

Texas A&M International University
Annual Institutional Effectiveness Review (AIER)
(Transition Period)

Date Submitted November 30, 2005

Assessment Period Covered (FY 2005)

Budget Period Covered (FY 2005)

Academic Program/AES Unit Bachelor of Arts with All Level Certification

Person Preparing Review Dr. Gilberto D. Soto

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

FPA faculty members met and recommended that more data is necessary to analyze and use results as no graduates on this degree last year represented limited data. This degree was approved in fall 2003.

Provide summary of budget decisions and their impact on your program/division.

The data collected from these assessments brought attention on the number of majors that have registered, because this will impact the future projected assessments and the proper organization for the collection of such data, as the enrollment of art majors will increase and proper resources and efforts will play a significant role in these assessments identified for this program. Budget recommendations were made based on the statement above.

Section I: Planning and Implementation

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/Administrative/Educational Support Unit Mission

Department of Fine and Performing Arts/Bachelor of Arts with All Level Certification.
Department/College/University Goal(s) Supported:

To fulfill the University mission in offering baccalaureate programs in the arts, as well as the commitment to the preparation of students for leadership roles in professions related to the fine and performing arts. (1) The students' knowledge and appreciation of culture, fine arts, social integration, and self-realization.

Identify outcomes and relationship to Strategic Plan

Outcome 1

Students completing the Bachelor of Arts in Art with All-Level Certification will attain a basic and satisfactory competence in the history of art, within the broader context of a liberal-arts education.

Identify Strategic Plan Goal related to Outcome 1

Goal 2 Academic

Identify Strategic Plan Objective and Strategy related to Outcome 1 (Appendix A – Strategic Goals)

2.12 To provide quality instruction to prepare graduates for leadership roles in their chosen profession. Furthermore, to fulfill the University mission in offering baccalaureate programs in the arts, as well as the commitment to the preparation of students for leadership roles in professions related to the fine and performing arts. (1) The student's knowledge and appreciation of culture, fine arts, social integration, and self-realization

Methods of assessment

Locally generated survey.

Frequency of administration

Each semester.

Criteria/Benchmark

70% of all students anonymously completing a survey administered by a fellow student during the time block allotted for end-of-term Student Evaluations in ARTS 3353 will agree or strongly agree with the statement, "I now have a much more thorough grasp of the history of art for the periods I have studied than I did prior to becoming a major in art."

Outcome 2

Students completing the Bachelor of Arts in Art with All-Level Certification will attain basic technical proficiency in at least two media.

Identify Strategic Plan Goal related to Outcome 2

Goal 2 Academic

Identify Strategic Plan Objective and Strategy related to Outcome 2 (Appendix A – Strategic Goals)

2.12 To provide quality instruction to prepare graduates for leadership roles in their chosen profession. Furthermore, to fulfill the University mission in offering baccalaureate programs in the arts, as well as the commitment to the preparation of students for leadership roles in professions related to the fine and performing arts. (1) The student's knowledge and appreciation

of culture, fine arts, social integration, and self-realization

Methods of assessment

Local Test

Frequency of administration

Each Semester

Criteria/Benchmark

50% of majors will attain basic proficiency in the following learning outcomes (i) understanding of the materials employed to make art in the assigned medium, (ii) the technical aspects of execution in the medium taught, and in (iii) aspects of artistic composition that are specific to the medium taught. Quizzes, tests, reports, and other assignments will be given at various points during the term. Such assignments will focus on the three outcomes specified above. In part, these assignments will draw on competency-based standards that are related to the outcomes specified, and derived from the most recent edition available of the Handbook of the National Association of School of Art and Design (NASAD).

Outcome 3

Students completing the Bachelor of Arts in Art with All-Level Certification will be prepared to continue producing their work for personal self-realization and growth after graduation, and or to display and exhibit their work in a professional coherent way to public audiences. They will also have success, as teachers, in their attempts to integrate the teaching of art into their classrooms.

Identify Strategic Plan Goal related to Outcome 3

Goal 2 Academic

Identify Strategic Plan Objective and Strategy related to Outcome 3 (Appendix A – Strategic Goals)

2.12 To provide quality instruction to prepare graduates for leadership roles in their chosen profession. Furthermore, to fulfill the University mission in offering baccalaureate programs in the arts, as well as the commitment to the preparation of students for leadership roles in professions related to the fine and performing arts. (1) The student's knowledge and appreciation of culture, fine arts, social integration, and self-realization

Methods of assessment

Local Art Jury Panel

Frequency of administration

Annual

Criteria/Benchmark

Each student enrolled in ARTS 4333 will prepare a display-ready Artist's Statement to accompany their end-of-term exhibit as required in this course. A three-person panel (only two of which are full-time TAMIU faculty members in studio art) will grade each student statement with regard to: (i) clarity of organization and expression; (ii) integration of relevant concepts and

skills (e.g., technical, critical, personal, and historical) learned and developed as a major in art;
(iii) ostensive correspondence, to an engaging degree, of the artistic ideas and intentions expressed in each statement to the individual's work as exhibited. At least 70% of the graded statements will each earn an average overall grade from the panelists of C or better.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

Spring 2005/ April 7, 2005

Outcome 2

Spring 2005/ April 7, 2005

Outcome 3

Spring 2005/ April 7, 2005

What were the results attained (raw data)?

Outcome 1

FPA faculty members met and recommended that more data is necessary to analyze and use results as no graduates on this degree last year represented limited data.

Outcome 2

FPA faculty members met and recommended that more data is necessary to analyze and use results as no graduates on this degree last year represented limited data.

Outcome 3

FPA faculty members met and recommended that more data is necessary to analyze and use results as no graduates on this degree last year represented limited data.

Who (specify names) conducted analysis of data?

Outcome 1

Dr. Gilberto D. Soto

Dr. Richard Wright

Outcome 2

Dr. Gilberto D. Soto

Dr. Richard Wright

Outcome 3

Dr. Gilberto D. Soto

Dr. Richard Wright

When were the results and analysis shared with the department chair/director? Minutes with data analysis submitted to assessment@tamiu.edu? (Please use Minutes Template)

Results were shared immediately because the chair is a direct part of any degree assessment. Minutes of meetings in which this subject occurred were already turned in over a year ago.

Has the assessment documentation (i.e., surveys, rubrics, course exams with embedded questions, etc.) been submitted to the Office of Institutional Effectiveness and Planning?

No, because the collection of data is very limited due to the fact this degree is new.

What changes, if any, based on the data have been recommended?

Outcome 1

None, as FPA faculty members met and recommended that more data is necessary to analyze and use results as no graduate represented limited data. This degree was approved in fall 2003.

Outcome 2

None, as FPA faculty members met and recommended that more data is necessary to analyze and use results as no graduate represented limited data. This degree was approved in fall 2003.

Outcome 3

None, as FPA faculty members met and recommended that more data is necessary to analyze and use results as no graduate represented limited data. This degree was approved in fall 2003.

Section III: Programmatic Review

What are the implications of the recommended changes?

Please see above.

Will resources be affected by the recommended changes? Yes No

If so, specify the anticipated effect(s) using the chart below:

Funding	Physical	Other
<input type="checkbox"/> New resources required	<input type="checkbox"/> New or reallocated space	<input type="checkbox"/> Primarily faculty/staff time
<input type="checkbox"/> Reallocation of current funds		<input type="checkbox"/> University rule/ procedure change only
		<input type="checkbox"/> Other: Enter text here

Narrative description and justification for request including related strategy (Attach Budget Request 'Form B' and/or 'Form C')

n/a

What is the impact of budget decisions on program/division?

n/a

In the box below, provide information on the outcomes for the next assessment cycle:

Outcomes for Next Assessment Cycle
Continuation of previous outcome(s) - (Indicate reason for continuation): New Degree Program
New Outcome(s) – (List outcomes below): n/a
Reason for changing outcome(s) – (How have the data gathered from current assessments influenced the change in outcomes?): n/a