

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

Program: MS Degree in Bilingual Education

Assessment Period Covered: January 1, 2009 - January 31, 2010

Program Coordinator (Preparer of Report): Dr. Ramón Alaniz & Dr. Sergio Garza

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

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.

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.

All students assessed met expectations during last assessment cycle (2007). These databases serve as a resource for us to guide ourselves with while evaluating our program. At this point in our program, our students are experiencing success in their chosen area of study.

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 graduate bilingual program will demonstrate oral language proficiency in English and Spanish with discourse/textual tasks required of graduate students at the university level.
2. Students completing the graduate bilingual program will demonstrate written language proficiency in English.
3. Students completing the graduate bilingual program will demonstrate written language proficiency in Spanish with discourse/textual tasks required of graduate students at the university level.

Section I: Planning and Implementation

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

1. Students completing the graduate bilingual program will demonstrate oral language proficiency in English and Spanish with discourse/textual tasks required of graduate students at the university level.

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 EXIT Assessment Rubric for MS degree in Bilingual Education is used. The rubric measures four areas: Knowledge of Content, Cognitive Skill, Communication Skills, and Educational Goals. Three committee members from the College of Education will serve as inter-raters for the thesis option and two will serve for the non-thesis option.

Indicate when assessment(s) will take place: This assessment takes 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.]*

100% of the students completing the Masters of Science in Education with a major in Bilingual Education (MS-ED) will demonstrate the effective use of both English and Spanish languages by meeting or exceeding level 4 language proficiency level on an internal rubric during their thesis defense/non-thesis comprehensive examination.

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.

One student successfully defended her thesis and graduated with a “Masters of Science in Bilingual 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.

A challenge at this particular point in the program is to develop our non-thesis rubric in order to assess students graduating under the master’s thesis degree plan.

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.

A rubric will be developed in order for the committee to measure the English and Spanish language proficiency during a thesis defense.

For next year, the committee will focus on goal #2. Students completing the graduate bilingual program will demonstrate written language proficiency in English. The committee will use the QEP rubric.

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)

Faculty will dedicate time to develop an appropriate rubric.

Identify proposed outcomes for the next assessment cycle:

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

Yes. 2. Students completing the graduate bilingual program will demonstrate written language proficiency in English.

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

N/A

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

N/A