

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

Program: BBA-Economics

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

Program Coordinator (Preparer of Report) Dr. Andres Rivas

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 program's mission is to encourage students to analyze real world issues from an economist's point of view, and communicate them effectively. As preparation for future leaders in corporation and policy making institutions, we want to teamwork skills.

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.

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

2. 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 decided to design an exit exam for the next cycle.

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. Understand the fundamental concepts, which explain how economies and financial market operate.
2. Demonstrate how to use key micro and macro economic theories to understand the real world.
3. Demonstrate analytic skills to solve numerical problems and interpret graphs.
4. Communicate economic ideas effectively.

Section I: Planning and Implementation

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

- 1). Understand the fundamental concepts, which explain how economies and financial market operate.
- 3). Demonstrate analytic skills to solve numerical problems and interpret graphs.

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.*

The data will be obtained by conducting an exit exam on Managerial Economics (ECO-3320) and on International Economic Policy and Strategy (ECO 4390). This exam will be created by the economics faculty members and will consider all the fundamental knowledge required in this program.

Indicate when assessment(s) will take place

The exit exam will take place at the end of November.

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.]*

We intend to use quantitative data, and compare if the differences among the students taking the exam are statistically significant. First we expect to have passing grades for all students. Second, we expect economics majors to have higher average score than non-economic majors. Third, we expect students from ECO 4390 to perform better than the rest of the students.

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.*

We used Managerial Economics as the course to be used for our analysis. We realized that by working on group projects, it is difficult to disaggregate individually the participation of each member. As a group a team can perform excellent but there might be some inefficiency on the knowledge of some students difficult to capture as a whole.

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.

We need to create a more realistic tool that captures both the individual and the group participation in order to be able to measure their knowledge.

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.

During summer time, the economics faculty will be elaborating an exam that will be used as in beginning of the semester and for the end of the semester (exit). In this way we will be able to compare our students in economics and those from other disciplines.

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)

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: April 26, 2010

Submit completed form to integrate@tamiu.edu.

Updated 09/03/2009