

## Assessment Report - AY 2012-13

### BS in Marketing: BS in Management

School of Management, Marketing & International Business  
College of Business & Public Management  
Kean University

**Program Learning Goals**

**AY11-12:**

**SLO1: Communicate effectively (KU4, GE-S1, GE-S2, GE-V5)**

**SLO2: Utilize business technologies to access, analyze and communicate business information. (KU2, KU4, GE-S3, GE-S4, GE-S5, GE-V5)**

**SLO3: Use concepts and techniques from business disciplines to evaluate and solve business problems. (KU1, KU2, KU4, GE-S3, GE-S4, GE-V5)**

**SLO4: Know the key concepts in all major business disciplines (KU2, KU4, KU-S4)**

**To be included AY12-13:**

**SLO5: Have in-depth knowledge of their discipline. (KU4, GE-V5)**

**SLO6: Know how the domestic practice in their discipline differs from international practice. (KU1, KU2, KU4, KU-S4, GE-V4)**

**SLO7: Know the code of conduct and the ethical issues germane to business. (KU1, KU3, KU4, GE-S4, GE-V1, GE-V2)**

Program Level Student Learning Outcome	Assessment Measure(s)	Assessment Criteria <i>(Describe how data is collected--rubric, survey, etc.)</i>	Results of Assessment <i>(Data Collected)</i>	Action Taken <i>(Closing the Loop: New action or follow up from last Assessment Report)</i>
<b>SLO #1: Effective Communication</b>	Team presentation in MGS 4999	Team presentations were assessed with GE rubric.  Courses: MGS 4999, 5 sections MKT 4500, 2 sections MGS 4010, 2 sections	Substantial improvements in oral presentations. Faculty worked with students answering questions and reviewing drafts for 3-4 weeks both in and out of class before actual presentations.  Weaknesses in oral presentations continues to be in the "Delivery" – especially related to "Fluency of presentation." Another weakness relates to the "Overall Impact" of the presentation.	Curricula has been adjusted so that all undergraduate business majors have to take COMM 3590.  Instructors used the Speaker Evaluation Form to provide written feedback after each student presentation. Students were notified in the syllabus that the results of the form will be utilized as part of the presentation grade.  Meetings with faculty teaching COMM 3590 are scheduled in June to determine how to improve presentation skills. Currently COMM 3590 is taught by adjunct faculty with no course coordinator assigned.

	Case write up in MGS 4999 and MKT 4500	Assessment of written cases in the capstone	<p>Student performance was acceptable, not superior.</p> <p>Students exhibited weakness in development and organization of their writing.</p>	<p>Include multiple small assignments in lower level business courses that mimic writing in the business context. Examples include a memo, electronic communication, a proposal for a new project, and solutions for a problem. Many students read a case and repeat the information in their writing with almost no recommendations and independent thinking.</p> <p>Meetings with faculty teaching ENG 3090 need to be scheduled in the summer to determine how to improve writing skills. Currently ENG 3090 is taught by adjunct faculty with no course coordinator assigned. With more than 500 business students needing these courses each year, full-time instructors need to be hired with a course coordinator requiring resource allocations.</p>
<b>Second direct measure</b>	Group project in MKT 2500	<p>Team presentations were assessed with GE rubric.</p> <p>Assessment of written group report assessed with GE rubric.</p>	<p>MKT 2500 is an introductory course taken by all business majors.</p> <p>Student performance on group presentations lacked in all areas with deficiency most significant in terms of Delivery and Impact.</p> <p>Students completed the group project with little difficulty in conducting background research and utilizing course concepts.</p> <p>Major weakness was identified in writing and recommendation of strategies.</p>	<p>Work with the Communication department to see if changes need to be implemented in COMM 1402 and COMM 3590 as noted above.</p> <p>Major effort needs to be directed to improve student writing. One way to achieve this is to have students learn how to revise their work (i.e., staged writing). In order to achieve this objective, one possible solution might be to require students to submit revisions based on faculty feedback. Need to determine what assistance Writing Center provides and how to utilize Writing Center resources effectively.</p>
<b>Third direct measure (proposed)</b>	Assignment in ENG 3090 and COMM 3590 evaluated with internal rubric.	Pilot in selected sections of ENG 3090 and COMM 3590.	Postponed to AY 2013-2014.	Contact Communication and English department to institute assessment in ENG 3090 and COMM 3590.

<p align="center"><b>SLO #2: Proficiency with Business Technology</b></p>	<p>SIM-NET, a McGraw Hills product Case problem solving</p>	<p>Excel Proficiency evidenced through SIM-NET incorporated into Declaration of Major process effective Fall 2012.</p>	<p>Postponed to AY 2013-2014 lacking logistical support.</p>	<p>Need to setup testing for Excel proficiency. Require resources – testing lab, exam administrator.  CPS 1032 Microcomputer applications revised in terms of content as of Fall 2013.</p>
<p align="center"><b>SLO #3: Problem Solving</b></p>	<p>Exam questions or assignment in MGS 4010, MKT 4500  Continued in MGS 2150</p>	<p>Application problem – students need to apply appropriate tool, do calculation, and interpret. Graded with rubric. MGS 4010, MKT 4500, MKT 2500 and MGS 2150.</p>		
		<p>Problem solving questions embedded in MGS*2150 (Business Statistics) in-class exams N=38 Fall 2012  Instructors: Park, Rayat, &amp; Rhee</p>	<p>Two types of problem solving skills: 1) Simple application of formulae to summarized data Students performed well on this (Avg score = 94.67)</p> <ul style="list-style-type: none"> <li>• 65.78% were Excellent</li> <li>• 23.68% were Acceptable</li> <li>• 10.52% were Unacceptable</li> </ul> <p>2) Application to real life stories and drawing conclusions. The students did not perform well on second type of skill (Avg Score = 60.88).</p> <ul style="list-style-type: none"> <li>• 13.9% were Excellent</li> <li>• 16.6% were Acceptable</li> <li>• 69.74% were Unacceptable</li> </ul>	<p>Students' performance in problem solving skills showed an improvement in Spring 2013 as compared with their performance in the previous semester, Fall 2012. The improvement appears to be due to an increased emphasis on problem-solving skills, the tutoring support, and the peer-learning when the students worked in teams. In the Spring 2013 semester, the students were also pushed harder to complete pre-class assignments. Students are also aware that progress in their degree significantly hinges on this course as it serves as a prerequisite to several other courses.</p>
		<p>Problem solving questions embedded in MGS*2150 (Business Statistics) in-class exams</p>	<p>Two types of problem solving skills: 1) Simple application of formulae to summarized data Students performed well on this (Avg score = 90.38)</p> <ul style="list-style-type: none"> <li>• 54.16% were Excellent</li> </ul>	<p>Students are being encouraged to use the free services of the tutors provided to them by the department. Students from different sections differ in their use of the tutoring services. Instructors plan to push students harder from all sections to make the most of the help. Success in improvement in problem solving</p>

		<p>N = 48 Spring 2013</p> <p>Instructors: Park, Rayat, &amp; Rhee</p>	<ul style="list-style-type: none"> <li>• 20.83% were Acceptable</li> <li>• 25% were Unacceptable</li> </ul> <p>2) Application to real life stories and drawing conclusions. The students showed a lot of improvement on second type of skill (Avg Score = 75.77).</p> <ul style="list-style-type: none"> <li>• 34.1% were Excellent</li> <li>• 43.18% were Acceptable</li> <li>22.72% were Unacceptable</li> </ul>	<p>would depend on continued allocation of Graduate Research Assistants who have served as tutors for the course. Unfortunately, no such support is currently available at the OCC campus. The students at OCC campus would benefit even more given their weak preparation before entering Kean.</p> <p>A peer mentoring program is proposed as a pilot program in Fall 2013 in a couple of sections. In this program, students from previous semesters who have scored an 'A' in this course will be invited to serve as mentors for the students in Fall 2013. Logistics need to be determined over the summer.</p>
<p><b>Second direct measure</b></p>	<p>Problem solving in MKT 2500</p>	<p>MKT 2500 – Marketing math questions. MKT 2500- 7 sections</p>	<p>Students were given word problems dealing with marketing math – revenues, profits, break even and margins.</p> <p>Basic Algebra was a problem for the students. Students knew which formula to apply for the questions and could set up the question but made mistakes in basic algebra. Also, where critical thinking is concerned, students had difficulty discerning information needed to address the question posed when extraneous information was present. Scores on question 4 of the test contained extra information tough posed a simple question on total revenue generated. Only 57% got the answer correct.</p>	<p>Faculty met with the Math department to seek their help in remedying the situation with basic algebraic operations in MATH 1000 and MATH 1044.</p> <p>Introduce marketing math early in the semester and review concepts and problems few times during the semester.</p>

<p><b>Third direct measure</b></p>	<p>Problem solving in MGS 4010</p>	<p>Problem solving MGS 4010 – 4 sections</p>	<p>Two types of problem solving skills (simple application of formulae to the problem data; applying the problem solving procedures to real life stories and drawing conclusions) were tested with 22 questions. The overall performance for the 22 questions was 66.1%. Students were pretty good at simple application of formulae to the data. For the second type of problem solving skill, student performance was not acceptable with average scores for the remaining questions ranging from 44.5 to 67%. The exception appears to be one section where the instructor did not use myOMLab for homework assignments but used old fashioned paper and pencil and had students work out the problems in class.</p>	<p>Recommendation for improving student learning in problem solving would be to break down problems into smaller parts and have students work on at least some problems using pen and paper. More work needs to be done on myOMLab assignments. Also need to consider adding a lab session which would require additional lab resources, tutoring and faculty resources.</p>
<p><b>SLO #4: General Business Knowledge</b></p>	<p>Revised Gen Business exam</p>	<p>In house General business knowledge test administered in MGS 4999.</p>	<p>Mean score = 58 Students scored higher on questions requiring direct application of formulae than on questions requiring problem solving skills.</p> <p>Mean score= 79.8 Student performance was acceptable. Desired performance was test Mean = 75, and minimum mean on any test item = 60. Actual: test mean = 58, and 45% of questions had Mean&lt;60.</p>	<p>Use ETS business knowledge Test. The test is an outcomes-based assessment that measures critical knowledge and understanding of business. The test with proven validity will support continuous improvement and meet AACSB accreditation requirements. Comprehensive national comparative data received will enable us to evaluate students' performance and compare program's effectiveness to similar institutions nationwide essential for AACSB efforts.</p> <p>Make achieving a minimum score on this test a pre-requisite for graduation beginning Fall '13. (Make a 0 credit course a co-req for MGS 4999).</p>

			<p>Mean=66, Range 28-94.</p> <p>Discipline that gave students the most trouble: Finance. Data was also disaggregated by major and analyzed. Only marketing majors met the desired mean of 75.</p>	<p>Review course coverage in FIN 3310 and seek ways to improve student retention of Finance concepts.</p>
<p><b>Possible second direct questions</b></p>	<p>Common final exam in core course, or common questions</p>	<p>Exams questions to test content knowledge in MKT 2500 7 sections.</p>	<p>Student knowledge was acceptable, average score on mid term and final exam at 70%.</p>	<p>MKT 2500 course content and delivery was standardized across all sections. Students are assigned publisher generated study guides as homework. Additional ways to improve student learning and retention to be discussed during summer for implementation in the Fall</p>
<p><b>SLO #5: In-depth knowledge of their business discipline</b></p>	<p>Exams in upper level management and marketing classes</p>	<p>MKT 3510</p>	<p>Student performance as follows:</p> <ul style="list-style-type: none"> <li>• <i>“concept”</i> questions addressing SLO 7 85.6% correct.</li> <li>• <i>“application”</i> questions addressing SLO 3 71% correct.</li> <li>• <i>“concept and application”</i> questions addressing SLO 3 &amp; 7 81.7% correct.</li> </ul> <p>Students demonstrated acquired knowledge of the subject more effectively for concept questions than pure application questions essential for successful job performance.</p>	<p>Classroom teaching to be modified to incorporate more cases and real world examples so students learn to identify and connect concepts and apply to real world business situations.</p>