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

Date Submitted 9/6/05

Assessment Period Covered (FY 2005)  
Budget Period Covered (FY 2005)

Academic Program/AES Unit  Master of Arts in English

Person Preparing Review  Thomas R. Mitchell

Provide summary of the last cycle’s use of results and changes implemented.
Because we had so few graduates of the program last year who met the criteria for assessment, we have limited data to support any significant change in the program. We have decided, however, to redouble our efforts to encourage graduate students to give papers at local and regional conferences, and we will continue to assess and make program changes as a larger body of data supports the need to make specific changes.

Provide summary of budget decisions and their impact on your program/division.
Though not linked to assessment results for the M.A. program, the addition of two tenure-track composition/rhetoric faculty specialists in the undergraduate writing program will eventually allow the M.A. program to offer more frequent and diverse course offerings in composition and rhetoric studies. Budget decisions, thus, had an indirect but tangible effect on this program's ability to expand its scope and meet additional student needs.

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
In unison with the institutional mission, this 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 relationship to Strategic Plan

Outcome 1
Graduates who apply to doctoral programs will be successful in obtaining admission. Graduates will have a knowledge of literature that compares favorably to that of graduates from similar programs in the nation.

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
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
At least 80% of the graduates who apply for admission to doctoral programs in English or related fields will be accepted.

Outcome 2
Graduates will have a knowledge of literature that compares favorably to that of graduates from similar programs in the nation.

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
Students who within their last semester of course work for the degree will take the English Major Field Assessment Exam (MFAT), and their results will be compared with the normed results of students throughout the nation.

Frequency of administration
Each fall and spring semester.
Criteria/Benchmark
Ninety percent of the graduates will score in the 70th percentile and above on the English Major Field Assessment Exam (MFAT).

Outcome 3
Graduates will demonstrate their knowledge of literary theory and criticism and their skill in literary research through presenting papers at local and regional professional conferences and colloquia.

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
The chair or the graduate advisor in English will survey all graduate English students to determine who has presented scholarly papers or participated in a panel discussion at a local or regional professional conference or colloquia. Students will provide documentation of participation, and this documentation will be placed in the students’ folders.

Frequency of administration
Annually.

Criteria/Benchmark
At least 60% of program graduates by their graduation date will have presented a scholarly paper or participated in a panel discussion at a local or regional professional conference or colloquia.
Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1
Spring 2005

Outcome 2
Fall 2004 - Spring 2005

Outcome 3
Fall 2004 - Spring 2005

What were the results attained (raw data)?

Outcome 1
Two graduates from the M.A. in English program applied for admission to a doctoral program in English, but they were not accepted.

Outcome 2
No data collected. The one graduate in spring 2005 was already counted in FY 2004’s report.

Outcome 3
The one graduate student who graduated during this reporting period (100%) presented a paper at a local conference.

Who (specify names) conducted analysis of data?

Outcome 1
Dr. Kathleen Pletsch de Garcia

Outcome 2
English Faculty (in 2004 report--see above)

Outcome 3
Dr. Kathleen 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.)
The results and the analysis of the results were discussed with the English graduate faculty.
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
English will continue with program unchanged until more data is available.

Outcome 2
The present means of assessment will be continued.

Outcome 3
The faculty will continue to advise all graduates to present papers at local or regional conferences.
Section III: Programmatic Review

What are the implications of the recommended changes?
Enter text here

Will resources be affected by the recommended changes?  □ Yes  □ No

If so, specify the anticipated effect(s) using the chart below:

<table>
<thead>
<tr>
<th>Funding</th>
<th>Physical</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ New resources required</td>
<td>□ New or reallocated space</td>
<td>□ Primarily faculty/staff time</td>
</tr>
<tr>
<td>□ Reallocation of current funds</td>
<td></td>
<td>□ University rule/procedure change only</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Other: Enter text here</td>
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</tbody>
</table>

Narrative description and justification for request including related strategy
(Attach Budget Request ‘Form B’ and/or ‘Form C’)
Enter text here

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

In the box below, provide information on the outcomes for the next assessment cycle:

<table>
<thead>
<tr>
<th>Outcomes for Next Assessment Cycle</th>
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</thead>
<tbody>
<tr>
<td>Continuation of present outcome(s) - (Indicate reason for continuation): Enter text here</td>
</tr>
<tr>
<td>New Outcome(s) – (List outcomes below): Enter text here</td>
</tr>
<tr>
<td>Modification of present outcome(s) – (Indicate reason for modification): Enter text here</td>
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</tbody>
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