

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

Program: BBA-Economics

Assessment Period Covered: March 1, 2008 to January 31, 2009

Program Coordinator: Andres Rivas

List Other Program Faculty:

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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 mission of the Division of International Finance and Banking Studies is to prepare students for professional positions in the fields of accounting, economics, and finance

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

Program faculty should evaluate the former cycle. This statement should specify if the outcomes addressed were a continuation of previous ones, new outcomes, or modified versions of previous outcomes. In addition, the statement should include a concise analysis of the assessment data collected during the previous year, a brief explanation of actions taken to address specific outcomes, an evaluation of how these actions contributed to the improvement of the program, and any recommendations formulated. Assessment data—including actual samples of student work—must be viewed and discussed by program faculty during this process.

Since there was a high faculty turnover for the year 2008, we started the process keeping some projects and started new ones from scratch.

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. Students completing the program will demonstrate mastery of trade concepts.
2. Students completing the program will demonstrate mastery of business concepts.

Section I: Planning and Implementation

Outcome(s)

- 1.- Students are expected to master the basic quantitative skills related to principles of economic courses.
2. - Student will take an exit exam when they are going to graduate. This exam will be included in a capstone class.

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.*

- 1.- The goal will be evaluated by using an objective test developed by economic faculty members. Faculty will design a pre-test and post test. Faculty will analyze the difference on the results of both the pre and post tests.
- 2.- The Exit exam will be generated by the economic faculty. Faculty will evaluate the results of the exam and compare BBA-ECO students with other majors.

Indicate when assessment(s) will take place

For both goals the assessment will take place in fall 2008.

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.]*

- 1.- Students should at least show 50% improvement in performance from the pre-test.
- 2.- Success is deemed to be an average higher than the rest of other majors.

Section II: Analysis of Results

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.

1.- For this goal, students took an exam in the ECON 3310 Managerial Economics class and the students the score range between 60% and 80%.

2.- This exam was cancelled and the college will not be given this exam anymore.

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.tamtu.edu/integrate/docs/Minutes-Template.doc>. Once completed, submit the minutes to assessment@tamtu.edu.

1.- In February 2009, all the faculty who teach economics courses met and established guidelines to accomplish our new and existing goals for the year 2009.

3.- Due to the many changes we faced last two years we could not accomplish some goals. In our meeting we expressed our concern about the programs and the tools we need for assessment. After our faculty meeting we came up with two main actions: 1) The new faculty was involved in the process including them in the elaboration of the new set of goals and 2) we are modifying the both pre and post tests.

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.

After our meeting in February 2009, the new faculty got involved with the process and we all established the guidelines and set a timetable for the future.

Section III: Resources

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)

N/A

Identify proposed outcomes for the next assessment cycle:

Continuation of present outcome(s) – (Indicate reason for continuation):

N/A

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

N/A

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

N/A