

Degree Program Student Learning Report

Revised August 2017

Department of Business

AA in Accounting

For 2018-2019 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
<p>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>	<p>The mission of the School of Professional Studies (SPS) is 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>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.</p>	<p>The Associate in Arts in Accounting 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.</p>

University Mission	School Mission	Department Mission	Degree Program Mission
	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.	Offer an associate's degree program that promotes lifelong learning and prepares the student for employment in accounting or continuation to a baccalaureate program.	SLO#1: The student will apply ethical, 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 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 entry-level 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.	SLO#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.		Provide an environment which fosters a tolerance of diverse perspectives of culture and society.	
To provide university-wide student services, activities and resources			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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
The program was not subject to review in the previous cycle.	NA	NA

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
The program was not subject to review in the previous cycle.	NA	NA

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.

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)																		
1A. Final exam scores for ACCT 2103: Accounting I.	1A. Seventy percent of students will earn a C or better on the final exam.	1A. Required of all AA in Accounting majors.	1A. n=30	1A. Twenty-six students earned an A or B, 2 students earned a C, and 2 students earned below a C. <table border="1" style="margin-left: 20px;"> <tr> <td></td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>F</td> </tr> <tr> <td>N</td> <td>12</td> <td>14</td> <td>2</td> <td>1</td> <td>1</td> </tr> <tr> <td>%</td> <td>40</td> <td>47</td> <td>7</td> <td>3</td> <td>3</td> </tr> </table>		A	B	C	D	F	N	12	14	2	1	1	%	40	47	7	3	3	Y
	A	B	C	D	F																		
N	12	14	2	1	1																		
%	40	47	7	3	3																		
1B. Final exam scores for ACCT 2203: Accounting II.	1B. Seventy percent of students will earn a C or better on the final exam.	1B. Required of all AA in Accounting majors.	1B. n=45	1B. Twenty-four students earned an A or B, 2 students earned a C, and 2 students earned below a D. <table border="1" style="margin-left: 20px;"> <tr> <td></td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> </tr> <tr> <td>N</td> <td>7</td> <td>31</td> <td>4</td> <td>3</td> </tr> <tr> <td>%</td> <td>15.6</td> <td>68.8</td> <td>8.9</td> <td>6.7</td> </tr> </table>		A	B	C	D	N	7	31	4	3	%	15.6	68.8	8.9	6.7	Y			
	A	B	C	D																			
N	7	31	4	3																			
%	15.6	68.8	8.9	6.7																			
1C. Pre & post test scores for BADM 3113: Business Communications.	1C. Students will improve posttest scores over pretest scores by at least 10%.	1C. Required of all AA in Accounting students.	1C. n=28	Pretest avg – 61.6% Posttest avg – 76.8%	Y																		
H. Conclusions																							
The majority of students are performing at or above a proficient level within Accounting I and Accounting II. We are also continuing to see progress with students within BADM 3113: Business Communications. Over the last two years, instructors have made significant changes to the curriculum which is preparing students to write and to speak professionally within their chosen disciplines.																							

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. Pre & post test scores for MKTG 3113: Principles of Marketing.	2A. Students will improve posttest scores over pretest scores by at least 10%.	2A. Required of all AA in Accounting students.	2A. n=32	2A. Pretest avg – 35.63% Posttest avg – 87.5%	Y																		
2B. Self-assessment exam scores for MGMT 3013: Principles of Management.	2B. Seventy percent of students will earn a 21 or higher (out of 30) on the self assessment exam.	2B. Required of all AA in Accounting students.	2B. n=23	2B. Twenty-three (100%) students scored above a 21 on the self-assessment exam.	Y																		
2C. Pre & Post Test scores for ECON 2113 Principles of Macroeconomics.	2C. Students will improve posttest scores over pretest scores by at least 10%.	2C. Required of all AA in Accounting students.	2C. n=41	2C. Pretest avg – 51% Posttest avg – 82.3%	Y																		
2D. Comprehensive final exam scores for ECON 2123 Principles of Microeconomics	2D. Seventy percent of students will earn a C or better on the comprehensive final exam.	2D. Required of all AA in Accounting students.	2D. n=74	2D. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>N</td> <td>19</td> <td>24</td> <td>17</td> <td>7</td> <td>7</td> </tr> <tr> <td>%</td> <td>26</td> <td>32.2</td> <td>23</td> <td>9.4</td> <td>9.4</td> </tr> </tbody> </table>		A	B	C	D	F	N	19	24	17	7	7	%	26	32.2	23	9.4	9.4	Y
	A	B	C	D	F																		
N	19	24	17	7	7																		
%	26	32.2	23	9.4	9.4																		

H.
Conclusions

AA in Accounting students are exposed to core business courses in addition to accounting. It is important for these students to have a well-rounded understanding of basic business concepts including management, marketing, and economics. Student learning improved in all courses measured, and each performance standard was met. Within MKTG 3113: Principles of Marketing, students struggled more understanding the marketing mix element of pricing. In MGMT 3013 student scores indicated a greater understanding of basic leadership and management philosophies.

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
No changes proposed		

PART 6
Summary of Assessment Measures

- A. How many different assessment measures were used? 7
- B. List the direct measures (see appendix): 1.) Final exam scores for ACCT 2103: Accounting I, 2.) Final exam scores for ACCT 2203: Accounting II, 3.) Pre & post test scores for BADM 3113: Business Communications, 4.) Pre & post test scores for MKTG 3113: Principles of Marketing, 5.) Pre & Post Test scores for MGMT 3013: Principles of Management, 6.) Pre & Post Test scores for ECON 2113 Principles of Macroeconomics, 7.) Comprehensive final exam scores for ECON 2123 Principles of Microeconomics.
- C. List the indirect measures (see appendix):

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:

Documentation of Faculty Assessment

- 8) A. How many full time faculty (regardless of department affiliation) teach in the program? [Click here to enter text.](#)
- 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
Amanda Moore A. Brooke Pugh	collect data, Analyze some collect data, analyze data, prepare report.	Amanda Moore A. Brooke Pugh

9) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Cathy Kennermer	Cathy Kennermer	5/31/19
Dean	Susan Willis	Susan Willis	5-31-19