

Texas A&M International University

Annual Institutional Effectiveness Review (AIER)

Date Submitted February 15, 2007

Assessment Period Covered (2006)

Academic Program/AES Unit Master of Arts 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 2006. We continue to monitor student writing and qualifying examination scores 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 Master of Arts in History gives students a variety of opportunities for career growth and intellectual enrichment. The M.A. degree provides additional content training for teachers, preparation for more advanced graduate work to those desiring a Ph.D., and skills to professionals in public service and business. Our M.A. program in History allows for wide-ranging preparation in many content areas as well as specific guided research through course assignments and the Master's thesis. Students not only learn about the scholarly traditions of History, but also receive practical training in research, writing, and critical thinking skills. Graduates will find that their M.A. degree in History prepares them for new challenges intellectually and professionally.

Identify outcomes and the relationship to Strategic Plan

Outcome 1

Is this outcome related to writing (QEP)?

Students completing the History Master's degree will understand the theoretical and methodological underpinnings of the field of History at a level commensurate with graduate knowledge.

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 Master’s candidates will take a locally-generated comprehensive examination that measures understanding of the theoretical and methodological underpinnings of the field of History commensurate with graduate knowledge. The examination will be team graded by History faculty, using a rubric ranging from 1 (poor) to 4 (excellent). The average score on the examination will not fall below 3 on the rubric. Also, subscales on the comprehensive examination will be scored to determine the outcomes relative to particular areas of History. The average scores on the subscales will not fall below 3 (good) on any subscale.

Indicate when assessment will take place

Annual

Criteria/Benchmark

The average overall score on the examination will not fall below 3 on the rubric. Also, the average scores on the subscales will not fall below 3 (good) on any subscale.

Outcome 2

Is this outcome related to writing (QEP)?

Students completing the Master’s program will be able to locate, interpret, and use appropriate available resources for research in 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

Students in HIST 5380/Historiography will complete a required library research project, to be prepared and graded by a committee of History faculty, that will test their ability to locate, interpret, and use appropriate available sources for research in History. The project will be team graded by History faculty, using a rubric ranging from 1 (poor) to 4 (excellent). The average score on the project will not fall below 3 on the rubric. Subscales will be developed for the Historiography class project that will identify areas of strength and weakness in historical research. The average scores on the subscales will not fall below 3 (good) on any subscale.

Indicate when assessment will take place

Spring

Criteria/Benchmark

The average score on the project will not fall below 3 on the rubric. The average scores on the subscales will not fall below 3 (good) on any subscale.

Outcome 3

Is this outcome related to writing (QEP)?

Students completing the Master’s in History degree will be prepared for further 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 Master’s degree in History will be contacted annually to gather acceptance rates in Ph.D. or other 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. At least fifty percent of History M.A. graduates who apply for admission to a Ph.D. or other graduate program will be accepted. Also, TAMIU graduates with a Master’s degree in History will be contacted annually to gather data on successful completion of Ph.D. or other 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. At least 50% of those entering Ph.D. or other graduate programs will successfully complete those programs.

Indicate when assessment will take place

Summer

Criteria/Benchmark

At least 50% of those applying for admission to further graduate programs will be accepted, and at least 50% of those entering Ph.D. or other graduate programs will successfully complete those programs.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

January 2007

Outcome 2

January 2007

Outcome 3

Summer 2006

What were the results attained (raw data)?

Outcome 1

One History MA student took qualifying examinations in 2006. Rubric results are pending, though the student failed to pass his exams.

Outcome 2

Four students took HIST 5380/Historiography in the spring 2006 semester. Rubric results are pending.

Outcome 3

Of the surveyed History MA graduates, none applied for additional graduate work, and none graduated as of the summer of 2006.

Who (specify names) conducted analysis of data?

Outcome 1

History Faculty (Drs. Blackwell, Cuellar, Duffy, Green, Thompson, and Mr. Valle)

Outcome 2

History Faculty (Drs. Blackwell, Cuellar, Duffy, Green, Thompson, and Mr. Valle)

Outcome 3

History Faculty (Drs. Blackwell, Cuellar, Duffy, Green, Thompson, and Mr. Valle)

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.)**

Data to be shared (outcomes 1 & 2) at pending meeting of History faculty. Because of small numbers and incomplete data, analysis of results has not yet been shared with individuals beyond the History faculty.

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: Results pending.

Outcome 2

Met Not Met

Provide narrative: Results pending.

Outcome 3

Met Not Met

Provide narrative: No data.

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

Small numbers render data necessarily tentative in nature. The History faculty continue to emphasize the amount and quality of writing in their classes.

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