# 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 2019-2020 |
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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  !st: 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 were collected as planned. | 0 | A Benchmark of the average score of 30% or above was not achieved. The pre and post-test average scores were 76 and 78 respectively, which is about a 3% increase in post-test over the pre-test (see Appendix 1). Based on the pre and post-performance on each question and the performance percentage change from pre to post-test of each question (see Appendix 2), students demonstrate a deficiency in functional areas as revealed by question nos. 1, 2, 3, 6, 8, 11, 12, 14, 16, 18, 19, 21, 22 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, MFT for graduating candidates 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:  Average score of national average ±  10% 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 not collected as the MFT test was not administered. | 0 |  |

## 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 not collected. | 0 | Evaluate success of benchmarks |
| 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 Word, Excel, and 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 in each of the following areas:  1. MS Word  2. MS Excel  3. PowerPoint | Data were collected as planned. | 2 | A Benchmark of 70% or higher satisfaction level in the use of information technology was achieved in Microsoft Word and in PowerPoint (see Appendix 3). The satisfaction level was below the benchmark level in Excel (67%<70%). Satisfaction levels based on survey findings are as follows:  MS Word: 90%  MS Excel: 67%  PowerPoint: 93% |

## 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 | 1 | The average performance was 0.70 which is less than the required benchmark of 0.75. Students failed to achieve the benchmark score in all the performance criteria except for the identification of issues (0.78>0.75), see Appendix 4. The most unattainable performance criteria were the application of knowledge (0.65<0.75), followed by the understanding of different perspectives and perspective-taking (0.68<0.75) The score of each of the performance criteria are as follows:  Identification of issues: 0.78> 0.75  Understanding perspectives to explain the issue: 0.68<0.75  Perspective-taking: 0.68<0.75  Application of knowledge: 0.65<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 | The average performance was 0.66 which is less than the required benchmark of 0.75. Students failed to achieve the benchmark score in all the performance criteria except for the explanation of the problem/issue (0.79>0.75), see Appendix 5. The most unattainable performance criteria were the evidence from sources with enough interpretation to develop a comprehensive analysis (0.45,0.75), followed by conclusions and related outcomes (0.70<0.75) and influence of context and assumptions (0.71<0.75). The score of each of the performance criteria are as follows:  1.explanation of issues: 0.79>0.75  2. evidence: 0.45<0.75  3. influence of context and assumptions: 0.71<0.75  4. conclusion and related outcomes: 0.70<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: Pre-Post evaluation indicates that students' learning goals have not been met as expected. Students failed to demonstrate 30% or higher performance in the post-test. The following achievement-boosting action will be taken to enhance students' learning in their deficient areas as revealed by the Pre-Post test:  (a) Locate the concepts related to question nos. 1, 2, 3, 6, 8, 11, 12, 14, 16, 18, 19, 21, 22 and 25.  (b) Prepare lecture notes to focus more on those specified areas.  (c) Assign homework, projects, and quizzes in deficient areas to monitor the improvement of students' learning.  (d) Administer a Pre-Post test to determine students' performance if their post-test performance is 30% higher than the pre-test in each question category.  (2) Student Learning Outcome#3: Means of assessment #1 & #2: Students failed to achieve benchmarks of all performance criteria except for the identification of issue (means of assessment#1) and explanation of problem/issue (means of assessment #2), as revealed by rubric scores of the course-embedded (BA421 and BA451) assignments. The following achievement-boosting action will be taken to enhance student's learning in their deficient areas of performance criteria:  (a) Instructional method will include assignments to make students read the chapter thoroughly to understand the materials related to specific performance criteria.  (2) Instructional method will comprise assignments and projects in each chapter where the students get the opportunity to practice their skills in each performance  criteria of Student learning outcome.  (3) Instructional method will comprise timely feedback on students' assignments and projects to monitor their improvement of skills in their deficient performance  criteria. |

## 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 2018-19 |
| Student Learning Goal: Discipline Mastery | Improvement Category: Improvements in means of assessment |
| Description of Improvement #1:  Based on the Satisfaction Survey of Information Technology, a satisfaction level of 70% or higher has been achieved in Microsoft Word and PowerPoint. | |
| **2** | SLO: Graduates of BSBA and BSOM programs should be able to demonstrate professional communication skills as evidenced by a written and verbal presentation. | Year: AY 2018-19 |
| Student Learning Goal: Communication - Writing Proficiency | Improvement Category: Improvements in means of assessment |
| Description of Improvement #2:  1. Students were able to identify integral components necessary to understand the issue along with the scope of the issue with a compelling rationale for addressing it clearly and comprehensively.  2. Students were able to consider the problem critically, state clearly, and describe comprehensively delivering all relevant information necessary for full understanding. | |
| **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

Appendix 1  
 Pre-Post Test, International Business (BA 421), Spring 2020  
 Student PRE-TEST Score POST-TEST Score  
  
  
 Banks, Destini L 80 80  
 Brewer, Melrose M 60 56  
 Edwards, Zellia 96 96  
 Jackson, Ashley B 92 92  
 Joor, Ayzariaya T 76 60  
 McBride, Torrian L 96 92  
 Morris, Kiyon C 88 80  
 Norals, Ja'Nautica C 92 92  
 Page, Daisy D 60 92  
 Powell, Kareem M 68 64  
 Smith, Cobe J 88 96  
 Stanley, Amber F 64 56  
 Unga, Jewel R 64 88  
 Washington, Dreka 52 64  
 Young, Corleshia R 76 92  
 Young, Zepporian Y 80 72  
 Zuniga, Ernesto 68 48  
 Average 76 78

### Pictures

  