

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

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

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

**Program Coordinator (Preparer of Report)** Jennifer M. Coronado

**List Other Program Faculty:**

Ron Anderson
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**Reviewed by Chair:** Name Cathy L. Guerra Date 3-11-10

**Reviewed by Dean:** Name Sanjo Boyal Date 3-11-10

**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.

**College 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.

**Academic Program Mission**

The Master of Science in Curriculum and Instruction is designed to provide a learning environment in which graduate students may develop their own abilities to analyze and think critically about educational issues, instructional program design, and assessment. The degree intends to prepare students for a wide range of activities such as teaching, leadership, scholarship, research, and community service.

**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 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 were met; however, there was concern that the rubric developed may not sufficiently capture a meaningful score in light of the fact that there was 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 had completed the written comprehensive exam had graduated at the time of this report. Furthermore, the faculty 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. Only one student 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 did not currently have a procedure in place to ensure that this occurs.

A list of standard questions was developed 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 was completed at the Spring 2009 retreat.

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

**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.

**Outcome(s)****Section I: Planning and Implementation**

*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, and assessment of instructional program rubrics to assess students' learning during the oral comprehensive examination. A comprehensive exam grading rubric will 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 to identify program effectiveness, including learning outcomes, from the perspective of the student.

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

Annually

**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.

**What were the results attained? Section II: Analysis of Results**

*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 20 students participated in an oral comprehensive exam as a requirement for the MS-C&I degree in 2009. The average score of 3.64 was obtained on the design of instructional programs rubric. The average score of 3.72 was obtained on the implementation of instructional programs rubric. The average score of 3.53 was obtained on the evaluation of instructional programs rubric.

We implemented a written comprehensive exam for MS-C&I candidates beginning with students entering the program in the fall 2007. A total of 2 students participated in a written comprehensive exam as a requirement of the MS-C&I degree in 2009. The average score of 3.27 was obtained on the comprehensive exam rubric. Furthermore, the faculty 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. Eight (8) students completed the exit survey. 100 % of the items on the student exit survey fell in the range of agree or strongly agree.

#### **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).*

Results were shared with the department chair on March 9, 2010. Additionally, results were shared with the Department of Curriculum and Instruction through email communication. Faculty were asked to review the results and proposed action plan and provide input regarding the information on the report, including changes and corrections.

#### **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.*

Faculty in the Department of Curriculum and Instruction reviewed the MS-C&I degree during the fall 2009 term. Changes were made to course titles and descriptions, and a new course was developed entitled "Foundations of Curriculum". A set of core courses were identified that students would be required to take within their first 15 hours of the program. Faculty will implement these changes during the fall 2010 term and ensure that the objectives from the rubrics are embedded into the courses.

#### **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)**

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

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

Sufficient data has not been collected since this is the first time that a standard list of questions was used to gauge students' progress in the areas of design, implementation, and evaluation of instructional programs for the oral examinations. Therefore we will continue to analyze the data and the impact that the standard list of questions may have in regards to the assessment of students throughout the 2010 year.

With respect to the exit survey, it is important to continue with the present outcome because only 8 students have completed the exit survey. Additionally, it is only the second year in which we have included the survey. It is also the first year that a procedure was in place to ensure that students completed the survey.

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

Enter text here

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

Enter text here