

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

Program: MBA-International Trade

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 Master of Business Administration in International Trade is to prepare students for mid to high level professional positions in the field of international trade.

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

Section I: Planning and Implementation
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Outcome(s):

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

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.
- 2.- The goal will be evaluated by using the Educational Testing Service (ETS) Test on general business.
- 3.- MBA students with a concentration in IT will work in Group projects and presentations and faculty and external judges will evaluate the presentations and group projects.

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.- By the year 2009 the overall results will indicate 70% mastering the trade topics with no single area falling below 50%. Passing grade increments will be around 10%.
- 2.- Our benchmark for success is that overall students perform at the media score reported for all institutions that administered the test. Year 2008 will be our benchmark year and we expect to do as well and better in subsequent years.
- 3.- The benchmark is a score of 70 out of 100.

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 5310 Managerial Economics class and the students the score range between 70% and 90%.
- 2.- This exam was cancelled and we do not longer have this service.
- 3.- The student groups from Managerial Economics class (ECO 5310) presented their projects to Dr. Brusa, Dr. Garcia, Dr. Rivas and two external Judges Mr. Rodolfo Franco, Mr. Francisco Nunez. The topics examined in their presentation covered topics from economics and econometrics. The groups made formal presentations and although they showed knowledge on economics concepts they still present some weakness in econometrics concepts. After the group presentations, the judges evaluated the material presented and provided comments to students. Then, the professor examined the folders with the data and conclusions. The scores were in the range between 80 and 90.

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.- Based on the results, the economic faculty share these results with the new faculty discussed the results and came up with two main actions: 1) to request the students more econometric knowledge and be exposed more to statistics to , 2) put more emphasis in the integration of results.

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