

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

Date Submitted 02-05-07

Assessment Period Covered (2006)

Academic Program/AES Unit Master of Arts with a Major in Spanish (MA)

Person(s) Preparing Review Drs. José Cardona-López, Kathleen Pletsch de García, and Agustín Martínez-Samos

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

Assesment was conducted in Fall 2004 and Spring 2005 by the Spanish Faculty. Five MA graduate students took the comprehensive exams and all passed. It was a pass rate of 100%. This program will continue unchanged because at this point the numbers are too small to generalize results or changes over time.

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, 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 the relationship to Strategic Plan

Outcome 1

Is this outcome related to writing (QEP)?

Graduates will have a comprehensive knowledge of the language, literature and culture of Spain and Spanish America.

Identify Strategic Plan Goal related to Outcome 1

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 1

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, who have finished or who are within their last semester of course work for the degree, will take the MA Comprehensive Exams and will pass on their first attempt, as judged by departmental faculty.

Indicate when assessment will take place

Annual

Criteria/Benchmark

At least 90% of the students will pass the comprehensive exams, as judged by the departmental faculty evaluating this required activity.

Outcome 2

Is this outcome related to writing (QEP)?

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

Identify Strategic Plan Goal related to Outcome 2

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 2

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

At least 70% of the students evaluated will have an average score of 3 based on the university rubric.

Indicate when assessment will take place

Annual

Criteria/Benchmark

Seventy percent.

Outcome 3

Is this outcome related to writing (QEP)?

Eighty percent (80%) of the students who enroll in the program will complete it within four (4) years.

Identify Strategic Plan Goal related to Outcome 3

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 3

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

The Graduate Spanish advisor will compile a list of students who began the program in the Fall of 2002 or later and identify the progress of each student as of the end of Fall 2006.

Indicate when assessment will take place

Annual

Criteria/Benchmark

Eighty percent (80%) of the students who enrolled in the program in the Fall of 2002 or later will have earned the M.A. in Spanish.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

Fall 2006

Outcome 2

Fall 2006

Outcome 3

Fall 2006

What were the results attained (raw data)?

Outcome 1

Two MA graduate students took the comprehensive exams and one passed. The pass rate is 50%.

Outcome 2

Three student finished their course work by the Fall 2006 with an average score above 3.

Outcome 3

This is a new outcome for the program. Subsequently Spanish faculty have reviewed all the graduate student folders and have implemented a new system to track graduate student status.

Who (specify names) conducted analysis of data?

Outcome 1

Drs. José Cardona-López, Kathleen Pletsch de García, and Agustín Martínez-Samos.

Outcome 2

Drs. José Cardona-López, Kathleen Pletsch de García, and Agustín Martínez-Samos.

Outcome 3

Drs. José Cardona-López, Kathleen Pletsch de García, and Agustín Martínez-Samos.

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 February 2, 2007 to evaluate the results attained by the two MA Spanish students who took the comprehensive exam. Also, Spanish faculty made a review of the progress of those students who began the program in the Fall 2002 or later. 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 Not Met

Provide narrative: The benchmark was not met because the number of the students who took the comprehensive exam was too small. Although this benchmark is high for the actual number of student who usually take the comprehensive exam, the MA program in Spanish will continue with the present means of assessment without changes in the next year.

Outcome 2

Met Not Met

Provide narrative: The present means of assessment will be continued.

Outcome 3

Met Not Met

Provide narrative: The only student who began the program in the Fall 2002 is going to take the comprehensive exam in the Spring 2007. Spanish faculty will continue identifying the progress of the student who began the program after the Fall 2002.

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

In order to have a pass rate of 90% for the Outcome 1, all the students who take the comprehensive exam would need to pass it, as it has happened in the past. The MA program in Spanish should continue with this outcome, which is actually a goal directed toward the best results.

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 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)

Enter text here

Identify proposed outcomes for the next assessment cycle:
Continuation of present outcome(s) – (Indicate reason for continuation): All of the three outcome are goals that can be gotten.
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