

**2002/03 Outcomes Assessment Status Report  
Department of Marketing**

**Friday, September 14, 2007**

**Department Outcomes Assessment Committee  
Melissa St. James, Chair**

# 2002/03 Outcomes Assessment Status Report

## Department of Marketing

### I. Assessment Activities

#### 1) Systematic

The Department of Marketing has again engaged in sampling to evaluate and assess student's outcomes and to simultaneously evaluate the department's plan for the process. The Marketing Research course, 416, was evaluated using guidelines for important aspects of that particular course as were the 496 and the 410 courses, using the respective guidelines for those courses. It is important to note that the instructors' presentations within each course vary depending on style and methods employed. This is an occurrence we believe to be beneficial in that the student's also vary from class to class and the instructors' ability to adapt presentation and content to some degree is necessary.

#### 2) Cumulative

The evaluation procedure is systematic and ongoing as two samples are collected from each of the three courses each quarter to increase the sample size across time. This makes the evaluation procedure cumulative in nature and the cumulative effects of our efforts will be used to make ongoing adjustments based on periodic evaluations of the process.

#### 3) Multifaceted

The amount of information gathered and evaluated in the current procedure is excessive and the department feels that this aspect of the procedure could be an area of focus in our ongoing evaluation of the process itself. A great deal of information is gathered, making the procedure cumbersome. We feel the need to better focus this aspect of the procedure.

### II. Assessment Results

#### 1) Significant "Pros" and "Cons" of the Program

The body of knowledge presented in the courses may vary in presentation style and the students may learn in varying degrees. This difference in the student's absorption of the material may be due to the material itself or the presentation, but it may also be due to outside activities, i.e., work, home, etc... Qualitative results show that the information is being presented but the student's test results again present evidence of unequal learning.

#### 2) Data Analysis (quantitative and qualitative)

It has been previously noted that students enter the research course with varying degrees of competency in SPSS, the software necessary to complete the course. An observation made in our previous assessment reports still holds true this quarter: student's mastery of the material presented in the 416 course may actually be dependant on the level of successful preparation in prior courses. As in previous quarters, submitted materials for the 416 course indicate students' outcomes of good

(7-8) to excellent (9-10) on sampling design. It is important to note that not all instructors use the one specified problem. For the data entry and manipulation assignment, a review of samples also indicated students' outcomes between good (7-8) and excellent (9-10) for this portion. For the Mkt 410 course the department plan promotes a rubric for evaluation that is more akin to re-grading the assignments rather than one that assesses the students' outcomes. We proceeded with this present rubric in this second trial of our document.

### **3) Recommendations**

This second trial of our process confirms that the department must focus on accounting for and/or enforcing the pre-requisites for courses.

## **III. Implementation: Use of Findings for Program Improvement**

The Department of Marketing must respect the academic freedom and the flexibility of the faculty while also ensuring accurate assessment. In our effort to undertake outcomes assessment, it may be necessary to widen the measures used in our assessment process. The current method of assessment makes it difficult to quantify results and implement the assessment plan.

Material submitted for the Mkt 416 course again indicates the department learning objectives are being covered and that student outcomes seem generally satisfactory. We again note, however, that the current plan is too specific regarding methods of instruction since it currently requires the assignment of one specific problem. This plan ignores the fact that material can be learned in more than one way: lecture, reading, presentations, tests, etc...

As previously noted the scoring rubric for (Mktg 410) tends to re-grade rather than assess outcomes or demonstrated successful learning or achievement of learning goals. The plan could be improved by evaluating applications of objectives rather than simple re-grading of assignments. Another improvement for the plan would be to include student input on their outcomes assessment.

## **IV. Timeline and Implementation Strategies**

### **1) Define Tasks**

The goal of the department with regard to implementation of the plan as it stands includes proceeding according to the plan for this academic year (the second consecutive year of our test of the process). We believe the plan is in need of restructuring but we would like to use it this entire academic year to verify the changes needed. This will constitute a two year trial of the procedure. This current procedure involves a great deal of duplication, including lengthy projects, and we believe there are procedures that may be less repetitive but that may yield information on a wider area of characteristics.

### **2) Assign Tasks**

The instructors of the assessed core courses (Marketing 410, Marketing 416, and Marketing 496) will be contacted and reminded by the outcomes assessment committee to collect data and forward that data to the chair of the committee.

**3) Establish a Flexible Time Line**

As in the previous year, the first week of each quarter, each core course instructor will be reminded to acquire and keep materials necessary for assessment. The last week of each quarter, each instructor will be reminded to transmit the documents and materials necessary for assessment to the Department Outcomes Assessment Committee.

At the beginning of the next academic year, the Department Outcomes Assessment Committee will meet to evaluate the material and to prepare the Department Outcomes Assessment Report.

**4) Define the Ongoing Assessment and Goal Identification Process**

The Department Outcomes Assessment Committee will complete our two year test of the plan and propose changes to the assessment process at the end of the 2003-2004 academic year. This second year of our test seems to be providing confirmation of last year's discoveries, namely that there are several areas where the plan may be improved, but the basic learning goals established for the courses included in the outcomes assessment seem to be generally achieved by students and accepted as reasonable goals within the department. The current implementation of the program continues to note problems in data collection, evaluation, outcomes measurement, and lack of student input. As we continue with implementation, the department will explore the statement of goals and objectives in the current plan and identify areas of strength and weakness.