



## Program Assessment Plan

<http://www.caspercollege.edu/assessment/index.html>

**Instructions:** To submit an assessment plan for a specified program, please respond to each of the questions below. *Use as much space as you need to describe the program assessment plan.* Once this form is completed, please email it as an attachment to [kthatcher@caspercollege.edu](mailto:kthatcher@caspercollege.edu). For guidelines and/or assistance in developing a plan for assessing student learning, please contact Kathleen Thatcher or consult resources on the Assessment website at <http://www.caspercollege.edu/assessment/index.html>.

1. **Program:** Marketing
2. **Department:** Marketing
3. **School:** Business and Industry
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6. **Date Submitted:** 3/01/2010

1. Does this program offer distance learning ?  Yes  No

(\*Note: Please complete a separate Assessment Plan form for each program.)

### A. Conceptual Assessment Plan Components

Assessment enables an understanding of what students are learning as a result of the program. Assessment findings can be used for a variety of purposes including making decisions regarding curriculum and instruction as well as providing feedback to students.

1. *List your program's mission and goals.*

#### **Marketing Mission Statement**

Marketing is at the heart of what every business must do to be successful: get and keep customers. Marketing professionals are responsible for knowing how to produce, price, promote, and distribute goods and services. Marketing is a major function of business with a widely diverse field of job opportunities including retailing, direct sales, advertising, physical distribution, and logistics and purchasing. Information management, customer service, and public relations are important aspects of the field. Students cultivate fresh viewpoints and leadership skills through an open exchange of ideas and experiences while participating in team activities and problem solving situations. The program also provides educational opportunities for those who wish to improve and enhance their present job skills by being lifelong learners. To meet this end the program employs innovative delivery and instructional techniques.

#### **Departmental Goals:**

Develop and deliver high quality degrees and certificates.

Provide an effective learning environment for students.

Provide an academic framework to prepare students for upward mobility in emerging marketing, hospitality management, and web design occupations.

Provide continuing education for re-entry into the workforce, for changing job requirements, for career change, and lifelong learning.

Incorporate innovative delivery and instructional techniques to enhance the students learning process.

To recognize the value of the individual student and strive for an effective student teacher interaction.

Improve retention rates in all degree and certificate areas within the Marketing Department.

To recruit, develop, and maintain faculty who pursue teaching excellence, and service to the profession.

To promote effective interaction between the three areas of the Marketing Department local community, state, and region.

2. *List the student learning outcomes for the program addressed by this plan. (Note: Please complete a separate Assessment Plan form for each program.)*
  1. Students will explain in their own words the 4p's of marketing. (Product, price, place, and promotion.)
  2. Devise marketing campaigns/presentations in diverse formats that are acceptable to different target markets and stakeholders.
  3. Students will demonstrate satisfactory progress in the Associate of Science Marketing By receiving C or better in major course work and communicate their view of the progress they are making in the program.
  4. The student will demonstrate the ability to collect, analyze, and interrupt data about customer's organizations and markets as input into the marketing process.
  5. The ability to analyze and resolve cases specific to the marketing function.
  6. Demonstrate and evaluate working in teams.
3. *Explain the student learning outcomes relation to the unit mission and goals (i.e. Do the student learning outcomes reflect the unit goals and objectives, further the mission, are rooted in the academic discipline, etc.?)*

Our outcomes require students to be able to understand, apply, and demonstrate knowledge and skills. This is reflected in our mission to prepare students for marketing careers or to transfer to four year institutions in the region to pursue a BS in marketing.

4. *Describe how and by whom assessment findings will be used.*

The assessment findings will be used by the marketing faculty and department head to modify and revise program and course content with learning outcomes do not appear to be met. This will occur via a meeting and discussion of the marketing faculty members in conjunctions with advisory committee members

### B. Implementation Assessment Plan Components

It is important to create a detailed implementation plan that aligns each student learning outcome with each of the following items:

- (A) how/where program outcomes are learned,
- (B) what evidence/indicator(s) will be collected, including both direct and indirect evidence,
- (C) how the evidence/indicator(s) will be collected and by whom,
- (D) how the evidence/indicator(s) will be analyzed and by whom, and
- (E) how assessment findings will be communicated back to the academic unit's faculty and students and used to improve the program.

Please note, it is important that the implementation plan collects useful information and that the collection and analysis methods are manageable given the resources available in your academic unit.

1. *Instructions:* For each program-level outcome (not course objectives), please provide information for each category listed below. Both direct and indirect evidence/indicators should be utilized in your assessment plan. You are encouraged to utilize existing evidence/indicators when feasible to keep the process manageable. You should also collect evidence/indicators throughout the program and not just at the end.

Program Learning Outcome	A How/Where is outcome learned?	B Evidence/ Indicator(s) of Learning	C Collection method(s) for each source of evidence	D Analysis method(s) for each source of evidence	E Feedback Procedures (Faculty, staff & students)
1	MKT 2100	Test question results on various aspects of 4p's of marketing Written paper. Survey	Collect and evaluate selected test question relating to 4p's Students will explain in the own words the Four P's of marketing.	Quantitative Qualitative	Faculty discussion of how outcomes can be improved/how assessment process can be improved
2	MKT 2100	Proficiency on marketing project (rubric)	Collect and analyze results on projects	Quantitative and Qualitative	Faculty discussion of how outcomes can be improved/how

					assessment process can be improved
3	Combined coursework in marketing concentration	Review student transcripts Write a paper Exit Survey	Student transcripts C or better in major coursework. The students will write a paper on how they feel they have progressed in the program and how it will benefit their chosen career Exit survey on graduates.	Quantitative Qualitative	Faculty discussion of how outcomes can be improved/how assessment process can be improved
4	MKT 2200	Proficiency on student class projects (rubric)	Collect sampling of student projects	Quantitative and Qualitative	Faculty discussion of how outcomes can be improved/how assessment process can be improved
5	MKT 1300 MKT 2100 MKT 2200	Proficiency on case analysis (rubric) Survey	Collect samples of students case analysis Student survey check list on components of the written case	Quantitative and Qualitative	Faculty discussion of how outcomes can be improved/how assessment process can be improved
6	MKT 2100	Peer review of each team member of other team members Open ended survey	Peer review evaluation forms Open ended survey students evaluation of the team process	Quantitative and Qualitative	Faculty discussion of how outcomes can be improved/how assessment process can be improved

- Describe the responsibilities, timeline, and the process for implementing this assessment plan.

The Marketing Program is housed in the Marketing Department in the School of Business and Industry. The head of the Marketing department will complete the annual report on outcome assessment at the time the Marketing Department Program review is to be submitted.

### **C. Global Design & Use**

It is critical that program assessment plans be developed and approved by all faculty in the department. In addition, *include student input and external sources* (e.g., national standards, advisory boards, employers, alumni, etc.) in the development of the assessment plan(s).

1. *Describe the process through which your academic unit created this assessment plan.*

*Include:*

- a. *Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with your unit's departmental review schedule.)*

The marketing faculty will review the assessment plan once a year to align with the program review.

- b. *How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.*

The information gathered from students testing, certification testing, class assignments, etc will assure that student input was gathered. Also faculty classroom evaluations will be evaluated to enhance the learning and assessment process.

- c. *What external sources were consulted in the development of this assessment plan?*

The Association of Collegiate Business Schools and Programs (ACBSP) will be consulted when they review this plan during the upcoming self study for accreditation. Advisory committee input over the years has helped to arrive at this assessment plan

- d. *Assessment of the manageability of the plan in relation to departmental resources and personnel*

The marketing faculty is committed along with upper level administration to the maintained of an ongoing assessment plan.

