Master of Arts in Interdisciplinary Studies (MAIS)
Instructional Degree Program

Spring 2004
Assessment Period Covered

June 17, 2004
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 faculty and administrators of the College of Arts and Sciences and the Department of Mathematical and Physical Sciences are committed to providing a scholarly environment in which students prepare for productive lives in a dynamic world and in a changing global and technologically advancing environment.

Intended Educational (Student) Outcomes:
1. Students will be able to carry out an integrated review of significant literature and research in the area of major concentration.

2. Students will be able to explore in an in-depth manner the various subject areas of their respective individualized program of study.

3. Students will be able to explore the inter-relationships between the various subject areas of their respective individualized program of study.
ASSessment Report
for

Master of Arts in Interdisciplinary Studies (MAIS)
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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 will be able to carry out an integrated review of significant literature and research in the area of major concentration.

First Means of Assessment for Outcome Identified Above:

1a. Means of Program Assessment & Criteria for Success: A 20-minute student presentation will be required in all graduate courses. A group of discipline-specific faculty will evaluate the presentations for their organization, delivery and substance according to a course specific rubric to determine the degree to which the objectives of the outcome are met. An average of 3 on a 4-point scale will be considered satisfactory. A guideline for development of the course rubric is: 1) organization of the materials «20%»; 2) delivery of the materials «20%»; 3) presentation of the materials «20%»; 4) understanding the subject matter «20%»; and 5) effective use of time «20%».

1a. Summary of Assessment Data Collected: Average score was 82.5 in 100-point scale, or equivalently, 3.3 in 4-point scale. The benchmark was achieved.

1a. Use of Results to Improve Instructional Program: N.A.

Second Means of Assessment for Outcome Identified Above:

1b. Means of Program Assessment & Criteria for Success: A group of discipline-specific faculty will jointly evaluate students’ written reports for the thesis courses 5398/9 (with discipline-specific or MAIS prefix) or for MAIS 5397, Individualized Interdisciplinary Study, according to a jointly reviewed rubric to determine the degree to which the objectives of the outcome are met. An average of 3 on a 4-point scale will be considered satisfactory.

1b. Summary of Assessment Data Collected: No student completed a thesis this semester.
1b. Use of Results to Improve Instructional Program: Because there were no graduating students this semester, the program faculty could not make recommendations at this time to alter the means of assessment or the curriculum of the program.
Third Means of Assessment for Outcome Identified Above:

1c. Means of Program Assessment & Criteria for Success: Comprehensive Examination (discipline-specific component) will be reviewed jointly by a group of discipline-specific faculty according to:

1. Understanding of the questions 25%
2. Right approach to the solutions 25%
3. Presentation of the solutions 25%
4. Accuracy of the reasoning and solutions 25%

1c. Summary of Assessment Data Collected: No students took a comprehensive examination this semester.

1c. Use of Results to Improve Instructional Program: Because there were no graduating students this semester, the program faculty could not make recommendations at this time to alter the means of assessment or the curriculum of the program.
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.

__2__ Students will be able to explore in an in-depth manner the various subject areas of their respective individualized program of study.

**First Means of Assessment for Outcome Identified Above:**

__2a.** Means of Program Assessment & Criteria for Success:** A 20-minute student presentation will be required in all graduate courses. A group of discipline-specific faculty will evaluate the presentations for their organization, delivery and substance according to a course specific rubric to determine the degree to which the objectives of the outcome are met. An average of 3 on a 4-point scale will be considered satisfactory. A guideline for development of the course rubric is: 1) organization of the materials «20%»; 2) delivery of the materials «20%»; 3) presentation of the materials «20%»; 4) understanding the subject matter «20%»; and 5) effective use of time «20%».

__2a.** Summary of Assessment Data Collected:** Average score was 82.5 in 100-point scale, or equivalently, 3.3 in 4-point scale. The benchmark was achieved.

__2a.** Use of Results to Improve Instructional Program:** N.A.

**Second Means of Assessment for Outcome Identified Above:**

__2b.** Means of Program Assessment & Criteria for Success:** A group of discipline-specific faculty will jointly evaluate students’ written reports for the thesis courses 5398/9 (with discipline-specific or MAIS prefix) or for MAIS 5397, Individualized Interdisciplinary Study, according to a jointly reviewed rubric to determine the degree to which the objectives of the outcome are met. An average of 3 on a 4-point scale will be considered satisfactory.

__2b.** Summary of Assessment Data Collected:** No student completed a thesis this semester.
2b. Use of Results to Improve Instructional Program: Because there were no graduating students this semester, the program faculty could not make recommendations at this time to alter the means of assessment or the curriculum of the program.
Third Means of Assessment for Outcome Identified Above:

2c. Means of Program Assessment & Criteria for Success: Comprehensive Examination (discipline-specific component) will be reviewed jointly by a group of discipline-specific faculty according to:

1. Understanding of the questions 25%
2. Right approach to the solutions 25%
3. Presentation of the solutions 25%
4. Accuracy of the reasoning and solutions 25%

2c. Summary of Assessment Data Collected: No student took a comprehensive examination this semester.

2c. Use of Results to Improve Instructional Program: Because there were no graduating students this semester, the program faculty could not make recommendations at this time to alter the means of assessment or the curriculum of the program.
ASSESSMENT REPORT
FOR

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Intended Educational (Student) Outcome:

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__3__ Students will be able to explore the inter-relationships between the various subject areas of their respective individualized program of study.

First Means of Assessment for Outcome Identified Above:

__3a__ Means of Program Assessment & Criteria for Success: A 20-minute student presentation will be required in all graduate courses. A group of discipline-specific faculty will evaluate the presentations for their organization, delivery and substance according to a course specific rubric to determine the degree to which the objectives of the outcome are met. An average of 3 on a 4-point scale will be considered satisfactory. A guideline for development of the course rubric is: 1) organization of the materials «20%»; 2) delivery of the materials «20%»; 3) presentation of the materials «20%»; 4) understanding the subject matter «20%»; and 5) effective use of time «20%».

__3a__ Summary of Assessment Data Collected: Average score was 82.5 in 100-point scale, or equivalently, 3.3 in 4-point scale. The benchmark was achieved.

__3a__ Use of Results to Improve Instructional Program: N.A.

Second Means of Assessment for Outcome Identified Above:

__3b__ Means of Program Assessment & Criteria for Success: A group of discipline-specific faculty will jointly evaluate students’ written reports for the thesis courses 5398/9 (with discipline-specific or MAIS prefix) or for MAIS 5397, Individualized Interdisciplinary Study, according to a jointly reviewed rubric to determine the degree to which the objectives of the outcome are met. An average of 3 on a 4-point scale will be considered satisfactory.

__3b__ Summary of Assessment Data Collected: No student completed a thesis this semester.
**3b. Use of Results to Improve Instructional Program:** Because there were no graduating students this semester, the program faculty could not make recommendations at this time to alter the means of assessment or the curriculum of the program.
Third Means of Assessment for Outcome Identified Above:

3c. Means of Program Assessment & Criteria for Success: Comprehensive Examination (discipline-specific component) will be reviewed jointly by a group of discipline-specific faculty according to:

1. Understanding of the questions 25%
2. Right approach to the solutions 25%
3. Presentation of the solutions 25%
4. Accuracy of the reasoning and solutions 25%

3c. Summary of Assessment Data Collected: No students took a comprehensive examination this semester.

3c. Use of Results to Improve Instructional Program: Because there were no graduating students this semester, the program faculty could not make recommendations at this time to alter the means of assessment or the curriculum of the program.

SUPPORT DOCUMENTATION