

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

Program: Master of Science in Education-Reading

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

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List Other Program Faculty:

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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 which links all aspects of the education 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.

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

Four students graduated with an M.S. in Reading since the spring of 2005. All four students took the Oral Comprehensive Exam and all four students scored above 2 on the rubric measuring their understanding of the principles of instruction for successful programs, based on a passing score of 2 out of 3. Three of the four students participated in the Thesis Defense. The three students all scored above 3 on the rubric measuring understanding of principles of instruction for successful reading programs, based on a passing score of 3 out of 4. Four students graduated with an M.S. in Reading since the spring of 2005. All four students scored above 2 on the rubric (2 out of 3) measuring their understanding of principles of assessment to meet the needs of diverse learners.

The three students who participated in the Thesis Defense all scored above 3 on the rubric measuring their understanding of principles of assessment, based on a passing score of 3 out of 4. Four students graduated with an M.S. in Reading since the spring of 2005. All four students scored above 2 on the rubric (2 out of 3) measuring their understanding of principles of leadership necessary for developing successful reading programs. Only one student who graduated took the Reading Specialist Exam. That student achieved a passing score, for a 100% pass rate.

The faculty will begin to examine competencies in Leadership that are tested on the Reading Specialist Examination as a guide for developing a more defined instrument for assessing the effectiveness of the program in delivering the leadership component by looking at the three components identified as necessary for effective leadership in reading programs: (1) theoretical foundations of literacy; (2) research-based reading/literacy curriculum; and (3) collaborating and communicating with educational stakeholders.

Faculty further agreed that a set of questions for assessing leadership competencies be generated so that questions will be more uniform.

A third modification will be the development of a Survey of Student Perceptions. This instrument will be used to collect data beginning with the 2008 academic year. Faculty expressed the importance of students evaluating the program.

A fourth modification will be a change in the sequence of courses so that students will complete the Foundations of Research course (EDGR 5320) earlier in the program.

A fifth modification will be the addition of field activities related to leadership.

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.*

Students will be able to:

1. relate theoretical models of reading to corresponding instructional practices.
2. use educational research methodologies appropriate for the improvement of reading instruction and for contributing to the knowledge base in the field of reading.
3. apply what was learned in order to demonstrate exemplary practices as classroom teachers and reading clinicians.
4. demonstrate leadership capabilities in the design and evaluation of reading programs and in working with teachers and administrators to effect positive change in student reading achievement.

Section I: Planning and Implementation

Outcome(s)

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

The outcome to be focused on this year is:

Students will be able to relate theoretical models of reading to corresponding instructional practices.

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

Yes.

Methods of assessment to be used:

The assessment rubrics that have been previously used will be implemented during this year. The items assessing knowledge of theoretical models and processes of reading will be targeted to determine whether the outcome identified for this year has been achieved.

Indicate when assessment(s) will take place

Annual

Criteria/Benchmarks

Students will be expected to score a minimum of 2 overall out of a possible 3 on the rubric used for the Oral Examination. On the Thesis Defense Rubric, students will be expected to score a minimum of 3 out of 4 overall.

Section II: Analysis of Results

What were the results attained?

Six students were assessed during this evaluation period. The categories of responses included to assess achievement of the outcome focused on this year included: (1) Resources designed to facilitate reading instruction; (2) Procedures designed to facilitate reading instruction; and (3) Principles of assessment and their role in meeting the needs of diverse learners in successful reading programs. Students' performance was assessed using a rubric with responses ranging from 0 (failure to respond, or responded with less than 50% accuracy) to 3 (student responded accurately and completely). Based on faculty evaluations of students using this rubric, this year's objective was achieved. On the first item, Resources Designed to Facilitate Reading Instruction, the average score on the rubric was 2.8 out of a possible 3.0. The average score on the second item, Procedures Designed to Facilitate Reading Instruction, was 2.8 out of a total possible score of 3.0. Students also responded well to questions under the third category, Principles of Assessment and Their Role in Meeting the Needs of Diverse Learners in Successful Reading Programs, with an average score of 2.8 out of 3.0.

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](mailto:assessment@tamtu.edu).

Students performed well on the categories included in the oral exam. Although questions within each of these categories would include discussion of theories of Reading as they relate to instruction, there is not currently a specific category of questions addressing this issue. Therefore, faculty recognize the need for specific questions to assess the students’ abilities to link theory with practice. Items will be developed and used in the next evaluation period.

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.

To help ensure that graduate students pursuing a Master’s degree in Reading are well-prepared in Reading theory and its application to instructional practices, faculty who deliver instruction of graduate Reading courses will continue to include an emphasis on this strand in their courses. Faculty will continue to monitor students’ performance on this strand of the oral examination to make sure that performance remains high. Oral examination questions targeting this year’s outcome that students are competent in linking theory with practice will be added and used to evaluate this outcome during the next evaluation period. Additionally, a student exit survey will be developed to assess students’ perceptions of the quality of the Reading program being offered. The current staffing of Reading faculty needs to be addressed. The number of graduate Reading faculty is reduced to two, with the retirement of one professor. Enrollment in the graduate Reading program has been steadily increasing. Therefore, to maintain high performance and provide a high quality of instruction, an additional Reading professor who can teach graduate-level Reading courses is needed. At this time, filling the vacancy left by the previous professor is a priority. Filling this position would not require additional funding, but filling a current position that is already budgeted in the Department of Curriculum and Instruction.

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)

The number of graduate Reading faculty is reduced to two, with the retirement of one professor. Enrollment in the graduate Reading program has been steadily increasing, as indicated by the current total number of students graduating with a Masters in Reading of during this last evaluation has increased significantly, as compared with 2-3 students who completed the program since 2005. Therefore, to maintain high performance and provide a high quality of instruction, an additional Reading professor who can teach graduate-level Reading courses is needed. At this time, filling the vacancy left by the previous professor is a priority. Filling this position would not require additional funding, but filling a current position that is already budgeted in the Department of Curriculum and Instruction.

Identify proposed outcomes for the next assessment cycle:

Assessment will continue to focus on Outcome 1: Students will be able to relate theoretical models of reading to corresponding instructional practices.

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

The items on the oral examination rubric did not adequately target this outcome this year. With the inclusion in the spring 2009 of additional items that are designed to measure student knowledge in this area, it is expected that findings will be obtained to better assess student performance on this outcome.

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

Students will be able to relate theoretical models of reading to corresponding instructional practices.

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