

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

**Program: MS Degree in Bilingual Education**

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

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**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.
- 4.
- 5.

## 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.

**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.*

According to the results obtained, 10 students earned the MS/Bilingual Degree. Two of these students finished in the Spring of 2008, two in the Summer of 08 and six obtained their degree during the Fall of 2008 calendar year. Upon analyzing the rubrics for the students, ALL students for a total of 100% showed “Exceptional” mastery in the section, Knowledge of Content. In the “Cognitive Skill” section, 100% of the students obtained a rating of “Exceptional.” In the area of “Communication Skills,” once again 100% for a total of 10 students earned an “Exceptional” rating and under the “Educational Goals” section again 10 students for a total of 100% earned a rating of “Exceptional” in the exit rubric.

**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 at <http://www.tamtu.edu/integrate/docs/Minutes-Template.doc>. Once completed, submit the minutes to [assessment@tamtu.edu](mailto:assessment@tamtu.edu).*

According to the results obtained from the ten (10) students who earned a MS/Bilingual did well in their orals and in their thesis defenses. At this point, our students are experiencing success in their chosen area of study.

**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.*

Based on the results of our analysis, no changes to the program are needed at this time.

## 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)**

N/A

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

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

We will continue to assess same outcome (Outcome #1) due to the fact that we have a new cohort of students whose performance has not been assessed.

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

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