

DEGREE PROGRAM STUDENT LEARNING REPORT

(Rev. August 2013)

ROGERS STATE UNIVERSITY
Department of Business
For Academic Year Fall 2014 – Spring 2015

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.

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

Name of Degree, including Level and Major: A. A. Accounting

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 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. Insert and clearly state school purposes, department purposes and degree program student learning outcomes in the spaces below, making sure to align the degree program 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	Prepare students to enter the workplace or to continue their	Prepare students to enter the workplace or to continue their	1. Demonstrate knowledge of functional accounting skills.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
<p>degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning and critical and creative thinking.</p>	<p>studies towards a higher degree.</p>	<p>studies towards a higher degree</p>	
<p>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.</p>	<p>To offer a learning experience which stresses the need for service in a diverse society and lifelong learning.</p>	<p>To provide students with a general education foundation that emphasizes continued learning and service to a diverse society.</p>	<p>2. Demonstrate knowledge in the liberal arts area of general economic principles environment.</p>
<p>To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.</p>			
<p>To provide university-wide student services, activities and resources that complement academic programs.</p>			
<p>To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.</p>			
<p>To promote and encourage student, faculty, staff and community interaction in a positive academic climate that creates opportunities for cultural,</p>			

separately.	N	Due to miscommunication the data gathered cannot be separated by on-ground and online. The faculty are taking steps to clear up any miscommunication that occurred previously. Data will be gathered and reported from both on-ground and online courses.
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Analysis of Evidence of Student Learning Outcomes

4) 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 any 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)
2. Demonstrate knowledge in the liberal arts area of general economic principles environment.	2a. Pre & Post Test scores from ECON 3003	Students will improve posttest scores over pretest scores by at least 20%.	Complete sections were chosen as samples and administered the pretest and the same group administered the posttest.	29	Pretest avg – 26.1 Posttest avg – 29.93	The department must explore potential issues further. Pretest/Posttest scores from only one section were used. Therefore, a representative sample or consensus must be taken to determine an accurate measure of student performance.	N
	2b. Pre & Post Test scores from ECON 2113	Students will improve posttest scores over pretest scores by at least 20%.	Complete sections were chosen as samples and administered the pretest and the same	62	Pretest avg – 8.0 Posttest avg – 9.89	Posttest scores do not reflect any overall deficiencies.	Y

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)
			group administered the posttest.				

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)

5) 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.
1. Demonstrate knowledge of functional accounting skills.	Reinstate assessment measures for ACCT 2103 and ACCT 2203	Due to miscommunication, pre & post tests were not given in the Accounting courses.	An accurate measure of student performance will be obtained.

6) (OPTIONAL) If your department or an individual faculty member has developed a teaching technique they believe improves student learning or student engagement in the classroom, please share it below. Examples can be seen at <http://www.rsu.edu/committees/assessment/docs/FacultyInsights.pdf>. Please briefly describe the instructional practice. More detail can be communicated during the face to face peer review session. The Peer Review Report does not rate this part, but it does note whether or not any contribution has been made.

Description

7) Assessment Measures:

- A. How many different assessment measures were used? 2
- B. List the direct measures (see rubric): (1) Pre & Post Tests from ECON 3003; (2) Pre & Post Tests from ECON 2113
- C. List the indirect measures (see rubric): *Click here to enter text.*

Documentation of Faculty Assessment

8) A. How many full time faculty (regardless of department affiliation) teach in the program? 10

B. 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
Dr. Todd Jackson	Reviewer	
Dr. Masoud Saffarian	Data Collection	
Dr. Gary Marche'	Data Collection	
Dr. Terry Sutton	Data Collection	
Mr. Bob Willis	Reviewer	
Dr. David Johnk	Data Collection	
	Data Collection	

9) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Dr. Cathy Kenemer		11-3-15
Dean	Dr. Susan Willis		11-5-15

implemented or not.

implemented or not.

implemented or not.

4) A. Are the student learning outcomes listed and measurable?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
All student learning outcomes are listed and measurable in student behavioral action verbs (e.g., Bloom's Taxonomy).	Most student learning outcomes are listed and measurable in student behavioral action verbs (e.g., Bloom's Taxonomy).	Some student learning outcomes are listed and measurable in student behavioral action verbs (e.g., Bloom's Taxonomy).	Student learning outcomes are either not listed or not measurable.

B. Are the assessment measures appropriate for the student learning outcomes?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
All assessment measures are appropriate to the student learning outcomes.	Most assessment measures are appropriate to the student learning outcomes.	Some assessment measures are appropriate to the student learning outcomes.	None of the assessment measures are appropriate to the student learning outcomes.

C. Do the performance standards provide a clearly defined threshold at an acceptable level of student performance?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
All performance standards provide a clearly defined threshold at an acceptable level of student performance.	Most performance standards provide a clearly defined threshold at an acceptable level of student performance.	Some of the performance standards provide a clearly defined threshold at an acceptable level of student performance.	No performance standards provide a clearly defined threshold at an acceptable level of student performance.

D. Is the sampling method appropriate for all assessment measures?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
The sampling methodology is appropriate for all assessment measures.	The sampling methodology is appropriate for most assessment measures.	The sampling methodology is appropriate for some assessment measures.	The sampling methodology is appropriate for none of the assessment measures.

E. Is the sample size listed for each assessment measure?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
Sample size was listed for all	Sample size was listed for most	Sample size was listed for some	Sample size was not listed for any

assessment measures.	assessment measures.	assessment measures.	assessment measures.
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F. How well do the data provide clear and meaningful overview of the results?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
For all student learning outcomes the results were clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.	For most student learning outcomes the results were clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.	For some student learning outcomes the results were clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.	For none of the student learning outcomes were the results clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.

G. Are the conclusions reasonably drawn and significantly related to student learning outcomes?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
All conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in student performance.	Most conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in student performance.	Some conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in student performance.	No conclusions are reasonably drawn and significantly based on the results or related to the strengths and weaknesses in student performance.

H. Does the report indicate whether the performance standards were met?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
Stated for all performance standards.	Stated for most performance standards.	Stated for some performance standards.	Not stated for any performance standard.

5) How well supported is the rationale for making assessment or instructional changes? The justification can be based on conclusions reported in Part 4 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.

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
All planned changes are specifically focused on student	Most planned changes are specifically focused on student	Some planned changes are specifically focused on student	No planned changes are specifically focused on student

learning and based on the conclusions. The rationale for planned changes is well grounded and convincingly explained.	learning and based on the conclusions. The rationale for planned changes is mostly well grounded and convincingly explained.	learning and based on the conclusions. The rationale for planned changes is lacking or is not convincingly explained.	learning and based on the conclusions. There is no rationale.
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6) Did the faculty include at least one teaching technique they believe improves student learning or student engagement in the classroom?

Yes	No		
The faculty has included at least one teaching technique they believe improves student learning or student engagement in the classroom.	The faculty has not included any teaching techniques they believe improve student learning or student engagement in the classroom.		

7) How well did the faculty vary the assessment measures?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
Assessment measures vary and include multiple direct measures and at least one indirect measure. The number of measures is consistent with those listed.	Assessment measures vary, but they are all direct. The number of measures is consistent with those listed.	Assessment measures do not vary or are all indirect. There is some inconsistency in the number of measures recorded and the total listed.	Assessment measures are not all listed or are listed in the wrong category. The total number of measures is not consistent with those listed.

8) Does the list of faculty participants indicate a majority of those teaching in the program and clearly describe their role in the assessment process?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
The faculty role is clearly identified and it is apparent that the majority of the faculty participated in the process. The roles are varied.	The faculty role is identified and it is apparent that the majority of the faculty participated in the process. The roles are not varied.	The faculty roles are not identified. Few faculty participated.	The faculty roles are not identified. Faculty participation is not sufficiently described to make a determination about who participated.

EXPLANATION & EXAMPLES OF DIRECT AND INDIRECT EVIDENCE

DIRECT EVIDENCE of student learning is tangible, visible, self-explanatory evidence of exactly what students have and haven't learned.

Examples include:

- 1) Ratings of student skills by their field experience supervisors.
- 2) Scores and pass rates on licensure/certification exams or other published tests (e.g. Major Field Tests) that assess key learning outcomes.
- 3) Capstone experiences such as research projects, presentations, oral defenses, exhibitions, or performances that are scored using a rubric.
- 4) Written work or performances scored using a rubric.
- 5) Portfolios of student work.
- 6) Scores on locally-designed tests such as final examinations in key courses, qualifying examinations, and comprehensive examinations that are accompanied by test blueprints describing what the tests assess.
- 7) Score gains between entry and exit on published or local tests or writing samples.
- 8) Employer ratings of the skills of recent graduates.
- 9) Summaries and analyses of electronic class discussion threads.
- 10) Student reflections on their values, attitudes, and beliefs, if developing those are intended outcomes of the program.

INDIRECT EVIDENCE provides signs that students are probably learning, but the evidence of exactly what they are learning is less clear and less convincing. Examples include:

- 1) Course grades.
- 2) Assignment grades, if not accompanied by a rubric or scoring guide.
- 3) For four year programs, admission rates into graduate programs and graduation rates from those programs.
- 4) For two year programs, admission rates into four-year institutions and graduation rates from those programs.
- 5) Placement rates of graduates into appropriate career positions and starting salaries.
- 6) Alumni perceptions of their career responsibilities and satisfaction.
- 7) Student ratings of their knowledge and skills and reflections on what they have learning over the course of the program.
- 8) Those questions on end-of-course student evaluations forms that ask about the course rather than the instructor.
- 9) Student/alumni satisfaction with their learning, collected through surveys, exit interviews, or focus groups
- 10) Honors, awards, and scholarships earned by students and alumni.

Suskie, L. (2004). *Assessing Student Learning: A Common Sense Guide*. Anker Publishing Company: Bolton, MA

These examples "Discussion of Instructional Changes" in Part 2 of the Student Learning Report illustrate how an instructional or assessment change, even though not listed or discussed in the previous year's Student Learning Report, was nevertheless included in the current year's report. Important changes cannot always be anticipated, yet they are significant and should not be left out of the report.