

Standard #4 Measurement and Analysis of Student Learning and Performance

Use this table to supply data for Criterion 4.2. (Figure 4.2 in self-study)

Performance Indicator	Definition
1. Student Learning Results	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>

		Analysis of Results			
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement Made	
Measurable goal What is your goal?	Do not use grades. Indicate Type of Instrument	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)

<p>Objective: Graduates will demonstrate knowledge of core business subjects.</p> <p>Target: LSB mean percent correct will equal or exceed the national mean in each assessment indicator area on the ETS Major Field Test.</p> <p>Note: The information reported here is for LSB main campus students.</p>	<p>Measurement Instrument: ETS Major Field Test in Business (MFT) Instrument Type: Direct, Summative, External, Comparative</p> <p>The LSB uses the MFT to assess the common professional component of each of its bachelor degree programs.</p>	<p>Fall 2016: The LSB met its goal in each assessment indicator area.</p> <p>Spring 2017: The LSB met its goal in 7 of the 9 assessment indicator areas. The LSB mean score was slightly below the national mean in the quantitative business analysis and information systems areas.</p> <p>Fall 2017: The LSB met its goal in each assessment indicator area.</p> <p>Spring 2018: The LSB met its goal in 7 of the 9 assessment indicator areas. The LSB mean score was slightly below the national mean in the quantitative business analysis and information systems areas.</p>	<p>After the spring 2016 semester, the LSB closely monitored results in the Accounting and Management sections since goals were not met in those areas for the first time in recent years. LSB faculty and staff are pleased with the results achieved in both sections during the reporting period. A full-time professor, instead of an adjunct, was assigned to teach the Principles of Accounting courses. A management professor with a strong qualitative background was hired to compliment her colleagues with backgrounds in the legal and quantitative aspects of management.</p>	<p>Significant improvement has been made in the Quantitative Analysis and Information Systems sections since a management professor with a strong quantitative background was hired and courses in information systems and analytics were added to the common professional component of all business bachelor degrees. Goals in these sections were met during the 2016 and 2017 fall semesters. The LSB mean was only slightly below the national mean during the 2017 and 2018 spring semesters.</p> <p>The LSB faculty member who teaches MGMT280 and MGMT371 continues to make adjustments to teaching methods and assignments to deepen students’ understanding of difficult concepts covered in these courses. Beginning fall 2018, the professor will implement quizzes to encourage students to read the textbook, assign graded homework, require an online subscription to study material and add more sophisticated Excel exercises. Also, she will begin the semester by giving a presentation on how to succeed in quantitative courses.</p>	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <p style="text-align: center;">Accounting</p> <table border="1" style="font-size: small; margin-top: 5px;"> <caption>Accounting Data</caption> <thead> <tr><th>Term</th><th>LSB Mean</th><th>National Mean</th></tr> </thead> <tbody> <tr><td>F16</td><td>52</td><td>42</td></tr> <tr><td>S17</td><td>48</td><td>42</td></tr> <tr><td>F17</td><td>48</td><td>42</td></tr> <tr><td>S18</td><td>52</td><td>42</td></tr> </tbody> </table> </div> <div style="width: 50%;"> <p style="text-align: center;">Economics</p> <table border="1" style="font-size: small; margin-top: 5px;"> <caption>Economics Data</caption> <thead> <tr><th>Term</th><th>LSB Mean</th><th>National Mean</th></tr> </thead> <tbody> <tr><td>F16</td><td>42</td><td>41</td></tr> <tr><td>S17</td><td>48</td><td>41</td></tr> <tr><td>F17</td><td>52</td><td>41</td></tr> <tr><td>S18</td><td>45</td><td>41</td></tr> </tbody> </table> </div> <div style="width: 50%;"> <p style="text-align: center;">Management</p> <table border="1" style="font-size: small; margin-top: 5px;"> <caption>Management Data</caption> <thead> <tr><th>Term</th><th>LSB Mean</th><th>National Mean</th></tr> </thead> <tbody> <tr><td>F16</td><td>70</td><td>62</td></tr> <tr><td>S17</td><td>70</td><td>62</td></tr> <tr><td>F17</td><td>68</td><td>62</td></tr> <tr><td>S18</td><td>66</td><td>62</td></tr> </tbody> </table> </div> <div style="width: 50%;"> <p style="text-align: center;">Quantitative</p> <table border="1" style="font-size: small; margin-top: 5px;"> <caption>Quantitative Data</caption> <thead> <tr><th>Term</th><th>LSB Mean</th><th>National Mean</th></tr> </thead> <tbody> <tr><td>F16</td><td>45</td><td>34</td></tr> <tr><td>S17</td><td>32</td><td>34</td></tr> <tr><td>F17</td><td>35</td><td>34</td></tr> <tr><td>S18</td><td>34</td><td>34</td></tr> </tbody> </table> </div> <div style="width: 50%;"> <p style="text-align: center;">Finance</p> <table border="1" style="font-size: small; margin-top: 5px;"> <caption>Finance Data</caption> <thead> <tr><th>Term</th><th>LSB Mean</th><th>National Mean</th></tr> </thead> <tbody> <tr><td>F16</td><td>48</td><td>42</td></tr> <tr><td>S17</td><td>42</td><td>42</td></tr> <tr><td>F17</td><td>50</td><td>42</td></tr> <tr><td>S18</td><td>50</td><td>42</td></tr> </tbody> </table> </div> <div style="width: 50%;"> <p style="text-align: center;">Marketing</p> <table border="1" style="font-size: small; margin-top: 5px;"> <caption>Marketing Data</caption> <thead> <tr><th>Term</th><th>LSB Mean</th><th>National Mean</th></tr> </thead> <tbody> <tr><td>F16</td><td>55</td><td>50</td></tr> <tr><td>S17</td><td>58</td><td>50</td></tr> <tr><td>F17</td><td>50</td><td>50</td></tr> <tr><td>S18</td><td>54</td><td>50</td></tr> </tbody> </table> </div> <div style="width: 50%;"> <p style="text-align: center;">Legal</p> <table border="1" style="font-size: small; margin-top: 5px;"> <caption>Legal Data</caption> <thead> <tr><th>Term</th><th>LSB Mean</th><th>National Mean</th></tr> </thead> <tbody> <tr><td>F16</td><td>48</td><td>47</td></tr> <tr><td>S17</td><td>51</td><td>47</td></tr> <tr><td>F17</td><td>47</td><td>47</td></tr> <tr><td>S18</td><td>51</td><td>47</td></tr> </tbody> </table> </div> <div style="width: 50%;"> <p style="text-align: center;">Information Systems</p> <table border="1" style="font-size: small; margin-top: 5px;"> <caption>Information Systems Data</caption> <thead> <tr><th>Term</th><th>LSB Mean</th><th>National Mean</th></tr> </thead> <tbody> <tr><td>F16</td><td>58</td><td>52</td></tr> <tr><td>S17</td><td>52</td><td>52</td></tr> <tr><td>F17</td><td>58</td><td>52</td></tr> <tr><td>S18</td><td>52</td><td>52</td></tr> </tbody> </table> </div> <div style="width: 50%;"> <p style="text-align: center;">International</p> <table border="1" style="font-size: small; margin-top: 5px;"> <caption>International Data</caption> <thead> <tr><th>Term</th><th>LSB Mean</th><th>National Mean</th></tr> </thead> <tbody> <tr><td>F16</td><td>48</td><td>40</td></tr> <tr><td>S17</td><td>42</td><td>40</td></tr> <tr><td>F17</td><td>48</td><td>40</td></tr> <tr><td>S18</td><td>46</td><td>40</td></tr> </tbody> </table> </div> </div>	Term	LSB Mean	National Mean	F16	52	42	S17	48	42	F17	48	42	S18	52	42	Term	LSB Mean	National Mean	F16	42	41	S17	48	41	F17	52	41	S18	45	41	Term	LSB Mean	National Mean	F16	70	62	S17	70	62	F17	68	62	S18	66	62	Term	LSB Mean	National Mean	F16	45	34	S17	32	34	F17	35	34	S18	34	34	Term	LSB Mean	National Mean	F16	48	42	S17	42	42	F17	50	42	S18	50	42	Term	LSB Mean	National Mean	F16	55	50	S17	58	50	F17	50	50	S18	54	50	Term	LSB Mean	National Mean	F16	48	47	S17	51	47	F17	47	47	S18	51	47	Term	LSB Mean	National Mean	F16	58	52	S17	52	52	F17	58	52	S18	52	52	Term	LSB Mean	National Mean	F16	48	40	S17	42	40	F17	48	40	S18	46	40
Term	LSB Mean	National Mean																																																																																																																																										
F16	52	42																																																																																																																																										
S17	48	42																																																																																																																																										
F17	48	42																																																																																																																																										
S18	52	42																																																																																																																																										
Term	LSB Mean	National Mean																																																																																																																																										
F16	42	41																																																																																																																																										
S17	48	41																																																																																																																																										
F17	52	41																																																																																																																																										
S18	45	41																																																																																																																																										
Term	LSB Mean	National Mean																																																																																																																																										
F16	70	62																																																																																																																																										
S17	70	62																																																																																																																																										
F17	68	62																																																																																																																																										
S18	66	62																																																																																																																																										
Term	LSB Mean	National Mean																																																																																																																																										
F16	45	34																																																																																																																																										
S17	32	34																																																																																																																																										
F17	35	34																																																																																																																																										
S18	34	34																																																																																																																																										
Term	LSB Mean	National Mean																																																																																																																																										
F16	48	42																																																																																																																																										
S17	42	42																																																																																																																																										
F17	50	42																																																																																																																																										
S18	50	42																																																																																																																																										
Term	LSB Mean	National Mean																																																																																																																																										
F16	55	50																																																																																																																																										
S17	58	50																																																																																																																																										
F17	50	50																																																																																																																																										
S18	54	50																																																																																																																																										
Term	LSB Mean	National Mean																																																																																																																																										
F16	48	47																																																																																																																																										
S17	51	47																																																																																																																																										
F17	47	47																																																																																																																																										
S18	51	47																																																																																																																																										
Term	LSB Mean	National Mean																																																																																																																																										
F16	58	52																																																																																																																																										
S17	52	52																																																																																																																																										
F17	58	52																																																																																																																																										
S18	52	52																																																																																																																																										
Term	LSB Mean	National Mean																																																																																																																																										
F16	48	40																																																																																																																																										
S17	42	40																																																																																																																																										
F17	48	40																																																																																																																																										
S18	46	40																																																																																																																																										

<p>Objective: Graduates will demonstrate skills in research, communications and critical thinking.</p> <p>Target: 80% of LSB students will score 80% or higher on the business bachelor degree capstone course project.</p> <p>Note: The information reported here is for LSB main campus students.</p>	<p>Measurement Instrument: Capstone course project (business plan) completed by graduating LSB students in BUSN 466 (Business Policy)</p> <p>Instrument Type: Direct, Summative, Internal, Comparative</p> <p>The LSB uses the capstone course project to assess the common professional component of each of its bachelor degree programs.</p>	<p>The LSB met its goal in each of the last 4 semesters.</p> <p>LSB faculty and staff are pleased with the improvement shown, as the LSB fell short of its goal during both the fall 2015 (71%) and spring 2016 (78%) semesters.</p>	<p>The instructor of BUSN466 equates the improvement in student performance to the actions described below.</p> <p>The instructor spent more time with individual students early in the process to provide guidance and mentorship.</p> <p>The instructor provided the grading rubric with the syllabus which provided an outline of each section.</p> <p>The grading rubric also provided LSB faculty with data on which sections students need improvement in that can be tied back to course content.</p>	<p>LSB faculty and staff will review business plan results together at a School meeting each semester during which the instructor can provide feedback on student performance and curriculum adjustments can be discussed.</p> <p>Since the business plan is the capstone course project for all business programs, LSB faculty have concluded they all need to be involved in some capacity.</p> <p>During the fall 2018 semester, LSB faculty will develop a plan to be implemented during the spring 2019 semester when the majority of seniors will take BUSN466. Ideas being considered include participation in grading the written portion or the presentation portion or mentorship of a group of students.</p>	<p style="text-align: center;">Business Plan Results</p> <table border="1"> <caption>Business Plan Results Data</caption> <thead> <tr> <th>Semester</th> <th>Percentage of Students Scoring 80% or Higher</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>F16</td> <td>80%</td> <td>80%</td> </tr> <tr> <td>S17</td> <td>100%</td> <td>80%</td> </tr> <tr> <td>F17</td> <td>100%</td> <td>80%</td> </tr> <tr> <td>S18</td> <td>95%</td> <td>80%</td> </tr> </tbody> </table>	Semester	Percentage of Students Scoring 80% or Higher	Target	F16	80%	80%	S17	100%	80%	F17	100%	80%	S18	95%	80%
Semester	Percentage of Students Scoring 80% or Higher	Target																		
F16	80%	80%																		
S17	100%	80%																		
F17	100%	80%																		
S18	95%	80%																		
<p>Objective: Accounting graduates will be able to apply accounting standards to information for financial accounting, managerial/cost accounting, governmental accounting, auditing, tax and accounting information systems purposes.</p> <p>Target: The mean score of accounting majors will be in the 80th percentile or above in the accounting section of the Major Field Test (MFT) in Business.</p>	<p>Measurement Instrument: ETS Major Field Test in Business (MFT)</p> <p>Instrument Type: Direct, Summative, External, Comparative</p> <p>The LSB also uses the MFT to assess the major requirements component of each of its bachelor degree programs. Results are provided here for the accounting program as an example.</p> <p>Note: The information reported here is for LSB main campus students.</p>	<p>During the reporting period, the LSB met its goal in three of the four semesters.</p> <p>During the last four years, the LSB met its goal in six out of eight semesters.</p>	<p>During fall 2017, only one accounting student took the MFT. This student scored very low in each section.</p> <p>Due to the positive results achieved over the last several years, the LSB has not made any changes to its accounting program based solely on this data. The LSB will continue to review scores in this area and watch for negative trends.</p>	<p>Qualitative feedback received from accounting majors indicates student learning is negatively impacted when adjunct instructors teach upper-level accounting courses. LSB faculty and staff will consider this when assigning courses to faculty and developing course schedules.</p>	<p style="text-align: center;">Major Field Test Results Accounting Section</p> <table border="1"> <caption>Major Field Test Results Accounting Section Data</caption> <thead> <tr> <th>Semester</th> <th>Accounting Students National Percentile Rank</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>F16</td> <td>100%</td> <td>80%</td> </tr> <tr> <td>S17</td> <td>100%</td> <td>80%</td> </tr> <tr> <td>F17</td> <td>25%</td> <td>80%</td> </tr> <tr> <td>S18</td> <td>100%</td> <td>80%</td> </tr> </tbody> </table>	Semester	Accounting Students National Percentile Rank	Target	F16	100%	80%	S17	100%	80%	F17	25%	80%	S18	100%	80%
Semester	Accounting Students National Percentile Rank	Target																		
F16	100%	80%																		
S17	100%	80%																		
F17	25%	80%																		
S18	100%	80%																		

<p>Objective: Finance and Economics graduates will possess analytical skills.</p> <p>Target: 80% of Finance and Economics majors will score 80% or higher in the economics and finance section of the business bachelor degree capstone course project.</p>	<p>Measurement Instrument: Capstone course project (business plan) completed by graduating LSB students in BUSN 466 (Business Policy)</p> <p>Instrument Type: Direct, Summative, Internal, Comparative</p> <p>Note: The information reported here is for LSB main campus students.</p> <p>The LSB also uses the business plan capstone course project to assess the major requirements component of each of its bachelor degree programs. Results are provided here for the finance and economics program as an example.</p>	<p>The LSB exceeded its goal during the spring 2017 and fall 2017 semesters.</p> <p>The LSB fell short of its target during the spring 2016 and spring 2018 semesters.</p> <p>Because only 4 students did not meet the target during the last several semesters, the LSB will not make changes to its Finance and Economics program based solely on these results.</p>	<p>Results are included for the spring 2016 semester for comparative purposes since no finance and economics majors took BUSN466 during the fall 2016 semester.</p> <p>During the spring 2016 semester, only two out of five students did not meet the target. During the spring 2018 semester, only two out of 6 students did not meet the target.</p> <p>While internship opportunities exist, many Finance and Economics majors can't take advantage of these due to participation in athletics. The Finance and Economics faculty members believe the students could gain knowledge and experience through the use of a Bloomberg terminal. They are working on obtaining the funding to provide this tool to LSB students.</p>	<p>Qualitative feedback from Finance and Economics majors indicates many of them have benefitted greatly from taking economics, finance and accounting classes as electives beyond the program's requirements. These students have identified Excel skills and lack of practical experience as weaknesses.</p> <p>LSB faculty have incorporated Excel examples and assignments into various courses and are working on a proposal for an Excel course.</p>	<p style="text-align: center;">Business Plan Results Economics & Finance Section</p> <table border="1"> <caption>Business Plan Results Data</caption> <thead> <tr> <th>Semester</th> <th>Percentage of Finance & Economics Students Scoring 80% or Higher</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>S16</td> <td>60%</td> <td>80%</td> </tr> <tr> <td>S17</td> <td>100%</td> <td>80%</td> </tr> <tr> <td>F17</td> <td>100%</td> <td>80%</td> </tr> <tr> <td>S18</td> <td>65%</td> <td>80%</td> </tr> </tbody> </table>	Semester	Percentage of Finance & Economics Students Scoring 80% or Higher	Target	S16	60%	80%	S17	100%	80%	F17	100%	80%	S18	65%	80%
Semester	Percentage of Finance & Economics Students Scoring 80% or Higher	Target																		
S16	60%	80%																		
S17	100%	80%																		
F17	100%	80%																		
S18	65%	80%																		