

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

Date Submitted 1/31/07

Assessment Period Covered (2006)

Academic Program/AES Unit BA in Latin American Studies

Person(s) Preparing Review M. Yoder

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

A US Department of Education Title VI Grant was awarded for this program. Faculty are creating new courses to round out the Social Science and Business/Economic components of the degree. As far as student related outcomes, no students are close to graduating. Only Outcome 3 applied for 2006.

Section I: Planning and Implementation
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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 or Administrative/Educational Support Unit Mission

The BA in Latin American Studies is an inter-disciplinary, liberal arts degree designed to prepare students for a wide range of careers related to Latin America. The degree plan seeks to provide students with a broad, integrated understanding of Latin America from the perspective of a variety of academic disciplines, substantive skills in one academic area of concentration, and professional competency in Spanish

Identify outcomes and the relationship to Strategic Plan

Outcome 1

Is this outcome related to writing (QEP)?

Graduates of the program in Latin American Studies should demonstrate a broad, integrated understanding of Latin American anthropology, art, economics, geography, history, politics, and sociology.

Identify Strategic Plan Goal related to Outcome 1

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 1

Establish and pursue student learning outcomes appropriate for each program with systematic assessment and use of results for continuous quality improvement

Identify methods of assessment to be used

LAS Seniors enrolled in capstone course will write a research paper designed to integrate conceptual approaches from anthropology, art, economics, literature, geography, history, politics, and sociology. Research will focus on case studies of contemporary Latin American developments selected by a team of faculty from the LAS Committee.

Indicate when assessment will take place

Annual

Criteria/Benchmark

Four point rubric is employed. Students will score at least three on each component of the rubric.

Outcome 2

Is this outcome related to writing (QEP)?

Students completing the LAS Major should demonstrate competency in writing in Spanish.

Identify Strategic Plan Goal related to Outcome 2

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 2

Establish and pursue student learning outcomes appropriate for each program with systematic assessment and use of results for continuous quality improvement.

Identify methods of assessment to be used

LAS Seniors enrolled in the capstone course will write a graded six- to eight-page essay in Spanish as one of their assignments.

Indicate when assessment will take place

Annual

Criteria/Benchmark

A team of faculty members from the Spanish Department will assess the proficiency of the written Spanish using a four point rubric. The average scores on the exam will be at least a three.

Outcome 3

Is this outcome related to writing (QEP)?

Graduates will demonstrate preparation for entry into graduate degree programs or careers relating to Latin America.

Identify Strategic Plan Goal related to Outcome 3

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 3

1.4 Prepare students for success in their chosen careers.

Identify methods of assessment to be used

Graduating seniors will be surveyed at the end of the capstone course and again one year after graduation to gather supporting data on whether the program prepared them for graduate programs or careers relating to Latin America

Indicate when assessment will take place

Annual

Criteria/Benchmark

On the question of whether the program prepared the student for graduate school or a career related in some way to Lattin America, at least 75% of students will respond with a 1 or 3 on a scale of 1 (strongly agree) to 5 (strongly disagree).

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

None in 2006 (no majors)

Outcome 2

None in 2006 (no majors)

Outcome 3

Fall 2006

What were the results attained (raw data)?

Outcome 1

N/A

Outcome 2

N/A

Outcome 3

100% of students surveyed indicated a strong 1, indicating the program prepared them for graduate school or career related to Latin America

Who (specify names) conducted analysis of data?

Outcome 1

Enter text here

Outcome 2

Enter text here

Outcome 3

R. Parish, M. Yoder

When were the results and analysis shared and with whom (department chair, supervisor, staff, external stakeholders)? Submit minutes with data analysis to assessment@tamiu.edu (Please use Minutes Template located on the [Project INTEGRATE](#) web page.)

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NOTE: Submit all assessment documentation (i.e., surveys, rubrics, course exams with embedded questions, etc.) to the Office of Institutional Effectiveness and Planning.

Use of Results: Indicate whether criteria were met/not met and what changes, if any, have been identified based on the data collected?

Outcome 1

Met Not Met

Provide narrative: No majors

Outcome 2

Met Not Met

Provide narrative: No majors

Outcome 3

Met Not Met

Provide narrative: Sample size of 1 is too small

How have these data-based changes improved your program/unit?

n/a

Section III: Programmatic Review

Are resources affected by the changes identified in Section II? Yes No

If so, specify the 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

Provide a narrative description and justification for requested resources (include linkage to Strategic Plan)

n/a

Identify proposed outcomes for the next assessment cycle:
Continuation of present outcome(s) – (Indicate reason for continuation):
New Outcome(s) – (List outcomes below):
Modification of present outcome(s) – (Indicate reason for modification):

****** This section to be completed by dean/director/vice-president ******

Are resources requested a priority for the academic program/AES unit?

Yes No

Comments:

Enter text here

If funding, physical or other resources were requested, what is the impact of the budget decisions on the academic program/AES unit?

Enter text here