

Degree Program Student Learning Report

Revised August 2017

Department of Technology and Justice Studies

BT in Applied Technology

For 2017-2018 Academic Year

PART 1

Degree Program Mission and Student Learning Outcomes

A. 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. | <p>The mission of the School of Professional Studies (SPS) to develop students' skills and knowledge so they can successfully perform in their professional career of choice, and to prepare them to be lifelong learners in a diverse society. This is accomplished in a positive academic climate which is supported by academic and intellectual freedom, and faculty who are dedicated to a quality educational experience.</p> <p>Curricula for the associate, bachelors and graduate degrees are developed by expert faculty who are dedicated to an excellence in teaching, research and university service. The programs in the SPS are dynamic,</p> | The mission of the Department of Technology and Justice Studies is to support the SPS and RSU in their mission to prepare students to achieve professional and personal goals in dynamic local and global communities. | The Bachelor of Technology in Applied Technology is designed to provide educational opportunities for individuals who possess an Associate in Applied Science degree or equivalent and need additional education in order to perform job requirements or to advance their professional careers. |

| University Mission | School Mission | Department Mission | Degree Program Mission |
|--------------------|---|--------------------|------------------------|
| | and foster student achievement of their personal and professional goals reflective of their field of study. Innovative teaching strategies are used across diverse educational platforms to facilitate student learning outcomes. | | |

B. Align school purposes, department purposes, and program student learning outcomes 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. | The SPS provides this support by providing two-year and four-year educational opportunities in business, sport management, technology, justice studies, nursing, and emergency medical services. The SPS accomplishes its mission through traditional and innovative learning opportunities including one graduate program, nine bachelor's programs and seven associate degrees. The baccalaureate degrees are taught using a large array of innovative methods. | The Department of Technology and Justice Studies provides the technology course support for the Associate in Science and Associate in Applied Science degrees, as well as the Bachelor of Science in Business Information Technology, the Bachelor of Science in Game Development, and the Bachelor of Technology in Applied Technology. The department also offers a Bachelor of Science in Justice Administration and an Associate in Arts degree in Criminal Justice with options in Law/Justice and the Collegiate Officer Program (COP). As indicated, many of the programs offered by the Department of Technology and Justice Studies are available online. | <ol style="list-style-type: none"> 1. Students will demonstrate comprehensive knowledge of business and technology concepts, terminology and applications in current business environments. 2. Students will demonstrate an understanding of management principles 3. Students will demonstrate an understanding of marketing principles. 4. Students will demonstrate an understanding of how to manage risk in current and future business environments. |
| To promote an atmosphere of academic and intellectual freedom | | | |

| University Commitments | School Purposes | Department Purposes | Student Learning Outcomes |
|---|-----------------|---------------------|---------------------------|
| and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning. | | | |
| 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. | | | |

PART 2

Revisit Proposed Changes Made in Previous Assessment Cycle

Revisit each instructional/assessment change proposed in Part 5 of the degree program SLR for the preceding year. Indicate whether the proposed change was implemented and comment accordingly. Any changes the department implemented for this academic year, but which were not specifically proposed in the preceding report, should also be reported and discussed here. Please note if no changes were either proposed or implemented or this academic year.

| Proposed Change | Implemented? (Y/N) | Comments |
|---------------------------|-----------------------|----------|
| No changes were proposed. | | |

PART 3

Response to University Assessment Committee Peer Review

The University Assessment Committee provides written feedback on departmental assessment plans through a regular peer review process. This faculty-led oversight is integral to RSU's commitment to the continuous improvement of student learning and institutional effectiveness. UAC recommendations are not compulsory and departments may implement them at their discretion. Nevertheless, respond below to each UAC recommendations from last year's peer review report. Indicate whether the recommendation was implemented and comment accordingly. Please indicate either if the UAC had no recommendations or if the program was not subject to review in the previous cycle.

| Peer Review Feedback | Implemented (Y/N) | Comments |
|--|----------------------|---|
| 1. SLO 2: In Part C, strike "their average" from the median-based performance standard. | Y | Removed. |
| 2. SLO 3: a. The SLO addresses "marketing principles" while the assessment measure in Part B addresses "management principles." A correction is needed. | Y | Changed "management" to "marketing" in column B. This was a typo. |
| b. In Part C, strike "their average" from the median-based performance standard. | Y | Removed. |

| | | |
|---|---|---|
| <p>c. In Part F, the results are presented in terms of the mean, while the performance standard in Part C is based on the median. The results need to be presented in terms of the median.</p> <p>3. SLO 4: In Part G, it is unclear as to what “having an old test available” is referring. Some rewording or other clarification is needed.</p> <p>4. Part 5: Although two performance standards are indicated to have not been met, there are no proposed changes. In light of this, there should be a statement provided in the Rationale and Impact SLR Section as to why no changes are deemed to be necessary.</p> | Y | Changed to median. |
| | Y | It referred to the fact these tests are open book exams and some students who had access to an old test may have scored higher. The sentence was removed. |
| | Y | Review of exit exam and encouraging students to put their best efforts. |

PART 4

Evidence of Student Learning

Evidence and analyze student progress for each of the student learning outcomes (same as listed in Part I B above) for the degree program. See the *Appendix* for a detailed description of each component. Note: The table below is for the first program learning outcome. Copy the table and insert it below for each additional outcome. SLO numbers should be updated accordingly.

| A. Student Learning Outcome | | | | | |
|---|---------------------------------------|---|-----------------------|---|--------------------------|
| SLO #1: Students will demonstrate comprehensive knowledge of business and technology concepts, terminology and applications in current business environments. | | | | | |
| B. Assessment Measure | C. Performance Standard | D. Sampling Method | E. Sample Size (n) | F. Results | G. Standard Met (Y/N) |
| Standardized BTAT Exit Exam which covers the concepts cited in the major | 70% of the students will score ≥ 70%. | All BTAT students enrolled in TECH 4504 Capstone Fall 2017. | 7 | Percent # of Students 90-100 2 80-89 70-79 | N |

| A. Student Learning Outcome | | | | | |
|---|----------------------------|-------------------------|-----------------------|--|--------------------------|
| SLO #1: Students will demonstrate comprehensive knowledge of business and technology concepts, terminology and applications in current business environments. | | | | | |
| B. Assessment Measure | C. Performance Standard | D. Sampling Method | E. Sample Size (n) | F. Results | G. Standard Met (Y/N) |
| objectives of the various courses in the program. | | All classes are online. | | 60-69 50-59 1 Below 50 4 Median: 54 2 out of 5 (40%) scored 70% or better. | |
| H. Conclusions | | | | | |
| Sample size is too small to make statistically significant conclusions. However, this exit exam gives students a chance to review the main objectives of the core courses. 2013-2014 Median: 67 5 out of 10 (50%) scored 70% or better. 2014-2015 Median: 80 4 out of 6 (67%) scored 70% or better. 2015-2016 Median 78 1 out of 3 (33%) scored 70% or better. 2016-2017 Median: 80.5 3 out of 4 (75%) scored 70% or better. 2017-2018 Median: 54 2 out of 5 (40%) scored 70% or better. | | | | | |

| A. Student Learning Outcome | | | | | |
|---|--|--|-----------------------|---|--------------------------|
| SLO #2: Students will demonstrate an understanding of management principles. | | | | | |
| B. Assessment Measure | C. Performance Standard | D. Sampling Method | E. Sample Size (n) | F. Results | G. Standard Met (Y/N) |
| Business MFT results will be used to assess the student's knowledge of management principles. | At least 70 percent of the students will demonstrate their knowledge in management through their performance at or above the 50th percentile on the MFT. | All BTAT students taking TECH 4504 Capstone in Fall 2017. All classes are online. | 5 | Percentile # of Students 90-100 80-89 1 70-79 1 60-69 50-59 40-49 30-39 1 20-29 10-19 2 Below Median 39 2 out of 5 (40%) scored above 50 th percentile of national institutional scores. | N |
| H. Conclusions | | | | | |
| Comparative Data 2014-2015 National Median 151 2 out of 6 (33 %) scored above 50 th percentile of national institutional scores. 2015-2016 National Median: 152 | | | | | |

| A. Student Learning Outcome | | | | | |
|--|----------------------------|-----------------------|-----------------------|---------------|--------------------------|
| SLO #2: Students will demonstrate an understanding of management principles. | | | | | |
| B. Assessment Measure | C. Performance Standard | D. Sampling Method | E. Sample Size (n) | F. Results | G. Standard Met (Y/N) |
| <p>1 out of 1 (100%) scored above 50th percentile of national institutional scores. 2016-2017 National Median 152</p> <p>3 out of 6 (50%) scored above 50th percentile of national institutional scores. 2017-2018 National Median 151</p> <p>2 out of 5 (40%) scored above 50th percentile of national institutional scores. Sample size is too small to make any conclusions.</p> <p>Assessment Indicator for Management: 2014-2015 Mean percent correct: 50 National mean score correct: 54.6.</p> <p>2015-2016 Mean percent correct: 57 National mean score correct: 54.3</p> <p>2016-2017 Mean percent correct: 68 National mean score correct: 54.1</p> <p>2017-2018 Mean percent correct: 58 National mean score correct: 61.5</p> | | | | | |

| A. Student Learning Outcome | | | | | |
|---|---|---|-------------------------------|--|----------------------------------|
| SLO #3: Students will demonstrate an understanding of marketing principles. | | | | | |
| B. Assessment Measure | C. Performance Standard | D. Sampling Method | E. Sample Size (n) | F. Results | G. Standard Met (Y/N) |
| Business MFT results will be used to assess the student's knowledge of marketing principles. | At least 70 percent of the students will demonstrate their knowledge in marketing through performance at or above the 50th percentile on the MFT. | All students taking TECH 4504 Capstone in Fall 2018. All classes are online. | 5 | Assessment Indicator for Marketing: Mean percent correct: 42 National mean score correct: 54.9 | N |
| H. Conclusions | | | | | |
| Comparative Data: 2014-2015 Mean percent correct: 47 National mean score correct: 55.1 2015-2016 Mean percent correct: 52 National mean score correct: 55.0 2016-2017 Mean percent correct: 56 National mean score correct: 54.9 This year's mean percent correct is higher than the national mean. | | | | | |

| A. Student Learning Outcome | | | | | |
|--|---|--|-----------------------|--|--------------------------|
| SLO #4: Students will demonstrate an understanding of how to manage risk in current and future business environments. | | | | | |
| B. Assessment Measure | C. Performance Standard | D. Sampling Method | E. Sample Size (n) | F. Results | G. Standard Met (Y/N) |
| A pre-test and post-test will be given in TECH 3203 Intro to Risk Management. | Seventy percent of students will improve post-test scores over pre-test scores by at least 20% in the course TECH 3203 Introduction to Risk Management or score at the 80% or above level on the post-test. | All BTAT students taking TECH 3203 Intro to Risk Management in Spring 2018. This course is all online. | 28 | Post-Test Score # of Students 80-100 17 65-79 4 25 students took both the pre- and post-test. Of that number, 21 either improved by 20%--post-test over pre-test--or made 80% or above on the post-test; that is, 85% of the students who took both the pre- and post-test. 2 students who scored below 80% did improve by 20% on the post-test. 2 students who scored below 80% on the post-test did not improve more than 20% over the pre-test. | Y |
| H. Conclusions | | | | | |
| <p>Students demonstrated an understanding of how to manage risk in current and future business environments. The lower score may indicate the fact a new edition of the same textbook was used for the first time during Spring 2018 which did contain some changes and updates.</p> <p>Comparative Data: 2013-2014 Percent of students met the improvement standard: 91.66 2014-2015 Percent of students met the improvement standard: 87</p> | | | | | |

| A. Student Learning Outcome | | | | | |
|---|----------------------------|-----------------------|-----------------------|---------------|--------------------------|
| SLO #4: Students will demonstrate an understanding of how to manage risk in current and future business environments. | | | | | |
| B. Assessment Measure | C. Performance Standard | D. Sampling Method | E. Sample Size (n) | F. Results | G. Standard Met (Y/N) |
| 2015-2016 Percent of students met the improvement standard: 95 2016-2017 Percent of students met the improvement standard: 93 2017-2018 Percent of students met the improvement standard: 85 | | | | | |

PART 5

Proposed Instructional or Assessment Changes

Learning outcomes assessment can generate actionable evidence of student performance that can be used to improve student success and institutional effectiveness. Knowledge of student strengths and weakness gained through assessment can inform faculty efforts to improve course instruction and program curriculum. Below discuss potential changes the department is considering which are aimed at improving student learning or the assessment process. Indicate which student learning outcome(s) will be affected and provide a rationale for each proposed change. These proposals will be revisited in next assessment cycle.

| Proposed Change | Applicable Learning Outcomes | Rationale and Impact |
|--|------------------------------|---|
| Review the content of exit exam to ensure currency and validity of questions for BTAT students. Encourage students to put their best efforts in taking the exam. | SLO 1 | Periodic review and updates are needed to obtain meaningful results. Some students do not put any efforts in taking this exit exam which skews the results since the sample size tends to be small. |

PART 6

Summary of Assessment Measures

- A. How many different assessment measures were used? 3
- B. List the direct measures (see appendix): Exit Exam, Business MFT, Pre-Post-Test
- C. List the indirect measures (see appendix): none

PART 7
Faculty Participation and Signatures

- A. Provide the names and signatures of all full time and adjunct faculty who contributed to this report.

| Faculty Name | Assessment Role | Signature |
|-----------------|--|-------------------|
| Roy Gardner | Prepare report, data analysis of Business MFT | On separate sheet |
| Lois Ann O’Neal | Data collection and analysis of TECH 3203 | On separate sheet |
| Curtis Sparling | Data collection and analysis of TECH 4504 Exit Exam, administer Business MFT | On separate sheet |

- B. Reviewed by:

| Titles | Name | Signature | Date |
|-----------------|--------------|-------------------|------|
| Department Head | Roy Gardner | On separate sheet | |
| Dean | Susan Willis | On separate sheet | |

Appendix

Student Learning Outcome

Student learning outcomes are the observable or measurable results that are expected of a student following a learning experience. Learning outcomes may address knowledge, skills, attitudes, or values that provide evidence that learning has occurred. They can apply to a specific course, a program of study, or an institution. Outcomes should be worded in language that clearly implies a measurable behavior or quality of student work. Outcomes should also include Bloom's action verbs appropriate to the skill level of learning expected of students.

Examples:

Students will be able to apply principles of evidence-based medicine to determine clinical diagnoses and implement acceptable treatment modalities.

Students will be able to articulate cultural and socioeconomic differences and the significance of these differences for instructional planning.

Assessment Measure

An assessment measure is a tool or instrument used to gather evidence of student progress toward an established learning outcome. Every program learning outcome should have at least one appropriate assessment measure. Learning outcomes are frequently complex, however, and may require multiple measures to accurately assess student performance. Assessment plans should try to incorporate a combination of direct and indirect assessment measures. Direct provide concrete evidence of whether a student has command of a specific subject or content area, can perform a certain task, exhibits a particular skill, demonstrates a certain quality in their work, or holds a particular value. Because direct measures tap into actual student learning, it is often viewed as the preferred measure type. Indirect measures assess opinions or thoughts about the extent of a student's knowledge, skills, or attitudes. They reveal characteristics associated with learning, but they only imply that learning has occurred. Both types of measures can provide useful insight into student learning and experiences in a program. Each also has unique advantages and disadvantages in terms of the type of data and information it can provide. Examples of common direct and indirect measures are listed below.

Direct Measures

- Comprehensive exams
- Class assignments
- Juried review of performances and exhibitions
- Internship or clinical evaluations
- Portfolio evaluation
- Pre/post exams
- Third-party exams such as field tests, certification exams, or licensure exams
- Senior thesis or capstone projects

Indirect Measures

- Graduate exit interviews
- Focus group responses
- Job placement statistics
- Graduate school placement statistics
- Graduation and retention rates
- Student and alumni surveys that assess perceptions of the program
- Employer surveys that assess perceptions of graduates
- Honors and awards earned by students and alumni.

Performance Standard

A performance standard is a clearly-defined benchmark that establishes the minimally-acceptable level of performance expected of students for a particular measure.

Examples:

At least 70% of students will score 70% or higher on a comprehensive final exam.

At least 75% of students will earn score a “Proficient” or higher rating on the Communicate Effectively rubric.

Sampling Method

Sampling method describes the methodology used for selecting the students that were assessed for a given measure. In some cases, such as most course-embedded measures, it is possible to assess all active enrolled students. In other cases, however, it is not feasible to measure the population of all potential students. In these cases, it is important that a well-designed sampling scheme be used to ensure the sample of students measured is an unbiased representation of the overall population. Where multiple instructors teach a particular course, care should be taken to assess students across all instructors, including adjuncts.

Examples:

All students enrolled in BIOL 4801 Biology Research Methods II

All majors graduating in the 2016-17 academic year.

Sample Size

Sample size is the number of students from which evidence of student learning was obtained for a given assessment measure.

Results

Results are an analytical summary of the findings arising from the assessment of student performance for a particular assessment measure. Typical presentation includes descriptive statistics (mean, median, range) and score frequency distributions.

Standard Met?

This is a simple yes/no response that indicates whether the observed level of student performance for a particular measure meets or exceeds the established standard. An N/A may be used where circumstances prevented the department from accurately assessing a measure.

Conclusion

The conclusion is a reflective summary and determination of the assessment results obtained for a specific learning outcome. Questions to consider in this section include the following:

- Does the assessment evidence indicate the learning outcome is being satisfactorily met?
- Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern?
- What are the most valuable insights gained from the assessment results?
- What strengths and weaknesses in student learning do the results indicate?
- What implications are there for enhancing teaching and learning?
- How can the assessment process be improved?