

2008 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: MBA Graduates will be able to recognize and assess the ethical and social dimensions of management activities (including all forms of social awareness such as diversity awareness and all forms of inclusion and environmental awareness) and evaluate their impacts on management decisions.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>Previous assessment projects recommended a new rubric, more people committed to being evaluators, better courses and mechanisms for measuring ethics learning outcomes and recommended maintenance of evaluation teams and high-stakes, course embedded mechanisms for assessing ethics knowledge in MBA students. The AOL project employed in this year's cycle addressed those issues.</p> <p>MBA students prepared an industry and competitive analysis and within their selected industry evaluated a company's resources and competitive capabilities. Within this project, the students identified ethical issues faced by businesses and industries. The projects were evaluated by 3 participants who were graduate faculty members, COB advisory council members, MBA alumni, an area business person, and/or a current MBA student. Students' projects were scored on a rubric and should average 3 or higher on a 1-5 integer scale rubric. The rubric addressed: 1. The students' demonstration of their ability to identify the ethical dimensions of a management decision or situation; 2. The students' ability to assess the social impact of management decisions; 3. The students' ability to determine possible courses of action; 4. The students ability to evaluate and compare resolutions to ethical and social issues encountered in a management environment.</p>	<p>MBA capstone projects of a sample of five students were analyzed. Each of these 5 projects was scored by 3 evaluators. The average score was 3.0. Of the 15 possible responses (5 students X 3 evaluators = 15) Only 3 were scored. Twelve of the evaluation responses were N (i.e., no global discussion was evident in the project).</p>	<p><u>REVISION</u></p> <ol style="list-style-type: none"> 1. Because of the complexity of the previous AOL system, a new evaluation project was utilized. 2. New rubric was implemented. 3. Because of the lack of faculty understanding of the AOL system, a simpler process was crafted. 4. After one evaluation cycle with this new project, perhaps an expansion of the assessment method and specific project could be expanded. <p><u>DEVELOP</u></p> <p>More specific ethics rubric.</p> <p><u>MAINTAIN</u></p> <ul style="list-style-type: none"> • Continue evaluating with a team of evaluators. • Continue assessing with a sample of MBA students. • Continue high-stakes, course embedded mechanisms for assessing ethics knowledge of MBA students.

Student Learning Outcome 2: MBA Graduates will be able to evaluate the influence global markets have on management decisions and be able to formulate appropriate strategies to improve their performance in the global economy.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>This year’s global AOL project respected the recommendations to continue assessing outcomes using a team of evaluators and to continue utilizing course-embedded mechanisms of assessing global knowledge of MBA students. A new means of embedding evaluation of global issues was utilized. A new team of people was used to evaluate the global AOL project. Also, a new, better course, project and mechanism for measuring global learning outcomes was implemented. The revisions included more diverse participants to evaluate the global AOL. A new rubric was developed and utilized. Also, a much simpler AOL system was implemented.</p> <p>MBA students prepared an industry and competitive analysis. Within that industry, the students evaluated a company’s resources and competitive capabilities. Within this project, the students addressed: 1. Their ability to identify global issues relevant to a business decision. 2. Their insightful interpretations of global economic issues relevant to business decisions. 3. Their appreciation of the challenges of accessing supply sources, financial markets, and intellectual capital in a global market. 4. Their ability to recognize the dynamic nature of international political, environmental and legal forces and their implications for organizations and the ways in which they operate.</p> <p>Students’ projects will be scored on a rubric and will average 3 or higher on a 1-5 integer scale. The rubric addressed the 4 areas discussed in the previous paragraph.</p>	<p>MBA capstone projects of a sample of five students were analyzed. Each of these 5 projects was scored by 3 evaluators. The average score was 2.6. Of the 15 possible responses (5 students x 3 evaluators = 15), 10 were scored. Five of the evaluations were N (i.e. no global discussion was evident in the project).</p>	<p><u>REVISE</u></p> <ul style="list-style-type: none"> • Because of the complexity of the previous AOL system, a new evaluation project was utilized. • New rubric was implemented. • Because of the lack of faculty understanding of the AOL system, a simpler process was crafted. • After one evaluation cycle with this new project as a method of AOL evaluation, perhaps expansion of the assessment method should be considered. <p><u>DEVELOP</u> More specific global rubric.</p> <p><u>MAINTAIN</u></p> <ul style="list-style-type: none"> • Continue evaluating with a team of evaluators. • Continue assessing with a sample of MBA students. • Continue high-stakes, course embedded mechanism for assessing ethics knowledge of MBA students.

Student Learning Outcome 3: Graduates will be effective communicators.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>Following the revisions from previous assessment recommendations a new rubric system was developed for communication assessment. A simpler and easier to implement alternative evaluation techniques was utilized to evaluate students' communication skills. The new project maintains a written requirement focus.</p> <p>MBA students will organize an effective written communication strategic analysis report. MBA students prepared a detailed industry and competitive analysis and within that industry evaluate a company's resources and competitive capabilities. With this project, MBA students should prepare a well-organized industry and company analysis. The project should be prepared at a strategic planning level and be suitable for high-level decision making. The projects were evaluated by 3 participants who are graduate faculty members, COB advisory council members, MBA alumni, an area business person, and/or a current MBA student. Students' projects will be scored on a rubric and will average 3 or higher on a 1-5 integer scale rubric. The communication rubric addressed: 1. Students' demonstration of the ability to recognize and state issues succinctly.; 2. Students' demonstration of the ability to organize thoughts and articulate them concisely and coherently – providing appropriate headings; 3. Students' demonstration of their ability to locate and utilize appropriate authority to respond appropriately to issues; 4. Students' demonstration of their ability to organize and effectively display information so that it is meaningful to the receiving party; 5. Students' application of appropriate grammar, punctuation, and sentence structure; 6. Students' writing will flow well and be engaging to read. Their thoughts will be clear and easily followed.</p>	<p>MBA capstone projects of a sample of five students were analyzed. Each of these 5 projects was scored by 3 evaluators. The average score was 2.53.</p>	<p><u>REVISE</u></p> <p>In order to follow the “Revise” and “Develop” sections of the Actions/Decisions presentations from the MBA Student Learning Outcome relative to communication, certain steps were taken to revise the assessment of learning outcomes. 1. Because of the complexity of the previous AOL system, a new evaluation project was utilized; 2. New rubric was implemented; 3. Because of the lack of faculty understanding of the AOL system, a simpler process was crafted; 4. After one evaluation cycle with this new project as a method of AOL evaluation, perhaps the assessment methods could be expanded.</p> <p><u>DEVELOP</u></p> <ul style="list-style-type: none"> • More communication evaluation venues. <p><u>MAINTAIN</u></p> <ul style="list-style-type: none"> • Continue evaluating with a team of evaluators. • Continue assessing with a sample of MBA students. • Continue high-stakes course embedded mechanisms for assessing writing skills of MBA students.

Student Learning Outcome 4: MBA Graduates will be able to apply critical thinking skills analyzing academic and business situations.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
<p>Prior to the fall 2007 semester, the MBA program did not formally assess a learning goal directly related to critical thinking. Beginning in the fall 2007 semester, the MBA program implemented a strategic planning and analysis project in the MGMT 699 MBA capstone course.</p> <p>The formal project is a 5-point review of a business industry and a 7-point analysis of a specific company within that industry. All MBA core courses implement some form of critical thinking analysis.</p> <p>The special analysis project will be assigned MGMT 699 and reviewed by 3 participants who are graduate faculty members, business council members, MBA alumni, and/or current MBA students. The review will be on 1 -5 integer scale and address: 1. Students ability to demonstrate the pursuit of relevant and reliable knowledge pertaining to the assignment; 2. Students ability to describe a reasonable, reflective means of making recommendations or deciding what to do; 3. Students demonstration of their ability to anticipate any probably consequences of alternative actions; 4. Students demonstration of their ability to apply problem-solving techniques in domains other than those in which learned</p> <p>Either a sample, not to exceed 5 projects, or the entire class enrollment, if less than 5 students, will be reviewed. The students' average score will be at least an average of 3. The first project will be reviewed after the completion of their fall 2007 semester.</p>	<p>MBA capstone projects of a sample of five students were analyzed. Each of these 5 projects was scored by 3 evaluators. The average score was 2.58. Of the 15 possible responses (5 students x 3 evaluators = 15), 12 were scored. Three of the evaluation responses were N (i.e., no critical thinking process was evident in the project.)</p>	<p><u>REVISE</u></p> <ul style="list-style-type: none"> The critical thinking student learning outcome is “new” the MBA AOL formal process. This analysis process should be monitored and revised as issues are identified. <p><u>DEVELOP</u></p> <p>The critical thinking student learning outcome is “new” to the MBA AOL formal process. This analysis process should be monitored and revised as issues are identified.</p> <p><u>MAINTAIN</u></p> <ul style="list-style-type: none"> The MBA AOL process should maintain its formal analysis of critical thinking. The formal process should continue utilizing a mix of evaluators. The process should continue the utilization of a sample of MBA students. The formal process should continue evaluating MBA critical thinking through the use of high-stakes, course embedded projects.

Resources Allocated:

