

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

**Program: Master of Science in Generic Special Education**

**Assessment Period Covered: March 1, 2008 to January 31, 2009**

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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 that link 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 students in the field.

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

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 Master of Science in Generic Special Education. The analysis of specific areas were as follows:

100% (N=9) of the graduate students successfully completed professional papers/portfolio review.

67% (N=9) of graduate students scored 240 or above overall on the TExES for educational diagnosticians demonstrating a favorable comparison statewide (Mean=241.44 with a Minimum=190 and Maximum=264).

67% (N=9) of graduate students scored 240 or above over all Domain I of the TExES educational diagnosticians (Mean=243.66 with a Minimum=175 and Maximum=2821).

45% (N=9) of graduate students scored 240 or above over all Domain II of the TExES educational diagnosticians (Mean=232.33, with a Minimum=178 and Maximum=263).

78% (N=9) of graduate students scored 240 or above over all Domain III of the TExES educational diagnosticians (Mean=255.44 with a Minimum=212 and Maximum=282).

34% (N=9) of graduate students scored 240 or above over all Domain IV of the TExES educational diagnosticians (Mean=235.55 with a Minimum=200 and Maximum=273).

100% (N=9) of the graduate students successfully completed professional papers/portfolio review.

Based on the program results the special education faculty agreed to develop a plan to systematically incorporate TExES competencies into their courses and to develop new coursework where needed to address specific domain areas and begin implementing the revised/new courses in the Fall 2008 semester. Specific courses were reviewed to determine needed changes to address areas of need. Course objective were revised as needed.

**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 masters program will demonstrate the ability to review and critique professional literature with the following rubric: Students will demonstrate ability to review and critique professional literature with a written analysis of a peer reviewed article from journal in the field of special education and educational diagnosis.
2. Students completing the special education program will compare favorably statewide in the assessment and evaluation component of the TExES exam for educational diagnosticians.
3. Students completing the special education masters program will demonstrate an understanding of current issues in their minor field.

## Section I: Planning and Implementation

### Outcome(s)

1. Students completing the special education masters program will demonstrate the ability to review and critique professional literature with the following rubric: Students will demonstrate ability to review and critique professional literature with a written analysis of a peer reviewed article from journal in the field of special education and educational diagnosis.
2. Students completing the special education program will compare favorably statewide in the assessment and evaluation component of the TExES exam for educational diagnosticians.
3. Students completing the special education masters program will demonstrate an understanding of current issues in their minor field.

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. Graduate Committee Recommendation
2. TExES score reports
3. Graduate committee recommendation after thesis, professional paper defence or portfolio defenses.

### 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. Students will demonstrate understanding of the current issues in the field of educational diagnostics with the completion of a graduate portfolio including written reviews and critiques of peer-reviewed articles from journals in the field of special education and educational diagnostics. The evaluation criteria will be the unanimous decision of the graduate committee. All students will score a minimum of 80% of the totaled stated criteria below. The following criteria are used to evaluate the written report. Is the written review of the article content clear and directed at the targeted audience (20%)? Is the written review consistently clear and logical with a convincing discussion of the topic (20%)? Is the sentence structure sophisticated, effective, and clear with readable syntax (20%)? Is the written review free of grammatical errors (20%)? and; Is the analysis thoughtful, insightful and relevant to the topic of the reviewed research (20%)?

2. 70% of students completing the special education masters program will score 240 or higher on the Texas Examinations of Educator Standards (TExES) for Educational Diagnostician in Domain 2, Assessment and Evaluation.
3. Students will demonstrate understanding of the current issues in the field with completion of thesis or professional paper as determined by the graduate committee. The evaluation criteria will be the unanimous decision of the graduate committee. The following criteria are used to evaluate the thesis or professional paper. Is the content clear and directed at the targeted audience (20%)? Is the thesis or professional paper consistently clear and logical with a convincing discussion of the topic (20%)? Is the sentence structure sophisticated, effective, and clear with readable syntax (20%)? Is the thesis or professional paper free of grammatical errors (20%)? and; Is the analysis thoughtful, insightful and relevant to the topic of the research (20%)?

## 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.*

100% (N=18) of the graduate students successfully completed professional papers/portfolio review.

90% (N=5) of graduate students scored 240 or above overall on the TExES for educational diagnosticians demonstrating a favorable comparison statewide (Mean=252.6 with a Minimum=216 and Maximum=271).

60% (N=5) of graduate students scored 240 or above over Domain I of the TExES educational diagnosticians (Mean=246.2 with a Minimum=222 and Maximum=263).

100% (N=5) of graduate students scored 240 or above over Domain II of the TExES educational diagnosticians (Mean=262, with a Minimum=240 and Maximum=271).

60% (N=5) of graduate students scored 240 or above over Domain III of the TExES educational diagnosticians (Mean=248.6 with a Minimum=225 and Maximum=273).

80% (N=9) of graduate students scored 240 or above over Domain IV of the TExES educational diagnosticians (Mean=247.4 with a Minimum=195 and Maximum=267).

100% (N=18) of the graduate students successfully completed professional papers/portfolio review.

The listed results indicate a favorable pass rate overall for all students challenging the TExES, including an increase in scores overall for the TExES educational diagnosticians (Mean=252.6 with a Minimum=216 and Maximum=271), however two areas of focus were identified:

1. 40% of testing students did not achieve 240 or above in Domain I Students with Disabilities, and
2. 40% of testing students did not achieve 240 or above in Domain III Curriculum and Instruction

**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 Domain I and III into their courses and will begin implementing the revised courses in the Fall 2009 semester. Furthermore the faculty agreed to develop a series of pre-test workshops to reinforce the contents of Domain I and 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.*

At the spring COE retreat the special education faculty will align core special education courses with the TExES for educational diagnosticians to ensure all competencies are adequately covered. During the fall 09 semester the special education faculty will develop and deliver a series of pre-test workshops to reinforce the contents of Domains I and III.

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)**

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

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

Two current outcomes focus on the TExES for all level special education and other content areas designed for all special education graduate students. These outcomes are important and appropriate for continuation. These outcomes are as follows:

1. Students will demonstrate understanding of the current issues in the field of educational diagnostics with the completion of a graduate portfolio including written reviews and critiques of peer-reviewed articles from journals in the field of special education and educational diagnostics. The evaluation criteria will be the unanimous decision of the graduate committee. All students will score a minimum of 80% of the totaled stated criteria below. The following criteria are used to evaluate the written report. Is the written review of the article content clear and directed at the targeted audience (20%)? Is the written review consistently clear and logical with a convincing discussion of the topic (20%)? Is the sentence structure sophisticated, effective, and clear with readable syntax (20%)? Is the written review free of grammatical errors (20%)? and; Is the analysis thoughtful, insightful and relevant to the topic of the reviewed research (20%)?
2. 70% of students completing the special education masters program will score 240 or higher on the Texas Examinations of Educator Standards (TExES) for Educational Diagnostician in Domain 2, Assessment and Evaluation.
3. Students will demonstrate understanding of the current issues in the field with completion of thesis or professional paper as determined by the graduate committee. The evaluation criteria will be the unanimous decision of the graduate committee. The following criteria are used to evaluate the thesis or professional paper. Is the content clear and directed at the targeted audience (20%)? Is the thesis or professional paper consistently clear and logical with a convincing discussion of the topic (20%)? Is the sentence structure sophisticated, effective, and clear with readable syntax (20%)? Is the thesis or professional paper free of grammatical errors (20%)? and; Is the analysis thoughtful, insightful and relevant to the topic of the research (20%)?

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

1. Students will demonstrate understanding of the current issues in the field with completion of comprehensive written exam as determined by the graduate committee. The evaluation criteria will be the unanimous decision of the graduate committee. The following criteria are used to evaluate the comprehensive exam. Is the content clear and directed at the targeted questions (20%)? Is the written exam consistently clear and logical with a convincing discussion of the question's topics (20%)? Is the sentence

structure sophisticated, effective, and clear with readable syntax (20%)? Is the written exam free of grammatical errors (20%)? and; Is the analysis thoughtful, insightful and relevant to the topics of the written exam questions (20%)?

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

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