

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

**Program:** Master of Science in Education - Early Childhood Education Major (MS-ED)

**Assessment Period Covered:** January 1, 2009 to January 31, 2010

**Program Coordinator (Preparer of Report)** C. Miki Henderson, Ed.D.

**List Other Program Faculty:**

None
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**Reviewed by Chair:** Name \_\_\_\_\_ Date \_\_\_\_\_

**Reviewed by Dean:** Name \_\_\_\_\_ Date \_\_\_\_\_

**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 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.

**Department Mission**

The Early Childhood program at Texas A&M International University in the College of Education will prepare high quality professionals who will provide exceptional educational experiences for young children, birth through sixth grade. They will have the ability to advocate successfully for developmentally appropriate educational practices. They will also strive to be respectful and responsive to the needs of children, families, and the communities they serve.

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

There were no graduates of this program. However, the number of minors majoring in Curriculum and Instruction or Special Education have increased.

**Selected list of program-level intended student learning outcomes**

1. Students completing the Master of Science in Education (ECE) will demonstrate their understanding of the instructional strategies and resources necessary to successfully implement an instructional program.
2. Students completing the Master of Science in Education - ECE will demonstrate their understanding of principles for assessing instructional programs.

**Section I: Planning and Implementation**

**Outcome 1**

Students completing the Master of Science in Education (ECE) will demonstrate their understanding of the instructional strategies and resources necessary to successfully implement an instructional program.

**X Please indicate if the outcome(s) is(are) related to writing (QEP).**

**Methods of assessment to be used:**

Acceptance of proposal as well as paper and/or PowerPoint presentation in a local, state, or national conference will be used to profile students' strengths. Faculty will evaluate the responses of MS-ECE candidates to questions posed during review of proposals.

**Indicate when assessment(s) will take place:**

Annual

**Criteria/Benchmark(s):** MS-ECE candidates will be expected to prepare a minimum of one proposal as well as substantiating documentation (report and powerpoint presentation) for the conference. The thrust of the proposal must be based on instructional strategies and resources. Student's ability to conduct a presentation will serve as an as an assessment gauge, since evaluation of each presenter is conducted upon completion of each session. A Presentation Evaluation Form will be used to assess students' presentations.

**Outcome 2**

Students completing the Master of Science in Education - ECE will demonstrate their understanding of principles for assessing instructional programs.

**X Please indicate if the outcome(s) is(are) related to writing (QEP).**

**Methods of assessment to be used:** Satisfactory completion of thesis defense will reflect student's knowledge as evidenced by graduate written examination. ECE candidates will also respond to questions posed during oral comprehensive exams. One of the questions will focus on principles for assessing early childhood programs.

**Indicate when assessment(s) will take place:** Annual

**Criteria/Benchmark(s):** MS-ED (ECE) candidates will be expected to prepare a brief critique of methods of assessment as well as assessment of programs currently implemented at the early childhood level. The rubric will include a rating scale and levels of expectancy for graduate students.

## 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.*

#### **Outcome 1:**

No graduates this academic year.

#### **Outcome 2:**

No graduates this academic year.

### **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).*

We continue to recruit students to the program. However, the majority of the students filling our classes are those looking for a minor in ECE not a major.

### **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.*

We will recruit students to the program through the major and minor offerings.

## 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)**

A large number of our courses in the Early Childhood program are taught by adjunct faculty. Rigor and continuity are a concern when there is such a high dependency on part time staff. The EDEC 4362 course alone has two or three sections per semester and have enrollments between 40 and 60 students in each class. It is evident that another full time faculty member is called for.

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

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

We need to continue on our present course, while also recruiting new students, to ensure the changes we are making to the program continue the upward trend we saw over the past year.

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

Date completed: March 12, 2010

*Submit completed form to [integrate@tamiu.edu](mailto:integrate@tamiu.edu).*

Updated 09/03/2009