

# ALVERNIA UNIVERSITY

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

MAJOR: \_\_\_\_\_ Sport Management \_\_\_\_\_

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 206: Management Principles**

#### **ANALYSIS:**

<i>Course:</i>	BUS 206-10
<i>Assessment Tool:</i>	Final Exam (SLO 1 & SLO 3)
<i>Target:</i>	70% of students earn a “C” or better

<i>Result:</i>	No data
<i>Course:</i>	BUS 206-01/02 (Fall 2016)
<i>Assessment Tool:</i>	Final Exam (SLO 1 & SLO 3)
<i>Target:</i>	70% of students earn a “C” or better
<i>Result:</i>	<b>Target met</b> -93% of students earned a “C” or better
<i>Course:</i>	BUS 206-01 (Spring 2016)
<i>Assessment Tool:</i>	Final Exam (SLO 1 & SLO 3)
<i>Target:</i>	70% of students earn a “C” or better
<i>Result:</i>	<b>Target met</b> -73% of students earned a “C” or better
<i>Course:</i>	BUS 206-3OL (Mod 3, Spring 2016)
<i>Assessment Tool:</i>	Final Exam (SLO 1 & SLO 3)
<i>Target:</i>	70% of students earn a “C” or better
<i>Result:</i>	No data

#### **PROPOSED CHANGES:**

Results indicate that small classroom sizes, as recommended in previous two assessment, have an impact on better grades.

#### **BUS 426 Strategic Management**

##### **ANALYSIS:**

<i>Course:</i>	BUS 426-01 (Fall 2016)
<i>Assessment Tool:</i>	Final Exam (SLO 1, 2, 3, 8)
<i>Target:</i>	80% of students earn a “C” or better
<i>Result:</i>	<b>Target met</b> -100% of students earned a “C” or better on the final exam.
<i>Course:</i>	BUS 426-10 (Fall 2016)
<i>Assessment Tool:</i>	Final Exam (SLO 1, 2, 3, 8)
<i>Target:</i>	80% of students earn a “C” or better
<i>Result:</i>	No data
<i>Course:</i>	BUS 426-16 (Fall 2016)
<i>Assessment Tool:</i>	Final Exam (SLO 1, 2, 3, 8)
<i>Target:</i>	80% of students earn a “C” or better
<i>Result:</i>	No data
<i>Course:</i>	BUS 426-01 (Spring 2017)

*Assessment Tool:* Final Exam (SLO 1, 2, 3, 8)  
*Target:* 80% of students earn a “C” or better  
*Result:* **Target met**-100% of students earned a “C” or better on the final exam.

*Course:* BUS 426-36 (Spring 2017)  
*Assessment Tool:* Final Exam (SLO 1, 2, 3, 8)  
*Target:* 80% of students earn a “C” or better  
*Result:* **Target met**-100% of students earned a “C” or better on the final exam.

### **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.

Linking BUS 426 with BUS 411 Corporate Finance and scheduling both courses in the proposed Business Simulation Lab will give students enhanced application of both subjects. Since linking BUS 426 with BUS 411 student grades have increased with 100% meeting the target. Since the spring class is large, usually 29-30 students, and classroom space is inadequate for group work, it is suggested two sections of BUS 426 be added to the spring schedule rather than one large class.

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

### **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.

### **SM 325: Sport Marketing, Promotions & Fundraising**

*Course:* SM 325 (Spring 2015)  
*Assessment Tool:* SBJ assignment  
*Target:* 80% of students earn a “C” or better  
*Result:* **Target met** - 91% of students earned a “C” or better on the SBJ assignment (10 out of 11)

*Course:* SM 325 (Spring 2016)  
*Assessment Tool:* SBJ assignment  
*Target:* 80% of students earn a “C” or better  
*Result:* **Target met** - 80% of students earned a “C” or better on the SBJ assignment (4 out of 5)

*Course:* SM 325 (Spring 2017)  
*Assessment Tool:* SBJ assignment  
*Target:* 80% of students earn a “C” or better  
*Result:* **Target didn’t meet** - 79% of students earned a “C” or better on the SBJ assignment (15 out of 19)

***Analysis of the results:*** Students are meeting the proficiency measures established in SLO 4 for the past years’ period. Although the result of the spring 2017 didn’t meet the target, but the result doesn’t show the significant negative outcome.

### **PROPOSED CHANGES:**

This specific assignment can provide in-depth analyses of a sport industry to students. Currently, the department consider a comprehensive pre-post exam to capture data from all students due to the difficulty of assessment data collection.

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

### **SM 210: Sport in Society**

*Course:* SM 210 (Spring 2016)  
*Assessment Tool:* Contemporary Sport Issue  
*Target:* 80% of students earn a “C” or better

*Result:* **Target met** - 83% of students earned a “C” or better on the SBJ assignment (19 out of 23)

*Course:* SM 210 (Spring 2017)

*Assessment Tool:* Contemporary Sport Issue

*Target:* 80% of students earn a “C” or better

*Result:* **Target met** - 82% of students earned a “C” or better on the SBJ assignment (18 out of 22)

**Analysis of the results:** Students are meeting the proficiency measures established in SLO 5 for the past years’ period.

### **PROPOSED CHANGES:**

The assessment tool for the 2014-15 was inconsistent with the following years. However, the contemporary sport issue writing can assess students’ understanding of global business practice including the sport industry. Currently, the department is planning to change the assessment tool to a comprehensive pre-post test due to continued frustration with data collection from adjunct faculty members.

### **ECON 248 Macroeconomics**

#### **ANALYSIS:**

*Course:* Eco 248 Macroeconomics (2016-17)

*Assessment Tool:* Final Exam Project

*Target:* 80% of students earn a “C” or better

*Result:* **Target met** – 88% of students achieved a “C” or better. (15 out of 17)

*Course:* Eco 248 Macroeconomics (2015-16)

*Assessment Tool:* Final Exam Project

*Target:* 80% of students earn a “C” or better

*Result:* **Target met** -- 88% of students earned a “C” or better

*Course:* Eco 248 Macroeconomics (2014-15)

*Assessment Tool:* Final Exam Project

*Target:* 80% of students earn a “C” or better

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

## **PROPOSED CHANGES:**

The department members have continued to discuss the assessment tools and will be changing or upgrading them in the near future that will measure individual growth of the student over his/her time at Alvernia university.

These courses remain as core requirements in the business curriculum but may experience increased enrollment since the addition of the business economics major was approved.

### **ECON 249 Microeconomics**

#### **ANALYSIS:**

*Course:* Eco 249 Microeconomics (2016-17)  
*Assessment Tool:* Final Exam Project  
*Target:* 80% of students earn a “C” or better  
*Result:* **Target met** -- 97% of students earned a “C” or better (28 out of 29)

*Course:* Eco 249 Microeconomics (2015-16)  
*Assessment Tool:* Final Exam Project  
*Target:* 80% of students earn a “C” or better  
*Result:* **Target met** -- 94% of students earned a “C” or better

*Course:* Eco 249 Microeconomics (2014-15)  
*Assessment Tool:* Final Exam Project  
*Target:* 80% of students earn a “C” or better  
*Result:* **Target met** -- 94% of students earned a “C” or better

## **PROPOSED CHANGES:**

The department members have continued to discuss the assessment tools and will be changing or upgrading them in the near future that will measure individual growth of the student over his/her time at Alvernia university.

### **BUS 342**

*Assessment tool:* Final Exam  
*Target:* 80% of students score a “C” or better on the final exam  
*Result:*

## **ANALYSIS:**

Course: BUS 342 (All sections) (Spring 2017)  
Assessment: SLO 5  
Assessment Tool: Final Exam  
Target: 80% of students earn a “C” or better  
Results: The **target was met** in the section Spring 2016 section where 92% of the students achieved a C or better. (22 out of 24)

Course: BUS 342 (All sections) (2015-16)  
Assessment: SLO 5  
Assessment Tool: Final Exam  
Target: 80% of students earn a “C” or better  
Results: The **target was met** in all 3 sections that ran in Fall 2016 which was an improvement over the previous year.

Course: BUS 342 (All sections) (2014-15)  
Assessment: SLO 5  
Assessment Tool: Final Exam  
Target: 80% of students earn a “C” or better  
Results: The **target was not met** in all 3 sections that ran in 2014-15 with an average of 79% of the students earning a “C” or better.

## **PROPOSED CHANGES:**

There are no proposed changes indicated now that the software to help learn the chapter material and to provide weekly quizzes and ability to study those quizzes has been incorporated in this course.

Pre-post testing may be used for the outcomes for this course rather than the current assessment measures. Until then, the existing measure will be reviewed by the full time professor this year to see if a more precise measure can be used across all sections.

The lack of information from adjunct professors is further complicated by the lack of a secretary. A new pre-post test will solve a large majority of the issue and is scheduled for 2018 implementation.

### **3. Plans for data collection and assessment activity next AY 2017-2018**

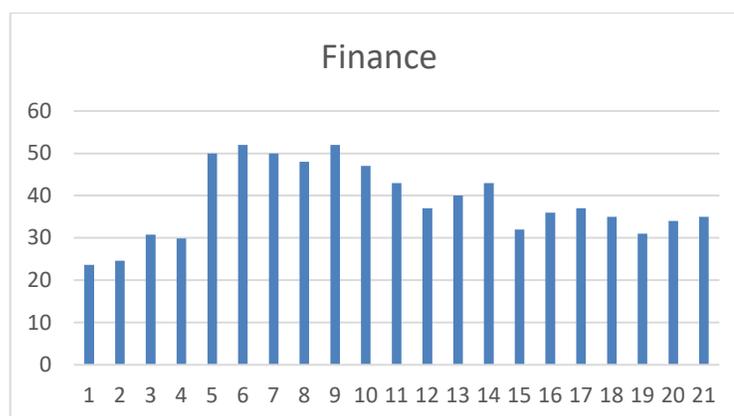
**In 2017-2018, SLOs 6, 7 and 8 will be evaluated.**

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
<b>Ave</b>	<b>123</b>

## Summary

The school will launch a football team by fall 2018 and is currently recruiting players. When football players are enrolling in courses, the sport management program may have a more number of students and also the students' diversity in the program would be expanded. The business department is considering adding a business lab which would provide various learning opportunities to this diverse group of students.

Since the full-time faculty members have difficulties to collect assessment data from adjunct members, switching to a pre-post test will provide a greater opportunity to gain comprehensive and consistent assessment information from day, evening and online courses.

The business programs will require a 1 credit internship in the future to ensure all students get a practical field experience. 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.

# Business Department Assessment Steps

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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 10<sup>th</sup> 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 20<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.