

Texas A&M International University

Annual Institutional Effectiveness Review (AIER)

Date Submitted January 23, 2008

Assessment Period Covered (2007)

Academic Program/AES Unit Bachelor of Science Degree in Early Childhood Education/Reading Specialization (BS)

Person(s) Preparing Review Jennifer M. Coronado

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

Students' performance data were shared with program faculty who agreed that it was important to refine their instructional efforts with respect to Domain III in order to successfully impact students in regards to TExES PPR competencies (7) Communication; (8) Instructional Practice; (9) Technology; and (10) Assessment. The Spring 2006 and Fall 2006 TExES administrations of the exam indicated exceeding 70% mastery in competency #8. Additionally, closer inspection of the Spring 2006 and Fall 2006 TExES data revealed that greater attention continue to be given to Domain III of the TExES, since students' average performance on competencies #7 (Communication), #9 (Technology), and #10 (Assessment) did not consistently exceed 70% across two administrations of this exam. Outcome 1 was met, with students' average performance on Domain III-71%. Outcome 2 was not met, with students' average performance on Competency 010-69%. Outcome 3 was met, with students' average performance on Competency 008-71%. Faculty agreed to develop a plan to systematically incorporate these competencies into their courses and will begin implementing the revised courses in the Fall 2007 semester.

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 linking all aspects of the educational profession. Through educational experiences provided by the 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)?

Preservice teachers in the educator preparation program will demonstrate an understanding of instructional design and assessment to promote student learning.

Identify Strategic Plan Goal related to Outcome 1

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 1

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

Identify methods of assessment to be used

Texas Examination of Educator Standards (TExES)

Indicate when assessment will take place

Annual

Criteria/Benchmark

The average score of students in the educator preparation program will be 70% or a minimum of 240 on Domain III (Implementing Effective, Responsive, Instruction and Assessment) of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES).

Outcome 2

Is this outcome related to writing (QEP)?

Student interns in the educator preparation program will demonstrate the skills related to implementing effective authentic assessment.

Identify Strategic Plan Goal related to Outcome 2

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 2

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

Identify methods of assessment to be used

Texas Examination of Educator Standards (TExES)

Indicate when assessment will take place

Annual

Criteria/Benchmark

The average score of students in the educator preparation program will be 70% on Competency 010 (The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students) from Domain

Outcome 3

Is this outcome related to writing (QEP)?

Student interns in the educator preparation program will demonstrate the skills related to implementing effective, responsive instruction.

Identify Strategic Plan Goal related to Outcome 3

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 3

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

Identify methods of assessment to be used

Texas Examination on Educator Standards (TExES)

Indicate when assessment will take place

Annual

Criteria/Benchmark

The average score of students in the educator preparation program will stay consistent at 70% on competency 008 (The teacher provides appropriate instruction that actively engages students in the learning process.) from Domain III of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES).

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

Spring 2007, due to the new vendor, new requirements are in place for requesting data. Fall 2007 data will be included with the spring 2008 data on the 2008 AIER Report.

Outcome 2

Spring 2007, due to the new vendor, new requirements are in place for requesting data. Fall 2007 data will be included with the spring 2008 data on the 2008 AIER Report.

Outcome 3

Spring 2007, due to the new vendor, new requirements are in place for requesting data. Fall 2007 data will be included with the spring 2008 data on the 2008 AIER Report.

What were the results attained (raw data)?

Outcome 1

On average, the students who took the PPR Examination obtained 69% of the items correct on Domain III. An analysis of the students' performance on the four competencies comprising Domain III indicated that their two strongest areas were Competency #8 (Instructional Practice) with 71% accuracy and Competency #9 (Technology) with 71% accuracy. On Competency #7 (Communication), students demonstrated 67% accuracy and 67% accuracy on Competency #10: (Assessment).

Outcome 2

On average, the students who took the PPR Examination obtained 67% of the items correct on Competency 010.

Outcome 3

On average, the students who took the PPR Examination obtained 71% of the items correct on Competency 008.

Who (specify names) conducted analysis of data?

Outcome 1

Dr. Ron Anderson

Outcome 2

Dr. Ron Anderson

Outcome 3

Dr. Ron Anderson

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.)

Results were shared with the department chair on January 23, 2008. Results will be shared and analyzed by department faculty at the next scheduled department meeting in February, 2008.

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 Not Met

Provide narrative: Enter text here

Outcome 2

Met Not Met

Provide narrative: Enter text here

Outcome 3

Met Not Met

Provide narrative: Enter text here

How have these data-based changes improved your program/unit?

Faculty will continue to focus effort on increasing scores on Domain III by implementing appropriate activities and assignments in the block courses. Some of these activities include, but are not limited to, the following:

Students will be required to write a one-page paper on their educational philosophy, and include a minimum of one cited source (APA).

Students will be required to write two lesson plans and a reflection statement for each of a minimum of ½ page.

Students will keep a journal that will include their observations/reflections from their field placement. Students will be required to make one entry per week.

Students will write a one to two page paper on the history/importance of parental involvement, and how they plan to involve parents in the classroom. Students must include at least three cited sources (APA).

Students will write a reflective paper based on an interview with their mentor teacher. Topic of the interview to be determined by Block I faculty.

Changes to the Block II (EDCI 3304/3305) syllabi include:

Students will write a one-page enhanced version of their educational philosophy and include a minimum of two cited sources (APA). Students will submit their philosophy from Block I with their Block II philosophy.

Students will keep a journal that will include their observations/reflections from their field placement. Students will be required to make one entry per week.

Students will write a letter to parents in English and Spanish. Topics to be determined by the Block II faculty.

Students will participate in role-plays involving administrator/teacher conferences and teacher/parent conferences.

Students will write a reflective paper based on an interview with a parent. Topic of the interview to be determined by Block II faculty.

Students will write a six-page paper in regards to assessment. The students will collect three forms of assessment used by their mentor, provide a description of the different types of assessment, critique the three forms of assessment, create their own assessment instrument, implement their assessment instrument, and reflect on how well the instrument assessed the intended outcomes.

In addition, it was recommended that an additional faculty member be hired to assist in the delivery of the block pedagogy courses to alleviate the large class sizes in order to facilitate effective instruction and provide necessary feedback. For example, for the 2007 fall term there were 4 sections of EDCI 3301, with 43 students as the average class size. There were 4 sections of EDCI 3304, with 30 students as the average class size. The large class sizes make it very hard to provide the quality feedback that the students need. For example, in Block II the students are required to write 6 lesson plans. If a faculty member has a class of 36 students, that totals 216 lesson plans that a faculty member needs to read and provide detailed feedback to the student.

Section III: Programmatic Review

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

If so, specify the 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

Provide a narrative description and justification for requested resources (include linkage to Strategic Plan)

Hiring an additional instructor to teach block pedagogy courses will help reduce class size which in turn will provide the necessary attention to improve and further enhance Domain III competencies in the TExES examination.

Identify proposed outcomes for the next assessment cycle:
Continuation of present outcome(s) – (Indicate reason for continuation): Sufficient data has not been collected in regards to Domain III since a change in vendors has occurred. Therefore, we will continue to analyze the data and the impact that course requirements may have on the TExES scores throughout the 2008 year.
New Outcome(s) – (List outcomes below): Enter text here
Modification of present outcome(s) – (Indicate reason for modification): Enter text here

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

Are resources requested a priority for the academic program/AES unit?

Yes No

Comments:

Enter text here

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

Enter text here