Student Learning Assessment Program

## Response to Summary Form

**Undergraduate Programs 2017**

Department: School of Business, Marketing

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, B.S.B. Marketing | Objectives are clear, measurable, and programmatic. This program has adopted all five of the undergraduate learning goals.  |
| **How, Where, and When Assessed** | Level 3, B.S.B. Marketing | As your plan develops you may find it useful to assess each objective in multiple ways across the curriculum. For the most part, you have summative assessment in one key course, which seems a bit limiting for your marketing objective since you have one 50-itenm test given once covering your entire curriculum. I suspect that the other artifacts and measures given for the other objectives also provide information on your marketing knowledge. The use of Qualtics and random questions is a great move. The rubrics appear to be working well. Are you using any indirect measures?  |
| **Expectations** | Level 2, B.S.B. Marketing | You have identified where you want students to be after certain coursework, so the learning growth across your program is evident. You may want to look at levels of achievement (how many students exceed your expectations, for example). Have you found the need for remediation of any kind?  |
| **Results** | Level 2-3, B.S.B. Marketing | Data collected for most measures identified. As you continue to develop your plan, you may find indirect measures like alumni surveys and/or focus groups useful to help you understand the results of your data. Students can often easily explain why they did or did not learn something. You have identified assignments for your new measures, so that’s a good step. |
| **How Results Will be Used** | Level 3, B.S.B. Marketing | You indicate several meetings throughout the semester to share and discuss assessment results, so this is a good practice and indicates a solid feedback loop.  |

1. \* Levels should not be interpreted as grades or scores; they are stages of implementation based on patterns of characteristics described by North Central Association. These levels are approximations based on the information provided in the summaries. Please refer to the checklist for the Primary Traits listed for each level. [↑](#footnote-ref-1)