

ALVERNIA UNIVERSITY

Student Learning Outcomes Assessment Summary for Graduate Programs 2016-2017

MAJOR: _____ MBA _____

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.

ANALYSIS: MBA 520 Marketing Services

Assessment tool: Case Studies

Target: 90% of students score a B or better on the case studies

SLO#3 – Target Met: 100% of the students scored a B or better

2012 – 2013 – Not offered

2013 – 2014 – 100% of students reported earned a B or better

2014 – 2015 - 100% of students reported earned a B or better

2015 – 2016 - Not offered

2016 – 2017 – 100% of students reported earned a B or better

Analysis of the results: Students are meeting the proficiency measures established in SLO3 for the three year period. .

PROPOSED CHANGES: 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.

MBA 610 Legal Environment

Assessment Tool: SLO 3 – Term Paper

Target: 90% of students earn a “B” or better

Result: 57 students were enrolled in this course across all sections this year. In SLO 3 and SLO 4 the measure was not met in one of the two classes taught by the full time instructor (18 out of 23 students or 78%). The second section taught by the full time instructor the measure was met in SLO 3 and SLO 4 (10 out of 10 students met the measure or 100%). In the third section the measure was not met because 18 out of 24 students met the measure (75%). Overall, 80% of all students met the measure for SLO 3 and SLO 4. For SLO 6, I am unsure whether the score reported by the adjunct professor was for the ethics question or the entire exam. Regardless, the measure was met in all three sections (23 out of 23 for 100%, 10 out of 10 for 100% and 21 out of 23 for 91% across the three sections).

2012 – 2013 – 92%

2013 – 2014 – Not offered

2013 – 2014 – 80%

2015 – 2016 – 100%

2016 – 2017 – 100%

Analysis of results: Students' communication skills are not at the appropriate level in their writing of term papers and global perspective. The global perspective can be addressed through curriculum changes, but the writing is a more systemic problem and is being addressed institutionally through the addition of support resources for writing for our graduate students.

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

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

MBA 518 Corporate Communication

Assessment Tool: Communication Audit Project
Target: 90% of students earn a "B" or better

SLO #5 – Target Met: 94.6% of students reported earned a 90% or better

2012 – 2013 – 90% of students reported earned a 90% or better
2013 – 2014 – 94% of students reported earned a 90% or better
2014 – 2015 – 100% of students reported earned a 90% or better
2015 – 2016 – 100% of students reported earned a 90% or better
2016 – 2017 -- 100% of students reported earned a 90% or better

Analysis of the results: Students are meeting the proficiency measures established in SLO 5 for the three year period. 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.

MBA 575 Investment and Portfolio Management

2012 – 2013 – 94%
2013 – 2014 - Not offered
2014 – 2015 – Not offered

2015 – 2016 – 94% of students reported earned a 90% or better
2016 – 2017 – 78.2% of students reported earned a 90% or better

Analysis of results: This course is an elective and offered only when sufficient enrollment develops for the course. The target was met, however reliability is an issue since data was not received for two of the three years. This course was not offered during the 2014-15 academic year for low enrollment.

Recommendation: 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.

MBA 630 Management Finance

Assessment Tool: Comprehensive Case Analysis - Final Exam Score
Target: 80% of students earn a “B” or better)
Result: Target met—95.5 % of students earned a “B” or better

2012 – 2013 - Not offered
2013 – 2014 – 100% of students earned a “B” or better
2014 – 2015 – 91% of students earned a “B” or better
2015 – 2016 – 97% of students earned a “B” or better
2016 – 2017 – not offered

Analysis of results: A large percentage of students are meeting the benchmark for assessment criteria of SLO 5 in this MBA course for the three year period

MBA 675 Strategic Formulation and Implementation

Assessment Tool: Chapter Presentations and Strategic Plan
Target: 90% of students earn a “B” or better
Results: 100% of students earned a “B” or better

2012 – 2013 – No Data
2013 – 2014 – 100% of students earned a “B” or better
2014 - 2015 – 100% of students earned a “B” or better
2015 – 2016 – 100% of students earned a “B” or better
2016 – 2017 – Not offered

Analysis of results: Students are meeting the proficiency measures established in SLO2 and SLO5 for the three year period.

Recommendations: 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.

3. Plans for data collection and assessment activity next AY 2016-2017

In 2017-2018, SLOs 6, 7 and 8 will be evaluated.

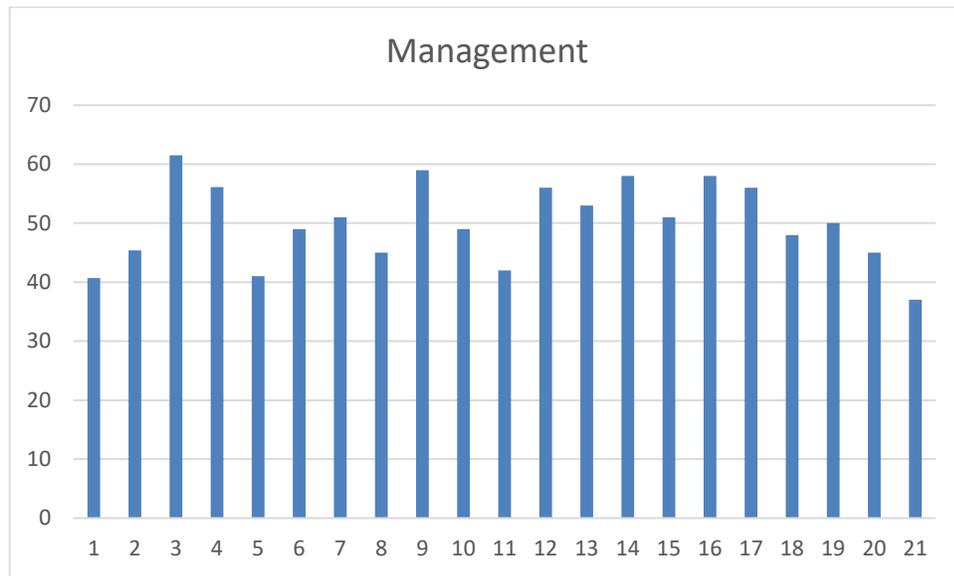
The evaluation of SLOs 6, 7 and 8 are scheduled for next year's evaluation. This rotation cycle provides the department an opportunity to concentrate on three student learning objectives per year. Consequently, this system provides three years of data for each course assessment included in the program 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.

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.

Management



Undergraduate Analysis

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 management provide the following trend as indicated in the above referenced chart. The beginning two session average for management was a raw score of 43.1. The most recent average including the Spring of 2015 for management was a raw score of 50.7 which is an increase of 7. While much improvement is needed, this move indicates a positive percentile increase. The major adjustment made to improve management comprehension for undergrad students is to require every student to engage in an internship. The department voted to approve the curriculum change and it is in the process of receiving the appropriate approvals at the administrative levels.

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 2017 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

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.

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.