

# **Texas A&M International University**

## **Annual Institutional Effectiveness Review (AIER)**

**Date Submitted** 02/13/08

**Assessment Period Covered (2007)**

**Academic Program/AES Unit** Master of Science in Education with a Major in Bilingual Education (MS-ED)

**Person(s) Preparing Review** Dr. Sergio Garza & Dr. Ramon Alaniz

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

The number of graduate students has been on a steady rise from the one student that graduated in 2003. Since then several cohorts of students have gone through the program and the number has increased to twelve students. In May 2007, three more students graduated. Although some students are in the Alternative program(ACP) and other have indicated Bilingual Education as a minor, the number continues to increase especially with the announcement of the Bruni Vergara Award to TAMIU for graduate students. In addition, the school district scholarships, GED to Ph.D. program, had contributed to students' graduation. At present, those funds have ended and only the COED is providing scholarships for students majoring in Bilingual Education. The funds were generated from the past five bilingual education conferences. Student professional presentations and publications continues to be a major goal. Data from the last three graduating students is not available since no committee members from the Bilingual Faculty were present, to conduct the assessment. Their status in terms of publications/writing were certified by the members serving on the committee (e-mail certification is on file) .

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 or 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 which links all aspects of the educational profession. Through educational experiences provided by this system, educators will be prepared to provide learner-centered instructional experiences that promote excellence and equity for all students in the field.

## **Identify outcomes and the relationship to Strategic Plan**

### **Outcome 1**

**Is this outcome related to writing (QEP)?**

Students completing the graduate bilingual program will demonstrate oral language proficiency in English and Spanish with discourse/textual tasks required of graduate students at the university level.

### **Identify Strategic Plan Goal related to Outcome 1**

Goal 1 Academics

### **Identify Strategic Plan Objective related to Outcome 1**

1.4: To prepare students for success in their chosen careers.

### **Identify methods of assessment to be used**

The Exit Assessment Rubric for M.S. Degree in Bilingual Education will be used. Three committee members will serve as inter-raters for the thesis option and two will serve for the non-thesis option.

### **Indicate when assessment will take place**

Annual

### **Criteria/Benchmark**

100% of the students completing the Master of Science in Education with a major in Bilingual Education (MS-ED) will demonstrate the effective use of both the English and Spanish languages by meeting or exceeding level 4 language proficiency level on an internal rubric during their thesis defense.

---

### **Outcome 2**

**Is this outcome related to writing (QEP)?**

Students completing the graduate bilingual program will demonstrate written language proficiency in English.

### **Identify Strategic Plan Goal related to Outcome 2**

Goal 1 Academics

### **Identify Strategic Plan Objective related to Outcome 2**

1.4: To prepare students for success in their chosen careers.

### **Identify methods of assessment to be used**

The Exit Assessment Rubric for M.S. Degree in Bilingual Education will be used. Three committee members will serve as inter-raters for the thesis option and two will serve for the non-thesis option.

### **Indicate when assessment will take place**

Annual

### **Criteria/Benchmark**

100% of all graduates will meet the expectations level at a minimum of a 2.0 on a 3.0 point scale.

---

**Outcome 3**

**Is this outcome related to writing (QEP)?**

Students completing the graduate bilingual program will demonstrate written language proficiency in Spanish with discourse/textual tasks required of graduate students at the university level.

**Identify Strategic Plan Goal related to Outcome 3**

Goal 1 Academics

**Identify Strategic Plan Objective related to Outcome 3**

1.4: To prepare students for success in their chosen careers.

**Identify methods of assessment to be used**

Student graduate portfolio

**Indicate when assessment will take place**

Annual

**Criteria/Benchmark**

100% of students will receive an 80% score or better on any two essays/research papers submitted in any of their bilingual education graduate level course work.

## Section II: Analysis of Results

### **When (term/date) was assessment conducted?**

#### **Outcome 1**

The assessment for Outcome 1 was conducted in the Fall of 2007.

#### **Outcome 2**

The assessment for Outcome 2 was conducted in the Fall of 2007.

#### **Outcome 3**

The assessment for Outcome 3 was conducted in the Fall of 2007.

---

### **What were the results attained (raw data)?**

#### **Outcome 1**

For the Master of Science in Education Degree, a 100% of the students scored a 3.0 (Exceptional rating) in the section "Knowledge of Content." This means that the students demonstrated evidence of implanting effective pedagogy for English Language Learners.

#### **Outcome 2**

Outcome 2 "Cognitive Skills" indicated that out of the 11 student who took their oral defense, 73% for a total of 8 students scored a 3.0 (Exceptional rating) demonstrating innovative and evaluative thinking in their portfolio and/or research papers. A total of 3 students for a total of 27% scored a 2.0 and therefore met expectations which indicated that these students demonstrated analytical ability in their portfolio/research papers.

#### **Outcome 3**

A total of 10 students for a total of 91% scored a 3.0 (Exceptional rating) under Outcome 3 "Communication Skills" which demonstrates the student's ability to convey textual knowledge in the targeted discipline and demonstrated that the student was able to explain concepts or key principles subjectively and objectively. One (1) student for a total of .09% earned a 2.0 and thereby met expectations for Outcome 3. This meant that the student was able to communicate in Spanish and English and use appropriate terms.

---

### **Who (specify names) conducted analysis of data?**

#### **Outcome 1**

Dr. Sergio Garza & Dr. Ramon Alaniz

#### **Outcome 2**

Dr. Sergio Garza & Dr. Ramon Alaniz

#### **Outcome 3**

Dr. Sergio Garza & Dr. Ramon Alaniz

---

**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](mailto:assessment@tamiu.edu) (Please use Minutes Template located on the [Project INTEGRATE web page.](#))**

The outcomes were shared with all stakeholders from both the Curriculum & Instruction Department and the Department of Teacher Preparation as well as with the respective chairs of both departments Dr. Barbara Greybeck and Dr. Emma Garza.

**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:** A total of 100% of the students taking their oral exams scored a 3.0 for a rating of exceptional.

**Outcome 2**

Met    Not Met

**Provide narrative:** A total of 100% of the students scored between a 2.0 (meets expectations) 27% and 3.0 (exceptional) 73% which means that the goal for Outcome 2 was met by the students taking their oral exams.

**Outcome 3**

Met    Not Met

**Provide narrative:** A total of 100% of the students met the expectations for Outcome 3 by scoring between a 2.0 through a 3.0. A total of 10 students (91%) earned an exceptional rating 3.0 and a total of 09% or 1 student earned a 2.0 which means that they met expectations for this particular outcome.

---

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

These data-bases serve as a resource for us to guide ourselves with while evaluating our program. At this point in our program, our students are experiencing success in their chosen area of study.

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 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)**

Enter text here

<b>Identify proposed outcomes for the next assessment cycle:</b>
Continuation of present outcome(s) – (Indicate reason for continuation): Enter text here
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