Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

Analysis of assessment results from previous years has resulted in ongoing changes to the program in order to improve job placement and student skills in important emerging areas of the marketing workplace. During 2013-2014 we have changed the focus of the MKT518 Marketing Strategy course to better reflect the globalization of marketing. It is now named International Business 555, Global Marketing Strategy, and each module of the course now has an international component. Marketing 530, Advanced Marketing Analysis, has continued to change to reflect new forms of data more readily available to graduates working in research positions. Changes have included the development of skills in online survey development with the Qualtrics software tool. We have added a course in Social and Digital Marketing to reflect company requests that we train students in that growing area. To meet the needs of a significant numbers of firms, we have added two new specialization areas. The Marketing Analytics Specialization involves a heavy curriculum in statistics and SAS programming emphasizing data analysis and data mining. Graduates with this specialization earn a SAS / Data Mining Certification and are prepared to sit for the SAS programming certificate. A new Professional Sales Specialization appeals to many students who wish to blend sales skills with their own particular area of interest and serve a variety of industrial and service providers. Department faculty report that more students are demonstrating competence and leadership in group and individual projects as well as on assessment criteria in Mkt530.

Mission / Purpose

The mission of the Department of Management and Marketing is to provide students at both the graduate and the undergraduate level with thorough training in the fields of management and marketing. To accomplish this mission the department must: 1. Have a faculty able to teach effectively. 2. Have a faculty able to conduct relevant, cutting-edge research in its respective fields. 3. Develop Ph. D.-level graduates who can continue to create, verify, and disseminate knowledge to academic colleagues, future generations of students, and business professionals. 4. Develop master’s-level students capable of providing strong professional direction and leadership to profit and not-for-profit enterprises across the state, region, and nation. 5. Develop professionally competent, ethical, educated undergraduates who seek to make positive contributions to society.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge of Marketing Management

Demonstrate an understanding of marketing and business and the decisions involved in managing marketing activities at the firm level, the brand level, and the marketing mix level.

Connected Documents
MKT 518 Case Analytical Rubric
MS Marketing Curriculum Map

Related Measures

M 1: Final Project in MKT518
Evaluation of final project in MKT518 – Survey of Marketing
Source of Evidence: Project, either individual or group
Connected Document
MKT 518 Case Analytical Rubric

Target:
80% of students were expected to meet faculty expectations.

M 2: Final project in MKT530
Individual evaluations of marketing research project in MKT530 – Advanced Marketing Analysis
Source of Evidence: Project, either individual or group
Connected Document
MKT530 Final Project Rubric

Target:
80% of students were expected to meet faculty expectations.

Finding (2013-2014) - Target: Met

Results Summary: Of 65 students, 30% exceeded expectations, 60% met expectations, and 10% failed to meet expectations. A sample project from each category has been placed in the document management file for reference. Results were presented and discussed with faculty.
Interpretations and Conclusions: The MKT530 assessment tools, including the rubric that is in the document management file, seem adequate for evaluating student progress toward SLO1. I will (as I do every year) review what went well and what didn’t... I’ll hone in the assignments a little more to focus on things I think they need to know better than they did, I’ll tweak the PPTs to focus on some things I think are more important. I’ll check to see what businesses are asking of the graduates and maybe add a section to the course to address those topics, and I’ll see what isn’t so important and maybe minimize that a little. Based on evaluation of the submitted final projects, I am happy with the rubric and do not feel the need to revisit it. Based on student performance on the project, I am happy with the way that the class performed and do not feel the need to change the way I prepare them for the project. I will, as I do every time I teach the class, attempt to improve small things. These include more time spent with the students in the Bashinsky lab with them completing pieces of the final along with me, additional focus on managerial recommendations, and key findings.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Change MKT530 & MKT518 assessment tools**
*Established in Cycle: 2011-2012*
(1) During 2011-2012, the MKT530 assessment tool was changed to the comprehensive final project, as it assesses the entire spec...

**M 18: Midterm Project in MKT 597**
Evaluation of midterm project in MKT 597. A rubric will be developed.

Source of Evidence: Project, either individual or group

**Target:**
80% of students are expected to meet faculty expectations.

**SLO 2: Analytical Tool Skills/Abilities**
Demonstrate competence in the use of analytical tools that will allow students to derive meaning from marketing information

**Connected Documents**
MKT 518 Case Analytical Rubric
MS Marketing Curriculum Map

**Related Measures**

**M 4: Final Project in MKT530**
Individual evaluations of students on a 0 – 100 grading scale on survey data analysis module requiring use of basic univariate analysis, bivariate analysis, and multivariate analysis in MKT530 – Advanced Marketing Analysis

Source of Evidence: Academic direct measure of learning - other

**Connected Document**
MKT530 Final Project Rubric

**Target:**
80% of students were expected to meet faculty expectations.

**Finding (2013-2014) - Target: Met**
Results Summary: Of 65 students, 30% exceeded expectations, 60% met expectations, and 10% failed to meet expectations. A sample project from each category has been placed in the document management file for reference. Results were presented and discussed with faculty.

Interpretations and Conclusions: The MKT530 assessment tools, including the rubric that is in the document management file, seem adequate for evaluating student progress toward SLO1. I will (as I do every year) review what went well and what didn’t... I’ll hone in the assignments a little more to focus on things I think they need to know better than they did, I’ll tweak the PPTs to focus on some things I think are more important. I’ll check to see what businesses are asking of the graduates and maybe add a section to the course to address those topics, and I’ll see what isn’t so important and maybe minimize that a little. Based on evaluation of the submitted final projects, I am happy with the rubric and do not feel the need to revisit it. Based on student performance on the project, I am happy with the way that the class performed and do not feel the need to change the way I prepare them for the project. I will, as I do every time I teach the class, attempt to improve small things. These include more time spent with the students in the Bashinsky lab with them completing pieces of the final along with me, additional focus on managerial recommendations, and key findings.

**M 5: Final Project in MKT518**
Written evaluation of data analysis in marketing cases in MKT518 – Survey of Marketing

Source of Evidence: Academic direct measure of learning - other

**Connected Document**
MKT 518 Case Analytical Rubric

**Target:**
80% of students were expected to meet faculty expectations.

**Finding (2013-2014) - Target: Met**
Results Summary: Of 65 students, 30% exceeded expectations, 60% met expectations, and 10% failed to meet expectations. A sample project from each category has been placed in the document management file for reference. Results were presented and discussed with faculty.

Interpretations and Conclusions: The MKT530 assessment tools, including the rubric that is in the document management file, seem adequate for evaluating student progress toward SLO1. I will (as I do every year) review what went well and what didn’t... I’ll hone in the assignments a little more to focus on things I think they need to know better than they did, I’ll tweak the PPTs to focus on some things I think are more important. I’ll check to see what businesses are asking of the graduates and maybe add a section to the course to address those topics, and I’ll see what isn’t so important and maybe minimize that a little. Based on evaluation of the submitted final projects, I am happy with the rubric and do not feel the need to revisit it. Based on student performance on the project, I am happy with the way that the class performed and do not feel the need to change the way I prepare them for the project. I will, as I do every time I teach the class, attempt to improve small things. These include more time spent with the students in the Bashinsky lab with them completing pieces of the final along with me, additional focus on managerial recommendations, and key findings.

**OthOtcm 5: The program will improve and sustain a high level of recognized quality, including national accreditation, if available**
The program will improve and sustain a high level of recognized quality, including national accreditation, if available

**Connected Document**
MS Marketing Curriculum Map
M 12: Documentation from the most recent reaffirmation of accreditation of the College and School by the Association to Advance College

Documentation from the most recent reaffirmation of accreditation of the College and School by the Association to Advance Collegiate Schools of Business (AACSB)

Source of Evidence: Academic indirect indicator of learning - other

Target: NA

M 13: Recently published national rankings

Recently published national rankings

Source of Evidence: Performance in subsequent schooling feedback

Target: None

OthOtcm 6: The program will build and sustain an optimal level of annual program enrollments and degree completion

The program will build and sustain an optimal level of annual program enrollments and degree completion

Related Measures

M 14: The University's Office of Institutional Research and Assessment statistical profiles for enrollment

The University's Office of Institutional Research and Assessment statistical profiles for enrollment

Source of Evidence: Academic indirect indicator of learning - other

Target: NA

M 15: The University's Office of Institutional Research and Assessment statistical profiles for degrees awarded

The University's Office of Institutional Research and Assessment statistical profiles for degrees awarded

Source of Evidence: Academic indirect indicator of learning - other

Target: NA

M 16: Job placements

100% of students are expected to find jobs after graduation.

Source of Evidence: Academic indirect indicator of learning - other

Target: 100% of students should respond to a survey on job placement after graduation.

OthOtcm 7: Program Value

The program will be highly valued by its program graduates and other key constituencies it serves

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Change MKT530 & MKT518 assessment tools

(1) During 2011-2012, the MKT530 assessment tool was changed to the comprehensive final project, as it assesses the entire spectrum of learning tools which the students should master in a graduate marketing research class. (2) An evaluation rubric will be designed to assess student progress in the key classes.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Final project in MKT530
Outcome/Objective: Discipline Knowledge of Marketing Management

Implementation Description: MKT530 and MKT518 projects will be evaluated using a rubric to be designed.

Projected Completion Date: 05/2013
Responsible Person/Group: Allaway/Hatmaker

Monitor project progress in MKT581

Of the 44 students assigned to groups in MKT581, all met faculty expectations. This action plan is meant to address 15% of those students who were at the low end of the expectation scale.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Implementation Description: A rubric will be created for evaluating individual student progress in the group project. Preliminary rubrics were tested as to their effectiveness for evaluating student progress in MKT581. Because of the variety of projects, a single rubric has not yet been deemed acceptable that captures the measures adequately. New rubrics are being evaluated this year.

Projected Completion Date: 05/2013
Responsible Person/Group: Hatmaker

Refine MKT 518 Rubric or Identify New Measure

Because the MKT518 Simulation Presentation Rubric made it difficult to determine each individual student's performance, faculty will decide whether to revise it or to use a different measure.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: An individual-focused rubric was used to evaluate performance on the MKT518 simulation, but the shift to IBA555 may require re-evaluation of the rubric.
Projected Completion Date: 10/2012
Responsible Person/Group: Buster Allaway, Glenn Richey, and Billy Hatmaker

Increase Response Rate for Job Placement Request
We will improve the response rate by:

1. Informing the students that a survey is forthcoming and that they should inform the Specialty Masters Coordinator when they take a job
2. Writing to the graduates with a personal reminder (Program Coordinator)
3. Reviewing the Qualtrics survey to see if it is adequate to motivate response

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Projected Completion Date: 05/2014
Responsible Person/Group: Buster Allaway and Jan Jones
Mission / Purpose

The mission of the Department of Management and Marketing is to provide students at both the graduate and the undergraduate level with thorough training in the fields of management and marketing. To accomplish this mission the department must: 1. Have a faculty able to teach effectively. 2. Have a faculty able to conduct relevant, cutting-edge research in its respective fields. 3. Develop Ph. D.-level graduates who can continue to create, verify, and disseminate knowledge to academic colleagues, future generations of students, and business professionals. 4. Develop master's-level students capable of providing strong professional direction and leadership to profit and not-for-profit enterprises across the state, region, and nation. 5. Develop professionally competent, ethical, educated undergraduates who seek to make positive contributions to society.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge of Marketing Management
Demonstrate an understanding of marketing and business and the decisions involved in managing marketing activities at the firm level, the brand level, and the marketing mix level.

Connected Documents
MKT 518 Case Analytical Rubric
MS Marketing Curriculum Map

Related Measures

M 1: Final project in MKT518
Evaluation of final project in MKT518 – Survey of Marketing
Source of Evidence: Project, either individual or group
Connected Document
MKT 518 Case Analytical Rubric

Target:
80% of students were expected to meet faculty expectations.

Finding (2012-2013) - Target: Met
Results Summary:

Of 38 students, 25 were evaluated as meeting expectations, 8 were evaluated as exceeding expectations, and 5 were evaluated as not meeting expectations.

Interpretation and Conclusions:
The MKT 518 assessment tools seem adequate for evaluating student progress toward SLO1.

M 2: Final project in MKT530
Individual evaluations of marketing research project in MKT530 – Advanced Marketing Analysis
Source of Evidence: Project, either individual or group
Connected Document
MKT530 Final Project Rubric

Target:
80% of students were expected to meet faculty expectations.

Connected Document
MKT530 Final Project Rubric

Finding (2012-2013) - Target: Met
Results Summary:

Of 36 students, 19 were evaluated as meeting expectations, 13 were evaluated as exceeding expectations, and 4 were evaluated as not meeting expectations.

Interpretations and Conclusions:
The MKT 530 assessment tools seem adequate for evaluating student progress toward SLO1.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Change MKT530 & MKT518 assessment tools
Established in Cycle: 2011-2012
During 2011-2012, the MKT530 assessment tool was changed to the comprehensive final project, as it assesses the entire spect...

M 17: Final Project in MKT 530
Delete this measure. It is a duplicate.

Source of Evidence: Project, either individual or group

Target:
80% of students are expected to meet faculty expectations. A rubric will be developed.

Finding (2012-2013) - Target: Met

Results Summary:
A first-time evaluation rubric was used to assess SLO1 and summary scores from that rubric indicated the following results: Of 36 students, 19 were evaluated as meeting expectations, 13 exceeded expectations, and 4 did not meet expectations.

Interpretations and Conclusions:
The MKT 530 assessment tools seem adequate for evaluating student progress toward SLO1.

M 18: Midterm Project in MKT 597
Evaluation of midterm project in MKT 597. A rubric will be developed.

Source of Evidence: Project, either individual or group

Target:
80% of students are expected to meet faculty expectations.

Finding (2012-2013) - Target: Met

Results Summary:
An evaluation rubric was used to assess SLO1 and SLO2 and summary scores from that rubric indicated the following results: Of 32 students, 24 were evaluated as meeting expectations, 6 exceeded expectations, and 2 did not meet expectations.

Interpretations and Conclusions:
Because MKT597 will no longer be a mandatory class for MSM students after 2012, this assessment tool will be retired.

SLO 2: Analytical Tool Skills/Abilities
Demonstrate competence in the use of analytical tools that will allow students to derive meaning from marketing information

Connected Documents
MKT 518 Case Analytical Rubric
MS Marketing Curriculum Map

Related Measures
M 4: Final Project in MKT530
Individual evaluations of students on a 0 – 100 grading scale on survey data analysis module requiring use of basic univariate analysis, bivariate analysis, and multivariate analysis in MKT530 – Advanced Marketing Analysis

Source of Evidence: Academic direct measure of learning - other

Connected Document
MKT530 Final Project Rubric

Target:
80% of students were expected to meet faculty expectations.

Finding (2012-2013) - Target: Met

Results Summary:
A first-time evaluation rubric was used to assess SLO2 at the individual level and summary scores from that rubric indicated the following results: Of 36 students, 23 were evaluated as meeting expectations, 5 exceeded expectations, and 8 did not meet expectations.

Interpretations and Conclusions:
The MKT 530 assessment tools seem adequate for evaluating student progress toward SLO2.

Connected Document
MKT530 Final Project Rubric

M 5: Final Project in MKT518
Written evaluation of data analysis in marketing cases in MKT518 – Survey of Marketing

Source of Evidence: Academic direct measure of learning - other

Connected Document
MKT 518 Case Analytical Rubric

Target:
80% of students were expected to meet faculty expectations.

Finding (2012-2013) - Target: Met
Results Summary:

A series of evaluation rubrics was used to assess SLO2 and summary scores from combining those rubrics indicated the following results: Of 38 students, 28 were evaluated as meeting expectations, 7 exceeded expectations, and 3 did not meeting expectations.

Interpretations and Conclusions:

The MKT 518 assessment tools seem adequate for evaluating student progress toward SLO2.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 5: The program will improve and sustain a high level of recognized quality, including national accreditation, if available
The program will improve and sustain a high level of recognized quality, including national accreditation, if available

Connected Document
MS Marketing Curriculum Map

Related Measures

M 12: Documentation from the most recent reaffirmation of accreditation of the College and School by the Association to Advance Colleg
Documentation from the most recent reaffirmation of accreditation of the College and School by the Association to Advance Collegiate Schools of Business (AACSB)

Source of Evidence: Academic indirect indicator of learning - other

Target:
N/A
Finding (2012-2013) - Target: Met
The program was included in the maintenance of AACSB accreditation in March 2013.

M 13: Recently published national rankings
Recently published national rankings

Source of Evidence: Performance in subsequent schooling feedback

Target:
None
Finding (2012-2013) - Target: Not Reported This Cycle
Not reported this cycle.

OthOtcm 6: The program will build and sustain an optimal level of annual program enrollments and degree completion
The program will build and sustain an optimal level of annual program enrollments and degree completion

Connected Document
MS Marketing Curriculum Map

Related Measures

M 14: The University's Office of Institutional Research and Assessment statistical profiles for enrollment
The University's Office of Institutional Research and Assessment statistical profiles for enrollment

Source of Evidence: Academic indirect indicator of learning - other

Target:
N/A
Finding (2012-2013) - Target: Met
Marketing
Majors by Level and Fall Term

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</table>

M 15: The University's Office of Institutional Research and Assessment statistical profiles for degrees awarded
The University's Office of Institutional Research and Assessment statistical profiles for degrees awarded

Source of Evidence: Academic indirect indicator of learning - other

Target:
N/A
Finding (2012-2013) - Target: Met
Marketing
Degrees by Level and Year
The program will be highly valued by its program graduates and other key constituencies it serves

OthOtcm 7: The program will be highly valued by its program graduates and other key constituencies it serves

Related Measures

M 16: Job placements
100% of students are expected to find jobs after graduation.
Source of Evidence: Academic indirect indicator of learning - other

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Change MKT530 & MKT518 assessment tools
(1) During 2011-2012, the MKT530 assessment tool was changed to the comprehensive final project, as it assesses the entire spectrum of learning tools which the students should master in a graduate marketing research class.
(2) An evaluation rubric will be designed to assess student progress in the key classes.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Final project in MKT530 | Outcome/Objective: Discipline Knowledge of Marketing Management

Implementation Description: MKT530 and MKT518 projects will be evaluated using a rubric to be designed.
Projected Completion Date: 05/2013
Responsible Person/Group: Allaway/Hatmaker

Monitor project progress in MKT581
Of the 44 students assigned to groups in MKT581, all met faculty expectations. This action plan is meant to address 15% of those students who were at the low end of the expectation scale.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Implementation Description: A rubric will be created for evaluating individual student progress in the group project. Preliminary rubrics were tested as to their effectiveness for evaluating student progress in MKT581. Because of the variety of projects, a single rubric has not yet been deemed acceptable that captures the measures adequately. New rubrics are being evaluated this year.
Projected Completion Date: 05/2013
Responsible Person/Group: Hatmaker

Refine MKT 518 Rubric or Identify New Measure
Because the MKT518 Simulation Presentation Rubric made it difficult to determine each individual student's performance, faculty will decide whether to revise it or to use a different measure.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Implementation Description: An individual-focused rubric was used to evaluate performance on the MKT518 simulation, but the shift to IBA555 may require re-evaluation of the rubric.
Projected Completion Date: 10/2012
Responsible Person/Group: Buster Allaway, Glenn Richey, and Billy Hatmaker

Increase Response Rate for Job Placement Request
We will improve the response rate by:

1. Informing the students that a survey is forthcoming and that they should inform the Specialty Masters Coordinator when they take a job
2. Writing to the graduates with a personal reminder (Program Coordinator)
3. Reviewing the Qualtrics survey to see if it is adequate to motivate response

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Projected Completion Date: 05/2014
Responsible Person/Group: Buster Allaway and Jan Jones
**Mission / Purpose**

The mission of the Department of Management and Marketing is to provide students at both the graduate and the undergraduate level with thorough training in the fields of management and marketing. To accomplish this mission the department must: 1. Have a faculty able to teach effectively. 2. Have a faculty able to conduct relevant, cutting-edge research in its respective fields. 3. Develop Ph. D.-level graduates who can continue to create, verify, and disseminate knowledge to academic colleagues, future generations of students, and business professionals. 4. Develop master’s-level students capable of providing strong professional direction and leadership to profit and not-for-profit enterprises across the state, region, and nation. 5. Develop professionally competent, ethical, educated undergraduates who seek to make positive contributions to society.

**Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**SLO 1: Discipline Knowledge of Marketing Management**

Demonstrate an understanding of marketing and business and the decisions involved in managing marketing activities at the firm level, the brand level, and the marketing mix level.

**Related Measures**

**M 1: Case write-ups in MKT518**

Evaluation of final case write-ups in MKT518 – Survey of Marketing

Source of Evidence: Project, either individual or group

**Target:**

100% of students were expected to meet faculty expectations.

**Finding (2011-2012) - Target: Met**

Of the 47 students in the class, 68% met and 32% exceeded expectations. Refer to the MKT518 Final Project Rubric in the Document Management file.

**M 2: Research designs in MKT530**

Individual evaluations of marketing research project research designs in MKT530 – Advanced Marketing Analysis

Source of Evidence: Project, either individual or group

**Target:**

100% of students were expected to meet faculty expectations.

**Finding (2011-2012) - Target: Met**

Of the 46 students in the class, 63% met and 37% exceeded expectations.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Change MKT530 & MKT581 assessment tools**

*Established in Cycle: 2011-2012*

(1) During 2011-2012, the MKT530 assessment tool was changed to the comprehensive final project, as it assesses the entire spect...

**M 3: Research design for client in MKT581**

Evaluation of group proposed research design for client in MKT581 – Client Based Projects in Marketing

Source of Evidence: Project, either individual or group

**Target:**

100% of students were expected to meet faculty expectations.

**Finding (2011-2012) - Target: Met**

Of the 44 students in the class, 64% met and 36% exceeded expectations.

**SLO 2: Analytical Tool Skills/Abilities**

Demonstrate competence in the use of analytical tools that will allow students to derive meaning from marketing information

**Related Measures**

**M 4: Survey data analysis in MKT530**

Individual evaluations of students on a 0 – 100 grading scale on survey data analysis module requiring use of basic univariate analysis, bivariate analysis, and multivariate analysis in MKT530 – Advanced Marketing Analysis

Source of Evidence: Academic direct measure of learning - other

**Target:**

100% of students were expected to meet faculty expectations.
Finding (2011-2012) - Target: Met
Of the 46 students in the class, 76% met and 24% exceeded expectations.

M 5: Data analysis in MKT518
Written evaluation of data analysis in marketing cases in MKT518 – Survey of Marketing
Source of Evidence: Academic direct measure of learning - other
Target:
100% of students were expected to meet faculty expectations.
Finding (2011-2012) - Target: Met
Of the 47 students in the class, 73% met and 27% exceeded expectations. See the MKT518 Case Analytical Rubric found in the Document Management file.

M 6: Data analysis in MKT581
Evaluation of data analysis in primary data collection module in MKT581 – Client Based Projects in Marketing
Source of Evidence: Project, either individual or group
Target:
100% of students were expected to meet faculty expectations.
Finding (2011-2012) - Target: Met
Of the 44 students in the class, 64% met and 36% exceeded expectations.
Related Action Plans (by Established cycle, then alpha):
Monitor project progress in MKT581
Established in Cycle: 2011-2012
Of the 44 students assigned to groups in MKT581, all met faculty expectations. This action plan is meant to address 15% of those...

SLO 3: Marketing Research Skills/Abilities
Demonstrate competence in designing and managing marketing research projects while working as part of a marketing team
Connected Document
MS Marketing Curriculum Map
Related Measures

M 7: Simulation project in MKT518
Evaluate marketing research skills in the simulation project in MKT518.
Source of Evidence: Project, either individual or group
Target:
100% of students were expected to meet faculty expectations.
Finding (2011-2012) - Target: Partially Met
Of the 45 students in the class, 69% met and 31% exceeded expectations. The MKT518 Simulation Presentation Rubric made it difficult to determine each individual student’s performance.
Connected Document
MKT 518 Final Project Rubric
Related Action Plans (by Established cycle, then alpha):
Refine Rubric or Identify New Measure
Established in Cycle: 2011-2012
Because the MKT518 Simulation Presentation Rubric made it difficult to determine each individual student's performance, faculty...

SLO 4: An Improvement Outcome Derived From their 2010-11 Assessment Findings
Please delete!
Connected Document
MS Marketing Curriculum Map

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 5: The program will improve and sustain a high level of recognized quality, including national accreditation, if available
The program will improve and sustain a high level of recognized quality, including national accreditation, if available
Connected Document
MS Marketing Curriculum Map
Related Measures

M 12: Documentation from the most recent reaffirmation of accreditation of the College and School by the Association to Advance Collegiate Schools of Business (AACSB)
Documentation from the most recent reaffirmation of accreditation of the College and School by the Association to Advance Collegiate Schools of Business (AACSB)
Source of Evidence: Academic indirect indicator of learning - other

M 13: Recently published national rankings
Recently published national rankings
Source of Evidence: Performance in subsequent schooling feedback

**OthOtcm 6: The program will build and sustain an optimal level of annual program enrollments and degree completion**
The program will build and sustain an optimal level of annual program enrollments and degree completion

**Connected Document**  
MS Marketing Curriculum Map

**Related Measures**

**M 14: The University's Office of Institutional Research and Assessment statistical profiles for enrollment**
The University's Office of Institutional Research and Assessment statistical profiles for enrollment
Source of Evidence: Academic indirect indicator of learning - other

**M 15: The University's Office of Institutional Research and Assessment statistical profiles for degrees awarded**
The University's Office of Institutional Research and Assessment statistical profiles for degrees awarded
Source of Evidence: Academic indirect indicator of learning - other

**OthOtcm 7: The program will be highly valued by its program graduates and other key constituencies it serves.**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Connected Document**  
MS Marketing Curriculum Map

**Related Measures**

**M 16: Job placements**
Job placements
Source of Evidence: Academic indirect indicator of learning - other

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Change MKT530 & MKT581 assessment tools**
(1) During 2011-2012, the MKT530 assessment tool was changed to the comprehensive final project, as it assesses the entire spectrum of learning tools which the students should master in a graduate marketing research class.
(2) MKT581 projects will be evaluated against a benchmark study completed in spring 2012.
(3) A single evaluation rubric will be designed to assess student progress in the three key classes.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
  Measure: Research designs in MKT530 | Outcome/Objective: Discipline Knowledge of Marketing Management

**Implementation Description:** MKT530 and MKT581 projects will be evaluated using a rubric to be designed.

**Projected Completion Date:** 05/2013
**Responsible Person/Group:** Allaway/Hatmaker

**Monitor project progress in MKT581**
Of the 44 students assigned to groups in MKT581, all met faculty expectations. This action plan is meant to address 15% of those students who were at the low end of the expectation scale.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
  Measure: Data analysis in MKT581 | Outcome/Objective: Analytical Tool Skills/Abilities

**Implementation Description:** A rubric will be created for evaluating student progress in the group project.

**Projected Completion Date:** 05/2013
**Responsible Person/Group:** Hatmaker

**Refine Rubric or Identify New Measure**
Because the MKT518 Simulation Presentation Rubric made it difficult to determine each individual student's performance, faculty will decide whether to revise it or to use a different measure.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
  Measure: Simulation project in MKT518 | Outcome/Objective: Marketing Research Skills/Abilities

**Projected Completion Date:** 10/2012
**Responsible Person/Group:** Buster Allaway, Glenn Richey, and Billy Hatmaker