

Texas A&M International University

Annual Institutional Effectiveness Review (AIER)

Date Submitted 03/23/07

Assessment Period Covered (2006)

Academic Program/AES Unit Bachelor of Business Administration with a concentration in Finance (BBA-FIN)

Person(s) Preparing Review Jorge Brusa

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

An objective test developed by members of the department will be given to all the graduating students majoring in finance. The test measures the student's knowledge of the following: Managerial Finance, International Finance, Investments, Bank Management, Financial Markets and Institutions, and Strategic Financial Management.

Overall performance was an attainment level of 48%. On the bank management, the average performance was 65%. On the Managerial Finance portion, the average performance was 45%. On the investments area, the average performance was 37%. On the International Finance area, the average performance was 62%. On the Strategic Financial management area, the average performance was 29%, and on the Financial Markets and Institutions area, the average performance was 54%. None of the subject areas could be deemed a success, as judged by the 70% benchmark, student seems to be relatively weaker in more technical courses.

Reorient the introductory finance course (Finance 3310) emphasizing the basic concepts in the areas of corporate, investments, financial institutions and international. Also demand the use of financial calculators.

Suggested changes include to reorient the introductory finance course (Finance 3310) emphasizing the basic concepts in the areas of corporate, investments, financial institutions and international.

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

Identify outcomes and the relationship to Strategic Plan

Outcome 1

Is this outcome related to writing (QEP)?

Students completing the BBA with a concentration in Finance will demonstrate knowledge in general business.

Identify Strategic Plan Goal related to Outcome 1

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 1

II.2.12 Provide quality instruction to prepare graduates for leadership roles in their chosen profession .

Identify methods of assessment to be used

The undergraduate business test produced and graded by Educational Testing Service.

Indicate when assessment will take place

Spring

Criteria/Benchmark

Students would perform at the 50 percentile of all COBA students.

Outcome 2

Is this outcome related to writing (QEP)?

Students completing the BBA with a concentration in Finance will demonstrate knowledge in basic finance.

Identify Strategic Plan Goal related to Outcome 2

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 2

II.2.12 Provide quality instruction to prepare graduates for leadership roles in their chosen profession .

Identify methods of assessment to be used

The undergraduate business test produced and graded by Educational Testing Service.

Indicate when assessment will take place

Spring

Criteria/Benchmark

Students would have at least 70 percent of the correct answers in finance questions.

Outcome 3

Is this outcome related to writing (QEP)?

Identify Strategic Plan Goal related to Outcome 3

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 3

II.2.12 Provide quality instruction to prepare graduates for leadership roles in their chosen profession .

Identify methods of assessment to be used

Student reports presented in the financial capstone class.

Indicate when assessment will take place

Spring

Criteria/Benchmark

At least 70 percent of the reports will be rated satisfactory by a committee of finance faculty.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

The first assessment was conducted in April 7, 2006 and the second assessment in November 27, 2006.

Outcome 2

The first assessment was conducted in April 7, 2006 and the second assessment in November 27, 2006.

Outcome 3

The first assessment was conducted in April 7, 2006 and the second assessment in November 27, 2006.

What were the results attained (raw data)?

Outcome 1

An objective test developed by ETS has been given to all the graduating students majoring in finance. The test measures the student's knowledge of general business concepts. The results of the tests are: Fall 2006: Accounting 42%, Economics 36%, Management 39%, Quantitative Analysis 36%, Finance 43%, Marketing 39%, Legal Issues 34%, MIS 54%, International Issues 47%. Spring 2006: Accounting 35.1%, Economics 40.4%, Management 47.1%, Quantitative Analysis 48.3%, Finance 30.6%, Marketing 43.8%, Legal Issues 39.2%, International Issues 42.6%.

Outcome 2

An objective test developed by members of the department has been given to the graduating students majoring in finance. The test measures the student's knowledge on finance concepts. The overall results for the second test are: Fall 2006 48%, Spring 2006: 33.6%.

Outcome 3

An objective test developed by ETS has been given to all the graduating students majoring in finance. The test measures the student's knowledge of general business concepts. The results of the tests are: Fall 2006: Accounting 42%, Economics 36%, Management 39%, Quantitative Analysis 36%, Finance 43%, Marketing 39%, Legal Issues 34%, MIS 54%, International Issues 47%. Spring 2006: Accounting 35.1%, Economics 40.4%, Management 47.1%, Quantitative Analysis 48.3%, Finance 30.6%, Marketing 43.8%, Legal Issues 39.2%, International Issues 42.6%.

Who (specify names) conducted analysis of data?

Outcome 1

Jorge Brusa

Outcome 2

Jorge Brusa

Outcome 3

Jorge Brusa

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.)

Dr. Andres Rivas. March 22, 2007

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: The results show that the group of undergraduate students graduating in Fall 2006 have a better understanding than undergraduate students graduating in Spring 2006. However, the both groups failed to reach the 50% benchmark. In particular, the results show a significant reduction in the areas of Accounting, Finance and International Issues.

Outcome 2

Met Not Met

Provide narrative: The overall results for the second test are: Fall 2006 48%, Spring 2006: 33.6%.

The results show a significant reduction in the performance of the students. The students graduating in Spring 2006 not only have a lower understanding of general business concepts but also finance concepts.

Outcome 3

Met Not Met

Provide narrative: The results show that the group of undergraduate students graduating in Fall 2006 have a better understanding than undergraduate students graduating in Spring 2006. However, the both groups failed to reach the 50% benchmark. In particular, the results show a significant reduction in the areas of Accounting, Finance and International Issues.

How have these data-based changes improved your program/unit?

Suggested changes include, first to reorient the introductory finance course (Finance 3310) emphasizing the basic concepts in the areas of corporate, investments, financial institutions and international, and second, to integrate finance concepts with general business concepts.

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
<input type="checkbox"/> New resources required	<input type="checkbox"/> New or reallocated space	<input 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

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): To examine if the new academic changes improve the students' performance.
New Outcome(s) – (List outcomes below): Enter text here
Modification of present outcome(s) – (Indicate reason for modification): Enter text here

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

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

Yes No

Comments:

Enter text here

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

Enter text here