

ASSESSMENT REPORT FOR

Bachelor of Arts with a major in Spanish (BA)

Instructional Degree Program

Spring 2003

Assessment Period Covered

August 19, 2002

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 will be successful in obtaining admission to Spanish graduate or professional programs.

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Intended Educational (Student) Outcome:

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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:

The 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 9 research papers written by senior Spanish majors for 3000-4000-level Spanish classes. They reads and scored each 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: Four (44%) of the students scored a 3 or higher, with 0 scoring a 4 and 4 scoring a 3. Five (56%) scored below a 3, with 5 scoring a 2.

Analysis: In addition to the overall score, papers were evaluated for 3 qualities. The 3 qualities, followed parenthetically by the number and percent of students scoring a 3 or higher for that quality, were as follows:

Syntax & Style (6/67%), Mechanics (5/55%), and Documentation (6/67%).

1a. Use of Results to Improve Instructional Program:

That only 4 or 9 papers written by senior Spanish majors received an overall score of 3 or higher is an unacceptably low "pass" rate. The scores suggest that students 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 9 research papers written by senior Spanish majors for 3000-4000-level Spanish classes. They read and scored each 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: Seven (78%) of the students scored a 3 or higher, with 2 scoring a 4 and 5 scoring a 3. Two (22%) scored below a 2, with 2 scoring a 2.

Analysis: In addition to the overall score, papers were evaluated for 3 qualities. The 3 qualities, followed parenthetically by the number and percent of students scoring a 3 or higher for that quality, were as follows: *Organization & Focus* (7 / 78%), *Development* (7 / 78%), and *Logic & Coherence* (7 / 78%).

2a. Use of Results to Improve Instructional Program:

That 7 of 9 papers written by senior Spanish majors received an overall score of 3 or higher is a marginally 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 need 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 will be successful in obtaining admission to Spanish graduate or professional programs.

First Means of Assessment for Outcome Identified Above:

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

60% of graduates who seek entrance into graduate programs in Spanish will be admitted. A post-graduate survey conducted yearly will be conducted to collect this information.

3a. Summary of Assessment Data Collected:

Three of the May graduates with a B.A. in Spanish have applied to graduate school. All have been accepted into a Master's of Spanish program (100% acceptance rate).

3a. Use of Results to Improve Instructional Program:

August and December graduates will be polled, as well as May graduates.

SUPPORT DOCUMENTATION

SOURCE	LOCATION/Special Instructions
Research Papers from 3000-4000-level classes	
Post-graduate Survey	