

## Student Learning Outcomes (SLOs) Report for Accredited Programs

(updated 9/19/23)

Program Type: **Accredited Program**

Program Name: Marketing, B.S.B.

Submitted By: Farhad Sadeh, Assistant Chair of Marketing, Management & HTM

Email: fsadeh@eiu.edu

Submission Date: 10/15/2023

Review Cycle:

- Even Year
- Odd Year

### Review Round and Instructions

- **Round A** (Associate Dean review): Submit this cover sheet and a copy of the annual (or periodic) report most recently submitted to the accrediting agency; your accreditation report should address assessment.
- **Round B** (Associate Dean + VPAA review): Submit this cover sheet and the following:
  - evidence of ongoing accreditation (document confirming accreditation status, which could be a letter from the accrediting agency)
  - annual (or periodic) accreditation report submitted to agency
  - this SLO report, which provides a summary of the program's collection and evaluation of its annual assessment data\*
  - an optional cover memo (not to exceed one page), which briefly describes any information or highlights the department believes would be important to demonstrate academic excellence and program quality

*\*If your program completed a significant review (accreditation application and/or the full 8-year IBHE report) in the last calendar year, then you may, with permission from the VPAA or designee, substitute either of these major reports for your typical Student Learning Outcomes report, in "Round B." **To be approved, these documents must substantively discuss assessment, outcomes, and data, and have been prepared and submitted within the same calendar year.***

All SLO reports are archived here: <https://www.eiu.edu/assess/majorassessment.php>

DUE: **October 15<sup>th</sup>** to your Associate Dean or designee

Each academic program is expected to prepare a Summary of the Assessment Data by Student Learning Outcome. This summary may take the form of a chart or other means of presentation that describes the annual data collected, when it is collected, in which course(s), through which assignment or activity, and by whom. This summary should clearly indicate what the program seeks to discover in its students' learning. The summary should correspond to the record-keeping documents maintained by the academic program.

Program Name:

## PART 1. OVERVIEW OF STUDENT LEARNING OUTCOMES AND MEASURES

Student Learning Outcome (SLO)	What <b>measures and instruments</b> are you using? This could be an oral or written exam, a regularly assigned paper, a portfolio—administered early and later in coursework.	How are you using this info to improve student learning? What are you hoping to learn from your data? Include <b>target score(s) and results</b> , and specify whether these were met, not met, or partially met for each instrument.	Does your SLO correspond to an <b>undergraduate learning goal (ULG)</b> : writing, speaking, quantitative reasoning, critical thinking, responsible citizenship?
<p><b>Critical Thinking:</b> Students question, examine, evaluate, and respond to problems or arguments.</p>	<p>Article, case analysis, and/or project using faculty-developed or School of Business rubrics.</p>	<p><b>Target:</b> 70% of students will score 70% or better or “Satisfactory” or better on the assignment. <b>Results:</b> 82% are satisfactory or better.</p> <p>Faculty are responsible for administration. Initial results are distributed by e-mail then discussed at regular faculty meetings.</p>	
<p><b>Critical Writing and Research:</b> Students write critically and evaluate varied sources.</p>	<p>Article, case analysis, and/or project using faculty-developed or School of Business rubrics for critical writing and research.</p>	<p><b>Target:</b> 70% of students will score 70% or better on assignments. <b>Results:</b> 100% scored above 70%</p> <p>Faculty are responsible for administration. Initial results are distributed by e-mail then discussed at regular faculty meetings.</p>	
<p><b>Speaking and Listening:</b></p>	<p>In-class presentations using the School of Business and faculty-</p>	<p><b>Target:</b> 70% of students will score 70% or higher on assignments. <b>Results:</b> 83% score above 70%</p>	

Students prepare, deliver, and critically evaluate presentations and other formal speaking activities.	developed rubrics for both speaking and active listening. (If the course is offered online with no in-class presentation, faculty may suspend the data collection for that semester.)	Faculty are responsible for administration. Initial results are distributed by e-mail then discussed at regular faculty meetings.	
<b>Quantitative Reasoning:</b>	Embedded exam questions.	<b>Target:</b> On average, students will score 70% or higher on embedded questions. <b>Results:</b> 60% score above 70%	
Students produce, analyze, interpret, and evaluate quantitative material.		Faculty are responsible for administration. Initial results are distributed by e-mail then discussed at regular faculty meetings.	
<b>Responsible Citizenship:</b>	Qualitative evaluation by faculty	<b>Target:</b> Satisfactory for more than 70% of students <b>Results:</b> Not met	
Students make informed ethical decisions based on an understanding of the interactions between marketing and society.		Faculty are responsible for administration. Initial results are distributed by e-mail then discussed at regular faculty meetings.	
<b>Marketing Knowledge:</b>	A 50-item, multiple-choice exam on common marketing concepts developed by the marketing faculty.	<b>Target:</b> 70% of students will score 70% or higher on the exam. <b>Results:</b> 93% score above 70%	
Students use marketing terminology and concepts appropriately in marketing decision-making.		Faculty are responsible for administration. Initial results are distributed by e-mail then discussed at regular faculty meetings.	

## PART 2. IMPROVEMENTS AND CHANGES BASED ON ASSESSMENT

A. Provide a short summary (1-2 paragraphs) or bulleted list of any **curricular actions** (revisions or additions) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

Marketing faculty have gone through a complete overhaul of its assessment plan, goals, and measurements to match them with the new university and AACSB policies and updated management curriculum. Therefore, through spring and fall of 2020, they had several meetings to develop a new assessment plan, including the student learning goals, measures, instruments, and targets.

During this assessment period faculty have met and discussed the results and made decisions for necessary interventions such as:

- Updating textbooks
- Improving curriculum and course syllabus
- Planning for emphasis on the subjects that students did not meet the learning goals.
- Plan on changing the two discipline RSO's to motivate better participation by students to meet the "Responsible Citizenship" goal

B. Provide a brief description or bulleted list of **any improvements (or declines)** observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

The results have been somehow steady, and no significant improvement or decline has been observed.

**C. HISTORY OF DATA REVIEW OVER THE PAST TWO YEARS**

Please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

<b>Date of annual (or periodic) review</b>	<b>Individuals or groups who reviewed the assessment plan</b>	<b>Results of the review (i.e., reference proposed changes from any revised SLOs or from point 2.A. curricular actions)</b>
9/27/2021	Thomas G Costello, Marko Grunhagen, Farhad Sadeh, Darlene Greathouse, Evan Kubicek	Review and discussion of results
3/2/2023	Thomas G Costello, Marko Grunhagen, Farhad Sadeh, Darlene Greathouse, Evan Kubicek	Textbook review and updates, RSO changes

**Dean Review and Feedback**

Marketing, B.S.B. program assessment results are generally positive. Program “Student Learning Outcomes” parallel “University Learning Goals” well. With the exception of Quantitative Reasoning and Responsible Citizenship, Marketing B.S.B. program exceeded its target learning outcomes. The program faculty and administrators met to close the assessment loop in order to address the areas where the targets were not met. Actions ranging from improving curriculum and updating textbooks to changing aspects of discipline RSOs will be undertaken. These changes will ensure that areas where targets were not met will improve and where targets are exceeded will remain successful.

Dean or designee	Ayse Costello, PhD Professor of Management, School of Business Faculty Fellow, Lumpkin College	11/8/2023
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**VPAA Office Review and Feedback (for “Round B” SLO report only)**

Under the motivating pressure of aligning with new accreditation standards, and in an effort to improve the academic and career preparation of its students, the B.S.B. in Marketing program has made progress in updating its assessment procedures. Given all of these activities, however, it seems like there might be an undercount of the actual number of assessment review meetings (2) that were held. The reconfiguring of RSOs to encourage greater “responsible citizenship” seems like a sound move. To measure improvements in the “speaking” SLO, we would recommend removing this proviso altogether from the assessment grid, especially since all senior capstones and Senior Seminars must assess speaking ability: “(If the course is offered online with no in-class presentation, faculty may suspend the data collection for that semester.)”

VPAA or designee	Dr. Suzie Park, Interim Asst VPAA	Date	2/21/24
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