

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

Fall 2013 – Spring 2014

The Department of Business in the School of Business & Technology

Business Administration, A.A.

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.	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. 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.	Prepare students to enter the workplace or to continue their studies towards a higher degree.	Prepare students to enter the workplace or to continue their studies towards a higher degree	1. Demonstrate knowledge of functional management skills. 2. Demonstrate knowledge of functional marketing skills. 3. Demonstrate knowledge of functional accounting skills. 4. Demonstrate knowledge of functional business communications skills.
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 offer a learning experience which provides multiple views on global perspectives.	To offer a learning experience which provides multiple views on global perspectives.	5. Analyze the local, regional, national, and global business environment.
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 offer a learning experience which stresses the need for service in a diverse society and lifelong learning.	To provide students with aa general education foundation that emphasizes continued learning and service to a diverse society.	6. 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			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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
No changes are planned.		

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	Changes that Were or Will Be Implemented, or Rationale for Changes that Were Not Implemented

	(Y/N)	
Both the school and department mission statements for the BS-BA are different than the same statements for the AA-BA.	Yes	There are only two courses different between the two degrees. Many SLOs and course analysis are combined.
When the department states that the AA-Bus degree's mission is "designed to meet the continuing demand for Business Administration majors," does it mean two-year degreed majors? Perhaps the intent would be clearer is stated: ". . . the demand for <u>students</u> who understand . . ."		Mission changed to say "graduates". It means both two-year and four-year graduates.
How does the word "environment" fit with the sentence of which it is a part?	Yes	The word environment was omitted in the SLO #5 in Part I.
Why are most of the degree program outcomes for the AA-Accounting the same as those for the AA-Bus Adm degree program outcomes?		There are only two courses different between the two degrees. Many SLOs and course analysis are combined.
Why is the sixth degree program outcome in the AA-Bus degree associated with the second University Commitment; whereas, the fifth degree program outcome in the AA-Acct (which is the same outcome) is associated with the third University Commitment?	Yes	The sixth SLO in both AA programs has been moved to the third University Commitment.
Department stated that there were no instructional or assessment changes that resulted from last year's report or other assessment activities. Weren't the implementation of the ETS test and survey changes that should have been included here?		The field test was one year late in the development due to administrative errors. It is now two years into the implementation. It was stated in the changes 3 years ago.
The committee would like to hear a brief description of the changes implemented as a result of UAC suggestions.	Yes	Description of changes provided in this section.
All that is required in this column is the name of the measurement tool. Descriptions about it should be a part of the Conclusions column.	Yes	Description moved to conclusions.
Page 6: The survey measurement is described as something that will be given in the future. Has it already been administered?		Survey was not administered. Taken off the Assessment Measures.
Is the percent of improvement in pre-test/post-test scores a percentage point increase or a percent of increase?	Yes	Should have been percentage increase. Administrative error.

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. Demonstrate knowledge of functional management skills. 5. Analyze the local, regional, national, and global business environment.	Pretest and posttest were administered in MGMT 3013 Principles of Management.	a. Students will improve posttest scores over pretest scores by at least 20%. b. Students will score at least 70% on posttest.	Complete sections were chosen as samples and administered the pretest and the same group administered the posttest	85 85	Pretest avg – 51.0% Posttest avg – 82.3% Students increased the posttest over pretest by 31.3%. b. Post test score was 82.3%. Students earned 12.3% over minimum	Pretest/posttest show no indications of course deficiencies.	Yes
2. Demonstrate knowledge of functional marketing skills.	Pretest and posttest were administered in MKTG 3113 Principles of Marketing	a. Students will improve posttest scores over pretest scores by at least 20%. b. Students will score at least 70% on posttest.	Complete sections were chosen as samples and administered the pretest and the same group administered the posttest. Complete sections were chosen and administered the pretest and the same group administered the posttest the posttest.	81 81	Pretest avg – 62.7% Posttest avg – 84.6% Students increased the posttest over pretest by 21.9%.	Pretest/posttest show no indications of course deficiencies. Pretest/posttest show no indications of course deficiencies.	Yes Yes

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)
3. Demonstrate knowledge of functional accounting skills.	Pretest and posttest were administered in ACCT 2103 Accounting I and ACCT 2203 Accounting II.	a. Students will improve posttest scores over pretest scores by at least 20%. b. Students will score at least 70% on posttest	Complete sections were chosen and administered the pretest and the same group administered the posttest.	ACCT 2103 - 67 ACCT 2203 -61	ACCT I Pretest avg –54.3% Posttest avg – 87.0% Students increased the ACCT 2103 posttest over pretest by 60.2%. ACCT II Pretest avg – 55.3% Posttest avg – 86.1% Students increased the ACCT 2203 posttest over pretest by 55.7%. b. Post test score for ACCT I was 87%. Post test score for ACCT II was 86.1%. was 86.1%.	Pretest/posttest show no indications of course deficiencies.	Yes yes
4. Demonstrate knowledge of functional business communications skills.	Pretest and posttest were administered in BADM 3113 Business Communications	a. Students will improve posttest scores over pretest scores by at least 20%. b. Students will score at least 70% on posttest.		107	Pretest avg – 46% Posttest avg – 72% Students increased the BADM3113 posttest over pretest by 63.9%. Post test score was 72%	Pretest/posttest show no indications of course deficiencies. Pretest/posttest show no indications of course deficiencies.	Yes Yes

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)															
<p>5. Analyze the local, regional, national, and global business environment.</p> <p>6. Demonstrate knowledge in the liberal arts area of general education.</p>	<p>Pretest and posttest were administered in ECON 2113 Macroeconomics and ECON 2123 Microeconomics</p>	<p>a. Students will improve posttest scores over pretest scores by at least 20%.</p> <p>b. Students will score at least 70% on posttest.</p>		<p>ECON 2113 - 91</p> <p>ECON 2123- 88</p>	<p>ECON 2113 Pretest avg – 46.8% Posttest avg – 82.3% Students increased the ECON 2113 posttest over pretest by 75.8%.</p> <p>ECON 2123 Pretest avg – 46.2% Posttest avg – 73.4% Students increased the ECON 2123 posttest over pretest by 58.8%.</p> <p>Post test score for ECON 2113 was 82.3 Post test score for ECON 2123 was 73.4%.</p>	<p>Pretest/posttest show no indications of course deficiencies.</p> <p>Pretest/posttest show no indications of course deficiencies.</p>	<p>Yes</p> <p>Yes</p>															
<p>1,2,3,4,5,6</p>	<p>ETS Filed Test in Business for the Associates degree.</p>	<p>Seventy percent of the students completing their major course work will demonstrate their practical applications of business knowledge by</p>	<p>All available graduating students will be administered the field test.</p>	<p>12</p>	<table border="1"> <thead> <tr> <th>Range</th> <th>2013-2014</th> <th>2012-2013</th> </tr> </thead> <tbody> <tr> <td>525-529</td> <td>1 (5%)</td> <td>2 (7%)</td> </tr> <tr> <td>535-539</td> <td>1 (27%)</td> <td>1 (31%)</td> </tr> <tr> <td>540-544</td> <td>0</td> <td>2 (42%)</td> </tr> <tr> <td>545-549</td> <td>1 (52%)</td> <td>1 (57%)</td> </tr> </tbody> </table>	Range	2013-2014	2012-2013	525-529	1 (5%)	2 (7%)	535-539	1 (27%)	1 (31%)	540-544	0	2 (42%)	545-549	1 (52%)	1 (57%)	<p>Students are administered the Educational Testing Service Associates Field Test in Business. The field test measures student knowledge in four areas of business: management, marketing, accounting, economics. Students performed well on the scores and in comparison with</p>	<p>Yes</p>
Range	2013-2014	2012-2013																				
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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)																																					
		<p>scoring at or above 548 (70 percent) on the ETS Major Field Test in Business.</p> <p>Average student scores will be above the 50th percentile in all four areas.</p>		6	<table border="1" data-bbox="1031 337 1390 558"> <tr> <td>550-554</td> <td>2 (73%)</td> <td>1 (74%)</td> </tr> <tr> <td>555-559</td> <td>3 (83%)</td> <td>1 (83%)</td> </tr> <tr> <td>560-569</td> <td>3 (94%)</td> <td>2 (90%)</td> </tr> <tr> <td>570+</td> <td>1 (95%)</td> <td>0</td> </tr> </table> <p>Percentages in parenthesis are compared to national scores.</p> <p>9 of 12 (75%) scored above 548.</p> <table border="1" data-bbox="1031 711 1356 902"> <tr> <td>Ass Ind</td> <td>2013-2014</td> <td>2012-2013</td> </tr> <tr> <td>Acct</td> <td>51</td> <td>47</td> </tr> <tr> <td>Econ</td> <td>64</td> <td>48</td> </tr> <tr> <td>Mgmt</td> <td>52</td> <td>45</td> </tr> <tr> <td>Mktg</td> <td>57</td> <td>50</td> </tr> </table> <p>All scores above 50th percentile.</p> <table border="1" data-bbox="1031 964 1329 1149"> <tr> <td>Ass Ind</td> <td>Score</td> </tr> <tr> <td>Acct</td> <td>46.3</td> </tr> <tr> <td>Econ</td> <td>61.3</td> </tr> <tr> <td>Mgmt</td> <td>50.3</td> </tr> <tr> <td>Mktg</td> <td>57.8</td> </tr> </table>	550-554	2 (73%)	1 (74%)	555-559	3 (83%)	1 (83%)	560-569	3 (94%)	2 (90%)	570+	1 (95%)	0	Ass Ind	2013-2014	2012-2013	Acct	51	47	Econ	64	48	Mgmt	52	45	Mktg	57	50	Ass Ind	Score	Acct	46.3	Econ	61.3	Mgmt	50.3	Mktg	57.8	<p>the national averages.</p> <p>Placed well in the percentiles and compared to national scores.</p> <p>Accounting students could not be compared with previous year due to low a number of accounting students taking the field test in 2012-2013.</p>	Yes
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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

PART 7 (A & B)

Assessment Measures and Faculty Participation

A. Assessment Measures:

- 1) How many different assessment measures were used? Four
- 2) List the direct measures (see rubric): Pre-test/Post-test in Accounting, Pre-test/Post-test in Economics, Pre-test/Post-test in Business Communications, ETS Field Test
- 3) List the indirect measures (see rubric): None

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
<p>Jaws Carey Thomas Carment Masoud Saffarian Charles D. Atkins Z. Willis Cathy Renner Mary Rose L. Harer David W. Johnk G. Todd Jackson</p>	<p>Assisted with data collection. Data Collection Coauthor, analyze data, review Data Collector Data Collection Data Collection Data Collection Data Collection Data Collection</p>	<p>Jaws Carey Thomas M. Carment Ph.D. M. Saffarian Charles D. Atkins Z. Willis Cathy Renner Mary Rose L. Harer David W. Johnk G. Todd Jackson</p>

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2) Reviewed by:

Titles	Names	Signatures	Date
Department Head	BERT TOLLISON	<i>Bert Tollison</i>	10/2/14
Dean	R Bruce GARRISON	<i>R Bruce Garrison</i>	11/6/2014