

Degree Program Student Learning Report

Revised November 2019

Department of Business

AA in Business Administration

For 2023-2024 Academic Year

PART 1

Degree Program Mission and Student Learning Outcomes

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

University Mission	College 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 College of Professional Studies (CPS) 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. Curricula for the associate, bachelors, and graduate degrees are developed by expert faculty who are dedicated to excellence in teaching, research, and university service. The programs in the CPS are dynamic,	The mission of the Department of Business is to provide quality programs to support the College of Professional Studies' mission to prepare students to achieve professional and personal goals in dynamic local and global communities.	The Associate of Arts in Business Administration 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	College 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 college purposes, department purposes, and program student learning outcomes with their appropriate University commitments.

University Commitments	College 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 CPS provides this support by providing two-year and four-year educational opportunities in business, sport management, technology, justice studies, and nursing.	Offer an associate degree program that promotes critical thinking and excellence in communication for basic business practices.	SLO #1: Identify fundamental business management strategies and relate those strategies to practical scenarios. SLO #2: Identify fundamental business and product marketing strategies and relate those strategies to practical 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 CPS accomplishes its mission through traditional and innovative learning opportunities including one graduate program, nine bachelor's programs, and seven associate degrees	Provide the student with an educational foundation containing the crucial body of knowledge necessary for entry-level employment in business. This is accomplished through innovative teaching practices in a safe learning environment that promotes tolerance for diverse perspectives in culture and society.	SLO #3: Identify and demonstrate the application of fundamental accounting principles and methods to financial and managerial accounting scenarios. SLO #4: Recognize and demonstrate effective written and oral business communications.
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 degrees are taught with an emphasis on general education with an introduction to a specialized field.	Facilitate students' willingness to expand their knowledge from entry-level programs to baccalaureate and graduate degree programs so that students truly become lifelong	SLO #5: Identify, interpret, and relate macroeconomic and microeconomic principles in the context of business scenarios.

University Commitments	College Purposes	Department Purposes	Student Learning Outcomes
		learners that flourish in a diverse society.	
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits, and continuous improvement of programs.		Have a diverse faculty that is committed to academic excellence so that students receive the most current information in their academic pursuits.	SLO #6: Identify, interpret, and relate business statistics principles in the context of business scenarios.
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
N/A		

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 recommendation 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
This program was subject to peer review during the academic year 2023-2024. A recommendation was made for SLO #5 to measure one concept. Economics and Business Statistics are measured in separate SLOs.	Y	SLO #5 now covers economics. Business Statistics assessment measure was previously added in SLO #5. It has now been separated and SLO #6 was added to cover business statistics.

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.

A. Student Learning Outcome																					
SLO #1: Identify fundamental business management strategies and relate those strategies to practical scenarios.																					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)																
1. Pre & post-test scores for MGMT 3013: Principles of Management	1. Students will improve post-test scores over pre-test scores by at least 10 percent.	1E. Required of all AA in Business Administration Students. All students in indicated course sections are included.	1. n = 167	1. Average post-test scores exceeded average pre-test scores by 23.8 percent. <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">n</th> <th style="text-align: center;">Pre-test</th> <th style="text-align: center;">Post-test</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td style="text-align: center;">130</td> <td style="text-align: center;">49.74%</td> <td style="text-align: center;">82.15%</td> </tr> <tr> <td>Spring</td> <td style="text-align: center;">37</td> <td style="text-align: center;">39.05%</td> <td style="text-align: center;">54.00%</td> </tr> <tr> <td>Year</td> <td style="text-align: center;">167</td> <td style="text-align: center;">44.40%</td> <td style="text-align: center;">68.08%</td> </tr> </tbody> </table>		n	Pre-test	Post-test	Fall	130	49.74%	82.15%	Spring	37	39.05%	54.00%	Year	167	44.40%	68.08%	1. Y
	n	Pre-test	Post-test																		
Fall	130	49.74%	82.15%																		
Spring	37	39.05%	54.00%																		
Year	167	44.40%	68.08%																		
H. Conclusions																					
<ol style="list-style-type: none"> 1. Does the assessment evidence indicate the learning outcome is being satisfactorily met? Yes, the results indicate that students are acquiring fundamental business management knowledge even with the overall results being lower than the previous year. 2. Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern? N/A 3. What are the most valuable insights gained from the assessment results? The performance standard was met indicating that course learning objectives are being met overall. 4. What strengths and weaknesses in student learning do the results indicate? The assessment measures used here provide an overall assessment as to learning vis-à-vis the specific learning objectives of MGMT 3013 and indicate that significant learning is being achieved. No specific weaknesses are indicated. 5. What implications are there for enhancing teaching and learning? The results of the items in the assessment instrument need to be examined to determine which specific course learning objectives have pedagogical methods that might need to be modified. 6. How can the assessment process be improved? The design of the instrument used for the assessment should be continuously reviewed to ensure that the questions are balanced vis-à-vis the specific learning objectives of the course and that feedback at that level can be obtained. 																					

**A.
Student Learning Outcome**

SLO #2: Identify fundamental business and product marketing strategies and relate those strategies to practical scenarios.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)																
2. Pre & post test scores for MKTG 3113: Principles of Marketing	2. Students will improve posttest scores over pretest scores by at least 10 percent.	2. Required of all AA in Business Administration Students. All students in indicated course sections included.	2. n = 185	2. Average post-test scores exceeded average pre-test score by 12.85 percent. <table border="1" data-bbox="1144 459 1780 621"> <thead> <tr> <th></th> <th align="center">n</th> <th align="center">Pre-test</th> <th align="center">Post-test</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td align="center">105</td> <td align="center">40.80%</td> <td align="center">51.24%</td> </tr> <tr> <td>Spring</td> <td align="center">80</td> <td align="center">53.38%</td> <td align="center">68.63%</td> </tr> <tr> <td>Total</td> <td align="center">185</td> <td align="center">47.09%</td> <td align="center">59.94%</td> </tr> </tbody> </table>		n	Pre-test	Post-test	Fall	105	40.80%	51.24%	Spring	80	53.38%	68.63%	Total	185	47.09%	59.94%	2. Y
	n	Pre-test	Post-test																		
Fall	105	40.80%	51.24%																		
Spring	80	53.38%	68.63%																		
Total	185	47.09%	59.94%																		

**H.
Conclusions**

1. Does the assessment evidence indicate the learning outcome is being satisfactorily met? Yes, the results indicate that students are acquiring fundamental business marketing knowledge. However, the results are down from the previous year.
2. Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern? N/A
3. What are the most valuable insights gained from the assessment results? Fundamental marketing knowledge is being successfully imparted to AA in Business Administration students.
4. What strengths and weaknesses in student learning do the results indicate? The assessment measures used here provide an overall assessment as to learning vis-à-vis the specific learning objectives of MKTG 3113 and indicate that significant learning is being achieved. No specific weaknesses are indicated.
5. What implications are there for enhancing teaching and learning? The results of the items in the assessment instrument need to be continuously examined to determine which specific course learning objectives have pedagogical methods that might need to be modified.
6. How can the assessment process be improved? The design of the instrument used for the assessment should be reviewed to ensure that the questions are balanced vis-à-vis the specific learning objectives of the course and that feedback at that level can be obtained.

**A.
Student Learning Outcome**

SLO #3: Identify and demonstrate the application of fundamental accounting principles and methods to financial and managerial accounting scenarios.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)																
3A. Pre & post-test scores for ACCT 2103: Accounting I: Financial	3A. Students will improve posttest scores over pretest scores by at least 10 percent.	3A. Required of all AA in Business Administration students. All students in indicated course sections included.	3A. n = 42	3A. Average post-test scores exceeded average pre-test score by 34 percent. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>n</th> <th>Pre-test</th> <th>Post-test</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td style="text-align: center;">35</td> <td style="text-align: center;">37%</td> <td style="text-align: center;">65%</td> </tr> <tr> <td>Spring</td> <td style="text-align: center;">17</td> <td style="text-align: center;">31%</td> <td style="text-align: center;">75%</td> </tr> <tr> <td>Year</td> <td style="text-align: center;">42</td> <td style="text-align: center;">35%</td> <td style="text-align: center;">69%</td> </tr> </tbody> </table>		n	Pre-test	Post-test	Fall	35	37%	65%	Spring	17	31%	75%	Year	42	35%	69%	3A. Y
	n	Pre-test	Post-test																		
Fall	35	37%	65%																		
Spring	17	31%	75%																		
Year	42	35%	69%																		
3B. Pre & post test scores for ACCT 2203: Accounting II: Managerial	3B Students will improve posttest scores over pretest scores by at least 10 percent.	3B. Required of all AA in Business Administration. All students in indicated course sections included.	3B. n = 98	3B. Average post-test scores exceeded average pre-test score by 38 percent. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>n</th> <th>Pre-test</th> <th>Post-test</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td style="text-align: center;">42</td> <td style="text-align: center;">41%</td> <td style="text-align: center;">95%</td> </tr> <tr> <td>Spring</td> <td style="text-align: center;">56</td> <td style="text-align: center;">44%</td> <td style="text-align: center;">71%</td> </tr> <tr> <td>Year</td> <td style="text-align: center;">98</td> <td style="text-align: center;">43%</td> <td style="text-align: center;">81%</td> </tr> </tbody> </table>		n	Pre-test	Post-test	Fall	42	41%	95%	Spring	56	44%	71%	Year	98	43%	81%	3B: Y
	n	Pre-test	Post-test																		
Fall	42	41%	95%																		
Spring	56	44%	71%																		
Year	98	43%	81%																		

**H.
Conclusions**

1. Does the assessment evidence indicate the learning outcome is being satisfactorily met? Yes
2. Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern? The results are consistent across the two measures.
3. What are the most valuable insights gained from the assessment results? The results indicate that students are acquiring fundamental accounting knowledge in the two introductory accounting courses.
4. What strengths and weaknesses in student learning do the results indicate? Learning in both financial accounting and managerial accounting appears to be strong.

**A.
Student Learning Outcome**

SLO #3: Identify and demonstrate the application of fundamental accounting principles and methods to financial and managerial accounting scenarios.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
<p>5. What implications are there for enhancing teaching and learning? How can the assessment process be improved? Putting both ACCT 2103 and ACCT 2203 through the Quality Matters certification process will provide for consistent content and delivery of these courses for the online sections and ensure that best practices are being followed for online delivery.</p> <p>6. How can the assessment process be improved? The use of the pre-test/post-test assessment is new this year for the introductory accounting courses. Refinement of the assessment instrument to better capture the extent to which learning has occurred is an on-going process.</p>					

**A.
Student Learning Outcome**

SLO #4: Recognize and demonstrate effective written and oral business communications.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)																
4. Pre & Post test scores for BADM 3113: Business Communications	4. Students will improve post-test scores over pre-test scores by at least 10%	4. Required of all AA in Business Administration students. All students in all course sections included.	4. n = 158	4. Average post-test scores exceeded average pre-test score by 22.4 percent. <table border="1" data-bbox="1199 459 1766 618"> <thead> <tr> <th></th> <th align="center">n</th> <th align="center">Pre-test</th> <th align="center">Post-test</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td align="center">90</td> <td align="center">57.41%</td> <td align="center">82.08%</td> </tr> <tr> <td>Spring</td> <td align="center">68</td> <td align="center">61.42%</td> <td align="center">81.56%</td> </tr> <tr> <td>Year</td> <td align="center">158</td> <td align="center">59.42%</td> <td align="center">81.82%</td> </tr> </tbody> </table>		n	Pre-test	Post-test	Fall	90	57.41%	82.08%	Spring	68	61.42%	81.56%	Year	158	59.42%	81.82%	4. Y
	n	Pre-test	Post-test																		
Fall	90	57.41%	82.08%																		
Spring	68	61.42%	81.56%																		
Year	158	59.42%	81.82%																		

**H.
Conclusions**

1. Does the assessment evidence indicate the learning outcome is being satisfactorily met? Yes, the results indicate that students are acquiring fundamental knowledge of written and oral business communications. The results are up slightly from the previous year.
2. Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern? N/A
3. What are the most valuable insights gained from the assessment results? The pre-test / post-test scores indicate that measurable learning is occurring in BADM 3113, and the applicable benchmark is being attained. With a 22.4% increase in scores versus the 10% benchmark, the standard appears to be appropriately tight, yet attainable.
4. What strengths and weaknesses in student learning do the results indicate? The results provide a generalized indication that course content is being effectively delivered. No specific weaknesses are indicated.
5. What implications are there for enhancing teaching and learning? The course learning objectives should be continuously reviewed for completeness and adequacy to match the business environment and expectations of program constituents.
6. How can the assessment process be improved? The design of the instrument used for the assessment should be reviewed to ensure that the questions are balanced vis-à-vis the specific learning objectives of the course and that feedback at that level can be obtained. NOTE: This was from last year; however, it does not appear the assessment measure was changed. The pre-test / post-test could be supplemented with a rubric-graded presentation project that specifically addresses the oral communication component. This is currently being implemented in some course sections.

A. Student Learning Outcome																					
SLO #5: Identify, interpret, and relate macroeconomic and microeconomic principles in the context of business scenarios.																					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)																
5A. Pre & post test scores for ECON 2113: Principles of Macroeconomics	5A. Students will improve posttest scores over pretest scores by at least 10 percent.	5A. Required of all AA in Business Administration students. All students in indicated course sections included.	5A. n = 55	5A. The average post-test score exceeded the average pre-test score by 48.75 percent. <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>n</th> <th>Pre-test</th> <th>Post-test</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>19</td> <td>35%</td> <td>74%</td> </tr> <tr> <td>Spring</td> <td>36</td> <td>9%</td> <td>67.5%</td> </tr> <tr> <td>Year</td> <td>55</td> <td>22%</td> <td>70.75%</td> </tr> </tbody> </table>		n	Pre-test	Post-test	Fall	19	35%	74%	Spring	36	9%	67.5%	Year	55	22%	70.75%	5A. Y
	n	Pre-test	Post-test																		
Fall	19	35%	74%																		
Spring	36	9%	67.5%																		
Year	55	22%	70.75%																		
5B. Pre & post test scores for ECON 2123: Principles of Macroeconomics	5B. Students will improve posttest scores over pretest scores by at least 10 percent.	5B. Required of all AA in Business Administration students. All students in indicated course sections included.	5B. n = 100	5B. The Average post-test score exceeded the average pre-test score by 29.5 percent. <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>n</th> <th>Pre-test</th> <th>Post-test</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>42</td> <td>45%</td> <td>79.0%</td> </tr> <tr> <td>Spring</td> <td>58</td> <td>46%</td> <td>71.0%</td> </tr> <tr> <td>Year</td> <td>100</td> <td>45.5%</td> <td>75.0%</td> </tr> </tbody> </table>		n	Pre-test	Post-test	Fall	42	45%	79.0%	Spring	58	46%	71.0%	Year	100	45.5%	75.0%	5B. Y
	n	Pre-test	Post-test																		
Fall	42	45%	79.0%																		
Spring	58	46%	71.0%																		
Year	100	45.5%	75.0%																		
H. Conclusions																					
<ol style="list-style-type: none"> Does the assessment evidence indicate the learning outcome is being satisfactorily met? Yes Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern? The results are consistent. What are the most valuable insights gained from the assessment results? The pre-test/ post-test scores indicate that measurable learning is occurring in both ECON 2113: Macroeconomics and ECON 2123: Microeconomics. 																					

A.
Student Learning Outcome

SLO #5: Identify, interpret, and relate macroeconomic and microeconomic principles in the context of business scenarios.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
<p>4. What strengths and weaknesses in student learning do the results indicate? Learning objectives are being met in the fundamental economics courses. No weaknesses are discernible from the results.</p> <p>5. What implications are there for enhancing teaching and learning? The course learning objectives should be continuously reviewed for completeness and adequacy to match the business environment and expectations of program constituents as well as coverage of foundational knowledge for upper-division business courses.</p> <p>6. How can the assessment process be improved? The pre-test/ post-tests can be reviewed annually to ensure that the content of the instruments aligns with the specific learning objectives of each course. This should enable course instructors to identify areas where instructional delivery may need to be improved.</p>					

**A.
Student Learning Outcome**

SLO #6: Identify, interpret, and relate business statistics principles in the context of business scenarios.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)																
6A. Pre & post test scores for BADM 2843: Business Statistics	6A. Students will improve posttest scores over pretest scores by at least 10 percent.	6A. Required of all AA in Business Administration students. All students in indicated course sections included.	6A. n = 72	6A. Average post-test score exceeded average pre-test score by percent. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">n</th> <th style="text-align: center;">Pre-test</th> <th style="text-align: center;">Post-test</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Fall</td> <td style="text-align: center;">41</td> <td style="text-align: center;">56.1%</td> <td style="text-align: center;">88.46%</td> </tr> <tr> <td style="text-align: center;">Spring</td> <td style="text-align: center;">31</td> <td style="text-align: center;">37.85%</td> <td style="text-align: center;">52.04%</td> </tr> <tr> <td style="text-align: center;">Year</td> <td style="text-align: center;">72</td> <td style="text-align: center;">46.98%</td> <td style="text-align: center;">70.25%</td> </tr> </tbody> </table>		n	Pre-test	Post-test	Fall	41	56.1%	88.46%	Spring	31	37.85%	52.04%	Year	72	46.98%	70.25%	6A. Y
	n	Pre-test	Post-test																		
Fall	41	56.1%	88.46%																		
Spring	31	37.85%	52.04%																		
Year	72	46.98%	70.25%																		

H. Conclusions

1. Does the assessment evidence indicate the learning outcome is being satisfactorily met? Yes, the results indicate that students are acquiring fundamental knowledge of business statistics. Their results are down slightly from the previous year.
2. Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern? N/A
3. What are the most valuable insights gained from the assessment results? The pre-test / post-test scores indicate that measurable learning is occurring in BADM 2843: Business Statistics.
4. What strengths and weaknesses in student learning do the results indicate? The results indicate the course content is being effectively delivered in business statistics. No specific weaknesses are indicated.
5. What implications are there for enhancing teaching and learning? The course learning objectives should be reviewed for completeness and adequacy to match the business environment and expectations of program constituents as well as coverage of foundational knowledge for upper-division business courses.
6. How can the assessment process be improved? The pre-test / post-tests can be reviewed annually to ensure that the content of the instruments aligns with the specific learning objectives of each course. This should enable course instructors to identify areas where instructional delivery may need to be improved.

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
We will consider adding an assessment measure based on a rubric-graded oral presentation in BADM 3113 to SLO # 4.	SLO # 4	Business advisory board participants stress the importance of students being able to successfully prepare and deliver a business presentation.

PART 6

Summary of Assessment Measures

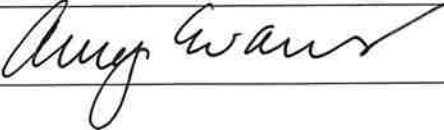
- A.** How many different assessment measures were used? There are 8 assessment measures used.

- B.** List the direct measures: 1) Pre-test/Post-test scores for Principles of MGMT (MGMT 3013), 2) Pre-test/Post-test scores for Principles of Marketing (MKTG 3113), 3) Pre-test/Post-test scores for Financial Accounting (ACCT 2103), 4) Pre-test/Post-test scores for Managerial Accounting (ACCT 2203), 5) Pre-test/Post-test for Business Communications, 6) Pre-test/Post-test for Principles of Microeconomics (ECON 2113), 7) Pre-test/Post-test for Principles of Macroeconomics (ECON 2123), and 8) Pre-test/Post-test for BADM 2843: Business Statistics.



- C.** List the indirect measures: There were no indirect measures assessed.

PART 7
Faculty Participation and Signatures

A. Names and signatures of all full time and adjunct faculty who contributed to this report:

Faculty Name	Assessment Role	Signature
Dr. Amy Evans	Data collection and report writing	

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Dr. Todd Jackson		6-4-24
Dean	Dr. Susan Willis		6-4-24

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:

Students will be able to apply principles of evidence-based medicine to determine clinical diagnoses and implement acceptable treatment modalities.

Students will be able to articulate cultural and socioeconomic differences and the significance of these differences for instructional planning.

Assessment Measure

An assessment measure is a tool or instrument used to gather evidence of student progress toward an established learning outcome. Every program learning outcome should have at least one appropriate assessment measure. Learning outcomes are frequently complex, however, and may require multiple measures to accurately assess student performance. Assessment plans should try to incorporate a combination of direct and indirect assessment measures. Direct provide concrete evidence of whether a student has command of a specific subject or content area, can perform a certain task, exhibits a particular skill, demonstrates a certain quality in their work, or holds a particular value. Because direct measures tap into actual student learning, it is often viewed as the preferred measure type. Indirect measures assess opinions or thoughts about the extent of a student's knowledge, skills, or attitudes. They reveal characteristics associated with learning, but they only imply that learning has occurred. Both types of measures can provide useful insight into student learning and experiences in a program. Each also has unique advantages and disadvantages in terms of the type of data and information it can provide. Examples of common direct and indirect measures are listed below.

Direct Measures

Indirect Measures

- Comprehensive exams
- Class assignments
- Juried review of performances and exhibitions
- Internship or clinical evaluations
- Portfolio evaluation
- Pre/post exams
- Third-party exams such as field tests, certification exams, or licensure exams
- Senior thesis or capstone projects
- Graduate exit interviews
- Focus group responses
- Job placement statistics
- Graduate school placement statistics
- Graduation and retention rates
- Student and alumni surveys that assess perceptions of the program
- Employer surveys that assess perceptions of graduates
- Honors and awards earned by students and alumni.

Performance Standard

A performance standard is a clearly-defined benchmark that establishes the minimally-acceptable level of performance expected of students for a particular measure.

Examples:

At least 70% of students will score 70% or higher on a comprehensive final exam.

At least 75% of students will earn score a “Proficient” or higher rating on the Communicate Effectively rubric.

Sampling Method

Sampling method describes the methodology used for selecting the students that were assessed for a given measure. In some cases, such as most course-embedded measures, it is possible to assess all active enrolled students. In other cases, however, it is not feasible to measure the population of all potential students. In these cases, it is important that a well-designed sampling scheme be used to ensure the sample of students measured is an unbiased representation of the overall population. Where multiple instructors teach a particular course, care should be taken to assess students across all instructors, including adjuncts.

Examples:

All students enrolled in BIOL 4801 Biology Research Methods II

All majors graduating in the 2016-17 academic year.

Sample Size

Sample size is the number of students from which evidence of student learning was obtained for a given assessment measure.

Results

Results are an analytical summary of the findings arising from the assessment of student performance for a particular assessment measure. Typical presentation includes descriptive statistics (mean, median, range) and score frequency distributions.

Standard Met?

This is a simple yes/no response that indicates whether the observed level of student performance for a measure meets or exceeds the established standard. An N/A may be used where circumstances prevented the department from accurately assessing a measure.

Conclusion

The conclusion is a reflective summary and determination of the assessment results obtained for a specific learning outcome. Questions to consider in this section include the following:

- Does the assessment evidence indicate the learning outcome is being satisfactorily met?
- Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern?
- What are the most valuable insights gained from the assessment results?
- What strengths and weaknesses in student learning do the results indicate?
- What implications are there for enhancing teaching and learning?
- How can the assessment process be improved?