

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

**Program:** BBA-MGT

**Assessment Period Covered:** January 1, 2009 to January 31, 2010

**Program Coordinator (Preparer of Report)** Milton Mayfield

**List Other Program Faculty:**

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**Reviewed by Chair:** Name \_\_\_\_\_ Date \_\_\_\_\_

**Reviewed by Dean:** Name \_\_\_\_\_ Date \_\_\_\_\_

**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. Additional monitoring has been implemented to ensure sufficient numbers of students are involved for proper learning analysis. Prior assessment did not indicate any problem areas. A business communication professor has been hired to meet a previously identified need for improved student writing and communication skills.

**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 management concepts.
2. BBA – MGT 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 management concepts.
2. BBA – MGT 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).**

**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.*

Outcome 1: Benchmark criteria not met at 69%, but result within sampling variation.

Outcome 2: All areas met criteria except Entrepreneurship (60%) and Organizational Theory (40%).

**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](mailto:assessment@tamtu.edu).*

Testing methods need to be updated for SACS and AACSB purposes. Additionally, procedures will be put in place to ensure that appropriate learning goals are implemented for all relevant core courses. Long term, there will be procedures developed to ensure that appropriately qualified and trained instructors are teaching the courses. This decision is based on College level SACS committee deliberations and e-mail based Delphi technique at the Division (Department) level.

**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.*

- 1) New test items will be generated before the Fall 2010 assessment period. These items will be reviewed by area faculty for appropriateness.
- 2) All faculty teaching core courses will be requested to provide testable learning outcomes, reproduce these outcomes on their syllabi (as appropriate), and ensure that these learning outcomes are tested within the class. This step will be implemented for Fall 2010 classes.
- 3) Procedures will be developed by the Division to ensure that qualified faculty (as defined by AACSB) are teaching the majority of core courses. This step will take place over the next two years.

### 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
- x Reallocation of current funds

**Physical**

- New or reallocated space

**Other**

- x Primarily faculty/staff time
- University/rule procedure change only

**Provide a narrative description and justification for requested resources (include linkage to Strategic Plan)**

**Identify proposed outcomes for the next assessment cycle:**

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

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

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

Date Completed: 15 April 2010

Submit completed form to [integrate@tamiu.edu](mailto:integrate@tamiu.edu).

Updated 09/03/2009