

# Degree Program Student Learning Report

Revised November 2019

## Department of Technology and Justice Studies

### **BT in Applied Technology**

For 2022-2023 Academic Year

#### **PART 1**

##### **Degree Program Mission and Student Learning Outcomes**

**A.** State the school, department, and degree program missions.

<b>University Mission</b>	<b>School Mission</b>	<b>Department Mission</b>	<b>Degree Program Mission</b>
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"> <li>1. Demonstrate comprehensive knowledge of business and technology concepts, and applications in current business environments.</li> <li>2. Demonstrate an understanding of management principles</li> <li>3. Demonstrate an understanding of marketing principles.</li> <li>4. Demonstrate an understanding of how to manage risk in current and future business environments.</li> <li>5. Demonstrate an understanding of information systems.</li> </ol>
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
Revise BTAT Exit Exam	Y	Revision Is on-going adjusting to revised objectives in curriculum.

## 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. Same as to the left (Good job on part 2 and closing the loop!)	Y	Continue to review part 5 from the previous year in part 2 of the current year. Continue the same format.
2. Follow up on part 5 in part 2 from year to year.	Y	
3. SLO #4 using numbered comments was a good idea	Y	

## 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: Demonstrate comprehensive knowledge of business and technology concepts, 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 Objectives of the various courses in the program.	70% of the students will score $\geq$ 70%.	All BTAT students enrolled in TECH 4504 Capstone Course. Course is online.	15	Percent # of Students 90-100 1 80-89 9 70-79 2 60-69 1 50-59 1 Below 50 1 Mean: 76.9 Median: 83 12 out of 15 (80%) scored 70% or better.	N
H. Conclusions					
TECH students did not meet the performance standard; no obvious reason found. <b>Comparative Data for the past five years:</b> 2018-2019 Median: 77.5 4 out of 6 (67%) scored 70% or better. 2019-2020 Median: 78					

A. Student Learning Outcome					
SLO #1: Demonstrate comprehensive knowledge of business and technology concepts, 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)
<p>2 out of 4 (50%) scored 70% or better.</p> <p>2020-2021</p> <p>Median: 78</p> <p>9 out of 13 (69%) scored 70% or better.</p> <p>2021-2022</p> <p>Median: 75</p> <p>5 out of 9 (56%) scored 70% or better.</p> <p>2022-2023</p> <p>Median: 76.9</p> <p>12 out of 15 (80%) scored 70% or better.</p>					

A. Student Learning Outcome					
SLO #2: 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	Mean percent correct score in management assessment indicator of RSU students is greater or equal to	All BTAT students enrolled in TECH 4504 Capstone Course. Course is online.	15	Assessment Indicator for Management: RSU Mean percent correct: 52 National mean score correct: 57	N

A. Student Learning Outcome					
SLO #2: 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)
management principles.	the national mean score correct.				
H. Conclusions					
<b>Assessment Indicator for Management Comparative Data for the past five years:</b> 2017-2018 Mean percent correct: 58 National mean score correct: 61.5 2018-2019 Mean percent correct: 64 National mean score correct: 61.4 2019-2020 Mean percent correct: 82 National mean score correct: 61.2 2020-2021 Mean percent correct: 67 National mean score correct: 61.2 2021-2022 Mean percent correct: 57 National mean score correct: 61.2 2022-2023 Mean percent correct: 52 National mean score correct: 57					

A. Student Learning Outcome					
SLO #3: 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.	Mean percent correct score in marketing assessment indicator of RSU students is greater or equal to the national mean score correct.	All BTAT students enrolled in TECH 4504 Capstone Course. Course is online.	15	Assessment Indicator for Marketing: RSU Mean percent correct: 53 National mean score correct: 52	Y
H. Conclusions					
<p>The Assessment Indicator for Marketing continues to be above national.</p> <p><b>Assessment Indicator for Marketing Comparative Data for the past five years:</b></p> <p>2017-2018</p> <p>Mean percent correct: 42</p> <p>National mean score correct: 50.2</p> <p>2018-2019</p> <p>Mean percent correct: 47</p> <p>National mean score correct: 50.5</p> <p>2019-2020</p> <p>Mean percent correct: 60</p> <p>National mean score correct: 50.4</p> <p>2020-2021</p>					



A. Student Learning Outcome					
SLO #3: 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)
RSU Mean percent correct: 53 National mean score correct: 50.4 2021-2022 Mean percent correct: 60 National mean score correct: 50.4 2022-2023 Mean percent correct: 53 National mean score correct: 52					

A. Student Learning Outcome					
SLO #4: 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	All BTAT students taking TECH 3203 Intro to Risk Management in Spring 2023.	11	Post-Test Score   # of Students 80-100            9 65-79             2 11 students took both the pre- and post-test. Of that number, 9 either improved by	Y

A. Student Learning Outcome					
SLO #4: 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)
	Introduction to Risk Management or score at the 80% or above level on the post-test.	This course is all online.		20%--post-test over pre-test--or made 80% or above on the post-test; that is, 89% of the students who took both the pre- and post-test.	
H. Conclusions					
<p>Students demonstrated an understanding of how to manage risk in current and future business environments.</p> <p>Scores indicate:</p> <ol style="list-style-type: none"> <li>1. The students had a new book (not a new edition of the same book) by a different publisher, which seemed to be somewhat of a challenge due to the fact that the pages for those using the online version did not match the paper book pages, so adjustments had to be made by the instructor. Also, some of the language used was confusing at times and required additional explanation from the instructor.</li> <li>2. Both the pre- and post-test had to be somewhat adjusted for the new book. Also, the exams given were adjusted for the new book.</li> </ol> <p>Comparative Data:</p> <p>2018-2019 Percent of students met the improvement standard: 85</p> <p>2019-2018 Percent of students met the improvement standard: 96</p> <p>2020-2019 Percent of students met the improvement standard: 83</p> <p>2021-2022 Percent of students met the improvement standard: 95</p> <p>2022-2023 Percent of students met the improvement standard: 89</p>					

A. Student Learning Outcome					
SLO #5: Demonstrate an understanding of information systems.					
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 information systems.	Mean percent correct score in information systems assessment indicator of RSU students is greater or equal to the national mean score correct.	All BTAT students enrolled in TECH 4504 Capstone Course. Course is online.	15	Assessment Indicator for information systems: RSU Mean percent correct: 57.5 National mean score correct: 40.5	Y
H. Conclusions					
<p>According to the institutional assessment indicator mean score distribution table, RSU mean percent score is 86<sup>th</sup> percentile in this area of Business MFT.</p> <p><b>Assessment Indicator for Information Systems Comparative Data for the past five years:</b></p> <p>2020-2021 (First year reporting)  RSU Mean percent correct: 70  National mean score correct: 51.3</p> <p>2021-2022 (Second year reporting)  RSU Mean percent correct: 56  National mean score correct: 51.4</p> <p>2022-2023  RSU Mean percent correct: 57.5  National mean score correct: 40.5</p>					

## **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.

<b>Proposed Change</b>	<b>Applicable Learning Outcomes</b>	<b>Rationale and Impact</b>
Develop a new SLO based on cybersecurity objectives. Samples may be students in IT 4353 or IT 4443 as determined by faculty.	new	The growth of cybersecurity and information assurance option majors warrants to create an SLO for this subject area.

## **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
Lois Ann O’Neal	Data collection and analysis of TECH 3203
Tetyana Kyrylova	Data collection and analysis of TECH 4504 Exit Exam, administer Business MFT

**B.** Reviewed by:

Titles	Name	Signature	Date
Department Head	R. Curtis Sparling	<i>R. Curtis Sparling</i>	5/25/23
Dean	Susan Willis	<i>Susan Willis</i>	6-5-23

## 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?