1. **List Student Learning and/or General Education Outcomes Assessed**

The following Student Learning Outcomes and/or General Education Outcomes were assessed in AY 2012 – 2013:

**SLO 2:** Demonstrate effective and professional communication and collaboration skills, including effective use of information technology in business situations.
- Related GeSLO: 2, 3

**SLO 4:** Demonstrate ability to identify and analyze business problems and opportunities and formulate action plans.
- Related GeSLO: 4, 5, 6

2. **Summary of Assessment Results**

**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
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).

Course: BUS 250-10 Fall 2012:
Assessment Tool: Case studies
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 (21 of 21).

**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.

3. 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.


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.