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

Date Submitted   01-31-2008

Assessment Period Covered (2007)

Academic Program/AES Unit Master of Arts with a Major in Spanish.

Person(s) Preparing Review   Drs. José Cardona-López, Kati 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 2006 and Spring 2007 by the Spanish Faculty. Outcome 1: Two students took the comprehensive exam and one passed it. Due to the small number of those who took the comprehensive exam it was impossible to attain the minimum 90% benchmark. Outcome 2: All of the students who finished their course work by Fall 2006 had an average score of "competent" or above. The overall benchmark was met. Outcome 3: This is a new outcome for the program effective Fall 2002. Spanish faculty have reviewed all the graduate student folders and have implemented a tracking system for graduate student status.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

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 synthesize and evaluate their knowledge of literary theory and criticism across genres.

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
A portfolio of papers written for graduate Spanish courses will be collected by the Graduate Spanish advisor from each student completing -- or within 6 hours of completing -- the program. The papers will be evaluated by a team of graduate Spanish faculty using a departmentally developed rubric..

Indicate when assessment will take place
Annual

Criteria/Benchmark
At least 80% of the students evaluated will have an average score from "competent" to "excellent" on each of the evaluation criteria on the rubric related to their demonstrated ability to synthesize and evaluate their knowledge of literary theory and literary criticism.

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
A portfolio of papers written for graduate Spanish courses will be collected by the Graduate Spanish advisor from each student completing -- or within 6 hours of completing -- the program. The papers will be evaluated by a team of graduate Spanish faculty using a departmentally developed rubric.

Indicate when assessment will take place
Annual

Criteria/Benchmark

At least 80% of the students evaluated will have an average score from "competent" to "excellent" on each of the five evaluation criteria on the rubric related to their demonstrated to deploy a range of literary tools to identify, analyze, synthesize literary genres.

Outcome 3   ☐ **Is this outcome related to writing (QEP)?**
Students in the program will graduate 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 Spanish graduate advisor will compile a list of graduation dates and compare it to inception dates.

Indicate when assessment will take place
Annual

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

When (term/date) was assessment conducted?
Outcome 1
Spring and Fall 2007

Outcome 2
Spring and Fall 2007

Outcome 3
Spring and Fall 2007

What were the results attained (raw data)?
Outcome 1
The papers submitted by two graduate students who took and passed the comprehensive exams in the Fall 2007 were evaluated by the Spanish Faculty. One of the students demonstrated competence in this program outcome, and the other demonstrated excellence.

Outcome 2
Ten students submitted research papers and 90% of them were evaluated as "excellent" or "competent" by Spanish Faculty according to the Department rubric.

Outcome 3
Three students finished their program requirements within 4 years during 2002-2007.

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

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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 January 29, 2008 to evaluate the results attained by the three MA Spanish students who took the comprehensive exam. They also made an evaluation of the research papers submitted by the students, as well as 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 present means of assessment will be continued.

Outcome 2
☒ **Met**   ☐ **Not Met**
Provide narrative: The present means of assessment will be continued.

Outcome 3
☒ **Met**   ☐ **Not Met**
Provide narrative: The present means of assessment will be continued.

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How have these data-based changes improved your program/unit?
Based on the assessment of this year, the MA program in Spanish should continue with all the identified Outcomes because they are goals 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
☐ New resources required	☐ New or reallocated space	☒ Primarily faculty/staff time
☐ Reallocation of current funds		☐ University rule/procedure change only
		☐ 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): The MA program in Spanish will continue with the same outcomes. They are really goals than can serve to a have a good measure of the program progress.
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