

FORM 201B: ASSESSMENT PLAN 2012

Program/Department: Marketing Program in MMIS

Program Mission:

The mission of Marketing Program is to produce successful graduates in the field of marketing who are well equipped in knowledge, communication skills, and technology to compete in a global marketplace and /or start their own business.

Program Effectiveness Objectives (PEOs)

Program effectiveness objectives include a student's ability to:

1. Demonstrate application of marketing concepts in any business environment.
2. Analyze marketing functions in the flow of goods and services in the marketplace.
3. Prepare, and present cases and recommend solutions based on identified problems.
4. Evaluate and choose business opportunities based on sound business or marketing plan.
5. Prepare coherent steps required in conducting global business.
6. Recognize the importance of diverse workplace and its contribution to organizational performance.

Definition of Criteria for Assessments

Grade Level :

- A : Demonstration of excellent ability to address problem fully, integrate and apply concepts and principles taught in the College of Business curriculum.
- B : A clear demonstration of some depth and complexity in the analysis and application of concepts and principles taught in the College of Business curriculum.
- C : Adequately demonstrating a good understanding and ability to apply in less complex way, the concepts and principles taught in the College of Business curriculum.
- D : Showing inadequacy in the grasp and application of concepts and principles taught in the curriculum of College of Business.
- F : Inability to understand and apply concepts and principles taught in the curriculum of College of Business.

Evidence to Support Achievement of Student Learning

Achievement of student learning outcomes were observed and recorded in direct assessment instruments used in determining student learning outcomes (SLO1, 2, 3, 4, 5, & 7), and indirect assessment instrument (SLO6) and Exit Survey. Principles of Marketing (MKTG 3110) was used to measure student performance which indicated 49 students (84%) scored a C grade and above. Out of the 49 students, 13 (26.5%) scored A, 21 (42.9) scored B, and 15 (30.6%) had a C grade. Advanced Marketing Management (MKTG 4880) was used to assess SLO2. Evidence shows that 86% of the students performed well by scoring C and above. SLO3 assessed students' ability to provide solutions to marketing problems using Marketing Research (MKTG 4830). Student learning was achieved as 95.2% scored C and above. Evaluation of entrepreneurial opportunities (SLO4) showed that 16 (94%) out of 17 students utilized both quantitative and qualitative approach in presenting their marketing plans. Student learning was achieved in International Marketing (MKTG 4820, SLO5), and Business Policy and Strategy (MGMT 4890, SLO7) in which performance was 100% and 89% respectively.

The indirect assessment instrument used in SLO6 indicates that all the students (100%) rated diversity in the workplace as extremely important. In the Exit Survey, all the students (100%) rated their General Education Skills at Chicago State as very effective or effective. In their program area, all the students (100%) rated as excellent or good, their understanding and application of marketing concepts (SLO1), channel of distribution and numerical analysis (SLO2), and resolve ethical issues (SLO7). (Please see reported student learning outcomes).

Analysis and Program Change

The data in this year's assessment show some consistency in terms of high performance and consequently evidence of achievement in student learning. The students did well in all the areas covered in the learning outcomes including analysis, evaluation and presentation aspects of the learning outcome which could be seen as part of their strengths. Other areas of strength include improved team work and verbal communication skills. Without any shadow of doubt, the assessment instruments chosen provided meaningful data to address student learning outcomes.

Curricular changes envisioned aim at aligning the program with the new entrepreneurship and diversity emphases of the University and the College of Business. Other curricular changes include the introduction of new courses such as Social Entrepreneur, and Introduction to Quantitative Business Analysis. Some soft-skill initiatives/changes cut across various programs as they require active participation of students, faculty and staff when an outside corporate guest presenter or speaker is involved. Real world experience is brought into the class room through interaction between business owners/executives, facilitators, and students. This approach impacts pedagogy and class room delivery of instructional materials as provision is made to enrich student learning and experience through such means as attendance of presentations, seminars, and workshop and community service. Smart blackboards have been in existence in most of the classrooms for quite some time. To facilitate student use of technology, the College of Business is fully wired. These and other positive changes were factored

into the college budget at the beginning of the Fall Semester and therefore do not have serious budget constraint on the program.

Assessment as a Departmental Priority

The department of Management, Marketing & Information Systems (MMIS) in which Marketing is a program, takes the assessment process seriously. Every faculty and staff of the college attend university and college wide seminar at the beginning of each semester to address many academic issues including student learning, study habits and graduation rates. At the curricular committee meetings, faculty shares their views about student learning, ways to help students improve their learning, providing mentorship and internship programs. Since August last year (2011), many faculty members and administrators have attended numerous meetings and workshops conducted by experts and consultants on assessment and student learning outcomes. In other academic meetings, faculty and staff members share their experience and observations about student learning and study habit and how their skills could improve through team work, timely submission of assignments, and class attendance. Staff advisors make sure that course sequence is followed as much as practicable to minimize frustration and lack of attendance that result from not understanding a particular

overlooked rather should be taken as a challenge that fosters competitive learning and performance between faculty, staff, and students.

Publicizing Student Learning

Information about student learning and achievement is made public through various media that include college electronic board mounted on the fourth and fifth floors, website and bill boards. Other avenues include during college meetings, town hall meetings, and business advisory board (BAB) meetings when the dean of the college would talk about student achievements and accomplishments including performance in out of state competitions.

PROGRAM MAP: MARKETING PROGRAM IN THE DEPT OF MMIS

Program Level

Student Learning

Outcomes

1XX 1 XX 2XX 2 XX 3 XX 3 XX 3 XX 4 XX Capstone

(SLOs) 1	K (MGMT 1030)				K (MKTG 3110)	A (MKTG3840)		S(MKTG 4880)	
2		K(MGMT 1030)			K (MKTG 3750)	A (MKTG3780)	A (MKTG 3840)	S (MKTG 4820)	
3					K(3620)	A (MKTG 3630)		A (MKTG 4830)	S (MGMT 4890)
4			K (MGMT 2520)		A (MKTG 3630)	A (MGMT 3755)	S(MGMT 4100)	S (MKTG 4880)	
5					K(MKTG 3110)	A (MKTG 3780)		S (MKTG 4820)	S (MGMT 4850)
6					A (MGMT 3010)	A (MGMT 3640)	S (MKTG 3790)	S (MKTG 4820)	Exit Survey
7		K(MGMT 1030)			A (MGMT 3010)	A (MKTG 3110)		S (MKTG 4880)	S (MGMT 4890)

K= Knowledge/ Comprehension; A= Application/ Analysis; S= Synthesis/ Evaluation

FORM 201BC: ASSESSMENT REPORT FOR INSTRUCTIONAL PROGRAMS

Name: Louis Osuji

Program/Department: Marketing in MMIS

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The program objective is for students to be able to evaluate and choose business opportunities based on sound marketing plan.

Student Learning Outcome (SLO 4)

A graduate of the Marketing Pr stude so be a8(b)-1(l)-14(e)-6(t)5(o)1(e)3(v)-8(a)-25(l)-14(u)-1(a)-3(u)-1(d)-1(e)-(s)-(u

observation, however, does not diminish the overall student learning outcome in both situations where more than 85% of them scored C grade and above.

Action

The result calls for adequate time and effort directed in quantitative courses and their application to solve business problems.

Feedback

The College appears to be aware of some of the problems student encounter in numerical (quantitative) studies hence a new course is being introduced to remedy the situation.

Student Learning Outcome in Entrepreneurial Opportunities

Program Effectiveness Objective (PEO 4)

The program objective here includes a student’s ability to start and manage a new business venture.

Student Learning Outcome (SLO 4)

A graduate of the Management Program should be able to evaluate entrepreneurial opportunities in terms of profitability. Business management skills which involve starting, developing, and managing any enterprise are emphasized.

Performance Criteria

Performance criteria are based on the ability of students to present a business or marketing plan that outlines the key components of such a plan that include industry analysis, description of venture, production plan, marketing plan, organizational plan, risk assessment, and financial plan. Presentation rubric was based on content, delivery, and organization. Based on Content Score (60%), Delivery, 20%) and Organization, 20% (5 grades of C) 6% above 4 (1) dates - 0% 270% 26 (1) 51 (6) 1 (1) 1 (1) 5 (1) 1 (1) 6 (s) - 4 (0) 3 (%2a) - 14 (

The students have demonstrated their ability to start and manage a new business venture based especially on their technical and business management skills. Additionally, these students have demonstrated an excellent ability to fully address problems, integrate and apply concepts and principles taught in the College of Business curriculum.

Action

All the modular approaches taken to motivate the spirit of entrepreneurship among students have been encouraged including use of experts as guest presenters.

Feedback

Positive reactions from class participants and prospective ones have been observed.

Student Learning Outcome in Marketing Strategy (MKTG 4880)

Program Effectiveness Objective (PEO 4)

The program objective is for students to be able to evaluate and choose business opportunities based on sound marketing plan.

Student Learning Outcome (SLO 4)

A graduate of the Marketing Program should be able to evaluate entrepreneurial opportunities using major screening criteria relevant to product-market opportunity selected such as return on investment (ROI), profitability, and risk level.

Performance Criteria

above, broken down thus, 5(29.4%) A, 7 (41.2%) B, and 4 (23.5%) C. Only one student scored below a C grade.

Interpretation

	<u>Mean Score</u>	<u>Std. Deviation</u>
Test	68.85	9.67
Project	72.06	14.12

N= 21

Descriptive Statistics of test result shows mean score of 69% and Std. deviation of 9.67. Frequd.0

Performance Criteria

Being able to synthesize the exporting, licensing, and franchising strategies with the internationalization process constitutes a significant measure of a student's understanding of the steps involved in

Performance Criteria

2. 71.44 13.26

N= 35

Twenty one students (60%) scored B grade and above, 10 (28.6%) scored a C grade, and 4(11.4%) scored below a C grade. Student learning improved overall by 30.17% from 54.88 to 71.44 percent. There were 19 female and 16 male students from Accounting, Finance, Management, Marketing, and Information Systems Program of the College of Business (COB).

While all the students identified the ethical situation, 28 (80%) selected appropriate line of action based on their understanding of what constitutes ethical and legal issue. On the other hand, 26 (74%) of the students clearly differentiated ethical, legal and moral scenarios indicating how they would respond. In all, result shows high student performance in answering the questions.

Interpretation

Faced with ethical dilemma, 31 students (88.6%) can differentiate ethical issues and select appropriate actions. In other words, about 89% of the students showed improvement in learning and adequately demonstrated a good application of ethical issues in a complex business environment. Only four students (11.4%) exhibited inadequacy with regard to resolving ethical issues when confronted.

Action

Much as 89% of the student Tw -kwer9(%).-1st

2. All the students rated excellent or good the following in their major: Overall instruction by faculty, accessibility of instructors, and individual attention from instructors.
3. Student involvement in learning showed that all of them (100%) took detailed notes in class, participated in class discussions, and worked on a paper or project where they had to integrate ideas from various sources.
4. All the students (100%) rated as excellent or good the following Business Core courses: Finance, Management and Marketing, but rated Accounting and Management Information System as good/adequate.
5. In their program area, all the students (100%) rated as excellent or good, their understanding and application of marketing concepts (SLO1), channel of distribution and numerical data analysis (SLO2), develop marketing plan (SLO4), and identify and resolve ethical issues (SLO7).

Senior Exit Questionnaire Marketing 2012: Summary of Findings and Recommendations

Demographic Information

Five students provided the data used in the presentation shown below.

1. All the five students belonged to the age group 20-25 years.
2. There were two female and three male respondents.
3. Two of the respondents attended Chicago Public School, Suburban Public School respectively, while one attended a Chicago Private School.
4. Four were transfer students with 31-41 hours transferred into the College of Business. The schools attended include East-West University, Prairie State, and Jackson State University.
5. Three of the respondents had a GPA of between 2.0-2.5, one with 2.6-3.0 and the fifth person had between 3.1 and 3.50.
6. Three were full-time day students, one full-time evening, and one was part-time evening student.

Rating General Education Skills

Rating of Chicago State University Education

Activity	V. Effective/Effective	Ineffective
	Percentage Response (%)	Percentage Response (%)
Write with clarity	100	-
Think for myself	100	-
Develop solutions to problems	100	-
Use mathematical concepts	100	-
Perform mathematical	100	-

Worked on a paper or project where I had to integrate ideas from various sources	100	-
Summarized major points and information in my readings	100	-
Tried to explain the material to other students	80	20
Did additional readings on topics that were introduced and discussed in class	100	-
Clubs and Organizations		
Met with faculty advisor to discuss activities of a student organization	80	20
Attended a meeting of a club or student government group	80	20
Voted in a student election	80	20

Business core courses as well as the student's major courses were assessed in this section.

Business Core courses	Rating (Percentage)	
	Excellent/Good	

Rating of Business Core Courses

Program Courses	Rating (%)			
	Excellent	Good	Adequate	Poor
Accounting				
Phases or steps of accounting cycle	20	20	60	-
Components of financial statements (Statement of income, Balance sheet, Statement of cash flows)	40	-	60	-
Elements of contract law	20	-	60	-
Finance				
Time value of money	60	40	-	-
Analysis of financial statement	-	-	-	-
Marketing				
Marketing vocabulary, principles, concepts, and strategies to deliver consumer satisfaction	100	-	-	-
Development of marketing plan	100	-	-	-
Application of marketing concepts to analyze cases in other courses	-	-	-	-
International marketing and movement of goods and services	-	-	-	-
Management Information Systems				

Hardware, software, and languages of computer 20 53.584 Tm(H)2(a)1(r11(n) 0.48 24 refBT/P /MCID 80 BDC /TT)-2(t)23(I)1

Marketing Program

Respondents were asked to rate their understanding of some concepts, principles and topics as well as what they have learned as a marketing major. Their responses are tabulated below.

Course Learning Rating (in Percentage)

Excellent Good Adequate

Marketing concepts	100		
Advertising principles	60	20	20
Consumer behavior	80	20	
Channel of distribution	100		

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b)-1(a)1 (AMCID 45 BDC 3 0 s)8(t)n509.0

1. All the students (100%) rated their general education skills at Chicago State University very effective/effective.
2. The students (100%) also rated the following in their major as excellent or good:
 - a. Overall instruction by faculty.
 - b. Accessibility of instructors and
 - c. Individual attention from instructors.
3. The sample size of this Exit Survey limits its generalization. However, the views expressed by the students should be given serious consideration during program review.