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

**Date Submitted**  January 31, 2007  
**Assessment Period Covered** (2006)  
**Academic Program/AES Unit**  BBA-MGT  
**Person(s) Preparing Review**  Milton Mayfield, and Jacqueline Mayfield

Provide summary of the last cycle’s use of results and changes implemented
BBA-MGT

1. It was determined that the previous assessment method (ETS) did not provide adequate information for feedback purposes. As such, a new objective measure was developed and implemented.

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 DIBTS is to prepare students for professional positions in the fields of general business, management, marketing, and international business."

Identify outcomes and the relationship to Strategic Plan

**Outcome 1**  
☐ Is this outcome related to writing (QEP)?
To have a basic knowledge of business concepts.

**Identify Strategic Plan Goal related to Outcome 1**  
Goal 1 Academics

**Identify Strategic Plan Objective related to Outcome 1**
II.2.12 Strategy: Provide quality instruction to prepare graduates for leadership roles in their chosen profession.

Identify methods of assessment to be used
Locally developed objective assessment measure.

Indicate when assessment will take place
Fall

Criteria/Benchmark
Current management students will have an overall score equal to or better than previous management students. (This year is the benchmark year.)

Outcome 2

☐ Is this outcome related to writing (QEP)?
Students are expected to demonstrate a good knowledge of all management concepts areas.

Identify Strategic Plan Goal related to Outcome 2
Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 2
II.2.12 Strategy: Provide quality instruction to prepare graduates for leadership roles in their chosen profession.

Identify methods of assessment to be used
Locally developed objective assessment measure.

Indicate when assessment will take place
Fall

Criteria/Benchmark
Current management students will have an overall score equal to or better than previous management students. (This year is the benchmark year.)

Outcome 3

☐ Is this outcome related to writing (QEP)?
Students graduating with a BBA are expected to have confidence in their business abilities.

Identify Strategic Plan Goal related to Outcome 3
Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 3
II.2.12 Strategy: Provide quality instruction to prepare graduates for leadership roles in their chosen profession.
Identify methods of assessment to be used
In-house developed opinion survey.

Indicate when assessment will take place
Fall

Criteria/Benchmark
When (term/date) was assessment conducted?
Outcome 1
Fall 2006

Outcome 2
Fall 2006

Outcome 3
Fall 2006

What were the results attained (raw data)?
Outcome 1
The median score for MGT majors was 65.7%

Outcome 2
The median scores in each area was as follows:
- MGT/OB - 80%
- HR - 70%
- Entrepreneurship - 60%
- Business, Gov, & Society - 60%
- Industrial Relations - 80%
- Ethics - 40%
- Org Theory - 60%

Outcome 3
The median opinion score of management ability was 3.9 (out of 5).

Who (specify names) conducted analysis of data?
Outcome 1
Milton Mayfield

Outcome 2
Milton Mayfield

Outcome 3
Milton Mayfield

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.)
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: Benchmark year

Outcome 2
☒ Met ☐ Not Met
Provide narrative: Benchmark year

Outcome 3
☒ Met ☐ Not Met
Provide narrative: Benchmark year

How have these data-based changes improved your program/unit?
This information provides more usable benchmarks with which to conduct a continuous improvement cycle.

**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:**

<table>
<thead>
<tr>
<th>Funding</th>
<th>Physical</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ New resources required</td>
<td>☐ New or reallocated space</td>
<td>☐ Primarily faculty/staff time</td>
</tr>
<tr>
<td>☐ Reallocation of current funds</td>
<td></td>
<td>☐ University rule/procedure change only</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Other: Enter text here</td>
</tr>
</tbody>
</table>

**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

**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