

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 with a Major in History

Person(s) Preparing Review 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 ACAT 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 is a traditional liberal arts degree designed to provide a sound undergraduate education that helps prepare graduates to think critically, communicate effectively, and successfully transition to graduate school and/or the job market. In support of these goals, History program faculty are committed to 1) developing historical knowledge among our students; 2) fostering the development of critical thinking and writing skills; and 3) 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 History baccalaureate program will compare favorably in their knowledge of History with students completing similar programs at other universities.

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

Graduating History majors will take the standardized examination, ACAT, in History. Their average score will be equal to or greater than the average scores of students completing similar programs. Subscales on the ACAT History examination will be assessed to determine outcomes in specific areas within the History program. The graduating History majors will not fall below the average scores on any subscale of history majors completing similar programs nationwide.

Indicate when assessment will take place

Annual

Criteria/Benchmark

ACAT examinations are scored by the test company, College Outcomes. The average score of graduating history majors as well average subscale scores will be equal to or greater than the average scores of students completing similar programs nationwide. nter text here

Outcome 2

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 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

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.

Outcome 3

Is this outcome related to writing (QEP)?

Students completing the baccalaureate program will be prepared for graduate study.

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

TAMIU graduates with a BA degree in History will be contacted annually to gather acceptance rates in graduate programs as well as information on successful completion of graduate programs. Each graduate will be contacted for a total of five years after his/her graduation, or through the completion of his/her graduate degree, whichever is later. Seventy-five percent of History graduates who apply for admission to a graduate program will be accepted, and at least 50% of those entering post-baccalaureate programs will successfully complete those programs.

Indicate when assessment will take place

Summer

Criteria/Benchmark

Seventy-five percent of History graduates who pursue a post-baccalaureate program will be accepted. At least 50% of those entering post-baccalaureate programs will successfully complete those programs.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

Spring and Fall 2007

Outcome 2

Spring and Fall 2007

Outcome 3

Summer 2007

What were the results attained (raw data)?

Outcome 1

No data as of yet/awaiting results

Outcome 2

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%)

Outcome 3

Of the students contacted, one student applied to the MA in History at TAMIU and was accepted. No other students had applied for additional graduate coursework. An additional student (BA and MA from TAMIU) completed his Ph.D. in History at Southern Methodist University.

Who (specify names) conducted analysis of data?

Outcome 1

N/A, due to missing data.

Outcome 2

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

Outcome 3

Dr. Blackwell

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, with history faculty and department chair.

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: Awaiting data to make any recommendations.

Outcome 2

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 indicates, 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.

Outcome 3

Met Not Met

Provide narrative: Although History faculty would like to see more History BA graduates seek to continue their education in a postgraduate program, we are satisfied that those who are seeking additional degrees are doing so with great success.

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

Filename: 9E0BBFB8
Directory: C:\Documents and Settings\veronica\Local Settings\Temporary
Internet Files\Content.MSO
Template: C:\Documents and Settings\veronica\Application
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Title: Texas A&M International University
Subject:
Author: TAMIU
Keywords:
Comments:
Creation Date: 2/21/2008 11:38:00 AM
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As of Last Complete Printing
Number of Pages: 6
Number of Words: 1,837 (approx.)
Number of Characters: 10,324 (approx.)