



Student Learning Assessment Report (SLAR)

Marketing

Instructions: This template is a running document of each annual Academic Program Assessment Report due to the department chairs and Provost the last Friday in October. The final report in the document should be the official report of the year of the full Program Review. All reports below use the same report template. If the report is the Program Review year, please indicate it next to "Program Review Year" and also submit the Academic Program Review (APR).

Department: Business

Academic Program Evaluated: Marketing

Program Review Year: 2018-2019

	Year 1 Academic Year: 2018-2019	Year 2 Academic Year:	Year 3 Academic Year:	Year 4 Academic Year:
Faculty members involved in this assessment process: (List all faculty members who participated: program coordinator, reviewers, committee members, etc.)	Eveline Lewis Elizabeth Fletcher Becky Rhoades			
Number of students in	Sophomores: 14 Juniors: 90	Freshmen: Sophomores:	Freshmen: Sophomores:	Freshmen: Sophomores:

<p>sample: (If known, supply the number of students in each class/year who were used in the assessment report.)</p>	<p>Seniors: 53</p>	<p>Juniors: Seniors: Graduate:</p>	<p>Juniors: Seniors: Graduate:</p>	<p>Juniors: Seniors: Graduate:</p>
<p>Instrument(s) used in assessment: (List the exams, standardized tests, portfolios, etc. that were used in the assessment process.)</p>	<p>Project presentation for MRKT 332 Promotion project report for MRKT 341 Sales project presentation for MRKT 342 Marketing audit project report for MRKT 446</p>			
<p><i>Additional Data:</i> (List any additional information/data that informed this report.)</p>	<p>Peregrine outbound assessment</p>			
<p>Methodology: (Explain the method of data collection and the data analysis process.)</p>	<p>Canvas data collection from summative courses (Linking outcome rubric with artifact from each course), each student is assessed individually.</p>			
<p>Results of Assessment: (List the findings in summary format as narrative.)</p>	<p>Students seem to perform good outcomes in this program except for the quantitative Marketing analytics</p>			

<p>Data: (Provide the graphs, charts, etc. that were used to show data results. Do not include the actual data.)</p>	<table border="1"> <thead> <tr> <th colspan="6">Marketing</th> </tr> <tr> <th>Program Outcomes</th> <th>Competency</th> <th>Performance Measure</th> <th>Success Criteria</th> <th>FA-18</th> <th>SP-18</th> </tr> </thead> <tbody> <tr> <td>1. Explain the influence of cultural, social, and psychological factors on consumer behavior (MKT 332).</td> <td>Students will be able to explain how internal factors affect consumer behavior.</td> <td>20 minutes Oral Presentation on a certain internal factor and its impact on consumer behavior.</td> <td>80% (Students will receive at least 90% on the rubric completed by classmates (50% weight) and professor (20% weight))</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>2. Recognize the marketing interventions used to inform and persuade both present and potential customers and apply techniques to manage the promotional mix of the company (MKT 343).</td> <td>Articulate alternative strategies that will influence and facilitate consumer information/decision processing.</td> <td>Integrated Marketing Communication Project</td> <td>80% of the students will score 80% or better on designated assignments.</td> <td>87%</td> <td></td> </tr> <tr> <td>3. Explain and apply techniques for the systematic search for and study of facts relevant to problem solving in marketing management (MKT 441).</td> <td>Know the steps of the research and implement the guidelines needed in gathering representative statistics.</td> <td>Research Project</td> <td>80% of the students will score 80% or better on designated measurements.</td> <td>67%</td> <td></td> </tr> <tr> <td>4. Develop knowledge and skills regarding the effective planning, decision-making, and evaluating of the total marketing program of various types of organizations (MKT 440).</td> <td>Being able to develop an integrated marketing and communication plan.</td> <td>Project: Application of Marketing "tools" in support of an actual business.</td> <td>80% of the students will score 80% or better on designated assignments.</td> <td></td> <td>94%</td> </tr> </tbody> </table>	Marketing						Program Outcomes	Competency	Performance Measure	Success Criteria	FA-18	SP-18	1. Explain the influence of cultural, social, and psychological factors on consumer behavior (MKT 332).	Students will be able to explain how internal factors affect consumer behavior.	20 minutes Oral Presentation on a certain internal factor and its impact on consumer behavior.	80% (Students will receive at least 90% on the rubric completed by classmates (50% weight) and professor (20% weight))	100%	100%	2. Recognize the marketing interventions used to inform and persuade both present and potential customers and apply techniques to manage the promotional mix of the company (MKT 343).	Articulate alternative strategies that will influence and facilitate consumer information/decision processing.	Integrated Marketing Communication Project	80% of the students will score 80% or better on designated assignments.	87%		3. Explain and apply techniques for the systematic search for and study of facts relevant to problem solving in marketing management (MKT 441).	Know the steps of the research and implement the guidelines needed in gathering representative statistics.	Research Project	80% of the students will score 80% or better on designated measurements.	67%		4. Develop knowledge and skills regarding the effective planning, decision-making, and evaluating of the total marketing program of various types of organizations (MKT 440).	Being able to develop an integrated marketing and communication plan.	Project: Application of Marketing "tools" in support of an actual business.	80% of the students will score 80% or better on designated assignments.		94%			
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<p>Strengths: (From the findings, list the areas of strengths that currently exist in the academic program.)</p>	<p>The number of students participating in the assessment is large, giving reliable. The data shows that students have achieved good outcomes in conceptual and marketing practices.</p>																																							
<p>Areas in need of improvement: (From the findings, list the areas of weakness(s) that currently exist in the academic program.)</p>	<p>Students' performance in quantitative data analytics needs improvement. The program learning outcomes are too detailed and need to be modified.</p>																																							

Year 1:

Plans for improvement: (Provide the improvement plan, when it will be implemented, and person who will administer the improvement plan.)

*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Plan for Improvement	Timeline	Responsible Person
Provide more courses in data analytics	Fall 2019	Eveline Lewis, Jeremy Harris
Making changes on the	Spring and Fall 2019	Eveline Lewis

program learning outcomes and how they are measured		Elizabeth Fletcher
Modify program mapping according to the new program learning outcomes	Fall 2019	Eveline Lewis Elizabeth Fletcher

Year 1:

Improvements made: (List completed improvement plans and dates of actual implementation.)

If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Improvement Plan	Implementation Date
Provide more courses in data analytics	August 2019

Year 2:

Plans for improvement: (Provide the improvement plan, when it will be implemented, and person who will administer the improvement plan.)

*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Plan for Improvement	Timeline	Responsible Person

Year 2:

Improvements made: (List completed improvement plans and dates of actual implementation.)

*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Improvement Plan	Implementation Date

Year 3:

Plans for improvement: (Provide the improvement plan, when it will be implemented, and person who will administer the improvement plan.)

*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Plan for Improvement	Timeline	Responsible Person

Year 3:

Improvements made: (List completed improvement plans and dates of actual implementation.)

*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Improvement Plan	Implementation Date

Year 4:

Plans for improvement: (Provide the improvement plan, when it will be implemented, and person who will administer the improvement plan.)

*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Plan for Improvement	Timeline	Responsible Person

Year 4:

Improvements made: (List completed improvement plans and dates of actual implementation.)

*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Improvement Plan	Implementation Date