

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

**Date Submitted** 02/02/07

**Assessment Period Covered (2006)**

**Academic Program/AES Unit** Bachelor of Arts in Spanish with Grades 8th -12th Certification Option I (BA)

**Person(s) Preparing Review** Dr. Kathleen Pletsch de Garcia, Dr. Agustin Martinez-Samos and Dr. Jose Cardona-Lopez

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

Prior to FY 2006, majors encountered difficulties with the series of period-specific, sophomore-level literature courses. Therefore, in Fall 2005, we implemented course changes in the sophomore and junior levels to the curriculum for Spanish.

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**

In unison with the institutional mission, the Department is dedicated to the promotion of intellectual and personal growth in students, with an emphasis on endowing them with flexibility to adapt to the ever-changing social, professional, economic, cultural, and political environments ushered in by this era of rapid technological change, information proliferation, and global interdependence. To achieve these aims, the Department is committed to the retention of a productive, professionally diverse and highly competent faculty involved in a wide range of academic endeavors.

**Identify outcomes and the relationship to Strategic Plan**

**Outcome 1**

**Is this outcome related to writing (QEP)?**

Graduates will produce a portfolio of selected writings culled from their coursework in Spanish that demonstrates writing effectiveness.

**Identify Strategic Plan Goal related to Outcome 1**

Goal 1 Academics

**Identify Strategic Plan Objective related to Outcome 1**

Implement an Institutional Effectiveness plan to evaluate academic and educational/administrative support units and track the use of results used to improve programs.

**Identify methods of assessment to be used**

As seniors, Spanish majors will compile a portfolio of their writing from Spanish coursework; this portfolio will be evaluated by program faculty according to the university rubric.

**Indicate when assessment will take place**

Annual

**Criteria/Benchmark**

Notable individual improvement in language and writing skills, with 80% of senior portfolios scoring a "3" (B) or above.

**Outcome 2**

**Is this outcome related to writing (QEP)?**

Graduates will be successful in passing state certification exams for secondary teachers of Spanish, namely the Examination for the Certification of Educators in Texas 047 (ExCET).

**Identify Strategic Plan Goal related to Outcome 2**

Goal 1 Academics

**Identify Strategic Plan Objective related to Outcome 2**

Implement an Institutional Effectiveness plan to evaluate academic and educational/administrative support units and track the use of results used to improve programs.

**Identify methods of assessment to be used**

The average score of students in the educator preparation program will be at least 70% Examination for the Certification of Educators in Texas 047 (ExCET).

**Indicate when assessment will take place**

Annual

**Criteria/Benchmark**

Graduates will attain a 100% pass rate on the ExCET exam.

**Outcome 3**

**Is this outcome related to writing (QEP)?**

Graduates will be successful in passing state certification exams for secondary teachers of Spanish, namely on Domain III (Implementing Effective, Responsive, Instruction and Assessment) of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES).

**Identify Strategic Plan Goal related to Outcome 3**

Goal 1 Academics

**Identify Strategic Plan Objective related to Outcome 3**

Implement an Institutional Effectiveness plan to evaluate academic and educational/administrative support units and track the use of results used to improve programs

**Identify methods of assessment to be used**

The average score of students in the educator preparation program will be 70% or a minimum of 240 on Domain III (Implementing Effective, Responsive, Instruction and Assessment) of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES).

**Indicate when assessment will take place**

Annual

**Criteria/Benchmark**

Over the next decade, we expect graduates to be attaining a 100% pass rate on the TExES exam.

## Section II: Analysis of Results

### **When (term/date) was assessment conducted?**

**Outcome 1**  
Spring 2006

**Outcome 2**  
Fall 2006

**Outcome 3**  
Fall 2006

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### **What were the results attained (raw data)?**

**Outcome 1**  
There were no students in this program who took SPAN 4399 in the spring when the seminar was offered.

**Outcome 2**  
Six students took the ExCET exam and all passed it with an average score of 82.9%. An 100% pass rate was obtained.

**Outcome 3**  
Pending data from COE

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### **Who (specify names) conducted analysis of data?**

**Outcome 1**  
Drs. Kathleen Pletsch de Garcia, Cardona-Lopez and Martinez-Samos

**Outcome 2**  
Drs. Kathleen Pletsch de Garcia, Cardona-Lopez and Martinez-Samos

**Outcome 3**  
Enter text here

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### **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](mailto:assessment@tamiu.edu) (Please use Minutes Template located on the **Project INTEGRATE** web page.)**

Full-Time Spanish faculty met on January 31, 2007 to read the portfolios and to dissect the data from the ExCET. Subsequently, Spanish faculty met with Dr. Chadwell, Chair, Department of Language and Literature to share results.

**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:** Although the benchmark was met, the student population was too small to generalize to the entire program. Spanish faculty will continue to carry out this assessment without changes in the next year. Also, Spanish faculty will attempt to do better inform students in this program that the Senior Seminar course is required for graduation.

**Outcome 2**

Met    Not Met

**Provide narrative:** Although the overall benchmark was met, faculty decided it would be more particularly useful to further examine the individual domains. The weakest domain was domain five with domain two next. As a result, next year's assessment will include an analysis of the individual competencies within domain.

**Outcome 3**

Met    Not Met

**Provide narrative:** Enter text here

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

Data from Outcome 1 indicate that students in the program are meeting the minimum benchmarks established for the program. It is too soon to determine the impact of adding the new course, An Introduction to Literature, since students have not finished the sequence yet. Based on the data from the ExCET, we will now desegregate the data on each competency within the five domains for the next assessment period.

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 checked="" 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)**

Enter text here

<b>Identify proposed outcomes for the next assessment cycle:</b>
Continuation of present outcome(s) – (Indicate reason for continuation): Enter text here
New Outcome(s) – (List outcomes below): Enter text here
Modification of present outcome(s) – (Indicate reason for modification): Enter text here

\*\*\*\* 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