

Departmental/Program Assessment Report Form 2016-17

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: Marketing

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.)

MKTLG4-Students will be able to develop and execute a market research project to industry expectations in a community-based learning environment.

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)** ___CBL Project___

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)

In MKT 354 (Market Research) class, Under Prof. Knight's guidance, teams of about 4 students conducted a market research project to professional standards for a CBL client (typically a small business or a not for profit organization.) Students were required to:

1. Prepare a Research Proposal to Client (5% of final grade); 2. Conduct a Client Presentation (20% of final grade); 3. Prepare a Client Report (25% of final grade); and 4. Obtain Client Feedback. The remaining 50% of the grade is based on instructor's evaluation of the overall quality of the project as well as client feedback.

Students were evaluated using a rubric individually based on their project contributions. A detailed rubric can be found in Appendix A. Student performance was scored along three rubric dimensions: Develop Research Objectives; Proper Research Design; Analyze and Present Findings.

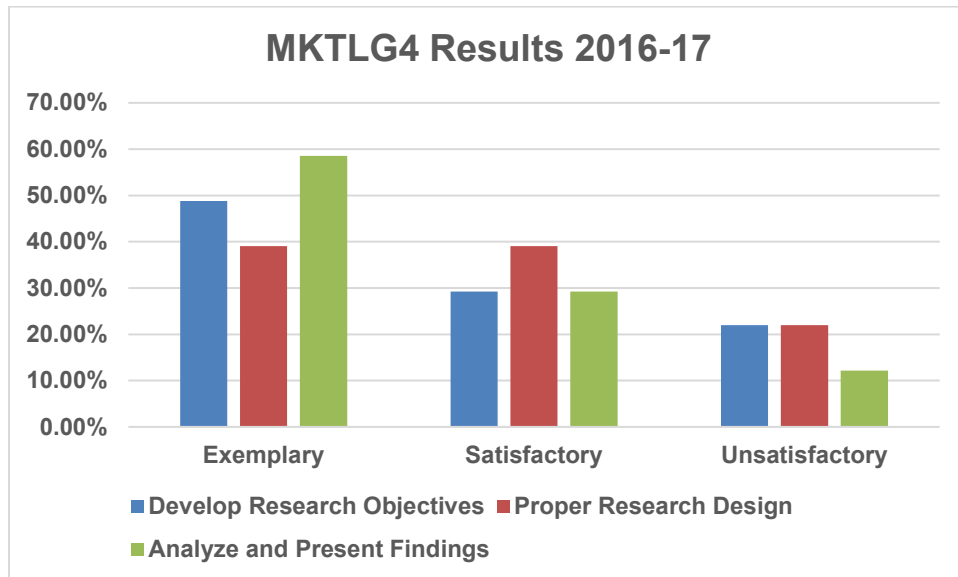
Q8 8. What were the results of this analysis? (250 words)

A total of 41 students were evaluated. Their performance along the three rubric dimensions is summarized in the table below.

	Exemplary	Satisfactory	Unsatisfactory
Develop Research Objectives	20	12	9
Proper Research Design	16	16	9
Analyze and Present Findings	24	12	5

These results are depicted as percentages and in the form of a chart below.

	Exemplary	Satisfactory	Unsatisfactory	TOTAL
Develop Research Objectives	48.78%	29.27%	21.95%	100.00%
Proper Research Design	39.02%	39.02%	21.95%	100.00%
Analyze and Present Findings	58.54%	29.27%	12.20%	100.00%



Overall, student performances is good with nearly 80% of the students scoring in Exemplary or Satisfactory categories for all three rubric dimensions. Survey design and research design areas are where students struggle the most; this is evidenced by the 22% unsatisfactory rates in the first two rubric dimensions, namely “Develop Research Objectives” and “Proper Research Design.” Students may need practice assessments in this area. Students, in general, interpret and present their findings well.

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)** _They will be discussed in a future Business department’s undergraduate curriculum committee meeting. _____

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

No major changes are planned at this point. The main change being proposed is to add practice assessments to improve student work in the areas of developing research objectives and arriving at research designs.

Q11 11. Looking back at your last assessment report, 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 since the last assessment report you submitted. 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)

Marketing Learning goal #4 and its coverage remained relatively stable over the years. No major changes have been made to this learning goal or related curriculum in recent years.

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 since the last assessment report (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.

Abstract:

In 2016-17, we assessed learning goal #4 for the marketing major: MKTLG4-Students will be able to develop and execute a market research project to industry expectations in a community-based learning environment. In MKT 354 (Market Research) class, Under Prof. Knight's guidance, teams of about 4 students conducted a market research project to professional standards for a CBL client (typically a small business or a not for profit organization.) Students were required to: 1. Prepare a Research Proposal to Client (5% of final grade); 2. Conduct a Client Presentation (20% of final grade); 3. Prepare a Client Report (25% of final grade); and 4. Obtain Client Feedback. The remaining 50% of the grade is based on instructor's evaluation of the overall quality of the project as well as client feedback.

Students were evaluated using a rubric individually based on their project contributions. Student performance was scored along three rubric dimensions: Develop Research Objectives; Proper Research Design; Analyze and Present Findings. Overall, student performances is good with

nearly 80% of the students scoring in Exemplary or Satisfactory categories for all three rubric dimensions. Survey design and research design areas are where students struggle the most; this is evidenced by the 22% unsatisfactory rates in the first two rubric dimensions, namely “Develop Research Objectives” and “Proper Research Design.” Students may need practice assessments in this area. Students, in general, interpret and present their findings well.

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 3, 2017.

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 for DE courses/programs. (No limit on the length)

Some marketing courses such as MKT 350 are delivered online. But a majority of the courses required for the marketing major are f2f courses. Marketing major is not a DE major.

Appendix A: Rubric Used to Measure Student Performance in Marketing Learning Goal MKTLG4

Assessment Rubric for MKTLG4

	Exemplary	Satisfactory	Unsatisfactory
Develop Research Objectives	Students are able to fully develop proper research objectives in terms of a management problem(s) to be addressed	Students are able to partially develop proper research objectives in terms of a management problem(s) to be addressed	Students are unable to develop proper research objectives in terms of a management problem(s) to be addressed
Proper Research Design	Student is able to properly design qualitative and quantitative research to test hypotheses and assumptions the clients may have and/or uncover new and important opportunities	Student is partially able to properly design qualitative and quantitative research to test hypotheses and assumptions the clients may have and/or uncover new and important opportunities	Student is unable to properly design qualitative and quantitative research to test hypotheses and assumptions the clients may have and/or uncover new and important opportunities
Analyze and Present	Student is able to properly and accurately analyze data and present findings and recommendations in an appropriate and understandable manner	Student is partially able to properly and accurately analyze data and present findings and recommendations in an appropriate and understandable manner	Student is partially able to properly and accurately analyze data and present findings and recommendations in an appropriate and understandable manner