

2017-2018 Assessment Cycle MCOBA_ Marketing BSBA

Mission (due 12/4/17)

University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

College / VP and Program / Department Mission

Mission of College or VP-area

Provide the mission for the College or VP-area in the space provided. If none is available, write "None Available in 2017-2018."

Mission: The B. I. Moody III College of Business Administration is a vibrant learning community in a culturally rich region. We foster intellectual curiosity, creativity, and innovation to produce a seasoned gumbo of successful professionals, scholars, and global citizens.

Vision: The vision of the B. I. Moody III College of Business Administration is to be recognized as a leader in developing ethically responsible professionals and scholars who positively impact our Acadiana region, Louisiana, and the global community.

Values:

Community: We establish and maintain meaningful relationships to create value for our university and stakeholders.

Discovery: We foster intellectual curiosity, creativity, and innovation.

Excellence: We are committed to teaching, research, and service with quality and distinction.

Integrity: We demonstrate ethical, socially responsible, and professional behavior.

Relevance: We provide relevant curricula in an ever changing business environment.

Respect: We promote mutual understanding and collegiality that embraces diverse perspectives.

Mission of Program / Department

Provide the program / department mission in the space provided. The mission statement should concisely define the purpose, functions, and key constituents. If none is available, write "None Available in 2017-2018."

The marketing department does not currently have a mission statement.

Attachment (optional)

Upload any documents which support the program / department assessment process.

Assessment Plan (due 12/4/17)

Assessment Plan (Goals / Objectives, Assessment Measures and Criteria for Success)

Assessment List

Goal/Objective	<p>Teamwork and Total Business Performance: Students will work in teams to effectively manage a company that is charged with opening sales offices, developing products, developing advertisements, pricing products, hiring salespeople, and managing an advertising program. The Cumulative Balanced Scorecard is a quantitative measure of the executive team's ability to effectively manage the resources of the firm. It considers both the historical performance of the firm as well as how well the firm is positioned to compete in the future. While the game involves 8 quarters (decision rounds), the cumulative balanced scorecard only includes quarters 5-8. As such, it measures the action potential of the firm. Total Business Performance = Financial Performance * Market Performance * Marketing Effectiveness * Investment in Future * Wealth Assessment Goal: No more than 20% of the student teams will produce a Balanced Scorecard which is less than zero in any one performance category. Over the span of the final four quarters, effective executive teams, on average, should show positive performance in each category.</p>							
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Program / Department Assessment Narrative

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student learning and/or operations (the "assessment plan"). Consider the following:

- 1) What strategies exist to assess the outcomes?
- 2) What does the program/department expect to achieve with the goals and objectives identified above?
- 3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
- 4) What is the plan for using data to improve student learning and/or operations?
- 5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

Assessment Process

- 1) The department's strategy is to look at the results of the game and determine what can be done to improve outcomes.
- 2) The department expects student to achieve an overall understanding of marketing.
- 3) The department hopes that improvements can help students to reflect on certain concepts where they've struggled in

the past, and therefore improve their learning.

- 4) The department will take the data back to the department to discuss what can be done to make further improvements.
- 5) The data will be shared at a meeting with the professors of the marketing capstone course.

Results & Improvements (due 9/15/18)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for Teamwork and Total Business Performance: Students will work in teams to effectively manage a company that is charged with opening sales offices, developing products, developing advertisements, pricing products, hiring salespeople, and managing an advertising program. The Cumulative Balanced Scorecard is a quantitative measure of the executive team's ability to effectively manage the resources of the firm. It considers both the historical performance of the firm as well as how well the firm is positioned to compete in the future. While the game involves 8 quarters (decision rounds), the cumulative balanced scorecard only includes quarters 5-8. As such, it measures the action potential of the firm. Total Business Performance = Financial Performance * Market Performance * Marketing Effectiveness * Investment in Future * Wealth Assessment Goal: No more than 20% of the student teams will produce a Balanced Scorecard which is less than zero in any one performance category. Over the span of the final four quarters, effective executive teams, on average, should show positive performance in each category.

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Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives										
	Has the criterion Marketing 480 utilizes the “Strategic Marketing Version of the Marketplace Business Simulation” to create a context for strategic	Target Achieved: One sixth (17%) of the student teams produced a Creation of Wealth score												

		<p>market management, decision making, and control. The Marketplace Simulation is played on the internet and will be played as groups which compete against one another in an emerging marketplace. The simulation requires students to use information technology when evaluating marketing research and when subsequently making decision that will guide their organization. The evaluation of each team's decisions at the end of Quarter 8 will determine if the students can effectively work in teams to develop and implement marketing strategy that will create wealth. Assessment: To assess each team's ability to create a positive return on investment over the course of 8 business quarters, the instructor will evaluate each team's creation of wealth. The Creation of Wealth is a measure of how well the executive team has been able to add wealth to the initial investments of the stockholders. Next, the net equity is divided by the total of all equity investments to obtain a ratio of wealth creation. A value of zero or less indicates bankruptcy. A value greater than zero and less than one indicates the executive team is relying upon the initial stockholder's investments to pay day-to-day expenses plus invest in the future. A value greater than one indicates the firm is adding wealth to the</p>	<p>less than 1 in Quarter 8 of the simulation. The number of students assessed is 18.</p>		
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		<p>stockholders. The goal will be for no more than 20% of students teams competing the Marketplace Game to produce less than a value of one. been met yet? Met</p>			
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Reflection (Due 9/15/18)

Reflection

The primary purpose of assessment is to use data to inform decisions and improve programs and operations; this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. Recalling this purpose, respond to the questions below.

1) How were assessment results shared in the program / department?

Please select all that apply. If "other", please use the text box to elaborate.

- Distributed via email (selected)
- Presented formally at staff / department / committee meetings
- Discussed informally
- Other (explain in text box below)

2) How frequently were assessment results shared?

- Frequently (>4 times per cycle)
- Periodically (2-4 times per cycle)
- Once per cycle (selected)
- Results were not shared this cycle

3) With whom were assessment results shared?

Please select all that apply.

- Department Head
- Dean / Asst. or Assoc. Dean
- Departmental assessment committee (selected)
- Other faculty / staff

4) Consider the impact of prior applied changes. Specifically, compare current results to previous results to evaluate the impact of a previously reported change. Demonstrate how the use of results improved student learning and/or operations.

The action plan of focusing on Marketing Effectiveness and using Creation of Wealth as an indicator for financial success

was implemented in the 2016-2017 cycle. Students improved the Marketing Effectiveness and met the goal for Creation of Wealth. Overall, it can be concluded that students improved one area at the expense of another area of the Marketplace Simulation Game.

5) Over the past three assessment cycles, what has been the overall impact of "closing the loop"? Provide examples of improvements in student learning, program quality, or department operations that are directly linked to assessment data and follow-up analysis.

Over the past three assessments professors and instructors have noticed several elements in the assessment where students were not performing well. Professors and instructors took this data and would emphasize and better explain concepts for students to improve their learning. As a department, we are looking at changing the way we assess in order to have all professors assess their Marketing 480 classes. This could help bring some cohesiveness in the capstone marketing class for students.

Attachments (optional)

Upload any documents which support the program / department assessment process.