

**Texas A&M International University
Annual Institutional Effectiveness Review (AIER)
of Academic Programs**

Program: Master of Arts in Spanish

Assessment Period Covered: March 1, 2008 to January 31, 2009

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List Other Program Faculty:

Dr. José Agustín Martínez-Samos

The Annual Institutional Effectiveness Review for Academic Programs is directed at Goal 1: Academics of the Texas A&M International University 2006-2010 Strategic Plan:

Develop, maintain, assess, and improve academic programs, administrative/educational support services and student services, to admit, retain, and graduate students who achieve established learning outcomes designed to prepare them for success in their chosen careers.

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 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.

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

Among the outcomes addressed during last cycle, one was a modified version of previous one and other was a new one.

For outcome 1 (Graduates will synthesize and evaluate their knowledge of literary theory and criticism across genres), the papers submitted by two graduate student 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. This outcome was new.

For 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.). This outcome was a modified version of previous outcome.

The results attained during this cycle have served to probe the good design of the program, as well to be considered as important factors to increase its promotion.

Selected list of program-level intended student learning outcomes: *It is recommended that programs rotate through their entire set of outcomes over a multi-year period. Programs may focus on one or two outcomes each year, as deemed appropriate.*

1. Students will draw on knowledge of genre, period and cultural context, form, and literary devices in analyzing Spanish and Spanish American literature.
2. Students will be able to substantiate claims of aesthetic value in regards to works of Spanish or Spanish American literature.
- 3.
- 4.
- 5.

Section I: Planning and Implementation

Outcome(s): *Identify the outcome(s) that will be focused upon this year.*

Students will draw on knowledge of genre, period and cultural context, form, and literary devices in analyzing Spanish and Spanish American literature.

Please indicate if the outcome(s) is(are) related to writing (Write-On TAMIU!).

Methods of assessment to be used: *The explanation should identify and describe the type of assessment(s) that will be used (e.g., survey, questionnaire, observation instrument, test, rubric to evaluate performance, standardized examination, action research, interviews, etc.), who will provide the information, and how the data will be obtained*

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(s) will take place:

Annual

Criteria/Benchmark(s): *Specify, if deemed appropriate to assess outcome(s). Criteria/benchmark(s) may be optional, especially if qualitative measures are used for data collection.*

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.

Section II: Analysis of Results

What were the results attained? *Describe the primary results or findings from your analysis of the information collected. This section should include an explanation of any strength(s) or weakness(es) of the program suggested by the results.*

Seven students submitted research papers and 86.0% of them were evaluated as "excellent" or "competent" by Spanish Faculty according to the Department rubric.

The MA Spanish program provides student with a strong knowledge on literary devices in analyzing both Spanish and Spanish American Lit.

What were the conclusions reached? *Should include a brief description of the procedure used for reaching the conclusion(s) based on the evidence collected and describe the process used to disseminate the information to other individuals. For example, if the discussion took place during the annual spring retreat, include a summary from those deliberations using the Meeting Minutes template found at <http://www.tamtu.edu/integrate/docs/Minutes-Template.doc>. Once completed, submit the minutes to assessment@tamtu.edu.*

Tenured and tenure-track full-time Spanish faculty met on February 5, 2009 to evaluate the research papers submitted by the seven MA Spanish students. Subsequently, Spanish faculty met with Dr. Chadwell, Chair, Department of Language and Literature to share results. The MA Spanish program considers these results very satisfactory because the benchmark has been exceeded.

Describe the action plan formulated. (The plan may be multi-year in nature.)

Based on the conclusion(s), describe the action plan to be implemented to improve or maintain student learning, including a timeline for implementation.

Based on the assessment of 2008, the MA program in Spanish should continue with the identified Outcome because it is a goal directed toward the best results.

Section III: Resources

Resource(s) to implement action plan: *Describe the resources that will be needed to implement the action plan. Also indicate if the resources are currently available, or if additional funds will be needed to obtain these resources.*

Funding

- New Resources Required
- Reallocation of current funds
- Current funding resources are sufficient.

Physical

- New or reallocated space

Other

- Primarily faculty/staff time
- University/rule procedure change only

Provide a narrative description and justification for requested resources (include linkage to Strategic Plan)

Identify proposed outcomes for the next assessment cycle:

Continuation of present outcome(s) – (Indicate reason for continuation):

New Outcome(s) – (List outcomes below):

Modification of present outcome(s) – (Indicate reason for modification):