

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

Date Submitted January 31, 2007

Assessment Period Covered (2006)

Academic Program/AES Unit Bachelor of Science in Interdisciplinary Studies English Language Arts and Reading with Grades 4-8 Certificate (BSIS)

Person(s) Preparing Review Sean Chadwell

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

No data were collected during the last cycle.

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, the 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 be able to produce a portfolio of selected writings culled from their coursework in English that demonstrates writing effectiveness.

Identify Strategic Plan Goal related to Outcome 1

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 1

Implement an Institutional Effectiveness plan to evaluate academic and educational/administrative support units and track the use of results used to improve programs.

Identify methods of assessment to be used

As seniors, English majors will compile a portfolio of their writing from English coursework; this portfolio will be evaluated by program faculty according to the university rubric.

Indicate when assessment will take place

Annual

Criteria/Benchmark

100% of senior portfolios will score at least a "3."

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

Implement an Institutional Effectiveness plan to evaluate academic and educational/administrative support units and track the use of results used to improve programs.

Identify methods of assessment to be used

Graduates will take a norm-referenced subject test of literature, namely the Major Field Assessment Test (MFAT).

Indicate when assessment will take place

Spring

Criteria/Benchmark

100% of Graduates will score at the 50th percentile or above overall.

Outcome 3

Is this outcome related to writing (QEP)?

Graduates will validate their content knowledge of English by passing the state examination for 4-8 grade teachers of English Language Arts.

Identify Strategic Plan Goal related to Outcome 3

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 3

Implement an Institutional Effectiveness plan to evaluate academic and educational/administrative support units and track the use of results used to improve programs.

Identify methods of assessment to be used

Throughout the year, students preparing to teach English Language Arts and Reading at the middle-school level will take the TExES 117 exam for educator certification in this field.

Indicate when assessment will take place

Annual

Criteria/Benchmark

Within one year of graduation, including the two semesters preceding graduation, 80% or higher of graduates will, on their first or second attempt, pass the Texas Examination of Educator Standards (TExES) 117, in English Language Arts and Reading, Grades 4-8 with scores above 235 in all domains of the exam.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

There were no eligible students.

Outcome 2

There were no eligible students.

Outcome 3

There were no eligible students.

What were the results attained (raw data)?

Outcome 1

N/A

Outcome 2

N/A

Outcome 3

N/A

Who (specify names) conducted analysis of data?

Outcome 1

N/A

Outcome 2

N/A

Outcome 3

N/A

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](#).)

The department chair sits on this committee and was involved in the analysis of data on Friday, January 26, 2007 and Tuesday, January 30, 2007.

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: No data were collected.

Outcome 2

Met Not Met

Provide narrative: No data were collected.

Outcome 3

Met Not Met

Provide narrative: No data were collected.

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

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 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):
 The committee feels we will benefit by continuing to collect the same data next year so that we might begin to see year-to-year trends. Within a given year, our samples are generally too small to indicate much.

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