

Standard #4 Measurement and Analysis of Student Learning and Performance

Performance Indicator	Definition				
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	<p style="color: red;">— Benchmark (70% will score "Mastery or better") for PLOs & (ETS Mean) for MFT</p> <p style="color: blue;">— WVSU Results</p>
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				
Major Field Test: Knowledge of foundation areas for undergraduate business program assessed through MFT. WVSU Mean Score will equal or exceed ETS Individual Mean Score	Summative, External, Comparative data derived from Business MFT	WVSU Mean is slightly lower than ETS Mean for current period after rising slightly above mean in preceding period.	WVSU student performance tracks very closely to the ETS Mean. WVSU results experienced a trough in AY 2018-19. 2019-20 WVSU results showed upward trend.	Item analysis is provided at least annually to faculty. MFT content has been provided to faculty to reinforce the items potentially on the exam. Minor course adjustments are made by faculty based upon their review of item analysis results.	
PLO 1: Communicate effectively and articulately in written, oral, and electronic form as appropriate for business functions. At least 70% of students will perform at or above the Mastery Range.	Direct, Formative, Internal, comparative data derived from assessment activities evaluated using rubrics	Results show overall improvement from spring 2017, however still slightly below benchmark. Assessment results show 85% scored at least proficient in Ays 2017-18, 2018-19, and 2019. Improvement noted from fall 2020 through spring 2021 semesters.	Elements that show weaknesses (identified through scores derived from rubrics) include mechanics, content and style.	Continued emphasis on use of technology for applications related written, oral and electronic forms of coursework assignments. Properly articulated assessment instruments focused on Mechanics, Content, and Style should improve PLO 1.	
PLO 2: Think critically about business issues, theory, and application. At least 70% of students will perform at or above the Mastery Range.	Direct, Formative, Internal, comparative data derived from assessment activities evaluated using rubrics	Results show improvement over period reflected. Additional analysis shows 81% were at least proficient in this area. Improvement noted from fall 2020 through spring 2021 semesters.	Encouragement of faculty to focus on their course level assessment led to improvement for this PLO. 83% were at least proficient in this area.	Continued emphasis on critical thinking skills and conclusion development in BA 115 Business Informational Skills and BA 420 Senior Business Seminar. These elements are evaluated in PLO 2.	
PLO 3: Use Effective human relationship skill to work in the global community and function positively in a team. At least 70% of students will perform at or above the Mastery range.	Direct, Formative, Internal, comparative data derived from assessment activities evaluated using rubrics and/or student feedback	Results in SP 18 were below the benchmark, but rebounded in F 18. Assessment results averaged 70% at mastery or above for the referenced time period. Additional analysis shows 82% were at least proficient in this area. Improvement noted from fall 2020 through spring 2021 semesters.	All individual elements, including style and team dynamics, exceeded or approximated the 70% benchmark, especially in the BA 420 Senior Business Seminar.	Continued emphasis on group/team work in BA 115 Business Information Skills and BA 420 Senior Business Seminar. Team Dynamics is evaluated in PLO 3.	
PLO 4: Apply critical thinking skills to identify what information is needed and how to obtain this information through appropriate technology, evaluating the quality and relevance of the sources, and using this information effectively and ethically. At least 70% of students will perform at or above the Mastery range.	Direct, Formative, Internal, comparative data derived from assessment activities evaluated using rubrics	Results in the fall 17 semester were unusually low, but rebounded in the spring 2018 semester. Additional analysis shows 82% were at least proficient in this area. Improvement noted from fall 2020 through spring 2021 semesters.	Incorporation of a specialized math course, College Algebra with Business Applications, has yielded positive results in subsequent quantitative courses such as Math Analysis for Business Decisions and Business Finance.	Continued emphasis on Information, Critical Thinking, and Data Analysis in BA 115 Business Information Skills, BA 313 Business Finance and BA 420 Senior Business Seminar. These elements are evaluated in PLO 4.	
PLO 5: Evaluate business problems, gather, manipulate, and interpret data, analyze alternatives, decide on most effective solutions, implement solutions, and monitor results for continuous improvement. At least 70% of students will perform at or above the Mastery range.	Direct, Formative, Internal, comparative data derived from assessment activities evaluated using rubrics	Results in F 17 low but rebounded in SP 18. Additional analysis shows 82% were at least proficient in this area. Improvement noted from fall 2020 through spring 2021 semesters.	Emphasis on data analysis and conclusion development should have a positive impact student outcomes.	Continued emphasis on Data Analysis and Conclusion Development in BA 216 First Year Accounting II, BA 313 Business Finance, and BA 403 Auditing. These elements are evaluated in PLO 5.	