

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

Fall 2015 – Spring 2016

The Department of Business in the School of Business & Technology

Accounting, 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. | The mission of the SBT is to support RSU in its mission to prepare students to achieve professional and personal goals in dynamic local and global communities. | The Department of Business offers dynamic business degree programs designed to prepare RSU students for success in today's competitive business climate. | The Associate in Arts in Accounting is designed to meet the continuing demand for business administration graduates 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. | The SBT provides this support by providing two-year, four-year, and graduate educational opportunities in business, sport management and technology. | Offer an associate’s degree program that promotes lifelong learning and prepares the student for employment in accounting or continuation to a baccalaureate program. | 1. The student will apply ethical, legal, communication, and accounting principles to accounting scenarios. |
| 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 SBT accomplishes its mission through traditional and innovative learning opportunities including one graduate degree, six bachelor’s degrees, and four associate degrees. | Provide the graduate with an educational foundation containing the crucial body of knowledge necessary for employment in accounting. | |
| To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society. | The associate’s degrees are taught using a large array of innovative methods. | Facilitate student ability to expand their knowledge base from the Arts and Sciences including competence in multiple methods of communication. | 2. The student will demonstrate mastery of current knowledge in basic business courses. |
| 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. | | | |

| University Commitments | School Purposes | Department Purposes | Student Learning Outcomes |
|---|-----------------|---------------------|---------------------------|
| 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

Discussion of Instructional Changes Resulting from 2014-2015 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 |
|--|---------------------------|---|
| Reinstate assessment measures for ACCT 2103 and ACCT 2203. | N | The Accounting faculty chose to not reinstate assessment measures for ACCT 2103 and ACCT 2203. The faculty made this decision because accounting proficiency is measured from the ETS Field Test (given to seniors within the Capstone course). Although the ETS Field Test is a reliable measure of accounting knowledge, students only pursuing the AA in Accounting will not be required to take the ETS Field Test thereby a lower level assessment of general accounting knowledge has not been captured. We will pursue methods of capturing this lower-level assessment. |

PART 3

Discussion About the University Assessment Committee's 2014-2015 Peer Review Report

The University Assessment Committee in its Degree Program Peer Review Report provided feedback and recommendations for improvement in assessment. List or accurately summarize all feedback and recommendations from the committee, and state whether they were implemented or will be implemented at a future date. If they were not or will not be implemented, please explain why. If no changes were recommended last year, simply state "No changes were recommended."

| Feedback and Recommended Changes from the University Assessment Committee | Suggestions Implemented (Y/N) | Changes that Were or Will Be Implemented, or Rationale for Changes that Were Not Implemented |
|--|-------------------------------|---|
| Part 4: The assessment of student learning is limited. Adding additional measures was suggested. | Ongoing | Measures for BCOM 3113 Business Communication were added to address a gap in written communication. We are currently addressing additional methods to measure student progress throughout the basic business courses. |

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. The student will apply ethical, legal, communication, and accounting principles to accounting | 1. Rubric-graded writing assignment in BCOM 3113 Business Communications. | 1. Eighty percent of students will receive a C (70%) or better. | 1. Required course for all AA Business Administration majors. One section was chosen as a | 1. N=22 | 21 of 22 students received a C or better on the assignment as measured by rubric. Seventeen students earned an A, 2 earned a B, 2 earned a C, and 1 student earned a D. | This is the first year that curriculum changes were added and data gathered in this course. Using this measurement along with the pre/post –test results presents promising information. We will continue to | 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) | | | | | | | | | | |
|---|--|---|---|---------------------------------|--|--|---------------------------------------|---|---|---|---|----|---|---|---|---|--|
| scenarios. | | | sample. | | <table border="1"> <tr> <td>22</td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> </tr> <tr> <td>N</td> <td>17</td> <td>2</td> <td>2</td> <td>1</td> </tr> </table> | 22 | A | B | C | D | N | 17 | 2 | 2 | 1 | assess the impact of the curriculum changes over time. We will also begin to use this assessment in online sections of BCOM 3113 for online vs on-ground comparisons. | |
| 22 | A | B | C | D | | | | | | | | | | | | | |
| N | 17 | 2 | 2 | 1 | | | | | | | | | | | | | |
| 2. The student will demonstrate mastery of knowledge in basic business courses. | <p>1A. Pre and Post Test scores from MKTG 3113 Principles of Marketing.</p> <p>1B. Pre and Post Test scores from BCOM 3113 Business Communication.</p> | <p>1A. Students will improve post-test scores over pre-test scores by at least 10%.</p> <p>1B. Students will improve post-test scores over pre-test scores by at least 10%.</p> | <p>1A. Required course for all AA Business Administration majors. Complete sections were chosen as samples.</p> <p>1B. Required course for all AA Business Administration majors. One section was chosen as a sample.</p> | <p>1A. N=45</p> <p>1B. N=22</p> | <p>1A. Pre-test avg – 15.05 Post-test avg – 17.82</p> <p>1B. The performance standard was met; however, additional emphasis on basic writing skills was added during the Spring 2016 semester.</p> | <p>1A. Post-test scores do not reflect any overall deficiencies. We have had instructional consistency in the Principles of Marketing course for several years which reflects in continued accomplishment of goal.</p> <p>1B. Further improvement and progression toward heightened performance standards is expected as curriculum improvements continue.</p> | 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. |
|---|---|---|---|
| All student learning outcomes. | A re-evaluation of all SLOs that will take into consideration suggestions from the UAC. | With two degree options (Fitness Management and Sport Business) now available to students, the department must consider if the current SLOs reflect student learning in both options. This process may result in changes in the current SLOs. | Undetermined. The process is ongoing. |
| 1. The student will apply ethical, legal, communication, and accounting principles to accounting scenarios. | A re-evaluation how to assess lower level Accounting knowledge and proficiency. | The Accounting faculty chose to not reinstate assessment measures for ACCT 2103 and ACCT 2203. The faculty made this decision because accounting proficiency is measured from the ETS Field Test (given to seniors within the Capstone course). Although the ETS Field Test is a reliable measure of accounting knowledge, students only pursuing the AA in Accounting will not be required to take the ETS Field Test thereby a lower level assessment of general accounting knowledge has not been captured. We will pursue methods of capturing this lower-level assessment. | Undetermined. The process is ongoing. |

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

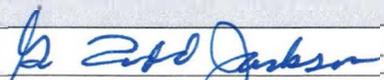
A. Assessment Measures:

- 1) How many different assessment measures were used? Three
- 2) List the direct measures (see rubric): Pre and Post-test scores from MKTG 3113 Principles of Marketing, Pre and Post-test scores from BCOM 3113 Business Communication, and a Rubric-graded writing assignment in BCOM 3113 Business Communications.
- 3) List the indirect measures (see rubric):

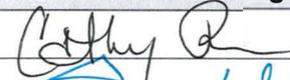
Documentation of Faculty Assessment

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/Data Collection |  |
| Dr. Masoud Saffarian | Data Collection |  |
| Dr. David Johnk | Data Collection |  |
| Bob Willis | Reviewer |  |
| Brook Purdum | Data Collection |  |

9) *Gwendolyn Sautz* Reviewed by *Data Collection* 

| Titles | Names | Signatures | Date |
|-----------------|--------------------|---|----------|
| Department Head | Dr. Cathy Kennemer |  | 10/17/14 |
| Dean | Dr. Susan Willis |  | 10-18-16 |

RUBRIC FOR STUDENT LEARNING STUDENT LEARNING REPORT

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

| Exemplary | Established | Developing | 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?

| Exemplary | Established | Developing | 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?

| Exemplary | Established | Developing | 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?

| Exemplary | Established | Developing | 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?

| Exemplary | Established | Developing | 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?

| Exemplary | Established | Developing | 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?

| Exemplary | Established | Developing | 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?

| Exemplary | Established | Developing | 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?

| Exemplary | Established | Developing | 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?

| Exemplary | Established | Developing | 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?

| Exemplary | Established | Developing | 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?

| Exemplary | Established | Developing | 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.

| Exemplary | Established | Developing | Undeveloped |
|---|--|--|--|
| All planned changes are specifically focused on student learning and based on the conclusions. The rationale for planned changes is well grounded | Most planned changes are specifically focused on student learning and based on the conclusions. The rationale for planned changes is mostly well | Some planned changes are specifically focused on student learning and based on the conclusions. The rationale for planned changes is lacking or is | No planned changes are specifically focused on student learning and based on the conclusions. There is no rationale. |

| | | | |
|-----------------------------|--------------------------------------|-----------------------------|--|
| and convincingly explained. | grounded and convincingly explained. | not convincingly explained. | |
|-----------------------------|--------------------------------------|-----------------------------|--|

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?

| Exemplary | Established | Developing | 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?

| Exemplary | Established | Developing | 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 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