis submitted to [assessment@tamiu.edu](mailto: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. The copy of the interater's scores are kept at the chair's office and copies of the intern's oral interviews are kept at the Curriculum and Instruction office.

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

Not yet

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

**Outcome 1**

(1.) To review the needs of students and ensure that the bilingual education standards are provided within the course work. (2.) utilize performance-based assessments to determine degree of oral and written language proficiency in students at the beginning and at the end of the program.

**Outcome 2**

Continuation of yearly evaluation of student knowledge and skills on effective instructional strategies for language arts and reading.

**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. Too early to tell.
New Outcome(s) – (List outcomes below): Enter text here
Modification of present outcome(s) – (Indicate reason for modification): Modification of the present outcomes were made to be more reflective of the new bilingual education standards, domains and competencies.