

Weber State University
Biennial Report on Assessment of Student Learning

Department/Program: BA Marketing
Academic Year of Report: 2018/19 (covering Summer 2017 through Spring 2019)
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A. Brief Introductory Statement:

At its core, marketing is about matching supply and demand in a complex, advanced economy. Marketing consists of a sequence of activities: identifying customer needs, developing goods and services to satisfy those needs, communicating information about products to potential customers, and distributing the products to customers. Marketing majors will learn technical marketing skills and strategic thinking. The student who majors in Marketing is seeking to become marketing researchers/analysts, customer relationship managers, sales managers, brand managers, or pursue careers in traditional and internet advertising.

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B. Mission Statement

Our mission is to help students learn how to create positive relationships with customers.

C. Student Learning Outcomes

In addition to the Goddard learning outcomes, marketing majors will be able to:

1. Understand the contribution of marketing to the business enterprise
2. Identify a marketing problem and key influences on that problem, to use appropriate qualitative and quantitative analysis and market research techniques to evaluate the marketing problem, and to evaluate alternative solutions
3. Use marketing terminology correctly
4. Understand how elements of the marketing mix are influenced by problem/opportunity
5. Describe major bases for segmenting consumer and business markets; define and be able to apply the three steps of target marketing: market segmentation, target marketing, and market positioning; understand how different situations in the competitive environment will affect choices in target marketing
6. Illustrate how the international trade system, economic, political-legal, and cultural environments in a foreign country affect a company's international marketing decisions
7. Identify the major ethical and social concerns associated with marketing

D. Curriculum

Note that the BS in Marketing is a new degree program which has recently moved from an emphasis of BSAD. As such, the marketing faculty has developed new learning outcomes for the program and created the curriculum grid below. As this is the first year for these learning outcomes, there are no data on assessment of learning against these learning outcomes as yet. Data will follow in the next report in two years.

Curriculum Map Format

Courses in Department/Program	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6	Learning Outcome 7
MKTG3010 - Marketing Concepts and Practices	1	1		1	1		1
MKTG 3100 - Consumer Behavior			1	2		1	2
MKTG 3200 - Selling and Sales Management			2	2	2		2
BSAD 3500 - Introduction to Business Research			2	2			2
MKTG 3450 - Promotion Management				2	2		2
MKTG 3500 - Services and Sports Marketing	2			2	2		
MKTG 3600 - International Marketing	2			2	2	1/2	2
MKTG 4200 - Internet Marketing			2	2	2		1
MKTG 4400 - Marketing Strategy	3			3	3		

E. Assessment Plan

Assessment plan: This is under development, see note about first year of new BS in Marketing, above.

F. Report of assessment results for the most previous academic year:

Currently, there are no data as this is the first year of the BS in Marketing.

Appendix A

Most departments or programs receive a number of recommendations from their Five/Seven-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is acting upon.

Date of Program Review: #####	Recommendation	Progress Description
Recommendation 1	Text of recommendation	##### +1 progress
		##### +2 progress
		##### +3 progress
		##### +4 progress
Recommendation 2	Text of recommendation	##### +1 progress
		##### +2 progress
		##### +3 progress
		##### +4 progress
Recommendation 3	Text of recommendation	##### +1 progress
		##### +2 progress
		##### +3 progress
		##### +4 progress
(add as needed)		

Additional narrative:

Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty Headcount	2017-18	2018-19
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)		
Full-time Tenured	2	2
Full-time Non-Tenured (includes tenure-track)	2	2
Part-time and adjunct		
With Master's Degrees		
Full-time Tenured		
Full-time Non-Tenured		
Part-time and adjunct	3	3
With Bachelor's Degrees		
Full-time Tenured		
Full-time Non-tenured		
Part-time and adjunct		
Other		
Full-time Tenured		
Full-time Non-tenured		
Part-time		
Total Headcount Faculty		
Full-time Tenured		
Full-time Non-tenured		
Part-time		

Appendix C – alternative format for Evidence of Learning Reporting

Course:

Program Outcome 1	
Aligned Course Outcome(s):	
Method(s) of measurement:	
Target Performance:	
Actual Performance:	
Interpretation/Reflection on findings:	
Action Plan/Use of Results:	
Intended evaluation of plan (closing the loop):	

Please respond to the following questions.

Commented [WF1]: We will be discussing this at the Executive Team meeting too, but anything you have to say on this would be greatly welcomed.

- 1) First year student success is critical to WSU's retention and graduation efforts. We are interested in finding out how departments support their first-year students. Do you have mechanisms and processes in place to identify, meet with, and support first-year students? Please provide a brief narrative focusing on your program's support of new students:
 - a. Any first-year students taking courses in your program(s).

We have traditionally relied on FYE, but have recently experimented with early careers sessions. We have just recruited a new senior academic advisor who has this as a charge, and is looking at ways to ensure that advising has early contact with every new Goddard student.

- b. Students declared in your program(s), whether or not they are taking courses in your program(s)

See above.

- 2) A key component of sound assessment practice is the process of 'closing the loop' - that is, following up on changes implemented as a response to your assessment findings, to determine the impact of those changes/innovations. It is also an aspect of assessment on which we need to improve, as suggested in our NWCCU mid-cycle report. Please describe the processes your program has in place to 'close the loop'.

As stated earlier, this is the first year of this program, so no closing the loop activities have yet taken place.

Glossary

Student Learning Outcomes/Measurable Learning Outcomes

The terms ‘learning outcome’, ‘learning objective’, ‘learning competency’, and ‘learning goal’ are often used interchangeably. Broadly, these terms reference what we want students to be able to do AFTER they pass a course or graduate from a program. For this document, we will use the word ‘outcomes’. Good learning outcomes are specific (but not too specific), are observable, and are clear. Good learning outcomes focus on skills:

knowledge and understanding; transferrable skills; habits of mind; career skills; attitudes and values.

- Should be developed using action words (if you can see it, you can assess it).
- Use compound statements judiciously.
- Use complex statements judiciously.

Curriculum Grid

A chart identifying the key learning outcomes addressed in each of the curriculum’s key elements or learning experiences (Suskie, 2019). A good curriculum:

- Gives students ample, diverse opportunities to achieve core learning outcomes.
- Has appropriate, progressive rigor.
- Concludes with an integrative, synthesizing capstone experience.
- Is focused and simple.
- Uses research-informed strategies to help students learn and succeed.
- Is consistent across venues and modalities.
- Is greater than the sum of its parts.

Target Performance (previously referred to as ‘Threshold’)

The level of performance at which students are doing well enough to succeed in later studies (e.g., next course in sequence or next level of course) or career.

Actual Performance

How students performed on the specific assessment. An average score is less meaningful than a distribution of scores (for example, 72% of students met or exceeded the target performance, 5% of students failed the assessment).

Closing the Loop

The process of following up on changes made to curriculum, pedagogy, materials, etc., to determine if the changes had the desired impact.

Continuous Improvement

An idea with roots in manufacturing, that promotes the ongoing effort to improve. Continuous improvement uses data and evidence to improve student learning and drive student success.

Direct evidence

Evidence based upon actual student work; performance on a test, a presentation, or a research paper, for example. Direct evidence is tangible, visible, and measurable.

Indirect evidence

Evidence that serves as a proxy for student learning. May include student opinion/perception of learning, course grades, measures of satisfaction, participation. Works well as a complement to direct evidence.