

Texas A&M International University

Annual Institutional Effectiveness Review (AIER)

Date Submitted January 31, 2008 - (2007 Report)

Assessment Period Covered (2006)

Academic Program/AES Unit Master of Arts in Sociology

Person(s) Preparing Review John Kilburn and Marcus Ynalvez

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

We are monitoring the level of preparation of students taking the comprehensive exam. Public events will continue. This face to face outreach is becoming more important as more of our student's coursework is taking place online.

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 or Administrative/Educational Support Unit Mission

The Master of Arts in Sociology is designed to support the mission of the university by 1) developing students' ability to communicate through the use of the written and spoken word 2) develop their appreciation of culture and social integration and 3) develop their sense of self-realization. This program addresses this mission through providing students the opportunity to obtain advanced knowledge in the core ideas of the field of Sociology. This carefully designed curriculum addresses the students' ability to secure employment.

Identify outcomes and the relationship to Strategic Plan

Outcome 1

Is this outcome related to writing (QEP)?

Students will identify underlying assumptions in theoretical orientations or arguments.

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

Seminar in Sociological Theory assignment requires a biographical sketch of a contemporary sociological theorist. This paper is judged based on the ability to explain the primary concepts related to the argument and offer both positive and negative critiques of this work.

Indicate when assessment will take place

Fall

Criteria/Benchmark

All students will demonstrate competence in understanding the assumptions related to sociological theories. Students will demonstrate both positive and negative critiques of the central idea of contemporary sociological theorists.

Outcome 2

Is this outcome related to writing (QEP)?

Students will describe the diversity of the United States and identify, analyze, and suggest solutions to social problems.

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

Program faculty will review student's written assignments in the Race, Class and Gender course.

Indicate when assessment will take place

Fall

Criteria/Benchmark

Student papers will demonstrate competency in understanding the variations of race, class, gender and age as well as significant social problems facing some of these groups.

Outcome 3

Is this outcome related to writing (QEP)?

Students will acquire skills to collect data and formulate research questions and testable hypotheses.

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

Program faculty will review Advance Methods in Social Research assignments that build on data collection and hypotheses development. This assignment shows demonstrated competence in terms of understanding how the professional literature is used to create testable hypotheses. Students will be assessed in terms of understanding issues of sampling and measurement schemes, while being cognizant of ethical issues.

Indicate when assessment will take place

Spring

Criteria/Benchmark

All students will demonstrate competence in using literature to develop research questions and testable hypotheses through earning a B or better on their research methods assignments.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

Course was not taught in Fall 2007

Outcome 2

Course was not taught in Fall 2007

Outcome 3

Course was not taught in Fall 2007

What were the results attained (raw data)?

Outcome 1

N/A

Outcome 2

N/A

Outcome 3

N/A

Who (specify names) conducted analysis of data?

Outcome 1

N/A

Outcome 2

N/A

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.)

N/A

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: Enter text here

Outcome 2

Met Not Met

Provide narrative: Enter text here

Outcome 3

Met Not Met

Provide narrative: Enter text here

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

Because we are a small program, we have not been able to offer graduate courses at the frequency we would like. The Theory course and Race Class and Gender course may only be offered every other year. Because Research Methods is cross-listed with Political Science and Public Administration, we will continue to offer the course every Spring.

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):
New Outcome(s) – (List outcomes below): Enter text here
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