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 2013 – 2014:

   SLO 1: Demonstrate a working knowledge of basic business theory.
   - Related GeSLO: 2, 4, 5

   SLO 4: Demonstrate ability to identify and analyze business problems and opportunities and formulate action plans.
   - Related GeSLO: 2, 4, 5

2. Summary of Assessment Results

   **SLO 1: GeSLO 2, 4, 5**

   BUS 101 – Financial Accounting

   Assessment tool:  final exam
   Target:  70% of students score a “C” or better on the final exam
   Result:  Target met – 77% of students earned a “C” or better
           75% of the day students scored a “C” or better
           100% of the evening students scored a “C” or better

   Analysis

   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. Their achievement level for the 2013-14 academic year was higher than that of the 2012-13 AY.

Proposed changes

Financial Accounting is part of the core business curriculum because it is relevant to all business majors. It is the language of business, regardless of one’s area of concentration. Increased efforts should be made to demonstrate the relevance of accounting theory and concepts to all business majors.

Plans for data collection and assessment activity next AY 2014-2015

The final exam will continue to be the measurement tool for SLO 1 and SLO 7 in BUS 101. Since this specific course deals with accounting journals, ledger accounts, and financial statement preparation, a comprehensive accounting cycle project can be an assessment tool for the course.

BUS 110 – Current Economic Issues

There were no courses provided during the assessment year.

BUS 206

Course: BUS 206-01  (Tuesday/Thursday) Fall 2013
Assessment Tool: Exam Scores (SLO 1 & 3)
Target: 70% of students earn a “C” or better
Result: Target not met--69% of students earned a “C” or better

Course: BUS 206-02  (Monday/Wednesday/Friday) Fall 2013
Assessment Tool: Exam Scores (SLO 1 & 3)
Target: 70% of students earn a “C” or better
Result: Target met--83% of students earned a “C” or better

Course: BUS 206 Fall 2013 Adult Education
Assessment Tool: Exam Scores (SLO 1 & 3)
Target: 70% of students earn a “C” or better
Result: Target met--95% of students earned a “C” or better

Course: BUS 206 Spring 2014
Assessment Tool: Exam Scores (SLO 1 & 3)
Target: 70% of students earn a “C” or better
Result: Target met--77% of students earned a “C” or better

Course: BUS 206-30 Spring 2013 Adult Education
Assessment Tool: Exam Scores (SLO 1 & 3)
Target: 70% of students earn a “C” or better
Result: No data. Adjunct did not report.

Analysis

All sections but one of the Management Principles sections met the benchmark for assessment criteria of SLO 1 and 3 in the BS degree.

Traditional students typically do not have the experiential reference as nontraditional students in this course. This course is a core course for all business majors and usually consists of freshman and sophomore students. Analysis is consistent with this conclusion indicating lower assessment scores in the traditional sections. Review of the classroom learning environment may have been a contributing factor in the lower assessed grades of the undergraduate student. The 01 section was held in Francis Hall. Students frequently were displeased with the sound of the fan in the classroom and well as the classroom temperature.

Proposed changes

Although the target was primarily met, it is suggested that, in evaluating the assessment tool for SLO 1, request for a better learning environment (classroom) be submitted to the registrar’s office during pre-registration of classes. Also, a class of 30 for a freshman/sophomore management class is too large. Propose a cap of 25.

BUS 207 – Marketing Principles

Course: BUS 207-01 Fall 2013
Assessment Tool: Exam Scores (SLO 1)
Target: 70% of students earn a “C” or better
Result: Target met--100% (24 of 24) of the students earned a “C” or better
Target Met

The findings from the assessment indicate that the curriculum as currently configured is effective in providing the desired student learning outcomes. Given that 93% of all students who took this course met or exceeded the SLO, the results indicated that only updates are needed to the course for the upcoming academic year. Furthermore, the assessment tool appears to be appropriate for determining student performance given that the final examination is a comprehensive review of the materials presented throughout the semester.

Proposed changes

The performance of the students to the measured outcome must be more uniform between sections of the class taught by full-time faculty as compared to adjunct faculty. The level of assessment and instruction must be more consistent so that the results are more consistent across each section of the course regarding of the instructor.

BUS 208 – Sales and Sales Management

Course: BUS 208-10 (Fall 2013)
Assessment Tool: Final Exam
**Target:** 70% of students earn a “C” or better  
**Result:** Target met—79% of students earned a “C” or better  

**Course:** BUS 208-01 (Spring 2014)  
**Assessment Tool:** Final Exam  
**Target:** 70% of students earn a “C” or better  
**Result:** Target met—100% of students earned a “C” or better

**Analysis:** All sections of BUS 208 met the benchmark for assessment. An adjunct professor taught the fall section and a full-time professor taught the spring section. The Business Department now uses a master syllabus designed by the responsible full-time professor for each course taught in the department. This initiative has created consistency and helps to ensure students receive the same content regardless of instructor, which can partially explain target achievement. The difference between 79% and 100% can partially be explained by the experience and teaching effectiveness between adjunct and full-time faculty. Teaching excellence remains a hallmark at Alvernia University and the teaching skills of adjuncts teaching this course should be investigated.

**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 218 – Personal Economics**

**Course:** BUS 208-01 (Spring 2014)  
**Assessment Tool:** Exams  
**Target:** 70% of students earn a “C” or better  
**Result:** Data not available

**Proposed changes**

The future of using this course as an assessment indicator may change as the strategy to collect program moves from course related material to program related pieces.

**Plans for data collection and assessment activity next AY 2014-2015**
Collection of assessment data was not submitted by the adjunct faculty that were teaching
the course. The enrollment was low so the consequences of the missing assessment data
for one semester will not adversely affect the evaluation of the student learning objective
since there is assessment information from other semesters.

ECON 248 – Macroeconomics

Course: Eco 248 Macroeconomics
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

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

Demonstrate commitment to growth and improvement: As of the fall of 2014 the
Macroeconomics course will be under the umbrella of the Business department. The
department will meet 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 his/her time at Alvernia university.

ECON 249 – Microeconomics

Course: Eco 249 Microeconomics
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

Analysis of the results: Students are meeting the proficiency measures established in SLO
5. The measure should move towards a separate project irrespective of the identified
projects regarding this measure.

Demonstrate commitment to growth and improvement: As of the fall of 2014 the
Microeconomics course will be under the umbrella of the Business department. The
department will meet 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 his/her time at Alvernia university.
BUS 250 – Accounting Principles

Assessment tool: Accounting Project
Target: 70% of students score a “C” or better on the accounting project
Result: Target met -- 89% of students scored a “C” or better
96% of day students scored a “C” or better
77% of evening students scored a “C” or better

Both groups of students, traditional and evening students, are meeting the benchmark criteria of SLOs. However, day students showed better performance on this accounting project.

Proposed changes

Some sections of the course were cancelled because of the limited number of accounting students. Thus, it is not relevant to simply compare performances of the traditional and evening students. The accounting project is still considered an appropriate assessment tool.

Plans for data collection and assessment activity next AY 2014-2015

The comprehensive accounting project with areas of emphasis will continue to be the preferred assessment tool for SLO 4 (Associate) and SLO 7 (Core).

BUS 280 – Human Resource Management

Course: BUS 280-01 Fall 2013
Assessment Tool: Final Exam (SLO 4)
Target: 70% of students earn a “C” or better
Result: Target met--100% of students earned a “C” or better

Course: BUS 280-10 Fall 2012 Adult Education
Assessment Tool: Final Exam (SLO 4)
Target: 70% of students earn a “C” or better
Result: Target met – 100% of students earned a “C” or better

Course: BUS 280-01 Spring 2013
Assessment Tool: Final Exam (SLO 4)
Target: 70% of students earned a “C” or better
Result: Not offered.
Course: BUS 280-30 Spring 2013 Adult Education
Assessment Tool: Final Exam (SLO 4)
Target: 70% of students earn a “C” or better
Result: Target met—100% of students earned a “C” 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 SLO 4. While it is expected the adult learners would exceed the indicator as a result of workplace experience, the day class was small (7 students) and committed to their studies and did exceptionally well on the final.

Proposed changes

Written comprehensive exams clearly reflect the totality of learning and application to HR issues/problems and is an accurate assessment tool for SLO 4. Additional preparation for such an exam is recommended as well as clearer student understanding of the seriousness of a written approach to communication of HR issues/problems and resulting outcomes as this process is often required in an organization due to the precedence of such findings. No changes are recommended.

SLO 4: GeSLO 2, 4, 5

BUS 208 – Sales and Sales Management

Course: BUS 208-10 (Fall 2013)
Assessment Tool: Final Exam
Target: 70% of students earn a “C” or better
Result: Target met--79% of students earned a “C” or better

Course: BUS 208-01 (Spring 2014)
Assessment Tool: Final Exam
Target: 70% of students earn a “C” or better
Result: Target met--100% of students earned a “C” or better

Analysis: All sections of BUS 208 met the benchmark for assessment. An adjunct professor taught the fall section and a full-time professor taught the spring section. The
Business Department now uses a master syllabus designed by the responsible full-time professor for each course taught in the department. This initiative has created consistency and helps to ensure students receive the same content regardless of instructor, which can partially explain target achievement. The difference between 79% and 100% can partially be explained by the experience and teaching effectiveness between adjunct and full-time faculty. Teaching excellence remains a hallmark at Alvernia University and the teaching skills of adjuncts teaching this course should be investigated.

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 280 – Human Resource Management

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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 SLO 4. While it is expected the adult learners would exceed the indicator as a result of workplace experience, the day class was small (7 students) and committed to their studies and did exceptionally well on the final.

Proposed changes

Written comprehensive exams clearly reflect the totality of learning and application to HR issues/problems and is an accurate assessment tool for SLO 4. Additional preparation for such an exam is recommended as well as clearer student understanding of the seriousness of a written approach to communication of HR issues/problems and resulting outcomes as this process is often required in an organization due to the precedence of such findings. No changes are recommended.

BUS 250 – Accounting Principles

Assessment tool: Accounting Project
Target: 70% of students score a “C” or better on the accounting project
Result: Target met -- 89% of students scored a “C” or better
  96% of day students scored a “C” or better
  77% of evening students scored a “C” or better

Both groups of students, traditional and evening students, are meeting the benchmark criteria of SLOs. However, day students showed better performance on this accounting project.

Proposed changes

Some sections of the course were cancelled because of the limited number of accounting students. Thus, it is not relevant to simply compare performances of the traditional and evening students. The accounting project is still considered an appropriate assessment tool.

Plans for data collection and assessment activity next AY 2014-2015

The comprehensive accounting project with areas of emphasis will continue to be the preferred assessment tool for SLO 4 (Associate) and SLO 7 (Core).
BUS 293 – Change Management

There were no sections provided during the assessment year.

**OVERALL SUMMARY**

The evaluation of SLOs 1, 2, and 3 were suggested for the 2013-14 AY; however, the assessment was changed to SLOs 1 and 4 to have consistency with the SLOs of other business programs. The lack of data was also the reason for the change. BUS 293 was the only course for the evaluation of SLO 2, but the course was not offered during the assessment year. BUS 218 was the only course for the evaluation of SLO 3, but the only one section was offered during the Spring 14. No data were available for this specific section because the adjunct professor did not provide the evaluation data.

In order to assess students’ working knowledge of basic business theory (SLO 1), there were 10 courses were proposed for the evaluation of SLO 1. All courses met the target criteria except BUS 218 which did not have data for analysis. The performance in day and evening classes were different in the assessed courses, but the day classes showed better outcomes in most courses. The teaching effectiveness of adjunct professors might be the cause of the relatively low students’ performance in evening courses.

There were four courses proposed to evaluate SLO 4 and all courses except BUS 293 met the benchmark criteria of SLO 4. No sections of BUS 293 were offered during the assessment year. One evening class of BUS 250 showed the lowest students’ outcome, which was 77%, in the evaluation of SLO 4. Otherwise, the outcomes of this specific SLO were satisfactory and no changes were recommended in each course.


In order to measure the expected students’ learning outcomes, the evaluation of SLOs 2, 3, and 5 will be conducted for the following academic year. The proposed assessments will ensure students’ effective and professional business communication and collaboration skills, students’ basic investment and financial decision making skills, and students’ ability to identify and analyze business problems and opportunities.

Some associate degree courses have multiple assessment tools in the evaluation of SLOs but one comprehensive tool is recommended for the adequate evaluation. The following courses have multiple assessment tools in the associate degree; BUS 101, ECON 248, and BUS 280.
The number of associate degree graduates in each AY is declining such as 6(2008), 3(2009), 1(2010), 0(2010), 0(2011), and 1(2013). It indicates the drop of students’ interest in the associate degree. Some associate degree courses were also cancelled because of the lack of attendance. It caused the difficulties of data collection. The issue is getting persistent; thus, the business department requires discussing modification of course offerings and assessment tools.
BUS 208 – Sales and Sales Management

Course: BUS 208-01 Spring 2013
Assessment Tool: Final Exam
Target: 70% earn “C” or better on the final exam.
Result: Target met. 90% of the students achieved greater than a 70% on the final exam (27 out 30).

Course: BUS 208-10 Fall 2012
Assessment Tool: Final Exam
Target: 70% earn “C” or better on the final exam.
Result: Target met. 77% of the students achieved greater than a 70% on the final exam (10 of 13).

Course: BUS 208-1FE Fall 2012:
Assessment Tool: Final Exam
Target: 70% earn “C” or better on the final exam.
Result: Target met. 100% of the students achieved greater than a 70% on the final exam (12 of 12).

Analysis: All sections of BUS 208 met the benchmark for assessment of SLO 4. The different sections of this course are taught by two adjunct professors and one full-time professor, the sections use different formats for content delivery, the student profile (traditional versus non-traditional) is different for each section, and the professors develop and use their own final examination. The aforementioned differences might account for the fluctuation of the percentage of students meeting the target between each of the BUS 208 courses.

BUS 250 – Accounting Principles

Course: BUS 250-01 Spring 13
Assessment Tool: Case studies
Target: 70% earn “C” or better on the final exam.
Result: Target met. 92% of the students achieved greater than a 70% on the final exam (22 of 24).
**Analysis:** Students are meeting the measures of the ability to identify and analyze business problems and opportunities and formulate action plans established in SLO 4. The period evaluated included all sections of the course offered. When combining all sections a total of 43 out of 45 students achieved a 70% or higher on the final exam. This indicates that 95.56% earned a “C” or better on the case studies. The target was 70%. Therefore, the target was met. The course is limited to students who are accounting majors and very interested in the topic; thus, the majority of students succeeded in this measure. No changes recommended at this time.

**BUS 280 – Human Resource Management**

**Course:** BUS 280-01 Spring 13  
**Assessment Tool:** Final Exam  
**Target:** 70% earn “C” or better on the final exam.  
**Result:** Target not met. 28% of the students achieved greater than a 70% on the final exam (5 of 18).

**Course:** BUS 280-30 Spring 2013 Adult Education  
**Assessment Tool:** Final Exam (SLO 4)  
**Target:** 70% of students earn a “C” or better  
**Result:** No data

**Course:** BUS 280-01 Fall 2012  
**Assessment Tool:** Final Exam  
**Target:** 70% earn “C” or better on the final exam.  
**Result:** Target met. 75% of the students achieved greater than a 70% on the final exam (6 of 8).

**Course:** BUS 280-10 Fall 2012 Adult Education  
**Assessment Tool:** Final Exam  
**Target:** 70% earn “C” or better on the final exam.  
**Result:** Target met. 100% of the students achieved greater than a 70% on the final exam (7 of 7).
Analysis: It was determined the 2011-2012 assessment tool for SLO 4 was not an accurate depiction of this student learning outcome. In agreement with business department members, the assessment tool was changed to the final exam. 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.

While the target was met in the adult education classes where data was reported, the target was barely/not met in the traditional undergraduate classes. Adult students have the experiential knowledge and, due to workplace practice, may be better prepared to succeed on a written final exam depending on workplace responsibilities. Undergraduate students appeared not to be as prepared for a true comprehensive written final exam. While the fall 2012 section met the target, the class size was small (8 students). Given the size of the class the intensity of participation may have been more pronounced and, as a result, final exam scores were better. The spring 2013 section was larger (18 students) and, even though a morning section, had students who were members of sports teams. Due to the rainy spring weather and rescheduling of games, these students did not attend class. Resulting absences may have had an impact on preparation for a comprehensive written final. Going forward, this class will be offered only as a fall class and may not experience the same kind of attendance issues. Should this occur, however, perhaps an intense study preparation group be offered at a time when students who play in sports can attend. In addition, preparation for a written comprehensive final can begin earlier in the semester. While chapter exams included essay questions, in preparation for the final, a review of the chapter exam questions may indicate the questions have a broader application.

BUS 293 – Change Management

There were no courses provided during the assessment year.

1. Proposed changes

SLO 2: GeSLO 2, 3

BUS 293 – Change Management

There were no courses provided during the assessment year.
SLO 4: GeSLO 4, 5, 6

BUS 208 – Sales and Sales Management

The adjunct professors should be encouraged to review the final exam used by the full-time professor to help ensure that the core of the final exam consists of similar questions and that the test format is consistent throughout sections.

BUS 250 – Accounting Principles

The SLO 4 assessment tools for this specific course are case studies and homework. The department needs to discuss the necessity of the multiple measurements on this student learning outcome because the results of each assessment tool could be inconsistent. The number of assignment, the level of intensity, and the weight of each assessment in the class could influence the outcome result.

BUS 280 – Human Resource Management

While the analysis indicates the target was not met in the traditional undergraduate program, there is no plan at this time to change the assessment tool. Written comprehensive exams clearly reflect the totality of learning and application to HR issues/problems and is an accurate assessment tool for SLO 4. Additional preparation for such an exam is recommended as well as clearer student understanding of the seriousness of a written approach to communication of HR issues/problems and resulting outcomes as this process is often required in an organization due to the precedence of such findings.

BUS 293 – Change Management

There were no courses provided during the assessment year.

Overall Summary

Although there were no courses provided to assess SLO 2, evaluation on SLO 4 for the associate program indicated that the students are meeting the outcomes. The department needs to discuss some areas such as (1) whether it was appropriate to assess SLO 2 and (2) whether the multiple assessment tools was applicable or not. However, the overall improvement in student learning is commendable.

2. Plans for data collection and assessment activity next AY 2013-2014
In 2013-2014, SLOs 1, 2 and 3 will be evaluated.

The evaluation of SLO 1 in the next assessment cycle will specifically indicate student learning outcomes of their working knowledge of basic business theory.

The evaluation of SLO 2 in the next assessment cycle will review students’ effective and professional communication and collaboration skills, including effective use of information technology in business situation.

The evaluation of SLO 3 in the next assessment cycle will find students’ basic investment and financing decisions for a business using financial management concepts and methods.

In addition, a SLO 6 will be developed as the assessment of the capstone BUS 293 Change Management course.

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.
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 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 June 7th 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 15th 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.