

Part I. General Information

Program(s) Discussed: [Marketing]
Current Semester: [Spring 2015]
Date of Assessment Meeting(s): [April 15, 2015]
Participants in Assessment Meeting(s): [Facca-Miess, Randrianasolo, Wu, Martin]

All Annual Assessment Reports are available to the appropriate Associate Dean, Dean, and the Provost, as well as to other administrators for institutional effectiveness and accreditation purposes. Please indicate the degree to which your program would like this information more widely shared.

On-Campus Users

- Freely available
 Available upon request
 Unavailable

Off-Campus Users

- Freely available
 Available upon request
 Unavailable

Part II. Assessment Process

Prompt: In one or two paragraphs, describe your assessment process. Did you gather data on all of your program's student learning goals? If not, which student learning goals did you measure in this assessment cycle? What tools did you use to attempt to measure student learning? Where and how were they administered? Who scored them?

The Marketing program goals and learning objectives for the Marketing Major are articulated in the Undergraduate Bulletin, and detailed in course syllabi. Faculty intentionally review the program goals with students at the beginning of each course, tying the course objectives to the overarching program goals, namely functional marketing skills, the ability to develop sustainable marketing solutions, and ethically address complex marketing issues.

The spring 2015 program assessment aimed to assess student learning with regard to the following three objectives:

1. Ability to identify and analyze marketplace needs
2. Ability to recognize organizational resources that can fulfill marketplace needs
3. Ability to develop marketing strategy to effectively connect organizational resources to marketplace needs

Our intent was to capture learning via experiential learning projects in the marketing capstone course. However, as these are conducted as group projects, individual learning is less clear. Therefore, we elected to use a final essay assignment to assess the first two objectives, and re-evaluate our assessment plan for measuring individual student ability to develop marketing strategies that effectively connect organizational resources to marketplace needs.

Part III. Findings

Prompt: Along with this report, please submit the data charts the program used during the assessment meeting. Describe, in words, what your program learned about student learning during this assessment cycle. What were your strengths? In what ways did students fail to meet the goals you set for them?

In the context of the assignment, students were asked to reflect on their capstone marketing course, the analytical frameworks and tools introduced, and how these tools might influence their marketing careers moving forward. Of the marketing majors evaluated (n=53), 62% percent were determined to perform at the “strong” level, 28% “acceptable” and 9% “weak” in their ability to identify and analyze marketplace needs, and recognize organizational resources available to fulfill marketplace needs. See Appendices H and I for clarifying (and impressive) student essays and the program’s assessment plan.

Part IV. Planned Changes to the Assessment System

Prompt: What changes, if any, do you need to make to your assessment system? (Questions to consider include: 1) Do your measures and processes provide useful data with a reasonable amount of effort? and 2) Are your measures reliable, valid, and sufficient?) On which student learning goals do you plan to focus your attention during the next assessment cycle? Do you need to implement additional formative assessment tools to better understand some of your findings? If so, describe those here.

The assessment rubric designed to capture proficiency proved to be overly complicated, and will be adapted for Spring 16 assessment. The program is early in its coordinated assessment efforts and faculty will continue to revise and improve our efforts to accurately measure student learning outcomes.

While the assessment process at the program level (marketing major) is not yet mature, we clearly knew that we wanted to focus on ensuring that our marketing majors were able to recognize the need for data-driven decision making, particularly in support of point 4c as described in the learning objectives below:

Program Goals: Undergraduate Marketing Major

Upon graduation, marketing majors from John Carroll University should have a strong academic foundation. The academic foundation should allow graduating marketing majors to:

1. enter a career in marketing, or managerial area requiring **functional skills in marketing**, in either a for-profit, non-profit, or entrepreneurial setting; or enter a quality graduate program in a variety of interdisciplinary fields
2. augment their marketing foundation with career choices that enable the student to **design and innovate sustainable marketing solutions** in complex marketplaces,
3. able to **ethically address complex marketing issues**

Learning Objectives: Undergraduate Marketing Major

Graduating seniors in Marketing will have:

1. A command of the primary **marketing content areas** including the marketing environment, segmentation, targeting, positioning, the marketing mix and socially responsible marketing
2. The skills necessary to **identify and solve problems** in marketing
3. The ability to **navigate the complexities of marketing problems** in the dynamic market environments of for-profit and non-profit organizations.
4. The ability to apply **data-driven decisions** to address marketing problems and develop effective marketing strategies to sustain the success of an organization. This includes the following:
 - a. The ability to **identify and analyze marketplace needs**
 - b. The ability to **recognize organizational resources** that can fulfill marketplace needs
 - c. The ability to **develop marketing strategy** to effectively **connect organizational resources to marketplace needs**

Part V. Planned Changes to the Program in Response to Data

Prompt: What changes, if any, do you need to make to your program in response to what you now know about student learning? (Possibilities include changes to learning goals, pedagogy, assignments in particular classes, activities, and curricular requirements and/or structure.) What is your anticipated timeline for both implementation and assessment of the planned changes?

To ensure a greater focus on data-driven decision making, we more clearly articulated this goal in the syllabi for both Market Analysis (MK402) and the capstone course, Strategic Value Co-creation (MK495). Students were consistently reminded of the value and importance of making marketing decisions based on consumer data, and more specifically, primary consumer research in both qualitative and quantitative forms. Early review of capstone essays (Spring '16) suggests students clearly recognize the value and importance of data-driven decision making for marketers. Further, they have adopted practices, learned during the marketing major coursework, which facilitate making recommendations to partner organizations (experiential learning projects) which are based on data that they have personally collected, analyzed and presented in oral and written formats.

The capstone essays (Spring '16) have been coded for content analysis and will be reviewed by the marketing faculty for further discussion as part of our ongoing assessment efforts. Most common comments identified include those in regard to

- learning to make **data driven decisions**
- **transformation** and transformed perspectives on the role of marketing (e.g., from sales or product orientation to marketplace advocacy and service orientation)
- learning a **process** to identify marketplace needs (through research with stakeholders using Qualtrics and SPSS),
- learning **sustainability concepts** from a Triple Bottom Line perspective addressing economic, social, and environmental sustainability
- learning concepts of **sustainable enterprise** (e.g., macromarketing perspectives, big picture thinking, and the way markets interact with society)
- learning the Integrative Justice Model, a normative **ethical framework** for marketers, particularly when engaging in marginalized or impoverished markets
- **Jesuit and Catholic perspectives** on business and its role in society (e.g., *Vocation of the Business Leader*, Catholic Social Thought (Pontifical Council for Justice and Peace) and *Justice in the Global Economy* (Secretariat for Jesuit Higher Education).
- Learning **leadership skills**, and leadership perspectives in the Jesuit tradition (Heroic Leadership, Inspired Leadership) and from a sustainable enterprise perspective, namely **collaborative leadership**.

Students asked for more time and attention on the UN Sustainable Development Goals (UN SDGs) which were introduced and discussed, yet not as thoroughly as other material in the capstone course. Links and videos were provided, but limited class time was spent. Thus we intend to incorporate more discussion and focus on the UN SDGs in the capstone course next spring, potentially with an introduction to them much earlier in the Marketing Principles course, MK301, common core for business majors.