



WEST VIRGINIA STATE UNIVERSITY

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Academic Affairs Assessment of Student Learning Report for Academic Year **2017 - 2018**

Department/**Program**: Business Administration

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- 1. Which learning outcomes did you measure this past year?** [Please indicate whether any of these measures were conducted as follow-up to a previous year's issues or in response to Program Review. Be specific.]

All five Bachelor of Science in Business Administration Program (Program) Learning Outcomes (PLOs) are assessed each academic year based on a Business Administration and Economics department (Department) approved Curriculum Assessment Map. See 2. below for a copy of the Curriculum Assessment Map. The departmental assessment coordinator collects PLO assessment data from all sections of courses identified with an "X" in the Curriculum Assessment Map. *Please note that some courses are only offered once per academic year.*

It should be noted that the Program continually and periodically reviews assessment data at Business Administration and Economics department (Department) meetings to determine if any refinements to assessment approaches are necessary. International accreditation from the Accreditation Council for Business Schools and Programs (ACBSP) requires that the Program perform assessment processes, including review of PLO assessment data and refinement of the PLO assessment processes with the intent of enhancing and improving material mastery by students, which is termed "closing the loop".

The Program has had its current assessment processes in place for several years and has found that periodic reviews of PLO assessment data results at Department meetings helps to spur dialogue and focus faculty efforts toward refinement of existing processes as well as future assessment approaches with respect to assessment activities on a course by course and Program-wide basis with the intent of closing the loop.

2. In which course(s) were assessments conducted?

The departmental assessment coordinator collects PLO assessment data from all sections of courses identified with an “X” in the Curriculum Assessment Map. Please note that some courses are only offered once per academic year.

Program Learning Outcomes Assessment Program (Eff. Fall 2016)																
PLO	Business Core Courses											Areas of Concentration				
	115	203	209	210	215	216	301	305	310	313	420	Accounting 403	Finance 421	Manangement 440	Marketing 424	MIS 480
1	X					X	X	X		X	X	X			X	
2	X						X				X				X	
3	X										X					
4	X									X	X		X	X		X
5	X					X				X	X	X	X	X		
PLOs for Areas of Concentration																
Accounting:																
1												X				
5												X				
Finance:																
4													X			
5													X			
Management																
4														X		
5														X		
Marketing																
1															X	
2															X	
MIS																
4																X

Additionally, the 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. This information is used to discuss opportunities for improvement in the overall Program and Bachelor of Science degree (Degree) concentrations.

Furthermore, a Graduate Exit Survey yielded information about the Program overall as well as the individual areas of concentration. This survey was administered by Program Faculty to students who were enrolled in the Program level capstone course.

With this approach, in addition to an overall assessment of the Program, each concentration area had three distinct areas of assessment—within capstone courses, MFT results, and exit survey results from graduating students.

3. **How did you assess the selected program learning outcomes?** (i.e., what did you assess –group project, skills demonstration, presentation, performance, debate, lab experiment, online discussion, etc. *and*- what tool (measure) did you use - rubric, nationally or state-normed exam, item analysis, pre-posttest design, skills inventory, survey, etc.)

Assessment Plan - As of May 2017

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	Article Analysis - Understanding Economics and How It Affects Business
		BA 216	Project requiring analysis of data to determine appropriate use culminating in preparation of financial statements/documents presented in good form
		BA 301	Writing Sample
		BA 305	Writing Sample
		BA 313	Problem based case
		BA 420	Stockholders' Debrief Report and Presentation (CapSim Simulation)
2	Think critically about business issues, theory, and application.	BA 115	Personal SWOT Analysis
		BA 301	Written analysis
		BA 420	Written case analysis
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	Stockholders' Debrief Report and Presentation (CapSim Simulation)—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	Group presentation - Demanding Ethical and Socially Responsible Behavior
		BA 313	Problem based case
		BA 420	Written case analysis
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	Article Analysis – Doing Business In Global Markets & Using Technology to Manage Information
		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	Written case analysis
1 _{ACC}	Communicate financial information	BA 403	Audit Project—communicate findings of audit

	effectively and articulately in written, oral, and electronic form as appropriate for the accounting function.		project.
5 _{ACC}	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
4 _{FIN}	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 _{FIN}	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 _{MGT}	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 _{MGT}	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 _{MKTG}	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 _{MKTG}	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 _{MIS}	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

Additionally, please note that the Educational Testing Service (ETS) Major Field Test (MFT) and Graduate Exit survey were administered by Program Faculty for each semester.

4. How many students were included in the assessment(s) of each PLO in a course?

All students enrolled in a course that is assessed per the Curriculum Assessment Map at the time the assessment activity is administered are assessed.

5. How were students selected to participate in the assessment of each outcome (Helpful details might include- whether this assessment represents all students, a sample of students in a class, or a sample of students across sections)?

All students enrolled in a course that is assessed per the Curriculum Assessment Map at the time the assessment activity is administered are assessed.

6. In general, describe how each assessment tool (measure) was constructed (i.e. in-house, national, adapted).

Each assessment tool was constructed by Program Faculty who utilized their expertise in their respective fields, Accreditation Council for Business Schools and Programs (ACBSP) guidance and take-aways from conversations with industry professionals as well as discussions during and after Department of Business Administration and Economics meetings with its respective Business Advisory Council members.

7. Who analyzed results and how were they analyzed

Analyses of the identified items above were performed by the Department of Business Administration and Economics as a whole, following the conclusion of the respective spring and fall semesters. PLO assessment activity results were compared to a benchmark agreed to at the departmental level of “70% of students will perform at the level of Mastery or above”. MFT exam results and grad exit survey results were monitored in a time series fashion.

8. Provide a summary of the results/conclusions from the assessment of each measured Program Learning Outcome. *Report scores for this assessment, as well as students’ strengths and weaknesses relative to this learning outcome.*

It should be noted that the Program has collectively expressed and agreed that it is currently in process of collecting a sufficient quantity of time-series data to formally analyze and perform trend analyses for several semesters of assessment data with the purpose of revising certain underperforming aspects of Program assessment. However, during department meetings and ancillary dialogues during Academic Year 2017-2018, Program Faculty agreed to focus on improving PLOs (*closing the loop*) not meeting the benchmark of “70% of students will perform at the level of Mastery or above”. Inherently, *closing the loop* approaches vary by course, but generally faculty agreed to investigate opportunities to improve assessment results via revisions and enhancements to certain areas of course material, assignment refocusing, as well as additional practice opportunities for students in courses that are assessed as well as courses in which assessment does not occur.

9. **What are next steps?** (e.g., will you measure this same learning outcome again? Will you change some feature of the classroom experience and measure its impact? Will you try a new tool? Are you satisfied?)
The Program will continue to perform assessment of all five PLOs via course level activities with rubrics each Academic Year per the Department approved Curriculum Assessment Map. However, as stated in 8 above, please recall that the Program is currently in process of collecting a sufficient quantity of time-series data to formally analyze and perform trend analyses for several semesters of assessment data with the purpose of revising certain underperforming aspects of Program assessment. Faculty continually agree to focus on improving PLOs not meeting the benchmark of “70% of students will perform at the level of Mastery or above” (*closing the loop*). Inherently, *closing the loop* approaches vary by course, but generally faculty have agreed to investigate opportunities to improve assessment results via revisions and enhancements to certain areas of course material, assignment refocusing, as well as additional practice opportunities for students in courses that are assessed as well as courses in which assessment does not occur.
10. **Please attach an example of the assessment tool used to measure your PLO(s).** These can be added as an appendix, a link to the assessment, or sent separately in email with your report.

BA 421 Assessment Activity: 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.

See PDF titled “BA 421 - PLO Assessment Case and Questions” for assessment activity instrument.

BA 421 PLOs assessed, and elements evaluated are listed below:

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 the information effectively and ethically.

- F. Information
- G. Critical Thinking
- H. Data Analysis
- J. Comprehension

PLO 5: Evaluate business problems, gather, manipulate, and interpret data, analyze alternatives, decide on most effective solution, implement solution, and monitor results for continuous improvement.

- C. Conclusion Development
- F. Information
- H. Data Analysis
- J. Comprehension

BA 421 Rubric Information for Elements

	Distinguished	Mastery	Proficient	Novice
C. Conclusion Development	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>The student formed a decision, but it was not reasonable. The conclusions were essentially unrelated to the data reviewed with no clear-cut strategy</p> <p>Serving, as a developmental basis. Gaps in the conclusions resulted in inappropriate decisions and solutions, which may lead to additional failures if implemented.</p>
F. Information (handling, gathering, use)	<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 sources 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>
G. Critical Thinking (logic, arguments)	<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>
H. Data Analysis (synthesis)	<p>Highly Relevant data is generated and organized in a systematic manner.</p>	<p>Relevant data is generated and organized in a</p>	<p>Some omissions in data gathering but well organized</p>	<p>Lack of systematic data generation and organization.</p>

	Distinguished	Mastery	Proficient	Novice
	<p>Data source and methodology well clarified.</p> <p>Exceptionally well-integrated to generate, interpret and convert data into information useful for decision making.</p>	<p>systematic manner.</p> <p>Data source and methodology well clarified.</p> <p>Well integrated to interpret and convert data into information for useful decision making.</p>	<p>nevertheless.</p> <p>Data source and methodology clarified.</p> <p>Some flaws in the integration and interpretation but still manage to convert information into somewhat useful decision-making tool.</p>	<p>Questionable data collection methods</p> <p>Unreliable Data source and methodology.</p> <p>Erroneous interpretation and not so useful information for decision making due to inconsistent and unreliable data and methodology</p>
J. Comprehension	<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>