

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

Program: Master of Science in Generic Special Education

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

Program Coordinator (Preparer of Report) Candace Baker

List Other Program Faculty:

Randel D. Brown
Diana Linn

Reviewed by Chair: Name Randel Brown Date _____

Reviewed by Dean: Name _____ Date _____

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 principal focus of the Department of Professional Programs is to provide graduate students with quality instruction for obtaining a Masters degree in Special Education, Educational Administration, Counseling, and Certification for School Counselor, Principal, and Superintendent. All graduates of the Masters Degree program in Special Education will have developed a depth of understanding in their field.~~

The Special Education Programs Committee recognizes the above Mission is a Department Mission rather than an Academic Program Mission. Changing the Mission statement is on the agenda for the October 2009 meeting.

Added February 26, 2010

Through its graduate programs the Academic Program Unit of Special Education provides teachers with the knowledge, skills and dispositions necessary to provide effective educational

programs for individuals with disabilities, including those from diverse cultural, linguistic and economic backgrounds. In keeping with TAMIU's mission, the graduates of the program will have the necessary scholarly inquiry and leadership skills to advocate for improvement in quality of life for individuals with disabilities in an "increasingly, complex...state, national, and global society. "

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 review of the previous AIER shows that much work is required to update the program review for the Master's Degree in Special Education. Review of the state assessment results shows that our focus on the Diagnostician Program is not currently viable. There are currently too few students who complete the Diagnostician minor and take the state exam. The Special Education Programs Committee will update the MS in Special Education program review to better reflect the students who complete the program.

100% (N=18) of the graduate students successfully completed professional papers/portfolio review.

90% (N=5) of graduate students scored 240 or above overall on the TExES for educational diagnosticians demonstrating a favorable comparison statewide (Mean=252.6 with a Minimum=216 and Maximum=271).

60% (N=5) of graduate students scored 240 or above over Domain I of the TExES educational diagnosticians (Mean=246.2 with a Minimum=222 and Maximum=263).

100% (N=5) of graduate students scored 240 or above over Domain II of the TExES educational diagnosticians (Mean=262, with a Minimum=240 and Maximum=271).

60% (N=5) of graduate students scored 240 or above over Domain III of the TExES educational diagnosticians (Mean=248.6 with a Minimum=225 and Maximum=273).

80% (N=9) of graduate students scored 240 or above over Domain IV of the TExES educational diagnosticians (Mean=247.4 with a Minimum=195 and Maximum=267).

100% (N=18) of the graduate students successfully completed professional papers/portfolio review.

The listed results indicate a favorable pass rate overall for all students challenging the TExES, including a increase in scores overall for the TExES educational diagnosticians (Mean=252.6 with a Minimum=216 and Maximum=271), however two areas of focus were identified:

1. 40% of testing students did not achieve 240 or above in Domain I Students with Disabilities, and
2. 40% of testing students did not achieve 240 or above in Domain III Curriculum and Instruction

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 will demonstrate understanding of the current issues in the field of educational diagnostics with the completion of a graduate portfolio including written reviews and critiques of peer-reviewed articles from journals in the field of special education and educational diagnostics. The evaluation criteria will be the unanimous decision of the graduate committee. All students will score a minimum of 80% of the totaled stated criteria below. The following criteria are used to evaluate the written report. Is the written review of the article content clear and directed at the targeted audience (20%)? Is the written review consistently clear and logical with a convincing discussion of the topic (20%)? Is the sentence structure sophisticated, effective, and clear with readable syntax (20%)? Is the written review free of grammatical errors (20%)? and; Is the analysis thoughtful, insightful and relevant to the topic of the reviewed research (20%)?
2. Students will demonstrate understanding of the current issues in the field with completion of thesis or professional paper as determined by the graduate committee. The evaluation criteria will be the unanimous decision of the graduate committee. The following criteria are used to evaluate the thesis or professional paper. Is the content clear and directed at the targeted audience (20%)? Is the thesis or professional paper consistently clear and logical with a convincing discussion of the topic (20%)? Is the sentence structure sophisticated, effective, and clear with readable syntax (20%)? Is the thesis or professional paper free of grammatical errors (20%)? and; Is the analysis thoughtful, insightful and relevant to the topic of the research (20%)?

Section I: Planning and Implementation

Outcome(s)

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

1. Students will demonstrate understanding of the current issues in the field with completion of thesis or professional paper as determined by the graduate committee. The evaluation criteria will be the unanimous decision of the graduate committee. The following criteria are used to evaluate the thesis or professional paper. Is the content clear and directed at the targeted audience (20%)? Is the thesis or professional paper consistently clear and logical with a convincing discussion of the topic (20%)? Is the sentence structure sophisticated, effective, and clear with readable syntax (20%)? Is the thesis or professional paper free of grammatical errors (20%)? and; Is the analysis thoughtful, insightful and relevant to the topic of the research (20%)?

2. Students will demonstrate understanding of the current issues in the field with completion of comprehensive written exam as determined by the graduate committee. The evaluation criteria will be the unanimous decision of the graduate committee. The following criteria are used to evaluate the comprehensive exam. Is the content clear and directed at the targeted questions (20%)? Is the written exam consistently clear and logical with a convincing discussion of the question's topics (20%)? Is the sentence structure sophisticated, effective, and clear with readable syntax (20%)? Is the written exam free of grammatical errors (20%)? and; Is the analysis thoughtful, insightful and relevant to the topics of the written exam questions (20%)?
3. Students will demonstrate understanding of the current issues in the field of educational diagnostics with the completion of a graduate portfolio including written reviews and critiques of peer-reviewed articles from journals in the field of special education and educational diagnostics. The evaluation criteria will be the unanimous decision of the graduate committee. All students will score a minimum of 80% of the totaled stated criteria below. The following criteria are used to evaluate the written report. Is the written review of the article content clear and directed at the targeted audience (20%)? Is the written review consistently clear and logical with a convincing discussion of the topic (20%)? Is the sentence structure sophisticated, effective, and clear with readable syntax (20%)? Is the written review free of grammatical errors (20%)? and; Is the analysis thoughtful, insightful and relevant to the topic of the reviewed research (20%)?

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.*

1. Graduate Committee Recommendation after review of portfolio against a scoring rubric.
2. Graduate Committee Recommendation after review of written exam.
3. Graduate Committee Recommendation after review of professional paper against a scoring rubric.

Indicate when assessment(s) will take place

The assessments will take place 6 weeks prior to the student's expected graduation date.

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.]*

1. Meets Criteria rating on rubric.
2. A score of 85% or greater on the written exam.
3. Meets Criteria rating on rubric.

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.

Two graduate students took the Educational Diagnostician Test during 2009. One of the students passed the test.

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.

As stated in Section I, the current assessment process for the Master's Degree in Special Education is no longer an effective means of program evaluation for the academic program. Very few of our graduate students are completing the Educational Diagnostician track. This means of assessment does not account for the majority of our students.

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.

The graduate program in special education recognizes a need to add academic training to meet the current needs of the community. The MS in special education added a track for Applied Behavior Analysis. The program also required the ABA track to be a thesis program which will add to research and writing as a means of analysis of the program. Some of the students in that track may take the Board Certification test for ABA which will add another means of program evaluation for the ABA track.

The graduate program recognizes a need to set benchmarks in place for the MS degree as a means of program assessment. The program faculty will create benchmarks for each track in the MS in Special Education degree. These benchmarks should be in place by the 2011-2010 academic year.

The graduate program also created a new MS in Autism Interventions as an additional degree within the special education program. The degree is currently under construction and should be approved by the state in the 2009-2010 academic year. Benchmarks are being built for the new degree program. Additionally, an assessment device is being constructed to use as a pre-post assessment for the autism program and will be piloted during the 2010-2011 academic year. Other measures of teacher quality are also being investigated. The goal of the program is to complete a teacher quality evaluation model for implementation during the 2011-2012 academic year.

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
 1. A new faculty member is needed with the addition of a new MS in Autism Interventions. A FIPSE grant is funding the new faculty line for one year and TAMIU will fund the tenure-track position thereafter.
- Reallocation of current funds

Physical

- New or reallocated space
 1. The Reading Clinic in Cowart Hall was reallocated to house the new Autism Interventions Center.

Other

- Primarily faculty/staff time
- University/rule procedure change only

Provide a narrative description and justification for requested resources (include linkage to Strategic Plan)

Enter text here

Identify proposed outcomes for the next assessment cycle:

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

Enter text here

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

1. Benchmarks for all tracks in the MS in Special Education.
2. Successful thesis defense for ABA track and MS in Autism Interventions.
3. Portfolio presentation for all remaining tracks in the MS in Special Education.

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

Enter text here

Date Completed: 3-12-2010

Submit completed form to integrate@tamiu.edu.

Updated 09/03/2009

