

Texas A&M International University

Annual Institutional Effectiveness Review (AIER)

Date Submitted January 31, 2008 - (2007 Report)

Assessment Period Covered (2006)

Academic Program/AES Unit Bachelor of Arts in History with Grades 8-12 Certification

Person(s) Preparing Review College of Education representative and Dr. Deborah Blackwell

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

Because of small data samples, major changes were not indicated for 2008. We continue to monitor student writing (see outcome 2) and TeXeS scores (outcome 1) to watch for patterns of student performance.

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 Department of Social Sciences enjoys a broad mission in teaching, research, creative activities, and service to our international community. The Bachelor of Arts in History with Grades 8-12 certification is a variation on the traditional liberal arts degree designed to provide a sound undergraduate education that specifically helps prepare graduates to become competent high school history teachers. As with the traditional History degree, students should be prepared to think critically, communicate effectively, and successfully transition to graduate school and/or the job market. In support of these goals, College of Education and History program faculty are committed to 1) teaching instructional design and assessment, as well as the skills related to implementing effective, responsive instruction and assessment; 2) developing historical knowledge among our students; 3) fostering the development of critical thinking and writing skills; and 4) ensuring that our students are prepared for further study in history.

Identify outcomes and the relationship to Strategic Plan

Outcome 1

Is this outcome related to writing (QEP)?

Students completing the educator preparation program will compare favorably with their knowledge of instructional design and assessment to promote student learning.

Identify Strategic Plan Goal related to Outcome 1

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 1

1.7 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

The average score of students completing the educator preparation program will score at or near 70% on the Texas Examinations of Educator Standards (TexES) on the Pedagogy and Professional Responsibilities, Domain 1.

Indicate when assessment will take place

Annual

Criteria/Benchmark

TexES examinations are scored by the test company. The average score will be at or near 70% on the Pedagogy and Professional Responsibilities, Domain 1.

Outcome 2

Is this outcome related to writing (QEP)?

Students completing the educator preparation program will demonstrate the skills related to implementing effective, responsive instruction and assessment.

Identify Strategic Plan Goal related to Outcome 2

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 2

1.7 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

The average score of 90% of students completing the educator preparation program on the Field Performance Evaluations will be at or near 85% with no score lower than 65%. Also, at the Portfolio Defense, the students completing the educator preparation program will provide evidence of knowledge and performance of instructional design and assessment with a score of 80% or better as determined by a team of Field Supervisors using a common rubric.

Indicate when assessment will take place

Annual

Criteria/Benchmark

The average score of 90% of students completing the educator preparation program on the Field Performance Evaluations will be at or near 85% with no score lower than 65%. Also, at the Portfolio Defense, the students completing the educator preparation program will provide evidence of knowledge and performance of instructional design and assessment with a score of 80% or better as determined by a team of Field Supervisors using a common rubric.

Outcome 3

Is this outcome related to writing (QEP)?

Students completing the baccalaureate program will have a broad understanding of the field of History.

Identify Strategic Plan Goal related to Outcome 3

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 3

1.7 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

History faculty will assign require a portfolio of writing from each graduating history major. Normally these portfolios will be collected in the history capstone course, HIST 4310/Intellectual History, which is taught each spring. Each portfolio will contain 3 papers, generally one book review and two research papers. These portfolios will be evaluated by History faculty according to the rubric established by the university Quality Enhancement Plan for writing, pages 78-82. The average score on the papers will not fall below 3 (good/adequate). In addition, graduating History majors will be surveyed to gather supporting data concerning the degree to which the program provided them with a broad understanding of the field of History, using a five-point Likert scale ranging from 1 (not at all) to 5 (very well). At least 85% of those responding will rate the program 4 or 5 on the scale.

Indicate when assessment will take place

Spring

Criteria/Benchmark

For portfolios, the average score on the papers will not fall below 3 (good/adequate) on the research paper rubric. For the surveys, at least 85% of those responding will rate the program 4 or 5 on the scale.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

Spring and Fall 2007

Outcome 2

College of Education responsibility

Outcome 3

Spring and Fall 2007

What were the results attained (raw data)?

Outcome 1

No History 8-12 TeXeS examinations were taken in 2007; degree-holders instead are favoring the Social Studies 8-12 examination.

Outcome 2

College of Education responsibility

Outcome 3

The overall average total score for the portfolios was 2.57. Subscore average for the six evaluation points are as follows: Focus 3.0; Organization and Development 2.57; Sentence Structure 2.57; Grammar 2.57; Discipline-Specific Writing 2.71; Research 2.71. Seven graduating students were surveyed; all seven answered either a 4 or 5 on the item "The TAMIU History Program prepared me well in History overall." (100%)

Who (specify names) conducted analysis of data?

Outcome 1

Drs. Blackwell and Duffy

Outcome 2

College of Education responsibility

Outcome 3

History Faculty (Drs. Blackwell, Cuellar, Duffy, Green, and Thompson)

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.](#))

January 31, 2008, results shared with History faculty, department chair, and College of Education dean.

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 data.

Outcome 2

Met Not Met

Provide narrative: College of Education responsibility

Outcome 3

Met Not Met

Provide narrative: Graduating seniors feel that the History Program has prepared them well overall. Results using the QEP rubric on the portfolios indicate, however, that additional work remains to be done in developing the writing skills of history majors. Our numbers using the QEP rubric are still relatively small, but clearly room remains for additional emphasis on the development of writing skills within the History majors as well as across the curriculum.

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

Most troubling are the results of the QEP portfolio evaluations. One concern of History faculty is the workload that grading multiple papers/drafts creates for an already overburdened faculty. Coupled with the lack of a specialist in World History and increasing emphasis on large-sized classes in the core freshman sequence, we continue to find ourselves shorthanded in the delivery of our History programs. History faculty will meet early 2008 to further discuss the results of the portfolio evaluation to plan for additional revisions to the program.

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 checked="" 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)

History Faculty recommended the hire of one additional faculty member with specialization in World History to help us meet the needs of our students on both the undergraduate and graduate levels. We have consistently been denied this additional hire, leaving us with a persistent gap in our History program that we are unable to bridge.

Identify proposed outcomes for the next assessment cycle:
Continuation of present outcome(s) – (Indicate reason for continuation): The present outcomes will continue until a large enough sample is obtained to make the results of the assessment definitive and conclusive, and to allow programmatic changes a chance to influence those results.
New Outcome(s) – (List outcomes below): None.
Modification of present outcome(s) – (Indicate reason for modification): None.

****** 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

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Number of Pages: 6
Number of Words: 1,823 (approx.)
Number of Characters: 10,302 (approx.)