

Texas A&M International University

Annual Institutional Effectiveness Review (AIER)

Date Submitted January 29, 2007

Assessment Period Covered (2006)

Academic Program/AES Unit Master of Science in Education - Early Childhood Education Major (MS-ED)

Person(s) Preparing Review San Juanita G. Hachar

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

Two students completed a Master of Science in Education - Early Childhood Education Major in 2006. One student is currently a bilingual/early childhood educator whose primary responsibilities include classroom duties, Site Based Decision Making Committee Member, and grade level representative with a local school district. The student met the minimal requirements in the non-thesis comprehensive oral exams in the design and evaluation of instructional programs. Performance data was shared with the department chair and program faculty. Mrs. I. Piton continues to explore research projects particularly in the area of bilingualism among native Spanish speakers. She intends on maintaining a leadership position in training and mentoring new bilingual/early childhood educators. The second student continues her duties as a classroom teacher with aspirations of becoming a team leader representative. Committee agreed to include graduate written comprehensive exams to determine students' successful completion of the program as part of Outcome III.

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 for educators a comprehensive and coherent professional development system 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 promote excellence and equity for students in the field.

Identify outcomes and the relationship to Strategic Plan

Outcome 1

Is this outcome related to writing (QEP)?

Students completing the Master of Science in Education - Early Childhood Education will demonstrate potential leadership in early childhood settings.

Identify Strategic Plan Goal related to Outcome 1

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 1

Establish and pursue student learning outcomes appropriate for each program with systematic assessment and use of results for continuous quality improvement

Identify methods of assessment to be used

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

Indicate when assessment will take place

Annual

Criteria/Benchmark

MS-ED (ECE) candidates will be expected to participate in an exit interview to document their goal(s) after graduation. A rubric developed by Early Childhood Committee will be used to identify criteria to assess students' responses upon completion of the thesis or non-thesis track.

Outcome 2

Is this outcome related to writing (QEP)?

Students completing the Master of Science in Education (ECE) 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 1 Academics

Identify Strategic Plan Objective related to Outcome 2

1.7 Establish and pursue student learning outcomes appropriate for each program with systematic assessment and use of results for continuous quality improvement

Identify methods of assessment to be used

Acceptance of proposal as well as paper and/or powerpoint presentation in a local, state, or national conference will be used to profile students' strengths. Faculty will evaluate the responses of MS-ECE candidates to questions posed during review of proposals.

Indicate when assessment will take place

Annual

Criteria/Benchmark

MS-ECE candidates will be expected to prepare a minimum of one proposal as well as substantiating documentation (report and powerpoint presentation) for the conference. The thrust of the proposal must be based on instructional strategies and resources. Students' ability to conduct a presentation will serve as an as an assessment gauge, since evaluation of each presenter is conducted upon completion of each session. A presentation rubric will be used to assess students' presentations.

Outcome 3

Is this outcome related to writing (QEP)?

Students completing the Master of Science in Education - ECE will demonstrate their understanding of principles for assessing instructional programs.

Identify Strategic Plan Goal related to Outcome 3

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 3

1.7 Establish and pursue student learning outcomes appropriate for each program with systematic assessment and use of results for continuous quality improvement

Identify methods of assessment to be used

Satisfactory completion of non-thesis defense will reflect student's knowledge as evidenced by graduate written examination. ECE candidates will also respond to questions posed during oral comprehensive exams. One of the questions will focus on principles for assessing early childhood programs.

Indicate when assessment will take place

Annual

Criteria/Benchmark

During written comprehensive examinations, MS-ED (ECE) candidates will be expected to prepare a brief critique of methods of assessment as well as assessment of programs currently implemented at the early childhood level. The rubric developed by program faculty will include a rating scale and levels of expectancy for graduate students.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

2006 Semesters: Spring, Summer, and Fall

Outcome 2

2006 Semesters: Spring, Summer, and Fall

Outcome 3

2006 Semesters: Spring, Summer, and Fall

What were the results attained (raw data)?

Outcome 1

Two students shared current assignments and future career aspirations during the exit interview.

Outcome 2

One student held a presentation during our Annual TAMIU Bilingual Conference.

Outcome 3

One student successfully completed the written comprehensive examination.

Who (specify names) conducted analysis of data?

Outcome 1

Dr. S.J. Hachar

Outcome 2

Bilingual Conference Planning Committee Members: Dr. Romeo Romero, Dr. Ramon Alaniz, and Mrs. Gloria Flores

Outcome 3

Dr. S.J. Hachar

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 (Please use Minutes Template located on the [Project INTEGRATE](#) web page.)

Results were shared with Dr. Ramon Alaniz, Dr. Sergio Garza, Dr. Miroslava Vargas, and Dr. S.J. Hachar on Wednesday, January 24, 2007.

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: Both students shared their leadership potential.

Outcome 2

Met Not Met

Provide narrative: Students are expected to submit a proposal to a local, state, national, or international conference. One student submitted a proposal.

Outcome 3

Met Not Met

Provide narrative: Early Childhood Professors did not participate in the second candidate's committee.

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

In view that only two students completed an MS-ECE degree (2006), ECE professors have decided to continue implementing current Criteria/Benchmark for evaluation of each outcome.

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 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

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

Hiring a full-time professor in the area of Early Childhood will help reduce courses delegated to adjuncts.

Identify proposed outcomes for the next assessment cycle:
Continuation of present outcome(s) – (Indicate reason for continuation): The faculty has agreed to continue implementing current program evaluation criteria/benchmarks during the 2007 year.
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