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| **xAssurance of Student Learning Report****2020-2021** |
| *Gordon Ford College of Business* | *Marketing* |
| *Marketing Degree, Major 720* |
| *Kristin Bennett – Assessment Coordinator* |

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*** |
| **Student Learning Outcome 1: Students will demonstrate mastery of marketing concepts – the 4 P’s of marketing (price, promotion, product and place), identifying target markets and tying target markets to the 4 P’s.**  |
| **Instrument 1** | **Specific questions related to the key concepts above are embedded across all MKT 220 classes. (Basic Marketing Concepts)****Dr. Craig Martin classes not included in this measurement due to COVID requirement that all of his exams are online and randomized. There was****not a way to pull the key concept questions out of the randomized exams. Dr. Martin will report full ASL data beginning in Fall 2021 when classes are normalized.**  |
| **Instrument 2** | **All graduating marketing majors are required to take and pass a comprehensive marketing exam during their final semester in MKT 422 (Marketing Management) to demonstrate a mastery of the marketing concepts above**  |
| **Instrument 3** | **All graduating marketing majors must complete a comprehensive applied marketing project during their final semester in MKT 422 (Marketing Management) to demonstrate an understanding of the marketing concepts above.**  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | **X****[ ]  Met** | **[ ]  Not Met** |
| **Student Learning Outcome 2: Students will demonstrate an ability to communicate marketing concepts effectively in a written format.** |
| **Instrument 1** | * **The final project in MKT 422 (Marketing Management) involves both a written paper and oral presentation. Each student is responsible for specific portions of the written paper.**

**Grading Rubric for the MKT 422 project:****30% Explaining attributes of the target market****40% Tying the 4 Ps of marketing to the target market****10% Research/references****10% Writing flow****10% Creativity** |
| **Instrument 2** |  |
| **Instrument 3** |  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | **X****[ ]  Met** | **[ ]  Not Met** |
| **Student Learning Outcome 3: Students will demonstrate an ability to communicate marketing concepts effectively in a verbal format.**  |
| **Instrument 1** | * **In MKT 325 (Personal Selling), each student is required to make a final presentation that incorporates all aspects of Personal Selling**

**learned during the semester.** * **In MKT 422 (Marketing Management), the final project involves both a written paper and oral presentation. Each student is responsible for portions of the written paper.**

**Grading Rubric for the MKT 422 project:****30% Explaining attributes of the target market****40% Tying the 4 Ps of marketing to the target market****10% Research/references****10% Writing flow****10% Creativity** |
| **Instrument 2** |  |
| **Instrument 3** |  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | **X****[ ]  Met** | **[ ]  Not Met** |
| **Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**  |
| Marketing majors have successfully mastered all Student Learning Outcomes for the 20-21 AY. As discussed above, beginning in Fall 2021, as WKU tranisitions back to regular classes and away from COVID protocols, we will have the data to measure approx. 200 more MKT 220 students. Also due to the death of a faculty spouse 3 weeks before the end of the Spring 2021 semester, we were unable to measure SLO 3 (verbal) in the MKT 422 class. Action items for Fall 2021: Work with Dr. Craig Martin to continue assessment of SLO 1 in his MKT 220 class.Work with Drs. JoAnna Melancon and Patricia Scott to implement measurement of SLO 2 (written) in both MKT 321 and 421.  |

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| **Student Learning Outcome 1** |
| **Student Learning Outcome**  | Describe what specific skills and/or knowledge graduates of your program are expected to master. |
| **Measurement Instrument 1**  | **NOTE: Each student learning outcome should have at least one direct measure of student learning. Indirect measures are not required.**Be specific and include how the measurement aligns with your learning outcome.Consider the following list of example sources for DIRECT measures of student learning: written work, presentations, licensure/national board exams, juried performances, oral exams/presentations, capstone course artifact, portfolios, senior exam results, nationally-normed exams or boards, graduate written exams, thesis defense, simulations, e-portfolios, ratings of students by faculty field-experience supervisors. **Please attach any/all rubrics used.**Consider the following list of example sources for INDIRECT measures of student learning: student surveys, alumni surveys, employer surveys, graduate school placement and success rates, employer internship performance appraisals, written surveys and questionnaires, external examiner, external advisory boards, focus groups, exit interviews. Again, these are not required. |
| **Criteria for Student Success** | *Criteria for Success* refers to a narrative/explanation of the level of performance students will have achieved for your program to have been successful (ex., *students will have earned 4/5 for documentation and citation on capstone essays*. Describe what outcomes or achievements should be reached for a student to have “succeeded” using the instrument above. The criteria for success assists in setting targets. |
| **Program Success Target for this Measurement** | The composite, numerical goals students in the sample will have achieved for program success - expressed in percent (ex., 75% [that’s the target number] of students in the program will have earned 4/5 on documentation/citation on the rubric). | **Percent of Program Achieving Target** | Insert the actual percentage of students reaching the target for this measure (ex. 78% of students in the program will have earned 4/5 on documentation/citation on the rubric. |
| **Methods**  | Include descriptions of sampling and data collection processes, appropriate summary statistics, and number of students assessed (*N, n*). Note: **Sample Sizes -** Generally speaking, at least 20% of students enrolled in the program should yield your sample size, with a minimum of five in the sample. So, if your program has 50 total majors, you should evaluate at least artifacts from 10 randomly selected students (20% of 50 = 10). If your program has 8 students, you would need to evaluate artifacts from at least 5, but you could choose to evaluate artifacts from all 8. If you only have 4 students in your program, you would evaluate artifacts from all of the students. Many programs evaluate artifacts from students in capstone courses. If you have 20 students in your capstone course, but 100 majors, you would evaluate work from all 20 students. Unless the number is too high, it is recommended that work from all students in the capstone be assessed.  |
| **Measurement Instrument 2** | Do you have other measures of assessment for SLO 1? If so, please add that here along with all the information below. If not, you may delete this section and move on to **“… whether the program met the goal Student Learning Outcome 1.”** |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **Measurement Instrument 3** | Do you have other measures of assessment for SLO 1? If so, please add that here along with all the information below. If not, you may delete this section and move on to **“… whether the program met the goal Student Learning Outcome 1.”** |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | **[ ]  Met** | **[ ]  Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) |
| Actions should be specific and preferably in past tense (e.g. try to avoid stating what you are “planning” to do). Examples of changes include: Content in one or more courses was modified (list specific course(s)); one or more new courses were created (list specific course(s)); changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool. |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| As we work hard to improve our assessment practices and make them more meaningful and effective, it’s important each program craft a plan for the following year’s assessment – this process assists in “closing the loop.” You made a plan for how you’ll improve achievement of the SLOs as part of the report (Actions/Closing the Loop), but you also need to explain, based on the current data, how you might shift your assessment practice the following year. For example, you may decide to work on the same learning outcome, but collect a more appropriate artifact. Or, you may need to shift to a different learning outcome because you’ve exceeded your target. Or, you might see the need to reconstruct your curriculum map. Or, you’ve found that the sequencing of classes might need to be adjusted. Whatever you plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. **All changes need not lead to quantitative results**. Feel free to use more qualitative indicators or observations as appropriate.  |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) |
| When will this outcome be assessed again? It is perfectly fine to not assess every outcome every year; however, it is important to note *when* it will be assessed again. Please include the year this outcome will be assessed again, when and what data/artifacts will be collected, what courses will be sampled, and who will be responsible for collecting and providing data and information. |

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| **Student Learning Outcome 2** |
| **Student Learning Outcome**  |  |
| **Measurement Instrument 1** | **NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.** |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods**  |  |
| **Measurement Instrument 2** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **Measurement Instrument 3** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | **[ ]  Met** | **[ ]  Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) |
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| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
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| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) |
| When will this outcome be assessed again? It is perfectly fine to not assess every outcome every year; however, it is important to note *when* it will be assessed again. Please include the year this outcome will be assessed again, when and what data/artifacts will be collected, what courses will be sampled, and who will be responsible for collecting and providing data and information. |

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| **Student Learning Outcome 3** |
| **Student Learning Outcome**  |  |
| **Measurement Instrument 1** | **NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.** |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods**  |  |
| **Measurement Instrument 2** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **Measurement Instrument 3** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | **[ ]  Met** | **[ ]  Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) |
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| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
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| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) |
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