

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

**Program: Master of Science in Curriculum and Instruction**

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

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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 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.

**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.*

A total of 10 students participate in an oral comprehensive exam as a requirement for the MS-C&I degree in 2007. The average score of 3.73 was obtained on the design of instructional programs rubric. The average score of 3.647 was obtained on the implementation of instructional programs rubric. The average score of 3.697 was obtained on the evaluation of instructional programs rubric. Outcomes 1, 2 and 3 have been met; however, given the limited number of students, the faculty decided to continue evaluating the program using the same rubric for 2008. In addition, because we have implemented a written comprehensive exam for MS-C&I candidates beginning with students entering the program in the fall 2007, we have added a comprehensive exam grading rubric that can gauge program effectiveness via the comprehensive written exam. In this way, we will be utilizing multiple measures. In addition, we have developed a multi-item student exit survey to measure program effectiveness from the perspective of the student.

**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 Master of Science in Curriculum and Instruction will demonstrate their understanding of instructional program design.
2. 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.
3. Students completing the Master of Science in Curriculum and Instruction will demonstrate their understanding of principles for assessing instructional programs.

## Section I: Planning and Implementation

**Outcome(s)** *Identify the outcome(s) that will be focused upon this year.*

1. Students completing the Master of Science in Curriculum and Instruction will demonstrate their understanding of instructional program design.
2. 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.
3. Students completing the Master of Science in Curriculum and Instruction will demonstrate their understanding of principles for assessing instructional programs.

**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.*

Department faculty will use the design, implementation, assessment of instructional programs rubrics to assess students' learning during the oral comprehensive examination. A comprehensive exam grading rubric be used by department faculty to assess learning outcomes on the comprehensive written exam. Students will complete a multi-item student survey of the strengths and weaknesses of the

program will be used to identify program effectiveness, including learning outcomes, from the perspective of the student.

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

Fall 2008

**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]*

Minimum score of 3 out of 4 on the design, implementation, assessment of instructional programs rubrics.

Minimum score of 2 out of 4 on the comprehensive written exam rubric.

A minimum of 70 % of the items on the student exit survey will fall in the range of agree or strongly agree.

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.*

A total of 9 students participated in an oral comprehensive exam as a requirement for the MS-C&I degree in 2008. The average score of 3.59 was obtained on the design of instructional programs rubric. The average score of 3.66 was obtained on the implementation of instructional programs rubric. The average score of 3.697 was obtained on the evaluation of instructional programs rubric. Outcomes 1, 2 and 3 have been met; however, there is concern that the rubric developed may not sufficiently capture a meaningful score in light of the fact that there is currently no list of standard questions to be asked of all students. We implemented a written comprehensive exam for MS-C&I candidates beginning with students entering the program in the fall 2007, but currently no student who has completed the written comprehensive exam has graduated at the time of this report. Furthermore, the faculty have decided to remove the written comprehensive requirement effective in the 2008-2009 catalogue. A multi-item student exit survey to measure program effectiveness from the perspective of the student was developed in the fall of 2008. Currently, only one student has completed the exit survey. 100 % of the items on the student exit survey fell in the range of agree or strongly agree. Two students should have completed the exit survey; however, we do not currently have a procedure in place to ensure that this occurs.

**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).*

The information contained in this AIER Report was disseminated to the faculty at the February 9<sup>th</sup>, 2009 C & I Meeting.

**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.*

Develop a list of standard questions that will be asked in the areas of design, implementation and evaluation of instructional programs. In this way, we may more accurately assess all students in these areas. This will be done at the Spring 2009 retreat.

Develop a procedure to ensure that all students are completing the exit survey and that their responses will remain anonymous. Students will be given a checklist of requirements for graduation for an MS in C & I. One of the items will be the submission of the exit survey. A locked box will be placed in the C & I office for these surveys. It will be emptied annually in order to ensure student anonymity given the limited number of graduates each semester.

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)**

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

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

The present outcomes accurately represent the student outcomes we hope to achieve. At present, the oral exam does not appear to be sufficiently standardized to yield accurate data on the rubrics developed. Developing a standard list of questions to gauge students' progress in the areas of design, implementation and evaluation of instructional programs will yield more accurate data related to the present outcomes.

With respect to the exit survey, it is important to continue with the present outcome because only one student has completed the exit survey. However, we must implement a procedure to insure that all students complete the survey and that their responses will remain anonymous.

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

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