

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

**Program: Master of Science in Education—Reading**

**Assessment Period Covered: January 1, 2009 to February 1, 2010**

**Program Coordinator (Preparer of Report) Dr. Cathy Guerra**

**List Other Program Faculty:**

<b>Dr. Sandra Garrett</b>
<b>Dr. Bernice Sanchez</b>

**Reviewed by Chair: Name Dr. Cathy L. Guerra Date March 12, 2010**

**Reviewed by Dean: Name \_\_\_\_\_ Date \_\_\_\_\_**

**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 Master of Science in Education—Reading program is to provide instruction in Reading that is theoretically sound, links theory with practice, and reflects Best Practices. The program will focus on preparing quality professionals in Reading who will be equipped to meet the diverse needs of students in grades K – 12 using a variety of strategies and approaches to address the needs represented by the student populations they serve. In preparing professionals, the program will provide experiences to enable students to assume leadership positions in Reading.

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

During the evaluation period March 1, 2008 – January 31, 2009, six students completed the Master of Science in Education—Reading degree. Students’ performance was assessed to determine achievement of the outcome: Students will be able to relate theoretical models of reading to corresponding instructional practices. A rubric was used that assessed students’ responses to three issues relating theoretical models

of reading to corresponding practices. These three issues 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. Based on faculty evaluations of students using the rubric, students included in the evaluation period achieved the objective. Average scores were 2.8 out of a possible 3.0 on the first area evaluated; 2.8 out of a possible score of 3.0 on the second item; and 2.8 out of a possible score of 3.0 on the third item. Although students performed well on the rubric, faculty recognized the need to include specific questions to assess the students' abilities to link theory with practice. Items will be developed in this area to be included on the rubric during the next evaluation period.

Enter text here

**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 will be able to relate theoretical models of reading to corresponding instructional practices.**
- 2. Students will use educational research methodologies appropriate for improvement of reading instruction and contributing to the knowledge base in the field of reading.**
- 3. Students will apply what was learned to demonstrate exemplary practices as classroom teachers and reading clinicians.**
- 4. Students will 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.*

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

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

Yes

### **Methods of assessment to be used:**

The assessment rubrics that were used during the last evaluation period to assess students' knowledge of theoretical models and processes of reading will be modified to include specific items to assess students' abilities to link theory with practice. The rubric will be used to evaluate students' responses to corresponding questions during the oral examination. Students completing a thesis will be assessed during their thesis defense using a rubric that has been prepared by faculty as a measurement instrument for identifying students' overall knowledge and preparation in the field of Reading, with emphasis on the topic of their thesis.

Enter text here

### **Indicate when assessment(s) will take place.**

**Assessments will take place annually.**

**Criteria/Benchmark(s):** *[Specify, if deemed appropriate to assess outcome(s). Criteria/ benchmark(s) may be optional, especially if qualitative measures are used for data collection.]*

Students will be expected to score a minimum of 2.0 points overall out of a possible 3.0 points on item subsets on the rubric used during the Oral Examination. Students who complete a thesis will also be assessed on the Thesis Defense Rubric, and will be expected to attain a minimum of 3.0 overall out of a total possible score of 4.0.

## Section II: Analysis of Results

### **What were the results attained?**

On the Rubric for Oral Comprehension examination for students seeking the Master of Science in Education with a Major in Reading, students scored an average of 1.7 on all categories on the rubric. Students received scores of 0 and 1 on the category “Relationship Between Theory and Practice of Reading Instruction,” indicating that students on this category responded to questions with 50% to 74% accuracy. With the exception of one student, the scores on other categories on the rubric was 2.0, indicating that students responded to questions on these categories with at least 75% accuracy.

### **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).*

Results of the assessment shared with the Department of Curriculum and Instruction through email communication. Faculty were asked to review the results and proposed action plan and provide input regarding the information on the report, including changes and corrections. After reviewing the data, it was agreed that emphasis should be placed on the area “Relationship Between Theory and Practice of Reading Instruction.” Additionally, attention will be given to ensuring that courses adequately address the other competencies on the rubric.

### **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.*

Graduate Reading courses will be reviewed to identify appropriate student learning outcomes for each course, based on the six categories included on the oral examination. The categories on the oral examination included in each course will be identified and will be designated as being “introduced,” “taught,” or “reinforced.” Although each category on the rubric will be addressed, particular emphasis will be given to the category “Relationship between theory and practice of Reading instruction,” as this is the area showing the greatest weakness at this time. Additionally, the Graduate Reading Program will be reviewed to consider modifications that may be recommended to strengthen the program.

Timeline for Implementation: Student learning outcomes for each course will be identified during the Fall 2010 to be implemented in courses beginning with the Spring 2011. The Reading Program will be reviewed during the Fall 2010 and modifications submitted for review by the University Curriculum Committee during the Spring 2011. Implementation is anticipated to occur beginning with the Fall 2011.

### 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)**

No additional resources are necessary at this time to implement the action plan.

**Identify proposed outcomes for the next assessment cycle:**

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

The present outcomes will continue to be the focus of assessment. This is considered to be appropriate, based on the ratings students were given on the rubrics during this assessment cycle.

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

Enter text here

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

Enter text here

Date Completed: March 12, 2010

Submit completed form to [integrate@tamiu.edu](mailto:integrate@tamiu.edu).

Updated 09/03/2009