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 2012 – 2013:

   SLO 6: Demonstrate ability to make basic investment and financial decisions for a business using financial management concepts and methods.
   - Related GeSLO: 5

   SLO 7: Demonstrate ability to apply accounting concepts and methods to interpret financial statements for evaluating the financial position and performance of organizations.
   - Related GeSLO: 4,5

   SLO 8: Demonstrate ability to use quantitative and/or qualitative tools and methodologies to support organizational decision making.
   - Related GeSLO: 4,5

2. Summary of Assessment Results

   SLO 8/GeSLO 5

   BUS 444
**Analysis:** The marketing plan was the tool used to assess the students’ ability to use quantitative and/or qualitative tools and methodologies to support organizational decision making. The students are learning as expected and the addition of a Service-Learning component enhanced student engagement and add a real-world marketing project to the curriculum. The use of the marketing plan as the assessment tool was effective in gauging student learning.

The assessment target was having 80% of the students in the class are to earn a C or better and the analysis of the students who took this course saw 87% meeting or exceeding the criteria.

**The target was met.**

**MBA 570**

**Analysis:** Case studies were the tool used to assess the students’ ability to use quantitative and/or qualitative tools and methodologies to support organizational decision making. The students are learning as expected, and the addition of a Service-Learning component clearly encourages student engagement as it adds both a community service and real-world marketing project to the curriculum. The use of case studies effectively reinforced the material covered in class.

The assessment target was having 80% of the students in the class are to earn a C or better and the analysis of the students who took this course saw 100% meeting or exceeding the criteria.

**The target was met.**

**3. Proposed changes**

**SLO 8/GeSLO 5**

BUS 444

There are no proposed changes for the course in the fall 2013 semester. Given that the course proved to be a valuable educational experience, it will be conducted in a similar manor. One change will be the engagement of a different community partner in the Service-Learning component, which will alter the nature of the marketing plan that was used as the assessment tool.
MBA 570

Minor changes will be made when the course is run in the fall 2013 semester. The latest edition of the text book is being adapted, which will provide more current case studies. Given the success of the course during the fall 2012 semester, no other changes will be made in MBA 570.

Overall Summary

The evaluation of student learning outcomes (SLO) 6, 7 and 8 for the marketing program clearly indicated that the students in these courses are meeting or exceeding expected outcomes. Given the success of the courses referenced above, only minor changes will be implemented to reflect adaptation of a newer edition of the text as well as the integration of a new community partner. No other changes are anticipated.


SLOs 9, 1 and 2 will be evaluated in AY 2013-14.

SLO 9d will specifically evaluate the student’s understanding of core marketing concepts. This SLO will provide a focused evaluation of the performance of student performance relative to basic marketing core competencies.

SLO 1 will evaluate the student knowledge of basic business theory and will be compared to data gathered nationally. This will provide an evaluation of the student performance at the university as compared to business students throughout the USA.

SLO2 measures effectiveness as well as professional communications and collaboration skills of the students. Included in this evaluation is the degree to which information technology is being used in business situations.

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.