

Departmental/Program Assessment Report Form 2015-16

Assessment reports will be completed through Qualtrics to make it easier to share and compile data across campus. The reporting questions will be similar to the questions used in the past, but with some additional detail requested in some areas to help us in collecting and analyzing college and institution-wide data on assessment practices. Your assessment reports will be maintained on file electronically on a password secure site (SharePoint). Other individuals on campus will have access to your reports.

Please complete one Assessment report per learning outcome that you are reporting on.

Name Please identify your department or program and the name of your assessment liaison:

Department/Program: **College of Business, Economics, and Computing / Marketing Major**
Assessment Liaison: Dr. Michele Gee

Q1 1. What learning outcome did you assess for this report? (Reminder - if you assessed multiple learning outcomes this academic year, you should complete a separate report for each outcome.)

MKT Learning Goal (MKT LG3): Students will be able to understand and apply promotions management concepts, and teams will be able to prepare and present promotions plans to industry expectations, applying concepts to realistic client situations. Spring 2016.

Q2 2. Which of the institution-wide shared learning goals does this outcome connect to?

- Communication (1)
- * **Reasoned Judgment** (2)
- Social and Personal Responsibility (3)

Q3 3. What assessment tool(s) or method(s) did you utilize? (Check all that apply)

- Survey (1)
- Standardized exam (2)
- Exam from a course or courses (3)
- * **Assignment from a course or courses** (4)
- Student portfolios (5)
- Direct observation of student work or performance (6)
- Other (7)

Q4 4. What type of measurement did you utilize?

- * **Direct (asking students to demonstrate their learning)** (1)
- Indirect (asking students to self-report their perceived level of learning) (2)
- A combination of the above (3)

Q5 5. What type of methodology did you use?

- Qualitative (1)
- * **Quantitative** (2)
- A combination of the above (3)

Q6 6. What type of course delivery methods did you use to collect your data? If your assessment project is course-based, please identify the course delivery method.

- * **Face to face** (1)
- Online (2)
- Hybrid (3)
- Flex Option (Competency Based)
- A combination of the above (4)
- Other: Please Specify: _____

Q7 7. What was the process of analysis? How did you involve your department in the process of analysis? (100 words)

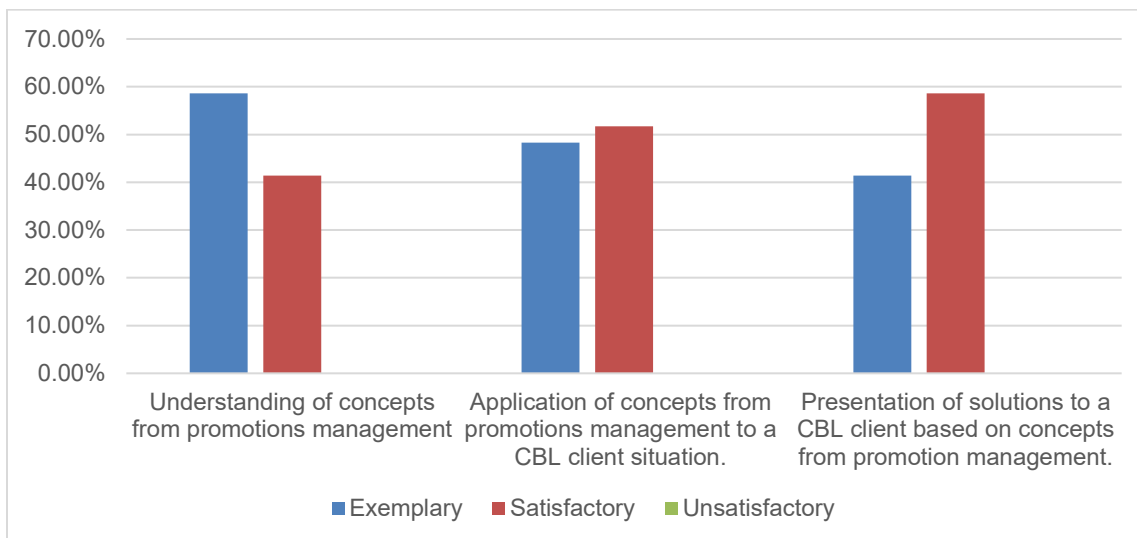
MKT358, Promotions Management, presently includes ten multiple essay tests on concepts from core promotions management subjects (5pts each, subtotal 50pts). The course also incorporates Promotions Plan projects, which require student teams to understand, apply, and communicate concepts in application to a realistic CBL client situation. Client projects are conducted under the auspices of CBL and the SEG Center, with appreciation. A series of plan deliverables culminates in a client Promotions Plan. Team presentations are assessed against a set of criteria by the client, the professor, and audience classmates. They are assessed along three dimensions rubric: "Understanding of concepts from promotions management", "Application of concepts from promotions management to a CBL client situation", and "Presentation of solutions to a CBL client situation based on concepts from promotions management". Students are placed in one of the three categories: Exemplary, Satisfactory, or Unsatisfactory. Student work was evaluated by the instructor for this class, Dr. Manion, and the summary results were compiled by him. These results will be shared and discussed with the Business Department's Undergraduate Curriculum Committee in Fall 2016 and presented in a department meeting. Time permitting, these results may also be shared in a future CBEC

Advisory Board meeting. These results are also shared with AACSB as part of the annual report on Assurance of Learning.

Q8 8. What were the results of this analysis? (250 words)

The results of the evaluations are presented below:

	Exemplary	Satisfactory	Unsatisfactory	Total
Understanding of concepts from promotions management	17 59%	12 41%	0 0%	29
Application of concepts from promotions management to a CBL client situation.	14 48%	15 52%	0 0%	29
Presentation of solutions to a CBL client based on concepts from promotion management.	12 41%	17 59%	0 0%	29



Q9 9. How were results shared/discussed with your department/external stakeholders? (Check all that apply)

- Special faculty meeting (1)
- * Part of a regular faculty meeting (2)
- Shared electronically (3)
- Advisory Board(4)
- Other (5) _____

Q10 10. As a result of your analysis, what changes will your department or program make to improve student learning? (250 words)

Analysis:

1. Continue Senior Marketing course organization and assessment plan with emphasis on application of learned marketing concepts and presentation of multi-media deliverables.
2. In spite of dramatic growth in new MKT major, seek reasonable limit class size (24 or less) to allow time for in depth team presentations. This also will allow time to invite interested audiences including employers, clients, subject matter experts, and faculty.
3. Time also will be allowed for dress rehearsal providing presentation practice and enabling the students to show respect to their client audiences in all aspects of their presentations, emphasis on telling a good story.

Q11 11. Looking back at your assessment report from the last five years (since Fall 2012), what is the current status of the plan for improvement of student learning that was discussed in your past reports? (Check all that apply)

- Proposed (1)
- In consideration (2)
- * **Implemented** (3)
- Being assessed (4)
- Other (5)

Q12 12. Indicate all changes made to your program to improve student learning in the past five years (since Fall 2012) as part of the continuous improvement process. Some example changes include the following: Revising learning goals, outcomes and rubrics; Revising pre-requisites; Improving hands-on learning and labs; Introducing new courses; Changing emphasis on topics; Providing more tutoring help; Progressive measurement of the same learning goals in multiple courses; Redesigning assessment instruments such as assignments, exams, labs, and quizzes. (250 words)

In Spring 2015, Professor Manion made the following conclusion after his evaluation:

1. Continue course organization and assessment plan with emphasis on presentation of client deliverables. In 2016, these presentations are still implemented thanks to the good results professor has seen in students learning.
2. Seek to limit class size from over 30 to 24 or less to allow time for team presentations. This will allow for six promo plan client projects with optimum team size of 3-4 teammates. Even though in 2016 CBEC had the largest enrollment ever in this course due to popularity of new MKT major, professor suggests to keep class size at maximum of 24 students.

Q13 13. Please write an abstract of no more than 250 words to summarize your assessment report this year. Your abstract should address items completed above, including which learning outcome was assessed, which data were collected and analyzed, how the department discussed the findings, and what changes are planned as a result of what was learned. In addition, please emphasize the changes made to your program in the past five years (see questions 11 and 12). This abstract will be the basis of the assessment poster that the OIE will generate for the Assessment Showcase, and will be used as an easy way to share a summary of your report with others on campus.

In this report, we presented and analyzed the assessment results for MKTLG 3 of the MKT major program. This learning goal requires students to be able to understand and apply promotions management concepts, and teams will be able to prepare and present promotions plans to industry expectations, applying concepts to realistic client situations. This learning goal was assessed in spring 2016.

The course in which this learning goal is evaluated is MKT 358, Promotions Management. The assessment project includes ten multiple essay tests on concepts from core promotions management subjects (5pts each, subtotal 50pts). The course also incorporates Promotions Plan projects, which require student teams to understand, apply, and communicate concepts in application to a realistic CBL client situation. Client projects are conducted under the auspices of CBL and the SEG Center, with appreciation. A series of plan deliverables culminates in a client Promotions Plan. Team presentations are assessed against a set of criteria by the client, the professor, and audience classmates.

Students for this assessment are evaluated by professor Manion, along three dimensions using a rubric: "Understanding of concepts from promotions management", "Application of concepts from promotions management to a CBL client situation", and "Presentation of solutions to a CBL client situation based on concepts from promotions management". Students are placed in one of the three categories: Exemplary, Satisfactory, or Unsatisfactory. The following summary results were compiled by professor:

1. Largest enrollment ever in this course due to popularity of new MKT major.
2. Students took a series of ten chapter essay tests asking them to restate concepts and to apply them to realistic thesis (product/market) situations. Exemplary students grasped and applied the advanced concepts beginning with the initial chapter tests, but all students were able to grasp and apply concepts as chapters progressed and their understanding of thesis applications developed.
3. Exemplar work was performed by students who adopted topics of immediate career interest. All students were able to "tell a good story."
4. Sufficient time was not allocated to presentations and for audience involvement.

According to the compiled results, professor suggests to continue Senior Marketing course organization and assessment plan with emphasis on application of learned marketing concepts

and presentation of multi-media deliverables. Also, inspite of dramatic growth in new MKT major, seek reasonable limit class size (24 or less) to allow time for in depth team presentations. This also will allow time to invite interested audiences including employers, clients, subject matter experts, and faculty. And Time also will be allowed for dress rehearsal providing presentation practice and enabling the students to show respect to their client audiences in all aspects of their presentations, emphasis on telling a good story.

These results will be shared and discussed with the Undergraduate Committee in Fall 2016 and presented in a department meeting. Time permitting, these results may also be shared in a future CBEC Advisory Board meeting. These results are also shared with AACSB as part of the annual report on Assurance of Learning.

The deadline for submission of reports is May 31. (Note, if due to the timing of your data gathering you would like to request a different deadline, please contact the Institutional Research Office, John Standard, standard@uwp.edu. The Assessment Showcase this year will be held on November 4, 2016.

SPECIAL QUESTION RELATED TO DISTANCE EDUCATION COURSES:

If your program is delivered fully or partly via distance education (online, hybrid, or flex-option/competency-based), please indicate the assessment efforts/plans undertaken in distance education (DE) courses/programs. Please emphasize topics such as assessment plans for distance education courses/programs, assessment results, and changes made over the past five years. (250 words)

Not applicable.