Introduction

Marketing is part of the Division of Management and Marketing in the Lewis College of Business and has 206 majors. All six full-time marketing faculty are terminally qualified.

I. Assessment Activities

Program Goal

Marketing offers a variety of courses designed to prepare students for careers in an ever changing world environment. The role of marketing in any organization, whether profit or not-for-profit, is to obtain and keep customers (or donors, etc.) by determining and satisfying their needs and wants in a diverse and competitive market. As such, the goal for the Marketing program and individual courses is to provide a solid knowledge foundation, and teach/encourage communication, critical thinking, and problem solving skills.

1. Define Learning Outcomes:

   Student Outcomes and Student Competency (See Chart I)
   A. Students must demonstrate a working knowledge of the marketing mix elements: product, price, promotion, and distribution.
   B. Students must demonstrate an ability to reason and discuss issues at the undergraduate level
      (Competency: Students must have critical thinking skills)
   B. Students must gain knowledge in several specific areas of marketing
      (Competency: Students must gain knowledge in sales management, marketing strategy, marketing research methods, and consumer behavior)
   C. Students must be able to communicate effectively
      (Competency: Students must have enhanced abilities to write and use presentation software)
   D. Students must be able to integrate business policy and strategy knowledge and to apply professional expertise within a compatible moral value framework
      (Competency: Students must be able to see and comprehend holistic, global and ethical perspectives)
   E. Students must become acquainted with research methodology
      (Competency: Understanding of the scientific method and the decision making process)

2. Identify Measuring Instruments

   (1) Programmatic Instruments
   A. Feedback for core competencies (including Principles of Marketing) is received from the LCOB Assurance of Learning Committee
   B. Input is received bi-annually from members of the LCOB Advisory Board
C. Feedback is obtained bi-annually from the LCOB Advisory Board
D. The Association to Advance Collegiate Schools of Business International (AASCB International) requires annual updates and 5 year reviews
E. The Dean of the LCOB has a Student Advisory Board which meets on a regular basis to give him input and feedback about the college curriculum and instruction
F. The Marshall University Office of Instructional Research periodically surveys and reports the satisfaction of graduates (most recently 2002-2003)
G. Marketing, and the other functional business areas (management and management information systems) uses the Ad Hoc Committee of the Lewis College of Business Advisory Board to generate curriculum and employer feedback
H. The Marshall University Career Services Office conducts Employer Satisfaction surveys. In recent years, this process has been somewhat delayed as an increasing number of our graduates pursue a graduate degree prior to career employment.
I. Internship directors and/or mentors provide informal and formal feedback regarding our interns’ performance.
J. Student professional organizations (e.g. MU American Marketing Association) provide program and course feedback on an informal basis.

(2) Assessment Test: New initiative during 2005-2006
The management coordinator, Dr. McInerney, piloted a 50-item Management-specific test during January 2006. The questions on the test represented all Management required courses and were prepared by the Management faculty. The test was given to one section of Principles of Management.

Marketing planned to follow the same procedure. It was believed, the process would provide feedback and a good starting point for marketing-specific testing since no national test exists. Problems arose, however, and in the beginning of fall 2006, the LCOB Assurance of Learning (AOL) Committee objected to using the discipline-specific test due to two reasons: 1) It may not be consistent with the college wide assessment test, and 2) Some faculty feared the test would be used as an evaluation tool. The three coordinators of the Division and the Division Head decided not to revisit the discussion of the discipline-specific test until the Peer Review Team of AACSB International made their visit.

(3) Course Related Instruments (See Chart 1)

A. Course syllabi and Course Notebooks are updated each semester by faculty
B. Student oral presentations are evaluated by faculty every semester
C. Objective and/or essay examinations are graded by faculty every semester
D. Written term papers, research projects and/or cases are assessed by faculty every semester
E. Student course evaluations occur for all fall and spring semester courses
F. Informal student focus group discussions occur occasionally among students and program administrators

3. Review Process: (On Going)

A. Program measurements are continuous as shown above in 3.(1)A-H
B. Course measurements are continuous as shown above in 3.(3)A-F
C. Marshall University Academic Affairs requires an annual Program Assessment Plan update
D. Marshall University Academic Affairs requires a Comprehensive Five Year Program
E. The LCOB Faculty Handbook requires continuous review and monitoring of faculty classroom activities including classroom visits in faculty promotion and tenure cases

F. AACSB International requires annual updates and 5 year reviews

4& 5. Collect/Analyze/Interpret Data: (On Going)
   A. The MBA Director, GSM Academic Advisor, and LCOB Associate Dean continuously utilize program feedback information received
   B. Minor changes in course syllabi and catalog copy are made continuously
   C. Major changes are reviewed by the LCOB Undergraduate Committee on an as-needed basis
   D. Major changes are reviewed by the LCOB Executive Committee when presented
   E. The LCOB Dean reviews all major curriculum changes when needed
   F. The Marshall University Undergraduate Council reviews all major instructional program changes

6. Examples of Evidence of Changes: (On going)
   A. Comprehensive, two integrative capstone courses MKT 465 and MGT 460.
   B. All upper MKT courses require students to contact a real business and perform critical analysis of the business and/or problems the business might be having and offering possible solutions.
   C. Global importance of marketing problem solving is stressed and implications dealt with in almost all upper level MKT courses
   D. Moral and ethical implications relating to marketing decisions is stressed and implications dealt with in almost all upper level MKT courses
   E. More research publications in global academic conferences and publications
   F. More internship opportunities have been made available to marketing students.
   G. Marketing students have successfully competed for national internship positions (e.g. Hyundai, Houston Astros)
   H. Formal and informal feedback about our marketing interns from internship directors and/or mentors has been extremely positive (e.g. Hyundai – four top interns in the nation).
   I. The number of marketing majors is steadily increasing.

III. Plans for current year: 2006-2007

After the Peer Review Team visitation for AACSB accreditation, The Division of Management and Marketing plans to meet with The Lewis College of Business Assurance Of Learning (AOL) Committee to convince them to allow is to continue the implementation of the major Assessment test for all three degree programs; with their approval. We could collect the data during spring 2007 and the data could be very useful when we have our next five year program review during the 2007-2008 academic years.

IV. Assistance Needed

Since it is difficult to use a nationally-based test due to the limited funds we have, we need
To rely on the data generated internally. We need the Lewis College of Business, AOL Committee and the Dean of the LCOB help us to implement the major assessment test. It would also be of great help if the Lewis College of Business and Marshall Institutional Research Center could provide any assessment related data to our division.

V. Lesson Learned

1. It is not easy to implement any new assessment test due to some of the faculty’s misunderstanding of the instrument.
2. We should prepare the Annual Report well before the deadline. It should be an on-going activity throughout the academic year.
# Chart I - Assessment Summary: 2005-2006 (On Going)

**Component Area/Program/Discipline:**  BBA in Marketing (MKT)

<table>
<thead>
<tr>
<th>Student Outcome and Student Competency</th>
<th>Person or Office Responsible</th>
<th>Assessment Tool or Approach</th>
<th>Standards/Benchmarks</th>
<th>Results/Analysis</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Reasoning and discussion</td>
<td>Tate MKT 465</td>
<td>Analysis of a strategic business problem in marketing</td>
<td>Group developed solution to strategic business problem</td>
<td>Student groups discuss their solutions with the class</td>
<td>Groups are given a grade on their presentations and reports</td>
</tr>
<tr>
<td>2. Critical thinking</td>
<td>Alexander MKT 442</td>
<td>Examination of scope and importance of market and distribution research</td>
<td>Group developed quantitative and qualitative analysis of market problem</td>
<td>Student groups discuss their analysis and solution</td>
<td>Groups are given a grade on their presentations and reports</td>
</tr>
<tr>
<td>3. Sales Management Skills</td>
<td>Staff MKT 440</td>
<td>Exploration of the duties of a sales manager</td>
<td>Group develops solutions to case studies and presents solutions to class</td>
<td>Student groups discuss their analysis and solution</td>
<td>Groups are given a grade on their presentations and reports</td>
</tr>
<tr>
<td>4. Consumer Behavior</td>
<td>Mader MKT 437</td>
<td>On-site objective study and analysis of a real organization</td>
<td>Group prepares presentation and report analyzing the organization</td>
<td>Student groups discuss their experiences and present final report to class</td>
<td>Groups are given a grade on their presentations and reports</td>
</tr>
<tr>
<td>5. Effective Communication</td>
<td>All MKT Professors</td>
<td>Group oral presentations and written term papers</td>
<td>Toastmasters format and English grammar text</td>
<td>Assessment of speeches and written statements</td>
<td>Oral and written comments given intended for improvement in future similar events</td>
</tr>
<tr>
<td>6. Enhanced reading and writing</td>
<td>All MKT Professors</td>
<td>Oral presentations and written term papers</td>
<td>Toastmasters format and English grammar text</td>
<td>Assessment of speeches and written statements</td>
<td>Oral and written comments given intended for improvement in future similar events</td>
</tr>
<tr>
<td>7. Knowledge integration and moral values</td>
<td>All MKT Professors</td>
<td>Class material and discussions integrate knowledge and moral discussions</td>
<td>Capstone course address not only technological, but also synthesis of acquired knowledge and moral implications of system development</td>
<td>Group discussions include elements of knowledge synthesis and ethical implications</td>
<td>Professor guides discussions to include knowledge synthesis and ethical implications</td>
</tr>
<tr>
<td>8. Global and ethical Perspectives</td>
<td>All MKT Professors</td>
<td>Case analyses include multinational cases and ethical implications</td>
<td>Curriculum wide acknowledgement of global and ethical considerations</td>
<td>Case analyses include elements of knowledge synthesis and ethical perspectives</td>
<td>Professor guides discussions to include knowledge synthesis and ethical perspectives</td>
</tr>
</tbody>
</table>