

Degree Program Name: Marketing

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Part One

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 2015.	A score of 70% or better will be earned by 75% of the students.	Of the 16 students in the class, 15 (77.78%) 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.	S. Bhowmick. Findings are posted on the Blackboard Assessment site. Results emailed to program faculty and will be discussed at Fall 2016 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 75% of the students.	Of the 16 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.	S. Bhowmick. Findings are posted on the Blackboard Assessment site. Results emailed to program faculty and will be discussed at Fall 2016 Program faculty meeting.
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 75% of the students.	Of the 16 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.	S. Bhowmick. Findings are posted on the Blackboard Assessment site. Results emailed to program faculty and will be discussed at Fall 2016 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 75% or better will be earned by 70% of the students	Of the 16 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.	S. Bhowmick. Findings are posted on the Blackboard Assessment site. Results emailed to program faculty and will be discussed at Fall 2016 Program faculty meeting.

Part Two

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about your students' learning, the curriculum, departmental processes, and/or the assessment plan itself; 2) the changes and improvements you have made or will make in response to these discoveries and/or the coordinator's feedback on the previous summary; and 3) what your assessment plan will focus on in the coming year.

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 weekly quizzes to assess student learning on more specific chapter related contents.
2. During AY 2015/2016 Outcomes 1.1, 1.2, 1.3, and 1.4 were assessed. Targets were met or exceeded for all outcomes.

2016/2017 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.

Materials located at:

Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University

Degree Program: BS in Marketing Date: 7.11.16

	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
1. Student Learning Outcomes	<input type="checkbox"/> No outcomes are identified.	<input type="checkbox"/> An Outcomes Library was provided. <input type="checkbox"/> Some of the outcomes are specific and measurable. <input type="checkbox"/> Some of the outcomes are student-centered. <input type="checkbox"/> A Curriculum Map was provided.	<input type="checkbox"/> Outcomes listed in the Outcomes Library are specific, measurable, and student-centered. <input checked="" type="checkbox"/> Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed. <input type="checkbox"/> At least one outcome was assessed in this cycle.	<input checked="" type="checkbox"/> Outcomes listed in the Outcomes Library are specific, measurable, student-centered, and span multiple learning domains. <input type="checkbox"/> Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input checked="" type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization). <input type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.) ? <input type="checkbox"/> Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders. ? <input checked="" type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed and offers evidence that students have sufficient opportunity to master the associated learning outcomes. <input checked="" type="checkbox"/> Two or more outcomes were

				assessed in this cycle.
<p>2. Measures & Performance Goals</p>	<input type="checkbox"/> No measures are provided. <input type="checkbox"/> No goals for student performance are identified.	<input type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes. <input type="checkbox"/> Measures are primarily indirect. <input checked="" type="checkbox"/> Measures include course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes. <input type="checkbox"/> Performance goals are identified, but they are not specific.	<input checked="" type="checkbox"/> At least one direct measure was provided for each outcome. <input checked="" type="checkbox"/> Sufficient information is provided to suggest that measures are appropriate to the outcomes being assessed. <i>Usually</i> <input type="checkbox"/> Measures include course and/or assignment grades, and general information is provided to indicate that grades are calibrated to the outcomes. <input checked="" type="checkbox"/> Clear and appropriate standards for performance are identified. <i>See comments.</i>	<input type="checkbox"/> Multiple measures were provided, and a majority are direct. <input type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed. <input type="checkbox"/> Measures include course and/or assignment grades, and specific evidence is provided to demonstrate that grades are calibrated to the outcomes. <input type="checkbox"/> Clear and appropriate standards for performance are identified and justified. <input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure. <input type="checkbox"/> Measures assess some high impact practices (internships, capstone course projects, undergraduate research, etc.) <input type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course. <input type="checkbox"/> Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided to demonstrate that the measure provides clear evidence of what students know/can do.

				<input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate how this is effective.
3. Results	<input type="checkbox"/> No data are being collected. <input type="checkbox"/> No information is provided about the data collection process. <input type="checkbox"/> No results are provided. <input type="checkbox"/> Students are meeting few of the performance standards set for them.	<input type="checkbox"/> Some data are being collected. <input type="checkbox"/> Some data are being analyzed. <input type="checkbox"/> Some results are provided. <input type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid. <input type="checkbox"/> Students are achieving some of the performance standards expected of them.	<input checked="" type="checkbox"/> Data are being collected and analyzed. <input checked="" type="checkbox"/> Results are provided. <input checked="" type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid. <input checked="" type="checkbox"/> Students generally are achieving the performance standards expected of them.	<input type="checkbox"/> Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity of the assessment process. <input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve. <input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.
4. Engagement & Improvement	<input type="checkbox"/> No one is assigned responsibility for assessing individual measures. <input type="checkbox"/> Assessment primarily is the responsibility of the program chair. <input type="checkbox"/> No improvements (planned or actual) are identified. <input type="checkbox"/> No reflection is offered about previous results or plans.	<input checked="" type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results. <input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis. <input type="checkbox"/> Plans for improvement are provided, but they are too vague to connect clearly to the results or to implement. <input type="checkbox"/> Little reflection is offered about previous results or plans.	<input type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results. <input checked="" type="checkbox"/> Results regularly are shared with the faculty. <input checked="" type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment. ? <input checked="" type="checkbox"/> These discussions lead to the development of specific plans for improvement. ? <input type="checkbox"/> Improvements in student	<input type="checkbox"/> All program faculty members are engaged in collecting and analyzing results. <input type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance standards and implement plans to adjust activities, performance goals, outcomes, etc. according to established timelines. <input type="checkbox"/> Faculty and other important stakeholders reflect on the history and impact of previous

			learning have occurred as the result of assessment.	<p>plans, actions, and results, and participate in the development of recommendations for improvement.</p> <p><input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment.</p> <p><input type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website.</p> <p><input type="checkbox"/> Assessment is integrated with teaching and learning.</p>
Overall Rating	<input type="checkbox"/> Level 0 – Undeveloped	<input type="checkbox"/> Level 1 - Developing	<input checked="" type="checkbox"/> Level 2 – Mature	<input type="checkbox"/> Level 3 – Exemplary

COMMENTS

Strengths, Concerns, Recommendations for Improvement

1. Learning Outcomes

The outcomes you assessed this past year are specific and clear, and your curriculum map shows that you cover all of them appropriately. I am curious as to why the senior seminar does not address more outcomes?

2. Measures & Performance Goals

Three of the four measures are student projects, and I am not clear about where they occur or whether they are different phases of the same project. Since you focus so much on group projects, do you feel you have sufficient information about individual students' knowledge and skills? I also would appreciate having more information about the exam. Which course is it connected to? Is there a key that correlates questions to concepts so that you know exactly what students know/don't know and can be certain the exam really is measuring the outcome? Next time, please provide more details in your report and give me with access to a copy of the pertinent rubrics and analyses. Thanks for noting your plan to develop an indirect measure!

3. Results

Results are quite positive. If students always easily meet the targets set, it is time to increase the rigor of the measures or to raise the bar? As you note in your response to the results of 1.1, there always is room for improvement. Also, I would like to know more about what the numbers mean—what exactly do students know/do well and less well?

4. Engagement & Improvement

The report shows that results are collected and analyzed, but it suggests that only one person was responsible. Are other program faculty (as well as students, external advisors) engaged in reviewing data and developing recommendations for improvement? If so, please make this clearer next year. You mention that the program is being revised. Are upcoming changes the result of assessment? Is there evidence that previous changes are improving student learning?

Thanks for sharing this information about your assessment program. I look forward to learning more next year!