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

Date Submitted   1-28-08

Assessment Period Covered (2007)

Academic Program/AES Unit BAAS

Person(s) Preparing Review   Jaclyn Jeffrey

Provide summary of the last cycle's use of results and changes implemented
Although a previous survey of graduates suggested that students wanted (and we provided) more tracks, in actual fact, even fewer tracks were chosen in 2006-2007. That, coupled with the administration's initiative to streamline course offerings led to initiating plans to tighten up and simplify the BAAS degree, all of which will be implemented in 2008.

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

The Bachelor of Arts in Applied Arts and Science (BAAS) is an interdisciplinary degree designed to provide academic depth to individuals who possess recognized competency in an occupational or technical field. The degree plan seeks to develop student ability to advance in their chosen profession through increased proficiency in thinking critically and through an enhanced understanding of the world that a liberal arts education provides.

Identify outcomes and the relationship to Strategic Plan

Outcome 1   ☐ **Is this outcome related to writing (QEP)?**
BAAS graduates should demonstrate the ability to think critically.

Identify Strategic Plan Goal related to Outcome 1
Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 1
1.7 Establish and pursue student learning outcomes appropriate for each program with systematic assessment and use of results for continuous improvement.

Identify methods of assessment to be used
Graduating seniors will have taken a capstone course (4000-level Anthropology) with a required written component.

Indicate when assessment will take place
Annual

Criteria/Benchmark
Students must attain a score of at least Average (2/C) on the Analytical Rubric for Writing Assessment

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Outcome 2 ☐ **Is this outcome related to writing (QEP)?**
Graduates will be better prepared for advancement in their chosen field.

Identify Strategic Plan Goal related to Outcome 2
Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 2
1.4 Prepare students for success in their chosen careers

Identify methods of assessment to be used
Seniors will be required to conduct an interview with a person already working in their chosen field and to submit a report based on that interview.

Indicate when assessment will take place
Annual

Criteria/Benchmark
The interview report must receive a grade of C or better.

Outcome 3 ☐ **Is this outcome related to writing (QEP)?**
Graduates will synthesize and assess their college education.

Identify Strategic Plan Goal related to Outcome 3
Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 3
1.7 Establish and pursue student learning outcomes appropriate for each program with systematic assessment and use of results for continuous improvement.

Identify methods of assessment to be used
Seniors in the capstone course will conduct oral history interviews with each other in which their educational histories, goals, and self-assessed levels of achievement will be discussed.

Indicate when assessment will take place
Annual

Criteria/Benchmark
The oral history interview must receive a grade of C or better.

Section II: Analysis of Results

When (term/date) was assessment conducted?
Outcome 1
No data

Outcome 2
No data

Outcome 3
No data

_____

What were the results attained (raw data)?
Outcome 1
No data

Outcome 2
No data

Outcome 3
No data

_____

Who (specify names) conducted analysis of data?
Outcome 1
No data

Outcome 2
No data

Outcome 3
No data

_____

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.)

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: Capstone course awaiting approval of university curriculum committee

Outcome 2
☐ **Met**   ☐ **Not Met**
Provide narrative: Seniors will conduct interviews as part of capstone course which has not yet been approved.

Outcome 3
☐ **Met**   ☐ **Not Met**
Provide narrative: Capstone course not yet approved.

_____

How have these data-based changes improved your program/unit?
Cannot judge at the moment.

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
☐ New resources required	☐ New or reallocated space	☐ Primarily faculty/staff time
☐ Reallocation of current funds		☐ University rule/procedure change only
		☐ Other:

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): Awaiting changes - no reason to alter program at this time
New Outcome(s) – (List outcomes below):
Modification of present outcome(s) – (Indicate reason for modification):

**** This section to be completed by dean/director/vice-president ****

Are resources requested a priority for the academic program/AES unit?

☐ **Yes** ☐ **No**

Comments:

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

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