

West Virginia State University  
College of Business and Social Sciences  
Bachelor of Science in Business Administration Program  
Assessment Plan

(Spring 2025)

The Bachelor of Science in Business Administration program employs a multi-prong approach to program level assessment. The program consists of a single degree with multiple concentrations. All concentrations are required to take thirty-three (33) credit hours of common business core courses. Each concentration requires twenty-one (21) to twenty-seven (27) additional credit hours.

This multi-prong approach includes three broad areas of assessment, as listed below.

1. Program level assessment consists of five (5) Program Learning Outcomes (PLOs). Each PLO is assessed multiple times within the business core courses. In addition, each of the concentrations has extended PLOs for the concentration area. Hence, each area of concentration has PLOs at the beginning and end of the academic requirements. PLOs that have been selected for assessment in concentration areas arise from the five common PLOs but are noted with a subscript, such as PLO 4<sub>MGT</sub> and PLO 5<sub>MGT</sub> for the management concentration.

PLOs, including concentration level PLOs, are assessed using common elements, or objectives. The ten (10) common elements and their descriptors are presented immediately after the PLOs.

2. Educational Testing Service (ETS) Major Field Test (MFT). The MFT is administered each semester in the business capstone course, BA 420, Senior Seminar. Results from this test are analyzed by total scores obtained by students taking the exam at our institution. Trends from semester to semester as well as comparative analysis with scores from other institutions who administer the test are analyzed.

ETS also provides test results for nine specific areas of assessment: accounting, economics, management, quantitative business analysis, finance, marketing, legal and social environment, information systems, and international issues. This information is used as well to identify opportunities for improvement in the program and respective concentrations.

3. A Graduate Exit Survey yields information about the program overall as well as the individual areas of concentration. This is administered by the Department of Business and Economics to students who are enrolled in a program level capstone course.

With this approach, in addition to an overall assessment of the Business Administration degree program, each concentration area will have three distinct areas of assessment—within specific capstone courses, MFT test results by assessment indicator, and exit survey results from graduating students.

# Program Learning Outcomes Assessment Plan—Business Administration

## Program Learning Outcomes

1. Communicate effectively and articulately in written, oral, and electronic form as appropriate for business functions.
2. Think critically about business issues, theory, and application.
3. Use effective human relationship skills to work in the global community and function positively in a team.
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 the information effectively and ethically.
5. Evaluate business problems, gather, manipulate, and interpret data, analyze alternatives, decide on most effective solution, implement solution, and monitor results for continuous improvement.

### Program Learning Outcomes Extended to Concentration Areas

#### **Accounting:**

- 1<sub>ACC</sub> Communicate financial information effectively and articulately in written, oral, and electronic form as appropriate for the accounting function.
- 5<sub>ACC</sub> Evaluate financial information as to its adherence to appropriate professional standards and/or internal accounting requirements.

#### **Agribusiness:**

- 1<sub>AG</sub> Communicate information effectively and articulately in written, oral, and electronic form as appropriate for agribusiness functions.
- 2<sub>AG</sub> Think critically about business issues, theory, and application from an agricultural business perspective.

#### **Finance:**

- 4<sub>FIN</sub> 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 the information effectively and ethically. Through case analysis in Finance, students should develop analytic insights with recommendations by having a point of view about the problem, a recommendation, and an analysis to back both of them up.
- 5<sub>FIN</sub> Apply critical thinking skills to demonstrate knowledge of financial management to evaluate, integrate, critique, and identify problems and where appropriate, propose solutions.

**Management:**

- 4<sub>MGT</sub> 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 the information effectively and ethically as it pertains to an integration of quantitative and qualitative data.
- 5<sub>MGT</sub> Evaluate business problems, gather, manipulate, and interpret data, analyze alternatives, decide on most effective solution, implement solution, and monitor results for continuous improvement as it pertains to the integration of quantitative and qualitative data.

**Marketing:**

- 1<sub>MKTG</sub> In a collaborative task setting, create and present a marketing plan that reflects familiarity with conditions in the relevant macro and industry environments, knowledge of current best marketing practices, and proficiency in written and oral communication.
- 2<sub>MKTG</sub> Critically examine selected social science and human-communication theories in the context of their application to marketing actions and consumer response.

**Management Information Systems:**

- 4<sub>MIS</sub> 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 the information effectively and ethically as it relates to a career in Management Information Systems.

## Elements (Objectives) to be Assessed

To standardize the assessment process there are ten (10) elements, or objectives, faculty will select from when assessing PLOs with rubrics. Common descriptors have been developed to provide additional guidance. Faculty should select two or three common elements for each PLO they are assessing. Below are the elements, along with their definitions and a rubric containing all ten (10) elements and their descriptors.

<b>Element</b>	<b>Category</b>	<b>Definition</b>
A.	<b>Mechanics</b>	<i>Uses correct grammar and vocabulary that is appropriate to the intended audience and is unbiased. Apply writing and reporting conventions appropriate to a business setting in the organization of a cohesive, accurate, and politically correct product with an identifiable structure and a well-articulated purpose.</i>
B.	<b>Content</b>	<i>Demonstrate core level knowledge common to all disciplines in an applied problem-solving setting by reviewing major factors that could account for the problem and proposing a solution in any affected area.</i>
C.	<b>Conclusion Development</b>	<i>Demonstrate basic core-level knowledge in the disciplines (accounting, economics, finance, information systems, management, marketing, or international business) in an applied problem solving setting by reviewing major factors that could account for the problem and proposing a solution in any affected areas.</i>
D.	<b>Technology</b>	<i>Demonstrate use of current technology in composition and in visual and oral presentation of work to an audience. Incorporate appropriate forms of technology usage in all solutions proposed. Demonstrate in-depth discipline-specific knowledge and skill through the design of a solution comprised of inter-related activities, documents, and/or resources applied to a specific context in the major discipline studied.</i>
E.	<b>Style</b>	<i>Use the Publication Manual of the appropriate format (ex. APA, MLA) as style guidelines in the preparation of written reports. Conduct that would exemplify professional business practices and acumen</i>
F.	<b>Information</b>	<i>Identify business problem(s) by analyzing the impact of contextual factors, the validity of information (relevancy, sufficiency and accuracy), and the influence of assumptions. Collect additional information, as needed, independently, uses a variety of relevant sources, to resolve the problem.</i>

G.	<b>Critical Thinking</b>	<i>Graduates of business programs identify problems, analyze information, and form conclusions within the business context. Use problem solving techniques to make informed decisions about all issues, including those with dissonant information, develop and answer provocative questions, and chose a realistic solution that will provide maximum benefit for the organization and all of its functions</i>
H.	<b>Data Analysis</b>	<i>Evaluates, synthesizes, and organizes information to form a position and create a coherent set of conclusions to support the decisions and solutions. Use appropriate quantitative methods and software (spreadsheets or statistical packages), including descriptive and inferential statistics and survey design, to evaluate company operations. Analyze data to diagnose strengths, weaknesses, opportunities and threats of business operations, translating the results of data analysis into plans for remediation of problems and growth of the company.</i>
I.	<b>Team Dynamics</b>	<i>Confer and collaborate with colleagues, staff, and supervisors in the decision-making and problem-solving process and in the implementation of appropriate, theory-based management strategies to foster teamwork leading to improvements in productivity and communication. Challenge others to think critically through clarification and justification of their ideas, using an appropriate critical thinking strategy for personnel at various levels within an organization.</i>
J.	<b>Comprehension</b>	<i>Demonstrate in-depth discipline-specific knowledge and skill through the design of a solution comprised of inter related activities, documents, and/or resources applied to a specific context in the major discipline studied.</i>

## Rubric Information for Elements

	<b>Distinguished</b>	<b>Mastery</b>	<b>Proficient</b>	<b>Novice</b>
<b>A. Mechanics (grammar, vocabulary, spelling)</b>	Writing demonstrates exceptionally strong control of standard writing mechanics (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar, and usage).	Writing demonstrates quite solid control of standard writing mechanics (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar, and usage).	Writing demonstrates control of standard writing mechanics (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar, and usage). Minor errors do not hinder readability.	Numerous errors in mechanics (e.g., punctuation, spelling, capitalization, and usage) distract the reader and make the text difficult to read.
<b>B. Content</b>	A central thesis has been well developed with main ideas that are prominent and supported with plentiful details suitable to audience and purpose. Writing is extremely understandable, focused, and interesting.	The reader understands central thesis, however it may be a bit broad. Supporting details are present in submission.	The reader understands the central thesis, however, it may be exceedingly broad or simplistic thus limiting the overall results.	The writing lacks a central thesis with ideas that are extremely limited or simply unclear. Paper may be too short to demonstrate proper development of a central thesis.
<b>C. Conclusion Development</b>	The student evaluated, synthesized, and organized all information provided and collected independently to form a succinctly stated professional proposal and create a coherent and perceptive set of conclusions to support the decisions and solutions.	The student evaluated, and organized information to form a decision and create a set of conclusions to support the decisions and solutions. Most of the information reviewed is clearly incorporated. With some significant assistance, the conclusions can be finalized for use.	The student formed a decision and reached conclusions; however they were limited or shallow and provided minimal support for the decisions and solutions. One or two key points in the information was overlooked or undigested, requiring significant effort to complete for use.	The student formed a decision, but it was not reasonable. The conclusions were essentially unrelated to the data reviewed with no clear cut strategy serving, as a developmental basis. Gaps in the conclusions resulted in inappropriate decisions and solutions, which may lead to additional failures if implemented.
<b>D. Technology</b>	Flawlessly demonstrates use of appropriate technology in completing assignment. Technology is always employed when necessary with no errors.	Demonstrates use of appropriate technology in completing assignment. Technology is almost always employed when necessary with minimal errors.	Demonstrates some use of appropriate technology in completing assignment. Technology is sometimes employed when necessary but may contain errors.	Demonstrates rudimentary use of appropriate technology in completing assignment. Technology is not always employed as necessary and contains errors when it is used.

<b>E. Style</b> <b>(Presentation, posture, voice, form)</b>	<p>Communication level is such that presenter(s) maintains eye contact with audience and seldom returns to notes. Presenter(s) utilizes a clear voice, correct tone, and precise pronunciation so that all audience members can hear presentation.</p>	<p>Presenter(s) maintains eye contact. All words have been pronounced correctly and audience members can hear presentation.</p>	<p>Presenter(s) maintains eye contact most of the time but frequently returns to notes. Almost all words have been pronounced correctly and audience members can hear presentation.</p>	<p>Style may not match the particular audience or occasion. Presenter(s) tone of voice or other mannerisms may create alienation from the audience. Presenter rarely maintains eye contact, utilizes a low voice, and incorrectly pronounced numerous and various terms.</p>
<b>F. Information</b> <b>(handling, gathering, use)</b>	<p>The analysis of information required for problem was perceptive, and the student engaged in active information gathering, delving deeply into the materials available. A comprehensive review of relevancy resulted, incorporating a wide variety of sources, leading to a professional quality analysis that draws clearly on personal and professional experience.</p>	<p>Relevant information for the problem was identified. The student successfully engaged in information gathering and found additional materials that were relevant presenting a comprehensive plan. Only one type of source was used and documented appropriately. The analysis was mostly on target. It is evident that the student has limited professional experience upon which to draw.</p>	<p>Information relevant to the problem was identified. The student found additional information to fill the gaps in their knowledge, but it was limited in its scope. The efforts for discover appropriate information were inadequate which did not yield a thorough coverage of what was needed. The student may not have looked beyond the information provided in the problem. The analysis was shallow but still correct, ready for expansion and refinement.</p>	<p>Information was assumed without any investigation and was presented at face value, without benefit of active questioning. As a result, several gaps in the information are apparent. The resulting analysis was off base in one or more significant ways.</p>
<b>G. Critical Thinking</b> <b>(logic, arguments)</b>	<p>Effectively communicates connections among key points, indicates contradictions and continuities, recognizes cause and effect, and consistently demonstrates sound logic.</p>	<p>Satisfactorily communicates a connection among key points, indicates a contradiction or continuity, recognizes a cause or an effect, mostly demonstrates sound logic.</p>	<p>Communication demonstrates little connection among key points. Lacks deeper development and demonstration of sound logic.</p>	<p>Basically restates or summarizes with no attempt at communicating deeper ideas. Noted lack of sound logic. May even demonstrate faulty reasoning.</p>
<b>H. Data Analysis</b> <b>(synthesis)</b>	<p>Highly Relevant data is generated and organized in a systematic manner. Data source and methodology</p>	<p>Relevant data is generated and organized in a systematic manner. Data source and</p>	<p>Some omissions in data gathering but well organized nevertheless. Data source and methodology</p>	<p>Lack of systematic data generation and organization. Questionable data collection methods Unreliable Data source and</p>

	<p>well clarified.</p> <p>Exceptionally well integrated to generate, interpret and convert data into information useful for decision making.</p>	<p>methodology well clarified.</p> <p>Well integrated to interpret and convert data into information for useful decision making.</p>	<p>clarified.</p> <p>Some flaws in the integration and interpretation but still manages to convert information into somewhat useful decision making tool.</p>	<p>methodology.</p> <p>Erroneous interpretation and not so useful information for decision making due to inconsistent and unreliable data and methodology</p>
<b>I. Team Dynamics</b>	<p>Student worked well with others in providing a solution to the problem. Evidence of good team communication is present and the student demonstrated collaborative learning.</p>	<p>Student worked moderately well with others in providing a solution to the problem. Some unresolved team issues still present. Evidence of good team communication is present and the student demonstrated some collaborative learning.</p>	<p>Student worked with others in providing a solution to the problem but there was too much unresolved conflict and the conclusion of the project. Little evidence of good team communication is present and the student only minimally demonstrated collaborative learning.</p>	<p>Student did not work well with others in providing a solution to the problem. No evidence of good team communication is present and the student failed to demonstrate collaborative learning.</p>
<b>J. Comprehension</b>	<p>The presented work reflects no statements indicating misinterpretation or insufficient comprehension of all assigned material, all relevant background material, or student recognition of the significance of assigned/relevant material and information.</p>	<p>The presented work reflects minimal statement indicating misinterpretation or insufficient comprehension of all assigned material, all relevant background material, or student recognition of the significance of assigned/relevant material and information.</p>	<p>The presented work reflects a few statements indicating misinterpretation or insufficient comprehension of all assigned material, all relevant background material, or student recognition of the significance of assigned/relevant material and information.</p>	<p>The presented work reflects numerous statements indicating misinterpretation or insufficient comprehension of all assigned material, all relevant background material, or student recognition of the significance of assigned/relevant material and information.</p>



## Assessment Plan

Number	Program Learning Outcome	Where Measured	Assessment Activity
1	Communicate effectively and articulately in written, oral, and electronic form as appropriate for business functions.	BA 115	Discussion Forum Activity responses (Week 1)
		BA 216	Project requiring analysis of data to determine appropriate use culminating in preparation of financial statements/documents presented in good form
		BA 301	A combination of exam scores and case analysis.
		BA 305	Marketing Plan that covers the key concepts
		BA 313	Problem based case - Discussion 2
		BA 412	Homework Assignment 2 (Financial Statements and Accounting Concepts)
		BA 420	Discussion Board Activity Responses (Week 1)
2	Think critically about business issues, theory, and application.	BA 115	Discussion Forum Activity responses (Week 3)
		BA 301	Written analysis
		BA 412	Homework Assignment 2 (Financial Statements and Accounting Concepts)
		BA 420	Discussion Board Activity Responses (Week 2)
3	Use effective human relationship skills to work in the global community and function positively in a team.	BA 115	Group presentation - Building Customer and Stakeholder Relationships: Helping Buyers buy
		BA 420	Team Strategic Planning Assignment — Evaluation of Teaming
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 the information effectively and ethically.	BA 115	Discussion Forum Activity responses (Week 4)
		BA 313	Problem based case -Discussion 2
		BA 420	Team Strategic Planning Assignment (#3 - #5)
5	Evaluate business problems, gather, manipulate, and interpret data, analyze alternatives, decide on most effective solution, implement solution, and monitor results for continuous improvement.	BA 115	Homework Assignment Financial Ratio Analysis – Assignment #2
		BA 216	Project requiring analysis of data to determine appropriate use culminating in preparation of financial

			statements/documents presented in good form
		BA 313	Problem based case
		BA 420	Team Strategic Planning Assignment (Entire Project)
1 <sub>ACC</sub>	Communicate financial information effectively and articulately in written, oral, and electronic form as appropriate for the accounting function.	BA 403	Audit Project—communicate findings of audit project.
5 <sub>ACC</sub>	Evaluate financial information as to its adherence to appropriate professional standards and/or internal accounting requirements.	BA 403	Audit Project—evaluate a complete set of financial statements
1 <sub>AG</sub>	Communicate financial information effectively and articulately in written, oral, and electronic form as appropriate for the agribusiness function.	BA 412	Homework Assignment 2 (Financial Statements and Accounting Concepts)
2 <sub>AG</sub>	Think critically about business issues, theory, and application from an agricultural business perspective.	BA 412	Homework assignment 2: Financial Statements and Accounting Concepts
4 <sub>FIN</sub>	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 the information effectively and ethically. Through case analysis in Finance, students should develop analytic insights with recommendations by having a point of view about the problem, a recommendation, and an analysis to back both of them up.	BA 421	Written case analysis involving financial analysis of a company's annual report, including a comparative analysis of a competitor. The analysis will include breakeven and ratio analyses, forecasting, cost of capital, and investment and capital budget analyses.
5 <sub>FIN</sub>	Apply critical thinking skills to demonstrate knowledge of financial management to evaluate, integrate, critique, and identify problems and where appropriate propose solutions.	BA 421	Written case analysis involving financial analysis of a company's annual report, including a comparative analysis of a competitor. The analysis will include breakeven and ratio analyses, forecasting, cost of capital, and investment and capital budget analyses.
4 <sub>MGT</sub>	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 the information effectively and ethically as it pertains to an integration of quantitative and qualitative data.	BA 440	Written case analysis—scheduling problem. Investigate, compile data, and create an effective schedule.
5 <sub>MGT</sub>	Evaluate business problems, gather, manipulate, and interpret data, analyze alternatives, decide on most effective solution, implement solution, and monitor results for continuous improvement as it pertains to the integration of quantitative and qualitative data.	BA 440	Written case analysis—scheduling problem. Create and evaluate multiple solutions to a single problem
1 <sub>MKTG</sub>	In a collaborative task setting, create and present a marketing plan that reflects familiarity with conditions in the relevant macro and industry environments, knowledge of current best marketing practices, and proficiency in written and oral communication.	BA 424	Oral presentation and written analysis of a principal semester project

2 <sub>MKTG</sub>	Critically examine selected social science and human-communication theories in the context of their application to marketing actions and consumer response.	BA 424	Written case analysis/embedded test questions
4 <sub>MIS</sub>	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 the information effectively and ethically as it relates to a career in Management Information Systems	BA 480	Project based assignment