

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

Date Submitted January 30, 2008

Assessment Period Covered (2007)

Academic Program/AES Unit BBG-MGT

Person(s) Preparing Review Milton & Jacqueline Mayfield

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

Increased resources (faculty, instructors, and staff) have been requested to better meet student learning goals. New business communication professor hired to help improve communication courses.

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 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

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

Assessment of end of term capstone course projects.

Indicate when assessment will take place

Criteria/Benchmark

Scores will be compared to a benchmark of adequate mastery.

Outcome 2

Is this outcome related to writing (QEP)?

Graduates will demonstrate skills in writing business reports.

Identify Strategic Plan Goal related to Outcome 2

Identify Strategic Plan Objective related to Outcome 2

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

Student reports produced at the undergraduate capstone course are reviewed by faculty.

Indicate when assessment will take place

Criteria/Benchmark

50% (or more) of the reports will be considered acceptable.

Outcome 3

Is this outcome related to writing (QEP)?

Students will be able to diagnose business situations.

Identify Strategic Plan Goal related to Outcome 3

Identify Strategic Plan Objective related to Outcome 3

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

Student reports produced at the undergraduate capstone course are reviewed by faculty.

Benchmark - 50% (or more) of the reports will be considered acceptable. (Note - no area for benchmark is available at the appropriate place for this outcome.)

Indicate when assessment will take place

Criteria/Benchmark

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

Fall 2007

Outcome 2

Fall 2007

Outcome 3

Fall 2007

What were the results attained (raw data)?

Outcome 1

All students were found to have high levels of subject area mastery.

Outcome 2

All students were found to have acceptable business report writing ability.

Outcome 3

All students demonstrated adequate business diagnosis skills.

Who (specify names) conducted analysis of data?

Outcome 1

Milton & Jacqueline Mayfield

Outcome 2

Milton & Jacqueline Mayfield

Outcome 3

Milton & Jacqueline 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.)

Results were shared with DIBTS.

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: Enter text here

Outcome 2

Met Not Met

Provide narrative: Enter text here

Outcome 3

Met Not Met

Provide narrative: Enter text here

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

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): Outcomes are expected to be used for next assessment cycle. They appear to be adequate for current assessment purposes.
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