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

Date Submitted January 31, 2007

Assessment Period Covered (2006)

Academic Program/AES Unit Bachelor of Arts with a Major in English (BA)

Person(s) Preparing Review Sean Chadwell

Provide summary of the last cycle's use of results and changes implemented
Because little data were collected--and because faculty feel we will learn most by looking at some trends over time--we made no programmatic changes in the last cycle.

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 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 be able to produce a portfolio of selected writings culled from their coursework in English that demonstrates writing effectiveness.

Identify Strategic Plan Goal related to Outcome 1
Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 1
1Implement 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, English majors will compile a portfolio of their writing from Enlgish coursework; this portfolio will be evaulated by program faculty according to the university rubric.

Indicate when assessment will take place
Annual

Criteria/Benchmark
100% of senior portfolios will score a "3" or above.

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Outcome 2   ⊠ **Is this outcome related to writing (QEP)?**
Graduates will successfully write a reflective essay that evaluates the quality and quantitiy of writing experienced in the English program.

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
As a preface to their senior portfolio (of writings culled from their English courses), graduates will write an essay reflecting on their experiences in writing at TAMIU. This essay will be evaluated by program faculty using a set of rubrics, the university rubric and another designed to measure the student's understanding of composition and the composition process.

Indicate when assessment will take place
Annual

Criteria/Benchmark
At least 85% of graduating seniors will write essays that both demonstrate their satisfactory understanding of issues pertaining to composition and score above a "3" on the university rubric.

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Outcome 3   ☐ **Is this outcome related to writing (QEP)?**
Graduates will employ a range of literary tools to identify, analyze, and synthesize literary genres.

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
Graduates will take a norm-referenced subject test of literature, namely the Major Field
Assessment Test (MFAT).

Indicate when assessment will take place
Spring

Criteria/Benchmark

100% of Graduates will score at the 50th percentile or above overall.

Section II: Analysis of Results

When (term/date) was assessment conducted?
Outcome 1
Fall, 2006

Outcome 2
Fall, 2006

Outcome 3
Fall, 2006

What were the results attained (raw data)?
Outcome 1
Only 70%--or 9 of the 13--English seniors scored a 3 or above. Only a single senior scored below a 2.5, however.

Outcome 2
Only 70%--or 9 of the 13--English seniors scored a 3 or above. Again, only a single senior scored below a 2.5.

Outcome 3
Eight BA-ENGL students tested, and the data vary widely. Three students scored above—two well above—the 50th percentile, nationally. Among the five students who scored lower than our outcome goal, one was in the 45th percentile, two were in the 25th, one was in the 15th, and one was in the 5th. Unfortunately, the subscores revealed no discernible patterns in areas of strength or weakness.

Who (specify names) conducted analysis of data?
Outcome 1
Sean Chadwell, Robert Haynes, Wanda Creaser, Faridoun Farrokh, Kevin Lindberg

Outcome 2
Sean Chadwell, Robert Haynes, Wanda Creaser, Faridoun Farrokh, Kevin Lindberg

Outcome 3
Sean Chadwell, Robert Haynes, Wanda Creaser, Faridoun Farrokh, Kevin Lindberg

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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 **(Please use Minutes Template located on the** Project INTEGRATE **web page.)**
The department chair sits on this committee and was involved in the analysis of data on Friday, January 26, 2007 and Tuesday, January 30, 2007.

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: 70% of students scored at a 3 or above. In analyzing the data, the commitee realized, however, that the size of our major cohort--which makes for statistically insignificant numbers--makes it possible for us to work more closely with them. To this end, the committee recommends a one-course release each semester for an English program faculty member (this can be a different faculty member each semester) to work closely with ENGL (and ENGL-8-12) majors in advisement and mentoring. This role would expand upon and personalize the advisement role currently held by the department advisor, who of necessity handles 8 degree plans in 3 programs.

Outcome 2
☐ **Met**   ☒ **Not Met**
Provide narrative: 70% of students scored at a 3 or above. The committee considered changing the parameters of this essay--so that it were more analytical/argumentative and less reflective. In analyzing the data, the commitee realized, however, that the size of our major cohort--which makes for statistically insignificant numbers--makes it possible for us to work more closely with them. To this end, the committee recommends a one-course release each semester for an English program faculty member (this can be a different faculty member each semester) to work closely with ENGL (and ENGL-8-12) majors in advisement and mentoring. This role would expand upon and personalize the advisement role currently held by the department advisor, who of necessity handles 8 degree plans in 3 programs.

Outcome 3
☐ **Met**   ☒ **Not Met**
Provide narrative: 3 of 8 students scored at the 50th percentile or above. While this does not meet the outcome goal, data--given the small sample of only eight students--were in no way consistent or revealing enough to draw programmatic conclusions. Instead the committee's analysis focused on how we might use the exam more effectively by 1) better understanding its organization and format; 2) talking with students after the exam about their experiences taking it;

3) considering comparing our data—at extra cost—against specific selected schools in addition to the national average.

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<u>How have these data-based changes improved your program/unit</u>? No data-based changes have yet been implemented.

Enter text here

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
☒ New resources required	☐ New or reallocated space	☒ Primarily faculty/staff time
☐ Reallocation of current funds		☐ University rule/procedure change only
		☐ Other: Enter text here

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

The program committee is requesting a one-course release each semester for a program faculty member (ideally a different person to be chosen by the program committee for each semester) to spend time one-on-one with ENGL majors in an advising/mentoring capacity. This will enable majors better to choose coursework; develop an understanding of the academy and profession; and perceive themselves as connected members of the department. This plan is most closely linked to Strategic Plan subsection 1.8: "Provide support programs, services, and activities that promote student learning and enhance student development."

NOTE: this section will be redundant with the BA-ENGL-8-12 AIER. The committee is recommending—for both programs—a single course release each semester.

Identify proposed outcomes for the next assessment cycle:
Continuation of present outcome(s) – (Indicate reason for continuation): The committee feels we will benefit by continuing to collect the same data next year so that we might begin to see year-to-year trends. Within a given year, our samples are generally too small to indicate much.
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