

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

Program: Master of Science in Education - Early Childhood Education (MS-ED)

Assessment Period Covered: March 1, 2008 to January 31, 2009

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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 mission of the College of Education at Texas A&M International University is to provide a comprehensive and coherent professional development system for educators linking all aspects of the educational profession. Through educational experiences provided by the system, educators will be prepared to provide learner-centered instructional experiences that promote excellence and equity for all students in the field.

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 by August 2008.

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

Section I: Planning and Implementation

Outcome 1

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.

X Please indicate if the outcome(s) is(are) related to writing (QEP).

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(s) will take place:

Annual

Criteria/Benchmark(s): 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. Student's 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 Evaluation Form will be used to assess students' presentations.

Outcome 2

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

X Please indicate if the outcome(s) is(are) related to writing (QEP).

Methods of assessment to be used: Satisfactory completion of 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(s) will take place: Annual

Criteria/Benchmark(s): 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 will include a rating scale and levels of expectancy for graduate students.

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.*

Outcome 1:

Students taking EDEC 5351 are required to prepare a presentation proposal and conduct the presentation.

Outcome 2:

Students taking EDEC 5361 are required to complete an Early Childhood Environmental Rating Scale (ECERS) assessment in an early childhood environment.

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.tamui.edu/integrate/docs/Minutes-Template.doc>. Once completed, submit the minutes to assessment@tamui.edu.

As discussed during the C&I department meeting on February 9, 2009, the outcomes have been incorporated into required classes. However, there have not been any graduates since this started taking place.

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.

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
- Reallocation of current funds

Physical

- New or reallocated space

Other

- Primarily faculty/staff time

- University/rule procedure change only

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

None

Identify proposed outcomes for the next assessment cycle:

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

Since there have been no graduates the evaluation of the outcomes has not yet taken place. It is recommended that the current outcomes continue forward as written.