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

Program: Bachelor's of Applied Arts and Sciences

Assessment Period Covered: January 1, 2009 to January 31, 2010

Program Coordinator (Preparer of Report): Lynne L. Manganaro

List Other Program Faculty:

Reviewed by Chair: Name_____ **Date** _____

Reviewed by Dean: Name_____ **Date** _____

The Annual Institutional Effectiveness Review for Academic Programs is directed at Goal 1: Academics of the Texas A&M International University 2006-2010 Strategic Plan:
Develop, maintain, assess, and improve academic programs, administrative/educational support services and student services, to admit, retain, and graduate students who achieve established learning outcomes designed to prepare them for success in their chosen careers.

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 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.

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

There were no graduating BAAS students during the last assessment period.

Selected list of program-level intended student learning outcomes *(It is recommended that programs rotate through their entire set of outcomes over a multi-year period. Programs may focus on one or two outcomes each year, as deemed appropriate).*

1. Graduates will demonstrate a command of effective analytical skills.
2. Graduates will demonstrate a command of effective written communication skills.
3. Graduates will be able to describe and evaluate the role of multiculturalism in shaping global society.

Section I: Planning and Implementation

Outcome(s)
Identify the outcome(s) that will be focused upon this year.

Graduates will demonstrate a command of effective written communication skills.

X Please indicate if the outcome(s) is (are) related to writing (QEP).

Methods of assessment to be used: *The explanation should identify and describe the type of assessment(s) that will be used (e.g., survey, questionnaire, observation instrument, test, rubric to evaluate performance, standardized examination, action research, interviews, etc.), who will provide the information, and how the data will be obtained.*

Students will complete a 10-12 page written paper as a graduation requirement for the Capstone course and will be evaluated using the QEP Analytical Rubric for Writing Assessment. The information will be provided by the instructor of record when eligible students complete the capstone requirements.

Indicate when assessment(s) will take place

As required, at the end of the BAAS capstone course.

Criteria/Benchmark(s): *[Specify, if deemed appropriate to assess outcome(s). Criteria/ benchmark(s) may be optional, especially if qualitative measures are used for data collection.]*

A grade of at least C will be required, which according to the QEP rubric referenced above, indicates a student has demonstrated "average" and sufficient written communication skills.

What were the results attained?
Describe the primary results or findings from your analysis of the information collected. This section should include an explanation of any strength(s) or weakness(es) of the program suggested by the results.

There were no graduating BAAS students during the last assessment period.

What were the conclusions reached?
Should include a brief description of the procedure used for reaching the conclusion(s) based on the evidence collected and describe the process used to disseminate the information to other individuals. For example, if the discussion took place during the annual spring retreat, include a summary from those deliberations using the Meeting Minutes template found on the Project Integrate web page at http://www.tamiu.edu/integrate/docs/Minutes-Template.doc. Once completed, submit the minutes to assessment_@tamiu.edu.

Enter text here

Describe the action plan formulated. (The plan may be multi-year in nature.)
Based on the conclusion(s), describe the action plan to be implemented to improve or maintain student learning, including a timeline for implementation.

Enter text here

Resource(s) to implement action plan:
Describe the resources that will be needed to implement the action plan. Also indicate if the resources are currently available, or if additional funds will be needed to obtain these resources.

Funding
☐ New Resources Required
☐ Reallocation of current funds

Physical
☐ New or reallocated space

Other
☐ Primarily faculty/staff time
☐ University/rule procedure change only

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):

Enter text here

New Outcome(s) – (List outcomes below):

Enter text here

Modification of present outcome(s) – (Indicate reason for modification):

Enter text here

Date Completed: February 23, 2010

Submit completed form to integrate@tamiu.edu.   Updated 09/03/2009