MAJOR: Marketing

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: 5

SLO 4: Demonstrate ability to identify and analyze business problems and opportunities and formulate action plans.
- Related GeSLO: 2, 3, 5 and 7

SLO 9: Demonstrate an understanding of core concepts relevant to Marketing (or other relevant business discipline).
- Related GeSLO: 4, 5 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.

**Target met**

**Proposed changes**

No changes are suggested for AY 2014-15.

**BUS 206**

<table>
<thead>
<tr>
<th>Course</th>
<th>Assessment Tool</th>
<th>Target</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course:</strong> BUS 206-01 (Tuesday/Thursday) Fall 2013</td>
<td>Exam Scores (SLO 1 &amp; 3)</td>
<td>70% of students earn a “C” or better</td>
<td>Target not met--69% of students earned a “C” or better</td>
</tr>
<tr>
<td><strong>Course:</strong> BUS 206-02 (Monday/Wednesday/Friday) Fall 2013</td>
<td>Exam Scores (SLO 1 &amp; 3)</td>
<td>70% of students earn a “C” or better</td>
<td>Target met--83% of students earned a “C” or better</td>
</tr>
<tr>
<td><strong>Course:</strong> BUS 206 Fall 2013 Adult Education</td>
<td>Exam Scores (SLO 1 &amp; 3)</td>
<td>70% of students earn a “C” or better</td>
<td>Target met--95% of students earned a “C” or better</td>
</tr>
<tr>
<td><strong>Course:</strong> BUS 206 Spring 2014</td>
<td>Exam Scores (SLO 1 &amp; 3)</td>
<td>70% of students earn a “C” or better</td>
<td>Target met--77% of students earned a “C” or better</td>
</tr>
<tr>
<td><strong>Course:</strong> BUS 206-30 Spring 2013 Adult Education</td>
<td>Exam Scores (SLO 1 &amp; 3)</td>
<td>70% of students earn a “C” or better</td>
<td>No data. Adjunct did not report.</td>
</tr>
</tbody>
</table>
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.

Target met

Proposed changes

For AY 2014-15, it is recommended that courses not be scheduled in Francis Hall due to the auditory issues raised in the course analysis.

BUS 207

<table>
<thead>
<tr>
<th>Course:</th>
<th>BUS 207-01 Fall 2013:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Tool:</td>
<td>Examinations</td>
</tr>
<tr>
<td>Target:</td>
<td>70% earn “C” or better.</td>
</tr>
<tr>
<td>Result:</td>
<td><strong>Target met.</strong> 100% of the students achieved greater than a 70% on the final exam (24 of 24).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course:</th>
<th>BUS 207-02 Fall 2013:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Tool:</td>
<td>Examinations</td>
</tr>
<tr>
<td>Target:</td>
<td>70% earn “C” or better.</td>
</tr>
<tr>
<td>Result:</td>
<td><strong>Target met.</strong> 95% of the students achieved greater than a 70% on the final exam (15 of 18).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course:</th>
<th>BUS 207-20 Fall 2013:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Tool:</td>
<td>Examinations</td>
</tr>
<tr>
<td>Target:</td>
<td>70% earn “C” or better.</td>
</tr>
<tr>
<td>Result:</td>
<td><strong>Target met.</strong> 79% of the students achieved greater than a 70% on the final exam (11 of 14).</td>
</tr>
</tbody>
</table>
Course: BUS 207-01 Spring 2014
Assessment Tool: Examinations
Target: 70% earn “C” or better.
Result: Target met. 96% of the students achieved greater than a 70% on the final exam (26 of 27).

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.

Target met

Proposed changes

No changes are suggested for AY 2014-15.

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

Assessment Tool: Semester Team Project (SLO 2)
Target: 80% of students earn a “C” or better
Result: Target met – 100% of students earned a “C” or better

Assessment Tool: Exams (SLO 3)
Target: 80% of students earn a “C” or better
Result: Target met – 88% of students earned a “C” or better

Assessment Tool: Final Exam (SLO 8)
Target: 80% of students earn a “C” or better
Result: Target met – 100% 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.

Assessment Tool: Semester Team Project (SLO 2)
Target: 80% of students earn a “C” or better
Result: No data for SLO 2.

Assessment Tool: Exams (SLO 3)
Target: 80% of students earn a “C” or better
Result: Target met – 100% of students earned a “C” or better

Assessment Tool: Final Exam (SLO 8)
Target: 80% of students earn a “C” or better
Result: Target met – 100% of students earned a “C” or better

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

Assessment Tool: Semester Team Project (SLO 2)
Target: 80% of students earn a “C”
Result: Target met – 100% of students earned a “C” or better

Assessment Tool: Exams (SLO 3)
Target: 80% of students earn a “C”
Result: Target met – 88% of students earned a “C” or better

Assessment Tool: Final Exam (SLO 8)
Target: 80% of students earn a “C” or better
Result: Target met – 92% 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 exceed the measure. 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.

**Target met**

**Proposed changes**

Given that spring 2014 scores dropped from those of spring 2013 (87% to 77%), it is suggested that improved teaching space be assigned when teaching a large strategic class.

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

**BUS 208**

<table>
<thead>
<tr>
<th>Course</th>
<th>Assessment Tool</th>
<th>Target</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course:</strong> BUS 208-10 (Fall 2013)</td>
<td>Final Exam</td>
<td>70% of students earn a “C” or better</td>
<td>Target met--79% of students earned a “C” or better</td>
</tr>
<tr>
<td><strong>Course:</strong> BUS 208-01 (Spring 2014)</td>
<td>Final Exam</td>
<td>70% of students earn a “C” or better</td>
<td>Target met--100% of students earned a “C” or better</td>
</tr>
</tbody>
</table>

**Analysis:** All sections of BUS 208 met the benchmark for assessment of SLO4. 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.

**Target Met**

**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 434**

<table>
<thead>
<tr>
<th>Course:</th>
<th>BUS 434-10 Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Tool:</td>
<td>Final Exam</td>
</tr>
<tr>
<td>Target:</td>
<td>80% of students earn a “C” or better</td>
</tr>
<tr>
<td>Result:</td>
<td><strong>Target not met</strong>—69% of students earned a “C” or better on exams (9 of 13)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course:</th>
<th>BUS 434-10 Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Tool:</td>
<td>Final Exam</td>
</tr>
<tr>
<td>Target:</td>
<td>80% of students earn a “C” or better</td>
</tr>
<tr>
<td>Result:</td>
<td><strong>Target met</strong>—100% of students earned a “C” or better on exams (14 of 14)</td>
</tr>
</tbody>
</table>

**Analysis:** The target was met when the course results are combined (23 of 27 students or 85%) of the student met or exceeded the benchmark for assessment criteria of SLO 4. Students could demonstrate the ability to identify and analyze business problems and opportunities and formulate action plans.

**Target met**

**Proposed changes**

No changes are suggested for AY 2014-15.
**SLO 9: GeSLO 4, 5 and 6**

BUS 305

*Course:* 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.

**Target Met**

**Proposed changes**

No changes are suggested for AY 2014-15.

BUS 309

*Course:* BUS 309-01 Fall 2013:  
*Assessment Tool:* Final Exam  
*Target:* 80% earn “C” or better on the final exam.  
*Result:* **Target met. 100% of the students achieved greater than a 80% on the final exam (12 of 12).**

*Course:* BUS 309-20 Fall 2013:  
*Assessment Tool:* Final Exam  
*Target:* 80% earn “C” or better on the final exam.  
*Result:* **Target met. 90% of the students achieved greater than a 80% on the final exam (9 of 10).**

**Analysis:** The goal was to have 80% 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 95% (21 of 22) students in the sections met or exceeded the assessment grade.
Target met

Proposed changes

No changes are suggested for AY 2014-15.

BUS 311

\[
\begin{align*}
\text{Assessment Tool:} & \quad \text{Final Exam} \\
\text{Target:} & \quad 80\% \text{ of students earn a “C” or better} \\
\text{Result:} & \quad \textbf{Target met} - 83\% \text{ in three sections met or exceeded target}
\end{align*}
\]

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.

Target Met

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 324

\[
\begin{align*}
\text{Course:} & \quad \text{BUS 324-01 Spring 2014} \\
\text{Assessment Tool:} & \quad \text{Final Exam} \\
\text{Target:} & \quad 80\% \text{ of students earn a “C” or better} \\
\text{Result:} & \quad \textbf{Target not met} - 67\% (12 \text{ of } 15) \text{ of students earned a “C” or better}
\end{align*}
\]

\[
\begin{align*}
\text{Course:} & \quad \text{BUS 324-02 Spring 2014} \\
\text{Assessment Tool:} & \quad \text{Final Exam} \\
\text{Target:} & \quad 80\% \text{ of students earn a “C” or better}
\end{align*}
\]
Result: **Target met.** -- 100% (16 of 16) of students earned a “C” or better

**Analysis:** The goal was to have 80% of students 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 90% (28 of 31) students in the sections met or exceeded the assessment grade.

**Target met**

**Proposed changes**

No changes are suggested for AY 2014-15.

*Other SLO Performance for Business Department Core Courses*

**BUS 101 SLO 7**

<table>
<thead>
<tr>
<th>Assessment tool:</th>
<th>final exam</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target:</strong></td>
<td>70% of students score a “C” or better on the final exam</td>
</tr>
<tr>
<td><strong>Result:</strong></td>
<td>Target met – 77% of students earned a “C” or better</td>
</tr>
<tr>
<td></td>
<td>75% of the day students scored a “C” or better</td>
</tr>
<tr>
<td></td>
<td>100% of the evening students scored a “C” or better</td>
</tr>
</tbody>
</table>

**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.

**Target met**

**Proposed changes**

No changes are suggested for AY 2014-15.
BUS 208 SLO 4

<table>
<thead>
<tr>
<th>Course:</th>
<th>BUS 208-10 (Fall 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Tool:</td>
<td>Final Exam</td>
</tr>
<tr>
<td>Target:</td>
<td>70% of students earn a “C” or better</td>
</tr>
<tr>
<td>Result:</td>
<td>Target met -- 79% of students earned a “C” or better</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course:</th>
<th>BUS 208-01 (Spring 2014)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Tool:</td>
<td>Final Exam</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>
</tr>
</tbody>
</table>

Analysis: All sections of BUS 208 met the benchmark for assessment of SLO4. 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.

Target met

Proposed changes

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.

ECO 248 SLO 5

<table>
<thead>
<tr>
<th>Course:</th>
<th>Eco 248 Macroeconomics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Tool:</td>
<td>Final Exam Project</td>
</tr>
<tr>
<td>Target:</td>
<td>80% 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>
</tbody>
</table>

Analysis: Students are meeting the proficiency measures established in SLO 5.

Target Met

Proposed changes
The measure should move towards a separate project irrespective of the identified projects regarding this measure.

ECO 249 SLO 5

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: Students are meeting the proficiency measures established in SLO 5.

Target Met

Proposed changes
The measure should move towards a separate project irrespective of the identified projects regarding this measure.

BUS 250 SLO 7

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

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

Target met

Proposed changes
No changes are suggested for AY 2014-15.
BUS 410 SLO 6 and SLO 8

*SLO # 6* Demonstrate ability to make investment decisions based upon financial information.

| Course: | BUS 410 |
| Assessment Tool: | Stock Investment Project & Corporate Company Project |
| Target: | 80% of students earn a “C” or better |
| Result: | Target met-- 85 % of students earned a “C” or better |

*SLO # 8* Demonstrate ability to make investment decisions based upon financial information

| Course: | BUS 410 |
| Assessment Tool: | Stock Investment Project & Corporate Company Project – For 2013 – Final Exam for 2014 |
| Target: | 80% of students earn a “C” or better |
| Result: | Target met -- 77% of students earned a “C” or better |

**Analysis of the results:** A large percentage of students are meeting the benchmark for assessment criteria of SLO 6 and SLO 8 in this core course.

**Target met**

**Proposed changes**

No changes are suggested for AY 2014-15.

BUS 411 SLO 6 and SLO 8

*SLO # 6* Demonstrate ability to apply financial tools to the management of organizations

| Course: | BUS 411 |
| 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 |
SLO #8  Demonstrate ability to apply financial tools to the management of organizations

Course:  BUS 411
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

Analysis of the results: Students are meeting the proficiency measures established in SLO 6 and SLO 8. The measure should move towards a separate project irrespective of the identified projects regarding this measure.

Target met

Proposed changes

No changes are suggested for AY 2014-15.

BUS 426 SLO 2, SLO 3 and SLO 8

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

Assessment Tool:  Semester Team Project (SLO 2)
Target:  80% of students earn a “C” or better
Result:  Target met – 100% of students earned a “C” or better

Assessment Tool:  Exams (SLO 3)
Target:  80% of students earn a “C” or better
Result:  Target met – 88% of students earned a “C” or better

Assessment Tool:  Final Exam (SLO 8)
Target:  80% of students earn a “C” or better
Result:  Target met – 100% 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.

Assessment Tool: Semester Team Project (SLO 2)
Target: 80% of students earn a “C” or better
Result: No data for SLO 2.

Assessment Tool: Exams (SLO 3)
Target: 80% of students earn a “C” or better
Result: Target met – 100% of students earned a “C” or better

Assessment Tool: Final Exam (SLO 8)
Target: 80% of students earn a “C” or better
Result: Target met – 100% of students earned a “C” or better

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

Assessment Tool: Semester Team Project (SLO 2)
Target: 80% of students earn a “C”
Result: Target met – 100% of students earned a “C” or better

Assessment Tool: Exams (SLO 3)
Target: 80% of students earn a “C”
Result: Target met – 88% of students earned a “C” or better

Assessment Tool: Final Exam (SLO 8)
Target: 80% of students earn a “C” or better
Result: Target met – 92% 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 exceed the measure. 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.

Target met

Proposed changes

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

BUS 438  SLO 2

<table>
<thead>
<tr>
<th>Course:</th>
<th>BUS 438-01 &amp; 02 (Fall 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Tool:</td>
<td>Iliad Simulation</td>
</tr>
<tr>
<td>Target:</td>
<td>TBD: proposed target is 70% of students score at the 50th percentile or higher on each of the 10 measures</td>
</tr>
<tr>
<td>Result:</td>
<td>Target met:</td>
</tr>
<tr>
<td>Course:</td>
<td>BUS 438-01 (Spring 2014)</td>
</tr>
<tr>
<td>Assessment Tool:</td>
<td>Iliad Simulation</td>
</tr>
<tr>
<td>Target:</td>
<td>TBD: proposed target is 70% of students score at the 50th percentile or higher on each of the 10 measures</td>
</tr>
<tr>
<td>Result:</td>
<td>Target not met</td>
</tr>
</tbody>
</table>

Analysis: The Iliad simulation was incorporated as an assessment tool beginning in fall 2011. The soft skill measures utilized in the Iliad simulation complement the hard skills measured by the MFT. Over the past three years a baseline has been developed for the Iliad’s ten measures and the business department will determine the exact measures to incorporate into the course assessment, as well as the target for each measure, for AY14-15. A cursory and tentative analysis points toward steady improvement in each of the measures. However, this most likely is the result of the instructor becoming familiar with the assessment.
Target not met

Proposed changes

Assure that delivering the assessment is done on a more consistent basis, and communicating the format and expectations of the Iliad simulation in a clear and concise manner to the students.


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 very 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.

OVERALL SUMMARY

*Demonstrate commitment to growth and improvement:* Faculty of the business department continue to discuss an assessment process for students from freshman through senior years. The MFT is a standardized acceptable assessment tool approved and promoted by ACBSP. Business faculty discussion has resulted in a proposal to administer the MFT in each year as the student progresses. Cost of the exam to be administered in each of the four years remains a factor in the proposal.
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.