

## Assessment Plan and Report

Academic Year 2011-2012

Department/Program of Study: Marketing

Submitted by: Dr. Vince Pascal

Action	Due Date	Signature	CAC Approval
Submit initial plan	2 <sup>nd</sup> Friday Fall Qtr. 2011		
Conduct process	2011-12 academic year		
Submit findings	4th Friday Spring 2012		

### Assessment Plan

1 Learning Outcome Goal	2 Objective	3 Strategy/Method of Measurement	4 Performance Characteristics	5 Scoring Levels	6 Expectation Standard
The student will be able explain and apply consumer behavior concepts and their implications for marketing strategy and practice	<p>Correctly identify the application of various consumer behavior concepts utilized in the marketplace.</p> <p>Correctly identify and site specific examples of consumer behavior precepts as integrated into the marketing strategy of companies found within the marketplace.</p>	<p>In MKTG 400 students will participate in a project requiring them to recognize, specify and critique specific examples of consumer behavior principles utilized in current marketing practice.</p> <p>Three exams will be given in which student must correctly identify and explain consumer behavior theory and its application in marketing strategy.</p>	<p>Consumer behavior concepts correctly identified and explained with relevant examples provided within the CB Project Report.</p> <p>CB theory correctly identified and explained.</p> <p>Correctly answer questions regarding CB theory and application in three exams administered during the quarter.</p>	<p><u>CB Project Report</u> 100 = Excellent 90 = Good 80 = Competent 70 = Weak 60 = Poor</p> <p><u>Exam Performance</u> 100 = Excellent 90 = Good 80 = Competent 70 = Weak 60 = Poor</p>	<p>90% of student will receive an 80 % or better on the CB Project Report.</p> <p>90% of student will average an 80% or better across the three CB exams taken.</p>

### Definitions/Instructions:

1. Learning Outcome Goal: One, or part of one, of a program's adopted learning outcome goals as published in catalog or other program.
2. Objective: Student expected performance, stated in measurable terms, that demonstrates accomplishment of the learning outcome.
3. Strategy/Method of Measurement: Mode and process through which student performance data will be gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Most measurements benefit from the use of a clearly defined set of criteria (rubric).
4. Performance Characteristics (criteria): Aspects indicative of performance. Pre-defined set of criteria by which data collected will be evaluated: e.g. elements of writing, elements of effective oral presentation, elements of effective management of "x."
5. Scoring Levels (for Individual Student Performance): Set of defined scoring options used by evaluators to determine level of student achievement.
6. Expectation Standard (collective performance of students): Summary/acceptable measure of collective student performance; e.g. mean student score from rubric; percentage of students meeting defined standard of acceptability.

(continued)

**Assessment Report**

7	8	9	10	11
Observations from Summary Data	Conclusions about Student Learning	Actions Recommended Based on Observations	Plan and Timetable for Taking Action	Overall Reflection on Assessment
<p>Students met the standard regarding the first assessment standard in that 92% of student received a score of 80% or better on the course project report.</p> <p>Students did not meet the standard regarding the second assessment standard in that 82% of student achieved an average of 80% or better across the three CB exams administered during the course. There was an overall average of 86% for the three exams across two assessment periods.</p> <p>Of note is that one CB class met the expectation standards although this was a much smaller class than usual (summer quarter) and involved only marketing majors as self-reported by students.</p>	<p>Students continue to make progress towards meeting this objective. It may be that a 90% expectation standard is too high for the second expectation standard metric given the size of classes and the variety of students that enroll in the course as it is open to all business students including non-marketing majors. Further analysis is not possible as students' major are not provided with enrollment.</p>	<p>Based upon the previous reported observations an assessment as to what CB areas (based upon missed test questions) that students have most problems with has been conducted. As a result two additional in-class exercises have been added to the course to see if this will further enhance student understanding and application of the targeted CB concept.</p> <p>No changes are planned regarding the CB project.</p>	<p>The two exercises will be integrated into the next scheduled CB class (Fall 2012) with the results assessed immediately following.</p>	<p>Assessment continues to provide useful data as to learning goals. Note, one might wonder if any particular results represent an artifact of a particular student cohort.</p>

**Definitions/Instructions:**

7. Observations from Summary Data: Findings and analysis of findings from data and assessment process; e.g. students barely meet/fail some elements while excelling in others.
8. Conclusions about Student Learning: Based on your scoring and expectation standards, what conclusions do you reach? Have your students collectively accomplished the learning outcome goal? To what extent? With what reservations?
9. Actions Recommended Based on Observations: What specific course, program, activity, entrance, and/or instructional approach changes are recommended?
10. Plan and Timetable for Taking Action: How will the recommended actions be implemented and in what timeframe?
11. Overall Reflection on Assessment: Address the larger question of whether the objective is still appropriate for the program and whether the assessment of it is producing important and meaningful data. Does the strategy for assessing the objective give you confidence in your teaching and the students' subsequent knowledge/skills/abilities?