MAJOR: ______________ 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 2013 – 2014:

   SLO 1: Demonstrate a working knowledge of basic business theory.
   • 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 9: Demonstrate an understanding of core concepts relevant to Management.
   • Related GeSLO: 3, 4, and 6

2. Summary of Assessment Results

   SLO 1: GeSLO 5

   BUS 101

   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.

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

Course: BUS 207-01 Fall 2013:
Assessment Tool: Examinations
Target: 70% earn “C” or better.
Result: Target met. 100% of the students achieved greater than a 70% on the final exam (24 of 24).

Course: BUS 207-02 Fall 2013:
Assessment Tool: Examinations
Target: 70% earn “C” or better.
Result: Target met. 95% of the students achieved greater than a 70% on the final exam (15 of 18).

Course: BUS 207-20 Fall 2013:
Assessment Tool: Examinations
Target: 70% earn “C” or better.
Result: Target met. 79% of the students achieved greater than a 70% on the final exam (11 of 14).
The examinations were utilized to assess the ability of student understanding of basic business theory and to measure growth during the class.

**ANALYSIS:**
The goal was to have 70% of students are to earn a “C” (a grade of 73%) or better as an average grade on the examinations. The analysis of the data has indicated that a minimum of 93% of students in sections met or exceeded the assessment grade.

**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 426**

- **Course:** BUS 426 Fall 2013
  - **Assessment Tool:** Case Analysis (SLO 1)
  - **Target:** 80% of students earn a “C” or better
  - **Result:** Target met--88% of students earned a “C” or better

- **Course:** BUS 426 Fall 2013 Adult Education
  - **Assessment Tool:** Case Analysis (SLO 1)
  - **Target:** 80% of students earn a “C” or better
  - **Result:** No data for SLO 1.

- **Course:** BUS 426 Spring 2014
  - **Assessment Tool:** Case Analysis (SLO 1)
  - **Target:** 80% of students earn a “C” or better
  - **Result:** Target not met--77% of students earned a “C” or better

**ANALYSIS:**
All sections of strategic management met the benchmark for assessment criteria of SLO’s 1, 2, 3, 8 in the BS degree. Students in strategic management typically will meet or
This is a senior level management course which is a compilation of learning up to this point. Prerequisites are always adhered to in both the day and evenings program. Analysis of this course suggests improved advising in the evening program to adhere to the prerequisites produced significant improved results.

A common student complaint is the workload that accompanies this course. Requirements include reading the text, business research and analysis, and significant writing assignments, as well as a group project. While some flexibility was introduced for the 2012-2013 and followed through in the 2013-2014 academic year allowing instructors to eliminate one of the case studies if time constraints exist, the amount of time students spend writing executive summaries, etc. is still considerable. The evening adjunct did not report case analysis scores or semester team project scores.

Spring 2014 scores dropped from those of spring 2013 (87% to 77%). Suggest improved teaching space when teaching a large strategic class.

**PROPOSED CHANGES:**
The 2012-2013 recommendation to introduce at least one written case analysis be assigned during class time was implemented. This reduces the amount of assignments outside of class time, but still requires students to analyze, formulate and recommend decisions appropriate within the scope of strategic management. Clear, concise writing is assessed as well as the ability to apply concepts in a timely manner. This exercise reduces access to online materials which restricts the student’s ability to copy the work of others. Students expressed a very positive reaction to this exercise in the 2013-2014 classes. Request to secure a classroom suitable for discussion and group work will be requested.

**SLO 4: GeSLO 2, 3, 5 and 7**

**BUS 280**

<table>
<thead>
<tr>
<th>Course:</th>
<th>BUS 280-01 Fall 2013</th>
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<tbody>
<tr>
<td>Assessment Tool:</td>
<td>Final Exam (SLO 4)</td>
</tr>
<tr>
<td>Target:</td>
<td>70% of students earn a “C” or better</td>
</tr>
<tr>
<td>Result:</td>
<td>Target met -- 100% of students earned a “C” or better</td>
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<thead>
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<tbody>
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<tr>
<td>Target:</td>
<td>70% of students earn a “C” or better</td>
</tr>
<tr>
<td>Result:</td>
<td>Target met – 100% of students earned a “C” or better</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Course:</th>
<th>BUS 280-01 Spring 2013</th>
</tr>
</thead>
</table>
**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” or 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.

**BUS 320**

**Course:** BUS 320-01 Spring 2014

**Assessment Tool:** Final Exam (SLO 4)

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

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

**Course:** BUS 320-40 Spring 2013 Adult Education

**Assessment Tool:** Final Exam (SLO 4)

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

**Result:** Target not met – 50% of students earned a “C” or better
ANALYSIS:
The 2012-2013 assessment indicated the target in the undergraduate day class was not met. Changes were made in preparation for a comprehensive final and emphasis was placed on big picture application of material. The semester project which is now an online simulation project uses concepts learned during the class and was directly applicable to the comprehensive final exam. This may have led to a much more successful target for the traditional day students. Adult education students clearly did not meet the target. Given the fact that the instructor for this class was a full-time professor and used the exact same final given to the day students is of concern. The adult education students were on opposite ends of the grade spectrum; half the class did extremely well, the other half failed the exam often leaving spaces blank. The review for the exam was identical for day and evening students.

PROPOSED CHANGES:
No proposed changes of the assessment material at this time. In the overall assessment of the program it will be noted that undergraduate, full-time day professors should occasionally teach an evening class.

BUS 332

Assessment tool: Final exam
Target: 80% of students score a “C” or better on the final exam
Result: Target met—89% of students earned a “C” or better
77% of day students earned a “C” or better
100% of evening students earned a “C” or better

ANALYSIS:
Students are meeting the benchmark criteria of SLOs and the achievement level for the 2013-14 academic year was higher than that of the 2012-13 AY. However, the result indicates that the day students did not meet the criteria. Since the only one day section was incorporated in this analysis, it is recommended to interpret the result with caution.

PROPOSED CHANGES:
Since there is improved students’ performance, the final examination is proposed again for the following AY. We need a complete set of data for assessment analysis for the next year.
**SLO 9: GeSLO 4, 5 and 6**

**BUS 311**

*Assessment Tool:* Final Exam (used for both SLO 2 and SLO 9)

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

*Result:* Target met – 83% of the students earned a “C” or better overall for the three sections in which data was provided.

**ANALYSIS:**
Data was not provided by the adjunct professors. In individual courses, the target was met in two of the three sections, but not in one of the traditional day sections. The target was met by 100% of the students in the one Adult Education section for which data was provided.

**PROPOSED CHANGES:**
While the target was met in AY 2013-14, the content of this course was one in which MFT results decreased in 2012-2013. Therefore, the professor changed the text in order to attempt meet the provide content in the materials that would better meet the needs of the students. The text was still not optimum due to the fact that it becoming outdated. The professor has identified a new text for the 2014-2014 academic year.

**BUS 305**

*Assessment tool:* final exam

*Target:* 80% of students score a “C” or better on the final exam

*Results:* Target met—76% of the day section students scored a “C” on the exam

100% of the evening section students scored a “C” on the exam.

**ANALYSIS:**
Both day and evening students are meeting the benchmark criteria for SLO. The evening section had fewer students, which may account for the difference in results

**PROPOSED CHANGES:**
No proposed changes at this time.
BUS 450

Course: BUS 450
Assessment tool: Term Project - regarding current or historical leaders. This project includes research skills, presentation skills and writing skills. Students are required to link current leadership theory learned in the course to the individual they are studying. This project provides an excellent tool to determine overall student outcomes and success.

Target: 80% of students score a “C” or better on the final exam
Results: Target met

ANALYSIS:
In the traditional students day section, 13 of 15 achieved a C or better (87%) and the target was met. In the two Adult Education sections, 100 percent in each class earned a C or better and the target was met. One section, offered in the Schuylkill Center did not report data. Again, the Adult Education sections, when data is provided by the adjunct instructors, consistently report higher percentages of meeting the target when compared to the traditional day sections.

PROPOSED CHANGES:
There are currently no planned changes for this course. If a new leadership minor is developed, the assessment component of this course may be altered since additional non-business students may enter the course.

However, data collection for adjunct professors continues to be a source of frustration. A new assessment system that is outside of the course material may be necessary to ensure appropriate data is collected and evaluated.


In 2014-2015, SLOs 2, 3 and 5 will be evaluated.
The evaluation of SLOs 2, 3 and 5 in this next cycle will look at student learning outcomes specific to the marketing major and the business curriculum. This will provide a focused look at individual program achievement. 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. 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.

In May, 2012 adjunct faculty received a letter with their employment contract stating the need to collect grades, etc. as assessment data necessary for full-time faculty analysis. This comprehensive letter also instructs the adjunct faculty member of the requirements to embed material such as CPC’s, etc. in the course syllabi. Included in the information sent to the adjunct is an assigned full-time faculty member, and their contact information, who is to instruct them with data collection for the determined assessment tool and assistance with creating the course syllabus. This continued in the year 2013-2014. Drena Romberger, the department secretary, was persistent in getting data from adjuncts. The data collection however, was still incomplete and will require continued vigilance.

Plans to present/discuss more thoroughly the requirements for full-time faculty to receive required assessment materials will be presented to adjunct faculty at the adjunct faculty orientation in August and January of each year. This plan was implemented during the 2012-2013 year. Announcements to adjunct faculty had some impact. It is suggested that the delivery method change to a hand out.
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.