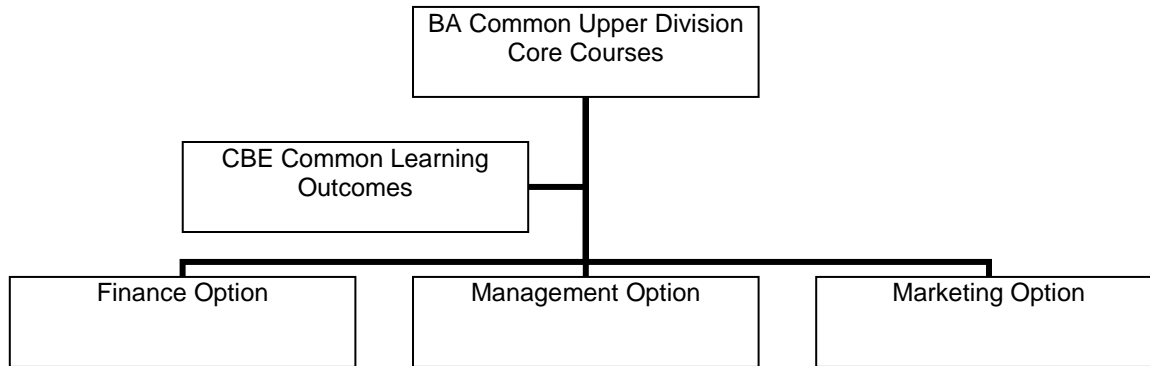


BUSINESS ADMINISTRATION

Students in the Business Administration program earn a Bachelor of Science degree. Two path of study are available: 1) the major plus a minor in another filed or 2) a broad area major with an option in finance, management, marketing, and management information systems. For AoL, students selecting option 1 are assessed in measurement activities conducted in the common upper division core course, business electives, and CBE supporting courses.

Figure BA1: Organizational Structure of BA AoL



UPPER DIVISION CLASSES

All students in the Business Administration program take the same lower and upper division core courses. Lower division courses are not assessed in the BA AoL plan – though students must earn a 2.5 GPA in these courses to be admitted to the College.

The following upper division courses are part of the BA Assurance of Learning [AoL] process:

- MNGT 300: Management and Organizational Behavior
- MKTG 310: Principles of Marketing
- FINC 345: Managerial Finance
- ECON 326: Statistical Methods for Economics and Business
- MNGT 361: Operations Management
- MNGT 485: Strategic Management

The *content* knowledge gained in the upper division core courses will be assessed by in-class exams. This assessment will either be in terms of the average performance across all exams given in a course during the data collection semester[s] or on a comprehensive course final. To be able to aggregate content knowledge performance in a course across semesters, a common exam grade allocation rubric will be used in each of the courses. This is presented in Table BA1.

Basic statistical content knowledge and skill is developed and assessed by the Economics Department. Aggregate performance data is shared with the appropriated program chair. In addition, the application of statistical knowledge and skill is assessed in MNGT 361. Aggregate performance analysis will be included in management AoL reports and shared with the Economics Department chairperson.

Table BA1: General Grade Rubric

	Well Developed	Developed	Developing	Undeveloped
MNGT & Organizational Behavior	100% - 89%	88% -- 75%	74% -- 60%	59% -- 0%
Principles of Marketing	100% - 89%	88% -- 75%	74% -- 60%	59% -- 0%
Managerial Finance	100% - 89%	88% -- 75%	74% -- 60%	59% -- 0%
Statistics	100% - 89%	88% -- 75%	74% -- 60%	59% -- 0%
Operations Management	100% - 89%	88% -- 75%	74% -- 60%	59% -- 0%
Strategic Management	100% - 89%	88% -- 75%	74% -- 60%	59% -- 0%

MNGT 485: Integrative Assurance of Learning:

The management, marketing, and finance options use MGMT 485 Strategic Management as the capstone experience. The focus for AoL is on assessing the students' ability to integrate their knowledge from the different option disciplines with strategic management concepts.

Assessment is done in aggregate for the BA level as well as for individual option learning outcomes as requested by the Department Chairs. Both direct and indirect measures will be used. These are summarized in Table BA2. Integration rubrics are presented in Appendix 4

Table BA2: Broad MNGT 485 Assessment

VENUE	TYPE		LEVEL		
	Direct	Indirect	BA	Option	CBE
Electronic Simulation		X	X		
Quizzes	X		X		
Peer Evaluations	X		X		
Reflection Papers	X			X	
Executive Memos	X			X [MRKT & MNGT]	
Case Studies	X			X [MNGT]	

Management Option expectations focus on Learning Outcome 2 - Motivation and Learning Outcome 5 – Decision Making. Rubrics used for assessment are contained in the Management Option Plan.

Marketing Option expectations focus on 1) the extent to which students are able to integrate the strategic fit among positioning, marketing segmentation, and the marketing mix; and 2) the extent to which student are able to integrate issues from the various functional areas.

Finance Option has not requested additional integrative assessment.

Electronic Simulation:

Global Business Strategy Simulation Game a.k.a. Glo-Bus was selected as the primary integrative application tool. A 'learning assurance report,' is generated by the software which will supplement other material included in the MNGT 485 AoL Report. Group measures are indirect indicators of student performance. Using the group measures reflect the team nature of many organizational

work setting and is appropriate in assessing BA students. The following dimensions are used in the simulation's AoL report:

Leadership Skills	Assessment of the individual's leadership and independent thinking skills. Based co-managers' answers for items 4, 5, 6, 7, 10 on the peer evaluation exercise.
Collaboration & Teamwork	Assessment of the individual's collaborative skills, teamwork, and ability to work well with others. Based on co-managers' answers for items 1, 3, 8, 9, 11 on the peer evaluation exercise.
Financial Analysis	Assessment of the individual's skills in analyzing financial ratios and financial statements. Based on the individual's answers to selected questions from Quiz #2.
Financial Management	Assessment of the group's ability to apply financial management principles. Based on the company's ROE, credit rating, and stock price performances.
Operations Management	Assessment of the group's ability to manage production operations and control production costs. Based on the company's production cost competitiveness as measured by production costs per unit (adjusted for product quality and product line breadth), capacity utilization, and management of finished goods inventories.
Marketing Management	Assessment of the group's ability to effectively market the company's product and control marketing costs. Based on the company's market image and marketing costs per unit sold.
Human Resources Management	Assessment of the group's proficiency in workforce management and controlling labor costs. Based on work- force compensation, workforce productivity, and labor costs per unit sold.
Strategic Analysis & Planning	Assessment of the group's strategic planning and strategic thinking skills. Based on scores achieved on the 3-Year Strategic Plan exercise.

BA Level Assurance of Learning Process

The following seven steps summarize the assessment process adopted by BA faculty.

1. AoL measurement will consist of exam performance [as noted above.]
2. Exam data will be collected for each course either in the Fall and Spring semester during the first year of the two year cycle.
3. Faculty teaching the common upper division courses will prepare an aggregate report and distribute copies to all BA Faculty.

If data using the common exam rubric is entered into LiveText, the LT administrator will generate an aggregate report from all of the common upper division courses and send all BA and Accounting faculty the summary report.

4. Common rubrics will consist of 4 categories as presented in BA1. The number of dimensions will depend on the topic. When measuring knowledge, skills or perspectives

related to CBE learning outcomes, faculty will use the common rubrics developed by the college.

5. During the Fall semester of the second year of the two year cycle, the BA Faculty will meet to discuss the reports. They will plan curriculum or course delivery changes needed in the common upper division courses in response to the feedback given in the report[s].
6. The plans for strengthening the outcomes associated with the common upper division courses will be developed and implemented during the Spring semester of the second year of the two year cycle.
7. Beginning in Fall 2010, the BA programs will survey regional organization and/or conduct focus groups to gain input into BA, Finance, Management, and Marketing option level learning outcomes, curriculum, and professional opportunities for students.
8. The review and decision making process/outcomes will be documented through minutes which will be housed on the G drive.

MARKETING OPTION

LEARNING MISSION:

The mission of the Marketing program is to educate and prepare students to become life-long learners able to adapt to a constantly changing global business environment. As a result of quality teaching encompassing both academic and practical experiences, students will develop marketing knowledge and skills equipping them for successful careers.

The marketing program supports the missions of the College of Business and Economics and UWRF by contributing expertise in strategic marketing planning; market segmentation & positioning; the marketing mix; retailing; services; consumer behavior; business to business marketing; and marketing research.

Option Contribution CBE Learning Outcome Assessment:

The knowledge, skills, and abilities developed to meet the marketing option learning outcomes also support achievement of some of the college-level [CBE] Learning Outcomes. Appendix MKTG 1a highlights which marketing option level learning outcomes support which CBE level Skills and Perspectives.

Appendix MKTG 1b shows which marketing courses contribute to the development of the CBE level Skills and Perspectives. Major option contributions are in the areas of:

Acquire Information: Student projects can require searching for information needed to complete the assignment. Information may be obtained through paper, electronic, and interpersonal venues. MKTG 365 focuses on acquiring information and uses the CBE Official Rubric – Decision Making is to measure information acquisition. In addition, this rubric is used in other courses where appropriate.

Diversity: MKTG 312 focuses addresses diversity of consumers and markets with respect to culture, subcultures, social class, ethnicity, gender, etc. The CBE Official Rubric – Diversity Issues is used to measure this outcome.

Global Awareness: MKTG 355 focuses exclusively on international marketing issues. The CBE Official Rubric – Global is used to measure this outcome.

Decision Making: MKTG 445 focuses on the development of strategic marketing plans which requires extensive use of decision making. The CBE Official Rubric – Decision Making is to measure the outcome.

As part of the assessment process, Marketing faculty will use the common CBE rubrics when measuring performance related to the college wide skills and perspectives. Common CBE rubrics may also be used to measure option learning outcomes.

OPTION LEARNING OUTCOME ASSESSMENT:

The marketing option's assurance of learning process is grounded in the measurement of four program level learning outcomes created by the marketing faculty. Current learning outcomes are derived from marketing discipline expectations and reflect a mix of skills, knowledge, and orientations appropriate to entry level professionals. A periodic review of the learning outcomes can also be requested of the CBE Business Advisory Board or other regional business/organizational leaders.

The four learning outcomes state that students receiving their degree in Business Administration with a Marketing Option (BA-MKO) will be able to:

1. Effectively use the elements of the strategic marketing planning process to engage in SWOT analysis, market segmentation, targeting, positioning, and marketing mix development.
2. Apply their in-depth understanding of social science theories relevant to consumer behavior in marketing decisions.
3. Apply their understanding of marketing research concepts and techniques to solve marketing problems.
4. Develop a formal strategic marketing plan.

Direct Measurement of Marketing Option Knowledge, Skills, and Abilities:

- Multiple direct methods are used to measure students' knowledge, skills, and abilities. The direct measures are embedded in both required and elective marketing courses. The direct measures include case analysis, team projects, individual student projects, papers, and exercises. Exam performance, based on program level learning outcome content, is also used, consistent with the grade rubric presented in the BA section.
- Direct measurement assessment of marketing option level learning outcomes occurs during the fall and spring semester (based on when the course is offered) at the beginning of each two year cycles. This is a minimum requirement. Faculty teaching courses offered in both the Fall and Spring in which measurement takes place can elect to measure during both the fall and spring semesters if, 1) doing so more effectively manages the AoL measurement workload, 2) the student populations are deemed to be significantly different [it is otherwise generally assumed that they are similar], or 3) the centrality of the course in the learning process supports their doing so. The direct measurement methods adopted by the faculty in the Fall of 2008 are presented in Appendix MKTG 2.

- Rubrics for assessing learning outcomes are developed by the faculty member teaching the course. Rubric design is consistent with the BA format. Rubrics are shared with other marketing faculty. The rubrics are broad enough to allow use with multiple cases/assignments but specific enough to measure the learning outcome. The rubrics are on LiveText and the instructors submit the results of these evaluations via LiveText. Rubrics associated with the learning outcomes in Appendix MKTG 2 are shown in Appendix MKTG 3.
- When measuring knowledge, skills or perspectives related to CBE learning outcomes, faculty will use the common rubrics developed by the college.
- To support the development of the marketing option level learning outcome achievement, the marketing faculty has identified primary learning outcomes for each of the required and elective marketing courses. Appendix MKTG 4 matches the course level learning outcomes to the program level learning outcomes they support.

In-direct Measurement of Management Option Knowledge, Skills, and Abilities:

In addition to the direct measures identified above, the marketing option faculty use several indirect measures. Table MKTG 1 [below] summarizes the mix of direct and indirect measures. How the feedback from the two measurement categories is used in curriculum revision and program enhancement is disproportional-- with direct embedded measures having a weight of 80 percent.

Table MKTG 1:

Direct Measures	Indirect Measures [All Learning Outcomes]
<ul style="list-style-type: none"> • Content Specific Exam Questions • Case Analysis • Papers • Knowledge and/or application oriented exercises • Individual Projects • Team projects with individual contribution component. • Student e-portfolios 	<ul style="list-style-type: none"> • Student e-Portfolio • Faculty/peer observations from team/class engagement • EBI Survey Data • NSSE Survey Data • Student self-reports from internships, mentoring, shadowing and international study programs. • Alumni Surveys • Business Surveys

Student e-Portfolios are used to as part of student’s engagement in assessing their work. Marketing faculty encourage students to select quality representative work and submit it to their e-Portfolio in LiveText. Faculty may also recommend or require submissions. The marketing option’s e-Portfolio is comprised of three assessment folders:

1. CBE Common Learning Outcomes – with a subfolder for each learning outcome.
2. Marketing Option Learning Outcomes – with a subfolder for each of the options four learning outcomes.
3. Personal Stories – a section for students to include any work they want to have in their e-Portfolio.

Assurance of Learning Process

The following AoL process has been adopted by the marketing faculty. Additional AoL activities may be added as needed. The process supports the two-year assessment process adopted by the College of Business and Economics.

1. The primary stakeholders for the Marketing program are: Marketing option students, Business Administration students, Marketing Faculty, and the College of Business and Economics. Secondary stakeholders for the Marketing program are: the companies who employ the marketing graduates, the regional business community, UWRF, and AACSB.
2. Table MKTG 2 contains the learning outcome schedule*. Variations to the schedule may occur due to course schedule changes.

Table MKTG 2 – Assessment Schedule

Semester	Class	Learning Outcome	Level		
			MKTG	BA	CBE
FALL	MKTG 310	Acquire Information General Knowledge	X	X	X
FALL, Cont.	MKTG 312	# 2 MKTG Diversity	X		X
	MKTG 352	# 1 & # 4 MKTG	X		
	MKTG 365	#1 & # 3 MKTG Info Acquisition	X		X
SPRING	MKTG 310	Acquire Information General Knowledge	X		X
	MKTG 312	# 2 MKTG Diversity	X		X
	MKTG 355	Global			X
	MKTG 445	# 1 & # 4 Decision making	X		X

3. Marketing faculty will review the common course learning outcomes [Appendix MKTG 4] and how the course level learning outcomes support the marketing option level learning outcomes as part of the assessment reviews. Option level and course objective integration is included to show the linkage, not for direct option level assessment.
4. Marketing faculty will develop an AoL report for each course/semester in with assessment of CBE, BA, or Option Level Learning Outcomes are measured. The report will summary the assignment used to measure the learning outcome, present findings, and make recommendations for enhancing student performance and/or the assessment process.
5. Marketing faculty will meet during the last week of August during the first year of the two year AoL process [beginning Fall 2008] to 1) review and approve rubrics that will be used to measure performance on the program's four learning outcomes and 2) make any needed adjustments to the measurement process.
6. As needed, AoL activities will be included as part of the Management and Marketing program's regular meetings. This will be documented in the program meeting minutes. As

needed, the Marketing faculty will meet separate from the department meeting. Minutes of marketing faculty meetings will be maintained by the department chair and stored on the G Drive.

7. No later than October 30th of the second year of the two-year AoL cycle, the Marketing faculty will meet to discuss the measurement feedback collected during the first year of the two-year cycle. The information will be used to make changes to the Marketing AoL process, curriculum, strategic initiative, and faculty development plans. If significant changes are made to the AoL process, a copy of the reviewed Marketing AoL plan will be submitted to the Chair of the CBE Assessment Committee, UWRF assessment committee, and/or accrediting bodies regarding the content of its AoL plan/report.

Minutes summarizing the review and recommended changes will be maintained by the department chair and stored on the G drive. Summary information will be shared at the first Management and Marketing Department meeting following the finalization of the management review. Depending on the recommendations made, information from the review will be shared with the following CBE committees:

- a. Undergraduate
- b. Assessment
- c. Faculty Development
- d. Strategic Planning

8. Marketing faculty will meet no later than April 5th of each year to review AoL activities for the current academic year. Included as part of this review, if not already done, will be feedback obtained from the indirect measures identified in Table MKTG 1. The outcome from this meeting will be agreement on any needed changes to the AoL process, course curriculum, or faculty development strategies. Documentation will be by minutes maintained by the department chair and housed on the G drive.
9. No later than April 30th of each year the Marketing program will submit to the Chair of the CBE Assessment Committee the program's AoL report for the current academic year. The report will contain information consistent with the report requirements adopted by UWRF and those requested by the CBE Assessment Committee and/or administration. The full report will be housed on the UWRF assessment site. Any resulting changes to the AoL plan will periodically be sent to the UWRF Assessment Committee with the revised plan being posted to the UWRF assessment site. An executive summary of the AoL report will be posted to the AoL section of the CBE website and summarized in the AoL Musings Newsletter, both of which are available to faculty and students.
10. Marketing faculty are encouraged to include an AoL contribution discussion as part of their professional reflections.
11. To the extent possible, all AoL plans, reports, minutes, and samples of student work are to be stored on the G Drive. All CBE faculty can access the G Drive. The structure of G Drive follows:
 - Assurance of Learning
 - a. AoL Plan
 - b. Documentation of AoL Development Process
 - c. LiveText
 - d. Minutes of Department Meetings Regarding AoL
 - e. Reports – EBI

- f. Reports – Faculty – Coding:
 - i. Year
 - ii. Semester
 - iii. Course Prefix and Number
 - iv. Assessment Level
 - 1. Option
 - 2. BA
 - 3. CBE
- g. Electronic samples of Student Work [Well Developed, Developed, Undeveloped]
 - i. Well Developed, Developed and Undeveloped examples
 - ii. Paper Copies will be centralized
- h. Miscellaneous Instructions

* The process reflects the two-year assessment cycle adopted by the college. An annually process will be used by the Management option for the 2008-2009, 2009-2010, and 2010-2011 academic years.

APPENDIX MKTG 1a
Marketing Learning Outcomes in Support of CBE Learning Outcomes

	Ethical	Global	Political	Social	Legal & Reg.	Environ-mental	Technology	Diversity	Written Comm.	Oral Comm.	Teams	Acquire Info.	Make Decisions
MKTG LO 1: USE KNOWLEDGE				X	X	X	X						
MKTG LO 2: CB								X					
MKTG LO 3 MR												X	
MKTG LO 4: SMP												X	X

APPENDIX MKTG 1b
Marketing Courses in Support of CBE Learning Outcomes

	Ethical	Global	Political	Social	Legal & Reg.	Environ-mental	Technology	Diversity	Written Comm.	Oral Comm.	Teams	Acquire Info.	Make Decisions
Required													
MKTG 310	X	X										X	
MKTG 312								X				X	
MKTG 365												X	
MKTG 445													X
Electives													
MKTG 315				X								X	
MKTG 325										X	X		
MKTG 330					X		X						
MKTG 334							X						X
MKTG 342													X
MKTG 352													X
MKTG 355		X											

APPENDIX MKTG 2
Course-embedded Direct Measurement of Marketing Learning Outcomes:

	MKTG 310	MKTG 312	MKTG 365	MKTG 445	MKTG 325	MKTG 330	MKTG 334	MKTG 342	MKTG 352	MKTG 355
1. Effectively use the elements of the strategic marketing planning process to engage in SWOT analysis, market segmentation, targeting, positioning, and marketing mix development.				EXIT EXAM	-Exam Q	-Exam Q.		-Case Analysis	-Case Analysis Content exam	
2. Apply their in-depth understanding of social science theories relevant to consumer behavior in marketing decisions.		Consumer Audit semester project			-Role play exercise	-Exam Q				Exam Q.
3. Apply their understanding of marketing research concepts and techniques to solve marketing problems.			Industry analysis Survey creation							In-depth Country Analysis
4. Develop a formal strategic marketing plan.				Create a strategic plan for a business Case Analysis				Case Analysis	Case Analysis	

APPENDIX MKTG 3

RUBRICS:

Official Marketing Rubric for Objectives 1 & 4

Strategic Marketing Plan	Well Developed	Developed	Developing	Undeveloped
Mission Statement <ul style="list-style-type: none"> ▪ Concise statement of what business you are and are not in. 	Clear & distinctive mission statement clearly tied to key strategic factors	Clear & distinctive mission statement	Vague mission statement which does not distinguish organization	No mission statement
External analysis <ul style="list-style-type: none"> ▪ Description of external change drivers: political, economic, demographic, technological, social, legal, etc. 	Complete discussion of external factors impacting the company with factors prioritized as relevant to the firm	A discussion of most of the external factors impacting the company	A discussion of most of the external factors impacting the company	Limited discussion of external factors
Internal analysis <ul style="list-style-type: none"> ▪ Description of company factors/resources and the marketing mix. 	All internal factors accurately and completely described.	Most internal factors accurately described	A few internal factors described	Limited discussion of internal factors
SWOT Analysis <ul style="list-style-type: none"> ▪ Internal Strengths & Weaknesses, external Opportunities & Threats 	Accurate insightful integrated identification and presentation of all of the Strengths, Weaknesses, Opportunities, and Threats.	Accurately identifies some of the Strengths, Weaknesses, Opportunities, and Threats.	Accurately and inaccurately identifies some of the Strengths, Weaknesses, Opportunities, and Threats.	Poor identification of Strengths, Weaknesses, Opportunities, and Threats.
Marketing Strategies <ul style="list-style-type: none"> ▪ Marketing strategies responding to strategic needs 	Strategies are well described, clearly related to organization, and a clear outgrowth of SWOT & key factors	Well described strategies	Vaguely described strategies	No strategies provided
Marketing Objectives <ul style="list-style-type: none"> ▪ Designed to accomplish marketing strategies 	Well identified objectives which are clearly linked to the market situation	Well identified objectives	Vaguely identified objectives	No objectives provided
Implementation & scheduling <ul style="list-style-type: none"> ▪ Possible implementation outlined in a time table 	Implementation time table clearly identified with prioritization of marketing actions	Listed suggestions for implementation with possible timing	Some listed suggestions for implementation	No consideration of implementation

Official Marketing Rubric for Objective 2

	Well Developed	Developed	Developing	Undeveloped
Positioning decisions reflect a consideration of <u>internal</u> consumer influences	Positioning strategy demonstrates a clear & complete understanding of consumer internal influences.	Positioning strategy demonstrates some understanding of consumer internal influences.	Positioning strategy shows little understanding of consumer internal influences.	Positioning strategy demonstrates no understanding of consumer internal influences.
Positioning decisions reflect a consideration of <u>external</u> consumer influences	Positioning strategy demonstrates a clear & complete understanding of consumer external influences.	Positioning strategy demonstrates some understanding of consumer external influences.	Positioning strategy shows little understanding of consumer external influences.	Positioning strategy demonstrates no understanding of consumer external influences.
Marketing Mix decisions reflect an application of <u>internal</u> consumer influences	Marketing Mix decisions demonstrate a clear & complete understanding of consumer internal influences.	Marketing Mix decisions demonstrate some understanding of consumer internal influences.	Marketing Mix decisions demonstrate little understanding of consumer internal influences.	Marketing Mix decisions demonstrate no understanding of consumer internal influences.
Marketing Mix decisions reflect an application of <u>external</u> consumer influences	Marketing Mix decisions demonstrate a clear & complete understanding of consumer external influences.	Marketing Mix decisions demonstrate some understanding of consumer external influences.	Marketing Mix decisions demonstrate little understanding of consumer external influences.	Marketing Mix decisions demonstrate no understanding of consumer external influences.
Application of situation influences to Marketing Mix Strategy	Marketing Mix decisions demonstrate a clear & complete understanding of situation influences.	Marketing Mix decisions demonstrate some understanding of situation influences.	Marketing Mix decisions demonstrate little understanding of situation influences.	Marketing Mix decisions demonstrate no understanding of situation influences.
Application of decision process factors to Marketing Mix Decisions	Marketing Mix decisions demonstrate a clear & complete understanding of decision process factors	Marketing Mix decisions demonstrate some understanding of decision process factors	Marketing Mix decisions demonstrate little understanding of decision process factors	Marketing Mix decisions demonstrate no understanding of decision process factors
CB theory and strategy formulation	Reflects a clear understanding of CB theory and logically connects CB theory with strategy formulation. Strategy and positioning flow logically from the situation analysis	Reflects some understanding of CB theory and features some connection between CB theory and strategy formulation. Strategy & positioning show some understanding of the situation analysis	Reflects little understanding of CB theory and features little connection between CB theory and strategy formulation. Show little connection between strategy & the situation analysis.	Reflects almost no understanding of CB theory and shows no connection between CB theory and strategy formulation. Reflects little understanding of the situation analysis

Official Marketing Rubric for Objective 3

	Well Developed	Developed	Developing	Undeveloped
Problem Definition	Well thought out, complete problem definition that will result in the needed information for the research project.	Problem definition will result in most of, but not all of the information needed for the research project.	Incomplete problem definition that will not result in the information required for the research project.	No created problem definition
Research Design	The research design is well thought out and will result in all the information necessary for the research project.	The research design is adequately thought out and will result in most of the information necessary for the research project.	The research design is poorly thought out and will result in only some of the information necessary for the research project.	The research design is not thought out and will not result in the information necessary for the research project.
Measurement Instrument (MI)	MI is well designed: it has correct item ordering and flow with effective word choices.	MI is adequately designed: with mostly correct item ordering and flow with adequate word choice	MI is not effectively designed: Item order and flow is incorrect and poorly worded	MI is poorly designed: Item order is confused with no flow and very poorly worded.
Sampling Plan	Sampling plan is correctly and effectively designed	Sampling plan is mostly correct and somewhat effectively designed	Sampling plan is poorly and ineffectively designed	No Sampling plan
Data collection	Data collection is effectively planned and supports and is consistent with the sampling plan	Data collection is somewhat effectively planned and is mostly consistent with the sampling plan	Data collection is not effectively planned and is inconsistent with the sampling plan	Data collection is poorly planned and does not support the sampling plan
Data analysis	Data analysis shows a complete understanding of statistical theory and techniques are used correctly	Data analysis shows an adequate understanding of statistical theory and techniques are mostly used correctly	Data analysis shows little understanding of statistical theory and techniques are used incorrectly	No data analysis conducted

APPENDIX MKTG 4
Marketing Required Course Learning Outcomes in Support of Program Level Learning Outcomes

		Marketing Program Learning Outcome 1	Marketing Program Learning Outcome 2	Marketing Program Learning Outcome 3	Marketing Program Learning Outcome 4
COURSE	LEARNING OBJECTIVE	Effectively use the elements of the strategic marketing planning process to engage in SWOT analysis, market segmentation, targeting, positioning, and marketing mix development.	Apply their in-depth understanding of social science theories relevant to consumer behavior to marketing decisions.	Apply their understanding of marketing research concepts and techniques to solve marketing problems.	Develop a formal strategic marketing plan.
MKTG 310	Students will develop understanding of marketing's role within the organization, buyer behavior, market segmentation & targeting, and marketing mix design;	X			
MKTG 310	Students will gain an understanding of the influence of on the socio-cultural, competitive, technological, legal/regulatory, and ecological environments on marketing strategy as well as the influence of marketing strategy on these external forces	X			
MKTG 310	Students will develop an understanding of the effects of global economic integration and diversity of global cultures on marketing strategy and practice;	X			
MKTG 310	Students will develop an awareness of the ethical consideration related to marketing strategy and practice;				
MKTG 310	Students will acquire the information acquisition and decision making skills necessary to develop, evaluate and choose alternative marketing strategies, plans and tactics.	X			

		Marketing Program Learning Outcome 1	Marketing Program Learning Outcome 2	Marketing Program Learning Outcome 3	Marketing Program Learning Outcome 4
MKTG 312	Students will gain an understanding of consumer behavior for the purpose of developing, implementing, and evaluating marketing strategies	X	X		
MKTG 312	Students will learn and apply principles of the following psychological processes to marketing strategy problems: perceptions, learning, memory, motivation, emotion, attitudes, lifestyle, and decision-making.		X		
MKTG 312	Students will learn and apply principles of the following social factors to both domestic and global marketing strategy problems: culture, demographics, values, social stratification, subculture, families and households, and reference group influences.		X		
MKTG 312	Students will examine and apply principles of ethics and social responsibility to marketing practices as it applies to consumer behavior				
MKTG 365	Students will understand the role of marketing research as well as its benefits and limitations in all phases of the strategic marketing management process.				
MKTG 365	Students will examine and apply the basic research concepts and techniques used to help solve marketing problems.			X	
MKTG 365	Students will design and conduct marketing research projects as part of a research team and present their findings.			X	

		Marketing Program Learning Outcome 1	Marketing Program Learning Outcome 2	Marketing Program Learning Outcome 3	Marketing Program Learning Outcome 4
MKTG 445	Students will develop an understanding of the marketing management process and strategic planning for marketing.				X
MKTG 445	Students will become aware of the analytical process of assessing the marketing environment, marketing opportunities, competitive situation, and research needs of an organization.	X			X
MKTG 445	Students will be able to conduct a SWOT analysis.				X
MKTG 445	Students will develop and apply decision-making skills to marketing problems within the context of case analysis individually and as part of a team and present the team solution to the class.				X
MKTG 445	Students will develop a strategic marketing plan				X
MKTG 445	Students will effectively communicate their strategic marketing plan.				X
MKTG 445	Students will recognize the major ethical issues raised in the development and implementation of marketing programs.				