

What were the strengths of your assessment process?

This assessment process has much strength that not only affected the MKT Program but the entire Business Management Division. It forced faculty to work together as a group to assess and understand the impact that our business students' ability to analyze problems and make logical decisions has on the completion of our individual academic units. This assessment process also greatly impacted the business faculty's ability to see the importance that organization and documentation can have toward improving student satisfaction with academic advising. It also provided business program coordinators the opportunity to improve management decisions by putting into writing what they were already doing intuitively in our own academic units.

What were the weaknesses of your assessment process?

This assessment process has some weaknesses. Since this was a new process, achievement targets were not as strong as they should be in the next academic assessment year. Since findings were written and used, it will provide a learning curve for the writing of better Achievement Target Statements next year. Also, using the new course to the MKT Program and Business Program (MKT 223 Customer Service), may not have been the best choice for the first round of assessments. Eleven MKT students were assessed which provided a small sample of the 40-50 MKT Students currently enrolled at FTCC. Only two of those students were in on-line classes. More data is needed to make good solid recommendations.

What was learned as a result of your assessment process?

A great deal was learned from the assessment process. The core business courses improve the MKT Students' ability to successfully complete their senior level MKT courses such as (MKT 227 and MKT 225 Marketing Application and Marketing Research) by improving their ability to analyze problems and make logical decisions. The sharing of good ideas and advising techniques can make business faculty better advisors to all business students. By using the assessment process, Program Coordinators can make better management decisions concerning their academic units by adding quantitative data to the qualitative data which has been collected in the past.

How will what was learned impact the direction and emphasis of your academic or support unit?

What I have learned will have a great impact on my ability to better manage the Marketing and Retailing Program. Even though the program sequencing states that MKT Students should take (BUS 137 Business Management) before taking (MKT 227 and MKT 225 Marketing Application and Marketing Research), I will make a greater effort to guide MKT Students in this direction. I do plan to continue to use the Marketing Student Database, Advising Checklist, Advising Assessment Log, and Advising Comment Card Survey to provide better organization and documentation of Advisement to my MKT Students. Also, I plan to offer as many of the (MKT 223 Customer

Service) on-line sections as Hybrid classes to enable students to demonstrate mastery of the course competencies through the role-play rubric evaluation. I plan to re-evaluate these changes in 2011.

Annual Reports

Program Review (Academic Units)

All academic units must do an annual program review. If applicable, the associated document for the Program Review is attached at this level.

Documents:

[Program Review for BA/Marketing and Retailing 2008-09](#)
[BA/Marketing and Retailing Core Competencies](#)

Advisory Comm. Minutes (Academic Units)

Academic units have associated Advisory Committees that provide community input on program direction and outcomes. If applicable, the minutes from these meetings are attached at this level.

Document:

[BA/Marketing and Retailing Advisory Committee Minutes November 2008](#)