

ASSESSMENT REPORT FOR

Bachelor of Arts in Spanish with Grades 8th - 12th Certification Option I (BA)
Instructional Degree Program

Spring 2003
Assessment Period Covered

August 2003
Date Submitted

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission Reference:

Texas A&M International University, a Member of The Texas A&M University System, is committed to the preparation of students for leadership roles in their chosen profession and in increasingly complex, culturally diverse state, national, and global society... Through instruction, faculty and student research, and public service, Texas A&M International University is 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.

College/University Goal(s) Supported:

To increase "(1) students' ability to communicate through the use of the written and spoken word; (2) their knowledge and appreciation of culture, fine arts, social integration; and (3) self realization. The College [COAH] also prepares students for a variety of professions and roles by providing a broad-based liberal arts education."

Intended Educational (Student) Outcomes:

- 1.** Graduates will demonstrate competent writing skills in the Spanish language.
- 2.** Graduates will demonstrate the ability to write a cogent literary analysis applying sound theoretical principles to a work in Spanish and Spanish-American literature.
- 3.** Graduates completing the educator preparation program will compare favorably with their knowledge of instructional design and assessment to promote student learning.
- 4.** Graduates completing the educator preparation program will demonstrate the skills related to implementing effective, responsive instruction and assessment.

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Intended Educational (Student) Outcome:

NOTE: There should be one form for each intended outcome listed. The intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

1. Graduates will demonstrate competent writing skills in the Spanish language.

First Means of Assessment for Outcome Identified Above:

1a. Means of Program Assessment & Criteria for Success:

Research papers of Spanish majors classified as seniors will be sampled from 3000-4000-level classes initially and then later exclusively from Spanish 4399, Senior Seminar. Using a grading scale developed by the department, a team of faculty members will evaluate the papers for errors and for use of secondary sources. At least 80% of the seniors will receive scores of "satisfactory" or higher.

1a. Summary of Assessment Data Collected:

Two Spanish professors performed an analytical analysis of 1 research paper written by a senior Spanish major for a 4000-level Spanish class. They read and scored the paper at least twice. Using a 4 -point scale (with 4 being excellent, 3 satisfactory, 2 unacceptable, and 1 totally inadequate), they arrived at the following results.

Overall: The student (100%) scored a score below a 3, with a 2.8 average.

Analysis: In addition to the overall score, the paper was evaluated for 3 qualities. The scores for the 3 qualities were as follows: *Syntax & Style* score 3 *Mechanics* score 2.5, and *Documentation* score 3.

1a. Use of Results to Improve Instructional Program:

That this paper written by a senior Spanish major received an overall score of 2.8 is an unacceptable "pass" rate. The score suggests that students will need additional help with syntax, mechanics and documentation. Spanish faculty will meet early in the fall semester to discuss ways in which they can help students write better course papers.

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2. Graduates will demonstrate the ability to write a cogent literary analysis applying sound theoretical principles to a work in Spanish and Spanish-American literature.

First Means of Assessment for Outcome Identified Above:

2a. Means of Program Assessment & Criteria for Success:

Research papers of Spanish majors classified as seniors will be sampled from 3000-4000-level classes initially and then later exclusively from Spanish 4399, Senior Seminar. Using a grading scale developed by the department, a team of faculty members will evaluate the papers for a cogent literary analysis. At least 80% of the seniors will receive scores of "satisfactory" or higher.

2a. Summary of Assessment Data Collected:

Two Spanish professors performed an analytical analysis of 1 research paper written by a senior Spanish major for a 4000-level Spanish class. They read and scored the paper at least twice. Using a 4 -point scale (with 4 being excellent, 3 satisfactory, 2 unacceptable, and 1 totally inadequate), they arrived at the following results.

Overall: The student (100%) scored a 3.

Analysis: In addition to the overall score, papers were evaluated for 3 qualities. The scores for the 3 qualities were as follows: *Organization & Focus* score 3, *Development* score 3, and *Logic & Coherence* score 3.

2a. Use of Results to Improve Instructional Program:

That the paper written by the senior Spanish major received an overall score of 3 or higher is an acceptable "pass" rate. The sub-scores for the 3 analytical criteria suggest that students are performing adequately on organizing and developing their ideas in a logical manner; however there is still room for improvement. Spanish faculty will meet early in the fall semester to discuss ways in which they can help students write better course papers.

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3. Graduates completing the educator preparation program will compare favorably with their knowledge of instructional design and assessment to promote student learning.

First Means of Assessment for Outcome Identified Above:

3a. Means of Program Assessment & Criteria for Success:

Graduates of the educator preparation program will score at or near 70% on the TExES exam for Pedagogy and Professional Responsibilities, Domain I.

3a. Summary of Assessment Data Collected:

Enter text here

3a. Use of Results to Improve Instructional Program:

Enter text here

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4. Graduates completing the educator preparation program will demonstrate the skills related to implementing effective, responsive instruction and assessment.

First Means of Assessment for Outcome Identified Above:

4a. Means of Program Assessment & Criteria for Success:

Ninety-percent (90%) of students completing the educator preparation program on the Field Performance Evaluations will be at or near 85% with no score lower than 65%.

4a. Summary of Assessment Data Collected:

Enter text here

4a. Use of Results to Improve Instructional Program:

Enter text here

Second Means of Assessment for Outcome Identified Above:

4b. Means of Program Assessment & Criteria for Success:

At the Portfolio Defense, the students completing the educator preparation program will provide evidence of knowledge and performance of instructional design and assessment with a score of 80% or better, as determined by a team of Field Supervisors using a common rubric.

4b. Summary of Assessment Data Collected:

Enter text here

4b. Use of Results to Improve Instructional Program:

Enter text here

SUPPORT DOCUMENTATION

SOURCE	LOCATION/Special Instructions
Research Papers	
Texas Examinations of Educator Standards	
Field Performance Evaluations	
Portfolio Defense	
rubric (need proper name)	