

Fayetteville Technical Community College

Detailed Assessment Report 2008-2009 BA - Marketing and Retailing

Mission/Purpose

The Business Administration/Marketing and Retailing Curriculum prepares individuals with fundamental skills in marketing and retailing which qualifies them for marketing positions within manufacturing, retailing, and service organizations.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Apply knowledge in business management situations

Students will use information to analyze problems or situations and make logical decisions in business management situations.

Associations:

General Education or Core Curriculum:

- 2 Use critical thinking to analyze problems and make logical decisions.
- 4 Demonstrate quantitative competencies.

Institutional Priorities:

- 2 EDUCATIONAL PROGRAMS-To provide a comprehensive educational program committed to quality...

Strategic Plans:

Curriculum Programs- Gen Ed Competencies

- 2.1.1 Promote active learning to serve students from diverse populations. (Ongoing) NOTE: Click the link, Strategic Plan, for additional objectives and activities for Curriculum Programs 2.1.1.
- 2.9.2 Integrate technologies into existing courses. (Ongoing) NOTE: Click the link, Strategic Plan, for additional objectives and activities for Curriculum Programs 2.9.2.

Related Measures:

M 1: Rubric scored decision making skills in BUS137

Why? Managers must be able to deal with situations and problems in all areas of business. Students need to develop skills that will allow them to analyze situations and problems then make a logical decision that will be in the best interest of the business.

What and How? Students in BUS 137 Principles of Management (required for all business students) will analyze scenarios and make logical decisions in management case studies. A rubric will be developed to allow faculty to analyze decision making skills. Faculty will focus on students who have completed a minimum of 12 non-developmental credit hours.

Who and When? A panel of business instructors with various business specializations will review the case submissions using the rubric. Feedback as to how to improve critical thinking skills will be provided. Data will be collected in Fall 2008 and Spring 2009.

Source of Evidence: Written assignment(s), usually scored by a rubric

Document:

[BUS 137 Critical Thinking Rubric 2008-09](#)

Achievement Target:

80% of student case studies reviewed will score an average, above average, or excellent rating as defined on the rubric. This will indicate development and application of critical thinking skills.

Document:

BUS 137 Critical Thinking Assessment Results (Path Not Found)

Findings (2008-2009) - Achievement Target: Met

In the fall 2008 and spring of 2009, 144 students in BUS 137 (Principles of Management) were given two business management cases to analyze. One case study was given at the beginning of the semester the other at the end of the semester for comparison. A rubric was developed to measure critical thinking skills and results were as follows: organization (96.5%), quality of information (93.8%), amount of information (80.6%), paragraph construction (95.1%), mechanics (92.4%), and sources (52.8%). The only area in which the findings fell below the 80% target was sources (52.8%). BUS 137 instructors provide resources for students to reference. The documentation of sources is usually taught in English classes, and requirements for documentation will vary in the business world. A quick review of the specific formatting requirements for each particular case analyze would help students to improve in this area.

O 2: Develop an indiv. study plan w/ proper courses

Students will be satisfied with their progression in their program of study by developing an individual plan of study with the proper sequencing of courses.

Associations:

General Education or Core Curriculum:

2 Use critical thinking to analyze problems and make logical decisions.

Institutional Priorities:

2 EDUCATIONAL PROGRAMS-To provide a comprehensive educational program committed to quality...

Strategic Plans:**Curriculum Programs- Gen Ed Competencies**

2.1.1 Promote active learning to serve students from diverse populations. (Ongoing) NOTE: Click the link, Strategic Plan, for additional objectives and activities for Curriculum Programs 2.1.1.

2.2.1 Enhance Faculty Academic Advising System. (Ongoing) NOTE: Click the link, Strategic Plan, for additional objectives and activities for Curriculum Programs 2.2.1.

2.20.4 Use student satisfaction surveys to improve support services. (Ongoing)

Related Measures:**M 2: Student Advising Satisfaction Survey**

Why? Students who self advise are often found to be taking courses in the wrong sequencing (developmental and core courses) and are not prepared for higher level courses. By increasing contact with advisees and creating individual plans of study to include proper sequencing, students should be more successful in their courses and more satisfied with their program of study. This, in turn, should lead to greater retention in classes and in the program.

What and How? Advisors will increase contact with students (particularly new students) through telephone, letters, and email so that individual plans of study may be developed. Advising 101 and program/certificate brochures will be given to students. Customer comment cards surveying the student's advising experience and needs will be developed, and students leaving the advising area will be asked to complete them.

Who and When? The Business Administration faculty secretary will collect comment cards as students exit. Logs will be kept of the phone calls made and letters mailed to students. Faculty advisors will analyze the results. Data will be collected in Fall 2008 and Spring 2009.

Source of Evidence: Student satisfaction survey at end of the program

Documents:

[Advising Comment Card Survey](#)

[Advising Assessment Log](#)

[Advising Checklist](#)

Achievement Target:

80% of student customer comment cards will indicate an average, above average, or excellent rating in all categories which will indicate satisfaction with advising and progression in the program of study.

Document:

[Advising Assessment Results](#)

Findings (2008-2009) - Achievement Target: Met

In the Business Administration/Marketing and Retailing Program area, there are between 40 to 50 students who have selected this course of study at FTCC. These students are assigned to the BA/ Marketing and Retailing Program Coordinator for Advisement. The Assessment Results indicate 136 reported contacts during the fall 2008 and spring 2009 time frame. An Advising Contact Log was developed to track advisor contacts with advisees. A checklist was developed to remind advisors to discuss items critical for student success which is covered in Advising 101. Advising 101 was covered by instructors in all marketing classes both fall and spring semesters. A Marketing Student Database was created for mass email blast concerning important information to be used by the program coordinator.

Thirty-Nine satisfaction surveys were completed by the BA/ Marketing and Retailing Students which measured satisfaction with advisor accessibility (97.4%), time spent (97.4), advisement (97.4%), communication (97.4%), and overall (97.4%). Thirty-nine surveys completed by the 40 to 50 students in the program is an excellent sampling size. Since marketing courses are not offered every semester, it is critical that students take the marketing courses in the proper sequence to ensure timely graduation. I plan to continue to use the Advisee Contact Log, Advising Checklist, and the Advising Comment Card to ensure continual improvement in advising my students.

O 3: Manage customer relations/stressful situations

Students will demonstrate the ability to manage customer relations and handle stressful situations both efficiently and effectively.

Associations:

General Education or Core Curriculum:

- 1 Communicate effectively in speaking, writing, reading, and listening.
- 3 Demonstrate socialization skills that support cultural awareness and a global perspective.

Institutional Priorities:

- 2 EDUCATIONAL PROGRAMS-To provide a comprehensive educational program committed to quality...

Strategic Plans:

Curriculum Programs- Gen Ed Competencies

- 2.1.1 Promote active learning to serve students from diverse populations. (Ongoing) NOTE: Click the link, Strategic Plan, for additional objectives and activities for Curriculum Programs 2.1.1.

Related Measures:

M 3: Pre/Post Assessment test in MKT223

Why? The University of Michigan's quarterly American Customer Satisfaction Index, released after the 4th quarter 2007, dipped to 74.9 on a 100-point scale. Upon successful completion of the BA/ Marketing and Retailing Program, students must have the skills, knowledge, and abilities needed to handle customer relations and stressful situations efficiently and effectively. Since services comprise almost 80% of the US GDP, customer service skills are necessary for successful service providers in the workplace.

What and How? All marketing students taking the MKT 223 Customer Service Course will take a Pre-assessment and a Post-assessment to demonstrate an improvement in their customer service skills set. Students will write/create and role-play a real world customer service scenario that is handled both efficiently and effectively.

Who and When? Analysis of the results of the pre-and post assessment and the role-play scenario taken in the Fall 2008 and Spring 2009 will be completed by the Program Coordinator by June 2009. This will demonstrate an efficient and effective ability by the students to manage customer relations and stressful situations.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Documents:

[BA/Marketing and Retailing MKT 223 \(Customer Service\) Pre-Assessment](#)

[BA/Marketing and Retailing MKT 223 \(Customer Service\) Post-Assessment](#)

[BA/Marketing and Retailing MKT 223 \(Customer Service\) Rubric](#)

Achievement Target:

80% of marketing students will show an increase in post-assessment scores from their pre-assessment, and 80% of marketing students will earn an average or higher score using a rubric for the writing/creation and successful role-play of a real world customer service scenario that is handled both efficiently and effectively.

Document:

[MKT 223 Customer Service Assessment Results](#)

Findings (2008-2009) - Achievement Target: Met

In the fall 2008 and spring 2009, eleven MKT students enrolled in three MKT 223 sections (two were face-to-face and one was on-line). Of the eleven students, ten completed MKT 223. A Pre-and Post Comprehensive 100 questions Assessment was developed for MKT 223. Eighty percent of the MKT Students increased their post-assessment scores (administered at the end of the semester) from their pre-assessment scores (administered at the beginning of the semester). Also, 80% of the MKT students that completed the MKT 223 sections scored average or higher on the writing /creation and successful role-play performance of a real world customer service scenario that was handled both efficiently and effectively. The grading was based on a rubric developed specifically for the purpose of evaluating the mastery of customer service competencies.

The application/demonstration of superior customer service skills is critical. The target achievement was met; however, it was noted that the face-to-face performances was 100% and the on-line was 0%. Based on intuitive experience, I had already planned to offer as many of the on-line classes as Hybrids in the spring 2010 as possible. This has reinforced my hypothesis. I would like to re-evaluate once these changes have been made. I also plan to use the rubric developed to evaluate all Business Administration students that will be required to take the MKT 223 classes in the future.

Analysis Answers

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](#)