

## Degree Program Student Learning Report (rev. 7/14)

Fall 2013 – Spring 2014

The Department of Business in the School of Business & Technology

# Accounting, A.A.

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

- 1) Valid student learning outcomes should be clearly articulated;
- 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 there should be evidence that instructional or assessment changes are being implemented to improve student learning.

### PART 1 (A & B)

#### Relationship of Degree Program Learning Outcomes to Departmental and University Missions

A. Clearly state the school, department and degree program missions.

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 Accounting is designed to meet the continuing demand for business administration graduates who understand the function of business and can utilize those functions in the business workplace.

- B. Clearly state school purposes, department purposes and degree program student learning outcomes. Align student learning outcomes with their appropriate school and department purposes, and these outcomes and purposes with their appropriate university commitments.

University Commitments	School Purposes	Department Purposes	Student Learning 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 accounting skills.  2. Demonstrate knowledge of functional business communication 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 prepare students to compete in a complex, multi-cultural international business environment.	3. Analyze the local, regional, national, and global business environment.
To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.	To offer a learning experience which stresses the need for service in a diverse society and lifelong learning.	To provide students with a general education foundation that emphasizes continued learning and service to a diverse society.	4. Demonstrate knowledge in the liberal arts area of general economic principles.
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.			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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.			

## PART 2

### Discussion of Instructional Changes Resulting from 2012-2013 Degree Program Student Learning Report

List and discuss all instructional or assessment changes proposed in Part 5 of 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."

Instructional or Assessment Changes	Changes Implemented (Y/N)	Impact of Changes on Degree Program Curriculum or Budget
No changes were planned.		

## PART 3

### Discussion About the University Assessment Committee's 2012-2013 Peer Review Report

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
Four of the SLOs in the AA-Bus are the same as those in the AA-Acct. Please explain.		There are only two courses different between the two degrees. Many SLOs and course analysis are combined.
When the department states that the AA-Acct degree's mission is "designed to meet the continuing demand for majors," does it mean two-year degreed majors? Perhaps the intent would be clearer is stated: "... the demand for <u>students</u> who understand ..."	Y	Mission changed to say "graduates". It means both two-year and four-year graduates.
No changes were proposed based on last year's Student Learning Report.		No change in the associates program is scheduled this year as well. The file test has only two years of data. It takes that long to start to determine trends.
In Part 1.B. five SLOs are listed. In Part 4.A. six are listed.	Y	There are six SLOs for the program.
SLO #6 on p. 5 (which is actually SLO #5) appears to be mis-typed because it does not match SLO #5 on p. 2.	Y	The word environment was omitted in the SLO in Part I.
Why are there six SLOs associated on p. 6 with the ETS field test measure; whereas, in the AA-Bus only one SLO is associated with the same measure?	Y	All four SLOs are tested in the field test.
All that is required in this column is the name of the measurement tool. Descriptions about it should be a part of the Conclusions column.	Y	Description moved to conclusions.
Page 6: The survey measurement is described as	N	Survey was not administered. Taken off the Assessment Measures.

<p>something that will be given in the future. Has it already been administered?</p> <p>Department stated that there were no instructional or assessment changes that resulted from last year's report or other assessment activities. Weren't the implementation of the ETS test and survey changes that should have been included here?</p> <p>Is the percent of improvement in pre-test/post-test scores a percentage point increase or a percent of increase?</p> <p>How were the sample sections selected? Weren't they a mix of students who were majoring in different subjects?</p> <p>Pp. 5 &amp; 6: Did only 10 students graduate with the AA-Acct. degree?</p> <p>The data layout is clear and easily readable. Are all 10 in SLO #5 (p. 5 &amp; 6) AA-Accounting students?</p> <p>Throughout the SLR percentage increases were not used consistently. Percentage point increases are not the same as percent of increase. (ie. P.4 SLO #1 the first result appears to be a percentage point increase [31.8%] while the second result appears to be calculated to be a percent of increase [65.7%]) This actually should be stated as either a 53.7 percent of increase or an increase of 30.2 percentage points.</p> <p>Regarding SLO #5 (p. 5 &amp; 6), since the student's mean performance was almost the same as the 55 comparable institutions, why does the department state that they have "possible concerns" with their students' performance? Would those concerns prompt any instructional or assessment change?</p>	<p>N</p> <p>Y</p>	<p>The field test was one year late in the development due to administrative errors. It is now two years into the implementation.</p> <p>Should have been percentage increase. Administrative error.</p> <p>All sections were instructed to provide the data. Some provided unusable data or did not conduct one or both tests.</p> <p>Not all graduates in the AA degrees were administered the field test. This is one of the main problems of not having a capstone course for the AAs.</p> <p>The ten students are both Accounting and Business Administration. There were only 3 accounting students in that year. This year there are 12 taking the exam with 6 in accounting and 6 in Business Administration. Results for both are shown.</p> <p>Errors in computing increases were made. They have been corrected.</p> <p>These possible concerns are because even though they are in the comparable ranges, there is still room for improvement.</p>
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<p>Overall, there is very little discussion about the value of the students' performance in the Conclusions section. The discussion on this column should include remedial discussion about how the department may address deficiencies or related issues.</p> <p>Were results from adjunct instructors included in this report? Were some of the measures in this SLR from hybrid or online?</p> <p>Faculty did not indicate their role in the assessment process.</p>		<p>All pre-test and post-test data show no concerns for the program. The filed test data is just beginning to accumulate data to determine if deficiencies exist.</p> <p>All classes are scheduled to provide data.</p> <p>Faculty will indicate role on this form.</p>
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## PART 4

### Analysis of Evidence of Student Learning Outcomes

For all student learning outcomes (as listed in Part 1 B above), 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 relevant conclusions related to strengths and weaknesses of their performance.

A. Student Learning 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 accounting skills.	Pretest and posttest were administered in ACCT 2103 Accounting I and ACCT 2203 Accounting II.	a. Students will improve posttest scores over pretest scores by at least 20%.	Complete sections were chosen and administered the pretest and the same group administered the posttest the	ACCT 2103 - 67  ACCT 2203 -61	ACCT I Pretest avg –54.3% Posttest avg – 87.0% Students increased the ACCT 2103 posttest over pretest by 60.2%.  ACCT II Pretest avg – 55.3%	Pretest/posttest show no indications of course deficiencies.	Yes

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)
	Posttest was administered in ACCT 2103 Accounting I and ACCT 2203 Accounting II.	b. Students will score at least 70% on posttest	posttest.	ACCT 2103 - 67 ACCT 2203 - 61	Posttest avg – 86.1%  Students increased the ACCT 2203 posttest over pretest by 55.7%.  b. Post test score for ACCT I was 87%. Post test score for ACCT II was 86.1%.	Pretest/posttest show no indications of course deficiencies.	Yes
2. Demonstrate knowledge of functional business communications skills.	Pretest and posttest were administered in BADM 3113 Business Communications	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 and administered the pretest and the same group administered the posttest.	107	Pretest avg – 48% Posttest avg – 74% Students increased the BADM3113 posttest over pretest by 54.2%.  Post test score was 74%	Pretest/posttest show no indications of course deficiencies.  Pretest/posttest show no indications of course deficiencies.	Yes  Yes
3. Analyze the local, regional, national, and global business environment. 4. Demonstrate knowledge in the liberal arts	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%.	Complete sections were chosen and administered the pretest and the same group administered the posttest.	ECON 2113 - 91 ECON 2123- 88	ECON 2113 Pretest avg – 46.8% Posttest avg – 82.3% Students increased the ECON 2113 posttest over pretest by 75.8%.  ECON 2123 Pretest avg – 46.2%	Pretest/posttest show no indications of course deficiencies.	Yes

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)																											
area of general education.					Posttest avg – 73.4% Students increased the ECON 2123 posttest over pretest by 58.8%.																													
1,2,3,4	ETS Filed Test in Business for the Associates degree.	b. Students will score at least 70% on posttest.			Post test score for ECON 2113 was 82.3 Post test score for ECON 2123 was 73.4%.	Pretest/posttest show no indications of course deficiencies.	Yes																											
1,2,3,4	ETS Filed Test in Business for the Associates degree.	Seventy percent of the students completing their major course work will demonstrate their practical applications of business knowledge by scoring at or above National Mean of 548 (70 percent) on the ETS Major Field Test in Business.	All available graduating students will be administered the field test.	12	<table><tr><td>Range</td><td>2013-2014</td><td>2012-2013</td></tr><tr><td>525-529</td><td>1 (5%)</td><td>2 (7%)</td></tr><tr><td>535-539</td><td>1 (27%)</td><td>1 (31%)</td></tr><tr><td>540-544</td><td>0</td><td>2 (42%)</td></tr><tr><td>545-549</td><td>1 (52%)</td><td>1 (57%)</td></tr><tr><td>550-554</td><td>2 (73%)</td><td>1 (74%)</td></tr><tr><td>555-559</td><td>3 (83%)</td><td>1 (83%)</td></tr><tr><td>560-569</td><td>3 (94%)</td><td>2 (90%)</td></tr><tr><td>570+</td><td>1 (95%)</td><td>0</td></tr></table> Percentages in parenthesis are compared to national scores.  9 of 12 (75%) scored above 548.	Range	2013-2014	2012-2013	525-529	1 (5%)	2 (7%)	535-539	1 (27%)	1 (31%)	540-544	0	2 (42%)	545-549	1 (52%)	1 (57%)	550-554	2 (73%)	1 (74%)	555-559	3 (83%)	1 (83%)	560-569	3 (94%)	2 (90%)	570+	1 (95%)	0	Students are administered the Educational Testing Service Associates Field Test in Business. The field test measures student knowledge in four areas of business: management, marketing, accounting, economics. Students performed well on the scores and in comparison with the national averages.	Yes
Range	2013-2014	2012-2013																																
525-529	1 (5%)	2 (7%)																																
535-539	1 (27%)	1 (31%)																																
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570+	1 (95%)	0																																
1,2,3,4	TS Field Test	Students will score above the 50 <sup>th</sup> percentile			Assessment Areas All Business Students <table><tr><td>Ass Ind</td><td>2013-2014</td><td>2012-2013</td></tr><tr><td></td><td></td><td></td></tr></table>	Ass Ind	2013-2014	2012-2013				Placed well in the percentiles and compared to national scores.	Yes																					
Ass Ind	2013-2014	2012-2013																																



A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)																						
		in each of the four areas.		6	<table><tr><td>Acct</td><td>51</td><td>47</td></tr><tr><td>Econ</td><td>64</td><td>48</td></tr><tr><td>Mgmt</td><td>52</td><td>45</td></tr><tr><td>Mktg</td><td>57</td><td>50</td></tr></table> <p>Assessment Areas Accounting Students</p> <table><tr><td>Ass Ind</td><td>Score</td></tr><tr><td>Acct</td><td>54.3</td></tr><tr><td>Econ</td><td>66.8</td></tr><tr><td>Mgmt</td><td>54.5</td></tr><tr><td>Mktg</td><td>55.2</td></tr></table>	Acct	51	47	Econ	64	48	Mgmt	52	45	Mktg	57	50	Ass Ind	Score	Acct	54.3	Econ	66.8	Mgmt	54.5	Mktg	55.2	Accounting students could not be compared with previous year due to low a number of accounting students taking the field test in 2012-2013.	
Acct	51	47																											
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Mktg	55.2																												

## PART 5

### Proposed Instructional Changes Based on Conclusions Drawn from Evidence Presented Above

State any proposed instructional or assessment changes to be implemented for the next academic year. They should be based on conclusions reported in Part 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."

Student Learning Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
No changes			

## PART 6

### Shared Pedagogical Insight that Improves Student Learning or Classroom Engagement

(OPTIONAL) If your department or a faculty member has developed a method or technique of teaching that seems especially effective in improving student learning or student engagement in the classroom, please provide a brief description below. More detail can be communicated during the face to face peer review session.

Description

## PART 7 (A & B)

### Assessment Measures and Faculty Participation

#### A. Assessment Measures:

- 1) How many different assessment measures were used? Four
- 2) List the direct measures (see rubric): Pre-test/Post-test in Accounting, Pre-test/Post-test in Economics, Pre-test/Post-test in Business Communications, ETS Field Test
- 3) List the indirect measures (see rubric): None

#### B.

- 1) Provide the names and signatures of all faculty members who contributed to this report and indicate their respective roles:

Faculty Members	Roles in the Assessment Process (e.g., collect data, analyze data, prepare report, review report, etc.)	Signatures

James Carey	Assisted with data Collection	James Carey
Thomas Carment	Data Collection	Shironda Comer, Ph.D.
Masoud Saffarian	Coauthor, analyzed data, Review	M. Saffarian
Charles D. Atkins	Data Collection	Charles D. Atkins
Josephine	Data Collection	Josephine
Cathy Kennemer	Data Collection, edit	Cathy D.
Mary Rose L. HART	Data collection	W - & J
Wendy G. Gohl	Data Collection	P. J. Gohl
P. J. Gohl		

2) Reviewed by:

Titles	Names	Signatures	Date
Department Head	BERT TOLLISON	Bert Tollison	10/2/14
Dean	R. Bruce Garrison	R. Bruce Garrison	11/10/14