

Degree Program Student Learning Report

Revised August 2017

Department of Business

AA in Accounting

For 2016-2017 Academic Year

PART 1

Degree Program Mission and Student Learning Outcomes

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

University Mission	School Mission	Department Mission	Degree Program Mission
Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.	The mission of the School of 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.	The mission of the Department of Business is to provide quality programs to support the School of Professional Studies mission to prepare students to achieve professional and personal goals in the dynamic local and global communities.	The AA in Accounting degree is designed for those students who are interested in a career in accounting. The program provides the knowledge and skills for preparing graduates to gain immediate entry-level employment in accounting, to advance in other business-related careers, or to transfer to a four-year program.
	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,		

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, four-year, and graduate educational opportunities in business, sport management, technology, justice studies, nursing, and emergency medical services.	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.			
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			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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
A re-evaluation how to assess lower level Accounting knowledge and proficiency.	Y	The faculty chose to not collect data from lower level Accounting courses. Accounting proficiency is measured through the ETS Major Field Test.

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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
A peer review was not conducted last year.		

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: The student will apply ethical, legal, communication, and accounting principles to accounting scenarios.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)

1. Rubric-graded contract assignment in BADM 3323 Legal Environment of Business	1. 80% of students will earn a C (70%) on the assignment.	1. Students enrolled in BADM 3323	Fall 2016: N = 50 Spring 2017: N = 48	Fall 2016: (On-Ground) 22 of 23 students earned a C or better. Spring 2017: (Online) 24 of 26 students earned a C or better.	Y
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H.

Conclusions

On-ground and online students are showing proficiency in legal issues surrounding business practices.

A.
Student Learning Outcome

SLO #2: The student will demonstrate mastery of current knowledge in basic business courses.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
2A. Rubric-graded writing and objective (question-based) pre/posttests. 2B. Pre and Post Test scores from MKTG 3113 Principles of Marketing.	2A. Students will improve post-test scores over pre-test scores by at least 10%. 2B. Students will improve post-test scores over pre-test scores by at least 10%.	2A. Students enrolled in three sections of BADM 3113: Business Communication. 2B. Required course for all Business majors.	2A. Fall 2016: N = 51 Spring 2017: N = 20 2B. Summer 2016: N = 38 Fall 2016: N = 73 Spring 2017: N = 51	2A. Fall 2016: An 8% improvement in posttest scores was achieved. Spring 2017: A 12.9% improvement in posttest scores was achieved. 2B. Summer 2016 (Online): Pre avg – 41% Post avg – 79% Fall 2016 (On ground) Pre avg – 60% Post avg – 80% (Online) Pre avg – 63% Post avg – 77% Spring 2017 (Online) Pre avg -	N (Fall 2016) Y (Spring 2017) Y

H.

Conclusions

We are continuing to see improvement in student proficiency of basic communication skills (business writing and speaking). The Business Communications faculty are continually improving the curriculum and assignments for this course.

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.

Proposed Change	Applicable Learning Outcomes	Rationale and Impact
Continued improvement and assessment of BADM 3113 Business Communication.	1. The student will apply ethical, legal, communication, and accounting principles to accounting scenarios.	Workplace communication is the foundation of success in the business discipline. We believe that proficiency in this course is impactful to all other business courses as well as success within the student's chosen career path.

PART 6
Summary of Assessment Measures

- A. How many different assessment measures were used? 3
- B. List the direct measures (see appendix): 3
- C. List the indirect measures (see appendix): 0

A. Provide the names and signatures of all full time and adjunct faculty who contributed to this report.

Faculty Name	Assessment Role	Signature
Dana Gray	data collection	Dana Gray
Gurn Switz	data collection	Gurn Switz
Robert Moore	data collection	Robert Moore
A. Brooke Purdum	data collection	A. Brooke Purdum

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Athy Kennamer	Athy Kennamer	9-28-17
Dean	Susan Willis	Susan Willis	9-28-17