# 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 2020-2021 |
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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 | |
| 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 were collected as planned. | 0 | A Benchmark of the average score of 30% or above was not achieved. The difference between pre and post-test performance was 21% on an average (see Appendix 1). Based on the pre and post-performance on the questions tested and the performance percentage change from pre to post-test of each question (see Appendix 2), students demonstrate a deficiency in learning course materials related to question nos. 1, 2, 4, 6, 11, 14, 15, 16, 18, 21, 24 and 25. |
| 2nd: The overall results of the Major Field Test (MFT) in Business by ETS (Educational Testing Service). | In the spring semester, MFT for graduating candidates with business majors will be administered. | 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 | |
| !st: 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 the use of information technology software (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 in each of the following areas:  1. MS Word  2. MS Excel  3. PowerPoint | Data were collected as planned. | 3 | A Benchmark of 70% or higher was achieved. Students opined the highest satisfaction in their learning skills in PowrPoint followed by Microsoft Word and Excel (see Appendix 3). Satisfaction level based on survey findings:  MS Word: 86%  MS Excel: 76%  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 | 0 | None of the benchmarks was achieved. The average score of students was 0.49 (126/256) which is less than the required average score of 3 or 0.75 (192/256). The data analysis (see Appendix 4) indicates that 78% of the students scored below performance level 3, and only 22% scored 3 and above. It is also observed from the data analysis that out ot the performance criteria applied to measure students' learning skills, the weakest one was the perspective-taking (.42<.75), followed by application of knowledge (.47<.75), understanding perspective to explain the issue (.52<.75) and identification of issues (.56<.75). The summary of the benchmarks in each of the performance criteria is as follows:  1. Identification of issues: .56<.75  2. Understanding different perspectives: .52<.75  3. Perspective-taking: .42<.75  4. Application of knowledge: .47<.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. | 0 | None of the benchmarks was achieved. The average score of students was 0.66 (245/368) which is less than the required average score of 3 or 0.75 (276/368). The data analysis (see Appendix 5) indicates that 47% of the students scored below performance level 3 whereas 53% scored 3 and above, not enough to achieve the benchmark of 0.75. It is also observed from the data analysis that out of the performance criteria applied to measure students' learning skills, the weakest one was the evidence (.61<.75), followed by an explanation of problems/issues (.67<..75), conclusion and related outcomes (.68<.75) and influence of context and assumptions (.70<.75). The summary of each of the benchmarks in each of the performance criteria is as follows:  1. Explanation of problems/issues: .67<.75  2. Evidence: .61<.75  3. Influence of context and assumptions: 0.70<0.75  4. conclusion of related outcomes: .68<.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 chapters related to question nos. 1, 2, 4, 6, 11, 14, 15, 16, 18, 21, 24 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 all the benchmarks as revealed by the course-embedded (BA421 and BA451) means of assessment. 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  (3) Instructional method will comprise timely feedback of students' assignments and projects to monitor their improvement of skills working with the 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 2019-20 |
| 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% o higher has been achieved. | |
| **2** | SLO: Insert SLO | Year: Indicate Year SLO was Undertaken |
| Student Learning Goal: Select Learning Goal | Improvement Category: Improvement Type |
| Description of Improvement #2: | |
| **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), Fall 2020  
 Student PRE-TEST POST-TEST  
 Alexander, Brandon R 36 96  
 Bell, Dannyiell R 88 96  
 Birge, Demaris M 64 88  
 Bkackwood, Quavaon D 72 80  
 Buckley, Javoris D 32 78  
 Butler, Karen H 64 82  
 Constantine, Braylon D 52 92  
 Crigler, Jakobi 64 76  
 Epps, John M 92 100  
 Frieson, JB 36 72  
 Gary Jordon 64 80  
 Jones, Jamal J 84 88  
 Mack, Whitney V 92 92  
 Nissen, Stephanie M 88 92  
 Payne, Jervelius A 76 92  
 Turner, Crystal D 80 88  
 Wheatley, Keith L 28 64  
 Average 65 86

### Pictures

  