

College of Business
Department of Marketing
B.S. Degree in Marketing
B.S. Degree-Assessment Plan
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1. Introduction

The B.S. Degree in Marketing, in most years, is one of the ten largest undergraduate degree granting programs in the University. Demand for the major which had shrunk in recent years has now rebounded. Major enrollment at the Junior/Senior level has increased from 207 in Fall 2014 to 291 in Spring 2017, a 40% increase (Source: Jeff Reynolds, Office of Institutional Effectiveness, May 15, 2017). Also encouraging to the program is the number of students seeking a minor in Marketing. In the period Fall 2014 to Spring 2017, the number of students pursuing a minor in marketing has risen from 22 to 91, a 313% increase (Source: Jeff Reynolds, Office of Institutional Effectiveness, May 15, 2017). Certificates offered by the Department of Marketing include the Certificate of Professional Selling, the Certificate of Retail Management, and the Certificate of Digital Marketing.

Retention rates are high once students are accepted into upper level business courses. Eighty-two percent of Department of Marketing students graduate within 4 semesters of starting upper level business courses (Source: Amy Buhrow, College of Business Accreditation Director, May 2017). Ninety-six percent graduate within 6 semesters of starting upper level business courses (Source: Amy Buhrow, College of Business Accreditation Director).

Students in the program are high quality, engage in numerous activities, and are highly pleased with their education, career preparation, and employment opportunities. The marketing program prepares graduates for a variety of career opportunities in traditional product based for-profit organizations, service organizations, not-for-profit organizations and in the public sector. Based on the area of study pursued, internship experience and other academic preparation, marketing graduates may find positions in professional selling, interactive or direct marketing, retailing, marketing research, event or sport marketing, advertising, client services, or general marketing.

Job placement data collected by the Department for the 2014/2015 to 2016/2017 academic years support claims of excellent growth in opportunities for graduates as 90 percent of graduates seeking employment had one or more job offers within three months of graduation. The data is gathered from pre-graduation surveys collected as part of the mandatory portfolio requirement, and also from information gathered post-graduation by direct emails and LinkedIn information.

Recently, the Department of Marketing has offered students the opportunity to take courses on an online basis. All course requirements for the B.S. in Marketing are now offered on an online basis. This option has proven popular as the number of students enrolled in online undergraduate marketing courses has increased from 83 enrollments in Spring 2015 to 272 in Spring 2017, a 227% increase (Source: My NIU Query, May 2017).

2. Department of Marketing Desired Student Learning Outcomes (SLOs)

Graduates of the Marketing program will:

- 1. Understanding of Marketing Concepts**
Demonstrate an understanding of the process of planning and executing marketing strategies.
- 2. Problem Solving and Critical Thinking**
Demonstrate marketing related problem solving skills using qualitative and/or quantitative tools.
- 3. Written Communication Skills**
Demonstrate the ability to collect, organize, interpret, and coherently present information in written format.
- 4. Oral Communication Skills**
Demonstrate the ability to collect, organize, interpret, and coherently present information in oral format.
- 5. Marketing Metrics**
Demonstrate an understanding of key marketing metrics and the ability to effectively use them in analyzing and solving marketing problems.
- 6. Work Effectively in Teams**
Be able to work effectively with a group of other individuals to accomplish a mutual goal and produce high quality outcomes.
- 7. Global Business Environment Knowledge**
Demonstrate an understanding of the global forces that shape firms' domestic and global strategies.
- 8. Ethical Business Practice Awareness**
Demonstrate an awareness of and a personal philosophy toward ethical business practices.

3. Program- by-Baccalaureate Student Learning Outcome Matrix

Table 1: Marketing Program-by-Baccalaureate Student Learning Outcome Matrix

Program Student Learning Outcome	Baccalaureate Student Learning Outcomes							
	A. Global inter-connections and inter-dependencies	B. Intercultural competencies	C. Analyze human life and natural world inter-connections	D. Critical, creative, and independent thought	E. Communicate clearly and effectively	F. Collaborate with others	G. Quantitative and qualitative reasoning	H. Apply knowledge/skills creatively
Marketing concepts	M			M		M	M	M
Problem solving/critical thinking		M	M	S	M	M	S	S
Written communication skills	M			M	S			M
Oral Communication skills				M	S	M		M
Application of marketing metrics				S	S		S	M
Ability to work effectively in teams		S			S	S		
Global business knowledge	S	S	M					M
Ethical practice awareness	M	M	M	S	M			M
Overall	S	M	M	S	S	M	S	M
S equals strongly supports								
M equals moderately supports								

4. Curriculum Map

Table 2: Program Student Learning Outcomes-Marketing (MKTG) Courses
Table demonstrates which learning outcomes are addressed by specific assignments in marketing courses. (B = Beginning, D = Developing, P = Proficient level)

2017 Learning Outcomes by Marketing (MKTG) Course

Learning Outcome: MKTG Course:	Marketing Concepts	Problem Solving & Critical Thinking	Written Communication	Oral Communication	Marketing Metrics	Team Effectiveness	Global Business Knowledge	Ethical Awareness
325 Buyer Behavior	B	D	D	B		B	B	D
348 Integrated Marketing Communications	D	D	D	D	B	D		
350 Principles of Selling	D	D	D	D	B	D		D
355 Direct Marketing	D	D	D	D	D	D		
365 Principles of Retail Marketing	D	D	D	D	D	D		D
367 Principles of Global Marketing	D	D	D		D	D	D	
370 Internet Marketing	D	D	D	D	D	D		D
425 Services Marketing	D	D	D	D		D		D

435 B2B Selling	D	D	D	P	D	D		D
443 Marketing Research	D	D	D	D	P	D		D
446 Sales Management	D	D	D	D		D		D
450 Advanced Professional Selling	P	P	D	P		D		D
455 Database Marketing	D	D	D	D	P	D		
458 Internship in Marketing	D	D	D					
470 Internet Marketing	P	P	D					
495 Marketing Strategy	P	P	P		P			

5. Assessment Methods

Explanation of Methods

The Department of Marketing implements the following methods/assessment tools to determine if the student learning outcomes identified above are being met. Below is a description of each assessment method, the desired student level achievement, the desired program level target, the timing, and the name of the responsible person. Table 1 lists the learning outcomes, associated assessment tool(s)/methods, timing, and responsible person.

Table 3: Application of Methods/Assessment Tools
The Department of Marketing uses the following methods/assessment tools to determine if the student learning outcomes are being met:

LEARNING OUTCOME	METHODS/ASSESSMENT TOOL(S)	TIMING	RESPONSIBLE PERSON
Marketing Concepts	Portfolio	Every semester	Portfolio team
	Capstone course	Every spring	Capstone course coordinator
	Internship performance	Every semester	Internship coordinator
	Senior job placement survey	Every semester	Academic adviser
	Advisory Board	Annually	Varies/Department chair
Problem Solving & Critical Thinking Skills	Portfolio	Every semester	Portfolio team
	Capstone course	Every Spring	Capstone course coordinator
	Internship performance	Every semester	Internship coordinator
	Senior job placement survey	Every semester	Academic adviser
	Advisory Board	Annually	Varies/Department chair

Written Communication Skills	Portfolio	Every semester	Portfolio team
	Capstone course	Every spring	Capstone course coordinator
	Internship performance	Every semester	Internship coordinator
	Senior job placement survey	Every semester	Academic adviser
	Advisory Board	Annually	Varies/Department chair
Oral Communication Skills	Portfolio	Every semester	Portfolio team
	Internship performance	Every semester	Internship coordinator
	Senior job placement survey	Every semester	Academic adviser
	Advisory Board	Annually	Varies/Department chair
Marketing Metrics	Portfolio	Every semester	Portfolio team
	Capstone course	Every spring	Capstone course coordinator
	Internship performance	Every semester	Internship coordinator
	Senior job placement survey	Every semester	Academic adviser
	Advisory Board	Annually	Varies/Department Chair
Work Effectively in Teams	Portfolio	Every semester	Portfolio team
	Internship performance	Every semester	Internship coordinator
	Advisory Board	Annually	Varies/Department chair
Analysis of Global Business Environment	Portfolio	Every semester	Portfolio team
	Internship performance	Every semester	Internship coordinator
	Advisory Board	Annually	Varies/Department chair
Ethical Business Practice Awareness	Portfolio	Every semester	Portfolio team
	Capstone Course	Every spring	Capstone course coordinator
	Internship performance	Every semester	Internship coordinator
	Advisory Boards	Annually	Varies/Department chair

A detailed description of each assessment tool/method is given below:

1. Portfolio: The Department of Marketing began requiring a portfolio of all marketing majors beginning in spring 2004. The portfolio must include representative work from marketing

classes that demonstrates acceptable performance in each of the eight core outcome areas. (See Table 1 for a listing of the specific learning outcomes addressed in specific marketing courses.) Graduating marketing majors are required to submit the portfolio prior to the week of final examinations. The Portfolio Committee, a team comprised of three to four faculty members, develops the criteria and evaluation rubric to assess the department's performance based on the portfolio content. A sample of portfolios is drawn in the fall, spring, and summer (when applicable) semesters, and the Portfolio Committee members evaluate those portfolios. Each learning objective is rated on a 3 point scale with a 3 equating to proficient work. *Target:* The average rating on each of the eight learning objectives evaluated will be 2.5 (Acceptable to Proficient) or higher.

2. Capstone Course: All marketing majors are required to take the capstone course, MKTG 495, Marketing Strategy in their last semester at NIU. The course is designed to emphasize each activity within the total process of marketing including strategy formulation, planning, programming, and implementation by using some form of case or simulation analysis. To complete the course's major projects successfully, students must demonstrate extensive application of marketing concepts including the relationships between those concepts, strong writing skills, and excellent critical thinking skills. In addition, students are expected to demonstrate skill in performing varied aspects of marketing metrics. Faculty teaching the course use the course's major projects and other assignments to assess student competence. *Target:* Satisfactory (as evaluated by a grade of 85 or higher on each assignment for 85 percent of more of the students (Grades assigned by capstone faculty).

3. Internship Performance: Internship reports from employers, on-site visitations, and student reports from the internship experience all currently contribute to the assessment of student learning outcomes for knowledge of marketing concepts, written communication skills, oral communication skills, and problem solving and critical thinking skills. The Department has an Internship Coordinator who reviews all reports and assesses the internship experience. The disadvantages to this assessment method are that it: 1) only applies to students having an internship experience for academic credit, not to all marketing majors as a whole. All internship supervisors will also be asked to complete and return a survey which will include questions rating the Department in its effectiveness in preparing students in terms of each of the learning outcomes. Each learning outcome will be rated on a 5 point scale with 5 equating to superior preparation provided by the Department. *Target:* The average rating on each of the learning objectives evaluated will be 4.0 (good) or higher. Qualitative comments (both written and orally communicated to the internship coordinator) by internship supervisors and students should also reflect a positive bias.

4. Senior Job Placement Survey: This is directed toward graduating seniors to assess job placement rates and the types of industries in which students are being placed. The brief survey filled out by graduating seniors the week prior to final exams includes questions about whether the student has a job offer, how many job offers, and in what field of marketing. A follow up survey is administered three months after graduation to all students who reported they had not received an offer prior to graduation. *Target:* At least one full-time employment offer in the

major's related fields will have been received by a minimum of 80 percent of graduates within three months of graduation.

5. Advisory Board: Feedback from Departmental Sales Advisory Board members is used to assess student learning outcomes such as the knowledge of marketing concepts, written/oral communication skills, problem solving and critical thinking skills of students, knowledge of global business concepts, and ethical awareness. Board participants tend to be alumni and/or employers of marketing majors, and are in a unique position to provide honest, in-depth assessment of the program and student outcomes. The Department of Marketing Sales Advisory Board meets twice a year. The disadvantage to this assessment method is that it only applies to students in the Professional Sales program, not to all marketing majors as a whole. All advisory board members are asked to complete and return a survey which includes questions rating the Department in its effectiveness in preparing graduates of the program in terms of each of the learning outcomes. Each learning outcome will be rated on a 5 point scale with 5 equating to superior preparation provided by the Department. *Target:* The average rating on each of the learning objectives evaluated will be 4.0 (good) or higher. Qualitative comments (both written and orally communicated to the faculty in charge of overseeing the professional Sales and Interactive Marketing Programs) by advisory board members should also reflect a positive bias.

Table 4: Assessment Methods by Outcomes Matrix

Marketing Program Student Learning Outcomes

	<u>Marketing Concepts</u>	<u>Problem Solving</u>	<u>Oral Communication</u>	<u>Written Communication</u>	<u>Marketing Metrics</u>	<u>Working Effectively in Teams</u>	<u>Global Business Knowledge</u>	<u>Ethical Business Awareness</u>
<u>Portfolio</u>	<u>S,D</u>	<u>S,D</u>	<u>S,D</u>	<u>S,D</u>	<u>S,D</u>	<u>S,D</u>	<u>S,D</u>	<u>S,D</u>
<u>Capstone Course</u>	<u>S,D</u>	<u>S,D</u>		<u>S,D</u>	<u>S,D</u>			
<u>Internship</u>	<u>F,I</u>	<u>F,I</u>	<u>F,I</u>	<u>F,I</u>	<u>F,I</u>	<u>F,I</u>		<u>F,I</u>
<u>MKTG 350</u>	<u>F,D</u>	<u>F,D</u>	<u>F,D</u>	<u>F,D</u>	<u>F,D</u>	<u>F,D</u>		<u>F,D</u>
<u>Job Placement Survey</u>	<u>S,I</u>	<u>S,I</u>	<u>S,I</u>	<u>S,I</u>	<u>S,I</u>	<u>S,I</u>	<u>S,I</u>	<u>S,I</u>
<u>Advisory Board</u>	<u>S,I</u>	<u>S,I</u>	<u>S,I</u>	<u>S,I</u>	<u>S,I</u>	<u>S,I</u>		<u>S,I</u>