



Business Administration [MBA] [BADM]

Cycles included in this report:

Jun 1, 2024 to May 31, 2025

Program Name: Business Administration [MBA] [BADM]

Reporting Cycle: Jun 1, 2024 to May 31, 2025

1 Is this program offered via Distance Learning?

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

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.

2023-2024:

The evaluators suggested that students should focus more intensely on interpretations and applications of results. Additionally, the ideas need to have a more logical flow in the written project.

2024-2025:

The presentations in the strategic management course were lacking in applying appropriate business strategies to specific problems. Going forward, greater emphasis should be directed towards strategic solutions based on both internal and external analysis, and more realistic solutions to problems, regardless of scale.

4 Program Highlights from the Reporting Year

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.

2023-2024:

Student assessment results (via the composite mean score for all objectives) showed a very high level of competency in operations management.

2024-2025:

28.1% growth in MBA enrollment.

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:

Common Oral Communication Assessment Rubric

Integrated Written Communication Assessment Rubric

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*	

*Grand mean of the mean scores of three evaluators.

Fall 2023:

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	90.33*		
Analytical decision making via statistical processes	90.67*		
Quantitative methods for managerial ordering policies		88.33*	

*Grand mean of the mean scores of three evaluators.

Fall 2024:

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	—	—	—
Analytical decision making via statistical processes	—	—	—
Quantitative methods for managerial ordering policies	—	—	—

*Grand mean of the mean scores of three evaluators.

Files:

2021-2024 Detailed Assessments for AoL
 BADM 615 Assessment Information_202160
 Detailed Assessment Results
 Fall22_MBA Core course BADM 615_Table1

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.

2023-2024:

2024-2025:

No data was collected this academic cycle. The College of Business collaborated with the Office of Institutional Research and Effectiveness to restructure the assessment process. In the next academic cycle, the benchmark will be "a minimum of 80% of students will demonstrate proficiency by correctly answering 80% or more of the embedded assessment questions".

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%

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*	

*Grand mean of the mean scores of three evaluators.

Fall 2023:

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		88.33*	
Cross-cultural diversity management		86.93*	
Comparative picture of intra-country/region business practices		89.11*	

*Grand mean of the mean scores of three evaluators.

Fall 2024:

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	—	—	—
Cross-cultural diversity management	—	—	—
Comparative picture of intra-country/region business practices	—	—	—

*Grand mean of the mean scores of three evaluators.

Files:

2021-2024 Detailed Assessments for AoL
 BADM 618 Assessment Information_202160
 Detailed Assessment Results

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.

2023-2024:

2024-2025:

This benchmark will no longer be assessed in the next academic cycle. During this academic year, the College of Business worked in collaboration with Institutional Research and Effectiveness to review and restructure the assessment process in order to streamline reporting practices and improve consistency, while maintaining appropriate alignment with both AACSB and SACSCOC accreditation expectations.

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%

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*	

*Grand mean of the mean scores of three evaluators.

Fall 2023:

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	90.11*		
Evaluation of strengths and weaknesses of organizational strategies	90.11*		
Integration of business area knowledge into strategic solutions		87.45*	

*Grand mean of the mean scores of three evaluators.

Fall 2024:

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	—	—	—
Evaluation of strengths and weaknesses of organizational strategies	—	—	—
Integration of business area knowledge into strategic solutions	—	—	—

*Grand mean of the mean scores of three evaluators.

Files:

2021-2024 Detailed Assessments for AoL

Detailed Assessment Results

Fall22_MBA Core course MGMT 699 A_Table 3A

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.

2023-2024:

2024-2025:

This benchmark will no longer be assessed in the next academic cycle. During this academic year, the College of Business worked in collaboration with Institutional Research and Effectiveness to review and restructure the assessment process in order to streamline reporting practices and improve consistency, while maintaining appropriate alignment with both AACSB and SACSCOC accreditation expectations.

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				

Fall 2023:

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:

2021-2024 Detailed Assessments for AoL

Detailed Assessment Results

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:

2023-2024:

2024-2025:

This benchmark will no longer be assessed in the next academic cycle. During this academic year, the College of Business worked in collaboration with Institutional Research and Effectiveness to review and restructure the assessment process in order to streamline reporting practices and improve consistency, while maintaining appropriate alignment with both AACSB and SACSCOC accreditation expectations.