

# ALVERNIA UNIVERSITY

## *Student Learning Outcomes Assessment Summary 2014-2015*

**MAJOR:**                    Marketing

**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.

Demonstrate a working knowledge of basic business theory.

- Related GeSLO: 2, 3

SLO 3: Demonstrate an understanding of analysis, formulation and implementations 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 practices..

- Related GeSLO: 1, 4, 6

### **2. Summary of Assessment Results**

#### *SLO Performance for Marketing Program*

*SLO 2: GeSLO 2, 3*

## **BUS 305**

*Assessment tool: final exam*

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

*Result: **Target Met***

<i>2012-13</i>	<i>87% of students earned a “C” or better</i>
<i>2013-14</i>	<i>88% of the students scored a “C” or better</i>
<i>2014-15</i>	<i>100% of the students scored a “C” or better</i>

### **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

## **BUS 426**

*Assessment tool: final exam*

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

*Result: **Target Met***

<i>2013-14</i>	<i>100% of the students scored a “C” or better</i>
----------------	--

*Assessment tool: final exam*

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

*Result: **Target Met***

<i>2014-15</i>	<i>88% of the students scored a “C” or better</i>
----------------	---

### **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 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 students scored a "C" or better*

*2014-15 81% of the 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 434**

*Assessment Tool:* Final Project

*Target:* 80% of students earn a 73% or better

*Result:* Target met

*2013-14 93% of the students earned a 73% or better*

*2014-15 100% of students earned a 73% or better*

### **Analysis:**

All of the students in BUS 434 met the benchmark for assessment of SLO 3. The course was taught as a Service-Learning course which supported a real-world marketing project. Student performance supports the value of integrating service learning into the marketing curriculum.

### **Proposed changes:**

No changes are recommended.

**SLO 5: GeSLO 1,4,6**

ECO 248

SLO # 5 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 students scored a "C" or better*

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

*2014-15 94% of the 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 414**

<i>Assessment tool:</i>	<i>final exam</i>
<i>Target:</i>	<i>80% of students score a "C" or better on the final exam</i>
<i>Results:</i>	<i>Target met</i>
	<i>2013-14      100% of the students earned a C or better</i>
	<i>2014-15      100% of the students earned a C or better</i>

## **Analysis:**

Students exceeded the learning outcome and the performance was strong.

## **Proposed changes**

No changes are suggested for AY 2014-15.

## ***SLO Performance for Marketing Program Courses***

### **BUS 101**

<i>Assessment:</i>	<i>SLO 1 &amp; 7</i>
<i>Assessment tool:</i>	<i>Final exam</i>
<i>Target:</i>	<i>70% of students score a 73% or better on the final exam</i>
<i>Results:</i>	<b><i>Target met</i></b>
2013-14	<i>84% of the students earned a 73% or better</i>
2014-15	<i>88% of the students scored a 73% or better</i>

### **Analysis:**

Target met with 85% of students reported earned a 70% or better. Students are meeting the benchmark assessment criteria for SLO 1 and SLO 7. The final exam continues to be an appropriate measure of their achievement because it is a comprehensive and practical instrument.

### **Proposed changes**

BUS 101: Financial accounting is a part of the required core business curriculum because it is relevant to all business majors.

### **BUS 200**

<i>Assessment:</i>	<i>SLO 7</i>
<i>Assessment tool:</i>	<i>final exam</i>
<i>Target:</i>	<i>70% of students score a B or better on the final exam</i>
<i>Results:</i>	<b><i>Target met</i></b>
2014-15	<i>70% of the students scored a B or better</i>

### **Analysis:**

BUS 200 is a course specific to business majors. Discussions had begun last year on whether a complete overhaul of the program assessment process should proceed. Business department faculty are in general agreement. The Iliad project that all business students take which measures ethical decision making will remain. The MFT test to compare Alvernia's students to the nation will also remain. The change to be implemented is the development of a program specific exam that will be administered upon entrance to the program and upon completion of the program. This general

knowledge pre-post testing should be a better barometer of success since the department is having difficulty collecting data from adjunct professors.

Additionally, the results indicate that the traditional undergraduate students tend to struggle more than the adult learner. To help the traditional students that have little to know business experience, the implementation of Connect software that allows students to access online practice and tutorial content is being required in the traditional BUS 200 sections. Continued monitoring will determine if this step has helped.

### **Proposed changes**

No changes are suggested for AY 2014-15.

### **BUS 207**

<i>Assessment tool:</i>	<i>final exam</i>
<i>Target:</i>	<i>70% of students score a 73% or better on the final exam</i>
<i>Results:</i>	<b>Target met</b>
2013-14	<i>93% of students earned a 73% or better</i>
2014-15	<i>91% of the students scored a 73% or better</i>

**Analysis:** Students exceeded the learning outcome and the performance was strong.

### **Proposed changes**

No changes are suggested for AY 2014-15.

### **BUS 208**

<i>Assessment Tool:</i>	Final Exam
<i>Target:</i>	70% of students earn a “C” or better
<i>Result:</i>	<b>Target met</b>
2013-14	90% of students earned a C or better
2014-15	93% of students earned a “C” or better

### **Analysis:**

All sections of BUS 208 met the benchmark for assessment of SLO4. Adjunct professors taught the fall and spring sections. The Business Department's use of a master syllabus designed by the responsible full-time professor for each course taught in the department appears to be working effectively. This initiative created consistency and helps to ensure students receive the same content regardless of instructor, which can partially explain target achievement.

### **Proposed changes:**

The course, assessment tool, and target should remain the same. The adjunct professors should be afforded the opportunity to discuss teaching methods, styles, skills, and techniques with full-time faculty. The teaching quality of Alvernia's adjunct professors should be analyzed against the full-time faculty to determine if adjunct teaching quality constitutes an area that should be targeted for improvement.

### **BUS 250**

<i>Assessment tool:</i>	<i>Accounting project</i>
<i>Target:</i>	<i>70% of students score a 73% or better on the accounting project</i>
<i>Results:</i>	<b><i>Target met</i></b>
2013-14	<i>87% of students earned a 73% or better</i>
2014-15	<i>84% of the students scored a 73% or better</i>

### **Analysis:**

Students are meeting the benchmark assessment criteria for SLO 4 and SLO 7. The accounting project continues to be an appropriate measure of their achievement because it is a comprehensive and practical instrument.

### **Proposed changes**

BUS 250: Accounting principle is a part of the required business core curriculum and the accounting project is still considered an appropriate assessment tool.

## **BUS 309**

<i>Assessment tool:</i>	<i>final exam</i>
<i>Target:</i>	<i>80% of students score a C or better on the final exam</i>
<i>Results:</i>	<b><i>Target met</i></b>
2013-14	<i>95% of students earned a C or better</i>
2014-15	<i>90% of the students scored a C or better</i>

### **Analysis:**

Students performance varied widely between the two sections of this course. The difference can be attributed to the differences between the two adjunct instructors, each with difference expectations.

### **Proposed changes:**

**The** adjunct faculty will be given a standardized syllabus for each course taught and their in-class assessments will be monitored to assure uniformity between each section of the same course.

## **BUS 311**

<i>Assessment tool:</i>	<i>Final Exam</i>
<i>Target:</i>	<i>80% of students earn a C or better</i>
<i>Results: Target Met</i>	
2012-13	<i>100% of students earned a C or better</i>
2013-14	<i>92% of students earned a C or better</i>
2014-15	<i>95% of students earned a C or better</i>

### ***Analysis of the result:***

The target was met. Going forward the assessment tool should be reviewed to obtain information as to which questions on the exam relate to which SLO for more meaningful data. In addition, the material taught in this course is in the one area in which our students' scores on the MFT decreased.

.

### **Proposed changes**

Pre-post testing may be used for the outcomes for this course rather than the current assessment measures. Until then, the existing measure will continue to be used and our students are meeting the measure.

### **BUS 324**

*Assessment tool:* final exam  
*Target:* 80% of students score a 73% or better on the final exam  
*Results:* **Target met**  
2013-14 84% of students earned a 73% or better  
2014-15 93% of the students scored a 73% or better

### **Analysis:**

Students exceeded the learning outcome and the performance was strong.

### **Proposed changes**

No changes are suggested for AY 2014-15.

### **BUS 410**

*Assessment Tool:* Final Exam in Spring of 2015  
*Target:* 80% of students earn a "C" or better  
*Result:* **Target met**  
2013-14 81% of students earned a C or better  
2014-15 86 % of students earned a "C" or better  
*SLO # 8* Demonstrate ability to make investment decisions based upon financial information

### **Analysis:**

A large percentage of students are meeting the benchmark for assessment criteria of SLO 6 and SLO 8 in this core course.

### **Proposed changes:**

The course direction of the course changed in the fall semester of 2014. The direction of the course is now more directed toward the understanding of Financial Markets and Financial Institutions. Therefore the assessments or SLO's for the course will be discussed in the department to determine if the SLO's have to be changed due to the emphasis of the course changing. These changes in the course should give the students a better understanding of the field of finance and the knowledge to do the financial analysis in BUS 411 (Corporate Finance).

### **FIN 411**

<i>Assessment Tool:</i>	Final Exam Project
<i>Target:</i>	80% of students earn a "C" or better
<i>Result:</i>	<b>Target met</b>
2013-14	97% of students earned a C or better
2014-15	88% of students earned a "C" or better

### **Analysis:**

Students are meeting the proficiency measures established in SLO 6 and SLO 8. The measure should move towards a separate project irrespective of the identified projects regarding this measure.

### **Proposed changes:**

***Demonstrate commitment to growth and improvement:*** Our department met to discuss the assessment process for the department. The department agreed that the assessment tools utilized to determine program success must move from course based singular assignment to embedded several year assessment pieces that measure individual growth over their time at Alvernia university.

The department agreed to change the course content to include the theory from BUS 410 with the practice of BUS 411 into the BUS 411 course. BUS 410 was changed with an emphasis on financial markets, while corporate finance will concentrate on financial analysis within the corporate structure. This will require revisions of the SLO assessments for both BUS 410 and BUS 411.

## **BUS 414**

<i>Assessment tool:</i>	<i>final exam</i>
<i>Target:</i>	<i>80% of students score a C or better on the final exam</i>
<i>Results:</i>	<b><i>Target met</i></b>
2013-14	<i>100% of students earned a C or better</i>
2014-15	<i>100% of the students scored a C or better</i>

### **Analysis:**

Students are meeting the proficiency measures established targets.

### **Proposed changes:**

No changes are proposed for AY 2015-16.

## **BUS 426**

<i>Assessment Tool:</i>	Final Exam
<i>Target:</i>	80% of students earn a "C" or better
<i>Result:</i>	<b>Target met</b>
2013-14	<i>94% of students earned a C or better</i>
2014-15	<i>89% of students earned a C or better</i>

### **ANALYSIS:**

All sections of strategic management did not meet the benchmark for all SLO's in the BS degree. Students in strategic management typically will meet or exceed the measure. This is a senior level management course which is a compilation of learning up to this point. Prerequisites are always adhered to in both the day and evenings program. However, the size of the day class prohibited a more individualized approach to learning. A seminar teaching style was adopted to support a larger than usual day class.

A common student complaint is the workload that accompanies this course. Requirements include reading the text, business research and analysis, and significant writing assignments, a group project and comprehensive final exam.

Evening class success is dependent upon the adjunct teaching the class and adherence to the requirements of the day program.

### **Proposed changes**

It is recommended that caps not be eliminated. Rather than a seminar approach to teaching to accommodate a large class, it is suggested that the class be divided into two sections.

### **BUS 434**

<i>Assessment tool:</i>	<i>final marketing project</i>
<i>Target:</i>	<i>80% of students score a C or better on the final project</i>
<i>Results:</i>	<b><i>Target met</i></b>
2013-14	<i>89% of the students earned a C or better</i>
2014-15	<i>100% of the students scored a C or better</i>

### **Analysis:**

Students exceeded the learning outcome and the performance was strong.

### **Proposed changes**

No changes are suggested for AY 2014-15.

### **BUS 444**

<i>Assessment tool:</i>	<i>final marketing project</i>
<i>Target:</i>	<i>80% of students score a C or better on the final project</i>
<i>Results:</i>	<b><i>Target met</i></b>
2012-13	<i>87% of the students earned a C or better</i>
2013-14	<i>100% of the students earned a C or better</i>
2014-15	<i>100% of the students scored a C or better the exam</i>

**Analysis:** Students exceeded the learning outcome and the performance was strong.

### **Proposed changes**

No changes are suggested for AY 2014-15.

## **1. 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 will look at student learning outcomes specific to the marketing major and the business curriculum. This will provide a very focused look at individual program achievement. 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. Finally, 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.

### **OVERALL SUMMARY**

*Demonstrate commitment to growth and improvement:* Faculty of the business department continue to discuss an assessment process for students from freshman through senior years. The MFT is a standardized acceptable assessment tool approved and promoted by ACBSP. Business faculty discussion has resulted in a proposal to administer the MFT in each year as the student progresses. Cost of the exam to be administered in each of the four years remains a factor in the proposal.

## 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.