

Standard 4

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>_____ Benchmark (Sp 14--70% of Proficient or better; AY 2014-15--70% of Mastery or better)</p> <p>_____ WVSU Results (Sp 14--Based on "Proficient or better"; AY 2014-15--Based on "Mastery or better")</p>
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				

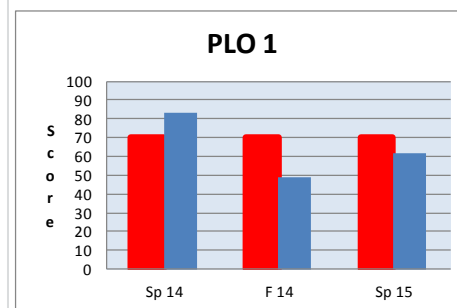
PLO 1: Communicate effectively and articulately in written, oral, and electronic form as appropriate for business functions. At least 70% of students will perform at or above the Mastery Range.

Direct, Formative, Internal, comparative data derived from assessment activities evaluated using rubrics

Benchmark in Sp 14 was "At least 70% of students will perform at or above the Proficiency level." Benchmark was met; benchmark was changed to "70% at or above Mastery level" in Fall 2014. While the benchmark was not met in AY 2014-15, the percentage of students scoring in the "deficient" range is decreasing while the percentage scoring in the "Mastery" category is increasing.

Weaknesses identified through scores derived from rubrics include conclusion development, critical thinking. Detailed analysis of written assignment in BA 305 used in analysis.

Increased student access to APA citation style resources, including adding book to syllabus in BA 305 course. Communicated data collected in BA 305, Introduction to Marketing, about deficiencies in writing; work with English Department to standardize content taught, especially in ENGL 204, Writing for Business.



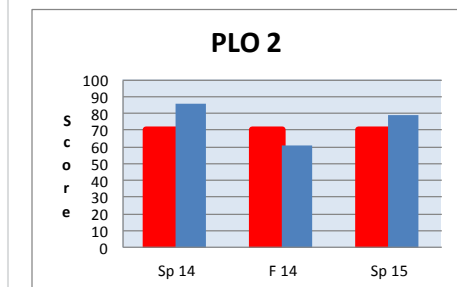
PLO 2: Think critically about business issues, theory, and application. At least 70% of students will perform at or above the Mastery Range.

Direct, Formative, Internal, comparative data derived from assessment activities evaluated using rubrics

Benchmark in Sp 14 was "At least 70% of students will perform at or above the Proficiency level." Benchmark was met; benchmark was changed to "70% at or above Mastery level" in Fall 2014. Benchmark was met in Sp 15; students scoring in the "novice" range is decreasing while the percentage scoring in the "Mastery" category is increasing.

All three courses (BA 115, 310, and 420) where assessment occurred had relative weaknesses in F 14. Critical thinking skills are taught across the curriculum and emphasized in all business courses.

Simulation changed in Spring 2015 in BA 420 course that better emphasized critical thinking skills and strategy.



Standard 4

<p>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.</p>	<p>Direct, Formative, Internal, comparative data derived from assessment activities evaluated using rubrics and/or student feedback</p>	<p>Benchmark in Sp 14 was "At least 70% of students will perform at or above the Proficiency level." Benchmark was changed to 70% at or above Mastery range in Fall 2014. Benchmark has consistently been met.</p>	<p>Benchmark was met in both courses where assessment occurs (BA 115 and BA 420) Group/team work is emphasized in the program.</p>	<p>Simulation changed in Spring 2015 in BA 420 course. Division of responsibilities in the simulation lends itself to group/team work. A portion of the evaluation is based on team members evaluations in BA 420.No recommendations for change.</p>	<p style="text-align: center;">PLO 3</p> <table border="1"> <caption>PLO 3 Score Data</caption> <thead> <tr> <th>Term</th> <th>Red Bar Score</th> <th>Blue Bar Score</th> </tr> </thead> <tbody> <tr> <td>Sp 14</td> <td>70</td> <td>90</td> </tr> <tr> <td>F 14</td> <td>70</td> <td>90</td> </tr> <tr> <td>Sp 15</td> <td>70</td> <td>90</td> </tr> </tbody> </table>	Term	Red Bar Score	Blue Bar Score	Sp 14	70	90	F 14	70	90	Sp 15	70	90
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<p>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.</p>	<p>Direct, Formative, Internal, comparative data derived from assessment activities evaluated using rubrics</p>	<p>Benchmark in Sp 14 was "At least 70% of students will perform at or above the Proficiency level." Benchmark was changed to 70% at or above Mastery range in Fall 2014. Benchmark has consistently been met. Results indicate greater numbers of students being evaluated in the "Distinguished" range across all three terms.</p>	<p>Benchmark met in all courses where assessment occurs except for finance discipline (BA 313 in core and BA 421 in concentration). Opportunity for improvement is strongest in these courses.</p>	<p>Relative weakness in this area traced to finance (BA 313) core course. Continue emphasis on quantitative skills and enforcing prerequisites in courses leading to entry level finance (College Algebra, BA 209, and BA 215/216). Continue Supplemental Instruction in BA 313.</p>	<p style="text-align: center;">PLO 4</p> <table border="1"> <caption>PLO 4 Score Data</caption> <thead> <tr> <th>Term</th> <th>Red Bar Score</th> <th>Blue Bar Score</th> </tr> </thead> <tbody> <tr> <td>Sp 14</td> <td>70</td> <td>85</td> </tr> <tr> <td>F 14</td> <td>70</td> <td>80</td> </tr> <tr> <td>Sp 15</td> <td>70</td> <td>75</td> </tr> </tbody> </table>	Term	Red Bar Score	Blue Bar Score	Sp 14	70	85	F 14	70	80	Sp 15	70	75
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<p>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.</p>	<p>Direct, Formative, Internal, comparative data derived from assessment activities evaluated using rubrics</p>	<p>Benchmark in Sp 14 was "At least 70% of students will perform at or above the Proficiency level." Benchmark was met. Benchmark was changed to 70% at or above Mastery range in Fall 2014. Benchmark was met in Spring 15. Results indicate greater numbers of students being evaluated in the "Distinguished" range across all three terms.</p>	<p>Benchmark met in BA 115 and BA 420 in Spring term.</p>	<p>Simulation changed in Spring 2015 in BA 420 course that required broader application of business knowledge for all participants. Relative weakness in this PLO is evident in BA 313, Business Finance. Increase explanation of assignment; identify additional tools for students to use in completing assignment.</p>	<p style="text-align: center;">PLO 5</p> <table border="1"> <caption>PLO 5 Score Data</caption> <thead> <tr> <th>Term</th> <th>Red Bar Score</th> <th>Blue Bar Score</th> </tr> </thead> <tbody> <tr> <td>Sp 14</td> <td>70</td> <td>90</td> </tr> <tr> <td>F 14</td> <td>70</td> <td>60</td> </tr> <tr> <td>Sp 15</td> <td>70</td> <td>70</td> </tr> </tbody> </table>	Term	Red Bar Score	Blue Bar Score	Sp 14	70	90	F 14	70	60	Sp 15	70	70
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