

# Annual Assessment Report to the College 2008-2009 *DRAFT*

College: COBAE

Department(s): Business Law, Finance, Management, Marketing, Systems and Operations Management.

Program: B.S. in Marketing

Liaison: Leah Marcal

## 1. Overview of Annual Assessment Project(s)

1a. **Assessment Process Overview:** In general, program assessment activities are coordinated by the College Assessment Director. Faculty members teaching core courses design and collect course embedded measures. All assessment results are distributed to and reviewed by three committees: (1) Administrative Council; (2) Curriculum Review and Policy Committee, and (3) Strategic Planning. More specifically, all assessment results are reviewed by the marketing faculty. This year, eight program learning goals were directly assessed with course embedded measures in all upper-division business core courses and in three required marketing courses.

1b. **Implementation and Modifications:** No unplanned modifications.

## 2. Student Learning Outcome Assessment Project:

### 2a. Which Student Learning Outcome was measured this year?

Strong written and oral communication skills

### 2b. What assessment instrument(s) were used to measure this SLO?

MKT 304 (fall only): Students' writing skills were assessed with either a full strategic marketing plan or a situation audit.

MKT 346 (fall only) and MKT 348(spring only): Students' communication skills were assessed with a written report and oral presentations.

MKT 449 (spring only): Students' communication skills were assessed with performance on cases, research reports, marketing situations, and/or class participation.

SOM 306: Case analysis or essay exam questions were used to assess students' ability to clearly communicate and interpret results from operations management problems.

### 2c. Describe the participants sampled to assess this SLO:

MKT 304: Random sampling was used so that every fifth report was assessed. A total of 48 reports were assessed.

MKT 346: Random sampling was used so that every fifth student was assessed. A total of 23 students were assessed across seven sections of the course.

MKT 348: Random sampling was used so that every fifth student was assessed. A total of 21 students were assessed across six sections of the course.

MKT 449: Random sampling was used so that every fifth student was assessed. A total of 31 students were assessed across six sections of the course.

SOM 306: The work of roughly 887 (766) students were assessed in fall (spring).

**2d. Describe the assessment design methodology:** Cross-sectional samples which provide a snapshot of the student population, at one point in time.

**2e. Assessment Results & Analysis of this SLO:**

MKT 304: Some 67% of the students' writing was deemed outstanding or good, 19% was deemed acceptable, and 15% was deemed unacceptable.

MKT 346: On a scale of 1 to 10 (with 10 being the highest), the mean for "present written and/or research report" was 7.87.

MKT 348: On a scale of 1 to 10 (with 10 being the highest), the mean for "communicate in writing about consumers" was 5.48 and the mean for "communicate orally about consumers" was 5.14.

MKT 449: On a scale of 1 to 5 (with 5 being the highest), the mean for "written communication skills" was 4.10.

SOM 306: In fall (spring), some 81% (87%) of students demonstrated good or very good writing skills; while 19% (13%) demonstrated writing skills that were considered not good enough.

**2f. Use of Assessment Results of this SLO:**

MKT 304: Faculty teaching the course will continue to emphasize the written strategic marketing plan as a requirement for all students. This provides students with an opportunity to improve their writing skills.

MKT 449: There was a large, positive gain for written communication skills because faculty directed even greater attention toward this goal. In addition, students who complete MKT 304 receive quality tutoring in writing from trained teaching assistants, as well as from former students of ENG 205 and BUS 302. Department faculty are monitoring this goal closely.

**2a. Which Student Learning Outcome was measured this year?**

Strong problem solving skills

**2b. What assessment instrument(s) were used to measure this SLO?**

FIN 303: Multiple-choice exam questions were used to assess students' knowledge of investment decisions, finance decisions, and the use of financial data. All questions require students to have strong problem solving skills.

MKT 304 (fall only): Students' problem solving skills were assessed with either a full strategic marketing plan or a situation audit.

MKT 449 (spring only): Students' problem solving skills were assessed with performance on cases, research reports, marketing situations, and/or class participation.

**2c. Describe the participants sampled to assess this SLO:**

FIN 303: Exam answers from roughly 613 (459) students were assessed in fall (spring). Only students enrolled in traditional classes (i.e., not online) were assessed.

MKT 304: Random sampling was used so that every fifth report was assessed. A total of 48 reports were assessed.

MKT 449: Random sampling was used so that every fifth student was assessed. A total of 31 students were assessed across six sections of the course.

**2d. Describe the assessment design methodology:** Cross-sectional samples which provide a snapshot of the student population, at one point in time.

**2e. Assessment Results & Analysis of this SLO:**

FIN 303: in fall (spring), roughly 86% (83%) of students correctly answered questions covering investment decisions; 77% (79%) answered questions covering financing decisions; and 76% (74%) answered questions covering the use of financial data.

MKT 304: Some 54% of the students' problem solving was deemed outstanding or good, 33% was deemed acceptable, and 13% was deemed unacceptable.

MKT 449: On a scale of 1 to 5 (with 5 being the highest), the mean for "problem solving skills" was 3.58.

**2f. Use of Assessment Results of this SLO:**

FIN 303: Assessment findings were shared with finance faculty who teach 303. These faculty were asked to review their course structure and to improve students' knowledge/understanding of the "regulatory environment."

<p><b>2a. Which Student Learning Outcome was measured this year?</b> Strong critical thinking skills</p>
<p><b>2b. What assessment instrument(s) were used to measure this SLO?</b></p> <p><u>MKT 304 (fall only)</u>: Students' critical thinking skills were assessed with either a full strategic marketing plan or a situation audit.</p> <p><u>MKT 449 (spring only)</u>: Students' critical thinking skills were assessed with performance on cases, research reports, marketing situations, and/or class participation.</p>
<p><b>2c. Describe the participants sampled to assess this SLO:</b></p> <p><u>MKT 304</u>: Random sampling was used so that every fifth report was assessed. A total of 48 reports were assessed.</p> <p><u>MKT 449</u>: Random sampling was used so that every fifth student was assessed. A total of 31 students were assessed across six sections of the course.</p>
<p><b>2d. Describe the assessment design methodology:</b> Cross-sectional samples which provide a snapshot of the student population, at one point in time.</p>
<p><b>2e. Assessment Results &amp; Analysis of this SLO:</b></p> <p><u>MKT 304</u>: Some 48% of the students' critical thinking was deemed outstanding or good, 40% was deemed acceptable, and 13% was deemed unacceptable.</p> <p><u>MKT 449</u>: On a scale of 1 to 5 (with 5 being the highest), the mean for "critical thinking skills" was 3.77.</p>
<p><b>2f. Use of Assessment Results of this SLO:</b> None this year.</p>

<p><b>2a. Which Student Learning Outcome was measured this year?</b> Understanding of ethics and social responsibility</p>
<p><b>2b. What assessment instrument(s) were used to measure this SLO?</b></p> <p><u>MKT 346 (fall only)</u>: Students' ability to "identify and respond appropriately to ethical issues" was assessed with written reports, oral presentations, class discussions and or/examinations.</p> <p><u>FIN 303</u>: Multiple-choice exam questions covered students' knowledge of financial ethics and regulatory requirements.</p>

<p><u>MGT 360</u>: Multiple-choice exam questions covered students' knowledge of ethics.</p>
<p><b>2c. Describe the participants sampled to assess this SLO:</b></p> <p><u>MKT 348</u>: Random sampling was used so that every fifth student was assessed. A total of 21 students were assessed across six sections of the course.</p> <p><u>FIN 303</u>: Exam answers from roughly 613 (459) students were assessed in fall (spring). Only students enrolled in traditional classes (i.e., not online) were assessed.</p> <p><u>MGT 360</u>: In fall (spring), instructors teaching four (two) large sections with roughly 600 (300) students adopted two common exam questions to assess students' understanding of ethics.</p>
<p><b>2d. Describe the assessment design methodology:</b> Cross-sectional samples which provide a snapshot of the student population, at one point in time.</p>
<p><b>2e. Assessment Results &amp; Analysis of this SLO:</b></p> <p><u>MKT 348</u>: On a scale of 1 to 10 (with 10 being the highest), the mean for "identify and respond appropriately to ethical issues" was only 2.15.</p> <p><u>FIN 303</u>: In fall (spring), some 91% (87%) of students correctly answered questions covering financial ethics.</p> <p><u>MGT 360</u>: in both fall and spring, on average, 66% of the students correctly answered questions on ethics.</p>
<p><b>2f. Use of Assessment Results of this SLO:</b></p> <p><u>MKT 348</u>: The poor ratings for this goal are alarming and unexpected. Marketing faculty will work together to share ideas for improvement.</p>

<p><b>2a. Which Student Learning Outcome was measured this year?</b> Work effectively in teams</p>
<p><b>2b. What assessment instrument(s) were used to measure this SLO?</b></p> <p><u>MGT 360</u>: Multiple-choice exam questions covered students' knowledge of teams.</p>
<p><b>2c. Describe the participants sampled to assess this SLO:</b></p> <p><u>MGT 360</u>: In fall (spring), instructors teaching four (two) large sections with roughly 600 (300) students adopted two common exam questions to assess students' understanding of teams.</p>

**2d. Describe the assessment design methodology:** Cross-sectional samples which provide a snapshot of the student population, at one point in time.

**2e. Assessment Results & Analysis of this SLO:**

MGT 360: in both fall and spring, on average, 72% of the students correctly answered questions on teams.

**2f. Use of Assessment Results of this SLO:** None this year.

**2a. Which Student Learning Outcome was measured this year?**

Understand and apply basic business concepts

**2b. What assessment instrument(s) were used to measure this SLO?**

ETS-MFT: The Major Field Test contains 120 multiple-choice questions which test students' knowledge of accounting, economics, management, quantitative business analysis, finance, marketing, legal environment, information systems, and international issues.

BUS 302L: Students take a multiple-choice exam in each of the six lower-division core business subjects: financial and managerial accounting; business law; micro and macroeconomics; and statistics. Students must score a minimum of 50% on each exam to pass BUS 302L and they have three opportunities to take each exam.

FIN 303: Multiple-choice exam questions were used to assess students' knowledge of investment decisions, finance decisions, and the use of financial data.

MKT 304 (fall only): Students' knowledge and application of key marketing principles were assessed with either a full strategic marketing plan or a situation audit.

MKT 449 (spring only): Students' knowledge and application of marketing principles were assessed with performance on cases, research reports, marketing situations, and/or class participation.

SOM 306: Students' knowledge of basic operations management concepts was assessed with exam questions.

**2c. Describe the participants sampled to assess this SLO:**

ETS-MFT: The Major Field Test in Business was given to 142 students enrolled in evening sections of the capstone course. Evening sections were used because the exam is designed to be taken over a two-hour time period.

BUS 302L: All students enrolled in BUS 302L.

FIN 303: Exam answers from roughly 613 (459) students were assessed in fall (spring). Only students enrolled in traditional classes (i.e., not online) were assessed.

MKT 304: Random sampling was used so that every fifth report was assessed. A total of 48 reports were assessed.

MKT 449: Random sampling was used so that every fifth student was assessed. A total of 31 students were assessed across six sections of the course.

SOM 306: The work of roughly 887 (766) students were assessed in fall (spring).

**2d. Describe the assessment design methodology:** Cross-sectional samples which provide a snapshot of the student population, at one point in time.

**2e. Assessment Results & Analysis of this SLO:**

ETS-MFT: results are pending.

BUS 302L: Consistently high failure rates (i.e., roughly 15%) are seen in the financial and managerial accounting exams and the statistics exam. Alternatively, fairly low failure rates are seen in the business law exam (less than 6%).

FIN 303: in fall (spring), roughly 86% (83%) of students correctly answered questions covering investment decisions; 77% (79%) answered questions covering financing decisions; and 76% (74%) answered questions covering the use of financial data.

MKT 304: Some 77% of the students' marketing knowledge was deemed outstanding or good, 13% was deemed acceptable, and 10% was deemed unacceptable.

MKT 449: On a scale of 1 to 5 (with 5 being the highest), the mean for "knowledge and application of marketing principles" was 3.79.

SOM 306: In fall (spring), some 73% (69%) of students demonstrated good or very good knowledge of operations management concepts; while 27% (31%) demonstrated knowledge that was considered not good enough.

**2f. Use of Assessment Results of this SLO:**

BUS 302L: Relevant departments (systems and operations management, business law, economics, and accounting) are reviewing and updating their exam questions. Online review materials are also being improved. (This process is ongoing.) The BUS 302 steering committee is also working to construct reliability measures for the exam questions.

<p><b>2a. Which Student Learning Outcome was measured this year?</b> Application of information and research technology</p>
<p><b>2b. What assessment instrument(s) were used to measure this SLO?</b></p> <p><u>MKT 346 (fall only)</u> and <u>MKT 348(spring only)</u>: Students' research skills were assessed with a written report and oral presentations.</p>
<p><b>2c. Describe the participants sampled to assess this SLO:</b></p> <p><u>MKT 346</u>: Random sampling was used so that every fifth student was assessed. A total of 23 students were assessed across seven sections of the course.</p> <p><u>MKT 348</u>: Random sampling was used so that every fifth student was assessed. A total of 21 students were assessed across six sections of the course.</p>
<p><b>2d. Describe the assessment design methodology:</b> Cross-sectional samples which provide a snapshot of the student population, at one point in time.</p>
<p><b>2e. Assessment Results &amp; Analysis of this SLO:</b></p> <p><u>MKT 346</u>: On a scale of 1 to 10 (with 10 being the highest performance), the mean score for conducting exploratory research was 7.13; the mean score for conducting descriptive research was 8.09; the mean score for conducting causal research was 6.09; and the mean score for evaluating strengths and weaknesses of research was 7.48.</p> <p><u>MKT 348</u>: On a scale of 1 to 10 (with 10 being the highest performance), the mean score for "appropriately collect and analyze data on consumer behavior" was 7.33.</p>
<p><b>2f. Use of Assessment Results of this SLO:</b></p> <p><u>MKT 346</u>: The relatively low rating on students' ability to "conduct causal research" is not surprising given that this is the most difficult research design (out of the three – exploratory, descriptive, and causal) to learn. Marketing 346 professors will work on ways to better approach causal research design in the classroom.</p>

<p><b>2a. Which Student Learning Outcome was measured this year?</b> Tactical marketing expertise</p>
<p><b>2b. What assessment instrument(s) were used to measure this SLO?</b></p> <p><u>MKT 348(spring only)</u>: Students' tactical marketing skills were assessed with a written</p>

report and oral presentations.

**2c. Describe the participants sampled to assess this SLO:**

MKT 348: Random sampling was used so that every fifth student was assessed. A total of 21 students were assessed across six sections of the course.

**2d. Describe the assessment design methodology:** Cross-sectional samples which provide a snapshot of the student population, at one point in time.

**2e. Assessment Results & Analysis of this SLO:**

MKT 348: On a scale of 1 to 10 (with 10 being the highest performance), the mean score for "analyze consumer behavior" was 7.1 ; the mean score for "analyze marketplace behavior" was 6.9; the mean score for "apply behavioral concepts and theories to consumer behavior" was 6.5; the mean score for "appropriately apply findings on consumer behavior" was 6.6; and the mean score for "identify and respond appropriately to consumer diversity, including cultural and subcultural" was only 2.3 .

**2f. Use of Assessment Results of this SLO:** The dismal rating for "identify and respond appropriately to consumer diversity" is alarming and unexpected. Marketing faculty will work together to share ideas for improvement.

**3. How do your assessment activities connect with your department's strategic plan?**

Assessment is an integral part of our College mission --to provide high quality education.

**4. Overall, if this year's program assessment evidence indicates that new resources are needed in order to improve and support student learning, please discuss here.**

Teaching students to write well requires that they have numerous opportunities to write and receive meaningful feedback from instructors. Given that most of our upper-division core courses are taught in large lecture halls with 130 to 160 students, faculty are reluctant to assign (and assess) written work. Thus, it would be helpful to assign teaching assistants to faculty who teach such large sections.

**5. Other information, assessment or reflective activities not captured above.**

Students in the capstone course complete the EBI Student Satisfaction Survey every spring semester. Student responses in 2009 indicate that we are very similar to our "select six" comparison business schools in terms of demographics and student

satisfaction with various aspects of our undergraduate programs. When examining factor means, our highest student ratings go toward "critical thinking and problem solving" and "effective communication and teamwork." Students rate us least favorably in "placement and career services" and "advisement."

- 6. Has someone in your program completed, submitted or published a manuscript which uses or describes assessment activities in your program? Please provide citation or discuss.**

No.