

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

Date Submitted September 5 2005

Assessment Period Covered (FY 2005)

Budget Period Covered (FY 2005)

Academic Program/AES Unit BAAS

Person Preparing Review Dr. Riggs

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

The results from the last cycle reinforced the decision to implement track options for BAAS students. Student surveys indicated a strong desire for a program that enabled them to experience a college education with a more specific focus. Additionally, the CCTS test suggests the composite degree for BAAS students is not effective in developing critical thinking skills. This seems to be because BAAS students have great difficulty scheduling requisite courses in evening time slots. Consequently, a college and departmental BAAS committee will be established to review the needs of these non-traditional students. The University Assessment Committee has established an annual requirement for assessment reporting.

Provide summary of budget decisions and their impact on your program/division.

No budget impact for this period.

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

Graduates of the BAAS program will have developed the ability to further their careers through an increased ability to think and write more critically due to the enhanced understanding of the world provided by a liberal arts education. The BAAS degree is designed to afford academic depth to individuals who possess a competency in an occupation or technical field.

Identify outcomes and relationship to Strategic Plan

Outcome 1

Graduates will have the ability to think critically

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)

Continue to provide programs and services that assist potential, current, and former students to identify, explore, and select career programs

Methods of assessment

1. Graduating seniors take the California Critical Thinking Skills Test. Students taking the test will score at or above the median score for students at like universities

Frequency of administration

CCTST and student surveys are done each semester; however, the university may be changing the policy to an annual assessment period.

Criteria/Benchmark

The results of the California Critical Thinking Skills Test will be analyzed to determine the subscale scores. The median score on each subscale will not fall below the median score for students at like universities.

Outcome 2

. Graduates will be prepared for advancement in their chosen field

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)

Continue to provide programs and services that assist potential, current, and former students to identify, explore, and select career programs and employment opportunities.

Methods of assessment

Graduating seniors will be surveyed to gather data concerning whether they believe the BAAS degree has prepared them to advance in their chosen field.

Frequency of administration

Student surveys are done each semester; however, the university may be changing the policy to an annual assessment period.

Criteria/Benchmark

Student surveys indicate the need for possible curriculum changes and will be reviewed by COAS committee on BAAS program.

Outcome 3

Graduates will be prepared for post-baccalaureate study.

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)

To ensure that standards of excellence in faculty, staff and student research are maintained, strengthened, and expanded, especially concerning the Texas - Mexico Border Region and international issues.

Methods of assessment

Graduating seniors will be surveyed six months following graduation to gather supporting data on post-baccalaureate plans and job advancements in terms of salary increases or promotions.

Frequency of administration

Post-graduate student surveys are done six months after graduation.

Criteria/Benchmark

Student surveys may indicate the need for possible curriculum changes and will be reviewed by COAS committee on BAAS program.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

May 2005/ spring

Outcome 2

May 2005/ spring

Outcome 3

May 2005/spring

What were the results attained (raw data)?

Outcome 1

N is four (4).

Total median = 16; TAMIU students total median = 15, 9, 14 (SE Mean = .098)

Total Analysis median = 5; TAMIU students analysis median = 6, 2, 5 (SE Mean = .0272)

Total Inferential median = 8; TAMIU students inferential median = 6, 5, 5 (SE Mean = .0519)

Total Evaluation median = 4; TAMIU students evaluation median = 3, 2, 4 (SE Mean = .0414)

Total Inductive median = 10; TAMIU students inductive median = 9,6,10 (SE Mean = .0545)

Total Deductive median = 7; TAMIU students deductive median = 6, 3, 4 (SE Mean = .0559)

Outcome 2

In spring 2005, 40% of the students were surveyed and 100% responded; 50% disagreed and 50% were neutral regarding whether or not the BAAS degree has prepared them to advance in their chosen field.

Outcome 3

Four post-grad seniors, with 50% responding, were surveyed to gather data concerning whether they believe the BAAS degree has prepared them to advance in their chosen field. A Likert scale ranging from 1 (not very well) to 5 (very well) will be utilized. At least 80% of those responding will agree the degree has prepared them well. Both respondents felt the degree would have better prepared them had it had a substantive rather than composite track. These results are consistent with undergrad survey results indicating a preference for tracks. Currently two additional BAAS tracks are being added to compliment existing tracks recently established.

Who (specify names) conducted analysis of data?

Outcome 1

Data analysis provided by testing service and reviewed by Dr. WW Riggs.

Outcome 2

Dr. WW Riggs

Outcome 3

Dr. WW Riggs

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.)

Results remained internal to the Social Sciences department

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

Survey samples have been submitted.

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

Outcome 1

Results are inconclusive to suggest program changes although goals were met.

Outcome 2

The survey will continue in use until an N of 30 is reached.

Outcome 3

The survey will continue in use until an N of 30 is reached.

Section III: Programmatic Review

What are the implications of the recommended changes?

Changes were made to the program to allow for specific track areas to be selected by BAAS students. The intent is to provide a more specific content area within a very general degree. The changes incorporate test scores and student surveys. An N of 30 is still required to look at possible course content changes.

Will resources be affected by the recommended changes? Yes No

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

Funding	Physical	Other
<input checked="" type="checkbox"/> New resources required	<input checked="" type="checkbox"/> New or reallocated space	<input checked="" 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

Narrative description and justification for request including related strategy

(Attach Budget Request ‘Form B’ and/or ‘Form C’)

The BAAS program will require increased technological support and not just computer labs. Alternative teaching strategies, faculty development, as well as online course development will be necessary. The recently designated COAS BAAS committee will have to meet to properly determine future actions

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

The BAAS committee has yet to meet to determine budget impact.

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

Outcomes for Next Assessment Cycle
Continuation of present outcome(s) - (Indicate reason for continuation): TBD by the BAAS committee.
New Outcome(s) – (List outcomes below): TBD by the BAAS committee
Modification of present outcome(s) – (Indicate reason for modification): No modifications planned for this academic year.