

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

**Program: Bachelor of Science Degree in All Level Special Education (BS)**

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

**Program Coordinator (Preparer of Report) Diana Linn**

**List Other Program Faculty:**

<b>Randel D. Brown</b>
<b>Candace Baker</b>

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

**Reviewed by Dean: Name Humberto Gonzalez 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.

**Academic Program Mission**

Through its undergraduate program, the Academic Program Unit of Special Education provides teachers with the knowledge, skills and dispositions necessary to provide effective educational programs for individuals with disabilities, including those from diverse cultural, linguistic and economic backgrounds. In keeping with TAMIU's mission, the graduates of the program will have the necessary leadership skills to advocate for improvement in quality of life for individuals with disabilities in an "increasingly, complex...state, national, and global society."

**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.*

90% (N=10) of undergraduate students scored 240 or above over all Domain areas of the TExES for all level special education (Mean=251.2 with Minimum=238 and Maximum=267) demonstrating a favorable comparison statewide with their understanding of learners with special needs.

70% (N=10) of undergraduate students scored 240 or above (Mean=240.8 with Minimum=207 and Maximum=262) on Domain I of the TExES for all level special education demonstrating a favorable comparison statewide with their understanding of learners with special needs.

70% (N=10) of undergraduate students scored 240 or above (Mean=251.3 with Minimum=228 and Maximum=276) on Domain II of the TExES for all level special education.

100% (N=10) of undergraduate students scored 240 or above (Mean=254.7 with Minimum=244 and Maximum=269) on Domain III of the TExES for all level special education demonstrating a favorable comparison statewide with their understanding of learners with special needs.

50% (N=10) of undergraduate students scored 240 or above (Mean=243.6 with Minimum=215 and Maximum=275) on Domain IV of the TExES for all level special education.

100% (N=10) of undergraduate students scored a mean of 100% on stated portfolio requirements; students earned a mean of 85% on the standard questions of the rubric.

The listed results indicate a favorable pass rate overall for all students challenging the TExES, including an increase in scores in Domain III of the TExES for all level special education TExES for all level special education, however three areas of focus were identified:

1. 30% of testing students did not achieve 240 or above in Domain I Understanding Individuals with Disabilities and Evaluating Their Needs
2. 30% of testing students did not achieve 240 or above in Domain II Promoting Student Learning and Development, and
3. 50% of testing students did not achieve 240 or above in Domain IV Foundations and Professional Roles and Responsibilities.

**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 special education program will compare favorably statewide in their understanding of individuals with disabilities and evaluating their needs.
2. Students completing the special education program will compare favorably statewide in their promoting the learning of students with disabilities.

3. Students completing the special education program will compare favorably statewide in their understanding of foundations and professional roles and responsibilities as they relate to the education of students with disabilities.

## Section I: Planning and Implementation

### **Outcome(s)**

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

1. Students completing the special education program will compare favorably statewide in their understanding of individuals with disabilities and evaluating their needs.
2. Students completing the special education program will compare favorably statewide in their promoting the learning of students with disabilities.
3. Students completing the special education program will compare favorably statewide in their understanding of foundations and professional roles and responsibilities as they relate to the education of students with disabilities.

**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.*

1. TExES score reports (Domain I of the exam)
2. TExES score reports (Domain II of the exam)
3. TExES score reports (Domain IV of the exam)

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

1. Annual
2. Annual
3. Annual

**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.]*

1. 70% of students completing the special education program will score 240 or above on the Texas Examinations of Educator Standards (TExES) in Domain 1, Understanding Individuals with Disabilities and Evaluating their Needs.
2. 70% of students completing the special education program will score 240 or above on the Texas Examinations of Educator Standards (TExES) in Domain II, Promoting Student Learning and Development.
3. 70% of students completing the special education program will score 240 or above on the Texas Examinations of Educator Standards (TExES) in Domain IV, Foundations and Professional Roles and Responsibilities.

## 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.*

For the assessment period, a total of 18 undergraduate students took the TExES Special Education exam. Data indicated that:

72% (N=13) of undergraduate students scored 240 or above over all Domain areas of the TExES for all level special education (Mean=247, with a minimum score=212 and Maximum=271 and a standard deviation of 15) demonstrating a favorable comparison statewide with their performance on the TExES exam.

72% (N=13) of undergraduate students scored 240 or above (Mean=239, with minimum=209 and Maximum=262 and a standard deviation of 14) on Domain I of the TExES for all level special education demonstrating their understanding of individuals with disabilities and the evaluation of their needs.

89% (N=16) of undergraduate students scored 240 or above (Mean=251 with Minimum=220 and Maximum=283 with a standard deviation of 14) on Domain II of the TExES for all level special education demonstrating their understanding of how to promote student learning and development for individuals with disabilities.

72% (N=13) of undergraduate students scored 240 or above (Mean=248 with Minimum=227 and Maximum=276 and a standard deviation of 13) on Domain III of the TExES for all level special education demonstrating an understanding of how to promote student achievement in English Language Arts, Reading and Math.

56% (N=10) of undergraduate students scored 240 or above (Mean=241 with Minimum=202 and Maximum=273) on Domain IV of the TExES for all level special education.

### **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).*

The results and analysis were shared with the College of Education Dean, Department of Professional Programs Chair, and all faculty teaching degree specific courses for the Special Education - All Level undergraduate degree. Faculty agreed to develop a plan to systematically incorporate focus on the TExES competencies covering all domains into their courses and will begin implementing the revised courses in the Fall 2010 semester. Furthermore, the faculty

agreed to develop a series of pre-test workshops to reinforce the contents of all domains on the TExES exam.

**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.*

At the spring COE retreat the special education faculty will align core special education courses with the TExES for all level special education to ensure all competencies are adequately covered. During the Spring and Fall semesters the special education faculty will develop and deliver a series of pre-test workshops to reinforce the contents of all domains with special focus on Domain IV.

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)**

Enter text here

**Identify proposed outcomes for the next assessment cycle:**

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

1. 70% of students completing the special education program will score 240 or above on the Texas Examinations of Educator Standards (TExES) in Domain IV, Foundations and Professional Roles and Responsibilities. **Passing rate was only 56%.**
2. 75% of students completing the special education program at the undergraduate level will score 240 or above on Domain III of the TExES exam demonstrating an understanding of how to promote student achievement in English Language Arts, Reading and Math. **Passing Rate fell from 100% during 2008 to 72% during 2009.**

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

1. 75% of students complete the special education program at the undergraduate level will score 240 or above over all Domain areas of the TExES for all level special education

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

1. 75% of students completing the special education program will score 240 or above on the Texas Examinations of Educator Standards (TExES) in Domain 1, Understanding Individuals with Disabilities and Evaluating their Needs. Passing rate needs to be increased.
2. 75% of students completing the special education program will score 240 or above on the Texas Examinations of Educator Standards (TExES) in Domain II, Promoting Student Learning and Development. Passing rate needs to be increased.

Date Completed: March 10, 2010

Submit completed form to [integrate@tamiu.edu](mailto:integrate@tamiu.edu).

Updated 09/03/2009