

Texas A&M International University

Annual Institutional Effectiveness Review (AIER)

Date Submitted 02/18/2008

Assessment Period Covered (2007)

Academic Program/AES Unit Bachelor of Arts in Spanish

Person(s) Preparing Review Dr. Agustín Martínez-Samos

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

Prior to FY 2006, majors encountered difficulties with the series of period-specific, sophomore-level literature courses. Therefore, in Fall 2005, we implemented course changes in the sophomore and junior levels to the curriculum for Spanish.

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

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

x **Is this outcome related to writing (QEP)?**

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

Identify Strategic Plan Goal related to Outcome 1

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 1

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 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.

Indicate when assessment will take place

Annual

Criteria/Benchmark

Notable individual improvement in language and writing skills, with 100% of senior portfolios scoring a "3" (B) or above.

Outcome 2

Is this outcome related to writing (QEP)?

Graduates will employ a range of literary tools to identify, analyze, and synthesize literary genres from Spanish and Spanish American literature.

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

Spanish majors in courses designated as Spanish 4399: Senior Seminar, will submit a portfolio of literature papers completed. Using a grading scale developed by the department, a team of faculty members will evaluate the papers for writing, critical and research skills.

Indicate when assessment will take place

Annual

Criteria/Benchmark

Significant individual improvement in writing, critical and research skills between the first and final papers, with at least 80% of the students, averaging a cumulative grade of B.

Outcome 3

Is this outcome related to writing (QEP)?

Graduates will possess the communicational, critical and research skills, necessary for admission to Spanish graduate programs, or employment in the respective cognate areas.

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

A post-graduate survey will be conducted to collect this information

Indicate when assessment will take place

Annual

Criteria/Benchmark

At least 80% of graduates will be admitted to graduate programs, or obtain employment in their cognate areas, or in fields requiring a liberal arts education.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

Fall 07

Outcome 2

Fall 07

Outcome 3

Fall 07

What were the results attained (raw data)?

Outcome 1

90% of senior portfolios scoring a “3” (B) or above

Outcome 2

The average for all the portfolios was a “3.65”, in the area of Discipline-Specific Writing

Outcome 3

No data were collected

Who (specify names) conducted analysis of data?

Outcome 1

Drs. Kathleen Pletsch de Garcia, Cardona-Lopez and Martinez-Samos

Outcome 2

Drs. Kathleen Pletsch de Garcia, Cardona-Lopez and Martinez-Samos

Outcome 3

N/A

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.)**

Full-Time Spanish faculty met on January 31, 2008 to read and to dissect the data from the portfolios. Subsequently, Spanish faculty met with Dr. Chadwell, Chair, Department of Language and Literature to share results.

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 **“X” Not Met**

Provide narrative: Spanish faculty will continue to carry out this assessment without changes in the next year. The sample was too small to merit significant changes.

Outcome 2

X Met Not Met

Provide narrative: The overall benchmark was met. Spanish faculty will continue collecting data from Senior Seminar. Also, Spanish Faculty will remind students in this program that the Senior Seminar course is required for graduation.

Outcome 3

Met **X Not Met**

Provide narrative: Because no data were collected. Program faculty are considered changing this outcome.

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

Program faculty feels the sample was too small to merit significant changes.

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 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

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): We plan to revise all outcome at the 2008 COAS retreat
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

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