

MASTER PLAN/PROGRESS REPORT

Summer/Fall 2011 to Spring 2012

Academic Program: Master of Business Administration (MBA)

Person Responsible: Matiur Rahman, Director, MBA Program

Date Submitted: April 25, 2012

Program Mission: To prepare students with the knowledge and skills needed to succeed in a globally competitive environment.

College Mission: The mission of the College of Business is to provide a quality business education that will enhance the opportunities for a diverse undergraduate and graduate student population to achieve success in an ever 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 purpose/mission of the MBA Program directly parallels the purpose/mission of the College of Business and McNeese State University which are to provide education, research, and service that support our four core values of academic excellence, student success, fiscal responsibility, and university-community alliances. In line with that purpose/mission, the goal of student success in the MBA Program begins with faculty commitment to excellence in teaching, research, and creative and scholarly activity. MBA students also cultivate the skills needed for critical thinking and effective expression and gain an understanding of the unfolding global business environment.

The MBA Program purpose also parallels the purpose of the Dore School of Graduate Studies (DSGS) which is to provide professional training and contribute to increased competency in a specialized field; to encourage research to further the development of students in techniques and methods of scholarly research; to advance knowledge and develop a broader and deeper understanding of human knowledge; and to improve preparation to stimulate and encourage students to prepare themselves for further specialized graduate study.

Specifically, the MBA Program endeavors to provide its students with the background, skills, and insights needed to function effectively in an administrative environment. Graduates are prepared to meet the challenges from strong and growing global forces, conflicting values, changing technology, and demographic diversity among employees and customers. MBA Program graduates will gain the academic training needed to contribute to their organizations, to society and to grow both personally and professionally.

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 (in progress, conducted every 3 years)
- Graduate Survey
- Alumni Survey (in progress, conducted every 3 years)
- Exit Survey/Interview/Exam
- Program-specific Survey
- Scoring of Essay
- Portfolio Evaluation
- Six-core courses-Embedded Assessment Rubrics (BADM 618 & 615, FIN 620, MKTG 620, MGMT 622 & 699)
- Presentation
- Research Paper
- Research Project
- Course Summary
- Excel Spreadsheet
- Access Database
- Other - Please describe: Program review report to graduate council and Assessment of Learning for AACSB report

Data Repository Location:

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Appendix A: Direct AOL Process for MBA Program

Six core courses (BADM 618 & 615, FIN 620, MKTG 620 and MGMT 622 & 699) are selected by the MBA Committee for direct assessment of learning outcomes. Each selected core course has a specific learning goal. Toward direct assessment of learning outcomes, a course-specific rubric has been developed with appropriate attributes/objectives and corresponding descriptors. The upper segment of each rubric is designed to assess written communication skills and the lower segment is designed for oral communication skills assessment in terms of various attributes. The written communication skill component is assessed by at least two independent in-house graduate faculties other than the instructor. The oral communication skill component is also evaluated by the same in-house graduate faculties. A random sample of at least 25% - 30% of the student population in each class is used for the evaluation. Students included in the random sample are assessed as exceeds expectations with an average score of at least 85, meets expectations with average score of at least 75 and do not meet expectations with average score below 75 on a 100-point scale. The overall average score of 75 is used as benchmark for meeting learning expectation in each of the above courses. The data are tabulated in subsequent tables according to the above course sequence, not in sequence of the numerics of the learning goals.

For written communication assessment, all students are required to write an in-depth research term paper/research project/case as applicable to a specific selected core course. The MBA committee plays a vital role in the process with proper liaison with the College of Business AOL Committee that is primarily in charge of undergraduate assessment of learning outcomes. The Chair of the MBA Committee (the MBA Director) is a member of the undergraduate AOL Committee and the Chair of this undergraduate committee, appointed by the Dean, is also a member of the MBA Committee to maintain the liaison. Both committees share the minutes of various AOL assessment meetings.

The MBA Committee is composed of only graduate faculties, as approved by the university graduate council, and chaired by the MBA Director. The College of Business AOL Committee is composed of both graduate and undergraduate faculties. They are appointed by the Dean of the College of Business, based on the preferences of faculty members for committee assignments.

In the spring of 2011, an assessment took place in three selected core courses: MKTG 620, MGMT 622 & 699. In the fall of 2011, assessment took place in another three selected core courses: BADM 615, 618 and FIN 620. Assessment takes place routinely in each spring and fall semester as noted above. For a better assessment of learning, all relevant rubrics are reviewed and modified periodically by incorporating specific comments on strengths and weaknesses with suggestions for further improvement by the evaluators. The goal is to generate enough data for the upcoming AACSB reaffirmation process.

Table 1

Developmental course: MGMT 622

Learning Goal 5: Students can properly evaluate a business situation by utilizing the appropriate management functions and thereby make logical and viable management decisions.

		Spring 2011		
Attributes/Objectives	Descriptors	Exceeds expectation Average Score	Meets Expectation Average Score	Does not meet expectation Average Score
Knowledge and understanding of the relevant management functions in this situation	Proper Identification and evaluation of the relevant management functions (Planning, Organizing, Influencing & Controlling)	86		
Utilize the appropriate management functions during problem resolution	Proper analysis of the situation through the application of the appropriate management functions.		84	
Demonstrated the ability to make decisions in line with the appropriate management functions	Applied the decision making process effectively, and generated and evaluated alternatives properly and made reasonable choices among alternatives.		81	

As observed above, the sampled students exceeded expectation in one attribute and met expectation for the other two.

Class size: 11 Sample size: 5

Oral Communication: Paper Presentation

		Spring 2011		
Attributes/Objectives	Descriptors	Exceeds expectation Average Score	Meets Expectation Average Score	Does not meet expectation Average Score
Organization	The oral presentation is well organized.	87		
Clarity	The oral presentation is clear and professional.		84	
Simplicity of Findings	The oral presentation findings are easy to understand.		84	
Professionalism in Delivery	Strategic pauses, pronunciation, posture, gestures, eye contact, movement, facial expression, stance and professional attire		80	

In oral communication skill, cohorts exceeded expectation in one attribute while meeting expectation in three, as shown above.

Class size: 11 Sample size: 5

Table 2

Developmental course: MGMT 699

**Learning Goal 2: Students learn the art of analyzing and evaluating thinking with a view to improving critical thinking.
Rubric for Written Communication**

		Spring 2011		
Attributes/Objectives	Descriptors	Exceeds expectation <u>Average Score</u>	Meets Expectation <u>Average Score</u>	Does not meet expectation <u>Average Score</u>
Definition of the problem	Identifies the main problem and subsidiary, embedded, or implicit aspects of the problem		79	
Appropriateness of information for evaluation of the problem	Identifies relevant information needed to further develop both the problem and possible solutions. Cites and interprets relevant information consistently.		80	
Identification of relationships in evaluation	Offers analyses or evaluation of information of different facets of the problem and does a good job linking them to the broader problem.		80	
Well-supported claims of the author	Supports most ideas with effective examples, reference, and details, makes key distinctions.		79	
Proper summary of different facets of the problem	Summarize paper's main points, and draws conclusions based upon these points.			74
Demonstrated ability to make policy recommendations	Draws warranted, non-fallacious conclusions and successfully draws out policy recommendations that appear consistent with the conclusions.			70

As observed above, the sampled students met expectation for all six attributes in research projects for industry analyses calling for further improvement as two could not reach the revised benchmark on 75%..

Class size: 17 Sample size: 6

Oral Communication: Paper Presentation

		Spring 2011		
Attributes/Objectives	Descriptors	Exceeds expectation <u>Average Score</u>	Meets Expectation <u>Average Score</u>	Does not meet expectation <u>Average Score</u>
Organization	The oral presentation is well organized.	85		
Clarity	The oral presentation is clear and professional.		81	
Simplicity of Findings	The oral presentation findings are easy to understand.		82	
Professionalism in Delivery	Strategic pauses, pronunciation, posture, gestures, eye contact, movement, facial expression, stance and professional attire		75	

In oral communication skill, cohorts exceeded expectations in one attribute while meeting expectations in three, as shown above.

Class size: 17 Sample size: 6

Table 3

Developmental course: MKTG 620**Learning Goal 6: Students can evaluate a situation in line with the marketing concept and develop an appropriate marketing strategy.**

		Spring 2011		
Attributes/Objectives	Descriptors	Exceeds expectation <u>Average Score</u>	Meets Expectation <u>Average Score</u>	Does not meet expectation <u>Average Score</u>
Knowledge and understanding of the marketing concept as it relates to this situation	Proper evaluation of the situation in relation to the marketing concept		80	
The ability to isolate one or more target markets in line with the marketing concept and situational factors (Marketing Strategy Component 1)	Properly isolated each unique target market in line with the marketing concept and situational factors		79	
The ability to develop a unique marketing mix to satisfy each target market (Marketing Strategy Component 2) and create a viable marketing strategy	Developed a unique and applicable marketing mix related to each unique target market and a viable marketing strategy		76	

As observed above, the sampled students met expectation for all 3 attributes in research projects for industry analyses necessitating further improvement.
 Class size: 11 Sample size: 5

Oral Communication: Paper Presentation

		Spring 2011		
Attributes/Objectives	Descriptors	Exceeds expectation <u>Average Score</u>	Meets Expectation <u>Average Score</u>	Does not meet expectation <u>Average Score</u>
Organization	The oral presentation is well organized.		83	
Clarity	The oral presentation is clear and professional.	85		
Simplicity of Findings	The oral presentation findings are easy to understand.		84	
Professionalism in Delivery	Strategic pauses, pronunciation, posture, gestures, eye contact, movement, facial expression, stance and professional attire		78	

In oral communication skill, cohorts exceeded expectation in one attribute while meeting expectations in three, as shown above. Thus, further improvements are needed.
 Class size: 11 Sample size: 5

Table 4

Developmental course: BADM 615

Learning Goal 3: Students will learn effective business decision making in overall dynamic global environment.

Rubric for Written Communication

		Fall 2011		
Attributes/Objectives	Descriptors	Exceeds expectation <u>Average Score</u>	Meets Expectation <u>Average Score</u>	Does not meet expectation <u>Average Score</u>
Scope and risk management	Correct recognition of the scope of the project and the associated risks with an appropriate plan to manage them		78	
Project plan	Correct inclusion of major details in terms of tasks, deadlines, precedence constraints, persons assigned to the task and the estimated time for each task		83	
Teamwork	Proper recognition of teamwork issues with an appropriate plan to improve the teamwork with respect to communication, motivation, productivity and morale		77	

The average score of the students included in the random sample has been uniformly much higher than the expected range of 75 – 80 with two exceptions for each attribute, as observed above. Thus, they have been able to exceed or meet expectation with regard to written communication skills.

Class size: 21 Sample size: 21

Oral Communication: Paper Presentation

		Fall 2011		
Attributes/Objectives	Descriptors	Exceeds expectation <u>Average Score</u>	Meets Expectation <u>Average Score</u>	Does not meet expectation <u>Average Score</u>
Organization	The oral presentation is well organized.		76	
Clarity	The oral presentation is clear and professional.		77	
Simplicity of Findings	The oral presentation findings are easy to understand.		76	
Professionalism in Delivery	Strategic pauses, pronunciation, posture, gestures, eye contact, movement, facial expression, stance and professional attire		75	

As observed above, the average score of the same cohort of students has been relatively at par and thus they have been able to exceed or meet expectation uniformly with regard to the expected range of 75 – 80 with four exceptions.

Class size: 15 Sample size: 15

Table 5

Developmental course: FIN 620

Learning Goal 4: Students develop analytical and problem – solving skills.

Rubric for Written Communication

		Fall 2011		
Attributes/Objectives	Descriptors	Exceeds expectation Average Score	Meets Expectation Average Score	Does not meet expectation Average Score
Identification and Definition of the Problem	Significant symptoms and problems are identified and the overall problem is defined.	N/A	N/A	N/A
Appropriate Problem – Solving Approach and Application	An appropriate problem-solving approach is selected and effectively utilized.	N/A	N/A	N/A
Accuracy of Numerical Solutions and Reasoning's	The numerical solutions are correct and intuitively explained.	N/A	N/A	N/A

The written cases are being assessed.

Class size: 27 Sample size: 9

Oral Communication: Paper Presentation

		Fall 2011		
Attributes/Objectives	Descriptors	Exceeds expectation Average Score	Meets Expectation Average Score	Does not meet expectation Average Score
Organization	The oral presentation is well organized.		78	
Clarity	The oral presentation is clear and professional.		77	
Simplicity of Findings	The oral presentation findings are easy to understand.		77	
Professionalism in Delivery	Strategic pauses, pronunciation, posture, gestures, eye contact, movement, facial expression, stance and professional attire		79	

The students included in the random sample met expectation for all the attributes, as observed above. Further improvement is desired.

Class size: 27 Sample size: 9

Table 6

Developmental course: BADM618

Learning Goal 7: Students can properly apply project management principles to a practical situation.

Rubric for Written Communication

		Fall 2011		
Attributes/Objectives	Descriptors	Exceeds expectation <u>Average Score</u>	Meets Expectation <u>Average Score</u>	Does not meet expectation <u>Average Score</u>
Knowledge of global environment dimensions	Identification of most of the relevant factors (economic, cultural, regulatory, political)		80	
Compare and contrast similarities and differences of international business environment	Analysis of impact of global factors with few inaccuracies in analysis		82	
Business strategies, characteristics and justifications	Application of analysis to specific management situation, with good conclusions and policy recommendations made		76	

As shown above, all sampled students met expectation for each attribute, as shown above. Thus, further improvement is needed.

Class size: 40 Sample size: 15

Rubric for Oral Communication: Paper Presentation

		Fall 2011		
Attributes/Objectives	Descriptors	Exceeds expectation <u>Average Score</u>	Meets Expectation <u>Average Score</u>	Does not meet expectation <u>Average Score</u>
Organization	The oral presentation is well organized.		76	
Clarity	The oral presentation is clear and professional.		83	
Simplicity of Findings	The oral presentation findings are easy to understand.		81	
Professionalism in Delivery	Strategic pauses, pronunciation, posture, gestures, eye contact, movement, facial expression, stance and professional attire		78	

The same inference applies to the assessment of oral communication skills.

Class size: 40 Sample size: 15

Table 1

Developmental course: MGMT 622

Learning Goal 5: Students can properly evaluate a business situation by utilizing the appropriate management functions and thereby make logical and viable management decisions.

		Spring 2012		
Attributes/Objectives	Descriptors	Exceeds expectation <u>Average Score</u>	Meets Expectation <u>Average Score</u>	Does not meet expectation <u>Average Score</u>
Knowledge and understanding of the relevant management functions in this situation	Proper Identification and evaluation of the relevant management functions (Planning, Organizing, Influencing & Controlling)		84	
Utilize the appropriate management functions during problem resolution	Proper analysis of the situation through the application of the appropriate management functions.		83	
Demonstrated the ability to make decisions in line with the appropriate management functions	Applied the decision making process effectively, and generated and evaluated alternatives properly and made reasonable choices among alternatives.		76	

As observed above, the sampled students exceeded expectation in one attribute and met expectation for the other two.
Class size: 26 Sample size: 12 Benchmark is 75.

Oral Communication: Paper Presentation

		Spring 2012		
Attributes/Objectives	Descriptors	Exceeds expectation <u>Average Score</u>	Meets Expectation <u>Average Score</u>	Does not meet expectation <u>Average Score</u>
Organization	The oral presentation is well organized.		83	
Clarity	The oral presentation is clear and professional.		83	
Simplicity of Findings	The oral presentation findings are easy to understand.		80	
Professionalism in Delivery	Strategic pauses, pronunciation, posture, gestures, eye contact, movement, facial expression, stance and professional attire		80	

In oral communication skill, cohorts exceeded expectation in one attribute while meeting expectation in three, as shown above.
Class size: 26 Sample size: 12 Benchmark is 75.

Table 2

Developmental course: MGMT 699

**Learning Goal 2: Students learn the art of analyzing and evaluating thinking with a view to improving critical thinking.
Rubric for Written Communication**

		Spring 2012		
Attributes/Objectives	Descriptors	Exceeds expectation <u>Average Score</u>	Meets Expectation <u>Average Score</u>	Does not meet expectation <u>Average Score</u>
Definition of the problem	Identifies the main problem and subsidiary, embedded, or implicit aspects of the problem			74
Appropriateness of information for evaluation of the problem	Identifies relevant information needed to further develop both the problem and possible solutions. Cites and interprets relevant information consistently.			73
Identification of relationships in evaluation	Offers analyses or evaluation of information of different facets of the problem and does a good job linking them to the broader problem.		76	
Well-supported claims of the author	Supports most ideas with effective examples, reference, and details, makes key distinctions.		75	
Proper summary of different facets of the problem	Summarize paper's main points, and draws conclusions based upon these points.		75	
Demonstrated ability to make policy recommendations	Draws warranted, non-fallacious conclusions and successfully draws out policy recommendations that appear consistent with the conclusions.			71

As observed above, the sampled students met expectation for all six attributes in research projects for industry analyses calling for further improvement as two could not reach the revised benchmark on 75.

Class size: 10 Sample size: 4

Oral Communication: Paper Presentation

		Spring 2012		
Attributes/Objectives	Descriptors	Exceeds expectation <u>Average Score</u>	Meets Expectation <u>Average Score</u>	Does not meet expectation <u>Average Score</u>
Organization	The oral presentation is well organized.		77	
Clarity	The oral presentation is clear and professional.		75	
Simplicity of Findings	The oral presentation findings are easy to understand.		78	
Professionalism in Delivery	Strategic pauses, pronunciation, posture, gestures, eye contact, movement, facial expression, stance and professional attire		77	

In oral communication skill, cohorts exceeded expectations in one attribute while meeting expectations in three, as shown above.

Class size: 10 Sample size: 4 Benchmark is 75.

Table 3

Developmental course: MKTG 620

Learning Goal 6: Students can evaluate a situation in line with the marketing concept and develop an appropriate marketing strategy.

		Spring 2012		
Attributes/Objectives	Descriptors	Exceeds expectation <u>Average Score</u>	Meets Expectation <u>Average Score</u>	Does not meet expectation <u>Average Score</u>
Knowledge and understanding of the marketing concept as it relates to this situation	Proper evaluation of the situation in relation to the marketing concept		83	
The ability to isolate one or more target markets in line with the marketing concept and situational factors (Marketing Strategy Component 1)	Properly isolated each unique target market in line with the marketing concept and situational factors		82	
The ability to develop a unique marketing mix to satisfy each target market (Marketing Strategy Component 2) and create a viable marketing strategy	Developed a unique and applicable marketing mix related to each unique target market and a viable marketing strategy		82	

As observed above, the sampled students met expectation for all 3 attributes in research projects for industry analyses necessitating further improvement.
 Class size: 9 Sample size: 4 Benchmark is 75.

Oral Communication: Paper Presentation

		Spring 2012		
Attributes/Objectives	Descriptors	Exceeds expectation <u>Average Score</u>	Meets Expectation <u>Average Score</u>	Does not meet expectation <u>Average Score</u>
Organization	The oral presentation is well organized.		82	
Clarity	The oral presentation is clear and professional.		80	
Simplicity of Findings	The oral presentation findings are easy to understand.		80	
Professionalism in Delivery	Strategic pauses, pronunciation, posture, gestures, eye contact, movement, facial expression, stance and professional attire		82	

In oral communication skill, cohorts exceeded expectation in one attribute while meeting expectations in three, as shown above. Thus, further improvements are needed.
 Class size: 9 Sample size: 4 Benchmark is 75.

Appendix B: Process of Indirect Assessment

To obtain feedbacks from graduating candidates, the MBA office redesigned exit survey questionnaire. They were administered in Spring & Fall 2011, and Spring, 2012. The stakeholders' inputs are vital to evaluation of curriculum, quality of instructions, effectiveness of advising and importance of faculty-student interactions. Their suggestions also play an important role for further improvement on these fronts. The alumni survey and the employer survey are in progress for the second 3 year cycle.

The exit survey is meant for graduating student population to gain honest opinions on academic quality. The MBA office tabulated the relevant data in a meaningful way to gain insights and to take necessary as well as feasible actions to ensure continuing improvement. At the same time, the goal is to keep up with the ongoing global changes through appropriate updating of the curriculum and upgrading of instructional quality with classroom technology integration and effective advising. Furthermore, the MBA Program strives continually to provide enhancing teaching excellence with a personal touch. The second cycle of alumni and employer satisfaction surveys are in progress with some minor adjustments in the existing questionnaires.

Exit Survey Results

Table 1

The exit survey results on 5 point-scale for both Spring 2011 and Fall 2011 reveal commendable ratings ranging principally from good to excellent for the overall program in terms of relevance, rigor and depth. The same also apply to the quality of graduate faculty, overall quality of instructions and academic advising with a room for further improvement. They are reported as follows:

Scale	Overall Academic Rating	Rating of Graduate Faculties
	Spring 2011	Fall 2011
1 (Poor)		
2 (Satisfactory)		
3 (Fair)		
4 (Good)	73	73
5 (Excellent)	27	27

Overall Quality of Instruction

Scale	Prepared		Knowledge		Presentation		Testing		Grading		Attitude	
	S 11	F 11	S 11	F 11	S 11	F 11	S 11	F 11	S 11	F 11	S 11	F 11
1 (Poor)		0		0		0		0		0		0
2 (Satisfactory)		0		8%		8%		0		0		8%
3 (Fair)	9	8%		17%	9	25%		25%		17%		17%
4 (Good)	36	75%	45	33%	64	59%	64	58%	64	58%	27	58%
5 (Excellent)	55	17%	55	42%	27	8%	36	17%	36	25%	73	17%

Overall Quality of Academic Advising

Scale	Availability		Knowledge		Personal Records		Course Requirements		Interest in Progress	
	S 11	F 11	S 11	F 11	S 11	F 11	S 11	F 11	S 11	F 11
1 (Poor)		0		0		0		0		0
2 (Satisfactory)		0		0		0		8%		25%
3 (Fair)	9	8%		38%		0		25%	27	34%
4 (Good)		55%	27	54%		75%	27	42%	18	33%
5 (Excellent)	91	36%	73	8%	100	25%	73	25%	55	8%

Table 1Exit Survey Results

The exit survey results are evaluated using a 5 point-scale. For fall 2011, the results are also reported in the preceding Tables. The results for spring, 2012 reveal more than satisfactory ratings ranging from fair to excellent for the overall program in terms of relevance, rigor and depth. The same also applies to the quality of the graduate faculty, the overall quality of instruction and the quality of academic advising, with room for improvement. They results are reported as follows:

Scale	Overall Academic Rating		Rating of Graduate Faculties	
	F 11	S 12	F 11	S 12
1 (Poor)	0	0	0	0
2 (Satisfactory)	8%	0	0	0
3 (Fair)	16%	0	33%	67%
4 (Good)	58%	67%	67%	0
5 (Excellent)	16%	33%	0	33%

Overall Quality of Instruction

Scale	Prepared		Knowledge		Presentation		Testing		Grading		Attitude	
	F 11	S 12	F 11	S 12	F 11	S 12	F 11	S 12	F 11	S 12	F 11	S 12
1 (Poor)	0	0	0	0	0	0	0	0	0	0	0	0
2 (Satisfactory)	8%	0	8%	0	8%	0	0	0	0	0	8%	0
3 (Fair)	16%	0	16%	0	25%	10%	25%	10%	16%	0	16%	20%
4 (Good)	58%	50%	33%	30%	58%	70%	58%	50%	58%	50%	58%	50%
5 (Excellent)	16%	50%	42%	70%	8%	20%	16%	40%	25%	50%	16%	30%

Overall Quality of Academic Advising

Scale	Availability		Knowledge		Personal Records		Course Requirements		Interest in Progress	
	F 11	S 12	F 11	S 12	F 11	S 12	F 11	S 12	F 11	S 12
1 (Poor)	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	8%	0	25%	0

(Satisfactory)										
3 (Fair)	8%	0	42%	0	0	0	25%	0	33%	10%
4 (Good)	50%	10\$	58%	20%	75%	10%	42%	40%	33%	20%
5 (Excellent)	33%	90%	8%	80%	25%	90%	25%	60%	8%	70%

Summary of Suggestions/Concerns, Follow-Up Actions/Decisions and Future Action Plan

Suggestions/Concerns	Follow-up Actions/Decisions	Future Action Plan
1. Limited number of concentrations	1. 6 additional elective courses are introduced.	1. Plan to offer several new concentrations as we get more faculty members.
2. Limited choice in elective courses and lack of focus on entrepreneurship.	2. Relevant new courses were introduced effective since Fall 2011 and Fall 2012.	2. Further curriculum revisions are in the future plan.
3. Absence of online MBA.	3. Discussions are in progress.	3. To be implemented.
4. Absence of MBA Students Association.	4. Established MBASA.	4. To be activated further in Fall 2012 with expanded activities.
5. More alumni connection.	5. In Plan <ul style="list-style-type: none"> • Evaluate and devise ways to increase both quantity and quality of alumni interaction with MBA students through MBA Student Association (MBASA). • Lead lifelong connections campaign. • Securing alumni participation in student-run events. • Strengthen MBASA activities and ensure continuity. • Communicate key messages and accomplishments of alumni and graduate faculties to local and outside communities. • Introduce external MBA Advisory Group. • Encourage further student participation in professional conferences through paper presentations. • Foster interaction and integration of international students with domestic students and local community. 	5. Being implemented and strengthened An ongoing process In a planning process In continuation An ongoing process
6. Community connectivity.	6. In Plan <ul style="list-style-type: none"> • Publicize faculty publications and scholarly activity through local newspaper and KPLC • Speaking engagement in local clubs/organizations • Meet with local industry leaders to market the program for recruitment of students. 	6. To be implemented.
7. Academic Community Connectivity	7. In Plan <ul style="list-style-type: none"> • Conference presentation by Graduate Faculties • Conference presentation by Graduate students • Journal articles reviews by Graduate Faculties 	7. To be strengthened further.
8. Graduate Internship	8. BADM 690: Practicum of Consulting	8. To be strengthened further.
9. Web-Enhanced courses	9. In progress	9. To be expanded further.

The primary strengths of the MBA Program:

#1 Strength: A Faculty/Student Collaborative Interface exists where faculties are respected, and student needs are understood and appreciated, which helps achieve the joint goal of maximizing the learning experience in the MBA Program.

#2 Strength: MBA graduates recommend the MBA Program to other students, and thereby act as natural recruiters for the MBA Program.

#3 Strength: MBA graduates' career success, whether in the employment arena or in pursuing advanced degrees, speaks well of the quality of preparation provided in the MBA Program.

#4 Strength: AACSB reaccreditation.

#5 Strength: McNeese undergraduate students seek McNeese MBA. This is quite a reversal from the past.

#6 Strength: Prospective local students now prefer to enroll for McNeese MBA. This is also the same as above.

The primary weaknesses of the MBA Program:

#1 Weakness: Need for additional graduate faculty to offer concentrations.

#2 Weakness: Inadequate graduate assistant support for MBA Program faculty members for academic research and publication. This also hurts recruitment of prospective international students.

#3 Weakness: Currently, the MBA Program does not have the funding or resources needed to reach its maximum potential. In fact, the funding continues to fall and it is not even the bare minimum for regular activities.

#4 Weakness: Deficiency of graduate faculty to offer more concentrations and online MBA (proposal on hold for now due to budget situation and AACSB concerns).

Resources Allocated:

Financial

- Budget Constraint in prevalence

Personnel

- The “MBA Committee” has been abolished. Only one AOL Committee for the College has been set up for both undergraduate and MBA programs.
- Most of the graduate faculty members in the College of Business are involved in various assessment activities.
- The current practice will continue.

Summary

The MBA Program at McNeese State University is achieving desired goals for student learning. Efforts for further improvement will continue.

Continuous Improvement

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

- Benchmark expectations for student outcomes have been upgraded and will remain in place. Efforts to be continued to seek multiple forms of assessment for each learning objective.
- Graduate assistants will continue to make conference presentations using money from the Dore Foundation, if feasible. They will be assigned to faculties only to assist in their research activities beginning Fall,2013.
- Modified rubrics will be shared with students early in the semester so that desired outcomes are known and understood by each student.
- Collaboration with foreign universities is in progress.
- A new elective course on Study Abroad will go into effect in Fall,2013.
- International student recruitment will be strengthened.

The second area of improvement is in the assessment process.

- Measurement activities of learning will continue routinely.
- The process of collecting and analyzing data will be more closely integrated into embedded six core courses.
- Most of the graduate faculty members will remain involved in various written and oral communication skills assessment activities.
- MBA-MFT will be in place in Fall, 2013.