



***Student Learning Outcomes
Assessment Summary for Undergraduate Programs
2016-2017***

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 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

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

BUS 208: Sales and Sales Management

ANALYSIS:

Course: BUS 208-10 (Fall 2014-Mod 1)

Assessment Tool: Final Exam (SLO 3)

Target: 70% of students earn a C or better
Result: **Target met** -90% of students earned a C or better

Course: BUS 206-01/02 (Fall 2016)
Assessment Tool: Final Exam (SLO 3)
Target: 70% of students earn a C or better
Result: **Target met**-93% of students earned a C or better

Course: BUS 206-01 (Spring 2016)
Assessment Tool: Final Exam (SLO 3)
Target: 70% of students earn a C or better
Result: **Target met**-73% of students earned a C or better

Course: BUS 206-3OL (Mod 3, Spring 2016)
Assessment Tool: Final Exam (SLO 3)
Target: 70% of students earn a C or better
Result: **No data**

PROPOSED CHANGES:

Results indicate that small classroom sizes, as recommended in previous two assessment, have an impact on better grades. Also the impact of lack of secretarial coverage has greatly contributed to lack of data from adjuncts.

BUS 434: MAREKTING MANAGEMENT

ANALYSIS:

Course: BUS 434-1 (Spring 2015)
Assessment: SLO 3
Assessment tool: final marketing project
Target: 80% of students score a C or better on the final project
Results: **Target met**—100% of the students scored a C or better the project

Course: BUS 434-1 (Spring 2016)
Assessment: SLO 3
Assessment tool: final marketing project
Target: 80% of students score a C or better on the final project

Results: ***No data available***

Course: ***BUS 434-1 (Fall 2016)***

Assessment: ***SLO 3***

Assessment tool: ***final marketing project***

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

Results: ***Target met—100% of the students scored a C or better the project***

Course: ***BUS 434-1 (Spring 2017)***

Assessment: ***SLO 3***

Assessment tool: ***final marketing project***

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

Results: ***Target met—100% of the students scored a C or better the project***

PROPOSED CHANGES:

Continued frustration with collecting data from adjunct faculty persists. In order to rectify this problem, the department has written a grant to change to a comprehensive pre-post test program designed to provide relevant data for analysis. With a new system, decision making on curricular issues will be more closely related to areas of need by the program rather than just from full-time faculty.

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

BUS 208: Sales and Sales Management

ANALYSIS:

Course: **BUS 208-10 (Fall 2014-Mod 1)**

Assessment Tool: **Final Exam**

Target: **70% of students earn a “C” or better**

Result: **Target met -90% of students earned a “C” or better**

Course: **BUS 208-010 (Spring 2015)**

Assessment Tool: **Final Exam**

Target: **70% of students earn a “C” or better**

Result: **Target met** -95% of students earned a “C” or better

Course: BUS 208-10 (Fall 2015-Mod 1)

Assessment Tool: Final Exam

Target: 70% of students earn a “C” or better

Result: **Target met** -86% of students earned a “C” or better

Course: BUS 208-10 (Fall 2016-Mod 1)

Assessment Tool: Final Exam

Target: 70% of students earn a “C” or better

Result: **Target met** -100% of students earned a “C” or better

Course: BUS 208-010 (Spring 2017)

Assessment Tool: Final Exam

Target: 70% of students earn a “C” or better

Result: **Target met** -100% of students earned a “C” or better

PROPOSED CHANGES:

Continued frustration with collecting data from adjunct faculty persists. In order to rectify this problem, the department has written a grant to change to a comprehensive pre-post test program designed to provide relevant data for analysis. With a new system, decision making on curricular issues will be more closely related to areas of need by the program rather than just from full-time faculty.

BUS 434: MAREKTING MANAGEMENT

ANALYSIS:

Course: BUS 434-1 (Spring 2015)

Assessment: SLO 4

Assessment tool: final marketing project

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

project

Results: **Target met**—100% of the students scored a C or better the
project

Course: BUS 434-1 (Spring 2016)

Assessment: SLO 4

Assessment tool: final marketing project

Target: 80% of students score a C or better on the final project

Results: **No data available**

Course: BUS 434-1 (Fall 2016)

Assessment: SLO 4

Assessment tool: final marketing project

Target: 80% of students score a C or better on the final project

Results: **Target met**—100% of the students scored a C or better the project

Course: BUS 434-1 (Spring 2017)

Assessment: SLO 4

Assessment tool: final marketing project

Target: 80% of students score a C or better on the final project

Results: **Target met**—100% of the students scored a C or better the project

PROPOSED CHANGES:

No changes proposed as this time.

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

BUS 414 INTERNATIONAL MARKETING

ANALYSIS:

Course: BUS 414-1 (Fall 2014)

Assessment: SLO 4

Assessment tool: final marketing project

Target: 80% of students score a C or better on the final project

Results: **Target met**—100% of students scored a C or better on the project

Course: BUS 414-1 (Fall 2015)

<i>Assessment:</i>	<i>SLO 4</i>
<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>	<i>Target met-100% of students scored a C or better on the project</i>
<i>Course:</i>	<i>BUS 414-1 (Fall 2016)</i>
<i>Assessment:</i>	<i>SLO 4</i>
<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>	<i>Target met-100% of students scored a C or better on the project</i>

PROPOSED CHANGES:

The ethical component of the class will be emphasized to match university direction. Frequency of this course is dependent on student enrollment and is currently scheduled once a year. This may change as more interest is generated in the international business.

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 to measure internal program competencies since the department continues to have difficulty collecting data from adjunct instructors beginning in 2018.

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 the fulltime position in finance being filled, the department shifted Dr. Ballantyne to the finance major as the designated champion. **The MFT test was suspended in 2016-17 while the department redesigns its assessment program.**

The MFT test does provide information regarding finance related to the CPC knowledge requirement. For the purposes of evaluating the finance major, I have included the component of the test related to finance. This information will be used moving forward establishing a finance major base.

When the Alvernia University business department initiated a major field test to assess the progress of improving the program in the Fall of 2005, the business major field test from Education Testing Service was selected. In addition to providing an overall scaled score, the test provides aggregate data regarding the major components taught within the business program. These components are consistent with the department's accreditation council ACBSP (Accreditation Council of Business Schools and Programs).

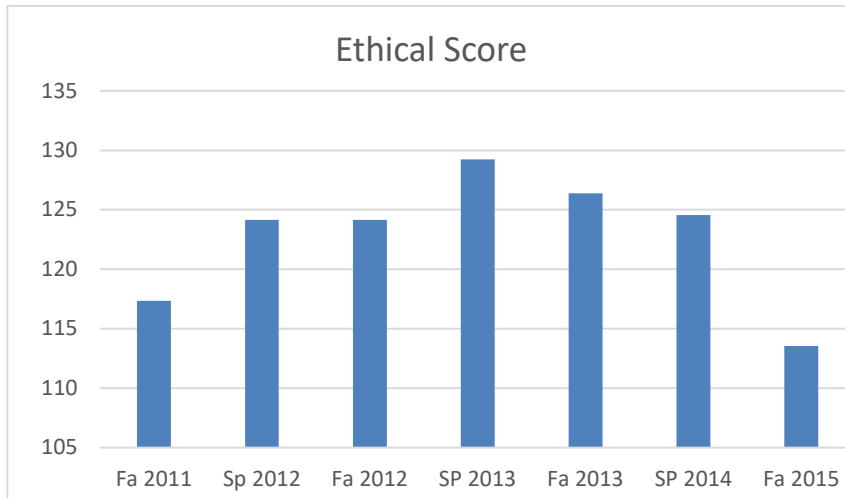
Data specific to undergraduate students regarding finance provide the following trend as indicated in the above referenced chart. The beginning two session average for finance was a raw score of 24.1. The most recent average including the Spring of 2015 for finance was a raw score of 38.6 which is an increase of 14.5. While much improvement is needed, this move indicates a positive percentile increase. The major adjustment made to improve finance comprehension for undergrad students was to add an additional finance course which generated better scores. In addition, a new fulltime professor was hired to bolster results. Additional courses in finance were developed and approved. Progress will continue to be monitored by the department.

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

The finance program has just been launched and has commanded strong interest from existing students and prospective students.

In order to strengthen the program a business lab with finance software would be helpful. This lab would allow more complex assignments including commodities and options trading platforms. In addition, bond trading software models will provide greater understanding of the bond and mortgage markets.

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.

The program will require a 1 credit internship in the future to ensure all students get a true practical experience in the field. In conjunction with the internship the department has voted to alter BUS 438, the capstone business course. The course will be changed to a 1 credit course and BUS 238 & BUS 338 will be added as 1 credit courses. This will allow students to receive the soft skills needed earlier than the senior year, thereby better preparing students for the internship and workforce entry. The department was delayed in the implementation of these changes due to funding. The department received indications that funding will be available to develop the new courses in the Fall of 2017 for a 2018-19 launch.

Finally, anecdotal evidence suggests that students will be better served by implementing additional course topics that include licensing and regulation requirements. These will be included in curricular changes.

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.