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

Fall 2014 – Spring 2015

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 2013-2014 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 #2 and #3: BTAT Capstone students took Business MFT.	Y	No impact of changes on degree program or budget.
SLO #4: Pre-test and post-test were revised and updated.	Y	No impact.

PART 3

Discussion About the University Assessment Committee's 2013-2014 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."

Review: In order to encourage students to give their best effort in the ETS Major Field Test, students will be given results-based assignment credit rather than all students receiving the same credit just for taking the test. Also, rather than students having to come to campus on Saturday to take the test, they will now be able to take it at their convenience through the Testing Center. These are examples of thoughtful improvements in the test taking system, plus they are likely to result in better test scores.

The MFT exam results will count toward the course grade. The committee's suggestion that we give the MFT exam at the testing center to make it more convenient for students (Strengths section of the report) is not practical at this time since it must be proctored by experienced faculty and we must abide by the strict ETS proctoring guidelines. In our case, the Capstone course instructor has been designated to administer MFT exams. Since the exam is not online, the BTAT students usually take it when they come to the Claremore campus to present their projects.

Review: Trend data should be displayed when they're available. Whereas this cannot be done in every case, there are examples of historical data (e.g., BTAT exit exam) which could have been displayed. Also, it would be helpful to see data aggregated into common categories, such as standard percentage ranges, rather than reporting raw data.

The comparative data from the previous year was presented. When the number of students is small, categorizing data into percentages makes no difference in presentation. We did follow the guidelines given by the peer-review committee and categorized MFT data into percent in this report. We propose that we may have option to present data using raw scores when the number of data points is fewer than 10.

Review: The conclusions (Column G in Part 4) were often little more than a brief statement of information that could easily have been gained by reading the results (Column F in Part 4). This was the case in the SLRs for the Business Information Technology and Applied Technology degrees. It was true to a lesser extent in the SLR for the Computer Science degree. The conclusions are among the one or two most importation parts of the Student Learning Reports. If extenuating circumstances are involved (e.g., lost data, retired professor), then they should be noted in the report.

Comparative data was presented and analyzed where available.

Review: Several of the measures the department uses are drawn from Major Field Test (MFT) exams, which are administered by the Business Department. Distribution and trend data are missing from the main Applied Technology measures drawn from these exams. In other words, the

department has not been able to control obtaining data that it needs for assessment. The peer review team recommends that steps be taken so that data needed by Applied Technology be made available in order to improve their assessment value.

As stated in the Comments section of the Peer Review Report, we have been relying on the Business Department to supply us assessment data for business courses. However, our department has been administering Business MFT for the BIT Capstone students. In 2014-2015, for the first time we implemented Business MFT for the BTAT Capstone students.

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.	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 2015. All classes are online.	6	Percent # of Students 90-100 1 80-89 3 70-79 0 60-69 2 Mean: 80 4 out of 6, which is 67%, scored 70% or better.	Data Comparison: 2013-2014 Mean: 67 5 out of 10, which is 50%, scored 70% or better. 2014-2015 Mean: 80 4 out of 6, which is 67%, scored 70% or better. The exam was revised in Spring 2014, The students scored better this year than the last	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)
						year but the sample size is too small to make a meaningful trend analysis.	
2. Students will demonstrate an understanding of management principles	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 average performance at or above the 50th percentile on the MFT.	All students taking IT 4504 Capstone in Spring 2015. All classes are online.	6	Percentile # of Students 90-100 80-89 1 (score 168) 70-79 60-69 50-59 1 (score 153) 40-49 1 (score 150) 30-39 20-29 10-19 1 (score 135) Below 2 (score 131 128) Mean: 144 (16th percentile) Median:142.5 National Median: 151 2 out of 6 (33 %) scored above 50th percentile of national institutional scores. Assessment Indicator for Management: Mean percent correct 50 (21 percentile) National mean score correct: 54.6	There are no comparative data for BTAT students. This is the first time they have taken Business MFT. The department summary of assessment indicators only give the aggregated mean percent correct number for each of the nine areas of business-accounting, economics, management, quantitative business analysis, finance, marketing, legal and social environment, information systems and international issues. The institutional mean scores for all 9 categories were below the national means. The standard was not met but we intend to keep the standard, as it is attainable with a couple more good scores.	N
3. Students will demonstrate an	Business MFT results will be used to	At least 70 percent of the students will	All students taking IT 4504 Capstone in	6	Overall scores are given in the results of SLO#2.	Comparative data not available since this was the first time BTAT	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)
understanding of marketing principles.	assess the student's knowledge of management principles.	demonstrate their knowledge in marketing through their average performance at or above the 50th percentile on the MFT	Spring 2015. All classes are online.		Assessment Indicator for Marketing: Mean percent correct: 47 (13 percentile) National mean score correct: 55.1	students took the exam. The standard was not met but we intend to keep the standard, as it is attainable with a couple more good scores.	
4. Students will demonstrate an understanding of how to manage risk in current and future business environments.	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 2015. This course is all online.	23	Post- Test Score # of Students 80-100 20 65-79 3 23 students took both the pre- and post-test. Of that number, 20 either improved by 20%--post-test over pre-test--or made 80% or above on the post-test; that is, 87% of the students who took both the pre- and post-test. 3 students who scored below 80 did not improve more than 20% over the pre-test.	Students demonstrated an understanding of how to manage risk in current and future business environments. Scores indicate: 1. The new test given for the first time Spring 2015 was more difficult because the pre-test scores were much lower than in the past. 2. No previous student had taken the test so it was not available since it was a new test and had never been used. 3. Much higher scores on the post-test seem to indicate that students had a better understanding of the subject matter and that it was a true improvement from the content studied rather than having an old test	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)
						available. Comparative Data: 2013-2014 Percent of students met the improvement standard: 91.66 2014-2015 Percent of students met the improvement standard: 87	
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 2015. All classes are online.	6	Rating # of Students Strongly agree 3 Agree 2 Neither agree 1 Nor disagree 5 out of 6 strongly agree or agree, which is 83.3%.	Comparative Data: 2013-2014 6 out of 7 strongly agree or agree, which is 85.7%. 2014-2015 5 out of 6 strongly agree or agree, which is 83.3%. 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.
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
No notable examples

PART 7 (A & B)

Assessment Measures and Faculty Participation

A. Assessment Measures:

1) How many different assessment measures were used? 4

2) List the direct measures (see rubric): Exit Exam, Business MFT, 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, data analysis of Business MFT	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 Exit Exam, administer Business MFT	On separate sheet

2) Reviewed by:

Titles	**Names**	**Signatures**	**Date**
Department Head	Roy Gardner	On separate paper	10/26/2015
Dean	Susan Willis	On separate paper	10/26/2015

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