

MVSU/ASSESSMENT REPORT
FOR
ACADEMIC PROGRAM

Business Administration

Master

Academic Year 2012 – 2013
(Assessment Period Covered)

Records for Document Processing

Planning Document () Final Report (x)

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Date Submitted: 7/15/2013

Reviewed By:

Chair: Dr. Jay Kim

Forwarded To:

Date: 7/15/2013

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MVSU - ASSESSMENT PLAN / REPORT
FOR ACADEMIC UNIT

BUSINESS ADMINISTRATION

(Instructional Degree Program)

Master of Business Administration

(Degree Level)

August 2012 – July 2013

(Assessment Period Covered)

Faculty Involvement:

How Were Faculty Involved in Planning and Assessment Activities?

All faculty members teaching MBA courses actively participated in the process of developing the assessment plan through MBA faculty meetings guided by the chair.

Unit Mission Statement:

In support of the College mission, the mission of the Department of Business Administration is to prepare the graduates for careers in business, non-profit and governmental organizations and for continuing professional education programs. 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 global business world.

Linkage of “Institutional Mission and Goals” to this Unit:

Use verbatim passages from the Vision, University Mission and Goals

Institutional Mission/Goals: Mississippi Valley State University, located in Leflore County, is a Carnegie Master’s I institution, which provides accessible, relevant and quality academic and public service programs...offers concentrated study in arts, **business**, education, humanities, public services, pre-professional health services, social sciences, sciences, social work and technology.

ASSESSMENT PLAN / REPORT: OUTCOME #1

FOR

BUSINESS ADMINISTRATION

Master of Business Administration

Student Learning Outcome #1: Graduates will be able to demonstrate proficiency in functional areas of business.

First Means of Assessment for Outcome #1

Describe Means of Assessment

Overall test results of the Major Field Test for Master of Business Administration by ETS (Educational Testing Service). The ETS's Major Field Test for MBA is comprehensive outcomes assessment designed to measure the critical knowledge and understanding obtained by students in a major field of study. 135 MBA programs of colleges and universities in the U.S. use the MFT for student achievement and curriculum evaluation. ETS offers comprehensive national comparative data for the MFT, enabling us to assess our students' performance and compare our program's effectiveness to programs at similar institutions nationwide. Overall test results of the MFT will be an outstanding means of assessing the graduates' proficiency in functional areas of business.

Describe Data Collection Plan

Each semester, graduating MBA candidates will take the ETS Major Field Test for MBA. The test will cover four (4) subject areas: Marketing (25%), Management (25%), Finance (25%), and Managerial Accounting (25%), respectively. Strategic Integration will also be assessed from those four major subject areas. The total score of the Major Field Test will be analyzed to evaluate overall proficiency in business knowledge and critical thinking skills. The total score as well as scores of each of the MFT's eight content areas provided by ETS will be collected and analyzed to assess graduates' proficiency in these functional areas of business.

Define Criteria for Success with Rationale

Quantitative assessment: Equal to or above 46% on the MFT in MBA will be considered a success. The rationale was based upon our students' performance on the MFT in previous years. There was an improvement in our students' performance from 40% in AY 2008-2009 to 46% in AY 2009-2010.

Describe Data Collected:

The Major Field Test for MBA was administered to 6 (six) graduating MBA candidates from 9:00 to 12:00 a.m. on Thursday, March 24. Copies of the test and answer sheets were sent to the ETS and the Department received the test results from ETS in April.

Describe Data Analysis Conducted:

The departmental roster, as well as individual students' reports provided by ETS, were examined by the department's MBA faculty led by Dr. Jay Kim. The departmental roster includes summary of total test and sub-scores, summary of assessment indicators, and individual student's score reports.

(See Table 1)

Table 1: Summary of Major Field Tests (MBA)

Mississippi Valley State University
 Academic Year : 2012-2013
 Test Date : Thursday, **April 4**, 2013
 Students tested : 6(six) graduating MBA students

Part A: TOTAL TEST

Scaled Score Range	Number in Range	Percent Below*
235-239	1	83
230-234	1	67
225-229	0	67
220-224	4	0
Mean	225	
Standard Deviation	7	

* ETS' Score Distribution Comparative Data: the lower limit of the score interval

Part B: Summary of Assessment Indicators

Assessment Indicator Title	Mean Percent Correct (MVSU)	Mean Percent Correct (National Average)
1. Marketing	37	58
2. Management	32	59
3. Finance	30	44
4. Managerial Accounting	30	49
5. Strategic Integration	32	52

Describe Whether Criteria for Success Were Met:

The criteria for success were not met. Our students' mean was 24 points lower in scaled score (20% lower in "% at or below") than national average.

	MVSU (6 examinees in 2012- 2013)	National (24,766 examinees from September 2009 to June 2012)
Mean	225 (at 5% or below)	249 (at 50% or below)
Standard deviation	6.7	15.5

Describe How Assessment Results Were Used to Improve Instructional Program:

The Major Field Test for MBA covers five major areas: Marketing, Management, Finance, Managerial Accounting, and Strategic Integration. Our students' overall performance was not a success this year.

MBA faculty discussed assessment results and suggestions were made to improve our students' performance for coming years:

1. It is imperative to hire faculty with terminal degree in Accounting and Marketing. Summary of assessment indicators provided by ETS showed weakness in all five major areas compared to the national data. Specifically, all subject matter areas averaged together were 38% lower than the national average; an increase from compared to previous years. Specifically; Marketing-36% lower, Management-46% lower, Finance-32% lower, Managerial Accounting-39% lower, and Strategic Integration-38% lower.
2. Each faculty will examine their course syllabi, course material selection, and teaching methods to improve our students' performance in these areas for coming years.

Second Means of Assessment for Outcome #1 (Recommended)

State means of Assessment

For AY 2008-2009, the national comparative data reports on the Major Field Test's Assessment Indicators were used as second means of assessment for SLO #1. In AY 2009-2010, the OUAA (Office of University Academic Assessment) pointed out that since quantitative analysis can be treated as a cognitive result, we may want to focus on that in a separate objective if the sub-scores in the Major Field Test are independently validated. Several options for the second means of assessment for SLO #1 (in-house developed exit exam, development of rubrics for individual/group projects in MBA courses, etc.) were discussed at the departmental MBA program assessment meetings during AY 2010-2011. Due to some conflicts, there was no progress in developing second means of assessment. Finalizing the development of second means of assessment for SLO #1 with data collection and analysis plan must be one of the MBA faculty's top items for the Fall of 2013.

ASSESSMENT PLAN / REPORT: OUTCOME #2

FOR

BUSINESS ADMINISTRATION

Master of Business Administration

Student Learning Outcome #2: Graduates will be able to use information technology tools such as computers, software, and related learning aids that are commonly used in business world.

First Means of Assessment for Outcome #2

State means of Assessment

Total score on the MBA Technology Competency Test

Describe Data Collection Plan

Each semester, graduating MBA candidates will take the Technology Competency Test. The in-house developed Technology Competency Test was developed by MBA faculty led by Dr. Jeannett Roberts and validated externally by a local panel of experts for reliability. The Technology Competency Test covers skills and knowledge of (1) writing a research paper (2) completing spreadsheet related works (3) preparing a presentation document, and (4) getting involved in internet activities.

Define Criteria for Success with Rationale:

An average of 65% or higher in each area described above from scoring rubrics will be considered a success. The rationale is based upon our students' performance from previous years' results of scoring rubrics for projects that require skills and knowledge in information technology tools such as computers, software, and related learning aids that are commonly used in business world.

Describe Data Collected:

No data was collected in AY2012-2013

Describe Data Analysis Conducted:

Describe Whether Criteria for Success Were Met:

Describe How Assessment Results Were Used to Improve Instructional Program:

Second Means of Assessment for Outcome #2

State means of Assessment

Scores from individual/team project rubrics in the MBA courses that require intensive use of information technology tools.

Describe Data Collection Plan

Individual/team projects in related courses that require the intensive use of technology tools will be evaluated by each instructor. Rubrics are developed for each individual/team projects. Each rubric is validated externally by a local panel of experts for reliability. In these rubrics, scoring categories regarding the usage of technology tools are included. All related rubrics will use the same scoring scale ranging from 1 to 10 for reliable data collection and analysis. Data will be collected at the end of each semester.

Define Criteria for Success with Rationale:

An average of 65% or higher in each area described above from scoring rubrics will be considered a success. The rationale is based upon our students' performance from previous years' results of scoring rubrics for projects that require skills and knowledge in information technology tools such as computers, software, and related learning aids that are commonly used in business world.

Describe Data Collected:

No data was collected in AY2012-2013.

Describe Data Analysis Conducted:

Describe Whether Criteria for Success Were Met:

Describe How Assessment Results Were Used to Improve Instructional Program:

ASSESSMENT PLAN / REPORT: OUTCOME #3

FOR

BUSINESS ADMINISTRATION

Master of Business Administration

Student Learning Outcome #3: Graduates will be able to communicate effectively via writing and oral presentation.

First Means of Assessment for Outcome #3

State means of Assessment

Scores from the written project rubrics

Describe Data Collection Plan

Rubrics are developed for related written projects. Each rubric is validated externally by a local panel of experts for reliability. Related project course rubrics will use the same scoring scale ranging from 1 to 10 for reliable data collection and analysis. Individual/team written projects in related courses will be evaluated by each instructor. Data will be collected and studied for analysis at the end of each semester.

Define Criteria for Success with Rationale:

Overall average of 61% or higher will be considered success. The rationale was based upon 56% of overall average of Academic Year 2008-2009 plus 5% of improvement expected by MBA faculty.

Describe Data Collected:

No data was collected in AY2012-2013.

Second Means of Assessment for Outcome #3

State means of Assessment

Results from scoring rubrics of oral presentation projects in MBA courses

Describe Data Collection Plan

Individual/team oral presentation projects in related MBA courses will be evaluated by instructors. Rubrics are developed for related oral presentation projects. Each rubric is validated externally by a panel of experts for reliability. Related project rubrics will use the same scoring scale ranging from 1 to 10 for reliable data collection and analysis. Scores from categories in oral presentation rubrics will be collected and studied for analysis at the end of each semester.

Define Criteria for Success with Rationale

Overall average of 65% or higher will be considered success. The rationale is based upon 60% of our students' overall average from AY 2008-2009 assessment report plus 5% of improvement expected by MBA faculty.

Describe Data Collected:

No data was collected in AY 2012-2013.