

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

Date Submitted 09-09-2005

Assessment Period Covered (FY 2005)

Budget Period Covered (FY 2005)

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

Person Preparing Review Dr. Ezra Engling and Dr. Kathleen Pletsch de Garcia

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

Prior to the present cycle, all seniors, regardless of graduation status, were evaluated, with the result that by Fall 2004 and Spring 2005, all graduating seniors had already been assessed. As of FY 2005, evaluation is to be limited to graduating seniors of the active Fall and Spring semesters.

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

None anticipated at this time.

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

This academic unit is dedicated to the acquisition of competency in Spanish, as part of the departmental promotion of linguistic, critical and communicational skills and cultural awareness necessary for success in an era of rapid socio-political and technological changes. Thus, the unit is committed to the retention of a professionally diverse and highly competent faculty trained in the relevant cognate areas.

Identify outcomes and relationship to Strategic Plan

Outcome 1

Graduates will demonstrate competent writing skills in the Spanish language.

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 Spanish majors classified as seniors will be sampled from 3000-4000-level classes initially and then later exclusively from Spanish 4399, Senior Seminar. Using a grading scale developed by the department, a team of faculty members will evaluate the papers for errors and for use of secondary sources.

Frequency of administration

Student papers are collected once every Fall and Spring Semesters, provided there are eligible candidates.

Criteria/Benchmark

At least 80% of the seniors will receive scores of “satisfactory” (a grade of B) or higher.

Outcome 2

Graduates will demonstrate the ability to write a cogent literary analysis, applying sound theoretical principles to works in Spanish and Spanish-American literature.

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

The research papers of Spanish majors classified as seniors will be sampled from 3000-4000-level classes initially, and then later exclusively from Spanish 4399, Senior Seminar. Using a grading scale developed by the department, a team of faculty members will evaluate the papers for errors and for use of secondary sources.

Frequency of administration

Student papers are collected once every Fall and Spring Semesters provided there are eligible candidates.

Criteria/Benchmark

At least 80% of the seniors will receive scores of “satisfactory” (a grade of B) or higher.

Outcome 3

Graduates will be successful in obtaining admission to Spanish graduate programs, or employment in the respective cognate areas.

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

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

Frequency of administration

At least once per academic year following spring semesters.

Criteria/Benchmark

Sixty percent of graduates will be admitted to graduate programs, or obtain employment in their cognate areas.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

Fall 2004-Spring 2005

Outcome 2

Fall 2004-Spring 2005

Outcome 3

Will be conducted Fall 2005

What were the results attained (raw data)?

Outcome 1

No data.

Outcome 2

No data.

Outcome 3

N/A

Who (specify names) conducted analysis of data?

Outcome 1

Spanish Faculty

Outcome 2

Spanish Faculty

Outcome 3

Dr. Kati Pletsch de Garcia

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.)

Documentation is found in reports found in the Department of Language and Literature and Institutional Effectiveness Office.

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

Yes.

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

Outcome 1

None. There were no graduates fall 2004 or spring 2005 that had not already been assessed in prior semesters.

Outcome 2

None. There were no graduates fall 2004 or spring 2005 that had not already been assessed in prior semesters.

Outcome 3

None at this time. Numbers are too small at this time to provide an adequate basis for interpretation.

Section III: Programmatic Review

What are the implications of the recommended changes?

A more streamlined process of evaluation, and the offering of a designated capstone course in the Fall and Spring semesters.

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 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

Narrative description and justification for request including related strategy (Attach Budget Request 'Form B' and/or 'Form C')

Review of semester-specific course offerings, adaptation of existing courses or design of new content.

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

N/A

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): Yes. Outcomes still current. Recent data have not been significant enough to justify change.
New Outcome(s) – (List outcomes below): None.
Modification of present outcome(s) – (Indicate reason for modification): Outcome 2 to include cultural awareness, as specified in the mission statement.