

**STUDENT LEARNING ASSESSMENT PROGRAM
SUMMARY FORM AY 2004-2005**

Degree and Program Name:

Bachelor of Science in Business
Major: Marketing

Submitted By:

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Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **June 1**. Worksheets should be sent electronically to cskjs@eiu.edu and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/> or contact Karla Sanders in CASA at 581-6056.

PART ONE

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	Committee/ person responsible? How are results shared?
1. Upon completing their programs, marketing majors should be able to use marketing terminology and concepts appropriately in marketing decision making.	Marketing terminology not specifically assessed in AY 04-05. Ability to use marketing concepts in marketing decision making assessed through rubric used to evaluate individual mini-cases in MAR 4700 Marketing Strategies, the marketing capstone course.	Results will be used as baseline to establish expectations.	Past assessment of use of marketing terminology indicated satisfactory achievement of this objective. Demonstrated strengths in concepts related to product development and management, situation analysis, and some areas of promotion strategy. Improvement needed in concepts related to physical distribution and logistics, and pricing strategy.	Faculty teaching MAR 4700. Results have been distributed to marketing faculty and will be discussed at marketing faculty meetings.
2. Upon completing their programs, marketing majors should be able to identify, analyze, and evaluate market segments.	Use of rubric to evaluate individual mini-cases in MAR 4700 Marketing Strategies, the marketing capstone course. This goal is addressed with a question on the senior survey.	Results will be used as baseline to establish expectations.	Overall, a majority of students demonstrated satisfactory or better performance in this area; improvement needed in identifying markets by benefits received and in calculating market demand potential.	Faculty teaching MAR 4700. Results have been distributed to marketing faculty and will be discussed at marketing faculty meetings.

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	Committee/ person responsible? How are results shared?
3. Upon completing their programs, marketing majors should be able to recognize the integrated relationships among the components of a marketing system.	This goal is addressed with a question on the senior survey.	It is expected that 80% of graduating seniors will respond to this item on the senior survey with a 6 or better (7-point scale).	Senior survey data from SP 04 (most recent data available) indicate that 75 of the graduating seniors responded with a 6 or better on this item.	Results have been distributed to marketing faculty and will be discussed at marketing faculty meetings.
4. Upon completing their programs, marketing majors should be able to develop a comprehensive marketing plan.	Use of rubric to evaluate individual mini-cases in MAR 4700 Marketing Strategies, the marketing capstone course.	Results will be used as baseline to establish expectations.	Students generally demonstrated abilities necessary to achieve this goal; however, improvement needed in developing marketing mix that capitalizes on competitive advantage.	Faculty teaching MAR 4700. Results have been distributed to marketing faculty and will be discussed at marketing faculty meetings.

(Continue objectives as needed. Cells will expand to accommodate your text.)

PART TWO

Describe what your program's assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director's comments on last year's report or simply describe what assessment work was initiated, continued, or completed.

- The marketing area has used a variety of assessment methods during the last few years but has not been able to develop a plan that provides data needed for effective evaluation. As a result, the faculty focused this year on assessing a variety skills and knowledge through the use of mini-cases in MAR 4700, the marketing capstone course. A relatively simple rubric was used to assess students' competencies. (See attached rubric and explanation of assessment.) The faculty plan to use this information to emphasize certain areas in their curriculum and to develop better assessment earlier in the students' academic careers of those areas requiring improvement. The faculty have scheduled a meetings in June and July 2005 to begin this process.
- Comments from the CASA Director on last year's reports focused faculty attention on the fact that although information was being gathered, that information was not particularly useful in evaluating what students actually are learning.
- As a result of the IBHE program review in AY 04-05, a new assessment plan must be developed for the marketing major. The comprehensive analysis complete this year in the capstone course will provide an excellent foundation for that plan.

PART THREE

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

No significant changes were made during AY 03-04. See Part Two for discussion of plans for future.

Assessment of Marketing Seniors in Capstone Course MAR 4700

Students were assessed using 12 mini-cases, 2 each for situation analysis, product development and management, distribution channels, promotion strategy, pricing, and overall strategy. Within each mini-case, a variety of competencies or abilities were assessed. Students provided their individual written answers to the mini-cases in class with the aid of textbooks, but no group discussion was allowed. Though overall numerical scores (grades) were assigned to each mini-case as a whole, the individual competencies or abilities assessed were assigned categorical ratings of “superior, satisfactory, and needs improvement.” The total number of students assessed was 46.

	Superior	Satisfactory	Needs Improvement
Situation Analysis:			
Ability to:			
1. identify target market by demographics			
2. identify target market by psychographics			
3. identify target market by benefits received			
4. segment overall market			
5. combine segments into a viable market			
6. identify potential threats from uncontrollable variables			
7. interpret market survey results (importance weights)			
8. interpret market survey results (competitor rankings)			
9. calculate market demand potential using intention to buy			
Product development and management			
Ability to:			
1. delineate economic benefits of product / service			
2. delineate psychological benefits of product / service			

	Superior	Satisfactory	Needs Improvement
3. implement appropriate branding decisions			
4. understand product development process			
5. understand stages and normal competitive conditions of product life cycle			
6. understand buyer behavior process			
Physical distribution and logistics			
Ability to:			
1. specify duties and responsibilities of manufacturers			
2. specify duties and responsibilities of wholesalers / distributors			
3. specify duties and responsibilities of retailers			
4. specify duties and responsibilities of independent agents			
5. develop channels using combination of channel members to service customers			
6. understand the concept of total cost approach in physical distribution			
Promotion strategy			
Ability to:			
1. understand importance of communicating information through coordinated promotional activities.			
2. identify and select appropriate advertising media and messages			
3. utilize appropriate publicity and public relations activities to influence public perceptions			
4. utilizes company sales force or independent agents to accomplish personal selling			
5. determine the appropriate use of electronic and web based informational activities			
6. develop criteria to evaluate the effectiveness of promotion			
Pricing strategy			
Ability to:			

	Superior	Satisfactory	Needs Improvement
1. calculate breakeven analysis			
2. calculate stock turnover			
3. understand price structure using markup and allowances			
4. select appropriate introductory pricing for a new product			
5. understand value-in-use benefits to establish prices			
6. temporarily adjust price using sales promotion tactics			
Coordinated marketing mix strategy			
Ability to:			
1. identify competitive market trends			
2. identify and develop competitive advantage for product / service			
3. develop marketing mix that emphasizes competitive advantage			
4. implement a unified, harmonious marketing mix to gain profit and sales objectives			