

AN ASSESSMENT PROCESS TO LINK MISSION-GOALS WITH LEARNING OUTCOME OBJECTIVES TO SATISFY AACSB STANDARDS

Hamid Ahmadi, Department of Management, 6000 J St., California State University Sacramento,
Sacramento, CA 95819-6088, (916) 278-6459

Herbert Blake, Jr., Department of Management, 6000 J St. California State University Sacramento,
Sacramento, CA 95819-6088, (916) 278-6459

Craig A. Kelley, Department of Management, 6000 J St., California State University Sacramento,
Sacramento, CA 95819-6088, (916) 278-7199

Laurence R. Takeuchi, Department of Management, 6000 J St. California State University Sacramento,
Sacramento, CA 95819-6088, (916) 278-6459

Marketing educators are increasingly being asked to demonstrate specific outcomes that result from their teaching. This has spawned a number of studies of the consequences of this action. For example, Wright, Bitner and Zeithaml (1994) argued a shift from teaching marketing to students learning marketing requires a fundamental change in the marketing curriculum.

At the center of outcomes-based measures is a need for faculty to engage in a two step process (Bush and Sjolander 1996). First, objectives must be set concerning the knowledge and skills that students should achieve after completing a course or set of courses. Second, appropriate measures must be developed to determine whether students achieved these objectives.

Most business programs require a Principles of Marketing course as a part of their core curriculum. Graeff (1998) provided an excellent exercise in how to write a set of behavioral learning objectives for the core course in marketing. The purpose of this paper is to extend Graeff's work to include principles, processes and outcomes one department faculty used to continuously improve their curricular core offering in marketing.

GUIDING PRINCIPLES

The following guiding principles were used when developing the set of learning objectives.

- Course objectives should be clearly linked to the mission and educational goals of the school.
- Course objectives should focus on student learning outcomes.
- Course objectives should be the result of a faculty driven process conducted in partnership with other College stakeholders.

- The intellectual freedom of faculty as a whole and individually shall be preserved both in principle and in application.

LINKING MISSION TO LEARNING

One of the goals at the authors' school is to "Graduate students with a strong, modern foundation in business knowledge, skills, and values that prepares them to adapt successfully to the professional world." While this serves to broadly define the overall results of our instructional activities, it lacks specificity with respect to learning and the types of performance students are expected to demonstrate as a direct consequence of instruction.

What is needed is a hierarchical structure that links a mission statement with educational goals, educational goals with program objectives and ultimately, program objectives with course learning outcomes. For this purpose a mission-to-outcomes hierarchy was constructed after school educational objectives for its Bachelor of Science in Business Administration program were approved

REFERENCES

- Bush, R. R. and R. J. Sjolander (1996). Outcomes-Based Education is Here; Are You Ready? *Marketing News*. 15 (January): 1.
- Graeff, T. R. (1998). Writing Behavioral Learning Objectives for Marketing Courses: Meeting the Challenge of AACSB Outcomes Assessment. *Marketing Education Review*. 8 (Spring): 13-26.
- Wright, L. K., M. J. Bitner and V. A. Zeithaml (1994). Paradigm Shifts in Business Education: Using Active Learning to Deliver Services Marketing Content. *Journal of Marketing Education*. 16 (Fall): 5-19.