

## End of Year Assessment Report for Programs

Program: Marketing	Semester/year: Spring 2020-2021
Program Director: Jane Bell	Submission date: May 2021
Year in Operational Plan: YEAR TWO of the Operational Plan – Assessing PO #2 PO #2 Analyze components of marketing plans and evaluate various marketing actions using effective research techniques.	

### Assessment Methods and Benchmarks

Program Objective	Introducing	Developing	Mastering
PO 2	Course Activity: MRKT 201 Case Study (Pillsbury in 20-21) Sum of Parts 1&2	Course Activity: MRKT 335 Product Analysis Paper	Course Activity: MRKT 333 Final Exam Sales Plan in an Hour
	Benchmark: 70%	Benchmark: 75%	Benchmark: 70%
	Evidence: 26/30 87%	Evidence: 25/25 100%	Evidence: 28/30 93%

## Analysis of Assessment Findings

1. **INTRODUCTON:** It is challenging to assess this at the introduction level as it's a completion of reading of a case and then group discussion in class. Not all students are marketing majors (or have declared to be a marketing major). Truly, it is introduction. The first step is to get students to READ the case and THINK critically. Asking WHY is key. Another challenge is that the case and the "answers" are online. Extra questions need to be added that aren't online.
2. **DEVELOPING:** In MRKT 335, Professor Snow assigns a final product analysis paper where students are offering ideas of how an organization can shake up the 4Ps. Professor Snow reports students came up with many creative ideas. All met the benchmark as almost in the course are moving toward being marketing majors or double majors.
3. **MASTERY:** Most students in MRKT 333 are Market majors and are able to think critically about various factors in a marketing case. This year, those scoring less than the benchmark were international students whose first language is not English, and they did not finish the project. Therefore, the points lost were not about their ability to evaluate marketing ideas, but to communicate them. Though those students got an extension on the project (1 ½ hours), they still did not finish. Thus, I need to reconsider the time allotment or help them plan better.

## Sharing and Discussion of Assessment Findings

All Briner faculty understand and discuss the ways in which business students can think critically about data and information, particularly in real-world setting, which will enable Marketing students to hone the skills to reach this objective. Data analysis projects in various courses and an entirely new course in data-driving decision making, will now be available to Briner students (BUSN 340 Data Analytics).

As the professor teaching MRKT 201 and MRKT 333, I am able to see the progress on SLO2 firsthand. MRKT 335 teacher, Professor Keeli Snow and I talk over various real projects students can do in the Case Studies class. Her FCAR for Fall 2020 reveals that she will double-up on chapter materials in order to get to more case studies and project in 2021.

Anecdotally, Briner students did better in UNIV 401 with analysis and problem solving than many of their peers. However, results in the new BUSN 410 were less than stellar as students did just a basic job of analyzing questions about Jo's Java and the Panther Clawset's business plans. Students did not dig deep nor ask WHY enough in many areas of their work. The marketing plan created for the coffee shop and clothing store was just average.

## Use of Assessment Findings for Program Improvement (Action Plan)

1. **INTRODUCTORY:** Either write a case that is not online in place of MRKT 201 Pillsbury case study or add other critical elements that are not online, so students have to think for themselves. Make sure a case is available in the library; students will have no excuse about not having a case to read. (Many won't order the \$7 case on their own.)
2. **DEVELOPING:** In MRKT 335, Professor Snow plans to cover chapter material at a different pace in order to offer students more case study analysis paired with experiential learning. The text for this course includes a running case study that Professor Snow plans to

redirect the attention of some of the coursework towards developing marketing skills. These skills will then be put in play as opportunities arise as the Briner School manages Jo's Java and the Panther Clawset.

3. MASTERY: In MRKT 333, I will be sure that international students have enough time to express their ideas though they work slower in English. Reconsider the time limit to ensure the assignment assesses analysis and not use quick use of English.
4. In the Marketing Program, various Experiential Learning pieces are being added (EX: MRKT 201 McDonalds Customer Service Analysis and MRKT 333 Sales Panel), which gives students other opportunities to do their own research and analyze information.
5. Data analysis continues to be an important skill to be developed, so new opportunities for that are being sought. Some added this year are Economist Magazine graph analysis in MRKT 201 and GU Papyrus or GU website Google Analytics analysis.
6. Marketing students will have a change to take the new BUSN 340 Data Analysis course, which will help them develop analysis. The professor of that course is encouraged to add specific marketing case studies in that new course as he develops it.
7. Though SLO #3 will be assessed next year, writing a marketing plan component in the online MRKT 201 courses needs to be included in this year's rewrite.

Addendum on CDL results: As a general education class teacher (BUSN 101) at the introduction level, I do feel the weight of responsibility for introducing the key SLOs evaluated in CDL. Self-development journals aim at SLO #1 and SLO #3, the case study, Devil Wears Prada team project aim at SLO #3 collaboration (they don't know their disciplines yet) and SLO#3, the Listening and Communication exercise aims at SLO## and the Daily Wisdom and Christian Leader Observation Papers aim at SLO #6. Though I KNOW this, I can do a better job of showing students the connections. In all courses I go over course/program/GU SLOs and explain the chart in the syllabi. Perhaps if the students can connect the PURPOSE for the assignments, they will understand the WHY and be more motivated to work on them. It is my hope that with less attention to ZOOM and all the special cases that needed much of my attention in Spring 2020 – Spring 2021, I will have MORE time to connect assignments to their purpose in all my courses.

### Supporting Documents

None.