

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

Date Submitted September 5, 2005

Assessment Period Covered (FY 2005)

Budget Period Covered (FY 2005)

Academic Program/AES Unit Master of Science in Curriculum and Instruction (MS)

Person Preparing Review Ronald Anderson and Juan Lira

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

Number of students in the population were so few and the performance so high that there was no changes implemented.

Provide summary of budget decisions and their impact on your program/division.

None were needed.

Section I: Planning and Implementation

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/Administrative/Educational Support Unit 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 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 provide excellence and equity for students in the field.

Identify outcomes and relationship to Strategic Plan

Outcome 1

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 2 Academic

Identify Strategic Plan Objective and Strategy related to Outcome 1 (Appendix A – Strategic Goals)

II.2.8. Continue to provide programs and services that assist potential, current, and former students to identify, explore, and select career programs and employment opportunities.

Methods of assessment

1. During their Oral Comprehensive Examination, students seeking the Master of Science in Curriculum and Instruction demonstrate their understanding of instructional program design by responding to questions asked by three faculty members.
2. During their thesis or Professional Paper defense, students seeking the Master of Science in Curriculum and Instruction explain how relevant principles of instruction program design have been incorporated into their thesis or professional paper. Aspects addressed include: (1) Introduction (including statement of purpose, research problem, research question(s), significance of study); (2) Discussion of relevant research reviewed; (3) Methodology and results (thesis only); (4) Conclusions reached , accompanied by appropriate rationale; and (5) Limitations and recommendations.

Frequency of administration

End of fall and spring semesters

Criteria/Benchmark

Students are expected to achieve a score of at least 3 out of 4 on the rubrics designed for this purpose.

Outcome 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.

Identify Strategic Plan Goal related to Outcome 2

Goal 2 Academic

Identify Strategic Plan Objective and Strategy related to Outcome 2 (Appendix A – Strategic Goals)

II.2.8. Continue to provide programs and services that assist potential, current, and former students to identify, explore, and select career programs and employment opportunities.

Methods of assessment

1. Students seeking the Master of Science in Curriculum and Instruction demonstrate their understanding of instructional strategies and resources necessary to successfully implement an instructional program by responding to questions asked by three faculty members.
2. As part of their oral exam, students present resources and strategies for implementing a selected program.

Frequency of administration

End of fall and spring semesters

Criteria/Benchmark

Students must achieve a minimum score of 3 out of a possible 4 as judged by a committee of at least 3 faculty using the rubrics designed for this purpose.

Outcome 3

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 2 Academic

Identify Strategic Plan Objective and Strategy related to Outcome 3 (Appendix A – Strategic Goals)

II.2.8. Continue to provide programs and services that assist potential, current, and former students to identify, explore, and select career programs and employment opportunities.

Methods of assessment

1. During their Oral Comprehensive Examination, students seeking the Master of Science in Curriculum and Instruction demonstrate their understanding of principles for assessing instructional programs by responding to questions asked by three faculty members.
2. As part of their oral exam, students explain the assessment that will be incorporated into their selected instructional program.

Frequency of administration

End of fall and spring semesters

Criteria/Benchmark

Students must achieve a minimum score of 3 out of a possible 4 as judged by a committee of at least 3 faculty using the rubrics designed for this purpose.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

December 2004

Outcome 2

December 2004

Outcome 3

December 2004

What were the results attained (raw data)?

Outcome 1

All students (1) scored the maximum on both rubrics.

Outcome 2

All students (1) scored the maximum on both rubrics.

Outcome 3

All students (1) scored the maximum on both rubrics.

Who (specify names) conducted analysis of data?

Outcome 1

Dr. Lira and Dr. Anderson

Outcome 2

Dr. Lira and Dr. Anderson

Outcome 3

Dr. Lira and Dr. Anderson

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

December 2004 soon after the assessment

Has the assessment documentation (i.e., surveys, rubrics, course exams with embedded questions, etc.) been submitted to the Office of Institutional Effectiveness and Planning?

The blank forms have been sent to the Office of Institutional Effectiveness and Planning, but the used forms are in the files of the Department of Curriculum and Instruction.

Use of Results: Indicate what changes, if any, based on the data have been recommended?

Outcome 1

No changes are contemplated at this time due to the limited number of students completing the program. .

Outcome 2

No changes are contemplated at this time due to the limited number of students completing the program. .

Outcome 3

No changes are contemplated at this time due to the limited number of students completing the program. .

Section III: Programmatic Review

What are the implications of the recommended changes?

Not applicable

Will resources be affected by the recommended changes? Yes No

If so, specify the anticipated effect(s) using the chart below:

Funding	Physical	Other
<input type="checkbox"/> New resources required	<input type="checkbox"/> New or reallocated space	<input 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

Narrative description and justification for request including related strategy (Attach Budget Request 'Form B' and/or 'Form C')

Not applicable

If funding, physical or other resources were requested, what is the impact of the budget decisions on program/division?

Not applicable

In the box below, provide information on the outcomes for the next assessment cycle:

Outcomes for Next Assessment Cycle
Continuation of present outcome(s) - (Indicate reason for continuation): Plan to continue with same outcomes to collect additional data before considering changes to the curriculum.
New Outcome(s) – (List outcomes below): Not applicable at this time
Modification of present outcome(s) – (Indicate reason for modification): Not applicable at this time.