

**Student Learning Results - A.A.S. Degree in Management (Marketing Concentration)**

<b>Performance Measure:</b> For each assessment, identify the following - 1. Academic Program, 2. Student Learning Outcome, 3. Measurable Goal	<b>What is your measurement instrument or process?</b> Do not use grades. Indicate type of instrument (e.g. direct, formative, internal, comparative)	<b>Current Results:</b> What are your current results?	<b>Analysis of Results:</b> What did you learn from your results?	<b>Action Taken or Improvement Made:</b> What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)								
<p><b>Academic Program:</b> AAS in Business Management (<b>BM-AAS</b>). <b>SLO:</b> Identify and distinguish among different forms of market surveys and differentiate between various types of samples and sampling methods. <b>Goal:</b> Students will achieve a score of 70 or better.</p>	<p>Direct - Faculty generated multiple choice examination designed to test the objectives. A 10-question multiple-choice quiz was given to students. 23 students completed this quiz during the next to last face-to-face class in the semester.</p>	<p>This quiz covered three curricular objectives.                      1) Understand the role marketing research plays in helping marketers make effective and ethical marketing decisions;                      2) Explain the differences among exploratory, descriptive, and causal research;                      3) Distinguish between primary and secondary data                      Here are the mean scores:                      Obj. #1 = 88.5                      Obj. #2 = 70.8                      Obj. #3 = 77.8                      Current results indicate that students have achieved the goal.</p>	<p>This course meets its goals for to the following reasons:                      1) It uses a partially online format, which makes it easier for working students to complete all assignments (A majority of students work at least part-time).                      2) The course is built around collaborative team projects, which require students to solve problems together.                      3) Students write as much as in a writing intensive class.</p>	<p>Students' understanding of the three broad categories of marketing research (Exploratory, Descriptive, and Causal Research) must be strengthened. Written assignments, discussion forums, and face-to-face classes must place more emphasis on the three broad categories of marketing research.</p>	<p align="center"><b>BU 402 - Marketing Research</b></p> <table border="1"> <caption>BU 402 - Marketing Research Scores</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2013 (n=24)</td> <td>72</td> </tr> <tr> <td>2016 (n=24)</td> <td>78</td> </tr> <tr> <td>2019 (n=24)</td> <td>78</td> </tr> </tbody> </table>	Year	Score	2013 (n=24)	72	2016 (n=24)	78	2019 (n=24)	78
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<p><b>Academic Program: AAS in Business Management (BM-AAS).</b> <b>SLO:</b> Identify and comprehend fundamental marketing principles. <b>Goal:</b> If students scored 70 or more, they met the objective of the course.</p>	<p>Direct - Faculty generated multiple choice examination designed to test the objectives. Faculty developed a 15-question multiple-choice questions source from the assigned textbook's test bank.</p> <p>Fifty students in two face-to-face classes and one partially online class took this quiz during the last two weeks of the Spring 2019 semester.</p>	<p>The assessment covered objectives. Objective 1: Explain how Marketing puts the focus on the needs and wants of the target market, Objective 2: Indicate how marketers identify market segments and select target markets, and Objective 3: Appraise key marketing mix strategies, evaluate strategic alternatives, and discuss tactical considerations used to develop vibrant brands. Current results indicate that students have not achieved the goal. The average score of students in the three objectives were as follows: Obj 1 - 75, Obj 2 - 82, Obj 3 - 74.</p>	<p>In 2019, 49 out of 63 students (i.e. 78%) of the students met the goal. Subsequently the BU 401 was designated as a Writing Intensive class. The subsequent assessments show that students are performing poorly on the multiple choice assessment quiz, and not meeting the objectives of the course. This is in stark contrast to instructors' impressions of the quality of students' written work. Since then faculty has recast writing assignments to focus more clearly on the subject matter. In doing so, we have found that students' performance has increased significantly.</p>	<p>In a Writing Intensive class, student's writing must be one of the primary concern of the faculty. Faculty propose to focus on writing assignments. Particular attention need to be given to the area of Strategic Planning and Place (Distribution). Special emphasis needs to be paid on marketing mix strategies and the 4Ps of the marketing mix</p> <p>Class discussions must also be focused more directly in these subject areas.</p>	<p style="text-align: center;"><b>BU 401 - Principles of Marketing</b></p> <table border="1"> <caption>BU 401 - Principles of Marketing Score Trends</caption> <thead> <tr> <th>Year</th> <th>Score</th> <th>Sample Size (n)</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>55</td> <td>149</td> </tr> <tr> <td>2016</td> <td>45</td> <td>68</td> </tr> <tr> <td>2019</td> <td>75</td> <td>50</td> </tr> </tbody> </table>	Year	Score	Sample Size (n)	2013	55	149	2016	45	68	2019	75	50
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