

Q1. Assessment reports may again be completed through Qualtrics, and the reporting questions this year are similar to those used in the past. Your assessment reports will be maintained on file electronically on a password secure site (SharePoint). Other individuals (e.g. Academic Achievement and Assessment Committee members, chairs, and deans) on campus will have access to your reports.

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

Q2. Please identify your department or program and the name of your assessment liaison.

Department/Program	<input type="text" value="Marketing"/>
Assessment Liaison	<input type="text" value="Chalasan"/>

Q3. Did you conduct a new assessment project in the 2017-18 academic year?

- Yes
- No

Q4. 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.)

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Q5. 2. Which of the institution-wide shared learning goals does this outcome connect to?

- Communication
- Reasoned Judgment
- Social and Personal Responsibility

Q6. 3. What assessment tool(s) or method(s) did you utilize? (Select all that apply)

<input checked="" type="checkbox"/> Survey	<input checked="" type="checkbox"/> Student portfolios
<input type="checkbox"/> Standardized exam	<input checked="" type="checkbox"/> Direct observation of student work or performance
<input type="checkbox"/> Exam from a course or courses	<input type="checkbox"/> Other <input type="text"/>
<input checked="" type="checkbox"/> Assignment from a course or courses	

Q7. 4. What type of measurement did you utilize?

- Direct (asking students to demonstrate their learning)
- Indirect (asking students to self-report their perceived level of learning)
- A combination of direct and indirect

Q8. 5. What type of methodology did you use?

- Qualitative (descriptive)
- Quantitative (numeric)
- A combination of qualitative and quantitative

Q9. 6. If the assessment project was course-based, what was the delivery method(s) of the course(s) used? (Select all that apply)

- Face to face
- Online
- Hybrid
- Flex option (Competency based)

Q10. 7. What was the process of analysis? How did you involve your department in the analysis process? (100 words)

CBL Student Survey Conducted by CECE, CBL Client Feedback, Grades and Feedback on Student projects

Q11. 8. What were the results of this analysis? (250 words)

Client Feedback on 4 of the 6 projects was excellent with few suggestions for improvement noted. Exceeded expectations and project goals met. In the case of the Visioning Greater Racine project all agreed it would be two stage ,two semester project and the progress made through the initial pilot study was acceptable. The second stage is now in process very clearly guided by feedback on the first stage. Greater Waukegan Development Coalitions project was not the best we had done for this long time client but the topic is currently being revisited and re-analyzed by a very strong student group in MKT 354. Project Grades were a bi modal distribution per above. I attached the results of the Fall 2017 CBL student survey which were rather typical for this class.I have not received Spring 2018 yet from CECE. Students sometimes complain about quality of clients re engagement and co-operation. This is a less controllable variable unless selection ratio improves

Q12. 9. How were results shared/discussed with your department or other audiences (e.g. advisory board)? (Select all that apply)

- Special meeting
- Part of a regular meeting
- Shared electronically
- Other

Q13. 10. As a result of your analysis, what changes will your department or program make to improve student learning? (250 words)

Considering even more structured project management tools and deadlines. Implemented to an extent in Fall 2018 session of the class. Greater care to develop and ensure client engagement

Q14. 11. Looking back at your assessment activity since your program or department's last assessment project, what is the current status of the plan(s) for improvement of student learning that were discussed in the past report? (Select all that apply)

- Proposed
- In consideration
- Implemented
- Being assessed
- Other

Q15. 12. Indicate all changes made to your program to improve student learning since the last assessment report submitted by your program or department. Some examples of changes include the following:

- Revising learning goals, outcomes, and rubrics;
- Revising pre-requisites or course sequencing;
- 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;
- and Redesigning assessment instruments, such as assignments, exams, labs, and quizzes. (250 words)

More rigorous specification of project management and problem definition. Greater monitoring of student activity. This has been an ongoing process every academic year it seems to make the specs increasingly rigorous as client engagement and support can vary. This variable not easy to control as supply of projects historically roughly equals demand in my courses. I conduct 10-13 projects per AY and could use more for profit clients to improve experience for Business students.

Q16. 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 Provost's office 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.

MKT 354 Market Research Spring 2018 Six projects St. Patrick's School UW Parkside HIPS Education/Industry scholarship partnership study Pleasant Prairie Rec Plex Greater Waukegan Development Coalition Visioning Greater Racine Generally successful learning experience for students with high client satisfaction for the majority of clients. Data showed project management specs should be highly rigorous and that as always clients should be thoroughly vetted if supply of projects exceeds demand.. Some Business students will seemingly always be a little negative about the value of conducting projects for not for profit organizations. Probably need more support through SEG to generate business clients at same level as CECE.

Q17. 14. If your program is delivered fully or partly via distance education (online, hybrid, flex-option), please indicate the assessment efforts/plans undertaken in distance education (DE) courses/programs. Please emphasize topics such as assessment plans for DE courses/programs, assessment results, and changes made over the past five years. (250 words)

Q18. If you would like to include any tables, graphs, images, or other materials with your assessment report, you may attach the file(s) here.

[MKT 354 - Peter Knight \(1\).docx](#)  
20KB

application/vnd.openxmlformats-officedocument.wordprocessingml.document


Q19.  
The deadline for submission of reports is May 25. (Note, if due to the timing of your data gathering you would like to request a different deadline, please contact Lori Allen at [allen@uwp.edu](mailto:allen@uwp.edu)).

The Assessment Showcase will be held on November 2, 2018.

**Location Data**

**Location:** [\(42.716094970703, -87.823303222656\)](#)

**Source:** GeoIP Estimation



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