

ASSESSMENT PLAN

Business Administration -- MARKETING

All students earning a BS degree in Accounting or Business Administration must complete a common core business curriculum. These courses, combined with the University's general education program, provide for the development of the foundation forming the environment in which business activity takes place. This necessary background in business knowledge provides a foundation for specialization in one of the functional areas of business through the individual majors. Additionally, the College of Business and Economics faculty have developed four educational objectives for the BS programs which state that when students complete the program, they will be able to:

- Demonstrate and apply knowledge gain in the accounting, business law, computer science, economics, finance, management, marketing, statistics, and strategy disciplines.
- Demonstrate an awareness of ethical, global, political, social, legal, regulatory, environmental, technological, and diversity issues.
- Demonstrate the ability to communicate effectively in written and oral form.
- Demonstrate the ability to work in teams, acquire information, and make decisions.

These broad skills, knowledge, and attributes augment the fundamental knowledge of the business operating environment, functional knowledge of business activity, and specialization provided by the academic major curriculum experience. In addition to students being able to demonstrate the above general BS outcomes, all students All business administration and accounting students will develop an awareness of ethical, global, political, social, legal, regulatory, environmental, technological, and diversity issues. These perspectives are seen as the cornerstone of business professionalism.

- Ethical Issues: Students will develop an awareness of the philosophical, rational basis for conduct concerning issues of fairness, justness, rightness, or wrongness of an action.
- Global Issues: Students will realize that today's individuals and organizations operate in a global competitive environment and understand their place within the context of an increasingly integrated global, social, and business environment.
- Political Issues: Students will understand the interrelationships between people, organizations, and governments, and their effects on regulation and policymaking.
- Social Issues: Students will appreciate how social forces influence organizational behavior and individual actions.
- Legal and Regulatory Issues: Students will understand the formulation and implementation of business strategy within the context of a set of legal and regulatory constraints.
- Environmental Issues: Students will understand the formulation and implementation of business strategy within the context of concern for maintaining a balance between a healthy natural environment, the goals of the organization, and the needs of society.
- Technological Issues: Students will be aware of the effects of technology and technological innovation on individuals, business, and society.
- Impact of Diversity on Organizations: Students will recognize the effects of demographic diversity on the firm and its stakeholders. Students will acquire an empathic view of other cultures.

To facilitate a common professional skill development experience, the College has adopted specialized curriculum. The CBE Orientation and Professional Development Curriculum (OPDC) includes a sequence of three, one-credit courses. The first course in the sequence is CBE 100 – Orientation to the College of Business and Economics, which is followed by CBE 200 – Professional Development I and CBE 300 – Professional Development II. Students are asked to take the first course during their freshman year, followed by the second course in their sophomore year and the third course during their junior year. Each course encourages the development and refinement of students' written communication skills, awareness of ethical issues, as well as the ability to think critically and creatively and solve relevant business problems. Students also have the opportunity to develop a learning portfolio that charts their individual progress and goal attainment, as well as a career portfolio that allows them to showcase their best work for prospective employers. Marketing students participate in these courses. The outcomes for the CBE courses are presented in Table 1.

Table 1 – CBE Professional Development Outcomes

Orientation to the College of Business & Economics (CBE 100)	<ol style="list-style-type: none"> 1. Acquaint students with resources and services that are available to all UWRF students. 2. Discuss majors and minors in the College of Business & Economics. 3. Help students become familiar with advising and course registration procedures. 4. Explore career options; Begin developing a resume and learning portfolio. 5. Help students develop effective study skills. 6. Continue to develop and enhance written and oral communication skills, as well as the ability to think critically about business topics and careers.
Professional Development (CBE 200)	<ol style="list-style-type: none"> 1. Students will develop a sense of integrity, ethics, and professionalism in business. 2. Students will gain awareness of the etiquette needed in organization. 3. Students will hone their writing and presentation skills. 4. Students will continue to develop their learning and career portfolios.
Professional Development (CBE 300)	<ol style="list-style-type: none"> 1. Students will develop a sense of integrity, ethics and professionalism in business. 2. Students will develop resume techniques. 3. Students will hone their business communication skills. 4. Students will continue to develop their learning and career portfolios.

The Marketing emphasis area supports the CBE Mission, values, and AoL philosophy presented below:

- Assessment is mission driven and supports mission revision. First and foremost, the value of assessment is in how it enhances the College of Business and Economics.
- Assessment must be owned by the faculty, individually and collectively. This requires that assessment be meaningful but streamlined so it is not seen as an arduous process.
- Assessment is developmental, both for individual faculty, programs, and the CBE. It is designed to support continuous improvement activities. As such, assessment is a value-added activity that enhances student learning, curriculum development, strategic management activities of the college.
- Assessment is an ongoing process that needs period review and revision. In addition, assessment is responsive to and inclusive of multiple stakeholders. As such both internal and external feedback processes are included as well as direct and indirect measures.
- Learning outcome assessment focuses on learning goals and measures demonstrated achievement of those goals. Yet, LOA is not full assessment of student learning or its environment and other measure must be included in a comprehensive assessment plan.

- Assessment is a tool that provides linkage from individual course objectives to program outcomes to global CBE goals and objectives. Multiple assessment methods should be used to assess outcome achievement with no one prescribed approach to assurance of learning being sufficient. And, assessment results must be analyzed, disseminated, and used by the faculty and CBE. Collecting the data is only the first step – the feedback must be used to ‘close the loop.’
- Assessment is not a ‘canned’ process. Measurement methods appropriate for undergraduate education may not be valid for graduate education. As such, appropriate quantitative and qualitative measures must be used. Not all outcomes need to be measured at the same time or on an annual basis. While assessment of all students for some methods is important, not all students need to be included in all assessment methods. Random, representative sampling is effective.

Along with other programs and emphasis areas, Marketing draws from college wide assessment activities:

Course-based objectives: Each course in the business core has objectives that relate to the overall CBE objectives. These objectives are assessed at the course level. Course-based assessment is conducted each semester by course instructors and the results are reported to the Assessment Committee. A copy of the form completed by faculty is presented in Appendix G. The outcomes are common to the course. Individual faculty teaching each course determines the goals and assessment methods. The Assessment Committee reviews the reports and provides feedback to functional area faculty.

EBI surveys: EBI undergraduate exit surveys are administered every two years to graduating seniors in business administration at the end of Fall and Spring semesters. This survey encompasses feedback on overall CBE objectives in addition to affinity and satisfaction measures. In addition to the standardized questions, the College adds an additional seven self-developed questions that ask students to respond to the statement, “To what extent did the Business program enhance your:

- Ability to think creatively?
- Awareness of legal and regulatory issues?
- Awareness of political issues?
- Awareness of environmental issues
- Awareness of impact of diversity?
- Ability to cope with uncertainty in decision making?
- Information acquisition skills?

The EBI allows for comparison of CBE graduating senior responses to those of peer institutions. The EBI survey is administered by the Dean's Office and the results are reported to the Assessment Committee. The Assessment Committee reviews the results and provides feedback to the College of Business and Economics.

Student portfolios: Students construct portfolios consisting of representative work beginning from the time of admission to the College of Business and Economics. Primary areas for assessment include critical thinking, creative thinking, and dealing with uncertainty in unstructured problem-solving. Assessment occurs in CBE 100, 200 and 300 and Senior closure courses.

The portfolio evaluation is administered by the Dean's Office. Results of the assessment will be

provided to the Assessment Committee. The Assessment Committee provides feedback to the College of Business and Economics.

LiveText, an electronic portfolio management system is used as part of the College's overall AoL process.

Alumni survey: Graduating senior information is important, but potentially stronger insight is gained from getting feedback from alumni. To this end, two alumni surveys are administered. The first is an internally developed alumni survey that is administered to alumni one, five, and ten years after their graduation. This survey is administered every two years and encompasses feedback on overall CBE objectives in addition to affinity and satisfaction measures, and includes an open-ended question. The alumni survey is administered by the Dean's Office and the results reported to the Assessment Committee. The Assessment Committee reviews the results and provides feedback to the College of Business and Economics.

The second alumni survey is purchased from EBI and is administered every two years [odd numbered years].

Organization survey: An internally developed organization survey will be administered to regional organizations every three years. This survey encompasses feedback on overall CBE objectives in addition to affinity and satisfaction measures, and includes an open-ended question.

The organization survey is administered by the Dean's Office and the results reported to the Assessment Committee. The Assessment Committee reviews the results and provides feedback to the College of Business and Economics.

Program Reviews: The departments engage in the program review process prescribed by the university. This review occurs every seven years.

In addition to the above, the Dean's Office collects the following assessment information and provides the results to the Assessment Committee. The Assessment Committee will provide feedback to the College of Business and Economics.

CBE Indirect Assessment Measures

Internships	<ul style="list-style-type: none"> • Number of internships • Feedback from employers
International Opportunities	<ul style="list-style-type: none"> • Number of international opportunities • Percentage of international coverage in each course over time
Placement	<ul style="list-style-type: none"> • Number of employers recruiting on campus • Percentage of recent alumni employed in their field
Teaching	<ul style="list-style-type: none"> • Teaching awards • Number of published pedagogical research papers • Number of published case papers • Number of course web sites • Attendance at teaching workshops • Number of textbooks authored • Number of faculty discussions on teaching
Intellectual Contributions	<ul style="list-style-type: none"> • Number of publications and presentations from the past 5 years. • Number of research grants written and received • Number of publications in Cabell journals
Service	<ul style="list-style-type: none"> • Number of UWRF committees served on and chaired

Contributions	<ul style="list-style-type: none"> • Number of professional committees served on and chaired • Number of community presentations • Number of consulting engagements
Student Satisfaction	<ul style="list-style-type: none"> • Number of students participating in student organizations
Faculty Satisfaction	<ul style="list-style-type: none"> • Anonymous customized annual survey administered by an impartial third-party • Length of service • Leadership and interaction with student groups • Turnover and Number of sick days
Other	<ul style="list-style-type: none"> • Number of Center for Economic Research and Center for Economic Education workshops and successful grants • The Assessment Committee can also judge the achievement of the continual improvement objective by monitoring the trends in the measures over the years. Assessment data are a portfolio of measures that complements other quality control programs such as program reviews and accreditation

The Marketing Option involves education in the analysis, planning, implementation, and control of marketing programs (the strategies and tactics used by businesses to sell products and services to other businesses and people). The Marketing curriculum is designed to provide the student with a broad working knowledge of marketing theory and practice as well as a set of basic marketing management skills. When students complete the marketing options, they will be able to:

1. Demonstrate a firm understanding of the marketing concepts expected of all Business Administration students.
2. Demonstrate an in-depth understanding of social science theories relevant to consumer behavior and apply them to marketing decision-making.
3. Demonstrate an understanding of the value and limitations of marketing intelligence and marketing research.
4. Conduct marketing research.
5. Demonstrate a firm understanding of and an ability to use the elements of the strategic marketing planning process (SWOT analysis, market segmentation, targeting, positioning, and marketing mix development).
6. Create a formal strategic marketing plan.

Multiple direct and indirect measures are used in the Marketing Emphasis to measure goal achievement. Indirect measures include alumni surveys and EBI student survey. Key direct measures are portfolio and course embedded assessment. Each required course in the Marketing curriculum has identified objectives that are measured each semester. These are presented in Appendix A. The AACSB identified perspectives and course relevance are presented in Appendix B.

APPENDIX A

Marketing Required Course Objectives

<p>Consumer Behavior (MKTG 312)</p>	<ol style="list-style-type: none"> 1. Students will gain an understanding of consumer behavior for the purpose of developing, implementing, and evaluating marketing strategies. 2. Students will examine theories and principles from the social sciences (particularly cognitive psychology, social psychology, sociology, and communications) and analyze their usefulness for marketing. 3. 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. 4. 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. 5. Students will examine and apply principles of ethics and social responsibility to marketing practices as it applies to consumer behavior.
<p>Marketing Research (MKTG 365)</p>	<ol style="list-style-type: none"> 1. Students will understand the role of marketing research as well as its benefits and limitations in all phases of the strategic marketing management process. 2. Students will examine and apply the basic research concepts and techniques used to help solve marketing problems. 3. Students will design and conduct a real-world marketing research project as part of a research team and present the findings to the client.
<p>Marketing Strategy (MKTG 445)</p>	<ol style="list-style-type: none"> 1. Students will develop an understanding of the marketing management process and strategic planning for marketing. 2. Students will become aware of the analytical process of assessing the marketing environment, marketing opportunities, competitive situation, and research needs of an organization. 3. Students will formulate a strategic marketing plan based on environmental opportunities and threats, the firm's resources, corporate and business-unit strategies, and the need to attain an enduring competitive advantage. 4. 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. 5. Students will explore marketing strategies associated with new, growth, mature, and declining markets. 6. Students will develop an awareness and understanding of the latest developments in marketing, such as the impact of technology, single-source marketing research, relationship marketing, and nontraditional media. 7. Students will recognize the major ethical issues raised in the development and implementation of marketing programs.

APPENDIX B

Perspectives	AC231	AC232	EC201	EC202	EC226	EC326	BL265	MG300	CSIS215	MK310	FI345	MG361	MG485
Ethical Issues								x		x			
Global Issues				x						x		x	
Political Issues			x	x									x
Social Issues			x					x					
Leg. & Reg. Issues	x	x					x			x			
Environ. Issues			x									x	
Tech. Issues									x		x	x	
Impact Divers Orgs.								x					x

Competencies

Written Comm.Skills					x			x					x
Oral Comm. Skills		x								x			x
Teamwork Skills	x	x											x
Info. Acq. Skills	x	x			x	x			x	x			x
Dec. Making Skills	x	x			x	x	x	x		x	x	x	x

Recommendation for course-based assessment of perspectives and competencies within the Bus. Admin. Core

Perspectives	AC231	AC232	EC201	EC202	EC226	EC326	BL265	MG300	CSIS215	MK310	FI345	MG361	MG485
Ethical Issues								x					
Global Issues				x								x	
Political Issues				x									
Social Issues			x					x					
Leg. & Reg. Issues	x						x						
Environ. Issues			x									x	
Tech. Issues									x			x	
Impact Divers Orgs.								x					

Competencies

Written Comm.Skills					x			x					
Oral Comm. Skills		x								x			x
Teamwork Skills	x												x
Info. Acq. Skills		x							x	x			
Dec. Making Skills					x						x		x