

# ALVERNIA UNIVERSITY

## *Student Learning Outcomes Assessment Summary for Undergraduate Programs 2014-2015*

MAJOR:                    Accounting

DEPARTMENT:        Business

### 1. List Student Learning and/or General Education Outcomes Assessed

*The following Student Learning Outcomes and/or General Education Outcomes were assessed in AY 2014 – 2015:*

SLO 2: Demonstrate effective and professional communication and collaboration skills, including effective use of information technology in business situations.

- Related GeSLO: 2, 3

SLO 3: Demonstrate an understanding of analysis, formulation and implementation of strategy at the corporate or entrepreneurial level.

- Related GeSLO: 4, 5, 6

SLO 5: Demonstrate awareness of economic, ethical and legal contexts of global business practice.

- Related GeSLO: 1, 4, 6

### 2. Summary of Assessment Results

**SLO 2, (GeSLO 2,3):** Demonstrate effective and professional communication and collaboration skills, including effective use of information technology in business situations.

#### **BUS 305**

*Assessment tool: final exam*

*Target: 80% of students score a “C” or better on the final exam*

*Result: **Target Met***

*2012-13                   87% of students earned a “C” or better*

*2013-14                   88% of the day students scored a “C” or better*

*2014-15                   100% of the evening students scored a “C” or better*

**ANALYSIS:**

Students are meeting the benchmark assessment criteria for SLO 2. The final exam continues to be an appropriate measure of their achievement because it is a comprehensive and practical instrument. The business department evaluates in nine student learning outcomes on a rotating basis, therefore three years of data is available for each student learning outcome. This process helps to identify trends over multiple data points. Their achievement level is trending in an appropriate direction. A caution is advised however, since the traditional students had a lower success rate than the evening students.

**PROPOSED CHANGES:**

Accounting Information systems is part of the accounting curriculum because it is necessary to for accounting majors to accumulate, understand and analyze business information. It is the language of business. The department should consider a comprehensive pre-post exam to capture data from all students since the department continues to struggle to collect data from adjunct professors.

**BUS 426**

*Assessment tool: final exam*

*Target: 80% of students score a "C" or better on the team project*

*Result: **Target Met***

*2013-14            100% of the day students scored a "C" or better*

*Assessment tool: final exam*

*Target: 80% of students score a "C" or better on the final exam*

*Result: **Target Met***

*2014-15            88% of the evening students scored a "C" or better*

**ANALYSIS:**

The trending information suggests that students have performed at a lower level than previously. It is important to realize that the assessment tool was changed from the team project to the final exam. It will take some time to establish a trend with the new tool in place. The target was met in the initial year of the change.

Prior changes included the addition of an in-class case analysis to help improve research and writing skills. In addition, a review of the enrollment continues to be a concern since it is an upper level class and enrollment trends at a rate double that of the university average.

**PROPOSED CHANGES:**

Although the target was met, it is suggested that, in evaluating the course assessment document that a course cap be introduced to ensure adequate interaction in an upper level course.

### **BUS 438**

*Assessment tool: Iliad Simulation*

*Target: 70% of students score above the 50<sup>th</sup> percentile*

*Result: **Target Partially Met***

*2013-14            55% of the students scored above the 50<sup>th</sup> percentile*

*2014-15            100% of the evening students scored a “C” or better*

### **ANALYSIS:**

The analysis indicated that the goal was not met in the initial launch of the Iliad project. The goal was met by the second year of use. The Iliad Simulation is an ethical decision making simulation that is playing a larger role in combining Alvernia’s mission with our departmental goals. It may have an expanded role in department program assessment in the future.

### **PROPOSED CHANGES:**

The performance will continued to be monitored to establish an appropriate baseline for students. Ethical decision making is an important component in the accounting profession. This tool is used for all business programs. Class size may be an issue in this course as the number of students enrolled in each section is approximately double the university average. A cap on enrollment will be considered by the department faculty.

**SLO 3, (GeSLO 4, 5, 6):** Demonstrate an understanding of analysis, formulation and implementation of strategy at the corporate or entrepreneurial level.

### **BUS 206**

*Assessment tool: final exam*

*Target: 70% of students score a “C” or better on the final exam*

*Result: **Target Met***

*2012-13            88% of students earned a “C” or better*

*2013-14            81% of the day students scored a “C” or better*

*2014-15            81% of the evening students scored a “C” or better*

### **ANALYSIS:**

Since ACBSP requires finals to be a comprehensive exam, the final was redesigned to reflect written comprehensive knowledge of the Human Resource Planning Process

around which this course is designed. This was changed as the 2013-2014 assessment tool for BUS 206.

### **PROPOSED CHANGES:**

The corresponding drop in scores (although above the target) upon the change to comprehensive final exam is evident in the scores. The impact of increasing class size may be a factor in achievement scores. A cap will be considered by the business department faculty.

### **BUS 426**

*Assessment tool: final exam*

*Target: 80% of students score a "C" or better on the team project*

*Result: **Target Met***

*2013-14            100% of the day students scored a "C" or better*

*Assessment tool: final exam*

*Target: 80% of students score a "C" or better on the final exam*

*Result: **Target Met***

*2014-15            88% of the evening students scored a "C" or better*

### **ANALYSIS:**

The trending information suggests that students have performed at a lower level than previously. It is important to realize that the assessment tool was changed from the team project to the final exam. It will take some time to establish a trend with the new tool in place. The target was met in the initial year of the change.

Prior changes included the addition of an in-class case analysis to help improve research and writing skills. In addition, a review of the enrollment continues to be a concern since it is an upper level class and enrollment trends at a rate double that of the university average.

### **PROPOSED CHANGES:**

Although the target was met, it is suggested that, in evaluating the course assessment document that a course cap be introduced to ensure adequate interaction in an upper level course.

**SLO 5, GeSLO 1, 4, 6:** Demonstrate awareness of economic, ethical and legal contexts of global business practice.

### **ECON 248**

*Assessment tool: final exam*

*Target: 80% of students score a "C" or better on the final exam*

*Result: **Target Met***

*2013-14 100% of the day students scored a "C" or better*

*2014-15 100% of the evening students scored a "C" or better*

**ANALYSIS:**

In the 2013-14 academic year the economics position and courses were transferred to the business department. With the change in economics, the department is able to track and analyze the appropriate student learning objectives linked to the economics courses. Prior to the change, economics was housed in the humanities department. The current target is being met.

**PROPOSED CHANGES:**

The department is currently in the process of hiring a fulltime faculty member to fill the vacant economics position. Upon the successful completion of the hiring process, the economics professor will conduct a review of the program assessments associated with the economics courses a make appropriate recommendations. Continued monitoring of the existing assessments will occur until changes are made to the assessment program.

**ECON 249**

*Assessment tool: final exam*

*Target: 80% of students score a "C" or better on the final exam*

*Result: **Target Met***

*2013-14 88% of the day students scored a "C" or better*

*2014-15 94% of the evening students scored a "C" or better*

**ANALYSIS:**

In the 2013-14 academic year the economics position and courses were transferred to the business department. With the change in economics, the department is able to track and analyze the appropriate student learning objectives linked to the economics courses. Prior to the change, economics was housed in the humanities department. The current target is being met.

**PROPOSED CHANGES:**

The department is currently in the process of hiring a fulltime faculty member to fill the vacant economics position. Upon the successful completion of the hiring process, the economics professor will conduct a review of the program assessments associated with the economics courses a make appropriate recommendations. Continued monitoring of the existing assessments will occur until changes are made to the assessment program.

## **BUS 252**

*Assessment tool: final exam*

*Target: 70% of students score a "C" or better on the final exam*

*Result: **Target Met***

<i>2012-13</i>	<i>100% of students earned a "C" or better</i>
<i>2013-14</i>	<i>89% of the day students scored a "C" or better</i>
<i>2014-15</i>	<i>94% of the evening students scored a "C" or better</i>

### **ANALYSIS:**

The adult education sections, when data is provided by the adjunct instructors, consistently report higher percentages of meeting the target when compared to the traditional day sections. Traditional students lack the business experience which results in lower scores.

### **PROPOSED CHANGES:**

The newly hired fulltime accounting instructor plans on requiring *Connects* which will help students by providing students with additional resources including practice exams and additional homework. This additional support may help improve student comprehension.

However, data collection for adjunct professors continues to be a source of frustration. A new assessment system that is outside of the course material may be necessary to ensure appropriate data is collected and evaluated.

## **BUS 253**

*Assessment tool: final exam*

*Target: 70% of students score a "C" or better on the final exam*

*Result: **Target Met***

<i>2012-13</i>	<i>100% of students earned a "C" or better</i>
<i>2013-14</i>	<i>77% of the day students scored a "C" or better</i>
<i>2014-15</i>	<i>100% of the evening students scored a "C" or better</i>

### **ANALYSIS:**

The adult education sections, when data is provided by the adjunct instructors, consistently report higher percentages of meeting the target when compared to the traditional day sections. Traditional students lack the business experience which results in lower scores.

### **PROPOSED CHANGES:**

The newly hired fulltime accounting instructor plans on requiring *Connects* which will help students by providing students with additional resources including practice exams and additional homework. This additional support may help improve student comprehension.

However, data collection for adjunct professors continues to be a source of frustration. A new assessment system that is outside of the course material may be necessary to ensure appropriate data is collected and evaluated.

### **BUS 342**

*Assessment tool: final exam*

*Target: 80% of students score a "C" or better on the final exam*

*Result: **Target Not Met***

*2012-13            68% of students earned a "C" or better*

*2013-14            77% of the day students scored a "C" or better*

*2014-15            79% of the evening students scored a "C" or better*

#### **ANALYSIS:**

The students have not met the target. Improvement has been encouraging as students attempt this course. The material covered in the course may need to be broken into two courses to give students a greater opportunity for success.

#### **PROPOSED CHANGES:**

The business department faculty need to discuss the possibility of creating business law 1 & 2 in order to help students gain a greater command of the material.

However, data collection for adjunct professors continues to be a source of frustration. With the additional data, the target rate may be met overall but continued monitoring of the traditional students is necessary. A new assessment system that is outside of the course material may be necessary to ensure appropriate data is collected and evaluated.

### **3. Plans for data collection and assessment activity next AY 2015-2016**

#### **In 2015-2016, SLOs 6, 7 and 8 will be evaluated.**

The evaluation of SLOs 6, 7 and 8 in this next cycle. This rotation cycle provides the department an opportunity to concentrate on three student learning objectives per year. Consequently, this system provides three years of data for each course assessment included in the program assessment. The Accreditation Council of Business Schools and Programs (ACBSP) require all business majors to have a command of basic core

competencies which are dispersed throughout the business courses. The business department formalized the data collection process to provide a pathway for continuous program evaluation and assessment. The approved document is attached so that assessment committee members can see the seriousness with which the business department takes assessment. The document is attached.

The business department is considering a shift to a pre-post knowledge exam to measure internal program competencies since the department continues to have difficulty collecting data from adjunct instructors.

### **MFT Test**

In addition to the internal collection of data, the department collects information from the major fields test in business (MFT) created by Education Testing Service (ETS). This test is a measure of student knowledge in business that is nationally normed. The test is given each semester and the data is compiled in a report that is completed every other year. This information is then reviewed by the business department faculty for curricular and pedagogy adjustments as appropriate.

### **Iliad Simulation**

The department has initiated the Iliad Simulation in BUS 438. This simulation measures student decision making from an ethical and moral perspective. The material is currently part of student learning objective 5. The department will discuss the alignment of the simulation with the mission of the university. The discussion will ensure that the rich data provided by the simulation is viewed across all business programs in the same way that the MFT is utilized. It is a nationally normed simulation that can propel the business programs forward with its global look at ethical and moral decision making. The business faculty will consider the change in the 2015-15 academic year.

### **Summary**

The accounting program is going through a transformation in that the long time accounting professor has retired and a new professor has been hired. In addition to the faculty change, accounting is becoming a strong feeder to graduate education since accounting students who plan on sitting for the CPA exam are required to have 150 credits. The accounting profession is providing well paying positions for our graduates and a continued focus on the major is necessary to ensure success.

## Business Department Assessment Steps

Approved by Business Department vote on 5/28/2013.

1. **Spreadsheet** – By the Friday after fall and spring graduation. Give Drena data for each course that is taught. Drena enters the data onto a master spreadsheet. Drena collects data from every professor for every course taught in every location including online. This spreadsheet will be stored on the S Drive under Business Department/Assessment Data/year/Spreadsheet.
2. **Business Department Course Summary Sheets.** By June 1<sup>st</sup> of each year. Each full time professor utilizes the data from the spreadsheet in step 1 above and completes a Course Summary Sheet for **each** course that such full time professor has oversight responsibility each year regardless of whether the course includes any SLO being analyzed that year. The Business Department Course Summary Sheets will be saved in the S Drive under Business Department/Assessment Data/year/Summary Sheets/course number (including undergraduate and graduate courses).
3. **Program Assessment.** By June 7<sup>th</sup> of each year. Each full time professor completes a Student Learning Outcomes Assessment Summary for the current year (located on the S Drive in the Assessment folder) for the major they have oversight for, for each of the SLO's being assessed that year (ie - Dr. Berret completes the Program Assessment Summary for HR for 2012-2013 for SLOs 6, 7 and 8 based on the Business Department Course Summary Sheets saved on the S Drive in step 2 above).
4. **TK20 Program Data.** By June 15<sup>th</sup> of each year. From the login screen on Alvernia.edu, each full time professor will login to TK20 and enter the Program Assessment data from Step 3 above for the major for which they have oversight.