UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in 2013-2014 *(Academic year)*

UNDERGRADUATE PROGRAMS

DEPARTMENT___Marketing_____DATE___5/5/2015_____

PROGRAM(S) COVERED IN REVIEW _____BBA Marketing_____

COMMITTEE MEMBER(S) CONDUCTING REVIEW__Kevin Buettner, Deborah Worley, Casey Ozaki_

1. STUDENT LEARNING GOALS

- Were any goals referenced?   YES_**X**___   NO____   QUALIFIED Y/N ___
- If so, were goals well articulated?   YES_**X**___   NO____   QUALIFIED Y/N ___
- Do goals address student learning?   YES_**X**___   NO____   QUALIFIED Y/N ___

Comments:
Department faculty have done a very detailed and clear job of articulating assessable goals. There are 3 student learning goals identified in the department's assessment plan:
1. Students will gain an understanding of marketing management, encompassing market research, consumer behavior, and planning and be able to apply this knowledge to strategic marketing issues.
2. Students will demonstrate critical thinking and analytic skills relating to the application of marketing theory to marketing issues and opportunities.
3. Students will develop written, oral, and visual communication skills that will aid in the personal understanding of marketing and its communication to others.

Each student learning goals has student learning objectives: Goal 1 (1.1-1.5), Goal 2 (2.1, 2.2), and Goal 3 (3.1-3.3). The plan is designed where data are collected so that each student learning objective is assessed every 3 years.

In addition to the program goals, please also consider UND's institutional and Essential Studies goals for student learning (shown in alignment within parentheses) and identify which goals are similar to program goals.
__**X (3)**_ 1 Communication – written or oral ("able to write and speak in various settings with a sense of purpose/audience")
__**X (2)**_ 2 Thinking and reasoning – critical thinking (or "be intellectually curious"; analyze, synthesize, evaluate)
_____ 3 Thinking and reasoning – creative thinking (or "be intellectually creative"; explore, discover, engage)
__**X (2)**_ 4 Thinking and reasoning – quantitative reasoning ("apply empirical data…analyze graphical information")
__**X (1)**_5 Information literacy ("be able to access and evaluate…for effective, efficient, and ethical use")
_____ 6 Diversity ("demonstrate understanding of diversity and use that understanding…")
_____ 7 Lifelong learning ("commit themselves to lifelong learning")
_____ 8 Service/citizenship ("share responsibility both for their communities and for the world")

Comments regarding program goals and alignment with institutional and Essential Studies goals:
Department goals are appropriately connected in the above Institutional and Essential Studies goals.

2. ASSESSMENT METHODS

Were any specific assessment methods referenced?   YES__**X**__   NO____   QUALIFIED Y/N ____
- If so, were specifically chosen assessment methods appropriately aligned with individual goals?   YES__**X**___   NO____   QUALIFIED Y/N ____
- Were both direct and indirect assessment methods used as components of a "multiple measures" approach?   YES__**X**___   NO____   QUALIFIED Y/N ____

Comments:
The assessment plan demonstrates a clear alignment of goals and objectives with methods. There is evidence of both direct and indirect assessment methods. The 2013-2014 assessment report indicated that both direct and indirect methods were utilized to collect data in support of student learning goal 3 with a specific focus on objective 3.1. The Department of Marketing, located within the College of Business and Public Administration, previously identified a "gap between students' skill and performance with regard to writing." The assessment report indicates recent efforts to address this gap, which is an exemplar of how an active assessment process should work.

3. ASSESSMENT RESULTS

Were any assessment results reported? YES__**X**__   NO____   QUALIFIED Y/N ____
- If so, were the results clear in terms of how they specifically affirm achievement of goals? YES__**X**__   NO____   QUALIFIED Y/N ____
- If so, were the results clear in terms of how they indicate need for improvement? YES__**X**__   NO____   QUALIFIED Y/N ____
- Were the results tied to goals for student learning? YES__**X**__   NO____   QUALIFIED Y/N ____

Comments:
Results from clearly presented from direct and indirect measures in three courses: MRKT 315, MRKT 330, and MRKT 430 during the Fall 2013 and Spring 2014 semesters. Marketing faculty believe there has been improvement in student writing as a result of implemented changes.

In addition to program goals, some assessment results may be applicable to institutional and Essential Studies goals. Indicate any goals for which the program presents findings, and, for indicated items, describe findings below.
___**X**___ 1 Communication – written or oral ("able to write and speak in various settings with a sense of purpose/audience")
___**X**___ 2 Thinking and reasoning – critical thinking (or "be intellectually curious"; analyze, synthesize, evaluate)
_____ 3 Thinking and reasoning – creative thinking (or "be intellectually creative"; explore, discover, engage)
_____ 4 Thinking and reasoning – quantitative reasoning ("apply empirical data…analyze graphical information")
_____ 5 Information literacy ("be able to access and evaluate…for effective, efficient, and ethical use")
_____ 6 Diversity ("demonstrate understanding of diversity and use that understanding…")
_____ 7 Lifelong learning ("commit themselves to lifelong learning")
_____ 8 Service/citizenship ("share responsibility both for their communities and for the world")

Comments regarding results and the application of results to program, institutional, and Essential Studies goals:
Results were presented for primarily communication, but also thinking and reasoning as they related to the program's student learning goals.

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported? YES___**X**____   NO____ QUALIFIED Y/N ____
- If so, do curricular or other improvements/ changes arising from assessment results directly address goals for student learning? YES___**X**____   NO____ QUALIFIED Y/N ____

Comments:
Closing the loop activities were noted and it is apparent that faculty continue to dialogue on how to continue improving in the area of communication, specifically writing. They also proposed changes to the CoBPA Graduating Student Senior Survey that, if made, could provide more detailed data that may better inform change in the future.

SUMMARY

Strengths	*Areas for Improvement*

__**X**__ A specific plan for assessment is in place. ____ No specific plan for assessment is in place.

__**X**__Student learning goals are well-articulated. ____ Student learning goals are not well-articulated.

__**X**__Assessment methods are clearly described. ____ Assessment methods are not clearly described.

__**X**__Assessment methods are appropriately selected. ____ Assessment methods are not appropriately selected.

__**X**__Assessment methods are well-implemented. ____ Assessment methods are not well-implemented.

__**X**__Direct and indirect methods are implemented. ____ A single type of assessment methods predominates.

__**X**__Results are reported. ____ No results are reported.

__**X**__Results are tied to closing the loop. ____ Results are not clearly tied to closing the loop.

(Decision-making is tied to evidence.) (Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

Overall, the Department of Marketing does a really nice job with its assessment process and is a model of good assessment practice. The annual report nicely aligns with the department's assessment plan. It was clearly presented and easy to follow.

MATERIALS REVIEWED

__Y__ Annual assessment report

_____ Annual Report

__Y__ Assessment plan (as posted)

__Y__ Previous assessment review

_____ Other (please describe)

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Section 1: __Y___   Section 2: __Y___   Section 3: __Y___   Section 4: __Y___

Coding Key:

Y = yes, this is done appropriately and well (bearing in mind the kind of program(s) reviewed and recognizing that assessment is a cyclical process, i.e., with additional kinds of data to be collected and analyzed in other years)

Q = qualified yes as action or progress is apparent; however, evidence is lacking that this is completely and appropriately done

N = no, it is unclear whether it was done at all, or it is not done in relationship to student learning

Revised Sept 24, 2014