# MISSISSIPPI VALLEY STATE UNIVERSITY

# ASSESSMENT PLAN/REPORT

# Educational Programs

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| Name: A. A. Farhad Chowdhury | Email: farhad@mvsu.edu | Assessment Period: AY 2021-2022 |
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| Degree Program: Business Administration MBA | Submission: Final Report |
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| Program Mission Statement:  |
| In support of the mission of the Department of Business Administration, the master of business administration (MBA) program aims to produce outstanding graduates by providing them with unique opportunities for personal and professional growth based on increasing their knowledge, understanding, and skills required in the global business world.  |
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| Core Student Learning Outcomes:  |
| Graduates of the MVSU MBA program should be able to: 1. Combine information across functional areas of business in today's global business environment in order to make comprehensive business decisions.2. Identify opportunities, solve problems and make decisions by demonstrating their critical thinking skills.3. Compose logical, relevant, professional, and qualitative assessment information from diverse business perspectives. |
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| Link to Institutional Mission: |
| MBA Program’s student learning outcomes are directly linked to the University’s Mission Statement. “Mississippi Valley State University, as a Carnegie Classified Master’s University, provides comprehensive undergraduate and graduate programs in education, the arts and sciences, and professional studies. The University is driven by its commitment to excellence in teaching, learning, service, and research – a commitment resulting in a learner-centered environment that prepares critical thinkers, exceptional communicators, and service-oriented, engaged, and productive citizens. MVSU is fundamentally committed to positively impacting the quality of life and creating extraordinary educational opportunities for the Mississippi Delta and beyond.” |
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| Faculty Involvement:  |
| All faculty members in the MBA program actively participated in the process of developing the assessment plan and completing the assessment report through departmental meetings, MBA faculty meetings, sub-group meetings & discussions as necessary. |

## Student Learning Outcome 1

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| Description: Graduates will be able to combine information across the functional areas of business in today's global business environment to make comprehensive business decisions. |
| Student Learning Goal Supported: Discipline Mastery |
| ASSESSMENT PLAN | ASSESSMENT REPORT |
| Means of Assessment | Data Collection Plan | BenchmarksNumber & Description | Data Collected | Benchmarks AchievedNumber & Description |
| 1st: Students will be tested on course-embedded exercises those link to the concepts of multiple functional areas. A grading rubric of a four-point scale will be used to determine the students’ achievement in the following functional areas:1. Accounting2. Finance3. Marketing4. Management5. Strategic IntegrationGrading rubric Scale for the assigned exercise:Excellent: 4Good : 3Fair : 2Poor :1 | A rubric will be used by the designated instructor during the Spring semester to assess assignments in the capstone course of BA655 (Strategic Management) that relate to the multiple functional areas.  | 5 | Overall average of 3 or higher in the functional areas of:1. Accounting2. Finance3. Marketing4. Management5. Strategic Integration | Data were collected as planned. | 4 | The performance average was 0.77, which exceeded the threshold of 0.75. Students scored above the benchmark in all functional areas except for Marketing, see Appendix 1. The score of each of the functional areas are as follows:Accounting: 0.84>0.75Finance: 0.80>0.75Marketing: 0.64<0.75Management: 0.75=0.75Strategic Integration: 0.80>0.75. Data analysis in Appendix 1 indicates that 76% of the students scored 3(0.75) and above, 24% below it.  |
| 2nd: The Major Field Test (MFT) for Master of Business Administration by ETS (Educational Testing Service). The test provides several assessment indicators for analysis;1. overall mean and standard deviation for comparative analysis,2. accounting,3. finance,4. marketing,5. management, and6. strategic integration. | In the spring semester, graduating candidates will take the ETS Major Field Test for MBA.  The test will cover Marketing (25%), Management (25%), Finance (25%), and Managerial Accounting (25%), respectively. | 6 | Quantitative assessment: Average score of national average ±10% on MFT's six (6) measures provided by ETS:1. overall mean,2. accounting,3. finance,4. marketing,5. management, and6. strategic integration.  | Data were not collected as the MFT test was not administered. | 0 | Evaluate success of benchmarks |

## Student Learning Outcome 2

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| Description: Graduates will be able to identify opportunities, solve problems and make a decision by demonstrating their critical thinking skills. |
| Student Learning Goal Supported: Critical Thinking - General |
| ASSESSSMENT PLAN | ASSESSMENT REPORT |
| Means of Assessment | Data Collection Plan | BenchmarksNumber & Description | Data Collected | Benchmarks AchievedNumber & Description |
| 1st: Students will be asked to work on individual/team projects, term papers, or a case study. A grading rubric of a four-point scale will be used to assess the following performance criteria:1. Identification and explanation of issues.2. Collection of Information.3. Recognition of context and assumptions.4. Evaluation and synthesis of information.5. Conclusions and related outcomes.Grading rubric Scale for the assigned Project/case:Excellent: 4Good : 3Fair : 2Poor : 1 | During the Fall semester, data will be collected from the assigned individual/team projects in BA642 (Operations Management) by the designated instructor using the rubric.  | 5 | Overall average of 3.0 or higher in the categories of:1. Identification and explanation of issues.2. Collection of Information.3. Recognition of context and assumptions.4. Evaluation and synthesis of information.5. Conclusions and related outcomes. | Data were collected as planned. | 0 | The average performance was 0.71 which is less than the required benchmark of 0.75. Students failed to achieve the benchmark score in all the performance criteria, see Appendix 2. The most unattainable area was the Evaluation and Synthesis of Information (0.68<0.75), followed by Identification and Explanation of issues (0.70<0.75), Recognition of Context and Assumptions (0.72<0.75), Conclusions and related outcomes (0.72<0.75), and Collection of Information (0.73<0.75). Students’ scores in the performance criteria are as follows:1. Identification and explanation of issues: 0.70<0.752. Collection of Information: 0.73<0.753. Recognition of context and assumptions: 0.72<0.754. Evaluation and synthesis of information: 0.68<0.755. Conclusions and related outcomes: 0.72<0.75. Of the total, 69% of the students scored 3 (0.75) and above, not enough to reach the benchmark score of 0.75, and 31% below it. |
| 2nd: Students will be assigned a case study, project, or term paper on an individual or team basis. A grading rubric of a four-point scale will be used having the following performance criteria to evaluate:1. Evaluating information.2. Creative thinking.3. learning and problem solving4. communicationGrading rubric Scale for the assigned Project:Excellent: 4Good : 3Fair : 2Poor : 1 | Describe data collected In the Fall semester, data will be collected from the assigned individual case study in BA602 (Managerial Economics) by the designated instructor using the rubric.  | 4 | Overall average of 3.0 or higher in the areas of:1. evaluating information, 2. creative thinking,3. learning and problem solving, and4. communication. | Data were collected as planned. | 0 | The average performance of the students was less than the benchmark (0.61<0.75). Students failed to reach the benchmark in any of the performance criteria, see Appendix 3. Data analysis indicates that 44% of the students scored above the benchmark score of 3 (.75) whereas 56% scored below it. The least achieved performance criteria was students’ creative thinking in communicating the ideas to create new knowledge that crosses boundaries by integrating alternate, divergent, or contradictory perspectives (0.54<0.75), followed by communicating a thorough understanding of context, audience, and purpose that is responsive to the assigned tasks (0.62<0.75), learning and problem solving (0.63), and evaluating information (0.63<0.75).Cohort’s scores in the performance criteria are as follows:1. Evaluating Information: .63<.752. Creative thinking: .54<.753. Learning and problem solving: .63<.754. Communication: .62<.75 |

## Student Learning Outcome 3

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| Description: graduates will be able to compose a logical, relevant, professional, and qualitative assessment of business information from diverse business perspectives. |
| Student Learning Goal Supported: Communication - Writing Proficiency |
| ASSESSSMENT PLAN | ASSESSMENT REPORT |
| Means of Assessment | Data Collection Plan | BenchmarksNumber & Description | Data Collected | Benchmarks AchievedNumber & Description |
| 1st: Students will be asked to work on an article summary, individual/team projects, or a case study.A grading rubric of a four-point scale will be used with the following performance criteria:1. Context of and purpose of writing2. Content development.3. Disciplinary conventions.4. Sources and evidence5. Control of syntax and mechanics.Grading rubric scale for the assigned Project/case: Rubric scaleExcellent: 4Good : 3Fair : 2Poor : 1 | Data will be collected by the designated instructor by evaluating the students’ assigned team project in the capstone course of BA655 (Strategic Management) during the Fall and Spring semester using the rubric. | 5 | Overall average of 3.0 or higher in the categories of:1. Context of and purpose for writing 2. Content development, 3. Disciplinary conventions, 4. Sources and evidence, 5. Control of syntax and mechanics | Data were collected as planned.  | 4 | The average score of all the performance criteria was 0.84 which is higher than the required benchmark score of 3 or 0.75. The cohort reached the benchmark in each of the performance criteria except for the criteria related to control of syntax and mechanics in developing graceful language that skillfully conveys meaning to its readers with clarity and fluency, and is nearly error-free. (see Appendix 4). Data analysis indicates that 85% of the students scored above the benchmark score of 3 (0.75) whereas 15% scored below it. In addition, the data analysis indicates that students demonstrated the highest performance in the context and purpose of writing criterion out of the performance criteria used to measure their Communication skills, followed by content development (.96>.75), genre and disciplinary conventions (.76>.75),  sources and evidence (.76>.75),  and control of syntax and mechanics (.71<.75).Summary of the Benchmarks:Context of and purpose of writing: 1>.75Content Development: .96>.75Genre and disciplinary Conventions: .76>.75Sources and evidence: .76>.75Control of syntax and mechanics: .71<.75. |
| 2nd: Students will be asked to work on individual/team projects, case studies, or on a Term paper.  A grading rubric of a four-point scale will be used with the following performance criteria:1. Organization2. Language3. Delivery.4. Supporting material5. Central messageGrading rubric scale for the assigned Project/case study/term paper: Rubric scaleExcellent: 4Good : 3Fair : 2Poor : 1 | During the Fall and Spring semester, data will be collected by the designated instructor by assessing a term paper in the capstone course of BA655 (Strategic Management) using a rubric.  | 5 | Overall average of 3.0 or higher in the categories of:1. Organization2. Language3. Delivery4. Supporting material5. Central Message  | Data were collected as planned. | 4 | With an average score of 0.89, cohorts reached the benchmark (see Appendix 5). A clear, consistent, and coherent presentation of information was the highest achievable performance criteria (1>0.75), followed by a compelling central message (0.97>0.75), providing supporting materials referencing relevant data (0.79>0.75), and using language that was compelling to the audience (0.78>0.75). Data analysis reveals that 97% of the cohorts scored above the benchmark score of 0.75 and the remaining 3% below it. Summary of the scores of the performance criteria:1. Organization: 1>.752. Language: .78>.753. Supporting material: .79>.75 4. Central Message: .97>.75 |

**ACTION PLAN FOR CHANGE**

Agree on the needed change; Document the action plan; Consider how the changes will be assessed in the next assessment cycle; Share the action plan; Put the action plan in motion

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| (1) Student Learning Outcome#1: Based on the results of means of assessment #1, it seems that the students lack marketing skills, which would make it difficult for them to make a comprehensive business decision. To overcome this, the instructional strategy should be changed to involve students actively in the learning process in the area of Marketing.(2)Student Learning Outcome#2: According to results from means of assessments #1 and #2, students are lacking critical thinking skills in the context of evaluating information, creating ideas, learning new things, solving problems, as well as communicating effectively. Creating a challenging environment through assignments, projects, and case studies on an individual and team basis more frequently can help students overcome this deficit in critical thinking skills.  |

| IMPROVEMENTS OBSERVED DURING THE ACADEMIC YEAR ASSESSMENT REPORT |
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| **1** | SLO: Graduates will be able to combine information across the functional areas of business in today’s global business environment to make comprehensive business decisions.  | Year: AY 2020-21 |
| Student Learning Goal: Discipline Mastery | Improvement Category: Improvements in means of assessment |
| Description of Improvement #1: Our graduates demonstrated their ability to utilize the concepts of Accounting, Finance, Management, and Strategic Integration to make comprehensive and effective business decisions in a business environment. |
| **2** | SLO: graduates will be able to compose a logical, relevant, professional, and qualitative assessment of business information from diverse business perspectives. | Year: AY 2020-21 |
| Student Learning Goal: Communication - Writing Proficiency | Improvement Category: Improvements in means of assessment |
| Description of Improvement #2:Context and purpose for writing, content development, genre, and disciplinary convention, sources of evidence, and control of syntax and mechanics. Following the appropriate organizational pattern in writing and providing a central message in assessing business information from diverse business perspectives. |
| **3** | SLO: Insert SLO  | Year: Indicate Year SLO was Undertaken |
| Student Learning Goal: Select Learning Goal | Improvement Category: Improvement Type  |
| Description of Improvement #3: |
| **4** | SLO: Insert SLO  | Year: Indicate Year SLO was Undertaken  |
| Student Learning Goal: Select Learning Goal | Improvement Category: Improvement Type  |
| Description of Improvement #4:  |

## APPENDIX Enter Appendix text here.

### Pictures

  