

2007 MASTER PLAN/PROGRESS REPORT

Academic Program: Master of Business Administration

Person Responsible: Bruce Swindle, Director, MBA Program/Mitchell Adrian, Dean, College of Business

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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:

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- MBA Program Office
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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>Critical thinking analysis is an element of many MBA required courses. However, the business graduate faculty members have not determined a formal process for defining and evaluating critical thinking in the program's students.</p>	<p>Undefined and not collected at this point in time.</p>	<p><u>DEVELOP</u></p> <ul style="list-style-type: none">• A system for defining desired critical thinking elements for the program.• A system for evaluating the desired critical thinking elements for the program.• The system to collect critical thinking evaluation information for the next academic period. <p><u>MAINTAIN</u></p> <ul style="list-style-type: none">• Commitment to learning outcomes evaluation for the MBA program.

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><u>METHOD 1</u> MBA students will organize effective written communication.</p> <p>Same as Student Learning Outcome 1, Method 1, Method 2, Method 3. Same as Student Learning Outcome 2, Method 1, Method 2, Method 3.</p>	<p>Same as Student Learning Outcome 1, Method 1, Method 2, Method 3. Same as Student Learning Outcome 2, Method 1, Method 2, Method 3.</p>	<p><u>REVISE</u></p> <ul style="list-style-type: none"> • Writing style guidelines which are distributed to students. • Faculty more consistent in offering writing style feedback to students. • Require writing more frequent short papers compared to fewer, long, term papers. • Faculty should instruct students to “look the part” of MBAs. • New rubric needs to be developed for communication assessment. • Elevate target goals.
<p><u>METHOD 2</u> MBA students will organize effective oral communication.</p>	<p>Oral presentation in two MBA required courses will be observed by 3 participants who are no more than 2 business graduate faculty members, a business advisory council member, an MBA alumni and/or current MBA student. The students will score 45 or higher on a 5 question, 1 – 5 integer scale rubric.</p> <p>The oral presentation projects were observed by 3 participants. The observers were the MBA director, CoB dean, and small business center director. The scoring rubric observed “Student’s physical appearance appropriate to the subject,” “Proper subject introduction,” “Identification of individual talking points of presentation,” “Development of support for the issues related to the talking points,” and “Overall quality of presentation (i.e., appearance, grammar, clarity of thoughts, eye contact). The classes’ score averaged 56.7.</p>	<p><u>DEVELOP</u></p> <ul style="list-style-type: none"> • More alternative methods of communication enhancement. • Projects for written, oral, and team in addition to standard PowerPoint deliveries. • Alternative evaluation techniques in addition to visitation and observation—perhaps videotaping. <p><u>MAINTAIN</u></p> <ul style="list-style-type: none"> • Written requirement for courses. • Oral presentation from students, • Group, teamwork, projects. • The process of assigning groups compared to students self-selecting teams. • The use of Power Point usage for oral communication deliveries.
<p><u>METHOD 3</u> MBA students will actively contribute to group (team) projects.</p> <p>The team presentation in 2 MBA required courses will be observed by 3 participants who are no more than 2 business graduate faculty members, a business advisory council members, an MBA alumni, and/or current MBA student. The students will score 54 or higher on a 6 question, 1 – 5 integer scale rubric.</p>	<p>The team presentation projects were observed by 3 participants. The observers were the MBA director, CoB dean, and small business center director. The scoring rubric observed “Each member’s contribution while functioning as a team,” “Fluid transitions between/among members while functioning as a team,” “Proper project introduction,” “Identification of individual subject points,” “Development of support for the issues identified as subject points,” and “Overall quality of presentation” (i.e., appearance, grammar, clarity of thoughts). The teams score averaged 65.4.</p>	

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><u>METHOD 1</u> Same as Student Learning Outcome 1, Method 3.</p>	<p>Same as Student Learning Outcome 1, Method 3.</p>	<p><u>REVISE</u></p> <ul style="list-style-type: none"> • More diverse participants will be used to evaluate global learning outcomes. • Participants will be “trained” in learning outcomes assessments. • New rubric needs to be developed. • Faculty needs training and input into learning outcomes assessment. • Students need information relative to the importance of learning outcomes measurement and evaluations. • Elevate target goals. • Evaluate a sample rather than entire universe of projects. <p><u>DEVELOP</u></p> <ul style="list-style-type: none"> • More diverse means of embedding evaluation of global issues learning outcomes. • More people committed to evaluating the learning outcomes of MBA students. • Better courses, projects, and mechanisms for measuring global learning outcomes. <p><u>MAINTAIN</u></p> <ul style="list-style-type: none"> • Continue to assess learning outcomes with a team of evaluators. • Continue course embedded mechanisms for assessing global knowledge of MBA students.
<p><u>METHOD 2</u> MBA students will analyze and describe the likely risks that decide the success or failure of global business relationships. In Managerial Finance the students will describe the finance issues and risks of global business relationships. In Marketing Management the students describe the marketing issues and risks of global business relationships. These projects will analyze the risks that determine the success or failure of global business relationships. The analyses will be written from the perspective of high level strategic management. The students will select a country for comparative analysis and conclude to accept or reject a business in that country for some form of business relationship. The students will score 45 or higher on a 5 question, 1- 5 integer scale rubric.</p>	<p>The projects were evaluated by 3 participants who were no more than 2 business graduate faculty members, a business advisory council member, an MBA alumni, and/or current MBA student. The evaluators were the MBA director, CoB dean, and small business center director.</p> <p>The scoring rubric addressed “Clear and appropriate introduction,” “Identification of global issues,” “Interrelating fundamental business disciplines into a high-level management presentation,” “Accept/reject a business relationship in that country,” and “Analytical writing assessment.” The classes’ score averaged 46.8.</p>	
<p><u>METHOD 3</u> MBA students will describe how national cultures influence international business relationships. Students will score 45 or higher on a 5 question, 1 – 5 integer scale rubric.</p>	<p>The projects were evaluated by 3 participants who are no more than 2 business graduate faculty members, a business advisory council member, an MBA alumni, and/or current MBA student. The evaluators were the MBA director, CoB dean, and small business center director.</p> <p>The scoring rubric addressed “Proper introduction,” “Identification of national cultures with potential affects on business relationships,” “Development of support of their position of how cultures affect relationships,” “Timeliness of topic,” and “Quality of physical presentation (i.e., appearance, grammar, clarity). The class’ score was 46.8</p>	

Student Learning Outcome 4: Graduates will be able to judge the ethical ramifications of business choices.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p><u>METHOD 1</u> MBA students will compose an original case for presentation. The case will be fictional but based on reality and address ethical dilemma(s) taken from current business events. Current business events will be actual news events of the past year. Students will score 45 or higher on a 5 question, 1 – 5 integer scale rubric..</p>	<p>The cases were evaluated by 3 participants who are no more than 2 business graduate faculty members, a business advisory council member, an MBA alumni, and/or current MBA student. The evaluators were the MBA director, CoB dean, and small business center director.</p> <p>The scoring rubric addressed “Clear and appropriate introduction,” “Identification of ethical issue,” “Development of plot,” “timeliness of plot,” and “analytical writing assessment.” The classes’ score averaged 50.2.</p>	<p><u>REVISE</u></p> <ul style="list-style-type: none"> • More diverse participants will be used to evaluate ethical learning outcomes. • Participants will be “trained” in learning outcomes assessment processes and needs. • New rubric needs to be developed. • Faculty need training and input into learning outcomes assessment. • Students need information relative to the importance of learning outcomes measurement and evaluations. • Elevate target score. • Evaluate a sample rather than entire universe of projects
<p><u>METHOD 2</u> MBA students will organize a Code of Ethics for businesses. Students will write a code of ethics for people who work in a business as accountants. Students will write a Code of Ethics for people who work as a manager in a business. Students will score 24 or higher on each code assignments. The course instructor and a classmate peer will evaluate on a 4 question, 1 – 5 integer scale rubric.</p>	<p>The scoring rubric utilized by the instructor and the student peer were identical. The rubric addressed “proper introduction,” “Identification of 3 – 5 code items,” “Development of need for code items,” and “Quality of physical presentation...” In Organization Behavior, the instructor score averaged 13.2 and the student peer score averaged 15.1, totaling 28.3. In Accounting for Decision Making, the instructor score averaged 13.2 and the student peer score averaged 17.1, totaling 30.3.</p>	<p><u>DEVELOP</u></p> <ul style="list-style-type: none"> • More diverse means of embedding evaluation of ethics learning outcomes. • More people committed to being evaluators of the learning outcomes of MBA students. • Better courses and mechanisms for measuring ethics learning outcomes.
<p><u>METHOD 3</u> MBA students will compare ethical issues between businesses in two countries. Students will score 45 or higher on a 5 question, 1 – 5 integer scale.</p>	<p>The presentations were evaluated by 3 participants who are no more than 2 business graduate faculty members, a business advisory council members, an MBA alumni, and/or current MBA student. The evaluators were the MBA director, CoB dean, and small business center director.</p> <p>The scoring rubric addressed “Clear and appropriate introduction,” “development of support that issues exist,” “Timeliness of issues,” and “Analytical writing assessment.” The class score was 33.8.</p>	<p><u>MAINTAIN</u></p> <ul style="list-style-type: none"> • Continue to assess learning outcomes with a team of evaluators. • Continue course embedded mechanisms for assessing ethics knowledge in MBA students.



Resources Allocated:

