

2007 MASTER PLAN/PROGRESS REPORT

Academic Program: BS Finance

Person Responsible: Mitchell Adrian, Dean, College of Business

Date Submitted: 5/25/2007

Mission: The mission of the College of Business is to provide quality business education that will enhance the opportunities for a diverse undergraduate and graduate student population to achieve success in a changing technological, global, and ethical environment. Through academic excellence and linkages with the business community, the College is committed to being a resource for economic development in southwest Louisiana.

Institutional Mission Reference: The foundation for student success begins with faculty commitment to excellence in teaching, research, and creative and scholarly activity. At McNeese State University, a member of the University of Louisiana System, students cultivate skills for critical thinking and effective expression and gain an understanding of the global community. The learning and social environment integrates discipline-specific knowledge with the values of lifelong learning, ethical responsibility, and civic engagement.

Assessment Methods Utilized:

- Standardized Exam (nationally normed)
- Standardized Exam (state-normed)
- Major Field Examination
- Internally-developed Examination
- Student Opinion Survey (SOS)
- National Survey of Student Engagement (NSSE)
- Employer Survey
- Graduate Survey
- Alumni Survey
- Exit Survey/Interview/Exam
- Program-specific Survey
- Scoring of Essay
- Portfolio Evaluation
- Capstone Project
- Presentation
- Research Paper
- Research Project
- Course Summary
- Excel Spreadsheet
- Access Database
- Other - Please describe: _____

Data Repository Location:

Dean's office / Chair's office / ETS

Dean's office / Internship Coordinator's office

Dean's office / Chair of Assessment Committee

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Student Learning Outcome 1: Graduates apply critical thinking in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>Student papers are analyzed by a team of reviewers from across disciplines. They apply a rubric measuring six characteristics that show evidence of critical thinking skills. At least 60% of students sampled will score a “pass” (average or greater) on the assessment rubric.</p>	<p>50% of students sampled scored a “pass” (average or greater) on the assessment rubric.</p>	<p>Revise</p> <ul style="list-style-type: none"> • Individual student work will be sampled and analyzed. • Team or group papers will no-longer be accepted for assessment of critical thinking. • A new rubric will be designed that better captures the critical thinking skills required by students in the College of Business.
<p>Employers of student interns will respond with an average of 2.75 or greater (4 point scale) to the question “<i>The intern demonstrated good analytical/critical thinking skills</i>” on the Supervisor’s Evaluation form.</p>	<p>Employers of student interns responded with an average 3.94 (on a 4 point scale) to the question “<i>The intern demonstrated good analytical/critical thinking skills</i>” on the Supervisor’s Evaluation form.</p>	<p>Develop</p> <ul style="list-style-type: none"> • Faculty will present the rubric to students early in the semester so that desired structure and requirements are known and understood by students. <p>Maintain</p> <ul style="list-style-type: none"> • Continue to use assessment teams that include faculty from across campus. • Continue to use employer responses to student intern performance.

Student Learning Outcome 2: Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>Student papers are analyzed by a team of reviewers from across disciplines. They apply a rubric measuring eight characteristics that show evidence of critical thinking skills. At least 60% of students sampled will score a “pass” (average or greater) on the assessment rubric.</p> <p>Employers of student interns will respond with an average of 2.0 or greater (3 point scale) to the question “Please rate the communication skills (written and verbal) of the intern using the following categories: <i>Written Communication</i>” on the Supervisor’s Evaluation form.</p>	<p>45% of students sampled scoring a <i>pass</i> (average or greater) on the assessment rubric.</p> <p>Employers of student interns responded with an average 2.56 (on a 3 point scale) to the question “Please rate the communication skills (written and verbal) of the intern using the following categories: <i>Written Communication</i>” on the Supervisor’s Evaluation form.</p>	<p>Revise</p> <ul style="list-style-type: none"> • Individual student work will be sampled and analyzed. • Team or group papers will no-longer be accepted for assessment of critical thinking. • A new rubric will be designed that better captures the written communications skills required by students in the College of Business. • A new rubric will be designed that better captures the oral presentation skills required by students in the College of Business.
<p>Student presentations are analyzed by a team of reviewers from across disciplines. They apply a rubric measuring eight characteristics that show evidence of effective oral communication thinking skills. At least 60% of students sampled will score a “pass” (average or greater) on the assessment rubric.</p> <p>Employers of student interns will respond with an average of 2.0 or greater (3 point scale) to the question “Please rate the communication skills (written and verbal) of the intern using the following categories: <i>Verbal Communication</i>” on the Supervisor’s Evaluation form.</p>	<p>79% of students sampled scored a “pass” (average or greater) on the assessment rubric.</p> <p>Employers of student interns responded with an average 2.61 (on a 3 point scale) to the question “Please rate the communication skills (written and verbal) of the intern using the following categories: <i>Verbal Communication</i>” on the Supervisor’s Evaluation form.</p>	<p>Develop</p> <ul style="list-style-type: none"> • A common writing format and assessment standard will be created and shared within the College of Business. • Faculty will present the rubric to students early in the semester so that desired structure and requirements are known and understood by students. <p>Maintain</p> <ul style="list-style-type: none"> • Continue to use assessment teams that include faculty from across campus. • Continue to use employer responses to student intern performance.

Student Learning Outcome 3: Graduates analyze the global community to make sound judgments in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>Students will score an overall mean of 60% correct on the global component (International Issues) as measured on the ETS Major Field Test.</p>	<p>Students scored an overall mean of 53% correct on the global component of the ETS major field test.</p>	<p>Develop</p> <ul style="list-style-type: none">• We will create a system to use embedded questions in required courses to measure student understanding and awareness of global markets and cultural differences. <p>Maintain</p> <ul style="list-style-type: none">• We will continue to use MFT results.

Student Learning Outcome 4: Students will be proficient in the use of technology as it relates to business and organizational processes.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>At least 60% of employers of student interns will respond “Yes” to the question “<i>Did the intern have adequate technical knowledge to perform the tasks assigned?</i>” on the Supervisor’s Evaluation form.</p> <p>At least 60% of employers of student interns will respond “Yes” to the question “<i>If computer skills were essential to performing assigned work, did the intern possess the necessary computer skills.</i>” on the Supervisor’s Evaluation form.</p>	<p>100% of employers of student interns responded “Yes” to the question “<i>Did the intern have adequate technical knowledge to perform the tasks assigned?</i>” on the Supervisor’s Evaluation form.</p> <p>100% of employers of student interns responded “Yes” to the question “<i>If computer skills were essential to performing assigned work, did the intern possess the necessary computer skills.</i>” on the Supervisor’s Evaluation form.</p>	<p>Develop</p> <ul style="list-style-type: none">• Consult with members of the Corporate Advisory Council as to the appropriateness of assessing student use of technology.• If assessment is to be continued, create additional outcome measures for student use of technology <p>Maintain</p> <ul style="list-style-type: none">• Continue to use employer responses to student intern performance.

Resources Allocated:

Financial

- \$300 in discretionary funds will be budgeted for providing meals to review teams who apply the assessment rubrics.
- Student fees will continue to fund the Major Field Test.

Personnel

- The “Assessment Committee” will be reduced in size and streamlined (from 8 to 4 members). The committee assignment will be changed from “performing” assessment to “developing” assessment criteria and activities.
- All faculty in the College of Business will be involved in various assessment activities.
- We will continue to seek volunteers from outside the College of Business to serve on assessment review teams, each selected based upon their professional expertise.

Summary

The College of Business at McNeese State University is not reaching a sufficient number of desired goals for student learning. Student writing skills and global knowledge are below acceptable minimums and critical thinking skills are marginal. Improvements will be applied in regards to student learning and to the assessment process in general.

Continuous Improvement

Two areas of improvement will be pursued. First, that of student learning outcomes.

- Benchmark expectations for student outcomes will remain relatively unchanged but we will continue to seek multiple forms of assessment for each learning objective.
- We will discontinue assessing team-based activities such as student presentations and papers and include only individual student efforts in future assessments.
- A common technical writing format will be developed in the College of Business and introduced to students early in their program. Faculty will be encouraged to apply and support this format throughout the student’s academic program.
- New rubrics will be designed that better capture the writing, speaking and critical thinking skills required by graduates of the College of Business.
- Rubrics will be shared with students early in the semester so that desired outcomes are known and understood by each student.
- “Content Knowledge” in each discipline will be added to the assessment process. A combination of Major Field Test and embedded question results will be used to assess student learning.

The second area of improvement is in the assessment process.

- All input based assessments will be eliminated and replaced with outcomes based measures.
 - We will continue to encourage and expand efforts to use support and assistance from non-business faculty in our measurement activities.
 - The process of collecting and analyzing data will be more closely integrated into existing course structures, attempting to make the assessment process a “seamless” part of semester activities.
 - All faculty will be involved in various assessment activities.
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