

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

Program: BBA-Business Administration

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

Program Coordinator (Preparer of Report) Milton & Jacqueline Mayfield

List Other Program Faculty:

Haibo Wang
Tim Goles
Hugo Garcia

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

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.

Increased resources (faculty, instructors, and staff) have been requested to better meet student learning goals. Program level learning outcomes have been refined to better meet analysis and implementation needs.

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. To have an overall acceptable level of knowledge of general business concepts.
2. BBA – BA students will have a perceived adequacy of business knowledge in all areas.
3. Students will demonstrate adequate skills in business communication.
- 4.
- 5.

Section I: Planning and Implementation

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

1. To have an overall acceptable level of knowledge of general business concepts.
2. BBA – BA students will have a perceived adequacy of business knowledge in all areas.
3. Students will demonstrate adequate skills in business communication.

Please indicate if the outcome(s) is (are) related to writing (QEP). (Outcome 3)

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.*

Internally generated tests (Outcomes 1 & 2)

Criteria based writing sample analysis (Outcome 3)

Indicate when assessment(s) will take place

Fall and Spring semesters

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. Internally generated test average score across all areas of 80%.
2. Area scores should be at least 70%
3. Benchmark score of 3.6 or better in papers based on a 5 point evaluation scale.

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.*

Criteria were not met for area or overall test scores. However, the sample size was small (3 respondents), and these scores are not in line with prior results.

Area Scores:

OB - 60%

HR - 80%

Entrepreneurship - 47%

Bus., Gov., & Society - 60%

Industrial Relations - 60%

Ethics - 40%

Organizational Theory - 40%

Overall - 63%

The opinion scores were acceptable. Opinion scores in all areas were 4.0 on a 5.0 scale with 5.0 being the highest score.

The writing scores were acceptable

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.

Learning goals were not met. However these results are not in line with previous results and current results do not seem reliable due to the small sample size.

These conclusions were reached using a Delphi technique via e-mail.

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.

Learning goals were not met. However these results are not in line with previous results and current results do not seem reliable due to the small sample size. The analysis will be repeated during the next assessment cycle to determine congruency.

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)

No new funding sources needed.

Identify proposed outcomes for the next assessment cycle:

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

Existing outcomes will be continued to provide comparison across time periods.

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

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