# 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 MBA | | Submission: Final Report |
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| Program Mission Statement: | | |
| In support of the mission of the Department of Business Administration, the master of business administration (MBA) 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 required in the global business world. | | |
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| Core Student Learning Outcomes: | | |
| Graduates of the MVSU MBA program should be able to: 1. Combine information across functional areas of business in today's global business environment in order to make comprehensive business decisions. 2. Identify opportunities, solve problems and make decisions by demonstrating their critical thinking skills. 3. Compose logical, relevant, professional, and qualitative assessment information from diverse business perspectives. | | |
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| Link to Institutional Mission: | | |
| MBA Program’s student learning outcomes are directly linked to the University’s 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 MBA program actively participated in the process of developing the assessment plan and completing the assessment report through departmental meetings, MBA faculty meetings, sub-group meetings & discussions as necessary. | | |

## Student Learning Outcome 1

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| Description: Graduates will be able to combine information across the functional areas of business in today's global business environment to make comprehensive business decisions. | | | | | | |
| Student Learning Goal Supported: Discipline Mastery | | | | | | |
| ASSESSSMENT PLAN | | | | ASSESSMENT REPORT | | |
| Means of Assessment | Data Collection Plan | BenchmarksNumber & Description | | Data Collected | Benchmarks AchievedNumber & Description | |
| Pre and Post-test will be administered to measure students’ proficiency in the following functional areas:  1. Accounting  2. Finance  3. Marketing  4. Management  5. Strategic Integration | Data will be collected by administering Pre and Post-test in Operations Management (BA 642) 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. | Evaluate success of benchmarks Data were collected as planned | 0 | 30% increase in post-test over the pre-test was not achieved. Only a 9% increase was achieved (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 functional areas related to the question nos. 1, 3, 5, 7, 8, 9, 10, 12, 17, 20, 21, 24 and 25. |
| The Major Field Test (MFT) for Master of Business Administration by ETS (Educational Testing Service). The test provides several assessment indicators for analysis;  1. overall mean and standard deviation for comparative analysis,  2. accounting,  3. finance,  4. marketing,  5. management, and  6. strategic integration. | In the spring semester, graduating candidates will take the ETS Major Field Test for MBA.  The test will cover Marketing (25%), Management (25%), Finance (25%), and Managerial Accounting (25%), respectively. | 6 | Quantitative assessment: Average score of national average ±  10% on MFT's six (6) measures provided by ETS:  1. overall mean,  2. accounting,  3. finance,  4. marketing,  5. management, and  6. strategic integration. | Data was not collected as the MFT test was not administered because of COVID outbreak. | 0 | Evaluate success of benchmarks |

## Student Learning Outcome 2

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| Description: Graduates will be able to identify opportunities, solve problems and make a decision by demonstrating their critical thinking skills. | | | | | | |
| Student Learning Goal Supported: Critical Thinking - General | | | | | | |
| ASSESSSMENT PLAN | | | | ASSESSMENT REPORT | | |
| Means of Assessment | Data Collection Plan | BenchmarksNumber & Description | | Data Collected | Benchmarks AchievedNumber & Description | |
| 1st: Students will be made to work on individual/team projects, term papers, or a case study.  A grading rubric of a four-point scale will be used with the following performance criteria:  1. Identification and explanation of issues.  2. Collection of Information.  3. Recognition of context and assumptions.  4. Evaluation and synthesis of information.  5. Conclusions and related outcomes.  Grading rubric Scale for the assigned Project/case:  Excellent: 4  Good : 3  Fair : 2  Poor : 1 | Describe data collection plan During the Fall and Spring semesters, data will be collected from the assigned individual/team projects in the capstone course of BA655 (Strategic Management) by the designated instructor using the rubric. | 5 | Overall average of 3.0 or higher in the categories of:  1. Identification and explanation of issues.  2. Collection of Information.  3. Recognition of context and assumptions.  4. Evaluation and synthesis of information.  5. Conclusions and related outcomes. | Data were collected as planned. | 4 | The average performance of the students exceeded the benchmark (0.78>0.75). Students were able to reach the benchmark in all categories of performance criteria except one (collecting information from sources sufficient to develop a comprehensive analysis and synthesis, 0.65<0.75), see Appendix 3. Students’ scores in the performance criteria are as follows:  1. Identification and explanation of issues: 0.85>0.75  2. Collection of Information: 0.65<0.75  3. Recognition of context and assumptions: 0.78>0.75  4. Evaluation and synthesis of information: 0.79>0.75  5. Conclusions and related outcomes: 0.81>0.75 |
| Describe Means of Assessment 2  2nd: Students will be assigned a case study, project, or term paper on an individual or team basis.  A grading rubric of a four-point scale will be used having the following performance criteria to evaluate:  1. Evaluating information.  2. Creative thinking.  3. learning and problem solving  4. communication  Grading rubric Scale for the assigned Project:  Excellent: 4  Good : 3  Fair : 2  Poor : 1 | In the Fall semester, data will be collected from the assigned individual case study in BA642 (Operations Management) by the designated instructor using the rubric. | 4 | Overall average of 3.0 or higher in the areas of:  1. evaluating information,  2. creative thinking,  3. learning and problem solving, and  4. communication. | Data were collected as planned. | 0 | None of the criteria of critical thinking reached the benchmark. The average score was 0.64 which is less than the required average score of 3 or 0.75. The data analysis (see Appendix 4) indicates that 61% of the students scored below performance level 3, and only 39% scored 3 and above. It is also observed from the data analysis that out of the performance criteria applied to measure students' critical thinking skills, the weakest one was their communication skill (.58<.75), followed by learning and problem solving (.61<.75), creative thinking (.67<.75) and evaluating information (.68<.75).  Summary of the benchmarks of performance criteria:  1. Evaluating Information: .68<.75  2. Creative thinking:.67<.75  3. Learning and problem solving: .61<.75  4. Communication: .58<.75 |

## Student Learning Outcome 3

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| Description: graduates will be able to compose a logical, relevant, professional, and qualitative assessment of business information from diverse business perspectives. | | | | | | |
| Student Learning Goal Supported: Communication - Writing Proficiency | | | | | | |
| ASSESSSMENT PLAN | | | | ASSESSMENT REPORT | | |
| Means of Assessment | Data Collection Plan | BenchmarksNumber & Description | | Data Collected | Benchmarks AchievedNumber & Description | |
| 1st: Students will be asked to work on an article summary, individual/team projects, or a case study.  A grading rubric of a four-point scale will be used with the following performance criteria:  1. Context of and purpose of writing  2. Content development.  3. Disciplinary conventions.  4. Sources and evidence  5. Control of syntax and mechanics.  Grading rubric scale for the assigned Project/case:  Rubric scale  Excellent: 4  Good : 3  Fair : 2  Poor : 1 | Data will be collected by the designated instructor by evaluating the cohort’s assigned case study in BA645 (Information Technology Management) during the Fall semester using the rubric. | 5 | Overall average of 3.0 or higher in the categories of: 1. Context of and purpose for writing 2. Content development, 3. Disciplinary conventions, 4. Sources and evidence, 5. Control of syntax and mechanics | Data were collected as planned. | 0 | None of the criteria of Communication skills reached the benchmark. The average score was 0.67 (108/160) which is less than the required average score of 3 or 0.75 (120/160). The data analysis (see Appendix 5) indicates that 45% of the students scored below performance level 3 whereas 55% scored 3 and above, not enough to reach the benchmark of 0.75. It is also observed from the data analysis that out of the performance criteria applied to measure students' Communication skills, the weakest one was their genre and disciplinary conventions skill (.63<.75).  Summary of the Benchmarks:  Context of and purpose of writing: .69<.75  Content Development: .66<.75  Disciplinary Conventions: .63<.75  Sources and evidence: .69<.75  Control of syntax and mechanics: .66<.75 |
| Describe Means of Assessment 2  2nd: Students will be asked to work on individual/team projects, case studies, or on a Term paper.    A grading rubric of a four-point scale will be used with the following performance criteria:  1. Organization  2. Language  3. Delivery.  4. Supporting material  5. Central message  Grading rubric scale for the assigned Project/case study/term paper:  Rubric scale  Excellent: 4  Good : 3  Fair : 2  Poor : 1 | Describe data collected During the Fall and Spring semester, data will be collected by the designated instructor by assessing a term paper in the capstone course of BA655 (Strategic Management) using a rubric. | 5 | Overall average of 3.0 or higher in the categories of: 1. Organization 2. Language 3. Delivery 4. Supporting material 5. Central message. | Data were collected as planned. | 2 | Students missed the overall benchmark (0.74<0.75). Although the overall benchmark was not achieved, two criteria (Organization, Central Language) were able to reach the benchmark. The data analysis (see appendix 6) indicates that 68% of the students scored above the benchmark 3, and 32% below. Summary of the Benchmarks:  1. Organization: .88>.75  2. Language: .66<.75  3. Supporting material: .66<.75  4. Central Message:.77>.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 goal of knowing the important concepts of the course has not been met as expected. Students failed to demonstrate 30% or higher performance in the post-test on an average and per question basis. 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, 3, 5, 7, 8, 9, 10, 12, 17, 20, 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 #2: Means of assessment #1 & #2: Students failed to demonstrate their achievement in critical thinking skills as revealed by the course-embedded assignments of BA 655 (collecting information from sources sufficient to develop a comprehensive analysis and synthesis) and BA 642. The following measures will be taken to overcome the deficiency of students' critical thinking skills.  (a) In-depth questioning strategy in the instructional method will be pursued to promote the critical thinking skills of the students. In this strategy, in the classroom environment, the students will be asked the following questions once they respond to the initial question with the solution:  1. Could you elaborate further on that point?  2. Will you express that point in another way?  3. Can you give me an illustration?  4. Would you give me an example?  5. Will you provide more details?  6. Could you be more specific?  7. Do we need to consider another point of view?  8. Is there another way to look at this question?    (b) Use a discussion board in an online environment to allow students to work on the open-ended question through continuous interaction with the instructor and the classmates. The process will encourage the students to think critically in line with performance criteria as they will be prompted to elaborate on the discussion in light of their experience and knowledge.  (c) Instructional method will also comprise assignments of project/term paper/case studies to give the opportunity to the students to improve their critical thinking skills by working on each of the performance criteria.  (d) Instructional method will ensure timely feedback on the students' assignments.  (3) Students Learning Outcome #3: Means of assessment #1 & #2: Students failed to demonstrate their achievement in Communication skills in writing proficiency. The following measures should be taken in the instructional method to overcome their deficiency:    (a) Instructional method will engage students to do assignments (project, term paper, case study) frequently to improve their communication skills by working on each performance criteria.  (b) Instructional method will ensure timely feedback on the students' assignments in order to give them the opportunity to improve the next assignment with the suggested changes. |

## IMPROVEMENTS OBSERVED DURING THE ACADEMIC YEAR

| ASSESSMENT REPORT | | |
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| **1** | SLO: graduates will be able to compose a logical, relevant, professional, and qualitative assessment of business information from diverse business perspectives. | Year: AY 2019-20 |
| Student Learning Goal: Communication - Writing Proficiency | Improvement Category: Improvements in means of assessment |
| Description of Improvement #1:  Students were able to demonstrate their improvement in their writing proficiency by providing specific introductions and conclusions in their writing in an organized manner, presenting the content of their writing cohesively. | |
| **2** | SLO: graduates will be able to compose a logical, relevant, professional, and qualitative assessment of business information from diverse business perspectives. | Year: AY 2019-20 |
| Student Learning Goal: Communication - Writing Proficiency | Improvement Category: Improvements in means of assessment |
| Description of Improvement #2:  Students were able to demonstrate their writing skills by focusing on the central message clearly and consistently with the supporting materials. | |
| **3** | SLO: Graduates will be able to identify opportunities, solve problems and make a decision by demonstrating their critical thinking skills. | Year: AY 2019-20 |
| Student Learning Goal: Critical Thinking - General | Improvement Category: Improvements in means of assessment |
| Description of Improvement #3:  Students were able to demonstrate their critical thinking skills in identifying and explanation of issues, recognizing context and assumptions before presenting their point of view, evaluating information thoroughly and synthesizing other points of view, coming up with the conclusions and related outcomes with evidence, and perspectives. | |
| **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, OPERATIONS MANAGEMENT  
 (BA 644-E01), FALL 2020   
 Student Pre-Test Post-Test  
 Brown, Kowaii Y 76 76  
 Burns, A'Kendria K 72 48  
 Cole, DeAlma 68 88  
 Edwards, Jamiya L 72 72  
 Grant, Crystal A 76 76  
 Hart, Briana D 72 92  
 Hendrix, Myeshia D 80 84  
 Holston, Lashundra 60 84  
 Jackson, Angel 76 88  
 Kent, Anita 48 76  
 Lee, Charles R 92 76  
 Malone, Dondericia D 80 84  
 McCain, Kimberly 88 76  
 Roberson, Tommesha R 88 84  
 Robinson, Diamoniqua T 56 64  
 Smith, Jimeisha M 56 72  
 Smith, Prestisha 64 72  
 Washington, Stephanie D 48 52  
 White, Kajarius J 80 84  
 Williams, Kim H 56 68  
 AVERAGE 70 76  
 % INCREASE 9%<30%

### Pictures

  