

ALVERNIA UNIVERSITY

Student Learning Outcomes Assessment Summary for Undergraduate Programs 2016-2017

MAJOR: _____ Associate _____

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 2016 – 2017:

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

- Related GeSLO: 4, 5, 6

SLO 4: Demonstrate ability to identify and analyze business problems and opportunities and formulate action plans.

- Related GeSLO: 2, and 4

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

- Related GeSLO: 1, 4, 6

2. Summary of Assessment Results

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

BUS 218/ECON 218

Assessment tool: final exam

Target: 70% of students score a “C” or better on the portfolio project

Result: Target Met

2014-15: Course did not run because of low enrollment

2015-16: Course did not run, changed to ECON 218

2016-17: 83% of the students scored a “C” or better

ANALYSIS:

This course is now included in the new business economics major and will be scheduled more frequently since it has moved from an elective that could be used to satisfy a path of knowledge requirement to a course requirement within the new economics major. The inclusion may require curricular adjustments to ensure all appropriate content areas are covered.

PROPOSED CHANGES:

The recent changes in contract and data collection approved by the department will require all course materials to be reviewed for selection in the assessment piece. This includes artifact collection and the proposed pre-posttest to be designed.

SLO 4, (GeSLO 2,4): Demonstrate ability to identify and analyze business problems and opportunities and formulate action plans.

BUS 250

Assessment tool: final exam

Target: 70% of students score a "C" or better on accounting project

Result:

2014-15: 88.5% of students earned a "C" or better on accounting project

2015-16: 91% of students earned a "C" or better on accounting project

2016-17: 92% of students earned a "C" or better on accounting project

ANALYSIS:

The data indicate that students are meeting the learning objective. FT term contract faculty and the adoption of CONNECT software appear to have positively affected student performance.

PROPOSED CHANGES:

The recent changes in contract and data collection approved by the department will require all course materials to be reviewed for selection in the assessment piece. This includes artifact collection and the proposed pre-posttest to be designed.

BUS 208

Assessment tool: Final Exam

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

Result: Target Met

2014-15: 93% of students earned a score of “C” or better on the final exam
2015-16: 86% of students earned a score of “C” or better on the final exam
2016-17: 100% of students earned a score of “C” or better on the final exam

ANALYSIS:

The data indicate that students are meeting the learning objective. The positive outcomes are positively correlated to experienced sales professionals teaching the course. This correlation should be studied and its implications should be considered for the future direction of the business department faculty.

PROPOSED CHANGES:

The recent changes in contract and data collection approved by the department will require all course materials to be reviewed for selection in the assessment piece. This includes artifact collection and the proposed pre-posttest to be designed.

BUS 280

Assessment tool: accounting project

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

Result: Target Met

2014-15: 93% of students earned a “C” or better on the final exam

2015-16: 100% of students earned a “C” or better on the final exam

2016-17: 100% of students earned a “C” or better on the final exam

ANALYSIS:

The data indicate that students are meeting the learning objective. The positive outcomes are positively correlated to tenured faculty teaching the course. This correlation should be studied and its implications should be considered for the future direction of the business department faculty.

PROPOSED CHANGES:

The recent changes in contract and data collection approved by the department will require all course materials to be reviewed for selection in the assessment piece. This includes artifact collection and the proposed pre-posttest to be designed.

BUS 293

Assessment tool: accounting project

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

Result: NA

2014-15: Course not offered/No data collected

2015-16: Course not offered/No data collected

2016-17: Course not offered/No data collected

ANALYSIS:

BUS 293 is an advance management course for the associate degree program. The course was designed specifically for the First Energy cohort.

PROPOSED CHANGES:

The recent changes in contract and data collection approved by the department will require all course materials to be reviewed for selection in the assessment piece. This includes artifact collection and the proposed pre-posttest to be designed.

SLO 5, (GESLO 1,4,6): Demonstrate awareness of economic, ethical and legal contexts of global business practice.

BUS 101

Assessment tool: Final Exam

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

Result: Target Met

2014-15: 85% of students earned a score of a “C” or better on the final exam

2015-16: 69% of students earned a score of a “C” or better on the final exam

2016-17: 74% of students earned a score of a ”C” or better on the final exam

ANALYSIS:

*From the faculty member teaching this section: “16/27 had a 70% or better on the final for 59%. The lower percentage was due to students doing poorly throughout the semester and, despite being given opportunities for tutoring, one on one sessions with me and to retake earlier exams, most of the non-accounting majors did not avail themselves of the opportunity and did not complete the practices in CONNECT which would have helped them understand the material better on their own since they didn’t want to come in for extra help.”

PROPOSED CHANGES:

The recent changes in contract and data collection approved by the department will require all course materials to be reviewed for selection in the assessment piece. This includes artifact collection and the proposed pre-posttest to be designed.

BUS 200

Assessment tool: final Exam

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

Result:

2014-15: 70% earned a “B” or better on the final exam

2015-16: 77% earned a “C” or better on the final exam

2016-17: 77% earned a “C” or better on the final exam

ANALYSIS:

The data indicate that students are meeting the learning objective.

PROPOSED CHANGES:

The recent changes in contract and data collection approved by the department will require all course materials to be reviewed for selection in the assessment piece. This includes artifact collection and the proposed pre-posttest to be designed.

3. Plans for data collection and assessment activity next AY 2017-2018**In 2017-2018, SLOs 6, 7 and 8 will be evaluated.**

The evaluation of SLOs 6, 7 and 8 are scheduled for next year's evaluation. 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. Due to a change in contract status for faculty, the current period only includes the first semester of the current academic year. 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 revised 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 planning to shift to a pre-post knowledge exam beginning in 2018 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. The report indicates that the common professional components are being covered in the program. The scores indicate that the results are similar to the beginning of the exam launch. Some categories have increases while others have slight decreases. With fulltime positions being filled in the department score increases are expected. Continued monitoring is necessary. **The MFT test was suspended in AY 2016-2017 while the department redesigns its assessment program.**

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 potential changes to BUS 438 because the course may become three 1 credit courses. The ethical score component may be removed from the evaluation for ethical purposes in favor of a more robust moral and ethical evaluative tool.

The Iliad simulation has a stronger benefit for students to recognize the tasks and timelines necessary for students. This simulation is being continued in the BUS 338 course to be launched in the Fall 2018 term.



Year	Ethical
Fa 2011	117
Sp 2012	124
Fa 2012	124
SP 2013	129
Fa 2013	126
SP 2014	125
Fa 2015	114
Ave	123

Summary

To strengthen the associates program a business lab would be helpful. This lab would allow more complex assignments including advanced decision making and strategic analysis.

Switching to a pre-posttest will provide a greater opportunity to capture information from day, evening and online courses associated with the student learning outcomes associated with the program. Data evaluated excluded Spring 2017 results. The change in faculty contracts approved by the Provost altered the ending date of faculty contracts. To address the new ending date, the data evaluated only included Fall 2016. Spring 2017 will be included next academic year so the deadlines are met prior to the contract completion.

Business Department Assessment Steps

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

Revised by Business Department vote on 4/5/2016

1. **Spreadsheet** – By the Friday after fall and spring graduation. Give dept. chair or designee data for each course that is taught. The dept. chair or designee enters the data onto a master spreadsheet. Dept. chair or designee 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 **May 1st** 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 **May 10th** 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). ***Due to the May 10th deadline, the current Spring semester will not be included in the review. The cutoff is now the Fall semester.***
4. **TK20 Program Data.** By **May 20th** 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.