

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

Date Submitted 09/01/05

Assessment Period Covered (FY 2005)

Budget Period Covered (FY 2005)

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

Person Preparing Review Miroslava B. Vargas

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

Four graduate students in the bilingual education program successfully defended their thesis before a committee. They were encouraged to submit their research to the Journal of Border Educational Research (JBER). In addition the bilingual conference provides opportunities for graduate students enrolled in the Bilingual program to present their research to local educators, parents, and administrators. This year 14 students presented at the regional conference. All students were encouraged to submit a conference proposal written in English and Spanish. Only one student submitted a proposal written as requested. All others were written in English only.

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

Funding was not requested however faculty time and effort were exerted towards organizing the conference and soliciting conference proposals.

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 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 relationship to Strategic Plan

Outcome 1

Students completing the graduate bilingual program will demonstrate oral language proficiency in two languages in discourse/textual tasks required of graduate students in similar academic settings.

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. 4.0: Expansion of academic programs at all levels, such as 1) the university's academic program inventory to include a broader range of offerings at the baccalaureate and master's levels and select doctoral programs; 2) joint-degree programs; 3) distance learning; and 4) programs which encourage participation in higher education for future students.

Methods of assessment

Quantitative research produced by graduate students that is presented orally with proficiency in both English and Spanish.

Frequency of administration

The thesis defenses can occur up to four times during the year and the bilingual conference occurs once a year.

Criteria/Benchmark

70% of graduate bilingual students will engage in quantitative research and 100% will demonstrate oral language proficiency in the English and Spanish.

Outcome 2

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

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. 4.0: Expansion of academic programs at all levels, such as 1) the university's academic program inventory to include a broader range of offerings at the baccalaureate and master's levels and select doctoral programs; 2) joint-degree programs; 3) distance learning; and 4) programs which encourage participation in higher education for future students.

Methods of assessment

Students' conference proposals written in Spanish with accuracy.

Frequency of administration

Once a year and in the Spring.

Criteria/Benchmark

100% of students enrolled in the graduate bilingual education program will demonstrate academic writing proficiency in English and Spanish.

Outcome 3

Enter text here

Identify Strategic Plan Goal related to Outcome 3

To Select Goal Click Here

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

Enter text here

Methods of assessment

Enter text here

Frequency of administration

Enter text here

Criteria/Benchmark

Enter text here

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

August 2005

Outcome 2

August 2005

Outcome 3

Enter text here

What were the results attained (raw data)?

Outcome 1

All four (4) students presented their research before a thesis committee. Four students presented their research and demonstrated oral language proficiency at the discourse/textual level. Fourteen (14) graduate students presented in the bilingual conference.

Outcome 2

Only one student submitted a conference proposal in Spanish.

Outcome 3

Enter text here

Who (specify names) conducted analysis of data?

Outcome 1

Miroslava B. Vargas

Outcome 2

Miroslava B. Vargas

Outcome 3

Enter text here

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.)

The information was shared with the chair of the Department of Special Populations.

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 results of the thesis defenses have been filed in the College of Education office.

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

Outcome 1

The results will be discussed with faculty in the Department of Special Populations to request feedback and/or recommendations

Outcome 2

Faculty involved in teaching the graduate level courses in bilingual education will be asked to encourage their students to practice writing in two languages and to submit conference proposals in two languages.

Outcome 3

Enter text here

Section III: Programmatic Review

What are the implications of the recommended changes?

Improved oral and written language proficiency for graduate students.

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 checked="" 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')

NA

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

NA

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): Oral and written language proficiency at the discourse/textual level is a challenge when the majority of students are used to utilizing one language more than the other. However, this is an expectation for students that receive a master's degree in bilingual education. Students must be able to demonstrate competency in both languages in speaking and writing.
New Outcome(s) – (List outcomes below): Enter text here
Modification of present outcome(s) – (Indicate reason for modification): The same outcomes, but some changes in wording for clarity.