

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

**Program: Bachelor of Science in Interdisciplinary Studies with A Major in Early Childhood Education/Reading Specialization**

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

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**Reviewed by Chair: Name \_\_\_\_\_ Date \_\_\_\_\_**

**Reviewed by Dean: Name \_\_\_\_\_ Date \_\_\_\_\_**

**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.

**College 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.

### **Academic Program Mission**

The Bachelor of Science in Interdisciplinary Studies with a Major in Early Childhood Education/Reading Specialization degree is designed to prepare highly qualified early childhood professionals who will provide exceptional educational experiences for young children. They will also have the ability to advocate successfully for developmentally appropriate practices in education and reading instruction.

### **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 continue 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 2008 and Fall 2008 TExES administrations of the exam indicated exceeding 70% mastery in competency #8. Additionally, closer inspection of the Spring 2008 and Fall 2008 TExES data revealed that greater attention continue to be given to Domain III of the TExES, since students' average performance on competency #10 (Assessment) did not consistently exceed 70% across two administrations of this exam. In regards to the Generalist EC-4 Examination, students' obtained 77% of the items correct on Domain I-English Language Arts and Reading. Outcome 1 was met, with students' average performance on Domain III-75.5%. Outcome 2 was not met, with students' average performance on Competency 010-65.5%. Outcome 3 was not met, with students' average performance on Domain I-English Language Arts and Reading of the Generalist EC-4 being 77%. Faculty agreed to continue to systematically incorporate these competencies into their courses and continue implementing the revised courses in the Fall 2009 semester. Faculty also reflected on what activities and assignments are embedded into their courses that correlate with Domain I-English, Language Arts, and Reading of the Generalist EC-4 TExES. Activities were added as needed during the summer and fall 2009 terms. Additionally, changes were made in the ECR degree to enhance students' knowledge in the area of reading. The visual and performing arts courses were removed and replaced with EDRD 3320. EDRD 3300 was replaced with EDRD 3302. The effects of these changes were monitored.

**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. Pre-service teachers in the educator preparation program will demonstrate an understanding of instructional design to promote student learning.**
- 2. Pre-service teachers in the educator preparation program will demonstrate the skills related to implementing effective authentic assessment.**
- 3. Pre-service teachers in the educator preparation program will be able to implement a variety of strategies for reading instruction.**

## Section I: Planning and Implementation

### Outcome(s)

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

- 1. Pre-service teachers in the educator preparation program will demonstrate an understanding of instructional design to promote student learning.**
- 2. Pre-service teachers in the educator preparation program will demonstrate the skills related to implementing effective authentic assessment.**
- 3. Pre-service teachers in the educator preparation program will be able to implement a variety of strategies for reading instruction.**

**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.*

Scores from the Texas Examination of Educator Standards (TExES) will be used. Dr. Ron Anderson will provide the information.

### Indicate when assessment(s) will take place

Assessments 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.]*

The average score of students in the educator preparation program will be 75% 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).

The average score of students in the educator preparation program will be 75% 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 III of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES)

The average score of students pursuing a Bachelor of Science in Interdisciplinary Studies with a Major in Early Childhood Education/Reading Specialization in the educator preparation program will be 80% for Domain I- English Language Arts and Reading of the Generalist EC-4 Texas Examination of Educator Standards (TExES)

## 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.*

On average, the students who took the PPR Examination obtained 71% of the items correct on Competency 008 from Domain III of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES).

On average, the students who took the PPR Examination obtained 65% of the items correct on Competency 010 from Domain III of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES).

On average, the Early Childhood Reading students who took the Generalist EC-4 Examination obtained 78% of the items correct on Domain I-English Language Arts and Reading.

### **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](mailto:assessment@tamtu.edu).*

Results were shared with the department chair on March 9, 2010. Results of the assessment shared with the Department of Curriculum and Instruction through email communication. Faculty were asked to review the results and proposed action plan and provide input regarding the information on the report, including changes and corrections. Based upon the data, we concluded that efforts should continue to be placed on increasing scores in Domain III.

### **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.*

Faculty will continue to focus efforts on increasing scores in Domain III by implementing appropriate activities and assignments in the block courses. Faculty will also reflect on what activities and assignments are embedded into their courses that correlate with Domain I-English, Language Arts, and Reading of the Generalist EC-4 TExES. Activities will be added as needed during the summer and fall 2010 terms.

Additionally, two new faculty members were hired for the fall 2009 term. They have been given the opportunity to reflect on the activities and assignments that are incorporated into the reading courses that they teach that correlate with Domain I of the Generalist EC-4 TExES.

### 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)**

#### **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 occurred. Therefore, we will continue to analyze the data and the impact that course requirements may have on the TExES scores throughout the 2010 year. Additionally, it was recommended that we continue to analyze the data since the levels of certification are changing from EC-4 to EC-6.

We will also continue to analyze data from Domain I of the Generalist EC-4 Texas Examination of Educator Standards (TExES) since this was the second year that this data was analyzed and included in the report.

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

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