



Public Disclosure of Student Learning

Institution	Lake Erie College
Academic Business Unit	School of Business
Academic Year	2015 – 2016

Report of Student Learning and Achievement
Lake Erie College
School of Business

For Academic Year: 2015-2016

Mission of the <i>School of Business</i>
<p><i>Mission Statement:</i> The objective of the School of Business is to produce graduates who have the knowledge and necessary analytical skills to think critically, to make sound and ethical business decisions, to develop in their chosen careers, and to participate actively in the world around them.</p>

Student Learning Assessment for <i>Bachelor Degree Programs in Business (See Note 1)</i>
Program Intended Student Learning Outcomes (Program ISLOs)
1. Students will be able to demonstrate knowledge of the core content, including theories and practices, as related to the functional areas of business.
2. Students will be able to perform appropriate business-related analyses to propose reasoned management decisions.
3. Students will be able to acquire information using appropriate technology sources in order to conduct useful business research.
4. Students will be able to critically evaluate business research information in order to propose alternative reasoned business decisions.
5. Students will be able to apply business-related quantitative analyses and tools in the formulation of reasoned alternatives to business problems.
6. Students will be able to demonstrate effective professional business communication.
7. Students will be able to work effectively in team situations.
8. Students will be able to develop alternative solutions to legal and ethical challenges typically faced in the business arena.
<p>Note 1: Data relating to intended student learning outcomes is provided at the business program (degree) level as noted in the December 28, 2015 letter from the IACBE President, Dr. Dennis N. Gash.</p>

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. The Major Field Test Program ISLOs Assessed by this Measure: 1	At least 70% of graduating seniors who take the MFT will score in the 50th percentile or greater.
2. Capstone Course Project Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8	For each ISLO, at least 85% of business major seniors will receive a score 2.0 or greater (meaning "meets expectations" or "exceeds expectations").
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. Graduating Student Survey Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8	For each ISLO "Knowledge and Skills Area Acquired," at least 85% of graduating seniors will indicate a score of 3.0 or greater.
Assessment Results: Bachelor Degree Programs in Business	
Summary of Results from Implementing Direct Measures of Student Learning:	
1. Less than 70% of graduating seniors who took the MFT scored in the 50th percentile or greater ¹ Proposed Action".	
2. Greater than 85% of business major seniors "met/exceeded expectations" in capstone projects.	
Summary of Results from Implementing Indirect Measures of Student Learning:	
Results from each of the eight (8) ISLOs for 2016 graduating seniors ²:	
<u>ISLO #1</u> - All 8 of the "Knowledge and Skills" functional areas met the target of having least 85% of graduating seniors indicate a score of 3.0 or greater from their learning experience.	
<u>ISLO #2</u> - Results ("business-related analysis in management decisions") met the target of having at least 85% of the graduating seniors indicate a score of 3.0 or greater.	
<u>ISLO #3</u> - Results ("using appropriate technology sources") met the target of having at least 85% of the graduating seniors indicate a score of 3.0 or greater.	

ISLO #4 - Results (“evaluate business research information”) met the target of having at least 85% of the graduating seniors indicate a score of 3.0 or greater.

ISLO #5 - Results (apply business-related quantitative analyses and tools”) met the target of having at least 85% of the graduating seniors indicate a score of 3.0 or greater.

ISLO #6 - Results (“effective professional business communication”) met the target of having at least 85% of the graduating seniors indicate a score of 3.0 or greater.

ISLO #7 - Results (work effectively in team situations”) met the target of having at least 85% of the graduating seniors indicate a score of 3.0 or greater.

ISLO #8 - Results (“develop alternative solutions to legal and ethical challenges”) met the target of having at least 85% of the graduating seniors indicate a score of 3.0 or greater.

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to demonstrate knowledge of the core content, including theories and practices, as related to the functional areas of business.	Not Met ¹	Met			Met			
2. Students will be able to perform appropriate business-related analyses to propose reasoned management decisions	N/A	Met			Met ³			
3. Students will be able to acquire information using appropriate technology sources in order to	N/A	Met			Met			

conduct useful business research								
4. Students will be able to critically evaluate business research information in order to propose alternative reasoned business decisions	N/A	Met			Met			
5. Students will be able to apply business-related quantitative analyses and tools in the formulation of reasoned alternatives to business problems.	N/A	Met			Met ³			
6. Students will be able to demonstrate effective professional business communication.	N/A	Met			Met			
7. Students will be able to work effectively in team situations.	N/A	Met			Met			
8. Students will be able to develop alternative solutions to legal and ethical challenges typically faced in the business arena.	N/A	Met			Met			

Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

1. ¹ We are reviewing the MFT results to decipher the reasons for not meeting the performance target as well as methodological issues that may interfere with the validity of this direct measure, namely:
 - (a) We are looking at the subscores from the different functional areas (e.g., marketing, accounting, etc) to identify specific content areas that may be contributing to low scores so that curriculum/pedagogy may be addressed in those areas.
 - (b) We are looking at ways to encourage students to “take the MFT seriously” including counting test performance toward the grade in the capstone course.
 - (c) This direct measure did not take into account an appropriate “input variable” such as ACT scores or high school GPA, such that the “value-added” of our program could be approximated. The School of Business will assess this issue and possibly identify an appropriate input variable(s) and revised performance indicator.
 - (d) We are assessing whether using all institutions who administer the MFT as an appropriate comparison group. We are considering using only a

group of “peer institutions as the relevant comparison group.

2. ² It should be noted that the survey results did not include those students who indicated that they already had an excellent familiarity with (or skills in) the specific Business Administration topic areas before they entered the LEC Business Program.
3. ³ While the results of the May 2016 Graduating Student Survey (indirect measure) reached its target of at least 85% of the graduating seniors indicate a score of 3.0 or greater for all 8 ISLOs, the score for ISLO #5 (Students able to apply business-related quantitative analyses and tools in the formulation of reasoned alternatives to business problems) was 87%. This was an improvement from its results in 2015 (78% rating 3.0 or greater), however, the School of Business is looking to continue the pattern of improvement beyond 85% for this ISLO. The expansion of the computer course from 2 credit hours to three credits, the addition of a new Business faculty member for this area and increased support from the College’s Academic Learning Center should continue this pattern of improvement for this area.
4. Note: Additional non-ISLOs data points are being monitored to improve the School of Business’s understanding of its students’ experience in out business programs. Interestingly, over 90% of the the students surveyed were at least moderately satisfied with three Overall evaluations of their Business Program experience: How satisfied they were with the business education they received from Lake Erie College? (100%), How satisfied they were with the quality of instruction for their major? (95%), and How satisfied they were with the quality of the intellectual challenge in their program? (100%).

Student Learning Assessment for *Master of Business Administration Program*

Program Intended Student Learning Outcomes (Program ISLOs)

1. Students will be able to recognize problems withing the business context.
2. Students will be able to apply the principle concepts and theories in the functional areas of business to solve problems.
3. Students will be able to integrate theory and practice for the purpose of strategic analysis.
4. Students will be able to apply quantitative techniques and methods in the analysis of real-world business situations.
5. Students will be able to compose effective written forms of communication appropriate to the business context.
6. Students will be able to make effective business presentations.
7. Students will be able to effectively with a team of colleagues on diverse projects.
8. Students will be able to identify and analyze the ethical responsibilities of business.

Note 1: Data relating to intended student learning outcomes is provided at the business program (degree) level as noted in the December 28, 2015 letter from the IACBE President, Dr. Dennis N. Gash.

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. The Major Field Test - MBA Program ISLOs Assessed by this Measure: 2	At least 70% of MBA students who take the MFT will score in the 50th percentile or greater.
2. Capstone Course Project - MBA Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8	At least 90% of MBA capstone projects will "meet/exceed expectations."
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. Graduating Student Survey Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5, 6, 7, 8	For each ISLO "Knowledge and Skills Area Acquired," at least 90% of MBA students will indicate a score of 3.0 or greater.
Assessment Results: <i>Master of Business Administration Program</i>	
Summary of Results from Implementing Direct Measures of Student Learning:	
1. Less than 70% of MBA students who took the MFT scored in the 50th percentile or greater ¹ "Proposed Action".	
2. Greater than 90% of MBA capstone projects "met/exceeded expectations."	
Summary of Results from Implementing Indirect Measures of Student Learning:	
1. Greater than 90% of graduating MBA students perceived at least "moderate satisfaction" from their learning experience.	

Summary of Achievement of Intended Student Learning Outcomes:								
Intended Student Learning Outcomes	Learning Assessment Measures							
Program ISLOs	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to recognize problems withing the business context.	Not Met ¹	Met			Met			
2. Students will be able to apply the principle concepts and theories in the functional areas of business to solve problems.	N/A	Met			Met ²			
3. Students will be able to integrate theory and practice for the purpose of strategic analysis.	N/A	Met			Met			
4. Students will be able to apply quantitative techniques and methods in the analysis of real-world business situations.	N/A	Met			Met			
5. Students will be able to compose effective written forms of communication appropriate to the business context.	N/A	Met			Met			
6. Students will be able to make effective business presentations.	N/A	Met			Met			
7. Students will be able to effectively with a team of colleagues on diverse projects.	N/A	Met			Met			
8. Students will be able to identify and	N/A	Met			Met			

analyze the ethical responsibilities of business.								

Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

1. ¹ We are reviewing the MFT results to decipher the reasons for not meeting the performance target as well as methodological issues that may interfere with the validity of this direct measure, namely:
 - (a) We are looking at the subscores from the different functional areas (e.g., marketing, accounting, etc.) to identify specific content areas that may be contributing to low scores so that curriculum/pedagogy may be addressed in those areas.
 - (b) We are looking at ways to encourage students to “take the MFT seriously” including counting test performance toward the grade in the capstone course.
 - (c) This direct measure did not take into account an appropriate “input variable” such as undergraduate GPA, such that the "value-added" of our program could be approximated. The School of Business will assess this issue and possibly identify an appropriate input variable(s) and revised performance indicator.
 - (d) We are assessing whether using all institutions who administer the MFT as an appropriate comparison group. We are considering using only a group of “peer institutions as the relevant comparison group.

2. ² The results of the May 2016 MBA Graduating Student Survey (indirect measure) reached its target of at least 90% of the graduating MBAs indicating a score of 3.0 or greater for all 8 ISLOs for overall composite scores. However, the subscores for ISLO #2 (applying concepts and theories in the functional areas), did illustrate a lower level of satisfaction with two of the sub-area’s score. MBA graduates’ rating only reached 73% for Economics and only 87% for Quantitative Business Analyses. The School of Business is looking to continue the pattern of improvement beyond these results for the sub-area scores for this ISLO. The addition of a preparatory course (MBA501) to help those students who have had limited quantitative experience and the addition of a new Business faculty member for Economics, together with increased support from the College’s Academic Learning Center are aimed at improving these results for these sub-areas.