



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. 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:** Retail Merchandising
2. **Department:** Marketing
3. **School:** Business and Industry
4. **Person(s):** Gary M. Donnelly
5. **Email:** donnely@caspercollege.edu
6. **Phone:** 307/268/2381
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. Apply mathematics skills appropriate to the retail merchandising occupation.
2. Students will explain their understanding of the fundamentals of retail store organization and management.
3. Apply technical skills in the retail merchandising area.
4. Demonstrate satisfactory progress in the Associate of applied Science Retail Merchandising Degree.
5. The ability to analyze and resolve cases specific to the retail merchandising function.
6. Demonstrate the ability to communicate in a manner consistent with the professional language of the retailing industry in both written and oral formats.

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 careers in the various areas of retail merchandising and management.

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

The assessment findings will be used by the marketing/retail merchandising 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/hospitality management 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	BADM 1005	Grade C or better in course Open ended survey	Collect final grades of students Open ended survey on important concepts student learned.	Qualitative and Quantitative	Faculty discussion of how outcomes can be improved/how assessment process can be improved
2	MKT 1100	Test question results on aspects of retailing Open ended survey	Collect and evaluate test questions Write a paper to demonstrate their understanding of retail store organization and	Quantitative Qualitative	Faculty discussion of how outcomes can be improved/how assessment process can be improved

			management Open ended survey on what do you feel are the most important components learned in this class.		
3	MKT 2480	Proficiency COOP supervisor evaluation forms(rubric Open ended survey	Collect forms with grades and employer responses Open ended survey on students perception of the Coop work experience	Qualitative and Quantitative	Faculty discussion of how outcomes can be improved/how assessment process can be improved
4	Combined coursework in Retail Merchandising concentration	Transcripts Survey	Collect and evaluate transcripts Survey students indicate which outcomes in courses they feel competent to perform	Quantitative and Qualitative	Faculty discussion of how outcomes can be improved/how assessment process can be improved
5	MKT 1000 MKT 1300 MKT 2100	Proficiency on student case analysis rubric Survey	Collect samples of case analysis Survey students on components of cases and call analysis process	Quantitative and Qualitative	Faculty discussion of how outcomes can be improved/how assessment process can be improved
6	BADM 1020 MKT 1000	Sample of student project and presentation (BADM 1020 (rubric) Sample of student sales presentation and outline MKT 1000 (Rubric)	Collect samples of projects BADN 1020 Collect samples of students sales presentation results MKT 1000	Quantitative and Qualitative	Faculty discussion of how outcomes can be improved/how assessment process can be improved

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

The Retail Merchandising 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/retailing 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/retailing faculty is committed along with upper level administration to the maintained of an ongoing assessment plan.