

**MISSISSIPPI VALLEY STATE UNIVERSITY**  
**ASSESSMENT PLAN/REPORT**  
**Educational Programs**

**Degree Program:** Business Administration

**Assessment Period:** 2013 - 2014

**Link to Institutional Mission:** 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.

**Unit Mission Statement:** In support of the University 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 undergraduate business administration 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 in functional areas of business required in global world of business.

**Faculty Involvement:** All faculty members in the Department actively participated in the process of developing the assessment plan through department meetings and sub-group meetings guided by the chair and sub-group leaders. Sub-group leaders for academic year of 2013-2014 are: Dr. Curressia Brown (Business Administration), Ms. Jessica Barnes (Accounting), and Dr. Jeongbeom Lee (MBA). Faculty members in each sub-group (BA, Accounting, and MBA) also had informal meetings many times during the academic year to discuss SLO assessment.

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**STUDENT LEARNING OUTCOME #1:** Graduates will be able to demonstrate sufficient proficiency in functional areas of business

**State Means of Assessment #1:** Overall results of the Educational Testing Service's (ETS) Major Field Test (MFT) in business. The ETS's Major Field Tests are comprehensive undergraduate outcomes assessment designed to measure the critical knowledge and understanding obtained by students in a major field of study. From August 2006 to June 2013, over 685 colleges and universities in the U.S. employ the MFT in Business for student achievement and curriculum evaluation. ETS offers comprehensive national comparative data for the MFT, enabling us to evaluate our students' performance and compare our program's effectiveness to programs at similar institutions nationwide.

**Describe Data Collection Plan:** Each semester, graduating senior candidates will take the MFT in business by ETS (Educational Testing Service). The MFT covers nine major areas: Accounting, Economics, Management, Quantitative Business Analysis, Finance, Marketing, Legal and Social Environment, Information Systems, and International Issues. 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: Scaled score of 48% or higher on the MFT in business will be considered a success. The rationale for selecting this score this academic year is based upon the national average on the MFT in business from September 2010 to June 2012.

	National (80,708 examinees from September 2010 to June 2012)*
Mean	152 (at 48% or below)
Standard deviation	14

**Describe Data Collected and Data Analysis:** The Major Field Test in Business was administered to 31 graduating BA major seniors from 9:00 to 12:00 a.m. on Tuesday, April 8, 2014. Copies of the test and answer sheets were sent to the ETS and the Department received the test results from ETS in April. The departmental roster, as well as individual students' reports provided by ETS, were examined by the faculty led by Dr. Jay Kim. The departmental roster includes demographic summary, 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 (Department of Business)

Mississippi Valley State University

Test Date : Tuesday, April 8, 2014

Students tested : (31 graduating seniors)

Part A: TOTAL SCORES

Scaled Score Range	Number in Range	Percent Below*
200-150	2	
145-149	4	94
140-144	2	81
135-139	5	74
130-134	3	58
125-129	7	48
120-124	8	26
Mean	133	
Standard Deviation	10	

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

Part B: Summary of Assessment Indicators

Assessment Indicator Title	Mean Percent Correct
1. Accounting	28
2. Economics	29
3. Management	33
4. Quantitative Business Analysis	36
5. Finance	30
6. Marketing	36
7. Legal and Social Environment	44
8. Information Systems	34
9. International Issues	32

**Indicate Whether Criteria for Success Were Met:** Our students’ overall performance was considered a success this year. The mean of scaled score average was above the score during the academic year 2010-2013’s with lower standard deviation. The average mean percentile score of our students this year was 58% percentile, which is 10% higher than the national average.

	MVSU (35 examinees in 2010- 2011)	MVSU (29 examinees in 2012-2013)
Mean	137 (at 48% or below)	132 (at 34% or below)
Standard deviation	11	7

**Describe How Assessment Results Were Used to Improve the Program:** The Major Field Test of Business covers nine major areas: Accounting, Economics, Management, Quantitative Business Analysis, Finance, Marketing, Legal and Social Environment, Information Systems, and International Issues. Summary of assessment indicators provided by ETS showed relative weakness in Accounting, Economics, Finance, and International Issues. There was a substantial decline in Quantitative Business Analysis (12% decline), and International Issues (11% decline) areas from the academic year 2012-2013 to this year. Faculty discussed assessment results and reviewed their syllabi to ensure that they reflect all topics/materials to be covered in each subject area so that our students will be able to gain the proficiency in the curriculum. It was recommended that faculty who are in charge of classes in the areas of Accounting, Economics, Finance, Quantitative Business Analysis and International Issues examine their course syllabi, textbook selection, and teaching methods to improve our students’ performance in these areas for coming years.

**State Means of Assessment #2:** In-house developed senior exit exam.

**Describe Data Collection Plan:** Each semester, graduating senior candidates will take the In-house developed senior exit exam. Due to transitions in departmental administration, 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 faculty’s top items for the Fall of 2013.

**Define Criteria for Success with Rationale:** An average score of 60% or higher will be considered a success. The rationale is based upon our students’ overall performance in previous years.

**Describe Data Collected and Data Analysis:** No data

**Indicate Whether Criteria for Success Were Met:** [Click here to enter text.](#)

**Describe How Assessment Results Were Used to Improve the Program:** [Click here to enter text.](#)

**STUDENT LEARNING OUTCOME #2:** Upon graduation, students will be able to competently use computer application software that is commonly used in business, specifically word processing, spreadsheets, and presentation tools.

**State Means of Assessment #1:** Test results from the scoring rubrics on the in-house developed Technology Competency Test

**Describe Data Collection Plan:** Each semester, graduating senior candidates will take the Technology Competency Test. The Technology Competency Test was developed in the department led by Dr. Jeanette Roberts and validated externally by a panel of experts. See documents/files in “Technology

Competency Test” directory for the details of the process of developing and validating the test. Technology Competency Test focuses on areas such as writing a research paper, completing spreadsheet related works, preparing a presentation document, and getting involved in internet activities to measure the proficiency in technology commonly used in business.

**Define Criteria for Success with Rationale:** An average of 66% or higher in each area (Microsoft Word, Excel, PowerPoint) from scoring rubrics will be considered a success. The rationale is based upon the “Cut Score” of MOS (Microsoft Office Specialist) certification. Data will be collected at the end of each semester.

**Describe Data Collected and Data Analysis:** No data was collected.

**Indicate Whether Criteria for Success Were Met:** [Click here to enter text.](#)

**Describe How Assessment Results Were Used to Improve the Program:** [Click here to enter text.](#)

**State Means of Assessment #2:** Grading results with scoring rubrics for individual/team projects in senior level courses that require intensive use of computer application software.

**Describe Data Collection Plan:** Individual/team projects in senior level courses that require the intensive use of computer application software will be evaluated. Computer application software experts in the Department as well as given course’s instructor will participate in evaluating. Scoring rubrics are developed for related individual/team projects. Each rubric is validated externally by panel of experts. In these rubrics, scoring categories regarding the use of word processor, spreadsheets, presentation software, and internet activities 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 70% or higher in each area (Microsoft Word, Excel, PowerPoint) from scoring rubrics will be considered a success. The rationale is based upon our students’ performance from previous year. It was 68% from Management Information System and 67% from Strategic Management in academic year 2010-2011.

**Describe Data Collected and Data Analysis:** Data was collected in BA411 (Advanced IT in Business) class in the Spring 2014 semester. This class consisted of eight graduating seniors. The main objective of this class is that students are to apply and demonstrate the use technology in various practical settings. A pre-test was giving to each student to determine a baseline of their prior knowledge of the applications that will be used throughout the semester. The pre-test consisted of a PowerPoint presentation, business letter, table formatting, and a timed-writing. At the end of the semester the student was given a post-test to see if they have improved and in what areas. The post-test included a PowerPoint presentation, business letter, table formatting, timed-writing, and Text-to-Speech simulation. Each week the students were given a timed writing to help build their typing speed and accuracy. The students were also introduced to the Text to Speech software using a headphone with microphone to complete a series of simulation, which was added to their post-test. A passing score of 70% and above is the goal for each student to demonstrate the ability to use technology in other practical settings effectively. At the end of the semester after working with the students on the areas they need some assistant in their scores improved. Many of them did not get a chance to complete the pre-test that is the reason for some of their low scores at the beginning.

**Indicate Whether Criteria for Success Were Met:** Students' overall performance was considered a success this year. The increase in scores ranged from 10-49 points of improvement.

**Describe How Assessment Results Were Used to Improve the Program:** This was the first semester that this course was offered. Comparative analysis needs to be conducted.

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**STUDENT LEARNING OUTCOME #3:** Graduates will be able to communicate effectively as evidenced by their written and oral presentation

**State Means of Assessment #1:** Grading results from scoring rubrics for individual/team written projects in senior level courses

**Describe Data Collection Plan:** Rubrics are developed for related individual/team written projects. Each rubric is validated by panel of experts. 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. The rubrics will be calibrated and tested for reliability among instructors in the courses and/or colleagues who have similar teaching background in the Department. Data will be collected and studied for analysis at the end of each semester.

**Define Criteria for Success with Rationale:** Overall average of 64% or higher will be considered success. The rationale is based upon our students' overall performance in previous years.

**Describe Data Collected and Data Analysis:** No data was collected.

**Indicate Whether Criteria for Success Were Met:** [Click here to enter text.](#)

**Describe How Assessment Results Were Used to Improve the Program:** [Click here to enter text.](#)

**State Means of Assessment #2:** Grading results from scoring rubrics for individual/team oral presentation projects in senior level courses.

**Describe Data Collection Plan:** Individual/team oral presentation projects in related courses will be evaluated by each instructor. Rubrics are developed for related oral presentation projects in senior level courses. Each rubric is validated externally by panel of experts. Related project rubrics will use the same scoring scale ranging from 1 to 10 for reliable data collection and analysis. Individual/team oral presentation projects in related courses will be evaluated by each instructor. The rubrics will be calibrated and tested for reliability among instructors in the courses and/or colleagues who have similar teaching background in the Department. 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 66% or higher will be considered success. The rationale is based upon our students' overall performance in previous years.

**Describe Data Collected and Data Analysis:** No data

**Indicate Whether Criteria for Success Were Met:** [Click here to enter text.](#)

**Describe How Assessment Results Were Used to Improve the Program:** [Click here to enter text.](#)