

Analysis of Results

<p>Performance Measure: For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal</p>	<p>What is your measurement instrument or process? Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)</p>	<p>Current Results: What are your current results?</p>	<p>Analysis of Results: What did you learn from your results?</p>	<p>Action Taken or Improvement Made: What did you improve or what is your next step?</p>	<p>Provide a graph or table of resulting trends (3-5 data points preferred)</p>												
<p>Program - AAB in Accounting; Program Learning Outcome: Develop the ability to be a problem-solver utilizing critical thinking skills as they apply to their chosen profession. Course Student Learning Outcome: (ACC-2010) Analyze ethical dilemma and business analysis cases. Goal: 80% of students will score 70% or above on the Group and Target Cases assigned throughout the course.</p>	<p>In ACC-2010 (Intermediate Accounting1) students complete case studies throughout the course as individuals and in groups which require extensive use of critical thinking skills being applied to specific situations an individual could encounter in the field of financial accounting. Grading on this assignment is done via an answer key. All sections of the class complete the same assignment. This is a direct, formative, internal, and comparative assessment.</p>	<p>Fall 2015 Seated & On-line Classes - 95% of the students scored 80% or above; Fall 2016 Seated & On-line Classes - 94% of the students scored 80% or above; Fall 2017 Seated & On-line Classes - 100% of the students scored 80% or above</p>	<p>Goal was met in all three semesters that were examined. Class Populations for Fall 2017 were quite small which likely accounted for all students attaining the 100% mark.</p>	<p>During the 2016-2017 assessment process it was noted that rigor should be added to this assessment through the incorporation of a comprehensive case study at the end of the term on a publically traded company's financial statements. This was implemented for the first time in the 2017-18 academic year. Cases related to Target Corporation's Financial Statements are utilized at the end of each Chapter but is submitted as a comprehensive case study at the end of the term. This provides an opportunity to utilize critical thinking skills and is a comprehensive review of the key topics covered during the course. Student performed extremely well on this new assignment in the 2017-18 academic year. Consideration is being given to incorporating a similar assignment in the ACC 2020 course in the 2018-19 academic year. Additionally, in the future consideration should be given to develop a case in which the students would be required to select different companies to analyze. This would better prevent opportunities for working together on the cases and potential cheating.</p>	<p align="center">ACC 2010 SLO</p> <table border="1"> <caption>ACC 2010 SLO Performance Data</caption> <thead> <tr> <th>Year</th> <th>Actual</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>Fall 2015 Seated & On-line (N=22)</td> <td>95%</td> <td>80%</td> </tr> <tr> <td>Fall 2016 Seated & On-line (N=16)</td> <td>94%</td> <td>80%</td> </tr> <tr> <td>Fall 2017 Seated & On-line (N=8)</td> <td>100%</td> <td>80%</td> </tr> </tbody> </table>	Year	Actual	Goal	Fall 2015 Seated & On-line (N=22)	95%	80%	Fall 2016 Seated & On-line (N=16)	94%	80%	Fall 2017 Seated & On-line (N=8)	100%	80%
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<p>Program - AAB in Business Administration; Program Learning Outcome: Apply team leadership skills needed in an entry level supervisor position. Course Student Learning Outcome: (MGT-1250) Develop critical leadership skills through the building of a business plan in a team setting. Goal: 75% of the students will be scored 73% or higher on the Business Plan Judge's rubrics.</p>	<p>In MGT-1250 (Team Building) students work in teams to prepare a detailed written business plan that is presented to a panel of judges at the end of each semester. Grading on this assignment is done via a rubric completed by judges/instructor. All sections of the class complete the same assignment. This is a direct, formative, internal, and comparative assessment.</p>	<p>Spring 2016 Seated Classes - 65% of the students scored 73% or above; Spring 2017 Seated and ONAW classes - 73% of the students scored 73% or above; Spring 2018 Traditional, CCP & ONAW Classes - 81% of students scored 73% or above.</p>	<p>Results have steadily improved in these classes over the last three years. In Spring 2016 it was noted that the ONAW MGT 1250 class was not completing this project. This project was added into the ONAW class in the next academic year. In the 2017-2018 academic year, the seated class collaborated with the Digital Media program instructors and students to help produce the student commercials for the business plan projects. This collaboration was well received by both the Business and Digital Media students.</p>	<p>Generally the ONAW and CCP sections of this course will perform stronger on the Team Project due in large part to attendance. High School and ONAW students are required to attend classes which makes working in a team much easier. Attendance in the traditional on campus seated section of this class can be very poor for some students which can create poor dynamics amongst the team members. One team in the MGT 1250-102 section struggled greatly putting together the financial information for their business plan. Chair and Lead faculty discussed this issue and landed on a process improvement for the 100 sections that will be implemented in Fall 2018. Two weeks prior to the scheduled business plan deadlines, each team will have their final cash flow, income statement and loan amount excel spreadsheet prepared for review. An Accounting faculty will come into class to review each team's documents with them prior to final submission to help provide guidance and ensure the team is presenting reasonable information in their Business Plan presentations.</p>	<p align="center">MGT-1250 SLO</p> <table border="1"> <caption>MGT-1250 SLO Performance Data</caption> <thead> <tr> <th>Year/Section</th> <th>Actual Performance (%)</th> <th>Goal (%)</th> </tr> </thead> <tbody> <tr> <td>Spring 2016 Seated (N=17)</td> <td>65%</td> <td>73%</td> </tr> <tr> <td>Spring 2017 Seated and ONAW (N=30)</td> <td>73%</td> <td>73%</td> </tr> <tr> <td>Spring 2018 Seated, CCP & ONAW (N=27)</td> <td>81%</td> <td>73%</td> </tr> </tbody> </table>	Year/Section	Actual Performance (%)	Goal (%)	Spring 2016 Seated (N=17)	65%	73%	Spring 2017 Seated and ONAW (N=30)	73%	73%	Spring 2018 Seated, CCP & ONAW (N=27)	81%	73%
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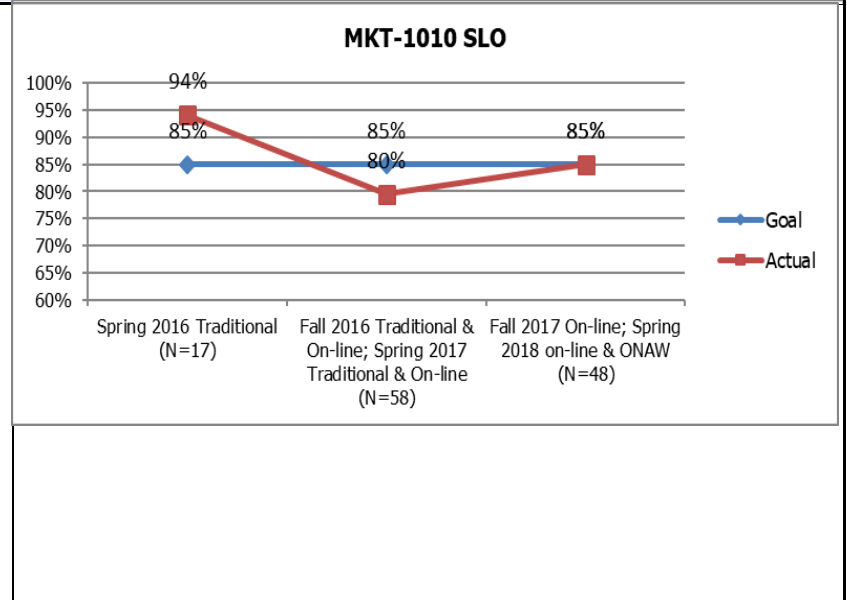
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<p>Program - AAB in Human Resource; Program Learning Outcome: Human Resource Majors will be able to develop the ability to be a problem solver utilizing critical thinking skills as they apply to their chosen profession. Course Student Learning Outcome: (MGT-2410) Assess and conduct a mock interview with your peers. Goal: 75% of the students will score 73% of above based on a grading rubric.</p>	<p>In MGT-2410 (Employee Selection and Placement) students participate in a mock interview from both the perspective of the interviewer and the interviewee. Grading on this assignment is done via a rubric. This is a direct, formative, and internal assessment.</p>	<p>Spring 2016 on-line class - 87% of students scored 73% or above; Spring 2017 on-line class - assessment was not completed; Spring 2018 on-line course - 80% of students scored 73% or above; Spring 2019 on-line course - 92% of students scored 73% or above.</p>	<p>Goal was met in all three semesters that the assessment was conducted. In Spring of 2016 the mock interviews were conducted remotely. In Spring of 2017, the students submitted a resume and completed an assignment related to a job interview, but no mock interview was completed. Chair discussed this with full time faculty during the annual assessment process and determined that this was a critical assessment related to course student learning outcome. In person/face to face interviews needed to be added back into this course for any future sections.</p>	<p>In the Spring of 2019, mock interviews were held. 20 students participated in the face to face format and 3 conducted telephone interviews due to not being able to come to campus. By chance the mock interviews were held on the same day at the campus job fair, this worked very well as we encouraged students to stop at the job fair while they were already on campus. We will plan to arrange mock interviews the same day as the job fair in the future. Additionally the incorporation of ZOOM is being considered to provide a visual component for the interviews of students that cannot come to campus.</p>	<p align="center">MGT-2410 SLO</p> <table border="1"> <caption>MGT-2410 SLO Performance Data</caption> <thead> <tr> <th>Year</th> <th>Goal (%)</th> <th>Actual (%)</th> </tr> </thead> <tbody> <tr> <td>Spring 2016 On-line (N=15)</td> <td>75%</td> <td>87%</td> </tr> <tr> <td>Spring 2017 On-line (N=0)</td> <td>75%</td> <td>0%</td> </tr> <tr> <td>Spring 2018 On-line (N=15)</td> <td>75%</td> <td>80%</td> </tr> <tr> <td>Spring 2019 On-line (N=25)</td> <td>75%</td> <td>92%</td> </tr> </tbody> </table>	Year	Goal (%)	Actual (%)	Spring 2016 On-line (N=15)	75%	87%	Spring 2017 On-line (N=0)	75%	0%	Spring 2018 On-line (N=15)	75%	80%	Spring 2019 On-line (N=25)	75%	92%
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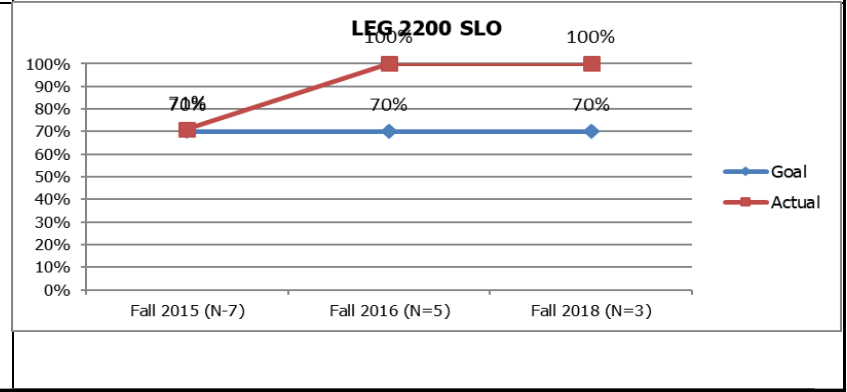
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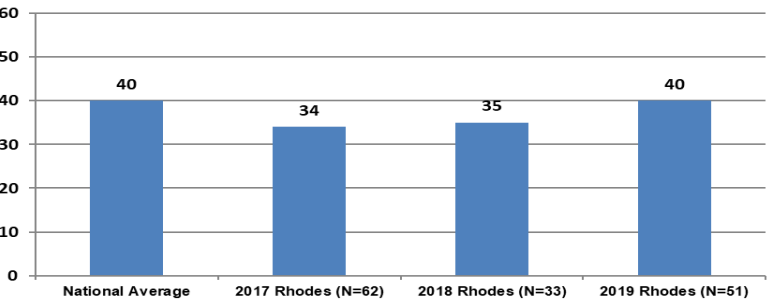
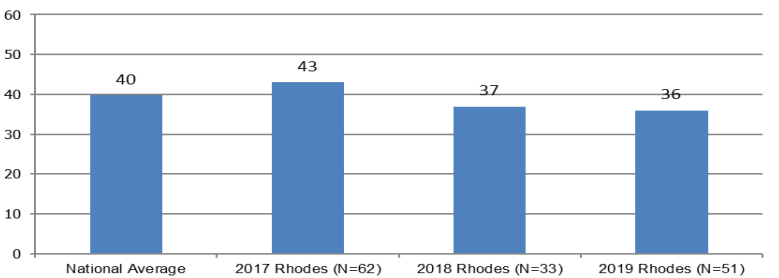
<p>Program - AAB in Marketing; Program Learning Outcome: Marketing Majors will be able to construct an integrated marketing communication mix conveying product, price, place, and promotion in the form of Sales Promotion, Sales, Advertising, and Public Relations. Course Student Learning Outcome: (MKT-1010) Design marketing mixes for target markets. Goal: 85% of the students will score 73% or above on graded rubric.</p>	<p>In MKT-1010 (Principles of Marketing) students complete a Personal Marketing Plan Presentation. Grading on this assignment is done via a rubric. All sections of the class complete the same assignment. This is a direct, formative, internal, and comparative assessment.</p>	<p>Spring 2016 Traditional course - 94% of the students scored 73% or above; Fall 2016 Traditional & On-line and Spring 2017 Traditional and On-line Courses - 80% of the students scored 73% or above; Fall 2017 On-line and Spring 2017 On-line & ONAW Courses - 85% of the students scored 73% or above</p>	<p>In the Spring of 2016 a marketing simulation task group project was being used to assess this student learning outcome. In the 2016-17 academic year Connect assignments were added to further students knowledge of concepts and practices in marketing. Additionally this assessment was changed to a Personal Marketing Plan. 8 students did not complete their MKT 1010 course which contributed significantly to the goal not being met in the 2016-17 academic year. Standard was met in the 2017-18 academic year.</p>	<p>New full-time marketing faculty will be teaching through this course for the first time in the 2018-19 academic year. Entire course, SLO's and related assessments will be evaluated for effectiveness. There is a concern overall about the quality of the textbook in this course in regards to its currency, relevancy, and high cost.</p>
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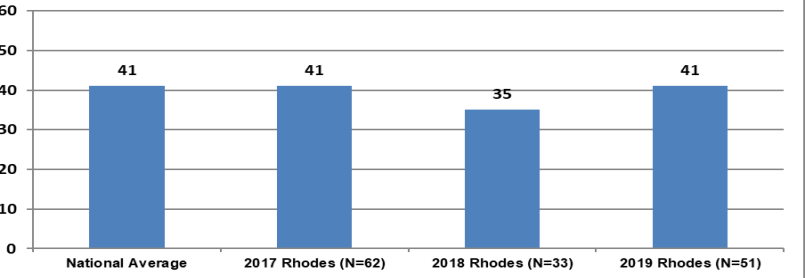
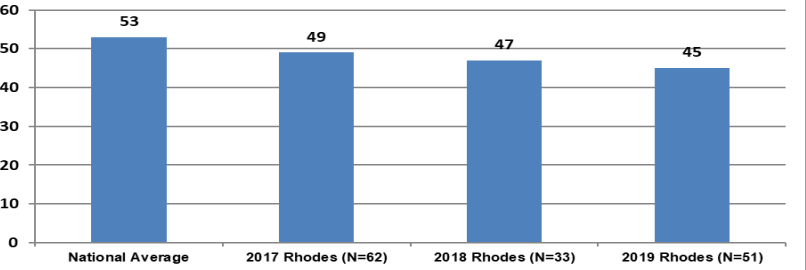
<p>Program: AAB in Paralegal/Legal Assisting; Program Learning Outcome: A paralegal graduate is qualified to perform specific substantive legal work as directed by an attorney. Course Student Learning Outcome: (LEG 2200) Students demonstrate ability to analyze a clients case, identify legal issues apply their knowledge by preparing the appropriate forms to complete a personal Chapter 7 bankruptcy case study. Goal: 70% at an acceptable level or higher</p>	<p>In LEG-2200 (Debtor/Creditor/Bankruptcy) this is measured through student performance on personal bankruptcy case study assignment. Grading on this assignment is done via a rubric. This is a direct, formative, and internal assessment.</p>	<p>Fall 2015 Class - 71% of the students met the standard; Fall 2016 Class – 100% of the students met the standard (Note small class size); Fall 2017 Class cancelled due to low enrollment; Fall 2018 – 100% of the students met the standard (Note small class size).</p>	<p>The goal has been met each year the course was offered. The case study is an effective way to see a student's knowledge and application level ability to meet the student learning outcome.</p>	<p>No changes will be make except to update case study to conform to changes in bankruptcy law. Case study is a practical way to assess a student's knowledge of subject material, ability to think critically, and apply the learning to a real life substantive legal work.</p>
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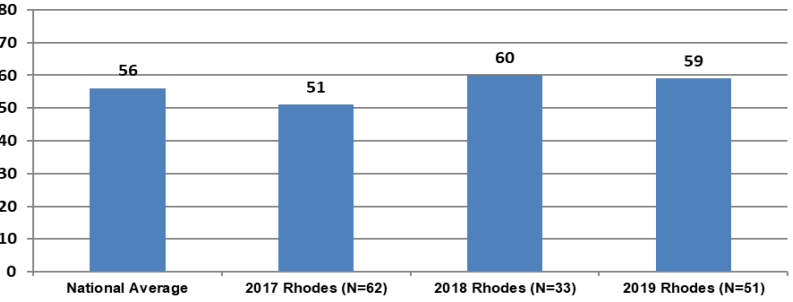
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<p>Rhodes State graduates of the Accounting, Business Administration, Business Management, Marketing, Human Resources, & Paralegal Majors will perform at or above the national average on key accounting concepts that are covered on the Educational Testing Service (ETS) Major Field Test (MFT).</p>	<p>Educational Testing Service (ETS) Major Field Test (MFT) for Associate Degree Business. (Direct, Summative, External, and Comparative)</p>	<p>Financial Accounting Concepts measured were the Balance Sheet, the Income Statement, & the Statement of Retained Earnings. In 2017 and 2018, our graduates fell below the national average on the Balance Sheet concepts, but in 2019 our graduates met the national average. In 2017, our graduates exceeded the national average on the Income Statement and the Retained Earnings concepts. Performance on this measure declined below the National average in 2018 and 2019.</p>	<p>We have mixed results on these Financial Accounting concepts, but are trending closely with the National Average. Exams in the ACC 1010 (Corporate Accounting) course were significantly changed in the Spring of 2019 to better align with course learning outcomes and provide students the opportunity to work more problems on the exams. Exams were also restructured to allow more time for students to process the material from Chapter 3 (Adjusting Accounts for Financial Statements) before they are tested on it.</p>	<p>The Chair of the Business Program is planning to teach a section of ACC 1010 (Corporate Accounting) in the Fall of 2019 to take a fresh look at the overall course and exam structure to ensure assessments are appropriate and focused on the most critical areas of Financial Accounting. The cost of administering the ETS field test is quite high and the data provided from it is limited in value. Because of the specialized nature of the Business Degrees offered at Rhodes State, many students are being tested on areas in the ETS field test that were not a significant part of their education. Consideration needs to be given to move to a different testing provider with more opportunities for customization or to develop an in house assessment of key business concepts that can be utilized across the capstone courses.</p>	<p align="center">ETS Major Field Test Results - Financial Accounting Topic: Balance Sheet</p>  <table border="1"> <caption>ETS Major Field Test Results - Financial Accounting Topic: Balance Sheet</caption> <thead> <tr> <th>Year/Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>National Average</td> <td>40</td> </tr> <tr> <td>2017 Rhodes (N=62)</td> <td>34</td> </tr> <tr> <td>2018 Rhodes (N=33)</td> <td>35</td> </tr> <tr> <td>2019 Rhodes (N=51)</td> <td>40</td> </tr> </tbody> </table> <p align="center">ETS Major Field Test Results - Financial Accounting Topic: Income Statement and Statement of Retained Earnings</p>  <table border="1"> <caption>ETS Major Field Test Results - Financial Accounting Topic: Income Statement and Statement of Retained Earnings</caption> <thead> <tr> <th>Year/Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>National Average</td> <td>40</td> </tr> <tr> <td>2017 Rhodes (N=62)</td> <td>43</td> </tr> <tr> <td>2018 Rhodes (N=33)</td> <td>37</td> </tr> <tr> <td>2019 Rhodes (N=51)</td> <td>36</td> </tr> </tbody> </table>	Year/Category	Score	National Average	40	2017 Rhodes (N=62)	34	2018 Rhodes (N=33)	35	2019 Rhodes (N=51)	40	Year/Category	Score	National Average	40	2017 Rhodes (N=62)	43	2018 Rhodes (N=33)	37	2019 Rhodes (N=51)	36
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Rhodes State graduates of the Accounting, Business Administration, Business Management, Marketing, Human Resources, & Paralegal Majors will perform at or above the national average on key management concepts that are covered on the Educational Testing Service (ETS) Major Field Test (MFT).	Educational Testing Service (ETS) Major Field Test (MFT) for Associate Degree Business. (Direct, Summative, External, and Comparative)	Management Concepts measured were Group Team Dynamics and Functions (Organizational Structure/ Planning/ Controlling). In 2017 and 2019, our graduates met the national average on the Group Team Dynamics concepts, but in 2018 our graduates fell below the national average. In 2017, 2018 and 2019, our graduates fell below the national average on Functions (Organizational Structure /Planning /Controlling).	We are trending closely with the National Average on Group/Team Dynamics. We are below the National Average and trending down on Management Functions. Please note that the Accounting and Paralegal Students that are taking the ETS field test do not take any management or team leadership classes in their degree pathway.	Weight of points in exercises in MGT 1250 (Team Building) course should be increased to encourage students to complete them and better understand foundational terminology related to Management. The cost of administering the ETS field test is quite high and the data provided from it is limited in value. Because of the specialized nature of the Business Degrees offered at Rhodes State, many students are being tested on areas in the ETS field test that were not a significant part of their education. Consideration needs to be given to move to a different testing provider with more opportunities for customization or to develop an in house assessment of key business concepts that can be utilized across the capstone courses.	<div style="text-align: center;"> ETS Major Field Test Results - Management Topic: Group/Team Dynamics </div>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>ETS Major Field Test Results - Management Topic: Group/Team Dynamics</caption> <thead> <tr> <th>Year/Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>National Average</td> <td>41</td> </tr> <tr> <td>2017 Rhodes (N=62)</td> <td>41</td> </tr> <tr> <td>2018 Rhodes (N=33)</td> <td>35</td> </tr> <tr> <td>2019 Rhodes (N=51)</td> <td>41</td> </tr> </tbody> </table> <div style="text-align: center;"> ETS Major Field Test Results - Management Topic: Management - Functions (Organizational Structure/Planning/Controlling) </div>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>ETS Major Field Test Results - Management Topic: Management - Functions (Organizational Structure/Planning/Controlling)</caption> <thead> <tr> <th>Year/Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>National Average</td> <td>53</td> </tr> <tr> <td>2017 Rhodes (N=62)</td> <td>49</td> </tr> <tr> <td>2018 Rhodes (N=33)</td> <td>47</td> </tr> <tr> <td>2019 Rhodes (N=51)</td> <td>45</td> </tr> </tbody> </table>	Year/Category	Score	National Average	41	2017 Rhodes (N=62)	41	2018 Rhodes (N=33)	35	2019 Rhodes (N=51)	41	Year/Category	Score	National Average	53	2017 Rhodes (N=62)	49	2018 Rhodes (N=33)	47	2019 Rhodes (N=51)	45
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<p>Rhodes State graduates of the Accounting, Business Administration, Business Management, Marketing, Human Resources, and Paralegal Majors will perform at or above the national average on key economic concepts that are covered on the Educational Testing Service (ETS) Major Field Test (MFT).</p>	<p>Educational Testing Service (ETS) Major Field Test (MFT) for Associate Degree Business. (Direct, Summative, External, and Comparative)</p>	<p>Economic Concepts that were measured was Fiscal Policy. Our graduates performed above the national average in in 2018 and 2019 which was a significant improvements over the 2017 performance</p>	<p>All Rhodes State Business Students take either Macroeconomics or Microeconomics. Only the Business Administration students take both Economics courses. The implementation of Pearson's My Lab platform in the Economics courses appears to be positively impacting performance.</p>	<p>In the summer of 2019 we are piloting a major change in the course project for ECN 1430 (Macroeconomics). The goal of this change is to provide more opportunities for students to apply the chapter concepts to real life scenarios. The cost of administering the ETS field test is quite high and the data provided from it is limited in value. Because of the specialized nature of the Business Degrees offered at Rhodes State, many students are being tested on areas in the ETS field test that were not a significant part of their education. Consideration needs to be given to move to a different testing provider with more opportunities for customization or to develop an in house assessment of key business concepts that can be utilized across the capstone courses.</p>	<p align="center">ETS Major Field Test Results - Macroeconomics Topic: Monetary and Fiscal Policy</p>  <table border="1"> <thead> <tr> <th>Year/Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>National Average</td> <td>56</td> </tr> <tr> <td>2017 Rhodes (N=62)</td> <td>51</td> </tr> <tr> <td>2018 Rhodes (N=33)</td> <td>60</td> </tr> <tr> <td>2019 Rhodes (N=51)</td> <td>59</td> </tr> </tbody> </table>	Year/Category	Score	National Average	56	2017 Rhodes (N=62)	51	2018 Rhodes (N=33)	60	2019 Rhodes (N=51)	59
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