



Program learning outcomes are being reviewed and multiple changes are occurring. The final product has not been agreed upon by the advisory board but the current draft is included, below:

**Upon completion of the Marketing Management Program, graduates will be able to:**

1. Demonstrate competency in general education skill areas such as oral and written communication, quantitative methods, critical thinking, ethical decision making, continuous learning, and technology.	MRK 201, 202, ENG 111, 112, 131, 132, COM 206, 211, MAT 116, 122, Gen Ed elective, ACC 111, 112, 113, ECO 216, 218, BIS requirement
2. Understand and apply appropriate management principles to be an effective marketing employee within a variety of organizational settings. This would include demonstrating competency in areas such as teaming, leadership, followership, time management, project management, motivation, negotiation, planning, and human relations.	MRK 201, 202, 270, MAN 105, 205
3. Understand the purpose, foundational concepts, and interconnections of the core functional areas of an organization, including the role of marketing and how and why marketing helps an organization to implement the marketing concept and create competitive advantages.	MRK 201, 202, 215, 225, 235, 270, 295, MAN 105, 205
4. Locate sources of relevant secondary information, manage basic primary research projects, and be able to analyze and use information to solve marketing related problems.	MRK 201, 202, 235, 245, 295
5. Know the psychological, social, and situational factors which influence consumers when making purchase decisions and how these factors relate to the creation of effective marketing strategies.	MRK 201, 202, 235, 236, 245, 295
6. Use the marketing planning process and work within the marketing environments to develop effective marketing tactics, strategies, and plans – including selection of appropriate target markets and development of detailed product, promotion, price, and place mixes – which satisfy target customer needs and organizational objectives in context of a global and ever-changing marketplace.	MRK 201, 202, 215, 225, 235, 245, 295,

**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).

Generally the faculty have implemented several assessment methods including, but not limited to, locally developed tests, cases, exercises, team assignments, papers, projects and, in the case of the capstone course, a portfolio. To date, we have not implemented any departmental exams/exercises (across sections of like courses) but are beginning the discussions for possible inclusions.

For relevant second year courses, the faculty have implemented a process we call Course Completion Assessment (CCA). At the end of selected courses, each student is presented with the program outcomes (relevant to that particular course) and asked to summarize how he or she saw the course contributing to (or not) each of the program outcomes. This has been a valuable assessment tool in helping the faculty better understand whether the student perceived a connection between the course and the program. Additionally, this has helped the student better understand the program outcomes.

- 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. A new faculty member has agreed to prepare and teach the course and she has instituted new processes to better develop the metrics needed for assessment.

- 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.

Since the Marketing seminar is undergoing major change, data for analysis will not be available until the end of Spring 2005.

- 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 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.