

Texas A&M International University Annual Institutional Effectiveness Review (AIER)

Date Submitted January 19, 2007

Assessment Period Covered (2006)

Academic Program/AES Unit Master of Science in Curriculum & Instruction

Person(s) Preparing Review Mary A. Petrón

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

Ten students completed a Master of Science in Curriculum & Instruction in 2006. All ten reached or exceeded the minimum score in the comprehensive oral exams in the three areas of design, implementation and evaluation of instructional programs. Performance data were shared with the department chair and program faculty who agreed that it was important to continue evaluating the program using this criteria due to the small number of graduates. The rubric used to assess students' proficiency in the evaluation of instructional programs will be refined to reflect the addition of a new course: EDCI 5340 Measurement and Assessment in Education. EDCI 5340 will be offered for the first time in Summer 2007.

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 for educators a comprehensive and coherent professional development system that links all aspects of the educational profession. Through educational experiences provided by the system, educators will prepare to provide learner-centered instructional experiences that promote excellence and equity for 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 Curriculum and Instruction will demonstrate their understanding of instructional program design.

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

Design of Instructional Programs Rubric will be used to evaluate the responses of MS-C&I candidates to questions asked during the oral comprehensive exams.

Indicate when assessment will take place

Annual

Criteria/Benchmark

MS-C&I candidates will be expected to achieve a minimum score of 3 out of a possible 4 on the Design of Instructional Programs Rubric.

Outcome 2

Is this outcome related to writing (QEP)?

Students completing the Master of Science in Curriculum and Instruction will demonstrate their understanding of the instructional strategies and resources necessary to successfully implement an instructional program.

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

Implementation of Instructional Programs Rubric will be used to evaluate the responses of MS-C&I candidates to questions asked during the oral comprehensive exams.

Indicate when assessment will take place

Annual

Criteria/Benchmark

MS-C&I candidates will be expected to achieve a minimum score of 3 out of a possible 4 on the Implementation of Instructional Programs Rubric

Outcome 3

Is this outcome related to writing (QEP)?

Students completing the Master of Science in Curriculum and Instruction will demonstrate their understanding of principles for assessing instructional programs.

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

Evaluation of Instructional Programs Rubric will be used to evaluate the responses of MS-C&I candidates to questions asked during the oral comprehensive exams.

Indicate when assessment will take place

Annual

Criteria/Benchmark

MS-C&I candidates will be expected to achieve a minimum score of 3 out of a possible 4 on the Evaluation of Instructional Programs Rubric

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

Spring, Summer, and Fall 2006

Outcome 2

Spring, Summer, and Fall 2006

Outcome 3

Spring, Summer, and Fall 2006

What were the results attained (raw data)?

Outcome 1

The average score of 3.801 was obtained on the Design of Instructional Programs Rubric.

Outcome 2

The average score of 3.719 was obtained on the Implementation of Instructional Programs Rubric.

Outcome 3

The average score of 3.753 was obtained on the Evaluation of Instructional Programs Rubric.

Who (specify names) conducted analysis of data?

Outcome 1

Mary A. Petron

Outcome 2

Mary A. Petron

Outcome 3

Mary A. Petron

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

The results and analysis of the data from Spring, Summer, and Fall 2006 were shared with the department chair on January 8, 2007. The results were shared with faculty in the Department of Curriculum and Instruction during the C & I meeting on January 12, 2007.

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: MS-C&I candidates are expected to achieve a minimum score of 3 out of a possible 4 on the Design of Instructional Programs Rubric. Ten candidates completed an MS-C&I degree in 2006. The average on Outcome 1 is 3.801. Outcome 1 has been met; however, given the limited number of students, the faculty have decided to continue evaluating the program using the same rubric for 2007.

Outcome 2

Met Not Met

Provide narrative: MS-C&I candidates are expected to achieve a minimum score of 3 out of a possible 4 on the Implementation Instructional of Programs Rubric. Ten candidates completed an MS-C&I degree in 2006. The average on Outcome 2 is 3.719. Outcome 2 has been met; however, given the limited number of students, the faculty have decided to continue evaluating the program using the same rubric for 2007.

Outcome 3

Met Not Met

Provide narrative: MS-C&I candidates are expected to achieve a minimum score of 3 out of a possible 4 on the Evaluation of Instructional Programs Rubric. Ten candidates completed an MS-C&I degree in 2006. The average on Outcome 3 is 3.753. Outcome 3 has been met; however, given the limited number of students, the faculty have decided to continue evaluating the program using the same rubric for 2007. No change will be made to this rubric until after EDCI 5340 Measurement and Assessment in Education is offered.

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

Given the limited number of candidates completing an MS-C& I degree in 2006, the faculty has decided to continue evaluating the program using the same rubrics for 2007.

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 checked="" 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)

Faculty member should be designated to teach EDCI 5340 Measurement and Assessment in Education in the Summer of 2007. After the course has been taught, the assigned faculty member will review the rubric for Outcome 3 Evaluation of Instructional Programs to determine if the rubric adequately reflects changes in the program.

Identify proposed outcomes for the next assessment cycle:

Continuation of present outcome(s) – (Indicate reason for continuation):
Given the limited number of candidates completing an MS-C& I degree in 2006, the faculty has decided to continue evaluating the program using the same rubrics for 2007.

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