

# 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. Business Administration**

- 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 Business Administration is designed to meet the continuing demand for business administration majors 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 marketing skills.



University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning and critical and creative thinking.	studies towards a higher degree.	studies towards a higher degree	
To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning.			
To provide a general liberal arts education that supports specialized academic program and prepares students for lifelong learning and service in a diverse society.	To offer a learning experience which stresses the need for service in a diverse society and lifelong learning.	To provide students with a general education foundation that emphasizes continued learning and service to a diverse society.	2. Demonstrate knowledge in the liberal arts area of general economic principles environment.
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,			



University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
intellectual and personal enrichment for the University and the communities it serves.			

### Discussion of Instructional Changes Resulting from 2013-2014 Degree Program Student Learning Report

- 2) List and discuss all instructional or assessment changes proposed in Part 5 of last year's Degree Program Student Learning Report, whether implemented or not. Any other changes or assessment activities from last year, but not mentioned in last year's report, should be discussed here as well. Emphasis should be placed on student learning and considerations such as course improvements, the assessment process, and the budget. If no changes were planned or implemented, simply state "No changes were planned or implemented."

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

- 3) 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
Relevant conclusions related to the strengths and weaknesses of students' performance on assessment measures were not included within the report.	Y	Our conclusions are limited this year due to smaller data sets gathered and reported. The faculty are taking steps to improve our assessment measures for the present and future semesters.
A discrepancy exists in assessment measures reported. Pre & post tests were to be eliminated and replaced by only using the ETS field test.	N	The ETS field test has been used in the past to measure AA students' performance. However, the sample size is too small to draw conclusions. The faculty will discuss alternate using alternate measurements and/or ways to increase sample size of ETS respondents.



On-ground and online data should be reported 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)
1. Demonstrate knowledge of functional marketing skills.	1. Pre & Post Test scores from MKTG 3113.	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.	80	Pretest avg – 6.35 Posttest avg – 8.32	Posttest scores do not reflect any overall deficiencies.	Y
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.	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)
	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 group administered the posttest.	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)

- 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.
2. Demonstrate knowledge in the liberal arts area of general economic principles environment.	Obtain consistency among pre & post test scales used in Economics courses.	Pre & Post Tests have been used as the assessment measure. However, each instructor uses a different pre & post test scale; therefore, an overall measure of the standard cannot be achieved.	An accurate overall measure of student performance will be achieved.



- 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? 3
- B.** List the direct measures (see rubric): (1) Pre & Post Test scores from MKTG 3113; (2) Pre & Post Test scores from ECON 3003; (3). Pre & Post Test scores 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		

9) Reviewed by:

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

## 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	Most planned changes were listed, and their status or impact on	Some planned changes were listed, and their status or impact on	No planned changes were listed, and their status or impact on



not, and their impact on curriculum or program budget was discussed thoroughly.	curriculum or program budget was discussed.	curriculum or program budget was not clearly discussed.	curriculum or program budget was not discussed.
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**3) Did the department include peer review feedback and provide rationale for implementing or not implementing suggestions?**

<b>4 = Exemplary</b>	<b>3 = Established</b>	<b>2 = Developing</b>	<b>1 = Undeveloped</b>
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?**

<b>4 = Exemplary</b>	<b>3 = Established</b>	<b>2 = Developing</b>	<b>1 = Undeveloped</b>
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?**

<b>4 = Exemplary</b>	<b>3 = Established</b>	<b>2 = Developing</b>	<b>1 = Undeveloped</b>
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?**

<b>4 = Exemplary</b>	<b>3 = Established</b>	<b>2 = Developing</b>	<b>1 = Undeveloped</b>
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?**



<b>4 = Exemplary</b>	<b>3 = Established</b>	<b>2 = Developing</b>	<b>1 = Undeveloped</b>
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?**

<b>4 = Exemplary</b>	<b>3 = Established</b>	<b>2 = Developing</b>	<b>1 = Undeveloped</b>
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?**

<b>4 = Exemplary</b>	<b>3 = Established</b>	<b>2 = Developing</b>	<b>1 = Undeveloped</b>
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?**

<b>4 = Exemplary</b>	<b>3 = Established</b>	<b>2 = Developing</b>	<b>1 = Undeveloped</b>
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?**

<b>4 = Exemplary</b>	<b>3 = Established</b>	<b>2 = Developing</b>	<b>1 = Undeveloped</b>
Stated for all performance	Stated for most performance	Stated for some performance	Not stated for any performance



standards.	standards.	standards.	standard.
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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) 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?**

<b>4 = Exemplary</b>	<b>3 = Established</b>	<b>2 = Developing</b>	<b>1 = Undeveloped</b>
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.