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)

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Performance Indicator				Definition					
1. Student Learning Results	Definition A student learning outcome is one that measures a specific competency attainment. 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). Add these to the description of the measurement instrument in column two: 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 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.								
			Analysis of Result						
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement Made					
		What are your	What did you learn from	What did you improve or					
Measurable goal	Do not use grades.	current results?	the results?	what is your next step?		les of Resulting Trends			
What is your goal?	Indicate Type of Instrument				(3-5 data po	pints preferred)			
Objective: Graduates will	Measurement Instrument: ETS Major	Fall 2016: The I CD	After the spring 2016 semester,	Significant improvement has					
demonstrate knowledge of	Field Test in Business (MFT)	met its goal in each	the LSB closely monitored	been made in the Quantitative	Accounting	Economics			
core business subjects.	Instrument Type: Direct, Summative,	assessment indicator	results in the Accounting and	Analysis and Information	55	55			
5	External, Comparative	area.	Management sections since	Systems sections since a	50LSB Mean	50LSB Mean			
Target: LSB mean percent	The LSB uses the MFT to assess the	Spring 2017: The	goals were not met in those	management professor with a	45	45			
correct will equal or exceed	common professional component of	LSB met its goal in 7	areas for the first time in	strong quantitative background	40 Mean	40 Mean			
the national mean in each	each of its bachelor degree programs.	of the 9 assessment	recent years. LSB faculty and	was hired and courses in	F16 S17 F17 S18	F16 S17 F17 S18			
assessment indicator area on		indicator areas. The	staff are pleased with the	information systems and					
the ETS Major Field Test.		LSB mean score was	results achieved in both	analytics were added to the	Management	Quantitative			
Note: The information		slightly below the	sections during the reporting	common professional	75	50			
reported here is for LSB main		national mean in the	period. A full-time professor,	component of all business	70	45			
campus students.		quantitative business	instead of an adjunct, was	bachelor degrees. Goals in these		40			
euripus students.		analysis and information systems	assigned to teach the Principles	5	65 National	35 - National			
		areas.	of Accounting courses. A management professor with a	2016 and 2017 fall semesters. The LSB mean was only	60 Mean	30 Mean			
			strong qualitative background	slightly below the national	F16 S17 F17 S18	F16 S17 F17 S18			
		Fall 2017: The LSB	was hired to compliment her	mean during the 2017 and 2018	Finance	Marketing			
		met its goal in each assessment indicator	colleagues with backgrounds	spring semesters.	55	60			
		area.	in the legal and quantitative	The LSB faculty member who	50	55			
		Spring 2018: The	aspects of management.	teaches MGMT280 and					
		LSB met its goal in 7		MGMT371 continues to make	45 National	50 National			
		of the 9 assessment		adjustments to teaching	40 Mean F16 S17 F17 S18	45 Mean			
		indicator areas. The		methods and assignments to	F16 S17 F17 S18	F16 S17 F17 S18			
		LSB mean score was		deepen students' understanding	Legal	Information Systems			
		slightly below the		of dificult concepts covered in	60	60			
		national mean in the		these courses. Beginning fall	55LSB Mean	55 → LSB Mean			
		quantitative business		2018, the professor will	55				
		analysis and		implement quizzes to encourage	50 National	50 - National			
		information systems		students to read the textbook,	45 Mean	45 Mean			
		areas.		assign graded homework, require an online subscription to	F16 S17 F17 S18	F16 S17 F17 S18			
				study material and add more	International				
				sophisticated Excel exercises.					
				Also, she will begin the	50 45 LSB Mean				
				semester by giving a	40				
				presentation on how to succeed	35				

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Initialized In BUSN 466 (Busines Policy) LSB radiuly and same and the procession provide the provide solution to the provide solutis the provide solution to the provide solution to the	demonstrate skills in research,	course project (business plan)	in each of the last 4	equates the improvement in	review business plan results						
Target: 80% of LSB students	communications and critical	completed by graduating LSB students	semesters.	student performance to the							
viiii score SNo or higher on business bachelor degree programs. iiii score SNo or higher on patotes course project. Ib LSB uses the capatote course project. To is consect the course of the course project. To is consect the course of the course project. To is consect the course of the co		in BUSN 466 (Business Policy)	LSB faculty and staff	actions described below.	each semester during which the						
he business bachelor degre the functional Comparative solutions and pattern of the common roject to assess the roject roject assess the roject assess roject to assess the roject to assess the roject assess roject to assess the roject to asse			are pleased with the	The instructor spent more time							
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We: The information ampus students. project to assess the common project to assess the common method by all need to subchord agree programs. information project to assess the common project to assess the common proje	0		as the LSB fell short	in the process to provide	5				Business P	lan Results	
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Instrument Type: Direct, Summative, External, Comparative Ciccounting, managerial/cost accounting formation ciccounting, auditing, tax and cocounting program as an example. Target: The mean score of ciccounting majors will be in the accounting section of the Adjor Field Test (MFT) in the sacounting section of the data The LSB main campus students. Target: Mere accounting section of the data The LSB will continue to the sac			period, the LSB met	accounting student took the	from accounting majors				•		
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the major requirements component of eacounting information vystems purposes. Target: The mean score of eccounting majors will be in he 80 th percentile or above in he accounting section of the Major Field Test (MFT) in			four semesters.	low in each section.		100% -	•			1	
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ystems purposes. accounting program as an example. eight semesters. any changes to its accounting program based solely on this data. The LSB will continue to is for LSB main campus students. may changes to its accounting program based solely on this data. The LSB will continue to evidence scores in this area and watch for negative trends. faculty and developing course schedules. 60% Image: Students National Percentile Rank Major Field Test (MFT) in Image: Students Image: Students <t< td=""><td>accounting information</td><td></td><td>0</td><td></td><td></td><td>70% -</td><td></td><td></td><td>1</td><td></td><td> Accounting Students-</td></t<>	accounting information		0			70% -			1		Accounting Students-
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Algor Field Test (MFT) in				watch for negative trends.		30%					
	e					50%			¥		
	5					20% -			1		
Dustriess. F16 S17 F17 S18	Business.						F16	S17	F17	S18	

Objective: Finance and	Measurement Instrument: Capstone		Results are included for the	Qualitative feedback from	
Economics graduates will	course project (business plan)	goal during the spring	spring 2016 semester for	Finance and Economics majors	
possess analytical skills.	completed by graduating LSB students	2017 and fall 2017	comparative purposes since no	indicates many of them have	
Target: 80% of Finance and	in BUSN 466 (Business Policy)	semesters.	finance and economics majors	benefitted greatly from taking	
Economics majors will score	Instrument Type: Direct, Summative,	The LSB fell short of	took BUSN466 during the fall	economics, finance and	
80% or higher in the	Internal, Comparative	its target during the	2016 semester.	accounting classes as electives	
economics and finance section	Note: The information reported here	spring 2016 and	During the spring 2016	beyond the program's	Business Plan Results
of the business bachelor	is for LSB main campus students.	spring 2018	semester, only two out of five	requirements. These students	Economics & Finance Section
degree capstone course	The LSB also uses the business plan	semesters.	students did not meet the	have identified Excel skills and	100%
project.	capstone course project to assess the		target. During the spring 2018	lack of practical experience as	95%
	major requirements component of		semester, only two out of 6	weaknesses.	90%
	each of its bachelor degree programs.		students did not meet the	LSB faculty have incorporated	85%
	Results are provided here for the		Because only 4 students did	Excel examples and	Percentage of Finance &
	finance and economics program as an		not meet the target during the	assignments into various	80% Economics Students Scorir 75% 80% or Higher
	example.			courses and are working on a	
			will not make changes to its	proposal for an Excel course.	70% — Target
			Finance and Economics	While internship opportunities	65%
			program based solely on these	exist, many Finance and	60%
			results.	Economics majors can't take	55%
			_	advantage of these due to	50%
				participation in athletics. The	S16 S17 F17 S18
			_	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	
			4	funding to provide this tool to	
				LSB students.	