

Texas A&M International University

Annual Institutional Effectiveness Review (AIER)

Date Submitted January 30, 2008

Assessment Period Covered (2007)

Academic Program/AES Unit Master of Science in Education - ECE

Person(s) Preparing Review San Juanita G. Hachar

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

Three students completed a MS in ECE since the Fall 06. All three completed an oral comprehensive examination scoring above 2 on a rubric measuring their understanding of effective and DAP pedagogy practices in ECE programs. All three scored above 2 on the rubric measuring leadership and advocacy skills necessary in the ECE field. The three scored above 2 on the rubric measuring their understanding of theoretical influences on ECE. One of the three completed a Thesis and participated in the Defense. All three students scored 3 on the rubric measuring cognitive and communication skills.

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| Section I: Planning and Implementation |
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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 a comprehensive and coherent professional development system for educators linking 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 all 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 Education - ECE will demonstrate understanding of evidence of effective and DAP pedagogy practices.

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

During the oral comprehensive examination, students will demonstrate evidence of effective and DAP pedagogy practices by responding to questions posed by faculty members regarding components of literacy that facilitate instruction and resources to enhance early childhood instruction.

During the thesis defense, students will demonstrate the relevance of successful early childhood programs in their thesis or research paper. Students are expected to score 2 out of 3 on a rubric developed by EC faculty. Topics addressed include: Introduction (purpose, research problem, research question, and significance of study); Relevant research; Methodology and results for thesis; Conclusions with rationale; and Limitations and recommendations.

Indicate when assessment will take place

Annual

Criteria/Benchmark

Students pursuing a MS in Education ECE will achieve a minimum score of 2 on the rubric measuring their understanding effective and DAP pedagogical practices in ECE programs.

Outcome 2

Is this outcome related to writing (QEP)?

Students completing the Master of Science in Education - ECE will demonstrate their understanding of leadership and advocacy skills necessary in the ECE field.

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

During the oral comprehensive examination, students seeking the MS in Ed. ECE will demonstrate their understanding of leadership and advocacy skills in the ECE field by responding to questions posed by faculty members regarding: foundations of early childhood, research based emergent literacy practices, and communicating with advocacy groups.

Indicate when assessment will take place

Annual

Criteria/Benchmark

The average score of students pursuing the MS Ed ECE on rubric assessment on leadership skills will be 2.

Outcome 3

Is this outcome related to writing (QEP)?

Students completing the MS ED ECE will demonstrate their understanding of ECE theoretical influences.

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

During the oral comprehensive examination, students seeking the MS in Ed. ECE will demonstrate their understanding of ECE theoretical practices by responding to questions posed by faculty members regarding: behaviorist, maturationist, and constructivist influences on ECE.

Indicate when assessment will take place

Annual

Criteria/Benchmark

The average score of students pursuing the MS Ed ECE on rubric assessment on theoretical influences on ECE will be 2.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

Spring 07 and Fall 07

Outcome 2

Spring 07 and Fall 07

Outcome 3

Spring 07 and Fall 07

What were the results attained (raw data)?

Outcome 1

Three students participated in the oral comprehensive and achieved at or above 2 out of 3 on the rubric assessment measuring their understanding effective and DAP pedagogical practices in ECE programs.

One student participated in the Thesis defense and scored 2 out of 3 on a rubric developed by EC faculty. Topics addressed include: Introduction (purpose, research problem, research question, and significance of study); Relevant research; Methodology and results for thesis; Conclusions with rationale; and Limitations and recommendations.

Outcome 2

Three students scored at or above 2 out of 3 on the rubric demonstrating their understanding of leadership and advocacy skills in the ECE field by responding to questions posed by faculty members regarding: foundations of early childhood, research based emergent literacy practices, and communicating with advocacy groups.

Outcome 3

Three students scored at or above 2 out of 3 on the rubric demonstrating their understanding of ECE theoretical practices by responding to questions posed by faculty members regarding: behaviorist, maturationist, and constructivist influences on ECE.

Who (specify names) conducted analysis of data?

Outcome 1

San Juanita G. Hachar, Barbara Greybeck and Miki Henderson

Outcome 2

San Juanita G. Hachar, Barbara Greybeck and Miki Henderson

Outcome 3

San Juanita G. Hachar, Barbara Greybeck and Miki Henderson

When were the results and analysis shared and with whom (department chair, supervisor, staff, external stakeholders)? Submit minutes with data analysis to assessment@tamui.edu (Please use Minutes Template located on the Project INTEGRATE web page.)

Results were shared with Dr. Barbara Greybeck, Chair and Dr. Miki Henderson.

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: Three students completed a MS in ECE since the Fall 06. All three completed an oral comprehensive examination scoring above 2 on a rubric measuring their understanding of effective and DAP pedagogy practices in ECE programs.

Outcome 2

Met Not Met

Provide narrative: Three students scored above 2 on the rubric measuring leadership and advocacy skills necessary in the ECE field.

Outcome 3

Met Not Met

Provide narrative: Three students scored above 2 on the rubric measuring their understanding of theoretical influences on ECE.

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

Enter text here

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 |
|--|---|--|
| <input type="checkbox"/> New resources required | <input type="checkbox"/> New or reallocated space | <input type="checkbox"/> Primarily faculty/staff time |
| <input type="checkbox"/> Reallocation of current funds | | <input type="checkbox"/> University rule/procedure change only |
| | | <input type="checkbox"/> 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): Recommendation of the committee reviewing data is to continue using the assessment and outcomes in place. The committee needs more data for present outcomes prior to making recommendations for changes. |
| New Outcome(s) – (List outcomes below): Enter text here |
| Modification of present outcome(s) – (Indicate reason for modification): Enter text here |

****** 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