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

Fall 2013 – Spring 2014

The Department of Applied Technology in the School of Business & Technology

Applied Technology, B.T.

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.	The mission of the School of Business and Technology is to prepare students to compete and perform successfully in diverse careers in business, technology, sport management, and related fields by providing a quality	The mission of the Department of Applied Technology is to support the School of Business and Technology and RSU in their mission to prepare students to achieve professional and personal goals in dynamic local and global	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

University Mission	School Mission	Department Mission	Degree Program Mission
	academic experience. Undergraduate programs and their respective curricula will remain responsive to social, economic, and technical developments.	communities. Specifically, the organizational structure of the Department of Technology 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. As indicated, many of the programs offered by the Department of Applied Technology are available online.	perform job requirements or to advance their professional careers.

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.	The SBT provides this support by offering two-year and four-year educational opportunities in business, sport management, and technology.	To provide the technology course support for the AS in Computer Science and AAS in Applied Technology degrees as well as BS in Business Information Technology, BS in Game Development, and BT in Applied Technology.	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

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
			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 and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning.	The associate and baccalaureate degrees are taught using a large array of innovative methods, including regular classes, online courses, and compressed video.		
To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.			5. Students completing the BTAT degree will express satisfaction in their educational experience in the curriculum, instruction, advising and preparation for work or further education
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			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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
SLO #1: Performance standard was changed to "70% of the students will score ≥ 70%" from "80% of the students will score ≥ 70%." With an updated BTAT Exit Exam, 70% benchmark is more realistic for assessment.	Y	No impact of changes on degree program or budget.
SLO #5 Student satisfaction survey was conducted.	Y	No impact.

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
4B) Not enough information provided to gauge the appropriateness of the measure. Outcomes 2, 3, and 4 performance standards ought to be changed to 80% of the posttest. Also, correct the result language. *During the review session, faculty reported that they are trying to come up with assessment measures to replace the business ones.*	N	We plan to give BTAT capstone students Business MFT to replace pre- and post-test as assessment measures. It will be implemented during 2014-2015 academic year. We will evaluate scores in the categories where the courses are in the program core such as management, marketing, and MIS. "80% on the pre-test" was changed to "80% on the post-test" in this report.
4C) It would have been helpful if you would have provided a breakdown of individual student averages (outcomes 2, 3 and 4).	N	Business Department is phasing out pre- and post-test assessment measures. The breakdown was not available. Pre-and post-test will not be used for these assessment measures
4D) This is the third year in a row that scores of the majors cannot be separated from non-majors. *During the review session, faculty indicated that they were thinking of coming up with measures their department can be able to control. They also mentioned that they will consult with the register's office to include code numbers.*	N	Business MFT exams are taken by both business and technology students, but the results may be tabulated by each major. So we will have control of the data. We have asked the registrar about putting the major code by the name for "Applied Technology" since both AAS and BTAT majors have the same name on class rosters. The outcome of this situation is still pending..
4F) Outcomes 2-4 fell short of providing a clear and meaningful overview of results. Distribution data would be helpful to see the number of students who fell short of the threshold.	N	Neither breakdown nor distribution of scores was available. The assessment measures will be changed in 2014-2015 academic year as stated above.

4G) A breakdown of results regarding outcomes 2 to 4 would have enabled you to tailor your conclusions to students who failed to meet the performance standards.	N	Same as above.
6) No	Y	The BTAT Exit Exam was compiled from the questions submitted by the instructors who teach the core courses.
7) So far, there are no in-direct measures used.	Y	Student Satisfaction Survey is included in this report.

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. Students will demonstrate comprehensive knowledge of business and technology concepts, terminology and applications in current business environments.	A standardized BTAT Exit Exam which covers the concepts cited in the major objectives of the various courses in the program.	70% of the students will score ≥ 70%.	All BTAT students enrolled in TECH 4504 Capstone Spring 2014. All classes are online.	10	Student Percent 1 84 2 46 3 53 4 62 5 70 6 85 7 55 8 74 9 77 10 63 Average: 67 5 out of 10, which is 50%,	The content of the exam was updated in the spring 2014. This was the first exam result of the revised Exit Exam. The student did much better than the last year. The questions were more relevant to the current instructions and the categories are evenly weighed. Each subject area is 10 to 15 % of the exam. There were no substantial deviations in	N

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)
					scored 70% or better.	score among the subject areas.	
2. Students will demonstrate an understanding of management principles	A pre-test and post-test will be given in MGMT 3013.	70% of students will improve post-test scores over pre-test scores by at least 20% or score at the 80% or above level on the post-test.	All students taking MGMT 3013	85	Pre-test average was 52.4 and the post-test average was 82.0. This gives 56.5% improvement of the post-test over the pre-test.	Since individual improvements data are not given, the conclusion is hypothetical. However, assuming the improvement distribution is close to a normal distribution, it is highly likely that the performance measure has been met.	Y
3. Students will demonstrate an understanding of marketing principles.	A pre-test and post-test will be given in MKTG 3113.	70% of students will improve post-test scores over pre-test scores by at least 20% or score at the 80% or above level on the post-test.	All students in MKTG 3113 classes	81	Pre-test average was 13.3 and the post-test average was 18.1. This gives 36.1% improvement of the post-test over the pre-test.	Since individual improvements data are not given, the conclusion is hypothetical. However, assuming the improvement distribution is close to a normal distribution, it is highly likely that the performance measure has been met.	Y
4. Students will demonstrate an understanding of how to manage risk in current and	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%	All BTAT students taking TECH 3203 Intro to Risk Management. This course is	24	Post- Test Score # of Students 80-100 22 65-79 2 24 students took both the pre- and post-test. Of that	Students demonstrated an understanding of how to manage risk in current and future business environments. High percentage of students scoring 80 or	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)
future business environments.		in the course TECH 3203 Introduction to Risk Management or score at the 80% or above level on the post-test.	all online.		number, 22 either improved by 20%--post-test over pre-test--or made 80% or above on the post-test. That is 91.66% of the students who took both the pre- and post-test. 2 students who scored below 80 did not improve more than 20% over the pre-test.	above may indicate: 1. The test is too easy, Or 2. The test may be available to some students before they take since it is the same test used many times.	
5. Students completing the BTAT degree will express satisfaction in their educational experience in the curriculum, instruction, advising and preparation for work or further education	A student satisfaction survey concerning six areas will be given to BTAT Capstone class. Six areas are: 1. Preparation for work and further education 2. Degree program 3. Instruction 4. Current employment 5. Additional degree 6. Advising	Eighty percent of the students completing the BTAT degree program will "agree" or "strongly agree" that the BTAT experience was beneficial for their professional development.	All BTAT students enrolled in TECH 4504 Capstone Spring 2014. All classes are online.	7	Rating # of Students Strongly agree 5 Agree 1 Neither agree Nor disagree 1 6 out of 7 strongly agree or agree, which is 85.7%.	Sample size is too small to conclude definitely, but generally graduating students were satisfied with our program, instruction and advising.	Y

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.
SLO #2 and #3	BTAT Capstone students will take Business MFT.	The Business Department is phasing out pre-and post-test for assessment measures. With the Business MFT, we can collect data and analyze test results of individual students.	Analysis will pertain to the BTAT majors and not include other majors. Hence it would be a better assessment measure than pre-and post-test.
SLO #4	Pre-and post-test will be revised and updated.	These same tests have been given many times and need to be reviewed and updated.	More realistic test results may be obtained for assessment.

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
No notable examples

PART 7 (A & B)

Assessment Measures and Faculty Participation

A. Assessment Measures:

1) How many different assessment measures were used? 3

2) List the direct measures (see rubric): Exit Exam, Pre-Post-Test

3) List the indirect measures (see rubric): Student Satisfaction Survey

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
Roy Gardner	Prepare report	On separate sheet
Lois Ann O'Neal	Data collection and analysis of TECH 3203	Retired, not available
Peter Macpherson	Review report	On separate sheet
Curtis Sparling	Data collection and analysis of TECH 4504	On separate sheet
Bert Tollison	Provided data for MGMT3013 and MKTG3113	On separate sheet

2) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Roy Gardner	On separate paper	9/19/2014
Dean	Bruce Garrison	On separate paper	9/19/2014

RUBRIC FOR STUDENT LEARNING STUDENT LEARNING REPORT

1) A. Are the school, department and program missions clearly stated?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
The program, department, and school missions are clearly stated.	The program, department, and school missions are stated, yet exhibit some deficiency (e.g., are partial or brief).	The program, department, and school missions are incomplete and exhibit some deficiency (e.g., are partial or brief).	The program, department, and school missions are not stated.

B. Are student learning outcomes and department purposes aligned with university commitments and school purposes?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
Student learning outcomes and department purposes are aligned with university commitments and school purposes.	Student learning outcomes and department purposes demonstrate some alignment with university commitments and school purposes.	Student learning outcomes and department purposes demonstrate limited alignment with university commitment and school purposes.	Student learning outcomes and department purposes do not demonstrate alignment with university commitment and school purposes.

2) How well did the department incorporate instructional or assessment changes from last year's report or from other assessment activities?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
All planned changes were listed, whether they were implemented or not, and their impact on curriculum or program budget was discussed thoroughly.	Most planned changes were listed, and their status or impact on curriculum or program budget was discussed.	Some planned changes were listed, and their status or impact on curriculum or program budget was not clearly discussed.	No planned changes were listed, and their status or impact on curriculum or program budget was not discussed.

3) Did the department include peer review feedback and provide rationale for implementing or not implementing suggestions?

4 = Exemplary	3 = Established	2 = Developing	1 = Undeveloped
All reviewer feedback was listed, and for each suggestion a clear rationale was given for its being implemented or not.	Most reviewer feedback was listed, and for most suggestions a rationale was given for their being implemented or not.	Some reviewer feedback was listed, and for some suggestions a rationale was given for their being implemented or not.	Feedback from reviewers was not included.

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	Most assessment measures are	Some assessment measures are	None of the assessment measures

appropriate to the student learning outcomes.	appropriate to the student learning outcomes.	appropriate to the student learning outcomes.	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 assessment measures.	Sample size was listed for most assessment measures.	Sample size was listed for some assessment measures.	Sample size was not listed for any assessment measures.

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 learning and based on the conclusions. The rationale for planned changes is well grounded and convincingly explained.	Most planned changes are specifically focused on student learning and based on the conclusions. The rationale for planned changes is mostly well grounded and convincingly explained.	Some planned changes are specifically focused on student learning and based on the conclusions. The rationale for planned changes is lacking or is not convincingly explained.	No planned changes are specifically focused on student learning and based on the conclusions. There is no rationale.

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	The faculty has not included any teaching techniques they believe improve student learning or student engagement in the classroom.		

classroom.			

7) A. 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.

B. Does the list of faculty participants 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 leaning 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

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
Roy Gardner	Reviewed, prepared reports	
Tetyana Kyrylova	Data collection, analysis of CS 1113	
Cliff Layton	Data collection, analysis of IT 2153, CS 3413	Retired not available
Thomas Luscomb	Data collection, analysis of CS 1113	
Peter Macpherson	Data collection, analysis of CS 3733, CS 3363, CS4504, prepared GD report. Reviewed reports	
Curtis Sparling	Data collection, analysis of CS 1113, TECH 4504, IT 4504. Administered CS MFT	

2) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Roy Gardner		9/19/2014
Dean	Bruce Garrison		9/19/14