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

Date Submitted  09-10-05

Assessment Period Covered (FY 2005)  Budget Period Covered (FY 2005)

Academic Program/AES Unit  Bachelor of Arts with a Major in Communication (BA)

Person Preparing Review  Dr. Sweety Law

Provide summary of the last cycle’s use of results and changes implemented.
Numbers are too small at this time to provide an adequate basis for major programmatic change. Data collected from FY 2003 and FY 2004 suggest reconsideration/modification of current assessment methods to better reflect outcomes.

Provide summary of budget decisions and their impact on your program/division.
Costs involved faculty time and expertise to conduct assessment, analyse data and report results; no budget impact.

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/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 relationship to Strategic Plan

Outcome 1
Students completing the baccalaureate program in Communication will communicate competently in public and social contexts.

**Identify Strategic Plan Goal related to Outcome 1**
Goal 2 Academic

**Identify Strategic Plan Objective and Strategy related to Outcome 1 (Appendix A – Strategic Goals)**
Implement an Institutional Effectiveness plan to evaluate academic and educational/administrative support units and track the use of results used to improve programs.

**Methods of assessment**
In a self-report version of the widely used and empirically validated Communicative Competence Survey, 85% of the students will score at or above 144 (out of a possible 180). The mean score should be at or above 155.

**Frequency of administration**
Every Fall

**Criteria/Benchmark**
At least 85% of the students will score at or above 144

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**Outcome 2**
Students will be able to approach practical communication problems in professionally valuable ways.

**Identify Strategic Plan Goal related to Outcome 2**
Goal 2 Academic

**Identify Strategic Plan Objective and Strategy related to Outcome 2 (Appendix A – Strategic Goals)**
Implement an Institutional Effectiveness plan to evaluate academic and educational/administrative support units and track the use of results used to improve programs.

**Methods of assessment**
Supervisors of internships will complete the "Survey of Internship Supervisors"

**Frequency of administration**
Every Fall

**Criteria/Benchmark**
85% of supervisors completing the Survey of Internship Supervisors will agree or strongly agree with the statement, “The understandings of communication shown and applied by the intern were professionally valuable.”
Outcome 3
Students completing the degree program will be able to explain main theoretical assumptions they make about the nature of communication while analyzing a practical or professional problem.

Identify Strategic Plan Goal related to Outcome 3
Goal 2 Academic

Identify Strategic Plan Objective and Strategy related to Outcome 3 (Appendix A – Strategic Goals)
Implement an Institutional Effectiveness plan to evaluate academic and educational/administrative support units and track the use of results used to improve programs.

Methods of assessment
(1) Students will submit an essay as part of their work in the capstone course, COMM 4360 -- Communication Theory and Practice. An essay will count as demonstrating the desired outcome if the average score on each of the following criteria is 2 or higher (1=not satisfactory, 2=satisfactory, 3=good): (a) the essay describes a particular problem, (b) analyzes how communication practice constitutes a part of the problem, (c) and clearly elaborates the main concepts used in the analysis.
(2) Once a year, a committee consisting of at least two communication professors will evaluate the degree to which the essays written by seniors accomplish the identified analytical objective.

Frequency of administration
Every Spring

Criteria/Benchmark
The program will consider the outcome successfully achieved if 85% of the students in each year’s class submit an essay deemed satisfactory.
When (term/date) was assessment conducted?
Outcome 1
Fall 2004

Outcome 2
Fall 2004

Outcome 3
Data was collected but analysis not conducted in Spring 2005 as per institutional procedural notification and limitations of library resources.

What were the results attained (raw data)?
Outcome 1
88% of the students scored at 144 or above. Mean = 156.5; Median 159.5; n=8

Textual summary:
We exceeded the benchmark. In the Internship course (COMM 4350-161) offered Fall 2004, of the eight students who completed the survey, seven (or 88%) scored at or above the desired benchmark. The mean score for the set of surveys was 156.5, higher than the desired 155.

Outcome 2
100% success, Mean = 4.5 (on scale from 1-5); Median = 4.5; n = 8

Outcome 3
Analysis not conducted in Spring 2005

Who (specify names) conducted analysis of data?
Outcome 1
Dr. Sweety Law with assistance from Visiting Faculty Mr. Boris Hellman

Outcome 2
Dr. Sweety Law with assistance from Visiting Faculty Mr. Boris Hellman

Outcome 3
Analysis not conducted in Spring 2005

When were the results and analysis shared? With whom (department chair, supervisor, staff, external stakeholders)? Minutes with data analysis submitted to assessment@tamiu.edu? (Please use Minutes Template located on the Project INTEGRATE web page.)
The assessments for Outcomes #1 and #2 were conducted in Fall 2004. Data analysis was conducted and shared with Communication program/Department of Language and Literature chair Dr. Kati Pletsch de Garcia.

**Has the assessment documentation (i.e., surveys, rubrics, course exams with embedded questions, etc.) been submitted to the Office of Institutional Effectiveness and Planning?**
Yes

**Use of Results: Indicate what changes, if any, based on the data have been recommended?**

**Outcome 1**
No new action was taken because the results satisfied expectations.

**Outcome 2**
No new action was taken because the results clearly satisfied expectations.

**Outcome 3**
Analysis not conducted in Spring 2005.

Overall, the results satisfied expectations. However, given that the numbers are still small at this time to provide an adequate basis for interpretation, the faculty will meet to consider any needed modification to the assessment methods so that they applied to and reflected results across other courses in the program. This will be also be a follow-up to continue our self-monitoring of our new degree plan for potential refinements. Additionally, inadequacies of library resources needed for student research particularly in COMM 4360 (Communication Theory and Practice) will be investigated further.
Section III: Programmatic Review

What are the implications of the recommended changes?
To better reflect our outcomes, in the next cycle, our assessments methods will be modified and will include the new Media Production concentration.

Will resources be affected by the recommended changes?  Yes  No

If so, specify the anticipated effect(s) using the chart below:

<table>
<thead>
<tr>
<th>Funding</th>
<th>Physical</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ New resources required</td>
<td>☒ New or reallocated space</td>
<td>☐ Primarily faculty/staff time</td>
</tr>
<tr>
<td>☐ Reallocation of current funds</td>
<td></td>
<td>☐ University rule/procedure change only</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Other: Enter text here</td>
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</tbody>
</table>

Narrative description and justification for request including related strategy (Attach Budget Request ‘Form B’ and/or ‘Form C’)
There appears to be a growing interest in our media production concentration. Enrollment has always exceeded the cut-off class size every semester since it was first offered in Spring 2003 (raw data from Registrar's Office may be provided upon request). Owing to limited resources and space, the cap was at first 15 students and now it is 10. There is urgent need for (i) increased and dedicated space for instruction and storage, (ii) exclusive use of equipments including hardware and software (both of which are very expensive being professional level for specialized use, (iii) library resources and (iv) a small team (2-3) of support staff (student workers will do for now).

At present, instruction is offered in a former computer lab that is a training classroom this semester belonging to the Office of Information Technology (OIT). Inter-departmental use of space and resources can only be a temporary measure for a growing program oriented to offer course specializations in the area of media production. We would like to propose reallocating CH 201, CH 203 and CH 204 to develop a dedicated Communication Media Production Center. The aforementioned rooms are adjacent to each other and together will create synergistic use of space and resources. Additionally, the proposed arrangement will make institutional management more efficient. There is already an expensive light grid system set up in CH 201 in what was once a studio created by the Office of Distance Education, now defunct since January 2005. CH 203, the former Art Studio, may house a sound-room, editing lab, storage room, a small set, and work space. CH 204 may be used for instructional purposes or as a sound room. At present, CH 204 is a regular classroom and CH 203 does not appear to have any regular use.

The department/program owns a few consumer cameras by way of equipment but that is inadequate for the numbers of students and advanced courses scheduled. Other equipments were provided earlier by the Office of Distance Education (ODE), whose director also co-offered courses for our new specialization. Since January 2005, access and use of equipment is
restricted, inadequate or challenging. Editing equipment especially computing hardware and software was also offered by the ODE previously. Of the eight editing machines -- each costing approximately $15,000 -- purchased by ODE, since obtained by OIT, one is broken down since Spring 2005, the hard drives are missing from at least 4, among other problems rendering impossible their proper use for course needs on a timely basis. It is imperative that necessary equipment be organized and their use systematized under one unit. And preferably in one place - at CH 203.

A 2 or 3-member student support team could be arranged to secure responsible access and use of the editing lab, and their regular preventive maintenance. These support members could also supervise use of cameras and other production resources under the supervision of full-time faculty.

Additionally, a communication and media research library needs to be established. The collection will need to include books, journals, periodicals in print, tape and other available electronic forms. Current offerings at the library are below standards adopted at other comparable schools (data may be provided upon request).

If funding, physical or other resources were requested, what is the impact of the budget decisions on program/division?

Enter text here

In the box below, provide information on the outcomes for the next assessment cycle:

<table>
<thead>
<tr>
<th>Outcomes for Next Assessment Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuation of present outcome(s) - (Indicate reason for continuation):</td>
</tr>
<tr>
<td>We will continue to seek the outcomes identified earlier because other courses in the program are also aligned to the outcomes.</td>
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<tr>
<td>New Outcome(s) – (List outcomes below):</td>
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<tr>
<td>Structural mainly.  a) Faculty will meet to examine assessment instruments to see if modifications are necessary. b) Seek resources much needed for program and new specialization.</td>
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<tr>
<td>Modification of present outcome(s) – (Indicate reason for modification):</td>
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<tr>
<td>None proposed</td>
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