

ASSESSMENT REPORT FOR

Master of Science in Education with a major in Bilingual Education
(MS-Ed)

Instructional Degree Program

Spring 2004

Assessment Period Covered

July 5, 2004

Date Submitted

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission Reference:

Texas A&M International University, a Member of The Texas A&M University System, is committed to the preparation of students for leadership roles in their chosen profession and 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 is 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.

College/University Goal(s) Supported:

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 this system, educators will be prepared to provide learner-centered instructional experiences that promote excellence and equity for all students in the field.

Intended Educational (Student) Outcomes:

- 1.** Students completing the graduate bilingual program will demonstrate oral language proficiency in two languages in discourse/textual tasks required of graduate students nationwide.
- 2.** Students completing the graduate bilingual program will demonstrate written language proficiency in two languages.

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Intended Administrative or Educational Support Objective:

1. Students completing the graduate bilingual program will demonstrate oral language proficiency in two languages in discourse/textual tasks required of graduate students nationwide.

First Means of Assessment for Objective Identified Above:

1a. Means of Unit Assessment & Criteria for Success:

30% of graduate bilingual students will demonstrate discourse/textual competency by presenting their research jointly with bilingual faculty members at educational conferences within one year of completing the research design course or equivalent courses.

1a. Summary of Assessment Data Collected:

Since last graduation in 2003, two new cohorts of students have been established for the Masters degree in Bilingual Education. These students are still in progress of taking graduate level courses. They have not completed their program. However, there were four (4) graduates from Cohort One (1) that participated in the Second Annual Bilingual Conference. Their presentation focused on the Dual language model and the results of the program since its inception. Conference participants evaluated their performance.

1a. Use of Results to Improve Unit Services:

Data indicate that the discourse/textual competency was demonstrated through the use oral and written material at a scholarly level. The majority of participants was classroom teachers and was highly satisfied overall with the presentation. In addition, students will be given opportunities to strengthen their level of expertise in their

discipline by being provided with a listing of conferences and call for papers in all research design courses to encourage further dissemination of research in the area of bilingual education. The Department of Special Populations will formally acknowledge graduate students who have successfully presented in local, regional, or state educational conferences.

Second Means of Assessment for Objective Identified Above:

1b. Means of Unit Assessment & Criteria for Success

Students enrolled in graduate level courses will demonstrate oral language proficiency in two languages in conference presentations.

1b. Summary of Assessment Data Collected:

A rubric was designed by faculty members to assess oral language proficiency of students entering the Masters in Bilingual Education program. The rubric contained a rating scale of 1-5, level 5 being the maximum proficiency. All students were required to write a one-page essay in the Spanish language, on any topic concerning bilingual education. The essay was evaluated using the rubric. All students obtained an acceptable level of proficiency in written language.

Four (4) of the students in Cohort one (1) presented their research in English and Spanish and they were evaluated by the conference participants. Results of the evaluation indicated that the presenters were knowledgeable and proficient in both languages.

1b. Use of Results to Improve Unit Service:

(1) The program faculty recommend that students compose session proposals in both languages; (2) Form a bilingual education social committee to engage the graduate students' communicative competence in discourse/textual ability through scholarly interactions; (3) Make the necessary changes to the rubric to assess language proficiency for academic language competence in two languages.

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Intended Administrative or Educational Support Objective:

2. Students completing the graduate bilingual program will demonstrate written language proficiency in two languages.

First Means of Assessment for Objective Identified Above:

2a. Means of Unit Assessment & Criteria for Success:

The effectiveness of the graduate program will be measured by 30% increase of published papers, as selected by bilingual faculty, in *The Journal of Border Educational Research* or other refereed journals.

2a. Summary of Assessment Data Collected

Volume 2 of the *Journal of Border Educational Research* does not include any of the Bilingual graduate students. At the time there was only one graduate scheduled for graduation. During the Fall 2003 semester, one of the students was eligible and she will be encouraged to submit an abstract of her thesis for publication for the April 2004 deadline.

2a. Use of Results to Improve Unit Services:

The discipline of bilingual education for the Master of Science in Bilingual Education could benefit from making publication of articles a priority in the graduate level courses. This would ensure that a listing of refereed journals along with their guidelines be made available to students by bilingual education faculty in order to provide greater opportunities for publications.

Second Means of Assessment for Objective Identified Above:

2b. Means of Unit Assessment & Criteria for Success

The Bilingual Conference Committee will accept 30% of the

proposals. At the current time there are thirteen (13) graduate students in the program.

2b. Summary of Assessment Data Collected:

(N=4). The Bilingual Conference Committee accepted all proposals. This met the targeted goal.

2b. Use of Results to Improve Unit Service:

Students will be encouraged to extend their level of expertise by reaching a wider audience within their community and with the greater society.

SUPPORT DOCUMENTATION

SOURCE	LOCATION/Special Instructions
<i>Journal of Border Educational Research</i>	
Conference Proposals	
Rubric for Language Proficiency	

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