

## Standard #4 Measurement and Analysis of Student Learning and Performance

Performance Indicator	Definition				
Performance Measure	What is your measurement instrument or process?	Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
		Current Results	Analysis of Results	Action Taken or Improvement made	
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?	— Benchmark (70% will score "Mastery or better") for PLOs & (ETS Mean) for MFT
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				— WVSU Results
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. AY 2015-16 WVSU results showed an upward trend that was not maintained in AY 2016-17.	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 improvement from fall 2016, however still slightly below benchmark. Assessment results show 81% scored at least proficient in AY 2016-17.	Elements that show weaknesses (identified through scores derived from rubrics) include content and technology.	Continued emphasis on use of technology in classroom assignments; possible mini workshop(s) for technology, patterned after the Excel workshop conducted in AY 2016-17. Emphasis in 2017-18 on critical thinking element may have a side benefit relative to content.	
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 decline over period reflected. Additional analysis shows 70% or more were at least proficient in this area. The results are a shift away from distinguished and mastery to proficient while the novice category was not impacted as much. Assessment results show 79% scored at least proficient in AY 2016-17.	The results are a shift away from distinguished and mastery to proficient while the lowest category, novice, was not impacted as much.	Critical thinking is one of two elements being emphasized in 2017-18 by business faculty in all courses. This element is 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 F 16 are below the benchmark, but rebounded in Sp 17.	All individual elements, including style and team dynamics, exceeded the 70% benchmark, especially in the senior capstone course.	Continued emphasis on group/team work in entry level and senior capstone course.	
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 F 16 were unusually low, but rebounded somewhat in Sp 17. The two elements faculty will be emphasizing in AY 2017-18 are critical thinking and data analysis, both of which are evaluated in this PLO. Assessment results show 76% scored at least proficient during AY 2016-17.	Opportunities for improvement across all business courses, especially in BA 313, Business Finance.	A specialized math course, College Algebra for Business, was created and offered for the first time in Spring 2017. Improvements in early quantitative coursework should yield positive results in subsequent courses such as Math Analysis for Business Decisions and Business Finance.	
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 16 low but rebounded slightly in Sp 17. One of the two elements being emphasized in AY 2017-18 is data analysis, which is evaluated in this PLO. Assessment results show 81% scored at least proficient during AY 2016-17.	Emphasis on conclusion development and data analysis should have a positive impact student outcomes.	Weakness continues to be evident in BA 313, Business Finance. Data Analysis is being emphasized across the business curriculum in AY 2017-18.	