

manageable number of outcomes should be in the range of five to ten. Describe Program Learning Outcomes review activities*.

Program learning outcomes remain unchanged since the last interview.

Learning Outcomes	Related Courses
1. Apply mathematical skills appropriate to the retailing occupations.	MAT 105
2. Analyze problems and make informed business decisions.	ACC 111, 112, 113; LAW 101; PLS 104; PSY 105
3. Demonstrate positive attitude and work habits in retailing and related occupations.	MAN 105, 205; MAR 295
4. Practice human relations skills on the job and in other interpersonal situations.	MAN 225; MAR 215
5. Demonstrate proficiency with computers at a level compatible with job demands.	CIS 105
6. Apply previously learned management and marketing principles to assigned tasks and responsibilities.	MAN 205, 225
7. Evaluate the role of retailing in a total marketing/business system.	MAR 201, 202, 225, 293, 295
8. Develop analytical skills in identifying and solving retailing and business problems.	ECO 105, or 201, 225; MAR 245, 247; MAT 105; PSY 105; general education electives

III. **Assessment Method(s):** A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

a. **Formative Assessment Methods(s) and Description:** a measurable indicator of student in-progress success in attaining the stated learning outcome(s).

Working with second year courses to implement assessment in student learning.

- b. **Summative Assessment Method(s) and Description:** a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

Summative assessment is completed via MAR 295 Marketing Seminar. This course requires students to work in teams on a student-designed project and to display skills and knowledge acquired in the program. The department is moving to institute a formal assessment tool and process.

- IV. Results:** A description of the actual results of overall student performance gathered from the summative assessment(s). (see III.b.)

Student performance in MAR 295 has been very good; however, this information is based on anecdotal evidence from the instructor and has not yet been systematically gathered by the department. The department would like to have data that will provide better analysis of student skills. An effort is underway to develop that data.

- V. Analysis/Actions:** From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

The department is investigating the design of a "Promotion" option under the marketing degree.

The Marketing Capstone has been revised to accurately measure student learning through assessment and applications.

- VI. General Education:** A description of where and how within the major the three primary general education outcomes* (communication, thinking, values/citizenship/community) are assessed.

- a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

Written assignments are given throughout the curriculum, and department faculty take responsibility for assessing the student writing. Currently the writing checklist is not used.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.

Oral presentations are required in many of the marketing courses. Students are required to make an oral sales presentation in MAR 225 which is videotaped. Students self assess their presentation based on the videotape and the instructor also provides formative feedback. Faculty assess the oral communication skills. A common checklist is used to assess student presentation which includes many of the elements on the campus oral communication checklist.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

The development of thinking skills is assessed through examination (ranging from multiple-choice to essay), student solutions to marketing problems, the development of promotional materials, sales presentations and strategic marketing plans

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, and service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

Values, citizenship and community are underlying the entire program in MRK. These issues are addressed in nearly every if not every course. Ethical implications, community impact, assimilation into the community are all part of the program. A club for Management and Marketing students was initiated Winter quarter 2001. Approximately 15 students are currently involved. The club is developing a business/marketing plan for two outside business.

Social responsibility and ethics topics are part of the curriculum in MRK 201, 215, and 295.