



## Business Administration [MBA] [BADM]

### **Cycles included in this report:**

Jun 1, 2021 to May 31, 2022

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## **Program Name: Business Administration [MBA] [BADM]**

**Reporting Cycle: Jun 1, 2021 to May 31, 2022**

### **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**

2017-2018:

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.

### **4 Program Highlights from the Reporting Year**

2017-2018:

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.

### **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.

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

BADM 615 Assessment Information\_202160

### 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.

#### 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.

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:

For further improvement, evaluators suggested i) more careful proofreading to avoid any remaining spelling/grammatical errors, ii) analysis in greater details in some cases, iii) more elaborate data analysis, and iv) 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).

### 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.

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

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).

### 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

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.

## 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

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.

## 11 Assessment and Benchmark Employer Satisfaction Survey

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

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.

## 12 Assessment and Benchmark Exit Survey

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.

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

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.

End of report