

**Student Outcomes Assessment and Success Report AY2017-18**

*Completed reports due from the dean to the Assessment Office via Blackboard by October 15. Deans, assessment coordinators, and/or department chairs set their own internal deadlines for material review and request for refinement if not suitably addressing questions.*

**Unit/Program Name:** Marketing **Contact Name(s) and Email(s)** Kuntal Bhattacharyya Kuntal.Bhattacharyya@indstate.edu

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary. Templates are available on the [assessment website](#).

**Part 1a: Summary of Assessment Activities**

a. Outcomes assessed this year.	b. Measure(s) and course(s)	c. Expectations established for achieving outcomes	d. Findings/Results	e. Responsible instructor/methods for sharing results.
Outcome 1.1: Students are able to demonstrate a working knowledge of various concepts in marketing research	Exam-1, exam-2, and final exam questions; Fall 2017.	A score of 70% or better will be earned by 70% of the students.	Of the 32 students in the class, 22 (77.78%) 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.	Marketing faculty (S. Bhowmick). Findings are posted on the Blackboard Assessment site. Results emailed to program faculty and will be discussed at Fall 2018 Program faculty meeting.
Outcome 1.2: Students are able to identify business problems or opportunities to develop measurable research problems relevant to decision making in marketing	Students working in groups submit a request for research proposal identifying and describing specific research problems, available resources and available timeline for completing the research.	A score of 70% or better will be earned by 70% of the students.	Of the 32 students in the class, all earned the target score (75%) or better on the exam questions. Therefore, targets were met for this outcome and the current teaching strategies employed are achieving the desired results.	Marketing faculty (S. Bhowmick). Findings are posted on the Blackboard Assessment site. Results emailed to program faculty and will be discussed at Fall 2018 Program faculty meeting. Specific directions and example sites have been referred in the fall 2018 coursework for improved understanding of conceptual models
Outcome 1.3: Students are able to develop measurement tools to collect data	Students working in groups submit an interim project report, containing actual survey questions critically reflecting the research problems and the accuracy of the measurement tools	A score of 70% or better will be earned by 70% of the students.	Of the 32 students in the class, 31 (96.8%) earned the target score (75%) or better on the exam questions. Therefore, targets were met for this outcome and the current teaching strategies employed are achieving the desired results.	Marketing faculty (S. Bhowmick). Findings are posted on the Blackboard Assessment site. Results emailed to program faculty and will be discussed at Fall 2018 Program faculty meeting.
Outcome 1.4: Students are able to analyze, interpret, and present research findings	Each group submit a final project report analyzing and interpreting the sample data collected for the project. Results are presented both in oral and written formats.	A score of 70% or better will be earned by 70% of the students	Of the 32 students in the class, 31 (96.8%) earned the target score (75%) or better on the exam questions. Therefore, targets were met for this outcome and the current teaching strategies employed are achieving the desired results.	Marketing faculty (S. Bhowmick). Findings are posted on the Blackboard Assessment site. Results emailed to program faculty and will be discussed at Fall 2018 Program faculty meeting. Apart from SPSS, a simple introduction of R programming is introduced

**Part 1b: Continuous Quality Improvement**

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about student learning (a. What specifically do students know and do well—and less well? b. What evidence can you provide that learning is improving?); 2) what your assessment plan will focus on in the coming year; and 3) how will this information be shared with other stakeholders?

1. Since targets were met for Outcome 1.1, the current teaching strategies employed are meeting the desired results. Being a quantitative course, further improvements were made to implement rigorous data driven analytics question to assess student learning on more specific chapter related contents.
2. During AY 2017/2018 Outcomes 1.1, 1.2, 1.3, and 1.4 were assessed. Targets were met or exceeded for all outcomes.

**2017/2018 focus:**

- Marketing Program is revisiting and in the process of making changes to its major, which may require modification to its curriculum map and points of assessment for one or more outcomes.
- At the same time these revisions are made, the program outcomes will be mapped to departmental learning goals.
- In addition, an appropriate indirect measure needs to be developed for supplementing project outcomes from MKTG338.

**Part 2a: Summary of Student Success Activities**

Based on the results of your assessment of student learning outcomes from Part 1 above, reflect on how this data will impact student success within your unit/program.

a. What goals/objectives were established this past year to aid student performance, retention, persistence, and completion?	b. What primary action steps were taken to make progress on each goal and who was responsible?	c. What data informs progress on each goal?	d. What were some accomplishments or achievements for each goal and/or challenges confronted?	e. Please indicate goals that are continuing and any goals that will replace a previous goal. Any additional goals can also be added on a new line.
1. The MO Department will deploy faculty in the SCoB Meis Student Success Center	Assign 0.2 Faculty FTE to assist MO students in Meis Center.  Responsible: Department Chair	Assignment of Faculty	Meis Center held a freshmen boot camp for all students enrolled in Business 100, a course required of our freshmen. The Freshmen Bootcamp focuses on six topics to enhance the retention rate, and to introduce the students to professional behavior. The topics are: Professional Communication, Note Taking, Professional Dress, Classroom	The MO Department will continue to deploy faculty in the Meis Center.

			Etiquette, Social Media, and finally Career Fair preparation, a most relevant topic.	
2. MO faculty will work closely with the Meis Center to support center activities to focus on first-year retention and overall student success.	<p>Delegate one faculty member to work directly with the Meis Center on freshmen retention. ALL MO faculty teaching core classes partner with the Meis center in various capacities as part of their classes. At the program level, multiple classes from OSCM, Marketing, and Sales program partner with the Meis Center for fulfilling professional development learning goal</p> <p>Responsible: Department Chair</p>			Continue to provide support activities
3. The MKTG faculty will work collaboratively with members of the AFIRM Department to develop a Financial Services Selling Minor	<p>Roll out a dedicated career day for OSCM students.</p> <p>Responsible: David Fleming</p>	The completion of the Financial Services Selling Minor proposal	The minor was completed and is now in place and will appear in the Fall 2018 catalog. The medical selling certificate was pulled in lieu of adding this minor.	Complete a comprehensive review of the Marketing Curriculum that has not been updated in 5+ years.

Notes

- a. These goals could be program/department wide but may also be focused on specific sub-populations of interest (e.g., service course student performance, transfer students, part-time students, students of a particular class year, students of color, etc.).
- c. Retention and completion data, D/F/drop rates, credit hour productivity (defined as credit hour enrollment at start of term versus credit hours earned at end of term) are common data examples. See [Blue Reports](#) database (access from Linda Ferguson in Institutional Research) or the [Office of Institutional Research](#) for ideas.

## **Part 2b: Continuous Quality Improvement**

**In no more than one page, summarize 1) the discoveries that attention to student performance, retention, persistence, and completion has enabled you to make about program/department systems, processes, and norms as it effects students; and 2) how this will positively impact student success, including with regard to the readiness of students for graduate study or a career?**

- 1) Attendance at Meis Center events and feedback from students have been positive indicators that the assignment of MKT faculty to the Center is useful. In the present cycle and future cycles, persistence in the major will be monitored. Enrollment in the new minor (Financial Services Selling) will be monitored to gauge the effectiveness of this offering in attracting and keeping students in the major. Current and future collaborative activities between the Marketing program and the Meis Center will be closely monitored for effectiveness and alignment with the goal of retention.
- 2) The Marketing program has made significant efforts to update its offerings to reflect trends in hiring and postgraduate admissions. Addition of the Financial Services Selling minor (which was completed in the 2017-18 cycle) is evidence of this. Assigning a Marketing faculty member to the Meis Center on a part time basis is directed toward student success in that it keeps the Meis Center activities focused on career skills that are in demand.

Dear Kuntal,

Thank you so much for sharing your assessment process and findings for AY 2017-18 with the Assessment and Student Success Councils. You will find a comprehensive synthesis of the feedback compiled by both groups below. It is understood that some of the feedback might encompass practices that you already engage in but that are 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 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>Assessment Practice Overall Rating:</b> Mature (2.50/3.00)	
<b>Student Success Practice Overall Rating:</b> Developing (1.00/3.00) <i>*see second rubric below</i>	
Strengths	Recommendations
<ul style="list-style-type: none"><li>• Good assessment plan with clear information about the specific assignments and reasons for selection (valid instrumentation, incorporation of class learning concepts).</li><li>• Clear targets for achievement.</li><li>• Good information about sharing with faculty and next steps in the assessment process.</li><li>• <b>Financial Selling minor is a good idea that meets a need in the community.</b></li></ul>	<ul style="list-style-type: none"><li>• It may be helpful to indicate the course each measure (assignment) is associated with. This will help faculty see whether assessment of learning is spread across the curriculum or concentrated to one course, which can be problematic if not done purposefully.</li><li>• When using an exam as a measure, make note if performance on specific questions of the exam indicate achievement of the learning outcome, rather than the performance on the entire exam.</li><li>• It may be useful to vary measures to make sure they aren't mostly based on group work, where it can be difficult to judge individual student learning. Here, you've paired group projects with exams, which does help to refine the issue. You could consider looking at individual student performance on exams as compared with group work to see if the measurements you are choosing are working.</li><li>• A description of methods used to evaluate student group work (rubrics, etc.) would be a useful addition.</li><li>• Based on the excellent performance of students relative to targets, you may consider increasing your expectations for performance for future assessment cycles.</li></ul>

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|  | <ul style="list-style-type: none"><li>• Continuing goals are generic and not specifically linked to student success; more assessment and a more granular look at data activities is needed.</li></ul> |
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*Scoring Rubric is included below.*

*Score was calculated on a 0 (undeveloped), 1 (developing), 2 (mature), 3 (exemplary) scale.*

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
<p><b>Student Learning Outcomes</b></p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p> <p>Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.) based on issues based on issues</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcomes(s) is measurable.</p>	<p>No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.</p>
<p><b>Performance Goals &amp; Measures</b></p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal(s) is identified for each learning outcome.</p> <p>Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures.</p> <p>Tools or processes for evaluating student performance on measures are not described.</p>	<p>No goals for student performance of learning outcomes is identified, and/or no measures are provided.</p>

<b>Analysis &amp; Results</b>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p> <p>Results are discussed in relation to college, institutional, and/or accreditor goals/standards.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with little description of analysis.</p>	<p>No data is being collected.</p> <p>No results are provided.</p>
<b>Sharing &amp; Use of Results for Continuous Improvement</b>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p> <p>A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.</p>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p>	<p>Limited information is provided about sharing or using results to inform practice.</p> <p>Some discussion of what was learned from results is provided.</p>	<p>No information is provided about sharing or using results to inform practice.</p> <p>No evidence of reflection on results is provided (ex: discussion, conclusions drawn)</p>
<b>Overall Rating</b>	<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Mature	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped

**Student Success Activities Report Rubric (Part 2 of Student Outcomes Assessment Report)Unit/Program:**

**Office of Student Success/Office of Assessment & AccreditationEvaluation Date:**

<b>Evaluation Criteria</b>	<b>0 Undeveloped</b>	<b>1 Developing</b>	<b>2 Mature</b>	<b>3 Exemplary</b>
<b>Goals/ Objectives</b>	No goals/objectives are identified.	Goals/objectives are poorly suited to addressing student performance, retention, persistence, and/or completion.  Goals/objectives may also be modest at best such that little effort is required.	Goals/objectives are generally clear and reasonably well suited to addressing student performance, retention, persistence, and/or completion.  Goals/objectives are also generally at least moderately aggressive such that appropriate effort is required.	Goals/objectives are all clear and well suited to addressing student performance, retention, persistence, and/or completion.  Goals/objectives are also at least moderately aggressive in all cases such that appropriate effort is required.
<b>Action Steps</b>	No action steps are identified.	Action steps are weak, underdeveloped, and/or poorly suited to making progress on goals/objectives.  No person(s) or group(s) indicated who will be responsible for the actions.	Action steps are generally clear and reasonably well suited to making progress on goals/objectives.  Person(s) or group(s) responsible for the actions are indicated in most cases.	Action steps are all clear and well suited to making progress on goals/objectives  Person(s) or group(s) responsible for each action are indicated, ideally with a timeline.
<b>Data that Informs Progress on Each Goal/Objective</b>	No data, quantitative or qualitative, is identified.	Data to inform progress are poorly suited to measure progress on goals/objectives.	Data to inform progress are generally well suited to measure progress on goals/objectives.	Data to inform progress are all well suited to measure progress on goals/objectives.
<b>Assessment of Outcomes and Continuous Improvement</b>	For goals/objectives in place the prior year, no reflection provided on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  No reflection on outcome assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, modest at best reflection provided (and/or is vague or of questionable connection to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  Modest at best reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, generally appropriate reflection provided (and is reasonably well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  Reasonable reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, strong reflection is provided in all cases (and is well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  Well-developed reflection on assessment plan for continuous improvement provided for new goals/objectives.
<b>Overall Rating</b>	<input type="checkbox"/> <b>Undeveloped</b>	<input type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Mature</b>	<input type="checkbox"/> <b>Exemplary</b>