



Annual Assessment Report 2021-2022

BSBA Marketing Management International Business & Marketing College of Business

CONTACT

Name of Program Assessment Lead Dr. Elif Ozkaya

Name of Person Completing Report Dr. 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.

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 2021-2022

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2021-2022**. 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?

- 2

How many SLOs did your program assess this past year in 2021-2022?

- My program assessed SLOs in AY 2021-2022

Please list the SLOs examined

- SLO #1: SLO 4: Marketing Management students will be able to identify and explain key aspects of global, cultural, diversity and ethical issues in business decision making.
- SLO #2: 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 #3: 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.

Student Learning Outcome (SLO): SLO 4: Marketing Management students will be able to identify and explain key aspects of global, cultural, diversity and ethical issues in business decision making.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.) 		
<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) Scored direct evidence of student learning Interpreted and made meaning of findings for direct evidence 	<ul style="list-style-type: none"> Assignment/exam/paper completed as part of regular coursework 	<ul style="list-style-type: none"> Scored exams/tests/quizzes

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
146	Percentage (>70% success criteria)	Yes	Based on the assessment, CBA students demonstrated awareness and understanding of the ethical and legal aspects of the business environment. The average score of 82.3% is above the threshold of 70% determined by the College of Business as an "acceptable performance." Moreover, 92.5% of students achieved a score of 70% or higher. However, there is a need for improvement in understanding some of the nuances involved in ethical dilemmas, conflicts of interest, legal issues, whistleblowing and social responsibility.

Student Learning Outcome (SLO): 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"> Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.) 		
<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) Scored direct evidence of student learning Interpreted and made meaning of findings for direct evidence 	<ul style="list-style-type: none"> Oral performance (e.g., presentation, defense, conference presentation etc) 	<ul style="list-style-type: none"> Used rubric or scoring guide
<ul style="list-style-type: none"> Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.) 		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
175	70% cut off	Yes	An oral presentation assignment was used to assess the oral communications skills of 229 CBA students in BUS 2500 Spring 2022. The overall average score was 3.59 (on a 4-point scale), and 96.85% students received an overall score of at least 3. This exceeds the 70% threshold set by the college, indicating that the benchmark for the oral communication learning goal is being met. To help students advance their visual aids skills, a modification to BUS2500 ECO was discussed at the department meeting to include the skill in the curriculum.

Student Learning Outcome (SLO): 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"> Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.) 		
<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) Scored direct evidence of student learning Interpreted and made meaning of findings for direct evidence 	<ul style="list-style-type: none"> Assignment/exam/paper completed as part of regular coursework 	<ul style="list-style-type: none"> Used rubric or scoring guide
<ul style="list-style-type: none"> Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.) 		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
161	70% cut off	Yes	A writing assignment was used to assess the written communication skills of 161 CBA students in BUS 2500 Spring 2022. The overall average score was 3.25 (on a 4-point scale), and 83.2% of the students received an overall score of at least 3. This exceeds the 70% threshold set by the college, indicating that the benchmark for the written communication learning goal is being met. The department discussed the findings in the department meeting and decided to continue with the assessment tool. Also to 2. Encourage students with weak written communication skills to use the resources available at the University Writing Center.

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2021-2022? Select all that apply.

- Course-level changes (e.g., syllabus, content, pedagogy)
- Results indicated no action needed because students met expectations

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2021-2022? Select all that apply.

- Program/department faculty as whole
- A committee of program/department faculty
- Program/department assessment committee
- College curriculum committee
- College assessment committee
- College Assessment Liaison

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 2021-2022 so that others may learn from your experiences.

The assessment of Business Communication learning goals proved to be very time demanding. The college ended up providing stipends for faculty who spent approximately 100+ hours of data evaluation. Also, the department streamlined the application of quizzes across sections of the same course by implementing a Canvas Quiz. This helped the faculty to direct the students to a single link and the artifacts were automatically scored.

CPP's GI2025 goals What assessment-related efforts 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.) Undergraduate programs may wish to refer to CPP's GI2025 goals. (Not Mandatory)

Does the program offer a certificate or credential (e.g., teaching credential)?

- No

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

No