

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

Date Submitted 09-06-05

Assessment Period Covered (FY 2005)

Budget Period Covered (FY 2005)

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

Person Preparing Review Sean Chadwell and Kati Pletsch de Garcia

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

Minor curricular changes were undertaken to senior-level English classes to address a minor--and not very well substantiated--trend in the little data that was collected. Because little data was 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.

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

No budget decisions were made.

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

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 relationship to Strategic Plan

Outcome 1

Graduates will be able to write a documented essay that is free of distracting errors and that demonstrates the ability to integrate secondary sources appropriately into the essay.

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)

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

Methods of assessment

The research papers of English majors classified as seniors will be sampled from 3000-4000 level classes initially and then later exclusively from English 4399, Senior Seminar. Using the Analytical Rubric for English Papers developed by the department, a team of faculty members will evaluate the papers for errors and for use of secondary sources. At least 85% of the seniors will receive scores of "satisfactory" or higher.

Frequency of administration

Papers will be collected from eligible candidates (who have not already been evaluated) once every Fall and Spring Semester.

Criteria/Benchmark

At least 85% of the seniors will receive scores of "satisfactory" or higher.

Outcome 2

Graduates will demonstrate a knowledge of literature that compares favorably to that of graduates from similar programs in the nation.

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)

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

Methods of assessment

Graduates will score at the 50th percentile or above overall on a norm-referenced subject test of literature, namely the Major Field Assessment Test (MFAT).

Frequency of administration

Each Spring semester.

Criteria/Benchmark

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

Outcome 3

Graduates will be successful in obtaining admission to graduate or professional programs.

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)

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

Methods of assessment

TAMIU graduates with a BA degree in English will be contacted annually to gather acceptance rates in graduate programs.

Frequency of administration

At least once per academic year following spring semesters.

Criteria/Benchmark

Sixty percent of graduates who seek entrance into graduate programs in English will be admitted.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

Fall 2004 & Spring 2005

Outcome 2

Fall 2004

Outcome 3

Summer 2005

What were the results attained (raw data)?

Outcome 1

Only two student papers were evaluated. Both scored a 3.5 (satisfactory). The papers were also scored in six subcategories: Organization and Focus (3.88); Development (2.9); Logic and Coherence (3.34); Syntax and Style (3.7); Mechanics (1, where a lower score is better); and Documentation (3.69).

Outcome 2

Two senior English Majors took the MFAT, which, having been revised in 2003, has not yet established national norms. While this is too small a sample to determine much, they scored an average of 132 on a 120-200 point scale, 7.5% lower than the previous sample of seven students. There were also four analytical categories resulting in average subscores on a scale of 20-100: Literature before 1900: 33; Literature after 1900: 33.5; Literary Analysis: 31; Literary History

and Identification: 32. Unfortunately, ETS does not provide percentile rankings for groups of fewer than five testers, so we were not able to receive that information.

Outcome 3

Among our recent graduates, two have been accepted for graduate study.

Who (specify names) conducted analysis of data?

Outcome 1

Drs. Kevin Lindberg, Kati Pletsch de Garcia, Sean Chadwell, and Tom Mitchell.

Outcome 2

Drs. Kevin Lindberg, Kati Pletsch de Garcia, Sean Chadwell, and Tom Mitchell.

Outcome 3

Drs. Pletsch and Chadwell

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

Results were shared with department members who teach in this program; Monday, September 5th.

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

Because collection of data is ongoing, most documentation remains in the department at this time.

Use of Results: Indicate what changes, if any, based on the data have been recommended?

Outcome 1

The committee agreed that the samples were too small to recommend changes.

Outcome 2

The committee agreed that the samples were too small to recommend changes.

Outcome 3

The committee agreed that the samples were too small to recommend changes.

Section III: Programmatic Review

What are the implications of the recommended changes?

None.

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')

Enter text here

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

Enter text here

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

Outcomes for Next Assessment Cycle
Continuation of present outcome(s) - (Indicate reason for continuation): A full-year cycle should give us more useful information.
New Outcome(s) – (List outcomes below):
Modification of present outcome(s) – (Indicate reason for modification): Enter text here