

**Texas A&M International University
Annual Institutional Effectiveness Review (AIER)
for Academic Programs**

Program: Bachelor of Arts in Spanish (8-12th certification)

Assessment Period Covered: January 1, 2009 to January 31, 2010

Program Coordinator (Preparer of Report) Dr. Agustín Martínez-Samos

List Other Program Faculty:

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Dr. Irma Cantú
Ms Lola Norris

Reviewed by Chair: Name _____ Date _____

Reviewed by Dean: Name _____ Date _____

The Annual Institutional Effectiveness Review for Academic Programs is directed at Goal 1: Academics of the Texas A&M International University 2006-2010 Strategic Plan:

Develop, maintain, assess, and improve academic programs, administrative/educational support services and student services, to admit, retain, and graduate students who achieve established learning outcomes designed to prepare them for success in their chosen careers.

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 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.

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

Program faculty should evaluate the former cycle. This statement should specify if the outcomes addressed were a continuation of previous ones, new outcomes, or modified versions of previous

outcomes. In addition, the statement should include a concise analysis of the assessment data collected during the previous year, a brief explanation of actions taken to address specific outcomes, an evaluation of how these actions contributed to the improvement of the program, and any recommendations formulated. Assessment data—including actual samples of student work—must be viewed and discussed by program faculty during this process.

During the former cycle, the outcomes addressed were an improved continuation of previous ones. The analysis of the assessment data, selected samples designed to corroborate the positive evolution of the program were collected from students who took SPAN 4399 senior seminar in the fall when seminar was offered, met overall the benchmark.

100% of senior portfolios scoring a “3” or above. The average for all the portfolios was a “3.20”, in the area of Discipline-Specific Writing. The program provides students with strong skills to clearly and proficiently speak and write in academic Spanish.

Selected list of program-level intended student learning outcomes *(It is recommended that programs rotate through their entire set of outcomes over a multi-year period. Programs may focus on one or two outcomes each year, as deemed appropriate).*

1. Students will write effective, clear, and well-organized prose in Spanish.
2. Students will demonstrate the ability in the four language skills (listening comprehension, speaking, reading and writing) proficiently in an academic register of Spanish.
- 3.
- 4.
- 5.

Section I: Planning and Implementation

Outcome(s)

Identify the outcome(s) that will be focused upon this year.

Students will write effective, clear, and well-organized prose in Spanish

Please indicate if the outcome(s) is (are) related to writing (QEP).

Methods of assessment to be used: *The explanation should identify and describe the type of assessment(s) that will be used (e.g., survey, questionnaire, observation instrument, test, rubric to evaluate performance, standardized examination, action research, interviews, etc.), who will provide the information, and how the data will be obtained.*

As seniors, Spanish majors will compile a portfolio of their writing from Spanish coursework; this portfolio will be evaluated by program faculty according to the university rubric. Program Faculty will evaluate the portfolio for academic writing and critical skills.

Indicate when assessment(s) will take place

Fall 09

Criteria/Benchmark(s): *[Specify, if deemed appropriate to assess outcome(s). Criteria/ benchmark(s) may be optional, especially if qualitative measures are used for data collection.]*

Maintaining the same level of progress in language and writing skills of AIER 08, with 100% of senior portfolios scoring a “3” (B) or above.

Section II: Analysis of Results

What were the results attained?

Describe the primary results or findings from your analysis of the information collected. This section should include an explanation of any strength(s) or weakness(es) of the program suggested by the results.

100% of senior portfolios got a score of “3” (B) or above. In the area of Discipline-Specific Writing , the average for all the portfolios was a “3.48”. The program offers students with strong skills to clearly and proficiently speak and write in academic Spanish.

What were the conclusions reached?

Should include a brief description of the procedure used for reaching the conclusion(s) based on the evidence collected and describe the process used to disseminate the information to other individuals. For example, if the discussion took place during the annual spring retreat, include a summary from those deliberations using the Meeting Minutes template found on the Project Integrate web page at <http://www.tamtu.edu/integrate/docs/Minutes-Template.doc>. Once completed, submit the minutes to assessment@tamtu.edu.

Ternured and Ternure-Track Full-Time Spanish faculty met on February 25, 2010 to read and to dissect the data from the portfolios. Subsequently, Spanish faculty met with Dr. Broncano, Chair of the Department of Language and Literature, to share results.

Describe the action plan formulated. (The plan may be multi-year in nature.)

Based on the conclusion(s), describe the action plan to be implemented to improve or maintain student learning, including a timeline for implementation.

Spanish faculty will continue collecting data from Senior Seminar to monitor the academic welfare of the B.A in Spanish.

Section III: Resources

Resource(s) to implement action plan:

Describe the resources that will be needed to implement the action plan. Also indicate if the resources are currently available, or if additional funds will be needed to obtain these resources.

Funding

- New Resources Required
- Reallocation of current funds

Physical

- New or reallocated space

Other

- Primarily faculty/staff time
- University/rule procedure change only

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

Enter text here

Identify proposed outcomes for the next assessment cycle:

Continuation of present outcome(s) – (Indicate reason for continuation):

Enter text here

New Outcome(s) – (List outcomes below):

Enter text here

Modification of present outcome(s) – (Indicate reason for modification):

Enter text here

Date Completed: _____

Submit completed form to integrate@tamiu.edu.

Updated 09/03/2009