



Annual Assessment Report 2020-2021

BSBA Marketing International Business and Marketing College of Business

CONTACT

Name of Program Assessment Lead Elif Ozkaya

Name of Person Completing Report Elif Ozkaya

DISCIPLINARY ACCREDITATION Yes

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

How were the program's SLOs developed? (select all that apply)

- ☐ Our disciplinary accrediting agency has recommended learning outcomes, so we used and/or modified them.
- ☐ We developed them as a program/department using our own knowledge and expertise of the field.

Other than the CPP Catalog and the Office of Assessment and Program Review website, where else are your SLOs published? Select all that apply.

- Department Website - provide URL: <https://www.cpp.edu/cba/international-businessmarketing/currentstudents/learningoutcome.shtml>

ASSESSMENT ACTIVITIES IN 2020-2021

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2020-2021**. This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?

- 5

How many SLOs did your program assess this past year in 2020-2021?

- My program assessed SLOs in AY 2020-2021

Please list the SLOs examined

- SLO #1: SLO 1a: Marketing Management students will be able to effectively communicate orally by delivering a quality multi-media presentation, either individually or as part of a group.
- SLO #2: SLO 1b: Marketing Management students will be able to write clearly and effectively by delivering a quality marketing document, either individually or as part of a group.
- SLO #3: SLO 2: Marketing Management students will be able to identify key marketing management issues, evaluate information, solve marketing problems with quantitative and qualitative skills, and explain the role of marketing in a firm.

Student Learning Outcome (SLO): SLO 1: SLO 1a: Marketing Management students will be able to effectively communicate orally by delivering a quality multi-media presentation, either individually or as part of a group

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Collected indirect evidence of student learning (e.g., surveys, interviews, focus groups, etc.) Scored and/or analyzed indirect evidence of student learning 	<ul style="list-style-type: none"> Student survey/interview/focus group with self-reports of SLO achievement 	

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
7	Passing score of 70%+ above	Data collected was not sufficient to drive any conclusions	Students who participated mostly agreed with the program's help developing the communication skills. (66.6% agreed, 33.3% disagreed)

Student Learning Outcome (SLO): SLO 2: SLO 1b: Marketing Management students will be able to write clearly and effectively by delivering a quality marketing document, either individually or as part of a group.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Collected indirect evidence of student learning (e.g., surveys, interviews, focus groups, etc.) Scored and/or analyzed indirect evidence of student learning 	<ul style="list-style-type: none"> Student survey/interview/focus group with self-reports of SLO achievement 	

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
7	Passing score of 70%+ above	Data collected was not sufficient to drive any conclusions	The responses were equally distributed across agreed, disagreed and neutral.

Student Learning Outcome (SLO): SLO 3: SLO 2: Marketing Management students will be able to identify key marketing management issues, evaluate information, solve marketing problems with quantitative and qualitative skills, and explain the role of marketing in a firm.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Collected indirect evidence of student learning (e.g., surveys, interviews, focus groups, etc.) Scored and/or analyzed indirect evidence of student learning 	<ul style="list-style-type: none"> Student survey/interview/focus group with self-reports of SLO achievement 	

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
7	Passing score of 70%+ above	Data was insufficient to make conclusions	Students mostly agreed (66.6%) than disagreed (33.3%)

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2020-2021? Select all that apply.

- Use is pending (typical reasons: insufficient number of students in population, evidence not evaluated or interpreted yet, faculty discussions are ongoing, etc.)

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2020-2021? Select all that apply.

- No discussion occurred in AY 2020-2021

The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2020-2021 so that others may learn from your experiences.

Past year, the major change for the assessment activities was the change of the CAL. Acting as the new CAL, and to get started with the assessment activities I started to work on the AACSB accreditation process, read through the past assessment results and worked at the college level how assessment activities can be coordinated by the end of the accreditation cycle. All of these enlightened the planning for the program level assessments.

CPP's GI2025 goals focus on eliminating equity gaps. What plans do you already implement, or would implement to support the campus' diversity, equity, and inclusion (DEI) efforts? (e.g., planned or current disaggregation of assessment data by race/ethnicity, etc.)

Inclusive and equity minded teaching is essential to create a conducive learning environment as well as give the students sense of belonging. Inclusive and equity-minded teaching strategies that Marketing faculty have in place include having low-stakes and high-stakes assignments, implementing structure to the course, actively working towards creating a respectful and inclusive class environment by holding themselves and students accountable for respectful and courteous conversation, providing guidelines for the class communication , and creating a sense of belonging for all students using in class activities. However, the assessment criteria for the inclusivity and equity further needs to be developed and piloted. This is the plan for the next semesters.

The most current assessment plan and curriculum matrix we have on file for your program may be found [here](#). To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

Assessment Plan No

Curriculum Matrix Yes