

**Student Outcomes Assessment and Success Report AY2020-21**

*Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.*

**Degree Program Name:** Marketing

**Contact Name and Email:** [Paul.Schikora@indstate.edu](mailto:Paul.Schikora@indstate.edu)

**Part 1a: Summary of Student Learning Outcomes Assessment**

**NOTE: If data is missing due to COVID-19 transition issues, please describe these issues, their impact on your ability to assess student learning, and what, if anything, will change as a result.**

<p><b>a. What learning outcomes did you assess this past year?</b></p> <p>If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.</p>	<p><b>b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</b></p>	<p><b>c. What were your expectations for student performance?</b></p>	<p><b>d. What were the actual data/results? (from students in MKTG338 in Fall 2020)</b></p>	<p><b>e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? Can expand on this in Part 2.</b></p>
<p>1.Outcome 1.1: Students are able to demonstrate a working knowledge of various concepts in marketing research</p>	<p>Exam-1, exam-2, and final exam questions; MKTG338</p>	<p>1. At least 70% students will perform at a "satisfactory" level (70% or more) in exams.</p>	<p>Of the 26 students in the class, 19 (73.07%) earned the target score (70%) or better on the exam questions. Therefore, targets were met for this outcome and the current teaching strategies employed are achieving the desired results.</p>	<p>--Findings will be posted and/or shared on the Blackboard Assessment site and results will be discussed at next cycle Program faculty meeting. --Exam questions will be thoroughly reviewed.</p>
<p>2. Outcome 1.2: Students are able to identify business problems or opportunities to develop measurable research problems relevant to decision making in marketing</p>	<p>Request for research proposal identifying and describing specific research problems, an RFP assignment for a business project; MKTG338</p>	<p>At least 70% students will perform at a "satisfactory" level (70% or more) in RFP assignment.</p>	<p>Of the 26 students in the class, 25 (96.1%) earned the target score (70%) or better on the exam questions. Therefore, targets were met for this outcome and the current teaching strategies employed are achieving the desired results.</p>	<p>Specific directions and example videos/online resources have been identified in the coursework for improved understanding of conceptual models</p>
<p>3.Outcome 1.3: Students are able to develop measurement tools to collect data</p>	<p>A survey design assignment; MKTG338</p>	<p>At least 70% students will perform at a "satisfactory" level (70% or more) in "survey design" assignment.</p>	<p>Of the 26 students in the class, 21 (80.77%) earned the target score (70%) or better on the exam questions. Therefore, targets were met for this outcome and the current teaching strategies employed are achieving the desired results.</p>	<p>More advanced survey design methods and/or new techniques for survey design will be introduced (e.g. short, web-based exit surveys, or mobile survey formats)</p>
<p>Outcome 1.4: Students are able to analyze, interpret, and present research findings</p>	<p>final project report presenting results in oral and written formats. MKTG338</p>	<p>1. At least 70% students will perform at a "satisfactory" level in the final project report and presentation.</p>	<p>Of the 26 students in the class, 25 (96%) earned the target score (70%) or better on the exam questions. Therefore, targets were met for this outcome and the current teaching strategies employed are achieving the desired results.</p>	<p>Apart from SPSS, a simple introduction of R programming is considered as R is becoming an industry standard for data analysis. Topics on data Visualization will be covered at a greater depth.</p>

Note: If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.

## Part 1b: Review of Student Success Data & Activities

Use [Blue Reports](#) to generate the following information (as well as any other information helpful to you). A dashboard has been created in the Chairs view:

- 1) Cohort Sizes      2) Year-to-Year Retention      3) 5-Year Graduation Rate (undergraduate); Average time to completion (graduate)

### Marketing

#### Number of Majors Enrolled

Student Level	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Undergraduate	214	164	108	89

#### UG Degree Seekers Fall to Fall Return Rates

Student Level	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Undergraduate	76.22%	75.29%	71.58%	78.15%	90.32%	90.74%

#### 5 Year Retention

	Fall 2011	Fall 2011	Fall 2012	Fall 2012	Fall 2013	Fall 2013	Fall 2014	Fall 2014	Fall 2015	Fall 2015	Fall 2016	Fall 2016
	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %
Marketing (7230)	40	85.00%	28	67.86%	42	71.43%	39	71.79%	61	50.82%	70	55.71%

## Part 2: Continuous Quality Improvement

**What worked well in supporting student success this year?**

--Communication, feedbacks, clear expectations

**What are the most significant opportunities for improvement upon which to focus in the coming year?**

--instructional videos to support self-paced learning, assignment specific rubrics.

**Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:**

- 1) **a. the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness** (ex: What specifically do students know and do well—and less well? Students do well on Survey design and designing question items. They however are still struggling with software and clarifying research problems underlying a survey design.
- b.** What evidence can you provide that learning is improving? Targets were met for all learning outcomes.
- c.** How might learning, success, and career readiness overlap? What questions do your findings raise? A high achievement rate in data presentation/reporting needs to be carefully re-examined.
- d. findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**
- e. what your assessment plan will focus on in the coming year**
  - more individual level assessment items, and data could be collected on a regular basis
- f. How this information will be shared with other stakeholders –**
  - Information will be disseminated for the major and through a school level assessment plan.

Thank you so much for sharing your assessment process and findings for AY 2020-21 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment practice and use in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: Marketing B.S.	Overall Rating: Mature (2.06/3.00)
Strengths	Recommendations
<ul style="list-style-type: none"> <li>• Learning outcomes are clear, specific, and measurable.</li> <li>• Activities/measures give students a variety of different ways to demonstrate their mastery of the learning outcomes.</li> <li>• Expectations for student performance are clearly stated.</li> <li>• Actual student performance data is clearly provided, relative to the expectations. (see note in recommendations)</li> <li>• Good information is included about how findings are shared, as well as how pedagogical practices that seem to have supported student success will be continued in the future. Additional methods and content are also described for further deepening learning where practice is already strong.</li> </ul>	<ul style="list-style-type: none"> <li>• For Outcome 1.1, it is noted that exam questions were used. I can't tell from the information provided if it was just specific exam questions that aligned with that outcome, or the overall score on the exam. Making sure that it is the former rather than the latter will improve the accuracy of your data for interpreting outcome mastery.</li> <li>• Where data is displayed (column 4) there is a copy/paste reference to exam questions, even where exams weren't the measure used. Be sure to update this for future reference, and provide insight into how satisfactory performance was evaluated for these measures (e.g. briefly mention if it was a rubric, checklist, peer evaluation, etc.)</li> </ul>

Evaluation Criteria	3 Exemplary	2 Mature	1 Developing	0 Undeveloped
<p><b>Student Learning Outcomes</b></p>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes directly integrate institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>More than one outcome is assessed this cycle, and rationale is provided for why they were selected for assessment.</p>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes support institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcome is assessed this cycle.</p>	<p>Learning outcomes are identified and alignment with courses is demonstrated.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcomes is assessed this cycle.</p>	<p>No learning outcomes are identified, and/or alignment of learning outcomes to courses is not demonstrated (e.g. – curriculum map).</p>
<p><b>Performance Goals &amp; Measures</b></p>	<p>Performance goals are clear and appropriate, and rationale is provided for why these were selected.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and rationale and examples are provided (e.g. – rubrics, checklists, exam keys). Most are direct measures, and their design enhances the validity of findings.</p> <p>Licensure exams and high-impact practices are reflected in measures (if applicable).</p>	<p>Performance goals are clear and appropriate.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and examples are provided (e.g. – rubrics, checklists, exam keys). At least one direct measure is included.</p>	<p>Performance goals are identified with little rationale or clarity.</p> <p>Identified measures are poorly suited to performance goals, underdeveloped, or are solely indirect measures.</p>	<p>No goals for student performance of learning outcomes are identified, and/or no measures are provided.</p>

<p><b>Analysis &amp; Results</b></p>	<p>Data collection process is clear and designed to produce valid/trustworthy results. The process is useful to those collecting and/or interpreting data.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with thoughtful discussion of analysis and description of conclusions that can be drawn.</p>	<p>Data collection process is clear and designed to produce valid/trustworthy results.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with some discussion of analysis.</p>	<p>Description of data collection is unclear as to process and quality. <i>(some cases – see notes)</i></p> <p>Some data is collected and analyzed with little rationale or description.</p> <p>Some results are provided with no discussion of analysis.</p>	<p>No information is provided about the data collection process, and/or no data is being collected.</p> <p>No results are provided.</p>
<p><b>Sharing &amp; Use of Results for Continuous Improvement</b></p>	<p>A plan for sharing information and included program faculty and appropriate staff in discussion and planning is detailed and enacted. Outcomes and results are easily accessible on the program website or other appropriate designated area.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection is offered about results or plans moving forward, and compares prior year plans to current outcomes in an effort to foster continuous improvement as a result of assessment process.</p>	<p>A plan for sharing information broadly across program faculty is detailed and enacted.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection is offered about results or plans moving forward.</p>	<p>Information is provided about sharing results, but sharing is limited in scope or content.</p> <p>Plans for improvement or change based on results are incomplete, vague, or not clearly connected to results.</p> <p>Little reflection is offered about results or plans moving forward.</p>	<p>No information is provided about sharing results and/or plans for improvement or change based on results.</p> <p>No evidence of reflection on results is provided.</p>
<p><b>Overall Rating</b></p>	<p><input type="checkbox"/> Exemplary</p>	<p><input checked="" type="checkbox"/> Mature</p>	<p><input type="checkbox"/> Developing</p>	<p><input type="checkbox"/> Undeveloped</p>