|  |  |
| --- | --- |
| **DEGREE PROGRAM**  **STUDENT LEARNING REPORT**  (Rev. August 2012) | **ROGERS STATE UNIVERSITY**  **Department of Department of Business**  **For Academic Year 2012-2013** |

Effectively assessing a degree program should address a number of factors:

1. Valid student learning outcomes should be developed;
2. Valid assessment measures should be used, consistent with the standards of professional practice;
3. There should be evidence that assessment data are being used by faculty to make necessary instructional or assessment changes; and
4. There should be evidence that instructional or assessment changes are being implemented to improve student learning.

**Relationship of Degree Program (or Major) Learning Outcomes to Departmental and University Missions**

|  |
| --- |
| **Name of Degree, including Level and Major: Associate in Arts in Business Administration** |

1. **A.**  Insert and clearly state the school, department and degree program missions in the spaces below.

|  |  |  |  |
| --- | --- | --- | --- |
| **University Mission** | **School Mission** | **Department Mission** | **Degree Program Mission** |
| Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities. | Rogers State University’s School of Business and Technology prepares students to achieve professional and personal goals in dynamic local and global communities. | The Department of Business prepares students to achieve professional and personal goals in dynamic and global communities | The Associate in Arts in Business Administration is designed to meet the continuing demand for business administration majors who understand the function of business and can utilize those functions in the business workplace. |

**B.**  Insert and clearly state school purposes, department purposes and degree program outcomes in the spaces below, making sure to align the degree program outcomes with their appropriate school and department purposes, and these outcomes and purposes with their appropriate university commitments.

| **University Commitments** | **School Purposes** | **Department Purposes** | **Degree Program Outcomes** |
| --- | --- | --- | --- |
| To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning and critical and creative thinking. | Prepare students to enter the workplace or to continue their studies towards a higher degree. | Prepare students to enter the workplace or to continue their studies towards a higher degree. | 1. Demonstrate knowledge of functional management skills.  2. Demonstrate knowledge of functional marketing skills.  3. Demonstrate knowledge of functional accounting skills.  4. Demonstrate knowledge of functional business communications skills. |
| To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning. | To offer a learning experience which provides multiple views on global perspectives. | To offer a learning experience which provides multiple views on global perspectives. | 5. Analyze the local, regional, national, and global business  6. Demonstrate knowledge in the liberal arts area of general economic principles environment. |
| To provide a general liberal arts education that supports specialized academic program sand prepares students for lifelong learning and service in a diverse society. |  |  |  |
| To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs. |  |  |  |
| To provide university-wide student services, activities and resources that complement academic programs. |  |  |  |
| To support and strengthen student, faculty and administrative structures that promote shared governance of the institution. |  |  |  |
| To promote and encourage student, faculty, staff and community interaction in a positive academic climate that creates opportunities for cultural, intellectual and personal enrichment for the University and the communities it serves. |  |  |  |

**Discussion of Instructional Changes Resulting from 2011-2012 Degree Program Student Learning Report**

1. List and discuss all instructional or assessment changes proposed in last year’s Degree Program Student Learning Report, whether implemented or not. Any other changes or assessment activities from last year, but not mentioned in last year’s report, should be discussed here as well. Emphasis should be placed on student learning and considerations such as course improvements, the assessment process, and the budget. If no changes were planned or implemented, simply state “No changes were planned or implemented.” See Example #1 at the end of this form.

| **Instructional or Assessment Changes** | **Changes Implemented (Y/N)** | **Impact of Changes on Degree Program Curriculum or Budget** |
| --- | --- | --- |
| None |  |  |

1. The University Assessment Committee in its Degree Program Peer Review Report provided feedback and recommendations for improvement in assessment. List or accurately summarize all feedback and recommendations from the committee, and state whether they were implemented or will be implemented at a future date. If they were not or will not be implemented, please explain why. If no changes were recommended last year, simply state “No changes were recommended.”

| **Feedback and Recommended Changes from the University Assessment Committee** | **Suggestions Implemented**  **(Y/N)** | **Changes that Were or Will Be Implemented, or**  **Rationale for Changes that Were Not Implemented** |
| --- | --- | --- |
| Feedback not provided. Included feedback from AA in Accounting which is similar.  Last year’s changes should be addressed here.  Feedback listed, some rationale for not implementing. Discussed in review session at length.  Addition of ETS test and survey greatly improves process, reduces reliance on pre/post tests.  Needs to include all sections and all instructors. In discussion department agreed to do so in future.  Conclusions on student learning needed, discussed | Yes  Yes  Yes  Yes  Yes | All changes will be listed on the report.  Field test implemented in 2012.  Field test implemented.  All instructors included. Some instructors had trouble with pre/post tests and were not included. Reasons will be stated.  Results and conclusions reformatted. |

**Analysis of Evidence of Degree Program Student Learning**

1. For all degree program outcomes, describe the assessment measures and performance standards used, as well as the sampling methods and sample sizes. For each measure, document the results of the activity measured and draw any relevant conclusions related to student performance. Finally, indicate whether the performance standard was met or not. See Example #2 at the end of this form.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **A.**  **Degree Program Outcomes** | **B.**  **Assessment Measures** | **C.**  **Performance Standards** | **D.**  **Sampling Methods** | **E.**  **Sample Size**  **(N)** | **F.**  **Results** | **G.**  **Conclusions** | **H.**  **Performance Standards Met**  **(Y/N)** |
| 1. Demonstrate knowledge of functional management skills.  5. Analyze the local, regional, national, and global business environment.  2. Demonstrate knowledge of functional marketing skills.  5. Analyze the local, regional, national, and global business environment.  5. Analyze the local, regional, national, and global business environment.  3. Demonstrate knowledge of functional accounting skills.  4. Demonstrate knowledge of functional business communications skills.  5. Analyze the local, regional, national, and global business environment.  6. Demonstrate knowledge in the liberal arts area of general education. | Pretest and posttest were administered in MGMT 3013 Principles of Management.  Pretest and posttest were administered in MKTG 3113 Principles of Marketing  Students are administered the Educational Testing Service Field Test in Business. The field test measures student knowledge in four areas of business: management, marketing, accounting, economics  Survey will be conducted to show satisfaction with the program. Two questions were do you feel the program was beneficial and did the program stress tolerance for diverse groups?  Pretest and posttest were administered in ACCT 2103 Accounting I and ACCT 2203 Accounting II.  Pretest and posttest were administered in BADM 3113 Business Communications  Pretest and posttest were administered in ECON 2113 Macroeconomics and ECON 2123 Microeconomics. | a. Students will improve posttest scores over pretest scores by at least 20%.  b. Students will score at least 70% on posttest.  a. Students will improve posttest scores over pretest scores by at least 20%.  b. Students will score at least 70% on posttest.  Seventy percent of the students completing their major course work will demonstrate their practical applications of business knowledge by scoring at or above (70 percentile) on the ETS Major Field Test in Business.  a. Students will improve posttest scores over pretest scores by at least 20%.  b. Students will score at least 70% on posttest.  a. Students will improve posttest scores over pretest scores by at least 20%.  b. Students will score at least 70% on posttest.  a. Students will improve posttest scores over pretest scores by at least 20%.  b. Students will score at least 70% on posttest | Complete sections were chosen as samples and administered the pretest and the same group administered the posttest  Complete sections were chosen as samples and administered the pretest and the same group administered the posttest.  All available  graduating students will be administered the ETS Field Test.  All graduating students will be administered the satisfaction survey.  Complete sections were chosen and administered the pretest and the same group administered the posttest.  Complete sections were chosen and administered the pretest and the same group administered the posttest.  Complete sections were chosen and administered the pretest and the same group administered the posttest. | 92  83  10  10  ACCT 2103 - 72  ACCT 2203 - 66  106  ECON 2113 - 107  ECON 2123- 111 | Pretest avg – 51.0%  Posttest avg – 82.3%  Students increased the posttest over pretest by 31.3%.  b. Post test score was 82.3%.  Students earned 12.3% over minimum  Pretest avg – 62.7%  Posttest avg – 84.6%  Students increased the posttest over pretest by 21.9%.  b. Post test score was 84.6%.  14.6% over minimum score.   |  |  |  | | --- | --- | --- | | Range | Number | Percent | | 525-529 | 2 | 7% | | 535-539 | 1 | 31% | | 540-544 | 2 | 42% | | 545-549 | 1 | 57% | | 550-554 | 1 | 74% | | 555-559 | 1 | 83% | | 560-564 | 2 | 90% |   Six students scored below the 70th percentile and four students scored above the 70th percentile.  Mean score for RSU students -545.  Mean score for 55 institutions - 546.2.   |  |  | | --- | --- | | Ass Ind | Score | | Acct | 47 | | Econ | 48 | | Mgmt | 45 | | Mktg | 50 |   Scored below 50th percentile in Accounting, Economics, and Management. Scored above only in Marketing.  All students responded that the program stressed tolerance of diverse groups.  ACCT I  Pretest avg –57.0%  Posttest avg – 88.4%  Students increased the ACCT 2103 posttest over pretest by 64.5%.  ACCT II  Pretest avg – 56.8%  Posttest avg – 86.5%  Students increased the ACCT 2203 posttest over pretest by 65.7%.  b. Post test score for ACCT I was 88.4%.  Post test score for ACCT II was 86.5%.  Pretest avg – 46%  Posttest avg – 72%  Students increased the BADM 3113 posttest over pretest by 63.9%.  Students scored 72% on Posttest.  ECON 2113  Pretest avg – 48.2%  Posttest avg – 83.6%  Students increased the ECON 2113 posttest over pretest by 57.7%.  ECON 2123  Pretest avg – 49.3%  Posttest avg – 82.4%  Students increased the ECON 2123 posttest over pretest by 59.8%.  Post test score for ECON 2113 83.6%  Post test score for ECON 2123 was 82.4%. | Pretest/posttest show no indications of course deficiencies.  Pretest/posttest show no indications of course deficiencies.  Main concern is the two students at the seven percentile. Possible outlier. It is the first test so the two at the 90 percentile could be outlier.  Possible concerns in all areas of business.  Program places appropriate emphasis on diversity issues.  Pretest/posttest show no indications of course deficiencies.    Pretest/posttest show no indications of course deficiencies.  Pretest/posttest show no indications of course deficiencies. | Yes  Yes  Yes  Yes  No  No  Yes  Yes  Yes  Yes  Yes  Yes  Yes |

1. State any proposed instructional or assessment changes to be implemented for the next academic year. They should be based on conclusions reported in Section 4 (above) or on informal activities, such as faculty meetings and discussions, conferences, pilot projects, textbook adoption, new course proposals, curriculum modifications, etc. Explain the rationale for these changes and how they will impact student learning and other considerations, such as curriculum, degree plan, assessment process, or budget. If no changes are planned, simply state “No changes are planned.” [See EXAMPLE #1 at the end of this form.]

|  |  |  |  |
| --- | --- | --- | --- |
| **Degree Program Outcomes** | **Instructional or Assessment Changes** | **Rationale for Changes** | **Impact of Planned Changes on Student Learning and Other Considerations.** |
| 1,2,3,4,5,6 | - Will add section of online and section taught by adjuncts to pre-test/post-test. | To gain a clearer picture of student learning and assessment measures. | These changes will provide a more accurate measure of student learning. |

1. In order to benefit the broader university community, please describe one or more practices the department believes has potential for pedagogical benefit.  This is similar to what is known as a “best practice,” which is a strategy, method or technology that in the professor’s or department’s experience improves classroom instruction and student learning.  There should be preliminary reason to believe the practice can be replicated and generalized to other faculty and educational settings. Please include a department contact person, a brief description, and its potential or demonstrated educational impact.  If there are none to report, put “none” in the Best Practice column.

|  |  |  |  |
| --- | --- | --- | --- |
| **Best Practice** | **Contact Person** | **Description** | **Educational Impact** |
| NA |  |  |  |

1. Assessment Measures:
2. How many different assessment measures were used? 3
3. List the direct measures (see rubric): ETS field test in Business, Pre-test/Post-test.
4. List the indirect measures (see rubric): Satisfaction Survey

