Degree Program Student Learning Report

Revised August 2017

Department of Business

AA in Accounting

For 2017-2018 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. 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, and foster student achievement of their personal and professional goals	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 Accounting is intended to provide a foundation in the functional areas of business. Knowledge gained in this program is applicable in industry, service, retail, and government employment.

University Mission	School Mission	Department Mission	Degree Program Mission
	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.	Offer a baccalaureate program that promotes lifelong learning and prepares the student for graduate education in business.	The student will apply ethical, marketing, and communication principles to business 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 SPS accomplishes its mission through traditional and innovative learning opportunities including one graduate program, nine bachelor's programs and seven associate degrees.	Provide the graduate with an educational foundation containing the crucial body of knowledge necessary for employment in business.	
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 baccalaureate 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.	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.		Provide an environment which fosters a tolerance of diverse perspectives of culture and society.	
To provide university-wide student services, activities and resources that complement academic programs.		Provide business graduates to meet the needs of the area, state, region and nation.	

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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
The department is continuing to seek the most appropriate measure of student learning within the Business Communication course.	Ongoing	The Business Communication faculty are still working toward finding the most appropriate method to assess learning between online and on-ground sections of Business Communication.

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) 2016-17 SLR Part 1, B. lists only two department purposes, whereas 2015-16 SLR Part 1, B. lists three department purposes. Need to clarify whether this is accidental or deliberate. Listing all department purposes is appropriate, even if there is not a specific SLO corresponding to each department purpose.	Y	All department purposes have been listed.
2) Part 2 of both 2015-16 and 2016-17 SLRs remains confusing for an external reader regarding the issue of measuring accounting proficiency (as the degree is AA, Accounting). If accounting proficiency is measured through the ETS Major Field Test, administered to seniors with the Capstone course, this seems highly problematic, insofar as students pursuing only the AA, Accounting degree are not required and/or do not take the ETS Test. In brief, how are AA, Accounting degree students being assessed at their degree level for accounting proficiency? At the peer review session, the possibility of collecting data from a/the Cost Accounting course was discussed. Whatever the Business department decides, this issue needs clarification in the next or future assessment cycle(s).	N	The re-evaluation of accounting assessment is ongoing.
3) From 2015-16 to 2016-17, the course identified with assessment measure (AM) 1 appears to have changed from Business Communications (also misidentified as BCOM 3113) to Legal Environment of Business (BADM); if so, this change was not included and discussed in Part 2 of the 2016-17 SLR; all changes, whether planned or unplanned, need to be included and discussed in Part 2 of the SLR.		
4) 2016-17 SLO #1 Results (F.) include raw data but do not indicate the percentages; the performance standard (C.) indicates a specific percentage as the benchmark; results need to include both raw data and percentages for clarity.	Y	

5) SLO #1 reads: "The student will apply ethical, legal, communication, and accounting principles to accounting scenarios." SLO #1 Conclusions read:" On-ground and online students are showing proficiency in legal issues surrounding business practices." Two questions arise. First, SLO #1 has only one AM; how successfully can only one AM assess all four (?) of the elements listed in SLO #1? Second, SLO #1 Conclusions reference only "legal issues" and "business practices" (vs. "accounting scenarios"?); this seems incongruent with SLO #1. Much greater clarity is needed; expanding the narrative Conclusions to explain these issues is needed.

6) 2016-17 SLO #2 AM 2A. seems changed from 2015-16; again, all changes need to be reported in part 2.

7) 2016-17 SLO #2 Results (F.) report "improvement," but they do not clarity improvement from what baseline. The Performance Standard (C.) is "by at least 10%," but without a beginning score or baseline benchmark or measure, the results read as empty; this also raises the question of what constitutes "mastery," and whether a 10% improvement measures "mastery," in that SLO #2 reads: "The student will demonstrate mastery of current knowledge in basic business courses." Are the AMs for SLO #2 appropriate for measuring "mastery"? Is "mastery" (vs. "proficiency"?) too ambitious for SLO #2? 2016-17 SLO #2 Conclusions (H.) speak of "student proficiency of basic communications skills." Clarity is needed regarding "mastery," "proficiency," "knowledge," "skills." Developing and expanding narrative Conclusions (H.) could potentially clarify all of these issues.

8) Part 5 of both 2015-16 and 2016-17 SLRs, in relation to the remarks above about Part 2 of both of these SLRs, are confusing about whether any actual accounting courses are involved in the assessment of the AA, Accounting degree. 2015-16 SLR Part 3 indicates that the previous peer review team raised the concern: "The assessment of student learning is

limited. Adding additional measures was suggested." Business was not peer reviewed 2016-17, so there are no peer review follow up comments. Nevertheless, the question of accounting assessment and the concern of the previous peer review team does not seem to have been addressed in the SLRs, or it needs greater clarity, as it remains confusing to an external reader.		

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. <u>Note</u>: 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, marketing, management, and communication principles to business scenarios.						
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results		G. Standard Met (Y/N)

1A. Pre and Post Test scores from MKTG 3113 Principles of Marketing.	1A. Students will improve post-test scores over pre-test scores by at least 10%.	1A. Complete sections were chosen as samples.	1A. N = 62
			
			N = 36
				1A. <u>Fall 2017</u>
				   Pre-test – 11.78
				   Post-test – 13.35
				
				<u>Spring 2018</u>
				Pre-test avg – 9.75
				Post-test avg – 11.17
						Y

A. Student Learning Outcome						
SLO #1: The student will apply ethical, marketing, and communication principles to business scenarios.						
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results		G. Standard Met (Y/N)
1B. Pre and Post Test scores from BCOM 3113 Business Communication.	1B. Students will improve post-test scores over pre-test scores by at least 10%.	1B. Required course for all AA Business Administration majors.	1B. N=11 on ground F17 N = 11 (001 Spr 18) N = 10 (001R Spr 18) N = 2 (002R Spr 18)	1B. Students showed an overall improvement of 25.81%. Students showed a 25.81% improvement. Students showed a 23% improvement. Students showed a 10% improvement.		Y

H. Conclusions
Overall, the improvement in pre/post test scores was consistent from on-ground to online delivery. Section 002R was added to the schedule due to the first section filling. Overall grades and student motivation were lower in the 002R section than in 001R. We attribute much of this to under motivation of students who enroll in classes very late.

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)

2. Rubric-graded oral presentation in BCOM 3113 Business Communications.	Eighty percent of students will receive a C (70%) or better.	Required course for all AA Business Administration majors. One section was chosen as a sample.	N=11 (on-ground section)	2C. 10 of 11 students received a C or better on the assignment as measured by the rubric. Seven students earned an A, 3 earned a B, and 1 student earned an F	Y

	A	B	C	F
N	7	3	0	1

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
The department is continuing to seek the most appropriate measure of student learning within the Business Communication course.	SLO #2. The student will demonstrate mastery of current knowledge in basic business courses.	Significant changes to the curriculum have been made over the last year based upon assessed student weaknesses in business writing. Improvements in mastery are being noticed; however, the department wants to assess mastery and/or weaknesses between on-ground and online Business Communications students.

PART 6
Summary of Assessment Measures

A. How many different assessment measures were used? 3

B. List the direct measures (see appendix):

C. List the indirect measures (see appendix):