

ASSESSMENT REPORT FOR

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

Spring 2003
Assessment Period Covered

July 1, 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 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 provide excellence and equity for students in the field.

Intended Educational (Student) Outcomes:

- 1.** Students completing the Master of Science in Education with a major in Reading will demonstrate their understanding of the principles of instruction surrounding successful reading programs.
- 2.** Students completing the M.S. in Education with a major in Reading will demonstrate their understanding of principles of assessment to meet the needs of diverse learners in successful reading programs.
- 3.** Students completing the M.S. in Education with a major in Reading will demonstrate their understanding of professional knowledge required for effective leadership in successful reading program.

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Intended Educational (Student) Outcome:

NOTE: There should be one form for each intended outcome listed. The intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

1. Students completing the Master of Science in Education with a major in Reading will demonstrate their understanding of the principles of instruction surrounding successful reading programs.

First Means of Assessment for Outcome Identified Above:

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

During their Oral Comprehensive Examination, students seeking the Master of Science in Education with a major in Reading will demonstrate their understanding of principles of instruction surrounding successful reading programs by responding to questions asked by three faculty members regarding the following topics, with a score of at least 2 out of 3 on a rubric: (1) components of literacy that help to facilitate instruction; (2) resources designed to facilitate reading instruction; and (3) procedures designed to facilitate reading instruction.

1a. Summary of Assessment Data Collected:

No information is available at this time since this rubric scale has not yet been used with any student seeking to earn the Master of Science in Education Degree with a major in Reading. However, faculty will use the rubric with future students and monitor its effectiveness to determine if any modifications are needed.

1a. Use of Results to Improve Instructional Program:

This section is not applicable at this time.

Second Means of Assessment for Outcome Identified Above:

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

During their thesis or Professional Paper defense, students seeking the Master of Science in Education with a major in Reading will demonstrate their understanding in principles of instruction surrounding successful reading programs by explaining how relevant principles have been incorporated into their thesis or professional paper. Students will be expected to achieve a score of at least 3 out of 4 on a rubric. Aspects to be

addressed include: (1) Introduction (including statement of purpose, research problem, research question(s), significance of study); (2) Discussion of relevant research reviewed; (3) Methodology and results (thesis only); (4) Conclusions reached, accompanied by appropriate rationale, and (5) Limitations and recommendations.

1b. Summary of Assessment Data Collected:

As of this date, this rubric has been applied with only one student who has completed the Master of Science in Education Degree with a major in Reading. The average score earned by this student was 3.72.

1b. Use of Results to Improve Instructional Program:

Data indicate that the program was successful in preparing this student. Faculty will continue to monitor students' performance to determine program strengths and any areas that may need modification.

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2. Students completing the M.S. in Education with a major in Reading will demonstrate their understanding of principles of assessment to meet the needs of diverse learners in successful reading programs.

First Means of Assessment for Outcome Identified Above:

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

During their Oral Comprehensive Examination, students seeking the Master of Science in Education with a major in Reading will demonstrate their understanding of principles of assessment to meet the needs of diverse learners in successful reading programs by responding to questions asked by three faculty members regarding the following topics and will achieve a score of at least 2 out of 3 on a rubric: (1) oral language; (2) phonological awareness; (3) alphabetic principle; (4) word identification; (5) reading fluency; (6) reading comprehension; (7) vocabulary; and (8) written language.

2a. Summary of Assessment Data Collected:

No information is available at this time, since this rubric scale has not yet been used with any student seeking to earn the Master of Science in Education Degree with a major in Reading. However, faculty will use the rubric with future students and monitor its effectiveness to determine if any modifications are needed.

2a. Use of Results to Improve Instructional Program:

This section is not applicable at this time.

Second Means of Assessment for Outcome Identified Above:

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

During their thesis or professional paper defense, students seeking the Master of Science in Education with a major in Reading will demonstrate the understanding of principles of assessment to meet the needs of diverse learners in successful reading programs by explaining how relevant principles have been incorporated into their thesis or professional paper. The following sections must be addressed and a score of at least 3 out of 4 achieve on the rubric: (1) Introduction (research problem or question, purpose,

statement of problem, significance); (2) discussion of relevant research reviewed; (3) methodology and results (thesis only); (4) conclusions reached accompanied by appropriate rationale; and (5) limitations and recommendations.

2b. Summary of Assessment Data Collected:

As of this date, this rubric has been applied with only one student who has completed the Master of Science In Education Degree with a major in Reading. The average score earned by this student was 3.72.

2b. Use of Results to Improve Instructional Program:

Data indicate that the program was successful in preparing this student. Faculty will continue to monitor students' performance to determine program strengths and any areas that may need modification.

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3. Students completing the M.S. in Education with a major in Reading will demonstrate their understanding of professional knowledge required for effective leadership in successful reading program.

First Means of Assessment for Outcome Identified Above:

3a. Means of Program Assessment & Criteria for Success:

During their Oral Comprehensive Examination, students seeking the Master of Science in Education with a major in Reading will demonstrate their understanding of professional knowledge required for effective leadership in successful reading programs by responding to questions asked by three faculty members regarding the following topics and will achieve a score of at least 2 out of 3 on a rubric: (1) theoretical foundations of literacy; (2) research-based reading/literacy curriculum; and (3) collaborating and communicating with educational stakeholders.

3a. Summary of Assessment Data Collected:

No information is available at this time, since this rubric scale has not yet been used with any student seeking to earn the Master of Science in Education Degree with a major in Reading. However, faculty will use the rubric with future students and monitor its effectiveness to determine if any modifications are needed.

3a. Use of Results to Improve Instructional Program:

This section is not applicable at this time.

Second Means of Assessment for Outcome Identified Above:

3b. Means of Program Assessment & Criteria for Success:

During their enrollment in EDRD 5313 Organization and Evaluation of Reading Programs, students seeking the Master of Science in Education with a major in Reading will demonstrate their understanding of professional knowledge required for effective leadership in successful reading programs by successfully designing and implementing a parent training session to assist parents in supporting their child's reading development

as evaluated by an average score of 3 out of 4 on a Likert scale survey completed by parent participants.

3b. Summary of Assessment Data Collected:

No information is available at this time, since this rubric scale has not yet been used with any student seeking to earn the Master of Science in Education Degree with a major in Reading. However, faculty will use the rubric with future students and monitor its effectiveness to determine if any modifications are needed.

3b. Use of Results to Improve Instructional Program:

This section is not applicable at this time.

SUPPORT DOCUMENTATION

SOURCE	LOCATION/Special Instructions
Oral Comprehensive Examination	
rubric (need proper name of rubric)	