Texas A&M International University
Annual Institutional Effectiveness Review (AIER)

Date Submitted   May 11, 2007 (2007 Report)

Assessment Period Covered (2006)

Academic Program/AES Unit Master of Science in Curriculum and Instruction

Person(s) Preparing Review   Mary A. Petrón

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

Ten students completed a Master of Science in Curriculum & Instruction in 2006. All ten reached or exceeded the minimum score in the comprehensive oral exams in the three areas of design, implementation and evaluation of instructional programs. Performance data were shared with the department chair and program faculty who agreed that it was important to continue evaluating the program using this criteria due to the small number of graduates. The rubric used to assess students' proficiency in the evaluation of instructional programs will be refined to reflect the addition of a new course: EDCI 5340 Measurement and Assessment in Education. EDCI 5340 was to be offered for the first time in Summer 2007. However, due to a shortage of faculty, the course will not be offered until Spring or Summer 2008.

<div style="text-align:center">Section I: Planning and Implementation</div>

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 for educators a comprehensive and coherent professional development system that links all aspects of the educational profession. Through educational experiences provided by the system, educators will prepare to provide learner-centered instructional experiences that promote excellence and equity for students in the field.

Identify outcomes and the relationship to Strategic Plan

Outcome 1   ☐ **Is this outcome related to writing (QEP)?**
Students completing the Master of Science in Curriculum and Instruction will demonstrate their understanding of instructional program design.

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
Design of Instructional Programs Rubric will be used to evaluate the responses of MS-C&I candidates to questions asked during the oral comprehensive exams.

Indicate when assessment will take place
Annual

Criteria/Benchmark
MS-C&I candidates will be expected to achieve a minimum score of 3 out of a possible 4 on the Design of Instructional Programs Rubric.

_____

Outcome 2   ☐ **Is this outcome related to writing (QEP)?**
Students completing the Master of Science in Curriculum and Instruction will demonstrate their understanding of the instructional strategies and resources necessary to successfully implement an instructional program.

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
Implementation of Instructional Programs Rubric will be used to evaluate the responses of MS-C&I candidates to questions asked during the oral comprehensive exams.

Indicate when assessment will take place
Annual

Criteria/Benchmark
MS-C&I candidates will be expected to achieve a minimum score of 3 out of a possible 4 on the Implementation of Instructional Programs Rubric

_____

Outcome 3   ☐ **Is this outcome related to writing (QEP)?**
Students completing the Master of Science in Curriculum and Instruction will demonstrate their understanding of principles for assessing instructional programs.

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
Evaluation of Instructional Programs Rubric will be used to evaluate the responses of MS-C&I candidates to questions asked during the oral comprehensive exams.

Indicate when assessment will take place
Annual

Criteria/Benchmark
MS-C&I candidates will be expected to achieve a minimum score of 3 out of a possible 4 on the Evaluation of Instructional Programs Rubric

When (term/date) was assessment conducted?
Outcome 1
Spring, Summer, and Fall 2007

Outcome 2
Spring, Summer, and Fall 2007

Outcome 3
Spring, Summer, and Fall 2007

What were the results attained (raw data)?
Outcome 1
A total of 10 students completed an MS-C&I degree in 2007. The average score of 3.73 was obtained on the Design of Instructional Programs Rubric.

Outcome 2
A total of 10 students completed an MS-C&I degree in 2007. The average score of 3.647 was obtained on the Implementation of Instructional Programs Rubric.

Outcome 3
A total of 10 students completed an MS-C&I degree in 2007. The average score of 3.697 was obtained on the Evaluation of Instructional Programs Rubric.

Who (specify names) conducted analysis of data?
Outcome 1
Mary A. Petron

Outcome 2
Mary A. Petron

Outcome 3
Mary A. Petron

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.)
The results and analysis of the data from Spring, Summer, and Fall 2007 was shared with the department chair on January 22, 2008. The results were shared with faculty in the Department of Curriculum and Instruction during the C & I meeting on February 12, 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: MS-C&I candidates are expected to achieve a minimum score of 3 out of a possible 4 on the Design of Instructional Programs Rubric. Ten candidates completed an MS-C&I degree in 2007. The average on Outcome 1 is 3.73. Outcome 1 has been met; however, given the limited number of students, the faculty have decided to continue evaluating the program using the same rubric for 2008. In addition, because we are implementing a new comprehensive exam for MS-C&I candidates beginning with students entering the program in the fall 2007, we will also be developing an assessment tool that can gauge program effectiveness via the comprehensive exam. In this way, we will be utilizing multiple measures. Furthermore, we will develop a multi-item student exit survey to measure program effectiveness from the perspective of the student.

Outcome 2
☒ **Met**   ☐ **Not Met**
Provide narrative: MS-C&I candidates are expected to achieve a minimum score of 3 out of a possible 4 on the Implementation Instructional of Programs Rubric. Ten candidates completed an MS-C&I degree in 2007. The average on Outcome 2 is 3.647. Outcome 2 has been met; however, given the limited number of students, the faculty have decided to continue evaluating the program using the same rubric for 2008. In addition, because we are implementing a new comprehensive exam for MS-C&I candidates beginning with students entering the program in the fall 2007, we will also be developing an assessment tool that can gauge program effectiveness via the comprehensive exam. In this way, we will be utilizing multiple measures. Furthermore, we will develop a multi-item student exit survey to measure program effectiveness from the perspective of the student.

Outcome 3
☒ **Met**   ☐ **Not Met**
Provide narrative: MS-C&I candidates are expected to achieve a minimum score of 3 out of a possible 4 on the Evaluation of Instructional Programs Rubric. Ten candidates completed an MS-C&I degree in 2007. The average on Outcome 3 is 3.697. Outcome 3 has been met; however, given the limited number of students, the faculty have decided to continue evaluating the program using the same rubric for 2008. No change will be made to this rubric until after EDCI 5340 Measurement and Assessment in Education is offered in Spring 2008. In addition, because we are implementing a new comprehensive exam for MS-C&I candidates beginning with students entering the program in the fall 2007, we will also be developing an assessment tool that can gauge program effectiveness via the comprehensive exam. In this way, we will be

utilizing multiple measures. Furthermore, we will develop a multi-item student exit survey to measure program effectiveness from the perspective of the student.

_____

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

As a result of the AIER process, we became aware that we are using a single measure to gauge program effectiveness in the areas of design, implementation and evaluation of instructional programs. We intend to develop an additional evaluation tool which can be used with the newly required comprehensive exams. In addition we would like to receive feedback on the strengths and weaknesses of the program from the students themselves. In accordance with this aim, we will develop a multi-item student exit survey to measure program effectiveness from the perspective of 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
☐ New resources required	☐ New or reallocated space	☐ Primarily faculty/staff time
☐ Reallocation of current funds		☐ University rule/procedure change only
		☐ Other: Enter text here

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): Given the limited number of candidates completing an MS-C& I degree in 2007, the faculty has decided to continue evaluating the program using the same rubrics for 2008.
New Outcome(s) – (List outcomes below):
Modification of present outcome(s) – (Indicate reason for modification): We will develop an assessment tool to be used with the comprehensive exams in order to utilize multiple measures in the assessment of the MS - C & I degree. Furthermore, we will develop a multi-item student exit survey to measure program effectiveness from the perspective of the student.

**** 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