

Part 1. General Information

Program(s) Discussed: [Marketing]
Current Semester: [Fall 2019]
Date of Assessment Meeting(s): [September, 2019]
Participants in Assessment Meeting(s): [list names here]

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 2. Assessment Process

2A. Learning Goals

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**

Meeting Program Goal 1 – Functional skills in Marketing:

Learning Objectives - this course focuses on #4c, with a capstone culmination of functional skills in marketing

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**

Meeting Program Goal 2 - Sustainable Marketing:

Ability to design and innovate *sustainable marketing solutions (social, economic, environmental)* in complex marketplaces

1. Ability to navigate more complex sustainable marketing problems associated with both for-profit corporations and non-profit organizations
2. Ability to apply data driven solutions and deal with ambiguity that surrounds most sustainable marketing situations
 - a. Ability to **identify** and **analyze** sustainable marketing practices
(Evaluation: chapter topic presentation)
 - b. Ability to **recognize organizational resources** that can fulfill sustainable marketing requirements
(Evaluation: chapter examples and cases, essay exams, experiential learning project)
 - c. Ability to **develop a sustainable marketing strategy** to effectively connect organizational resources to marketplace needs
(Evaluation: experiential learning project)

Meeting Program Goal 3 – Marketing Ethics

Ability to *ethically* address complex marketing issues

1. Ability to articulate more complex marketing ethics problems associated with stakeholders in both for-profit corporations and non-profit organizations
(Evaluation: class discussion, essay exams)
2. Ability to apply data driven recommendations in complex marketing ethics situations
 - a. Ability to identify and analyze ethical implications of marketing decisions
(Evaluation: class discussion)
 - b. Ability to recognize organizational ethical issues that impact marketing ethics
(Evaluation: essay exam/assignment)
 - c. Ability to develop marketing strategies to ethically connect organizational resources to marketplace needs
(Evaluation: experiential learning project)

For this assessment period, particular focus is placed on

Program Goal 1.4 *Ability to **apply data-driven decisions** to address marketing problems and develop effective marketing strategies to sustain the success of an organization*

Program Goal 3.1. *Ability to **articulate more complex marketing ethics problems** associated with stakeholders in both for-profit corporations and non-profit organizations*

2B. Measuring Learning

Prompt: In one or two paragraphs, describe your assessment process. What tools did you use to attempt to measure student learning? Where and how were they administered? Who scored them?

The goals were assessed in the context of senior year for marketing majors. The ability to apply data driven decision-making was evaluated through a hand-written applied statistics exam as well as through four analytic assignments which are cumulative. These measures were taken in the Market Analysis courses (three sections), MK402, Fall '18.

The ability to articulate more complex marketing ethics problems was assessed in the capstone marketing course, MK495 Strategic Value Co-creation, three sections, Spring '19.

Part 3. Findings

Prompt: 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? Along with this report, please submit the data charts the program used during the assessment meeting.

Individual grades, as assigned by Dr. Tina Facca Miess were used as the measure. A's are considered exceeding expectations, B's meeting expectations, and C's as below expectations.

Analytical Assignments

As for the analytical assignments, students analyze data from a survey data set provided to them. A series of 12 questions typically asked by the producer of a music festival event are assigned, 3-4 each assignment. Students complete the analyses in SPSS and report their findings in a Powerpoint™ presentation format, submitting individually and online. The rubric for each of the four assignments is the same, and ends with scores for recommendations. The recommendations need to be clearly data-driven. Lower scores receive commentary feedback such as "*Be sure to include **persuasive stats in your recommendations** so it is clear that these are data-driven recommendations.*" Thus, scores considered to exceed expectations reflect the capacity to not only accurately conduct the assigned analyses, but also tie their analysis to the recommendations delivered. Most students (55%) can develop recommendations based on the data, but only the top third (31%) are able to evidence data-driven decisions in the most persuasive and effective manner. Some students (14%) fail to tie their analyses into recommendations, which would not be acceptable in a business setting.

Applied Statistics Exam

A comparable assessment of the ability to make data-driven decisions, or recommendations, is completed in the context of a hand-written (blue book) exam during the Market Analysis course. Here students analyze output (SPSS), providing necessary statistical validation in professionally written response format, then produce data-driven recommendations for each of three analytical tests (correlation analysis, t-tests, and multiple regression analysis).

This exam is taken after the four analytic assignments, and we see 51% able to exceed expectations by delivering concise, statistically validated (data-driven) recommendations. This is a 20% increase from those able to exceed expectations in the context of the assignments completed prior to the exam. Thus, we see the process as a strength, yet we intend to work on introducing more data-driven decision making exercises in earlier courses.

Ethics Essay in Capstone

This assignment engages the students in evaluating ethical marketplace exchange using the Integrative Justice Model (Santos and Laczniak, 2009). This is a normative ethical framework for marketers, particularly when engaging in impoverished markets.

Students were assigned an essay with the following prompt:

As discussed in class, your second 3 page essay will focus on your application of the Integrative Justice Model to a live entertainment consumption experience. You'll want to review materials on the IJM prior to consuming your experience (see the folder under FILES section). Use the IJM framework to evaluate the extent to which the live entertainment experience delivers a fair exchange of value to you, the consumer. Complete the following very short survey and in your essay, explain why you rated the way you did.

[IJM Applied to Live Entertainment Consumption \(Links to an external site.\)](#)

Your essay should persuade the reader that you (the marketing expert) have evaluated the "fairness" or justice delivered with regard to the live entertainment consumption experience. Avoid first person references (I think, I feel); avoid contractions, forms of the verb "to get", and prepositions at the end of sentences. Grammar matters, re-read your submission for typos and clarity.

Admirably, 95% are able to effectively identify and assess the tenets of the Integrative Justice Model as they see them applied in a live entertainment consumption experience. Nearly 70% exceed expectations as measured by content, organization and grammar. To clarify, these tenets of the Integrative Justice Model include:

- 1) Authentic Engagement with non-exploitative intent
- 2) Value co-creation with consumers
- 3) Interest representation of stakeholders
- 4) Investment in future consumption
- 5) Long term profit management vs. short term profit maximization

Many have trouble identifying the fifth tenet, long term profit management, or financial sustainability of the performer(s), but most do try their best. Students provide ratings (1-10 scale), then explain why they rated as they did. Some will miss the requirement of explaining the actual rating which they provide by completing an online survey as part of the assignment. Overall, the assignment enables them to recognize ethical marketplace exchange through the lens of the Integrative Justice Model (IJM). Further, their work adds to our research in operationalizing the constructs of the IJM, and potentially developing "justice auditors" to evaluate and strategize in business and NGO settings.

Name(s) of file(s) containing data charts:

Analytic Assignments	Applied Stats Exam 402	Ethics Essay in Capstone
31% Exceeded	51% Exceeded	68% Exceeded
55% Met	37% Met	27% Met
14% Below	12% Below	5% Below

Part 4. Planned Changes to the Assessment System

4A. 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.

As mentioned earlier, the marketing faculty hope to introduce data-driven decision making earlier on in the marketing major coursework. With two new marketing faculty on board and one more on the way, we expect to revitalize our marketing curriculum in the coming year. This will allow for earlier introduction to the need for analytical, data-driven, decision making in marketing. Further, faculty can highlight the extent to which such capacities differentiate a John Carroll marketing major with a Bachelor of Science in Business Administration.

4B. 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?

In small groups of 3-4, students also participate in experiential learning projects with local or regional organizations, either for-profit, non-profit, or entrepreneurial endeavors. We also encourage students to work with their own family businesses, or where they are working internships. These experiential learning projects happen in the context of the required marketing courses, with strong emphasis during the senior year. We hesitate to assess these because measures must be individual, yet some of students' peak learning performance comes in the context of these group projects. They are required to communicate professionally with their partner organizations, meet with them to set expectations and qualitatively interview organizational leaders to determine their needs. By midterm, students develop research objectives during the Market Analysis course, and later marketing objectives with their project organizations during the capstone, Strategic Value Co-creation. By the end of the term, students will have created professional-level portfolio pieces, for example, in fall semester Market Analysis, students deliver primary, quantitative survey research and analysis with strategic recommendations. In the spring they are welcome to work with the same project partner and turn their recommendations into full-blown marketing strategy.

Their analytical work for partner organizations is often rushed as it takes a substantial portion of the semester to develop their primary research and gather data. To combat this issue, more analytical time will be built into the syllabi for marketing courses requiring group projects. We would appreciate any advice on assessment at the group vs. individual level.

Part 5. Institutional Assessment Committee Interactions

5A. Feedback from IAC

Prompt: Briefly summarize the feedback you received from the Institutional Assessment Committee about your last report.

The aforementioned actions and assessment have resulted from our Program Review, and the feedback from external reviewers. The department has recently experienced significant changes, with two senior faculty retiring, one achieving tenure, and our search, hiring and onboarding of two new faculty. We are currently in the process of a search for a third new tenure-track faculty. Thus, this report is primarily reflective of the work and perspectives of Drs. Wu and Facca-Miess.

Together we have managed to not only maintain, but develop our delivery of the marketing program, primarily in the context of our own courses.

Assessment Plans

We intend to assess program goal 2 **Sustainable Marketing** in the 2019-2020 academic year. The goal is described as follows:

Ability to design and innovate **sustainable marketing solutions (social, economic, environmental)** in complex marketplaces

1. Ability to navigate more complex sustainable marketing problems associated with both for-profit corporations and non-profit organizations
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(Evaluation: experiential learning project)

This will be assessed in the context of the Capstone marketing course, Strategic Value Co-creation.

5B. Response to Feedback

Prompt: Briefly describe how your program has made use of the feedback.

We look forward to effectively on-boarding our two new faculty in the 2019-2020 academic year. We intend to revitalize our curriculum, yet anticipate the Capstone course will stay consistent.

5C. Request for Feedback

Prompt: Do you have questions or concerns you would like the IAC or the Office of Institutional Effectiveness to address?

As described earlier, we would like to discuss assessment as related to group projects. These are invaluable learning experiences and each student does contribute individually as they would in a professional work environment.

Part 6. Evidence

6A. Of Changes

Prompt: Look at previous Annual Assessment Reports to see what changes that the program planned to make at that time. If the changes have been made, please submit evidence of the change (department meeting minutes, syllabi or Bulletin pages from before and after the change). If you have decided to not make change, please provide your rationale.

As described in part 5A:

The aforementioned actions and assessment have resulted from our Program Review, and the feedback from external reviewers. The department has recently experienced significant changes,

with two senior faculty retiring, one achieving tenure, and our search, hiring and onboarding of two new faculty. We are currently in the process of a search for a third new tenure-track faculty. Thus, this report is primarily reflective of the work and perspectives of Drs. Wu and Facca-Miess. Together we have managed to not only maintain, but develop our delivery of the marketing program, primarily in the context of our own courses.

6B. of Impact of Changes

Prompt: Consider the changes reported in Part VI of this and previous reports. What impact has the change had? When the impact of the changes has been assessed, discuss whether changes have had the intended impact and how you know. If the change is too recent or assessment is ongoing, you may wait for a future report.

We elect to wait for a future report.

6C. Academic Program Review Action Plan Update

Prompt: If your program has completed an Academic Program Review since 2011, please review your Action Plan from your most recent Academic Program Review, and add a column indicating the progress made on each item. Attach your update to this report.

Academic Program Review Recommendations	Action Plan 2017-2018	Updates on the Action Plan
<p>The program must develop a distinct value proposition.</p>	<p>The marketing faculty has proposed the unique value proposition of the program and is committed to building the program in the direction.</p> <p>The unique value proposition of the program aims at help students develop the following skillsets and expertise:</p> <ul style="list-style-type: none"> • Analytical skills and data-driven decision-making ability • The ability to conduct marketing in the dynamic digital environment • The ability to deliver sustainable and ethical marketing solutions 	<p>The value proposition is used to guide the hiring of new marketing faculty. The program has recruited two faculty and in the process of recruiting one more faculty.</p> <p>We specifically look for faculty who can add value along with these three directions through research and teaching.</p>
<p>The program needs to build a better sense of community among faculty, staff, students, and alumni.</p>	<p>The marketing faculty will form a marketing advisory committee. The committee will provide guidance to the program’s strategic development and make sure that the program stays current with the needs and demands of the workplace.</p>	<p>We hosted a focus group with marketing advisory committee members (various marketing practitioners) in the spring of 2018.</p> <p>Drs Wu and Facca-Miess have implemented changes to their courses to reflect the suggestions</p>

	<p>The marketing program will develop a practice that improves collaboration and cooperation among marketing faculty.</p> <p>The marketing program will further evaluate the curriculum to strengthen analytical and digital identify and distinguish from the IMC program. A possible direction may be an integrated partnership with the entrepreneurship program.</p>	<p>by the advisory committee.</p> <p>Dr. Wu surveyed students to collect feedback on the potential new experiential learning activities offered by the marketing program. In the summer of 2019, Dr. Wu conducted a pilot project, which was open to both marketing and IMC students, in collaboration with the entrepreneurship center.</p> <p>Students from Dr. Facca-Miess's class conducted marketing research on Boler marketing alumni and proposed ways to engage alumni better.</p> <p>In the fall of 2019, the program has implemented monthly research discussions to encourage collaboration and cooperation among marketing faculty.</p>
<p>The faculty should develop a strategic five-year plan for the program development that is presented to the administration with a budget request; a formalized system of program leadership must be instituted from the top-down and needs to be incentivized by the university in some way.</p>	<p>The marketing program will build a comprehensive five-year plan with budgeting needs. The plan will assess different aspects of marketing programs and all the resources provided to marketing students. The goal is to provide a holistic learning experience for the marketing majors inside and outside of class.</p>	<p>With the new faculty joining the program in the fall of 2019, the marketing program plans to revitalize the marketing curriculum to better reflect the value proposition and meet the recommendations by the advisory committee.</p> <p>A new strategic plan will be developed under the collective effort of the faculty.</p>