# 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 | |
| 1st: Graduating seniors will take the Senior Exit Examination. The students will be assessed on their proficiency in the following functional areas of Business:  1. Accounting  2. Economics  3. Management  4. Statistics  5. Finance  6. Marketing  7. Legal and Social Environment  8. Information Systems  9. International Business  10. Quantitative Methods | Data will be collected by administering the Senior Exit Examination in the Spring of 2022.  The designated instructor will analyze the data of the Exit Examination. | 11 | 1. Average of 70% in overall functional areas of Business.  2. Average of 70% in each of the functional areas of Business.  There are 11 benchmarks:  1. Overall mean  2. Accounting  3. Economics  4. Management  5. Statistics  6. Finance  7. Marketing  8. Legal and Social Environment  9. Information Systems  10. International Business  11. Quantitative Methods | Data were collected as planned. | 0 | Neither the cohort's overall mean score nor the scores from each of its functional areas of business met 70% (see Appendix 1). The overall mean is 47%, and each functional area has a mean as follows:  Financial Accounting: 60%  Principles of Eco I: 57%  Marketing: 54%  Managerial Accounting: 52%  Management: 51%  Business Law: 46%  Principles of Eco II: 44%  Statistics: 39%  International Bus: 37%  Qnty. Methods: 33% |
| 2nd: Graduating seniors will take a major field test offered by ETS (Educational Testing Service) to test their proficiency in the following areas of Business:  1. Accounting  2. Economics  3. Management  4. Statistics  5. Finance  6. Marketing  7. Legal and Social Environment  8. Information Systems  9. International Business  10. Quantitative Methods | In the spring semester, Major Field Test (MFT) for graduating seniors 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 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 2022 was 133. The national average score reported by the ETS was 149. The decrease in mean score by 16 is 11%, which is more than the required benchmark of 10%. Mean percent correct score in accounting (30), Economics (39), Management (40), Quantitative Business Analysis (23), Finance (34), Marketing (30), Legal and Social Environment (43), Information Systems (38) and International Business (28) indicates that student failed to achieve ±10% in any of the functional areas of Business (see Appendix 2). |

## 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 Spring semester, data will be collected from the assigned individual information technology project in BA495 (Special Topics in Business) 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. | 2 | Based on the evaluation of each student's project, it appears that students were able to demonstrate competency in MS Word and Powerpoint with scores that exceeded the benchmark. They, however, have failed to reach the benchmark in Excel (0.71<0.75, see appendix 3). In Microsoft Word, 77% of the students scored 3 (0.75) and above, and 23% below it. In the Powerpoint, 93% of the students scored above the benchmark. In Excel, where students failed to achieve the benchmark, the most unachievable performance criteria were using formulas and functions (0.65<0.75) and formatting features in creating Excel worksheets (0.70<0.75). In half of the students, the benchmark score was below 0.75 in Excel. The average performance score of Microsoft Word, Excel, and Powerpoint are as follows:  Word: 0.78>0.75  Excel: 0.71<0.75  Powerpoint: 0.87>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 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 4). Satisfaction level based on survey findings:  MS Word: 93%  MS Excel: 84%  PowerPoint: 95% |

## 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 BA495 (Special topics in 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 | 3 | As evidenced by the performance indicators, students demonstrated proficiency in communication skills. Overall, they exceeded the benchmark score for all performance criteria except for the application of knowledge to provide a feasible solution with innovative conclusions (See appendix 5). Seventy-three percent of students scored above the benchmark of 3 (0.75) and the remaining 27% below it. The summary of the performance criteria is shown below:  Identification of Issues: 0.88>0.75  Understanding different perspectives: 0.77>0.75  Perspective-taking: 0.75 = 0.75  Application of knowledge: 0.69< 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 overall benchmark was not met (0.66<0.75). In all performance criteria other than an explanation of the problem/issue, students failed to achieve the benchmark score of 0.75 (see appendix 6). As indicated by the results, the performance criteria for having evidence from source(s) with enough interpretation for comprehensive analysis is the least met (0.56<0.75), followed by the other performance criteria of impacts of context and assumptions (0.65<0.75), conclusions and related outcomes (0.65<0.75), and explanation of problem/issue (0.76>0.75).  The summary of the findings is shown below:  1. Explanation of problems/issues: .76>.75  2. Evidence: .56<.75  3. Influence of context and assumptions: 0.65<0.75  4. conclusion of related outcomes: .65<.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: Based on the results of both the in-house senior exit test and major field test administered by the Educational Testing Service, students are significantly lacking in knowledge about functional areas of business.   To overcome this:  (a) Students should be motivated and encouraged to take these tests seriously.  (b) Faculty should focus more on the core concepts of functional areas in their teaching strategy.  (c) Assign homework, projects, and quizzes to monitor the improvement of students' learning in the core concepts of functional areas of business.  (2) Student Learning Outcome#2: Means of assessment #1: Students demonstrate a deficiency in Excel in the area of information technology. To overcome this issue,  the instructional method should include more projects and assignments related to Excel usage and provide feedback on the students' performance.  (3) Student Learning Outcome #3: Means of assessment #2: This student demonstrates a lack of communication skills that can be remedied using an instructional method  that is more rigorous on assignments, case studies, and projects within a framework of stated performance criteria as well as timely feedback to monitor students'  progress. |

## IMPROVEMENTS OBSERVED DURING ACADEMIC YEAR

| ASSESSMENT REPORT | | |
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| **1** | 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 2020-21 |
| Student Learning Goal: Discipline Mastery | Improvement Category: Improvements in means of assessment |
| Description of Improvement #1:  Students demonstrate proficiency in communications skills in the context of identification of issues, understanding perspective to explain the issue, and taking perspective to explain the issues. | |
| **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 2  
  
 Assessment Indicators, Spring 2022  
  
 Functional Areas Mean percent correct Percentile  
 Accounting 30 5  
 Economics 39 5  
 Management 40 1  
 Quantitative Business Analysis 23 3  
 Finance 34 5  
 Marketing 30 1  
 Legal and Social Environment 43 9  
 Information System 38 22  
 International Issues 28 1

### Pictures

  