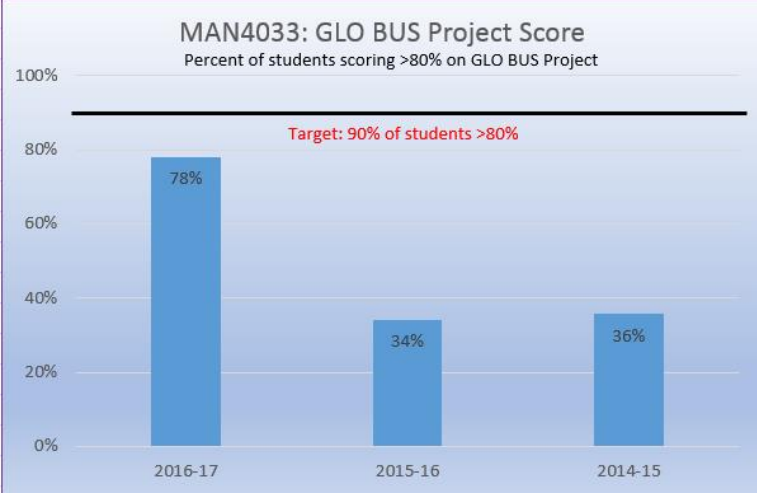


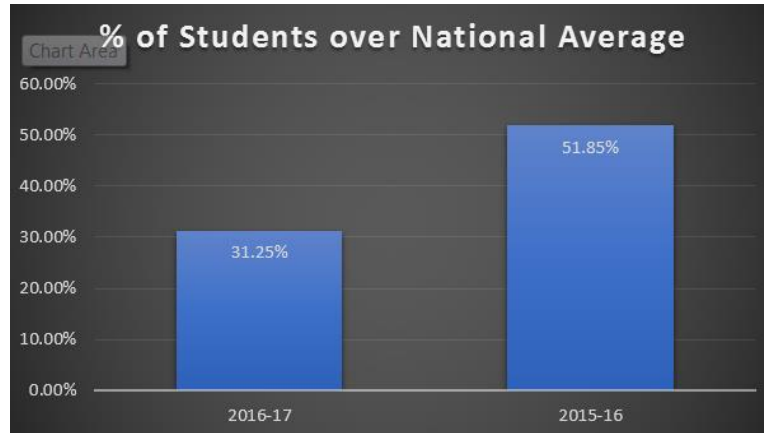


Academic Department/Program: Bachelor of Marketing

Student Learning Outcomes	Assessment Methodology	Target	Summary of Major Findings	Actions Taken to Improve Student Learning	Timeframe								
SLO 1: Explain the interrelationships of the functional business areas within organizations	Method 1: Globus Project Average Score	90% of students score >80%	 <p>MAN4033: GLO BUS Project Score Percent of students scoring &gt;80% on GLO BUS Project</p> <table border="1"><thead><tr><th>Year</th><th>Percent of students scoring &gt;80%</th></tr></thead><tbody><tr><td>2016-17</td><td>78%</td></tr><tr><td>2015-16</td><td>34%</td></tr><tr><td>2014-15</td><td>36%</td></tr></tbody></table> <p>GLO-BUS Project total score used. The goal is to have 90% of students obtain a score of 80% or higher. Historically, project scores have been low, but significant improvement was made this year.</p>	Year	Percent of students scoring >80%	2016-17	78%	2015-16	34%	2014-15	36%	Continue to monitor progress	
Year	Percent of students scoring >80%												
2016-17	78%												
2015-16	34%												
2014-15	36%												

Method 2:  
MFT Post-test  
Composite Score

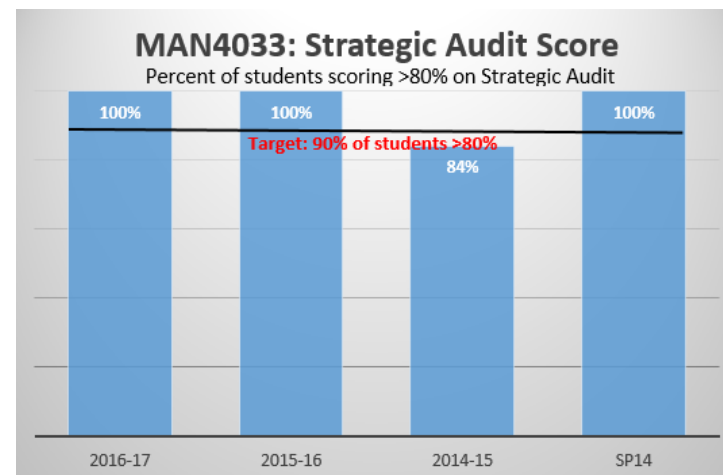
Exceed the  
national  
average

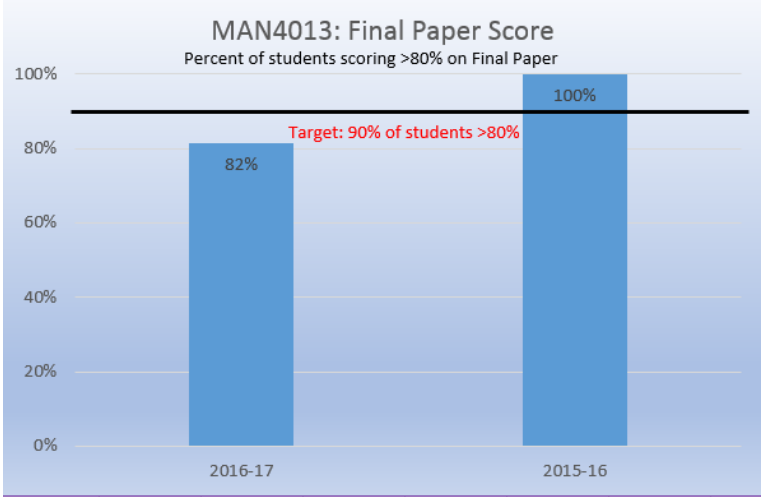


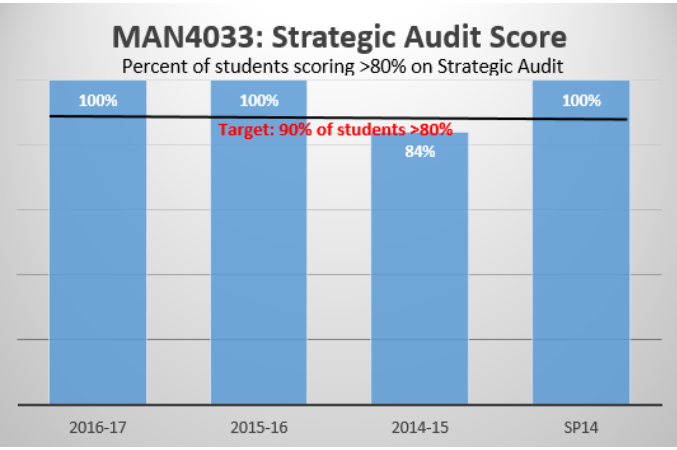
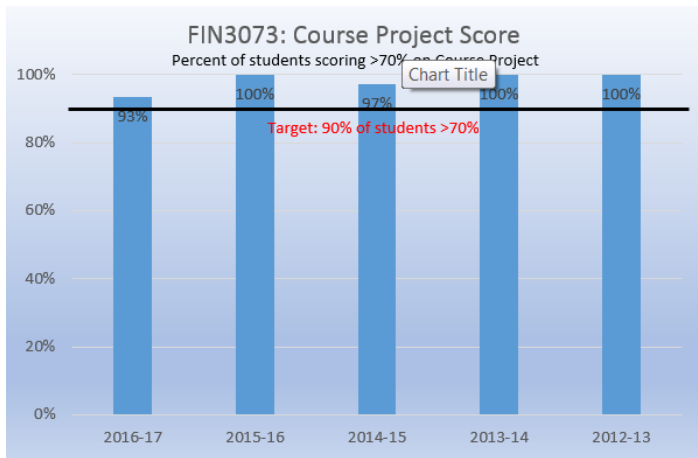
The MFT average score for MVNU 2016-17 seniors was 152 which is at the 62nd percentile and tells us that 38% of test takers nationally scored BELOW our average score. Percentile rankings imply that lower is better (MVNU would want a ranking above the 50<sup>th</sup> percentile to have an average score that exceeds the national average.) Moreover, the percentage of MVNU students exceeding the national average declined this year as compared to the previous cohort.

Method 3:  
Strategic Audit  
score in MAN4033

90% of  
students score  
>80%



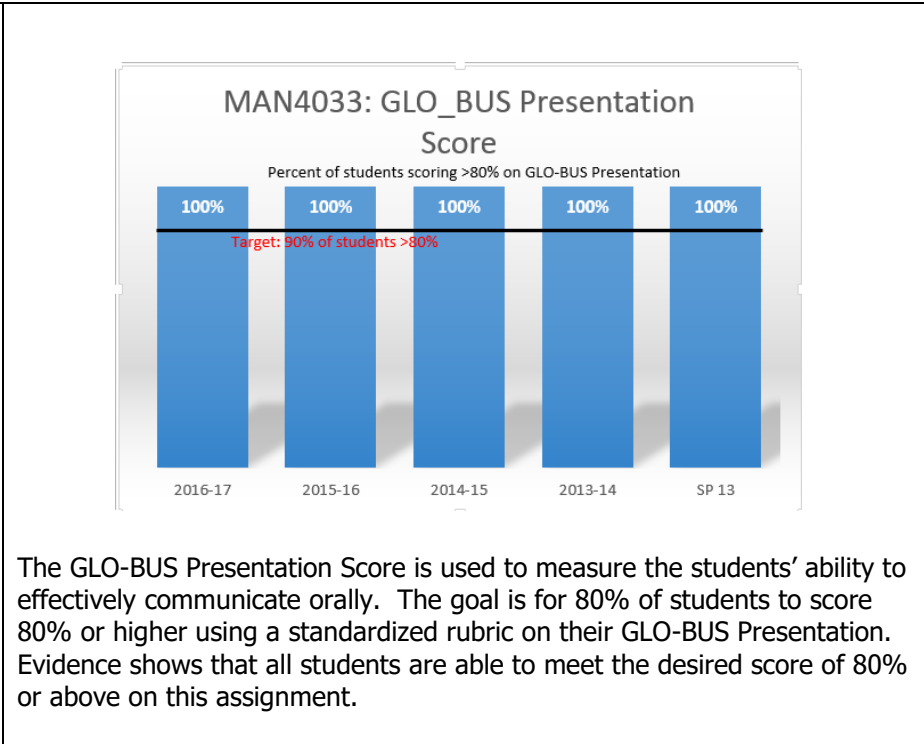
			Students continue to show excellent performance on the strategic audit. This course is now taught by a new instructor and it is encouraging that students are continuing to be successful on this comprehensive assignment.					
SLO 2: Articulate the impact of personal and professional integrity upon organizational decision making in light of biblical truths	Method 1: Pre/Post Faith Integration Papers in MAN2003/MAN4033	Assess results >60% and show value added from pre/post test	Students are continuing to show improvement through higher scores from pre-post test results.	Continue to monitor progress				
	Method 2: MAN4013/ACC4013 Business Ethics final paper score	90% of students score >80%	 <p>MAN4013: Final Paper Score Percent of students scoring &gt;80% on Final Paper</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percent of students scoring &gt;80%</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>82%</td> </tr> <tr> <td>2015-16</td> <td>100%</td> </tr> </tbody> </table> <p>Target: 90% of students &gt;80%</p> <p>This course is being taught by a new faculty member who implemented the assignment in 2015-16, thus it was reasonable to add this as an assessment measure during the 2016-17 revision of the department's assessment plan. Scores for the final paper not only measure the impact of personal and professional integrity upon organizational decision making in light of biblical truths, but also reflect students' ability to articulate such values through proper writing mechanics. It is postulated that the lower number of students meeting the target score of 80% is a reflection NOT of the impact of personal and professional integrity concerns, but of other noise in the assessment measure such as writing mechanics. We will continue to monitor this measure and see if a specific section of the rubric score needs pulled out as opposed to using the overall rubric score.</p>			Year	Percent of students scoring >80%	2016-17
Year	Percent of students scoring >80%							
2016-17	82%							
2015-16	100%							

	<p>Method 1: Strategic Audit score in MAN4033</p>	<p>90% of students score &gt;80%</p>	 <p>MAN4033: Strategic Audit Score Percent of students scoring &gt;80% on Strategic Audit</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percent of students scoring &gt;80%</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>100%</td> </tr> <tr> <td>2015-16</td> <td>100%</td> </tr> <tr> <td>2014-15</td> <td>84%</td> </tr> <tr> <td>SP14</td> <td>100%</td> </tr> </tbody> </table> <p>Target: 90% of students &gt;80%</p> <p>Students continue to exceed desired outcomes on this comprehensive assignment.</p>	Year	Percent of students scoring >80%	2016-17	100%	2015-16	100%	2014-15	84%	SP14	100%	<p>Target has been met in recent years.</p> <p>Continue to monitor progress</p>			
Year	Percent of students scoring >80%																
2016-17	100%																
2015-16	100%																
2014-15	84%																
SP14	100%																
<p>SLO 3: Apply critical thinking skills</p>	<p>Method 2: FIN3073 Financial Management Course Project Score</p>	<p>90% of students score &gt;70%</p>	 <p>FIN3073: Course Project Score Percent of students scoring &gt;70% on Course Project</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percent of students scoring &gt;70%</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>93%</td> </tr> <tr> <td>2015-16</td> <td>100%</td> </tr> <tr> <td>2014-15</td> <td>97%</td> </tr> <tr> <td>2013-14</td> <td>100%</td> </tr> <tr> <td>2012-13</td> <td>100%</td> </tr> </tbody> </table> <p>Target: 90% of students &gt;70%</p> <p>The Course Project in Financial Management is a comprehensive case that applies complex assessments of firm performance to publically-traded firms. This is an assignment that requires significant critical thinking skills, as students have to not only apply the formulas, ratios, decision criteria, etc, but also have to find the correct data and company information to use, which is a tedious and confusing process. Evidence shows that over the past several years, the majority of students are able to obtain a passing score on this assignment.</p>	Year	Percent of students scoring >70%	2016-17	93%	2015-16	100%	2014-15	97%	2013-14	100%	2012-13	100%		
Year	Percent of students scoring >70%																
2016-17	93%																
2015-16	100%																
2014-15	97%																
2013-14	100%																
2012-13	100%																

SLO 4: Model effective oral and written communication skills

Method 1: Globus Presentation Score

90% of students score >80%



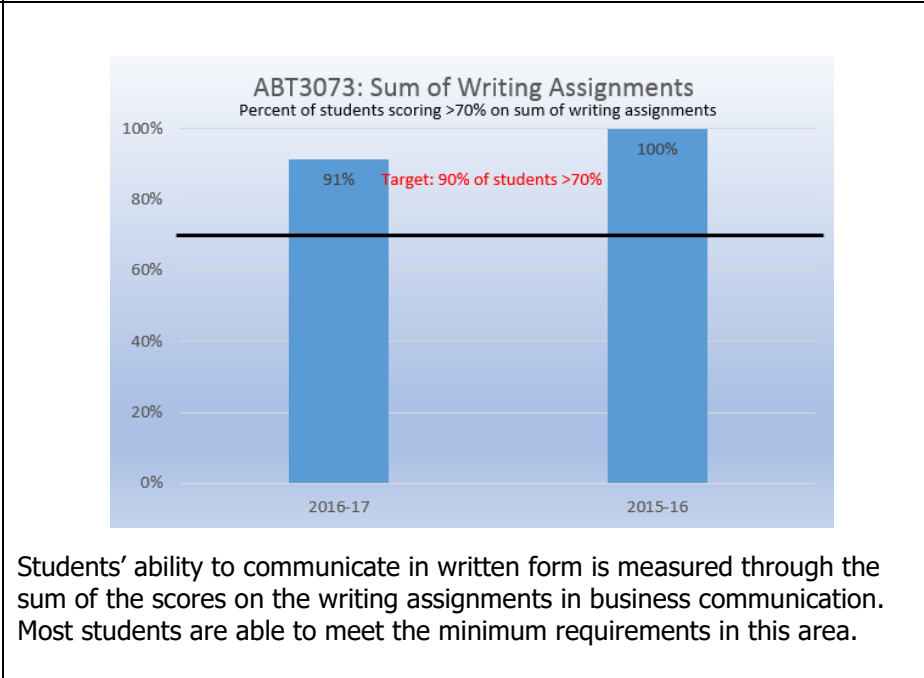
The GLO-BUS Presentation Score is used to measure the students' ability to effectively communicate orally. The goal is for 80% of students to score 80% or higher using a standardized rubric on their GLO-BUS Presentation. Evidence shows that all students are able to meet the desired score of 80% or above on this assignment.

Target has been met in recent years.

Continue to monitor progress

Method 2: ABT3073 Business Communication - sum of the writing assignments

90% of students score >70%



Students' ability to communicate in written form is measured through the sum of the scores on the writing assignments in business communication. Most students are able to meet the minimum requirements in this area.

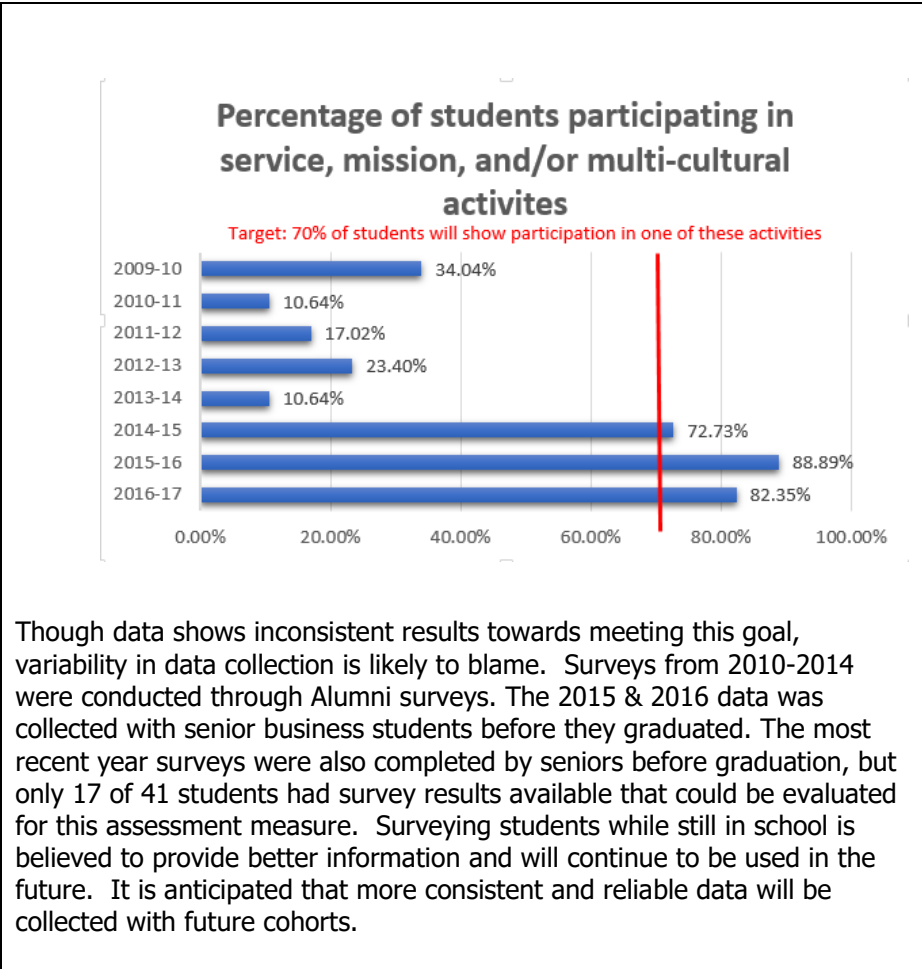
Target has been met in recent years.

Continue to monitor progress

SLO 5:  
See the value and participate in professional development, service and/or multi-cultural activities

Method 1:  
Survey of graduating seniors

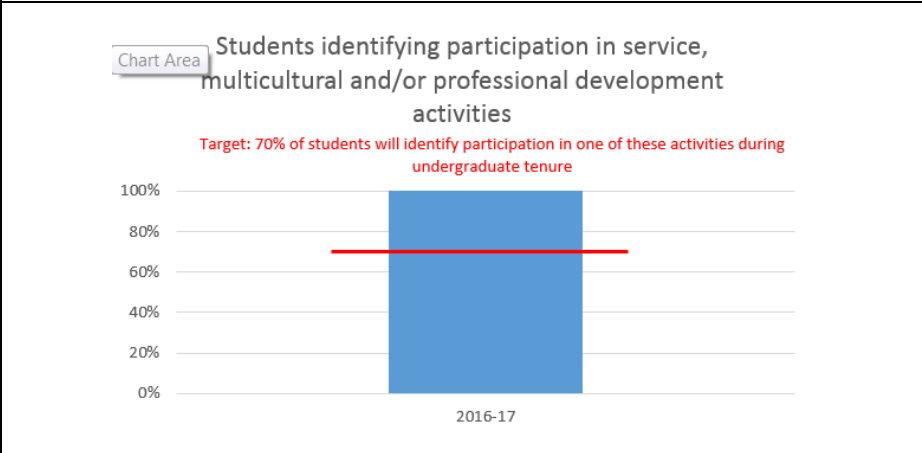
70% of students will report participation in one of those activities during their undergraduate experience



Continue to monitor progress and establish appropriate data collection systems for long-term trends to be better identified.

Method 2:  
Business Communication Resume

70% of students will show they have participated in one of these activities during their undergraduate experience



			<p>Students are reporting that they are participating in multi-cultural, professional development and/or service activities while at MVNU. Professional development activities include such things as attending conferences, internships, and other networking events. Service projects include leading small groups, mission trips, Red Cross Blood Drives, Habitat for Humanity, and other similar activities. Multi-cultural events include mission trips and other events geared towards interaction with other cultures.</p>											
<p>SLO 6: Interpret marketing research to position products and services and promote them successfully</p>	<p>Method 1: MFT post-test Marketing sub score</p>	<p>Exceed National Average</p>	<p>During the data collection phase of this year's annual report, it was discovered that MFT will not report sub-scores at the individual student level. Even after contacting MFT directly, it was confirmed that sub-scores are available only at the department level, but never the student level. Department sub-scores are unreliable measures of student learning in the Marketing program, as the non-marketing majors' scores in this area would move the average of the scores obtained by the marketing majors. Therefore, this marketing-specific sub-score is obsolete in this assessment plan and should be removed during future assessment plan revisions.</p>	<p>Continue to monitor progress.</p>										
	<p>Method 2: MAR4063 Marketing Research Project Grade</p>	<p>90% of students score &gt;80%</p>	<p>Marketing Research was not offered in 2016-17. Moreover, this is a new assessment measure, which explains the lack of historical data to report.</p>											
	<p>Method 3: MAR4073 Marketing Strategy Project Grade</p>	<p>90% of students score &gt;80%</p>	<p><b>MAR4073 Percent of Students Scoring &gt;80% on Marketing Strategy Project</b></p> <p>Target: 90% of students will score &gt;80% on Course Project</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percent of Students Scoring &gt;80%</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>94.74%</td> </tr> <tr> <td>2015-16</td> <td>100%</td> </tr> <tr> <td>2014-15</td> <td>100%</td> </tr> <tr> <td>2013-14</td> <td>100%</td> </tr> <tr> <td>2012-13</td> <td>50%</td> </tr> </tbody> </table>			Year	Percent of Students Scoring >80%	2016-17	94.74%	2015-16	100%	2014-15	100%	2013-14
Year	Percent of Students Scoring >80%													
2016-17	94.74%													
2015-16	100%													
2014-15	100%													
2013-14	100%													
2012-13	50%													

			<p>Over the most recent years, students have demonstrated an ability to meet the goal of scoring &gt;80% on the course project.</p> <p>Of note, this course has gone through a number of different faculty in recent years. With the addition of a full-time marketing faculty in the fall 2017, it is anticipated that more consistency will be provided to the marketing majors.</p>		
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