

BBA in Marketing (MKT)

2007-2008 Program Assessment Report

I. Program's Student Learning Outcomes

See "Structure of the BBA in MKT AOL Program."

II. Assessment Activities:

A. Assessment Measures (Tools)

- a. *General Core Knowledge* – Integrative Themes Test (Available from LCOB AOL director, Harlan Smith)
- b. *Written Communication* - See attached rubric.
- c. *Oral Communication* – in progress
- d. *Critical Thinking and Problem Solving* – in progress
- e. *Discipline Specific Knowledge* – To date these have been assessed with course embedded assessment tools including exams and case studies.

B. Benchmarks

- a. *Written Communication* – minimum average evaluation score of "Proficient".
- b. *All other benchmarks in progress.*

C. Results/Analysis – data was gathered but no analysis was performed during this assessment year.

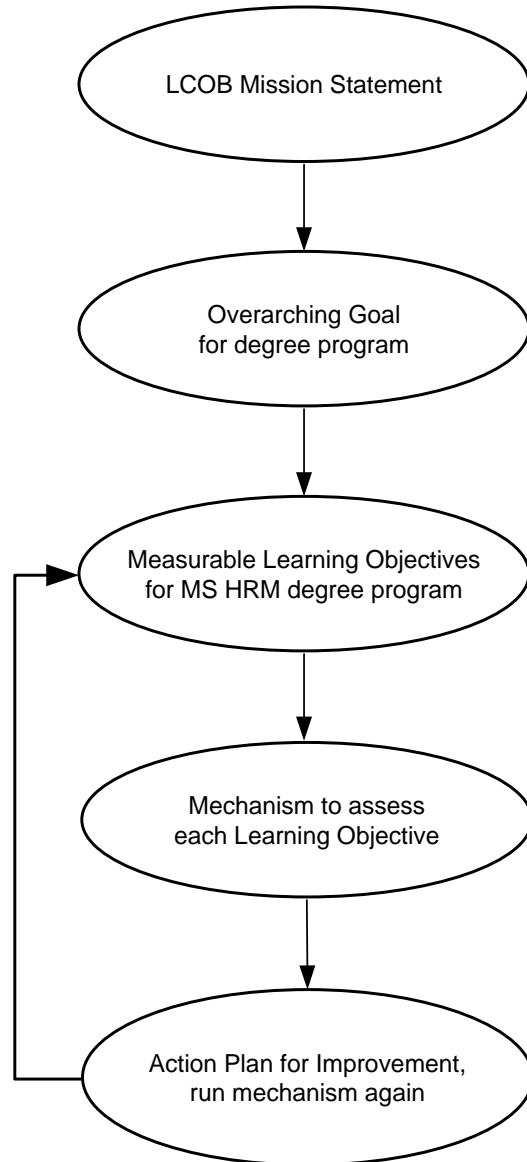
D. Analysis/Planned Action

See "Cycles of the BBA in MKT AOL Program" for proposed action plan. Assessment activities for this reporting period were disrupted during this reporting period due to a change in leadership (Dean, Division Head, AOL Director) but will resume in spring 2009.

III. Assistance Needed with Assessment:

Cooperation between Harlan Smith, the LCOB Director of Assurance of Learning and Mary Beth Reynolds to mesh the Marshall University assessment requirements with AACSB International Assurance of Learning mandates now and in the future.

STRUCTURE OF THE BBA in MKT AOL PROGRAM



The Mission of the LCOB is to be a leading state institution for the education of business students, and a contributor to the region's economic development. The College is committed to an overall balance among teaching, scholarly activity, and service. The LCOB is dedicated to graduating individuals who possess the communication, critical thinking, and problem solving skills necessary to meet the Tri State area's needs for the demands of the global marketplace.

BBA: To equip students with the knowledge and skills they will need to enter the world of business and meet the challenges they will face throughout their careers.

MKT Majors: To enable Marketing graduates to become successful marketing professionals who add value to the organization, the field and the community.

1. General Core Knowledge: The student will acquire the general/core knowledge required to understand the environment within which business operates.
2. Written Communications: The student will be able to communicate effectively in writing within a business environment.
3. Oral Communications: The student will be able to communicate orally in an effective and professional manner.
4. Problem-Solving & Critical Thinking: The student will be able to identify a problem, develop alternative solutions, and choose a course of action.
5. Discipline specific knowledge: students will acquire working knowledge of the marketing mix elements: product, price, promotion, and distribution; students will gain knowledge in sales management, marketing strategy, marketing research methods, and consumer behavior; students must understand the scientific method and be able to apply research results to decision-making scenarios.

Assessment of Learning Objectives

1. Integrative Themes Test (General Core Knowledge): ongoing, Spring 2007& Fall 2008
2. Written assignments of students enrolled in MKT 465 gathered summer 2007.
3. In progress
4. In progress
5. In progress

Re-assessment of Learning Objectives
TBA

CYCLES OF THE BBA IN MGT AOL PROGRAM

Assessment Cycle	(I) Development Phase		(II) Measurement Phase		(III) Continuous Improvement – Closing the Loop		
	Define Learning Objective	Develop Measure	Gather Data	Review Data	Action Plan	Implement Changes	Run Cycle Again
1. Core Knowledge: The Ten Integrative Themes Economic <ul style="list-style-type: none"> • Environmental • Ethical • Global • Information Systems • Legal & Regulatory • Multicultural • Political • Social • Technological 	See Attachment “Integrative Themes and Definitions”	Full Faculty – Fall 2005	BBA Capstone Final Exam – Spring 2007 & Fall 2008	AOL Comm. & Full Faculty – Spring 2009	Full Faculty – Spring 2009	AOL Comm., Full Faculty – Spring 2009	BBA Capstone Final Exam – Every semester
2. Written communication	The student will be able to communicate effectively in writing within a business environment.	AOL Comm., MU WAC Director – Summer 2006	Designated classes – Spring 2007	AOL Comm. – Spring 2009	Full Faculty – Spring 2009	AOL Comm., Full Faculty – Fall 2009	2009 – 2010
3. Oral communication	The student will be able to communicate orally in an effective and professional manner.	Full Faculty Assessment Day Spring 2008 (still in progress)	Designated classes – 2009	AOL Comm., Full Faculty – Fall 2008	Full Faculty – Fall 2008	AOL Comm., Full Faculty – Spring 2009	2010 – 2011
4. Problem solving and Critical thinking	The student will be able to identify a problem, develop alternative solutions, and choose a course of action.	Full Faculty Assessment Day Spring 2008 (still in progress)	TBA	TBA	TBA	TBA	TBA

5. Discipline specific knowledge	Students will acquire working knowledge of the marketing mix elements: product, price, promotion, and distribution; students will gain knowledge in sales management, marketing strategy, marketing research methods, and consumer behavior; students must understand the scientific method and be able to apply research results to decision-making scenarios..	TBA	TBA	TBA	TBA	TBA	TBA
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The Integrative Themes & Definitions

1. **Economic:** Focuses on how a market economy operates within the context of multiple stakeholders and social responsibility. Financial parameters, data analysis, business policy, competitive strategy, and the creation of value-added enterprise are stressed.
2. **Environmental:** Focuses on the effect of national, regional, and local business activities on physical and biological environments in addition to the impact of environmental laws and governmental regulations on both human health and business wellness.
3. **Ethical:** Focuses on private and public-sector decision-making and how it conforms to accepted standards of moral behavior. Reflective thinking, personal character, and organizational integrity are emphasized.
4. **Global:** Focuses on international issues and institutions, including how domestic policies and business activities impact and are influenced by international conditions.
5. **Information Systems:** Focuses on knowledge systems, information management, plus the analysis and design of information and business application systems.
6. **Legal & Regulatory:** Focuses on fundamental concepts, principles, and rules of law that apply to business transactions and upon specific laws, statutes, and regulations affecting commercial operations and behavior.
7. **Multicultural:** Focuses on studying the risks, challenges, and opportunities of attracting and developing a heterogeneous workforce and customer base. How a business organization creates a diversity of people and ideas within various cultural settings is examined using an equal opportunity and human rights framework.
8. **Political:** Focuses on the political institutions of the country, and/or the processes by which political and policy decisions are made.
9. **Social:** Focuses on the importance of cultural norms, group dynamics, behavioral change, and human resource management concepts upon business activity, as well as the impact of business activity upon the social environment.
10. **Technological:** Focuses on the significance of technological progress and technological innovation upon the world within which business operates, and upon the structure, communications, information flows, and decision-making processes that comprise business organizations.

Undergraduate Written Communication Rubric

Criteria	Advanced (4)	Proficient (3)	Needs Improvement (2)	Unacceptable (1)
Organization	Ideas are arranged logically to support the purpose. Ideas flow smoothly from one to another and are clearly linked to each other. Reader can follow reasoning.	Ideas are arranged to support the writer's purpose, but order is sometimes questionable. Ideas are usually clearly linked to each other. For the most part, reader can follow line of reasoning.	Writing is not arranged logically. Frequently, ideas fail to make sense together and are not linked. By thinking hard, reader can most often figure out the line of reasoning.	Writing lacks logical organization. Reader cannot identify a line of reasoning.
Purpose	Writer's purpose is readily apparent to the selected audience and is clear.	Writing has a clear purpose, but may occasionally digress.	Purpose is not clear, nor is it easy to find an implied purpose.	Purpose is generally unclear and/or not even apparent.
Tone	Tone is consistently professional and appropriate for the selected audience and the purpose. Fits genre and expected audience for the genre.	Tone is generally consistent, but may have a few lapses in fit or appropriateness to genre and audience.	Tone is not consistently appropriate to genre, audience, and purpose.	Tone is not appropriate to genre, audience, and purpose.
Grammar and mechanics (sentence structure, punctuation, spelling)	Sentences vary in length, structure; flow well; demonstrate transitions. Writing almost error free.	Functional sentences. Errors present but do not distract from meaning.	Confusing sentences. Numerous errors distract reader.	Sentence structure and grammar errors so numerous confused reader stops reading.