

# Marketing (BS)

 Program-182

## Annual Assessment Plan

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**2 4.1 CORE B - Apply business concepts**

Students will apply business concepts, strategies and tactics

## Outcome(s)

- 1** Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2** Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o ULO 2 - Breadth and Depth of Knowledge
- o ULO 3 - Faith Knowledge & Application

- 3** **Please Enter The Following Information Below:**

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

**Targets** - Percentage of students expected to earn a particular score on the measure.

**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
MRKT 130 -- Marketing Assessment Quiz	At least 75% of students achieve at least 85% on Marketing Assessment	Every year
MRKT 333 Ad Project -- Rubric Items 1 and 2	87% combined mean score on applicable Ad Project rubric items: 1. Preliminary Reports 2. Client Evaluation	Every Year

Measures	Targets	Timeline
MRKT 337 IMC Final Plan Report -- Rubric Items 3-9	87% combined mean score on applicable IMC Final Plan Report rubric items: 1. Situation Analysis 2. Creative Strategy/ Big Idea 3. Print Ads 4. Radio Ad 5. PR Event 6. TV Ad 7. Guerilla, Online, Social	Every Year
Marketing Assessment Questions (Last 10 questions on Final) given in MRKT 130	At least 75% of students achieve at least 85% on Marketing Assessment.	Every year
Business Strategy Simulation	At least 80% of students achieve at least 85% on the business strategy	Every year

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

We found that the data AEFIS collected automatically was inaccurate, so we conducted our own data collection from Canvas-generated reports, which showed that 66% of students scored 85% or higher on the questions.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

We are going to reevaluate the wording of the assessment questions, a couple of which we think could be worded more clearly.

6

**Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

The Marketing professors will make changes to the course to make the topics and discussions for students from other business majors.

Other business professors have indicated that students in their majors are doing well in marketing courses.

**3 4.2/4.3 CORE - Conduct methodological research**

Demonstrate an ability to conduct methodological secondary research into business issues.

### Outcome(s)

**1** Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

**2** Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o ULO 3 - Faith Knowledge & Application

**3** Please Enter The Following Information Below:

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

**Targets** - Percentage of students expected to earn a particular score on the measure.

**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
ACCT 242 (or ACCT 131) -- Project	At least 75% of students achieve at least 85% project score	Every year

Measures	Targets	Timeline
Project in ACCT 242 (or ACCT 131)	At least 75% of students achieve at least 85% project score	Every year
Bloomberg project in FINA 305	At least 85% of students achieve at least a 85%	Every year

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

76% of students scored 85% or higher

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Try to get more students to take the project seriously--some didn't because they already had a high grade in the class.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

It was decided that the project has actually become more difficult than in previous years.

Accounting professors are adapting the degree of difficulty.

4 4.4/4.5/4.6 - Faith

Articulate how the Christian faith informs one's work life, career, and daily business practices

## Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o ULO 4 - Specialized Skills and Scholarship
- o ULO 5 - Self-Awareness
- o ULO 6 - Social Responsibility

3 **Please Enter The Following Information Below:**

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

**Targets** - Percentage of students expected to earn a particular score on the measure.

**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
Faith integration paper in capstone	85% of sample papers score at least 3 out of 4 on rubric line for self-identity and vocational calling	Every year
Item in senior survey	90% of students will answer the item with a positive response	Every year
Faith integration paper in capstone	85% of sample papers score at least 3 out of 4 on rubric line for Christian ethics and values.	Every year



Measures	Targets	Timeline
Faith integration paper in capstone (BUSA 459)	85% of papers score at least 3 out of 4 on rubric line for self-identity and vocational calling	Every year
Faith integration paper in capstone (BUSA 459)	85% of papers score at least 3 out of 4 on rubric line for Christian ethics and values.	Every year

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

11/11 - 100% score

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Maintain strong faith integration in course

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Rigorous grading next year will be something to enforce in a non-COVID year.

Worked as planned.

5 **4.1 CORE A - Foundational content**

Students will recall, recognize, and interpret foundational content related to ACBSP accreditation Common Professional Component—disciplinary areas in which all business majors need to be proficient regardless of their major including Marketing, Finance, Accounting, Management, Law, Economics, Ethics, Information Systems, Global, Quantitative and Integrative

## Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

- 2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o ULO 2 - Breadth and Depth of Knowledge

- 3 **Please Enter The Following Information Below:**

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

**Targets** - Percentage of students expected to earn a particular score on the measure.

**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
ETS Major Field Test	Percentile Targets: Overall 85; Accounting subscale: 85; Economics 80; Quantitative analysis 80; Finance 85; Marketing 90; Legal & social: 90; Information systems: 65; International issues: 80	Every other year

Measures	Targets	Timeline
ETS Major Field Test in BUSA 459	Nine Total Percentile Targets from the ETS Major Field Test: Overall: 85 Eight Subscales: Accounting: 85 Economics: 80 Quantitative analysis 80 Finance 85 Marketing 90 Legal & social: 90 Information systems: 65 International issues: 80	Every other year

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

Students did not take the exam the previous year due to COVID.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Prohibited by COVID. We are resuming this assessment.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Due to COVID, we did not administer the Major Field Test. We will be back on our rotation of administering the EBI 2021-2022 and the Major Field Test 2022-2023.

Plans to continue the field test are uncertain.



**6 4.1 MRKT - Key marketing strategies**

Students will apply key marketing strategies and tactics in the changing real-world environment, demonstrating a skilled understanding of marketing's impact on organizations, consumers, and society

**Outcome(s)**

**1** Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

**2** Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o ULO 2 - Breadth and Depth of Knowledge

**3** **Please Enter The Following Information Below:**

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

**Targets** - Percentage of students expected to earn a particular score on the measure.

**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
MRKT 130 -- Ad Project (Rubric Items 1 and 2)	87% combined mean score on applicable IMC Plan Report rubric items	Every year
MRKT 337 -- IMC Final Plan Report (Rubric Items 3-9)	87% combined mean score on applicable IMC Final Plan Report rubric items	Every year

- 4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

MRKT 130 above should be MRKT 333. Students scored an average of 92.2 on the Ad Project.

Students had an average score of 91% on the IMC Project.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

The projects in both MRKT 333 and MRKT 337 are performing very well. Faculty will look to maintain the projects' rigor.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Continue project and format but raise expectations.

Students have been performing up to higher expectations.

7 **4.2/4.3 MRKT - Knowledge of the systems**

Students will demonstrate knowledge of the systems, processes and career roles for analyzing marketing challenges and opportunities

## Outcome(s)

- 1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.



There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- o ULO 2 - Breadth and Depth of Knowledge
- o ULO 3 - Faith Knowledge & Application

3 Please Enter The Following Information Below:

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

**Targets** - Percentage of students expected to earn a particular score on the measure.

**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
MRKT 333 -- Ad Project -- Rubric Items 3 and 4	87% combined mean score on applicable Ad Project rubric items: 1. Final Report 2. Client Evaluation	Every year
MRKT 337 IMC Final Plan Report – Rubric Items 1-2 and 10-12	87% combined mean score on applicable IMC Final Plan Report rubric items: 1. Guidelines Followed 2. Concepts understood 3. Arguments Supported 4. Grammar, Typo, Format, Organization 5. Main Message, Strategic Thinking	Every year

4 **Results** - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

MRKT 333: Students scored an average of 92.2 on the Ad Project.  
MRKT 337: Students had an average score of 91% on the IMC Project.

- 5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

The projects in both MRKT 333 and MRKT 337 are performing very well. Faculty will look to maintain the projects' rigor.

- 6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Continue project and format but raise expectations.

Students have been performing up to higher expectations.

- 2 Holistic program improvement goals: Programs are expected to have at least one action plan to improve student learning annually. If you have not yet identified an action plan associated with this year's assessment results, or if the department has identified additional issues that require action plans, describe the specific, measurable action plan and its relation to evidence of student performance.

Marketing faculty will implement policies to limit students' use of technology in the classroom so it does not distract from face-to-face learning.

## Assessment Rubric

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## Process

	1	2	3	4
<b>Is the plan being implemented faithfully and revised as needed?</b>	<p style="text-align: center;"><input type="radio"/></p> <p>Assessment plan is not implemented.</p>	<p style="text-align: center;"><input type="radio"/></p> <p>Most aspects of plan are being implemented or all aspects are implemented to some degree.</p>	<p style="text-align: center;"><input type="radio"/></p> <p>Assessment plan is fully implemented.</p>	<p style="text-align: center;"><input checked="" type="radio"/></p> <p>Plan is faithfully executed and modified/evaluated as needed.</p>

### 2 Explanations:

There is good participation from marketing faculty.

### 3 Engagement

	1	2	3	4
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	1	2	3	4
<p><b>Are all relevant parties are meaningfully involved in the creation/revision, implementation, analysis, interpretation and learning improvement process?</b></p>	<p style="text-align: center;"></p> <p>Limited involvement beyond chair/director</p>	<p style="text-align: center;"></p> <p>All educators contributing to the curriculum are aware of process and results</p>	<p style="text-align: center;"></p> <p>All educators contributing to the curriculum participate in conversations regarding the use of assessment data to improve student learning</p>	<p style="text-align: center;"></p> <p>All relevant stakeholders (students, employers, alumni) are meaningfully involved in the creation/revision, implementation, analysis, interpretation, and/or improvement processes associated with this assessment plan.</p>

**4** Explanations:

Marketing faculty members routinely solicit the perspectives of various stakeholder groups.

**5** **Program Learning Objectives**

	1	2	3	4

	1	2	3	4
<p><b>Are the program learning objectives clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning for that major/program?</b></p>	<p style="text-align: center;"></p> <p>PLOs are problematic (vague, abstract, not aligned with ULOs/GLOs) or missing.</p>	<p style="text-align: center;"></p> <p>PLOs are clear, mostly measurable, partially aligned with ULOs/GLOs.</p>	<p style="text-align: center;"></p> <p>PLOs are clear, measurable, aligned with ULOs/GLOs, and represent a summary of the knowledge, skills, beliefs, and values that a graduate of this major/program should attain by completing the required curriculum, accounting for variations in learning outcomes due to tracks/concentrations</p>	<p style="text-align: center;"></p> <p>PLOs are clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning students achieve through completion of the program. The learning objectives provide a comprehensive view of the knowledge, skills, beliefs, and values that are important for a graduate of this major/program and account for variations in learning outcomes due to tracks/concentrations.</p>

**6** Explanations:

Marketing faculty members believe the learning objectives are very good ones based on what graduates will do in the workplace.

**7** Measures

	1	2	3	4

	1	2	3	4
<p><b>Are the instruments used to assess learning relevant to the objective? Do measures yield information/data you can use to drive improvement?</b></p>	<p style="text-align: center;"></p> <p>Not all objectives have a measure identified. OR Measures do not directly connect to the objectives.</p>	<p style="text-align: center;"></p> <p>All objectives have at least one direct measure. Measures connect to learning objectives superficially or tangentially and/or include learning other than stated objectives. Relies almost exclusively on the same form of assessment (survey, exam, project). Relies almost exclusively on data from a single source (course, program, activity).</p>	<p style="text-align: center;"></p> <p>All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. And two of the following four criteria: Objective measures more than one point in time (formative). Indirect measure are used strategically. Plan Incorporates different forms of assessment (survey, exam, project). Plan incorporates from a variety of sources (course, program, activity).</p>	<p style="text-align: center;"></p> <p>Measures meet all of the following criteria: All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. Objectives measured more than one point in time (formative). Indirect measures are used strategically. Plan incorporates different forms of assessment (survey, exam, project). Plan incorporates data from a variety of sources (course, program, activity).</p>

**8** Explanations:

Marketing faculty members believe the chosen measures reliably measure the learning outcomes.

**9** **Targets**

	1	2	3	4

	1	2	3	4
<p><b>Are the targets based on professional standards and/or analysis of past student work? Are targets challenging and achievable?</b></p>	<p style="text-align: center;"></p> <p>Some targets are missing.</p>	<p style="text-align: center;"></p> <p>Targets are arbitrarily chosen or reflect minimal expectations.</p>	<p style="text-align: center;"></p> <p>Targets are challenging and achievable based on prior student performance, and reflect an appropriate level of performance.</p>	<p style="text-align: center;"></p> <p>Targets are challenging and achievable. Targets are based on professional standards and/or prior student performance. Targets are set at a level to inspire program improvement.</p>

**10** Explanations:

Marketing faculty members feel confident about the identified targets.

**11** **Timeline**

	1	2	3	4

	1	2	3	4
<p><b>Is the timeline for data collection manageable with sufficient data points to effectively inform decision making and program review?</b></p>	<p><input type="radio"/></p> <p>Not identified clearly for all measures.</p>	<p><input type="radio"/></p> <p>Clearly states semester/year for each objective/measure. Data analysis delayed from data collection. Time between collection points may not facilitate informed decision making.</p>	<p><input type="radio"/></p> <p>Clearly stated and manageable schedule. At least two data points for each objective per review cycle.</p>	<p><input checked="" type="radio"/></p> <p>Timeline for data collection is manageable and allows for continuous improvement with timely and meaningful decision making even before program review.</p>

12 Explanations:

Marketing faculty members believe the timelines for data collection and analysis are appropriate.

13 **Action Plan**

	1	2	3	4

	1	2	3	4
<p><b>Is the department effectively examining and using assessment data to revise curriculum and pedagogy to support student learning?</b></p>	<p>Assessment data not collected/analyzed/used for decisions and/or results not documented in AEFIS.</p>	<p>Data collected, documented and discussed by department. Department reviewed confidence in measures and data as sufficient indicators of student performance. If data indicated changes were needed, action plans were developed in consultation with dean (e.g. improving outcomes, measures, targets, curriculum or pedagogy).</p>	<p>Data collected, documented and discussed by department. Department and dean confirmed confidence in measures and data as sufficient indicators of student performance. Action plans (e.g. improving outcomes, measures, targets, curriculum or pedagogy) developed in consultation with dean. If prior year data warranted action plans, the department implemented the changes.</p>	<p>Department collected and discussed follow-up data after the implementation of action plans in order to determine whether changes resulted in improvement or whether additional action is necessary. Data confirms effective curriculum and pedagogy for learning outcomes. Score of 4 should be assigned only if objectives, measures, targets and timeline all score a 4.</p>

14 Explanations:

Marketing faculty members have discussed the latest assessment results and agree on the adaptations that should be made.

15 **Dissemination**

	1	2	3	4

	1	2	3	4
<p><b>Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?</b></p>	<p><input type="radio"/></p> <p>No record of assessment results and changes made as a result of assessment findings.</p>	<p><input type="radio"/></p> <p>The department/program retains records of assessment results and positive changes made as a result of assessment findings, and results are entered in assessment software system.</p>	<p><input type="radio"/></p> <p>The department/program retains records of assessment results and changes made as a result of assessment findings, results are entered in assessment software system, and assessment results and improvements are publicly posted.</p>	<p><input checked="" type="radio"/></p> <p>The department/program retains records of assessment results and changes made as a result of assessment findings, and results are entered in assessment software system. Assessment results and improvements are publicly posted and shared proactively with faculty, prospective students, employers and alumni in ways that facilitate their discussion.</p>

**16** Explanations:

The marketing faculty members are doing well in keeping their own assessment data, which has proven to be very helpful since AEFIS's data has been unreliable.

**Additional Feedback**

**1** Please enter any additional feedback for changes that should be made:

CLOSE AND EXIT

