



Business Administration [MBA] [BADM]

Cycles included in this report:

Jun 1, 2022 to May 31, 2023

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Program Name: Business Administration [MBA] [BADM]**Reporting Cycle: Jun 1, 2022 to May 31, 2023****1 Is this program offered via Distance Learning?**

100% Distance and Traditional

2 Is this program offered at an off-site location?

No

2.1 If yes to previous, provide addresses for each location where 50% or more of program credits may be earned.**3 Example of Program Improvement**

2018-2019:

2019-2020:

2020-2021:

Added an Applied Probability course as a special topics in anticipation of offering it as a regular course.

2021-2022:

Added a Data Analytics in Accounting course as a special topics in anticipation of offering it as a regular course. Also planned to restructure the MBA program to offer 7-week courses and add a concentration in Data Analytics. Also planned to reduce the required foundation courses to make the program more marketable. This is based on employer survey feedback.

2022-2023:

Planned reduction in foundations courses to make our program more marketable went into effect. This was based on a survey of competitor schools. Also, BADM 618, International Business was dropped as a required foundation course in order to make room in the program for concentrations. Two concentrations have been added: International Business and Business Analytics. Again, this was done to make our program more appealing based on a survey of competitor schools. Two new courses were officially added to the course catalog: Applied Probability and Accounting Analytics. Two courses already on the books will be offered regularly: International Finance and Business Forecasting. This will round out the new concentrations. Plans are being discussed to add a concentration in Marketing once we have faculty capacity to add a new marketing MBA course.

4 Program Highlights from the Reporting Year

2018-2019:

2019-2020:

2020-2021:

Added an Applied Probability course as a special topics in anticipation of offering it as a regular course.

2021-2022:

Restructured the International Marketing course to include a semester long international marketing project.

2022-2023:

Added two MBA concentrations: International Business and Business Analytics

5 Program Mission

The mission of the Master of Business Administration program is to prepare students with the knowledge and skills needed to succeed in a globally competitive environment.

6 Institutional Mission Reference

The purpose/mission of the MBA program directly parallels the purpose/mission of the College of Business and McNeese State University. The program offers advanced study in business for residents of southwest Louisiana and beyond and serves as a resource for education, training, and professional consultation to public and private sectors throughout the region.

7 Assessment and Benchmark BADM 615 Project

Assessment: Students are required to write a detailed research/project/term paper, that will vary as applicable to a contemporary business topic each subsequent academic year. This is intended to improve their writing, analytical, quantitative and problem-solving skills. A different cohort of three in-house experienced faculty members will blindly evaluate no less than 30 percent of the research /project/term papers that are to be randomly selected from the enrolled student population in each class. They will use an integrated rubric of written communication skills for evaluation. In addition, the randomly selected students will be required to present their papers in the class in front of the in-house evaluators. This is principally intended to assess their oral communication skills and professionalism. Evaluators will use another common rubric to this effect. To ensure all students' participation in part-by-part group presentations in class or via zoom, they will be granted 5 bonus points each as incentive.

The performance scale below will be used to directly measure the aggregate level of student achievement of each course-specific learning goal and associated objectives:

- > 90%: Exceeds expectations
- 80-90%: Meets expectations
- < 80%: Does not meet expectations

Benchmark: 80%

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

Common Oral Communication Assessment Rubric

Integrated Written Communication Assessment Rubric

Outcome Links

Learning Goal 1 [Program]

Students will demonstrate skills in inquiry and business problem-solving, supported by appropriate analytical and quantitative techniques.

7.1 Data

Fall 2021 (see attached file for more detailed assessment information):

| Objective | Exceeds Expectation (Average Score >90%) | Meets Expectation (Average Score 80-90%) | Does Not Meet Expectation (Average Score <80%) |
|---|--|--|---|
| Formal analysis of business process flows | | 89.2* | |
| Analytical decision making via statistical processes | | 85.8* | |
| Quantitative methods for managerial ordering policies | | 87.63* | |

*Grand mean of the mean scores of three evaluators.

Fall 2022:

| Objective | Exceeds Expectation (Average Score >90%) | Meets Expectation (Average Score 80-90%) | Does Not Meet Expectation (Average Score <80%) |
|---|--|--|---|
| Formal analysis of business process flows | | 88.5 | |
| Analytical decision making via statistical processes | | 86.5 | |
| Quantitative methods for managerial ordering policies | | 86.4 | |

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

BADM 615 Assessment Information_202160

Fall22_MBA Core course BADM 615_Table1

Outcome Links

Learning Goal 1 [Program]

Students will demonstrate skills in inquiry and business problem-solving, supported by appropriate analytical and quantitative techniques.

7.1.1 Analysis of Data and Plan for Continuous Improvement

2021-2022:

As observed, students significantly met expectations pertaining to all three objectives without exceeding expectations. None exceeded expectations or fell below expectations. However, there is always room for further improvement, as we strive for excellence.

Evaluators' Suggestions for Further Improvement:

- For transition from one case to next case(s), there should be better continuity to mitigate wide divergences in evaluation scores for components of each outcome of the related objective.
- Should show detailed computations, not just the final numerical answers, as evidenced in some cases.
- Interpretations of numerical results, as they may apply.
- Implications of results for decision making are desired to be stated.

For remediation, the above are shared with the teaching faculty. They do not require curriculum change(s). Only adjustments in teaching method(s) should suffice beginning in Fall 2022.

2022-2023:

As observed, students generally significantly met expectations pertaining to all three objectives with some exceeding expectations or fell below expectations. However, there is always room for further improvement, as we strive for excellence.

Evaluators' Suggestions for Further Improvement:

- Better focus on the transitions between objectives (2) and (3) is needed.
- Intuitive interpretations of numerical results with some decision-making ideas would help improve the quality of reports.

For remediation, the above are shared with the teaching faculty. They do not require curriculum change(s). Only adjustments in teaching method(s) should suffice beginning in Fall 2023.

Outcome Links

Learning Goal 1 [Program]

Students will demonstrate skills in inquiry and business problem-solving, supported by appropriate analytical and quantitative techniques.

8 Assessment and Benchmark BADM 618 Project

Assessment: Students are required to write a detailed research/project/term paper, that will vary as applicable to a contemporary business topic each subsequent academic year. This is intended to improve their writing, analytical, quantitative and problem-solving skills. A different cohort of three in-house experienced faculty members will blindly evaluate no less than 30 percent of the research /project/term papers that are to be randomly selected from the enrolled student population in each class. They will use an integrated rubric of written communication skills for evaluation. In addition, the randomly selected students will be required to present their papers in the class in front of the in-house evaluators. This is principally intended to assess their oral communication skills and professionalism. Evaluators will use another common rubric to this effect. To ensure all students participation in part-by-part group presentations in class or via zoom, they will be granted 5 bonus points each as incentive.

The performance scale below will be used to directly measure the aggregate level of student achievement of each course-specific learning goal and associated objectives:

- > 90%: Exceeds expectations
- 80-90%: Meets expectations
- < 80%: Does not meet expectations

Benchmark: 80%

Outcome Links

Learning Goal 2 [Program]

Students will demonstrate ability to manage business in an evolving diverse global environment.

8.1 Data

Fall 2021 (see attached file for more detailed assessment information):

| Objective | Exceeds Expectation (Average Score >90%) | Meets Expectation (Average Score 80-90%) | Does Not Meet Expectation (Average Score <80%) |
|---|--|--|---|
| Understanding of evolving changes in global business environment | | 83.2* | |
| Cross-cultural diversity management | | 84.8* | |
| Comparative picture of intra-country/region business practices | | 85.8* | |

*Grand mean of the mean scores of three evaluators.

Fall 2022:

| Objective | Exceeds Expectation (Average Score >90%) | Meets Expectation (Average Score 80-90%) | Does Not Meet Expectation (Average Score <80%) |
|---|--|--|---|
| Understanding of evolving changes in global business environment | | 82.1 | |
| Cross-cultural diversity management | | 85.9 | |
| Comparative picture of intra-country/region business practices | | 82.6 | |

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

BADM 618 Assessment Information_202160

Outcome Links

Learning Goal 2 [Program]

Students will demonstrate ability to manage business in an evolving diverse global environment.

8.1.1 Analysis of Data and Plan for Continuous Improvement

2021-2022:

As observed, students significantly met expectations pertaining to all three objectives without exceeding expectations. None exceeded expectations or fell below expectations. However, there is always room for further improvement, as we strive for excellence.

Evaluators' Suggestions for Further Improvement:

- More careful proofreading to avoid any remaining spelling/grammatical errors.
- Analysis in greater details in some cases, iii) more elaborate data analysis.
- Rectification of deficiencies in analysis of change management, intra-cultural comparison, and comparative business strategies.

Teaching faculty will address them in Fall 2022 by adjusting some teaching method(s) and research guidance. The suggestions will not require any curriculum change(s).

2022-2023:

As observed, students generally significantly met expectations pertaining to all three objectives with some exceeding expectations or falling below expectations. However, there is always room for further improvement, as we strive for excellence.

Evaluators' Suggestions for Further Improvement:

- Students need better understanding of global business environment and intra-country business practices in a more comprehensive manner.

The teaching faculty has been made aware of the above for rectification with due care.

[Outcome Links](#)

Learning Goal 2 [Program]

Students will demonstrate ability to manage business in an evolving diverse global environment.

9 Assessment and Benchmark MKTG 699 Project

Assessment: Students are required to write a detailed research/project/term paper, that will vary as applicable to a contemporary business topic each subsequent academic year. This is intended to improve their writing, analytical, quantitative and problem-solving skills. A different cohort of three in-house experienced faculty members will blindly evaluate no less than 30 percent of the research /project/term papers that are to be randomly selected from the enrolled student population in each class. They will use an integrated rubric of written communication skills for evaluation. In addition, the randomly selected students will be required to present their papers in the class in front of the in-house evaluators. This is principally intended to assess their oral communication skills and professionalism. Evaluators will use another common rubric to this effect. To ensure all students' participation in part-by-part group presentations in class or via zoom, they will be granted 5 bonus points each as incentive.

The performance scale below will be used to directly measure the aggregate level of student achievement of each course-specific learning goal and associated objectives:

- > 90%: Exceeds expectations
- 80-90%: Meets expectations
- < 80%: Does not meet expectations

Benchmark: 80%

[Outcome Links](#)

Learning Goal 3 [Program]

Students will demonstrate ability to make effective strategic business decisions in changing environment displaying well-developed and integrated analytical and quantitative research skills.

9.1 Data

Fall 2021 (see attached file for more detailed assessment information):

| Objective | Exceeds Expectation (Average Score >90%) | Meets Expectation (Average Score 80-90%) | Does Not Meet Expectation (Average Score <80%) |
|---|--|--|---|
| Analyses of internal and external environment for strategic decision making | | 88.1 (Apple)* 82.8 (Tesla)* | |
| Evaluation of strengths and weaknesses of organizational strategies | | 89.3 (Apple)* | 78.8 (Tesla)* |
| Integration of business area knowledge into strategic solutions | | 88.6 (Apple)* 82.7 (Tesla)* | |

*Grand mean of the mean scores of three evaluators.

Fall 2022 (see attached file for more detailed assessment information):

| Objective | Exceeds Expectation (Average Score >90%) | Meets Expectation (Average Score 80-90%) | Does Not Meet Expectation (Average Score <80%) |
|---|--|--|---|
| Analyses of internal and external environment for strategic decision making | | 86.6 | |
| Evaluation of strengths and weaknesses of organizational strategies | | 86.7 | |
| Integration of business area knowledge into strategic solutions | | 83.3 | |

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

Fall22_MBA Core course MGMT 699 A_Table 3A

MKTG 699 Assessment Information_202160 Written Presentation

Outcome Links

Learning Goal 3 [Program]

Students will demonstrate ability to make effective strategic business decisions in changing environment displaying well-developed and integrated analytical and quantitative research skills.

9.1.1 Analysis of Data and Plan for Continuous Improvement

2021-2022:

As observed above, the case study report significantly met expectations pertaining to all three objectives without exceeding expectations. The report on Tesla Inc. met expectations at lower ends for objectives (1) and (3) but fell short of expectations for objective (2). To note, each written report was the joint product of four assigned students.

Evaluators' Suggestions for Further Improvement:

For further improvement, evaluators suggested more intense focus on SWOT analysis and more detailed discussions of results with policy implication, formulation of practical strategies in light of findings, and of brief history of each company.

For remediation, the teaching faculty is requested to address the above in Fall 2022. Again, they will not require any curriculum change(s).

2022-2023:

As observed, students generally significantly met expectations pertaining to all three objectives with some exceeding expectations or fell below expectations. However, there is always room for further improvement, as we strive for excellence.

Evaluators' Suggestions for Further Improvement:

- Students need to learn to integrate objectives (1), (2) and (3) more appropriately in assigned group project.
- The above suggestion has been brought to the attention of the teaching faculty for further improvement.

Outcome Links

Learning Goal 3 [Program]

Students will demonstrate ability to make effective strategic business decisions in changing environment displaying well-developed and integrated analytical and quantitative research skills.

9.2 Data

Fall 2021 (see attached file for more detailed assessment information):

| Apple Inc. | | | | |
|-----------------------------|---|---|---|-----------------------|
| Objective | Exceeds Expectation (Average Score >90%) | Meets Expectation (Average Score 80-90%) | Does Not Meet Expectation (Average Score <80%) | Overall Average Score |
| Organization | 93.0 (1) 91.0 (3) | 88.7 (2) | | 90.9 |
| Clarity | 92.0 (1) | 89.7 (2) 86.7 (3) | | 89.5 |
| Simplicity of Findings | | 88.3 (1) 89.0 (2) 87.3 (3) | | 88.2 |
| Professionalism in Delivery | | 88.3 (1) 89.0 (2) 87.3 (3) | | 88.2 |
| Tesla Inc. | | | | |
| Objective | Exceeds Expectation (Average Score >90%) | Meets Expectation (Average Score 80-90%) | Does Not Meet Expectation (Average Score <80%) | Overall Average Score |
| Organization | | 86.7 (1) 88.3 (2) 86.7 (3) | | 87.2 |
| Clarity | | 85.7 (1) 84.0 (2) 83.3 (3) | | 87.3 |
| Simplicity of Findings | | 85.7 (1) 89.0 (2) 86.0 (3) | | 86.9 |
| Professionalism in Delivery | | 82.3 (1) 84.7 (2) 82.7 (3) | | 83.2 |

Fall 2022:

| Apple Inc. | | | | |
|-----------------------------|---|---|---|-----------------------|
| Objective | Exceeds Expectation (Average Score >90%) | Meets Expectation (Average Score 80-90%) | Does Not Meet Expectation (Average Score <80%) | Overall Average Score |
| Organization | | | | |
| Clarity | | | | |
| Simplicity of Findings | | | | |
| Professionalism in Delivery | | | | |
| Tesla Inc. | | | | |
| Objective | Exceeds Expectation (Average Score >90%) | Meets Expectation (Average Score 80-90%) | Does Not Meet Expectation (Average Score <80%) | Overall Average Score |
| Organization | | | | |
| Clarity | | | | |
| Simplicity of Findings | | | | |
| Professionalism in Delivery | | | | |

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

MKTG 699 Assessment Information_202160 Oral Presentation

9.2.1 Analysis of Data and Plan for Continuous Improvement

2021-2022:

As observed in overall average scores marginally exceeded expectations in organization of the case study for Apple Inc. in objectives 2, 3 and 4, they met expectation at high ends. In presenting case study, the presenter met expectation in all four objectives. Comparatively, presenters for Apple Inc did a better job than those for Tesla Inc.

Evaluators' Suggestions for Further Improvement:

Minimize reading from PowerPoint slides, make more frequent eye contacts with audience, and a trial presentation prior to the final presentation would help promote professionalism.

For remediation, the above are shared with the teaching faculty.

2022-2023:

10 Assessment and Benchmark Alumni Satisfaction Survey [Approved]

This MBA alumni survey enables programs to benchmark how graduates perform in their professional life, assess learning outcomes, and demonstrate MBA return on investment.

Benchmark: Satisfied

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

MBA Alumni Satisfaction Survey

10.1 Data

Fall 2021 (see attached file for more detailed assessment information):

| Area | Very Satisfied (3 points) | Satisfied (2 points) | Dissatisfied (1 point) | Weighted Average |
|--|------------------------------|-------------------------|---------------------------|---------------------|
| Decision to pursue MBA at McNeese | 6 | 2 | 0 | 2.75 |
| Value and quality of the program | 6 | 1 | 1 | 2.625 |
| Movement in personal and professional development outcomes | 5 | 2 | 1 | 2.5 |
| Impact of degree on career | 5 | 1 | 2 | 2.375 |
| Evaluation of MBA return on investment | 5 | 3 | 0 | 2.625 |

N=33 (population size), n=8 (sample size, 24.2% of N), Grand Mean=2.575

Fall 2022:

| Area | Very Satisfied (3 points) | Satisfied (2 points) | Dissatisfied (1 point) | Weighted Average |
|--|------------------------------|-------------------------|---------------------------|---------------------|
| Decision to pursue MBA at McNeese | | | | |
| Value and quality of the program | | | | |
| Movement in personal and professional development outcomes | | | | |
| Impact of degree on career | | | | |
| Evaluation of MBA return on investment | | | | |

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

Alumni Survey Results_202160

10.1.1 Analysis of Data and Plan for Continuous Improvement

2021-2022:

All respondents are proud of having an MBA from McNeese and 75% of them would recommend the MBA program to prospective students. They listed positives of the program in (A) on the file attached to the Data field with a preference to be more challenged. For further improvement, they suggested greater emphases on enhanced quantitative rigor, real world experience, and offering of additional elective courses and concentrations.

Within the faculty resource parameters, we shall seek to creatively address them through appropriate curriculum changes.

2022-2023:

11 Assessment and Benchmark Employer Satisfaction Survey [Approved]

The survey is intended to assist us for preparing students for the work environment and will better serve your company and industry needs.

Benchmark: Satisfied

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

MBA Employer Satisfaction Survey

11.1 Data

Fall 2021 (see attached file for more detailed assessment information):

| Area | Very Satisfied (3 points) | Satisfied (2 points) | Dissatisfied (1 point) | Weighted Average |
|--------------------------------|------------------------------|-------------------------|---------------------------|---------------------|
| Overall job performance | 11 | 2 | 0 | 2.85 |
| Job-specific skills | 11 | 2 | 0 | 2.85 |
| Problem-solving skills | 11 | 2 | 0 | 2.85 |
| Individual and teamwork skills | 12 | 1 | 0 | 2.92 |
| Leadership skills | 10 | 3 | 0 | 2.77 |

N=46 (population size), n=13 (sample size, 28.3% of N), Grand Mean=2.848

Fall 2022:

| Area | Very Satisfied (3 points) | Satisfied (2 points) | Dissatisfied (1 point) | Weighted Average |
|--------------------------------|------------------------------|-------------------------|---------------------------|---------------------|
| Overall job performance | | | | |
| Job-specific skills | | | | |
| Problem-solving skills | | | | |
| Individual and teamwork skills | | | | |
| Leadership skills | | | | |

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

Employer_Advisory Council Survey Results_202160

11.1.1 Analysis of Data and Plan for Continuous Improvement

2021-2022:

All respondents have highly positive view of overall job performance of their McNeese MBA hires. For further improvement in the MBA program, they suggest to further reinforce the graduates' public speaking, problem-solving, Excel spreadsheet and written communication skills. We shall endeavor to address them notably through BADM 615 (Operations Management), BADM 618 (International Business) and MGMT 699 (Seminars in Strategic Management) where assessments occur using the above course-specific Rubrics. Written communication skills are assessed in BADM 615 and 618. Both written and oral presentations skills are assessed in MGMT 699.

2022-2023:

12 Assessment and Benchmark Exit Survey [Approved]

The survey is intended to assist us in assessing and improving the MBA program from the graduating students' point of view.

Benchmark: Satisfied

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

MBA Exit Survey Fall 2021

12.1 Data

2021-2022:

See attached file for survey results from Fall 2021.

2022-2023:

See attached file for survey results.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

MBA Exit Survey Results Spring 2023

MBA Exit Survey Results_202160

12.1.1 Analysis of Data and Plan for Continuous Improvement

2021-2022:

Brief Analysis of Panel A of MBA Exit Survey:

In this segment, the respondents are largely in agreement on the quality of the existing MBA program. Very nearly, they assigned 4.0 of the 5.0-point scale meaning they are of a high opinion of the academic quality, relevance, and rigor of the overall MBA program in its current form.

Brief Analysis of Panel B of MBA Exit Survey:

In this segment, the respondents are highly satisfied assigning 4.0 of the 5.0-point scale in terms of teaching effectiveness, office support infrastructural facilities and course offering. However, we continue to strive to enhance the quality with a personal touch.

Elements to Remain the Same:

1. The online option for offering classes
2. Method of instruction
3. Classes that require projects and/or case studies
4. Quality and relevant courses.

Elements that Need to Change:

1. The MBA program needs to be restructured differently to be more market-driven
2. More collaborative work with students would better prepare future business leaders leadership opportunities
3. Add more diverse electives
4. Offer more hands-on experience in all areas pertaining to business
5. In online classes, improvement is needed for student engagement
6. More case studies and projects for real life application
7. More access to proper technology and research resources.

Overall Brief Analysis:

As observed in (A), respondents are comfortable with online options, method of instruction, quality and relevance of the courses including hands-on experience through assigning projects and case studies. In (B), they suggest MORE market-driven restructuring of the program, diverse electives, greater improvement and student engagement in online offering, larger access to more modern instructional technology, real life experience and research resources.

We shall endeavor to remedy some of the above deficiencies as available resources permit.

2022-2023:

End of report