

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

Program: BBA MKT

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

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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 DIBFS-MKT is to impart knowledge and skills to prepare students for professional positions in the field of Marketing."

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.

Two full time faculty have been recruited since Fall 2009. These faculty are important resources to better meet student learning goals. Since Fall 2009, most of the courses are being taught by fulltime faculty with terminal doctoral degrees in marketing, this will help ensure quality and consistency of instruction.

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 marketing concepts.**
- 2. BBA – MKT students will have a perceived adequacy of business knowledge in all areas.**
- 3. Students will demonstrate adequate skills in business communication.**

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 marketing concepts.
2. BBA – MKT 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

Spring and 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. Average test score of 70% in test designed to assess students' knowledge of general business concepts
2. Average score of 70% in test designed to assess marketing concepts.
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.

Below you will find the results taken from the test instrument designed to measure the outcomes of student learning for marketing majors (BBA-MKT). Seven students completed the exam.

Outcome 1: Benchmark criteria were met with the overall average score being 75%.

Outcome 2: Three out of the five areas did not meet the benchmark criteria, however, the scores fall within a generally accepted sampling area. The scores for individual areas are listed below.

Marketing Management	65%
Buyer Behavior	67%
Marketing Research	96%
International Marketing	80%
Advertising and Sales Promotion	66%

Outcome 3: In the marketing capstone course, students scored on average 3.9 on a scale of 1 to 5 on written assignments, surpassing the benchmark criteria of 3.6.

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.

It appears that, on average, the marketing majors have a sufficient knowledge of the general areas of marketing. However, the areas of marketing management, buyer behavior, and advertising and sales promotion fall slightly below the benchmark, but, within sampling variation. The student knowledge in the areas of marketing research and international marketing surpassed minimum benchmarks. Also, the students displayed adequate skills in written assignments.

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. The areas where students scored less than 70% will be discussed and analyzed among the faculty who teach in the respective areas with emphasis on those concepts which the students scored low on the test instrument. Following analysis and discussion, those concepts will be emphasized in future courses.
2. Emphasis will continue to be placed on written communication skills through assignments in the marketing capstone course.

3. The test instrument will be further examined and redesigned according to new course content and concepts taught in undergraduate courses.

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

A tutor dedicated to address the questions and concerns of students in marketing classes who is available throughout the semester.

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)

Students often have questions and concerns about the course content of their marketing classes. However, they are often intimidated in approaching the instructor with what may seem to them as elementary questions. The addition of a tutor dedicated to the marketing discipline will provide students the opportunity to ask questions and receive instruction from someone who they may view as a peer in a more relaxed environment.

Identify proposed outcomes for the next assessment cycle:

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

We will continue to help our students master the basics of the subject matter in marketing

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

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

Date Completed: March 26, 2010