

ASSESSMENT REPORT FOR

Master of Science in Education with a major in Bilingual Education (MS-Ed)
Instructional Degree Program

Spring 2003
Assessment Period Covered

July 3, 2003
Date Submitted

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission Reference:

Texas A&M International University, a Member of The Texas A&M University System, is committed to the preparation of students for leadership roles in their chosen profession and in increasingly complex, culturally diverse state, national, and global society ... Through instruction, faculty and student research, and public service, Texas A&M International University is 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.

College/University Goal(s) Supported:

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.

Intended Educational (Student) Outcomes:

- 1.** Students completing the Graduate Bilingual Program will demonstrate oral language proficiency in two languages in discourse/textual required of graduate students nationwide.
- 2.** Students completing the Graduate Bilingual Program will demonstrate written language proficiency in two languages.

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Intended Educational (Student) Outcome:

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1. Students completing the Graduate Bilingual Program will demonstrate oral language proficiency in two languages in discourse/textual required of graduate students nationwide.

First Means of Assessment for Outcome Identified Above:

1a. Means of Program Assessment & Criteria for Success:

30% of graduate bilingual students will demonstrate discourse/textual competency by presenting their research jointly with bilingual faculty members at educational conferences within one year of completing the research design course or equivalent courses.

1a. Summary of Assessment Data Collected:

100% of graduate students enrolled in the Master of Science in Education with a Major in Bilingual Education that completed the research design course or equivalent, met and exceeded the criteria for success. Three (3) graduate level students presented in the first Regional Bilingual Conference held at Texas A&M International University. The results of their evaluation follow: (N=34) 79% of the participants attending the session felt that the relevance of information and materials was highly satisfactory; 79.4% felt that the quality of the session was highly satisfactory; 91.1% felt that the presenter's knowledge of the subject was highly satisfactory; 79.4% felt that the workshop had helped them professionally and were highly satisfied; and 79.4% felt that the session included innovative strategies and ideas and they were highly satisfied.

1a. Use of Results to Improve Instructional Program:

Data indicates that the highest percentage was obtained for the presenter's knowledge of the subject. The graduate level courses will continue to provide the quality expertise in the discipline. Data also indicates that the discourse/textual competency was demonstrated through the use of oral and written material at a scholarly level. The majority of participants was classroom teachers and was highly satisfied overall with the presentation. In addition, students will be given opportunities to strengthen their level of expertise in their discipline by being provided with a listing of conferences and call for

papers in all research design courses to encourage further dissemination of research in the area of bilingual education. Graduate students who have successfully presented in educational conferences whether the Department of Special Populations will formally acknowledge local, regional, or state.

Second Means of Assessment for Outcome Identified Above:

1b. Means of Program Assessment & Criteria for Success:

Students enrolled in graduate level courses will demonstrate oral language proficiency in two languages in conference presentations.

1b. Summary of Assessment Data Collected:

(N=3) 100% of students demonstrated the ability to speak in Spanish and English with academic proficiency to a classroom of teachers and colleagues during a regional bilingual conference.

1b. Use of Results to Improve Instructional Program:

(1) Required session proposals to be written in both languages. (2) Form a bilingual education social committee to engage the graduate students' communicative competence in discourse/textual ability through scholarly interactions.

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2. Students completing the Graduate Bilingual Program will demonstrate written language proficiency in two languages.

First Means of Assessment for Outcome Identified Above:

2a. Means of Program Assessment & Criteria for Success:

The effectiveness of the graduate program will be measured by 30% increase of published papers, as selected by bilingual faculty, in *The Journal of Border Educational Research*.

2a. Summary of Assessment Data Collected:

The call for papers for *The Journal of Border Educational Research* published papers has not begun. Data have not yet been obtained.

2a. Use of Results to Improve Instructional Program:

The lack of data indicates that the discipline of Bilingual Education for the Master of Science in Bilingual Education could benefit from making publication of articles a priority at the graduate level.

Second Means of Assessment for Outcome Identified Above:

2b. Means of Program Assessment & Criteria for Success:

Acceptance of the call for presentations proposals by the bilingual conference committee. At the beginning of the assessment process, there were no graduates who engaged in these types of activities.

2b. Summary of Assessment Data Collected:

(N=3) 100% of the call for presentation proposals were accepted by the bilingual conference committee.

2b. Use of Results to Improve Instructional Program:

(1) Students will be encouraged to attend their level of expertise by reaching a wider audience within their community and with the greater society. (2) Presenters will be

recognized by the Department of Special Populations.

SUPPORT DOCUMENTATION

SOURCE	LOCATION/Special Instructions