# MISSISSIPPI VALLEY STATE UNIVERSITY

# ASSESSMENT PLAN/REPORT

# Educational Programs

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| Degree Program: Business Administration BA | | Submission: Final Report |
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| Program Mission Statement: | | |
| In support of the mission of the Department of Business Administration, the primary mission of BSBA and BSOM programs is to produce outstanding graduates by providing opportunities to attain the knowledge and skills required in the 21st century’s global business world. | | |
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| Core Student Learning Outcomes: | | |
| Graduates of MVSU BSBA and BSOM programs should be able to: 1. Explain the key concepts of functional areas of business ----- Accounting, Management, Marketing, Quantitative Analysis, Economics, Finance, Legal and Social Environment, Information Systems, and International issues. 2. Apply information technology software to solve business problems effectively. 3. Demonstrate professional communication skills as evidenced by a written and verbal presentation. | | |
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| Link to Institutional Mission: | | |
| BSBA and BSOM programs' student learning outcomes are directly linked to the University 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 BSBA and BSOM programs actively participated in the process of developing the assessment plan and completing the assessment report through departmental meetings, sub-group meetings, and discussions as necessary. | | |

## Student Learning Outcome 1

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| Description: Graduates of BSBA and BSOM programs will be able to explain the key concepts of functional areas of business: Accounting, Management, Marketing, Quantitative Analysis, Economics, Finance, Legal and Social Environment, Information Systems, and International Business. | | | | | | |
| Student Learning Goal Supported: Discipline Mastery | | | | | | |
| ASSESSSMENT PLAN | | | | ASSESSMENT REPORT | | |
| Means of Assessment | Data Collection Plan | BenchmarksNumber & Description | | Data Collected | Benchmarks AchievedNumber & Description | |
| Describe Means of Assessment 1  1st: Pre and Post-test will be administered to measure students’ proficiency in the following functional areas:  1. Accounting  2. Economics  3. Management  4. Quantitative Business Analysis  5. Finance  6. Marketing  7. Legal and Social Environment  8. Information Systems  9. International Business | Data will be collected by administering Pre and Post-test in the BA421 (International Business) course in the Fall semester.  The designated instructor will analyze the data of the pre and post-test. | 2 | 1. Overall average of 30% or higher performance on post-test.  2. 30% or higher performance in each question category on post-test. | Data collected as Planned | 1 | A benchmark of the average score of 30% or above was achieved. The pre and post-test average scores were 56 and 75 respectively, which is a 34% increase in post-test scores over the pre-test (see Appendix 1). A 30% or higher performance in each question category was not achieved (see Appendix 2). Students' deficiency in the knowledge of functional areas was revealed by the question nos. 3, 5, 6, 8, 10, 12, 18, 20, 23 and 25. |
| 2nd: The overall results of the Major Field Test (MFT) in Business by ETS (Educational Testing Service). The test provides several assessment indicators for analysis in the following functional areas:  1. Accounting  2. Economics  3. Management  4. Quantitative Business Analysis  5. Finance  6. Marketing  7. Legal and Social Environment  8. Information Systems  9. International Business | In the spring semester, Major Field Test (MFT) for graduating seniors with business majors will be administered.  The processed data obtained from the ETS will be used for the assessment of proficiency in the functional areas of Business. | 10 | Quantitative assessment:  ±  10% average score of the national average on MFT's ten (10) measures provided by ETS:  1. overall mean,  2. accounting,  3. economics,  4. management,  5. quantitative business analysis,  6. finance,  7. marketing,  8. legal and social environment,  9. information systems, and  10. international issues. | Data were collected as planned. | 0 | The benchmark of ±10% average score of the national average was not achieved. The mean score of the MFT test administered in the Spring of 2018 was 130. The national average score reported by the ETS was 152. The decrease in mean score by 22 is 14.48%, which is more than the required benchmark of 10%. Mean percent correct score in accounting (30), Economics (24), Management (35), Quantitative Business Analysis (25), Finance (30), Marketing (31), Legal and Social Environment (37), Information Systems (40) and International Business (25) indicates that student failed to achieve ±10% in any of the functional areas of Business (see Appendix 3). |

## Student Learning Outcome 2

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| Description: Graduates of BSBA and BSOM programs should be able to apply information technology software to solve business problems effectively. | | | | | | |
| Student Learning Goal Supported: Communication - Computer Literacy | | | | | | |
| ASSESSSMENT PLAN | | | | ASSESSMENT REPORT | | |
| Means of Assessment | Data Collection Plan | BenchmarksNumber & Description | | Data Collected | Benchmarks AchievedNumber & Description | |
| 1st: Students will be exposed to a computer information technology project to assess their skills in MS Word, MS Excel, and PowerPoint.  A grading rubric of a four-point scale will be used to assess the proficiency in the use of information technology software.  Grading Rubric scale:  Excellent :4  Good :3  Fair :2  Poor :1 | In the Fall semester, data will be collected from the assigned individual information technology project in BA430 (Management Information System) by the designated instructor using the rubric. | 3 | Overall average of 3.0 or higher on each of the following category measures:  1. MS Word  2. MS Excel  3. PowerPoint | Data were collected as planned. | 1 | The evaluation of each student's project indicates PowerPoint is the only category of information technology where students have reached the benchmark. Students have failed to reach the benchmark in Microsoft Word (0.68<0.75) and Excel (0.63<0.75, see appendix 4). In Microsoft Word, 59% of the students scored 3 (0.75) and above, not enough to pull the average score to reach the benchmark of 0.75. One of the performance criteria of Microsoft Word (ability to transfer Excel worked out worksheets in Microsoft Word format), students reached the benchmark of 0.75. They, however, significantly failed to demonstrate adequate skills to other performance criteria (formatting the document with the required features of a report). In Excel, 50% of the students scored 3 (0.75) and above, not enough to achieve the benchmark of 0.75. The scores for Microsoft Word, Excel and PowerPoint are as follows:  Microsoft Word: 0.68<0.75  Excel: 0.70<0.75  PowerPoint: 0.85>0.75 |
| 2nd: Graduating Seniors will take the exit satisfaction survey in information technology software (MS Word, MS Excel, PowerPoint). | Data collection will be done by conducting a Satisfaction survey in the use of information technology (Word, Excel, PowerPoint) among the graduating seniors in the Spring semester.  Analysis of the data will be done by the assigned instructor. | 3 | 70% or higher of satisfaction level with students' learning experience on IT application software in each of the following areas:  1. MS Word  2. MS Excel  3. PowerPoint | Data were not collected as a satisfaction survey was not administered. | 0 | Evaluate success of benchmarks |

## Student Learning Outcome 3

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| Description: Graduates of BSBA and BSOM programs should be able to demonstrate professional communication skills as evidenced by a written and verbal presentation. | | | | | | |
| Student Learning Goal Supported: Communication - Writing/Oral Proficiency | | | | | | |
| ASSESSSMENT PLAN | | | | ASSESSMENT REPORT | | |
| Means of Assessment | Data Collection Plan | BenchmarksNumber & Description | | Data Collected | Benchmarks AchievedNumber & Description | |
| 1st: Students will be assigned a case study, project, or term paper on an individual or team basis to test their communication skills:  A grading rubric on the four-point scale will be used for assessing the following performance criteria:  1. Identification of issues  2. understanding different perspectives  3. perspective-taking  4. application of knowledge  Grading rubric Scale for the assigned Project:  Excellent : 4  Good : 3  Fair : 2  Poor : 1 | Data will be collected by assessing a project assigned to students in BA421 (International Business) in the Fall semester by the designated instructor with the rubric. | 4 | Overall average of 3.0 or higher in the categories of:  1. identification of issues,  2. understanding different perspectives,  3. perspective-taking,  4. application of knowledge. | Data collected as planned | 2 | Students were able to reach two of the benchmarks (identification of issues and understanding perspectives to explain issues) although failed to achieve the overall average benchmark of the performance criteria (0.68< 0.75). The data analysis (see Appendix 5) indicates that 64% of the students scored equal to or above 3 (0.75), not enough percentage to pull the score to the benchmark level. Thirty-six percent of the students performed below the benchmark level. It is also observed from the data analysis that out ot the performance criteria applied to measure students' communication skills, the weakest one was the application of knowledge (.55<.75), followed by perspective-taking (.66<.75). The summary of the benchmarks in each of the performance criteria is as follows:  1. Identification of issues: 0.75 = 0.75  2. Understanding different perspectives: 0.75 = 0.75  3. Perspective-taking: 0.66 < 0.75  4. Application of knowledge: 0.55 < 0.75 |
| 2nd: Students will be assigned a case study, project, or term paper on an individual or team basis to test their communication skills.  A grading rubric of a four-point scale will be used to assess the following performance criteria:  1. Explanation of issues  2. Evidence  3. Influence of context and assumptions  4. Conclusion and related outcomes  Grading rubric scale for the case study:  Excellent: 4  Good : 3  Fair : 2  Poor : 1 | Data will be collected by assessing the assigned term paper in the capstone course of BA451 (Strategic Management) during the Fall and Spring semesters. A rubric will be used for evaluating the term papers. The designated instructor will be responsible for collecting the data. | 4 | Overall average of 3.0 or higher in the categories of:  1. explanation of issues,  2. evidence,  3. influence of context and assumptions  4. conclusion and related outcomes | Data Collected as planned. | 1 | Although students were able to achieve an overall average benchmark (0.75 = 0.75), they failed to achieve the benchmark in three of four performance categories (see Appendix 6). Students' achievement in the performance category of 'explanation of problem/issue' was significantly high (0.86>0.75) to make the overall average score equal to 0.75. Overall Seventy-four percent of the students scored 3 and above whereas 26% were below it. It can also be observed from Appendix 4 that the weakest category of performance criteria is the students' ability to bring evidence from reliable sources for the analysis and synthesis of a problem/issue. The summary of the benchmarks in each of the performance criteria is as follows:  1. Explanation of problem/issue: 0.86>0.75  2. Evidence: 0.69<0.75  3. Influence of context and assumptions: 0.71<0.75  4. Conclusions and related outcomes: 072<0.75 |

**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: Means of assessment #1 & #2:  (a) One of the reasons for the significant deficiencies in the functional areas of business overall MFT mean score may be the students' lack of motivation to take the test seriously as the test result typically bear no obvious consequence on them. If the students are not motivated to do well on the test, their test scores will not reflect their actual skill levels. strategies should be put in place to motivate the student by explaining how the MFT test results are used and how those results can affect the value of their college degree.  (b) Instructional methods should focus more rigor on teaching core components that relate to question nos. 3, 5, 6, 8, 10, 12, 18, 20, 23 and 25..  (2) Student Learning Outcome#2: Means of assessment #1: Students failed to achieve benchmarks in their skills for Microsoft Word and Excel as revealed by their performance in BA430 assigned project. The following achievement-boosting action will be taken to improve their deficiencies:  (a) Instructional method will include more assignments pertaining to the use of Microsoft Word and Excel software.  (2) Instructional method will involve using a few classroom sessions in the computer lab to help students to refresh their software skills.  (3) Instructional method will comprise timely feedback of students' assignments and projects to monitor their improvement of skills working with the performance  criteria.  (3) Student Learning Outcome#3: Means of assessment#1 and #2: Students failed to achieve the benchmark in all the categories of performance categories. Following measures should be taken in the instructional method to improve students' communication skills:  (a) Make students involved more in classwork (case study, project, term paper) pertaining to the performance categories of means of assessment#1 and #2 to improve their communication skills.  (b) Provide feedback to the students with productive suggestions and comments on their works. |

## IMPROVEMENTS OBSERVED DURING ACADEMIC YEAR

| ASSESSMENT REPORT | | |
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| **1** | SLO: Graduates should be able to apply information technology software to solve business problems effectively. | Year: AY 2017-18 |
| Student Learning Goal: Discipline Mastery | Improvement Category: Improvements in means of assessment |
| Description of Improvement #1:  Students demonstrate improvements in their skills in using one of the information technology software (PowerPoint). | |
| **2** | SLO: Graduates should be able to demonstrate professional communication skills as evidenced by a written and verbal presentation. | Year: AY 2017-18 |
| Student Learning Goal: Communication - Writing Proficiency | Improvement Category: Improvements in means of assessment |
| Description of Improvement #2:  Students demonstrate improvements in their skills of identifying problems/issues and understanding different perspectives in communicating effectively. | |
| **3** | SLO: Graduates should be able to demonstrate professional communication skills as evidenced by a written and verbal presentation. | Year: AY 2017-18 |
| Student Learning Goal: Communication - Writing Proficiency | Improvement Category: Improvements in means of assessment |
| Description of Improvement #3:  Students demonstrate improvements in their skills in considering problems/issues critically, stating clearly, describing comprehensively, and delivering all relevant information for full understanding. | |
| **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

Appendix 1  
  
 Pre-Post Test, International Business (BA 421), Fall 2018  
  
 STUDENT PRE-TEST SCORE POST-TEST SCORE  
  
 Javoris Buckley 56 52  
 Jamiya Edwards 68 76  
 Levarence Gillard 56 86  
 Michael Holland 70 80   
 Eriona Jackson 56 80  
 Terrell Johnson 52 88  
 Jermesha Jones 64 84  
 Steven McIntosh 48 72  
 James Moses 40 48  
 Jackson Pannell 68 84  
 LaDarrius Ross 60 88  
 Jessica Scott 40 48  
 Kemwana Weeks 48 88  
 Average Score 56 75  
 An increased score of Post-test over Pre-test: 34%  
  
   
 Appendix 3  
  
 Assessment Indicators, Spring 2018  
  
 Functional Areas Mean percent correct Percentile   
 Accounting 30 1  
 Economics 24 1  
 Management 35 1  
 Quantitative Business Analysis 25 2  
 Finance 30 1  
 Marketing 31 1  
 Legal and Social Environment 37 1  
 Information Systems 40 1  
 International Issues 25 1

### Pictures

  