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| **Assurance of Student Learning Report****2022-2023** |
| *Gordon Ford College of Business* | *Marketing* |
| *Marketing #720* |
| *Kristin Bennett, Assessment Coordinator* |
| ***Is this an online program*** [ ]  Yes [ ]  xNo | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here [ ]  x Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** |

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.*** |
| **Program Student Learning Outcome 1: Students will demonstrate mastery of marketing concepts – the 4 P’s of marketing (price, promotion, product and place), identifying target markets and tying target markets to the 4 P’s.** |
| **Instrument 1** | **Specific questions related to the key concepts above are embedded across all MKT 220 classes. (Basic Marketing Concepts)** |
| **Instrument 2** | **All graduating marketing majors are required to take and pass a comprehensive marketing exam during their final semester in MKT 422 (Marketing Management) to demonstrate a mastery of the marketing concepts above.**  |
| **Instrument 3** |  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | **x****[ ]  Met** | **[ ]  Not Met** |
| **Program Student Learning Outcome 2: Students will demonstrate an ability to communicate marketing concepts effectively in a written format** |
| **Instrument 1** | * **The final project in MKT 422 (Marketing Management) involves both a written paper and oral presentation. Each student is responsible for specific portions of the written paper.**

**Grading Rubric for the MKT 422 project:****30% Explaining attributes of the target market****40% Tying the 4 Ps of marketing to the target market****10% Research/references****10% Writing flow****10% Creativity** |
| **Instrument 2** |  |
| **Instrument 3** |  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | **[ ]  xMet** | **[ ]  Not Met** |
| **Program Student Learning Outcome 3: Students will demonstrate the ability to communicate marketing concepts effectively in a verbal format.** |
| **Instrument 1** | **In MKT 425, students are expected to utilize the 6 step sales process to communicate attributes of certain products/services to corporate guest buyers via oral presentations.**  |
| **Instrument 2** |  |
| **Instrument 3** |  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | **[ ] x Met** | **[ ]  Not Met** |
| **Assessment Cycle Plan:**  |

Marketing majors have successfully mastered all Student Learning Outcomes for the 22-23 AY.

Work with Dr Kate Scott to utilize written cases in her MKT 422 Capstone class as a new artifact for SLO 2.

Work with Prof Greg Siegelman to implement a grading system for students’ oral presentations in his MKT 422 Capstone class.

As GFCB rolls out a new curriculum to students over the next few years, two of the new classes required will be MKT 399 and 499. We will work to incorporate individual mesures of SLO 2 into these classes.

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| **Program Student Learning Outcome 1** |
| **Program Student Learning Outcome**  | Add the Program Student Learnin Outcome from CourseLeaf HERE |
| **Measurement Instrument 1**  | **NOTE: Each student learning outcome should have at least one direct measure of student learning. Indirect measures are not required.** **Across 3 sections of Basic MKT (220) students are given exams throughout the semester which contain 12 specific discipline knowledge questions used as a measure of learning. Data was collected in both Fall 2022 and Spring 2023 classes.** **Fall 2022:****An approximate total of 294 students took the classes in Fall 2022. Of those students, approx. 56 are marketing majors and 53 (89%) of those students scored 70% or higher on the embedded questions. Of those students, 238 are non marketing majors and an average of 76.3% scored 70% or better.** **Spring 2023:****An approximate total of 365 students took the classes in Spring 2023. Of those students, approx. 50 students are marketing majors and 48 students (96%) scored 70% or higher. Of those students, approx. 272 are non marketing majors and approx. 212 (78%) scored 70% or higher.** **Due to the large number of students in these classes and the fact that some drop during the semester, it is difficult to have an exact number, therefore percentages are a better indicator of success.** **Please attach any/all rubrics used.** Consider the following list of example sources for INDIRECT measures of student learning: student surveys, alumni surveys, employer surveys, graduate school placement and success rates, employer internship performance appraisals, written surveys and questionnaires, external examiner, external advisory boards, focus groups, exit interviews. Again, these are not required. |
| **Criteria for Student Success** | **A minimum score of 70% is considered satisfactory.**  |
| **Program Success Target for this Measurement** | 70% | **Percent of Program Achieving Target** | **See numbers above for Percentages** |
| **Methods**  | **Across 3 sections of Basic MKT (220) students are given exams throughout the semester which contain 12 specific discipline knowledge questions used as a measure of learning. Data was collected in both Fall 2022 and Spring 2023 classes.**  |
| **Measurement Instrument 2** | **kAll marketing majors are required to take a capstone marketing class (MKT 422). Students are a final exam twhich contains 12 specific discipline knowledge questions used as a measure of learning. Data was collected in both Fall 2022 and Spring 2023 classes.** **in Greg Siegelman’s MKT 422 classes.****Fall 2022:****Of the 24 marketing majors taking this class, 100% scored 70% or better.** **Spring 2023:****Of the 43 marketing majors taking this class, 93% scored 70% or better.**  |
| **Criteria for Student Success** | **70% scored 70% or better** |
| **Program Success Target for this Measurement** | **70%** | **Percent of Program Achieving Target** | **93%** |
| **Methods** | **See notes above** |
| **Measurement Instrument 3** | N/A |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | **x****[ ]  Met** | **[ ]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: Overall, the department is doing an excellent job of educating students on these concepts, according to our assessment measures. We continue to look for ways to improve this learning outcome, most specifically in MKT 399 and MKT 499 in future semesters. These classes should be implemented into a curriculum for al Marketing Majors by 2025 and we will be able to assess accordingly. **\*\*IMPORTANT - Plans for Next Assessment Cycle**: As we work hard to improve our assessment practices and make them more meaningful and effective, it’s important each program craft a plan for the following year’s assessment – this process assists in “closing the loop.” For example, you may decide to collect a more appropriate artifact. Or, you may need to adjust targets because there are cionsistently exceeded or not met; Or, you might see the need to reconstruct your curriculum map. Or, you’ve found that the sequencing of classes might need to be adjusted, or additional class(es) provided. Whatever you plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. **All changes need not lead to quantitative results**.  |

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| **Program Student Learning Outcome 2** |
| **Program Student Learning Outcome**  |  |
| **Measurement Instrument 1** | **In MKT 422, the capstone Marketing class, students are responsible for specific portions of a written paper. The written paper is evaluated based on content, language, research and format using the ASL Written Communication Rubric. Rubric attached.**  |
| **Criteria for Student Success** | A minimum of 70% is considered satisfactory.  |
| **Program Success Target for this Measurement** | 70% | **Percent of Program Achieving Target** | **34 or 79.2%** |
| **Methods**  | Data was collected from the Spring 2023 semester.  |
| **Measurement Instrument 2** | **N/A** |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **Measurement Instrument 3** | **N/A** |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | **x****[ ]  Met** | **[ ]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: Satisfactory**Conclusions**: The department will continue to develop new ways of assessing written communication of marketing concepts. As discussed above, we plan to implement written assessments into MKT 399 and MKT 499. In addition, I am working with Dr Kate Scott to implement a written assessment into her MKT 422 capstone class for Fall 2023 and Spring 2024.  |

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| **Program Student Learning Outcome 3** |
| **Program Student Learning Outcome**  |  |
| **Measurement Instrument 1** | **In MKT 425, students are expected to utilize the 6 step sales process to communicate attributes of certain products/services to corporate guest buyers via oral presentations.**  |
| **Criteria for Student Success** | 70% is considered satisfactory |
| **Program Success Target for this Measurement** | 70% | **Percent of Program Achieving Target** | 96% |
| **Methods**  | Assessors viewed student presentations from the MKT 425 classes Fall 2022 and Spring 2023, as described above. Of 30 students were scored as Acceptable, Proficient or Admirable. Rubric attached.  |
| **Measurement Instrument 2** | **N/A** |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **Measurement Instrument 3** | **N/A** |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | **x****[ ]  Met** | **[ ]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: Satisfactory. **Conclusions**: The MKT 425 presentations are extremely labor intensive to assess(@20 mins each). Next semester we plan to assess the MKT 422 Oral Presentations of the students’ semester end project. This assessment will give us a more well rounded assessment of all marketing concepts and will include more students.  |

**\*\*\* Please include Curriculum Map (below/next page) as part of this document**

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|  | ***Department Outcome/Goal:*** | ***College Outcome/Goal:*** |
| ***PLO 1:****Students will demonstrate mastery of marketing concepts - the 4 P’s of marketing (price promotion, product and place), identifying target markets and tying target markets to the 4P’s.*  | *Upon graduation students will* *understand and have* *mastered the 4P’s of* *marketing, identifying target**markets and tying target**markets to the 4P’s.*  | *Upon graduation students will have the marketing knowledge and skills associated with the 4P’s of marketing necessary for success and leadership in the business community.* |
| ***PLO 2:*** *Students will demonstrate**the ability to communicate**marketing concepts effectively**in a written format.* | *Upon graduation students**will have the ability to* *communicate marketing**concepts effectively in a* *written format.* | *Upon graduation students have* *the ability to effectively* *communicate marketing* *concepts in written format in order**to be successful and provide* *leadership in the business community.* |
| ***PLO 3:****Students will demonstrate**the ability to communicate**marketing concepts* *effectively in a verbal**format.* | *Upon graduation students**will have the ability to* *communicate marketing**concepts effectively in a**verbal format.* | *Upon graduation students will* *have the ability to effectively* *communicate marketing concepts* *in a verbal format in order* *to be successful and provide* *leadership in the business community.*  |

***MARKETING DEPARTMENT ASSURANCE OF LEARNING (AY 2022-2023)***

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|  | *COURSE* | *COURSE* | *COURSE*  | *COURSE* | *COURSE* | *COURSE* |
| *PLO 1:* *Students will demonstrate mastery of marketing concepts - the 4 P’s of marketing (price promotion, product and place), identifying target markets and tying target markets to the 4P’s.*  | *MKT 220 – Basic Marketing Concepts (I)* | *MKT 422-Marketing Mgmt (D, M)* |  |  |  |  |
| *PLO 2:* *Students will demonstrate**the ability to communicate**marketing concepts effectively**in a written format.* |  | *MKT 422 Marketing Mgmt (D,M)* |  |  |  |  |
| *PLO 3:**Students will demonstrate the ability to communicate marketing concepts effectively in a verbal format* | *MKT 425**Advanced Personal Selling (I,D)* | *MKT 422**Marketing Mgmt (D,M)* |  |  |  |  |

*Place an I, D, or M in each cell above to indicate where the program content related teach SLO is introduced (I), developed (D), and/or mastered (M). SLO content may be delivered in more than just six courses as indicated in the above table.*

**Written Business Communication Rubric**

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| **Rating** **Criteria** | 5**ADMIRABLE** | 4 | 3**ACCEPTABLE** | 2 | 1**AMATEUR** | **Score** |
| Content | Writer uses supporting materials linked to thesis and utilizes appropriate, relevant details to support main idea. The purpose of the document is clear and interesting. Writer provides excellent explanation of key concepts and theories, facts are precise and explicit, and the document preserves goodwill for the reader. |  | Writer uses supporting materials that add a measurable level or interest to the speech, but does not offer a wide variety of sources or does not provide a good explanation of key concepts and theories. The purpose of the document is not as clear. The document does not reflect a relatively positive tone. |  | Writer uses supporting materials that do not enhance the concepts or theories; few sources offered; few examples provided or not easily understood. The purpose of the document is unclear. The document reflects a negative tone or does not preserve goodwill for the reader. |  |
| Language | Writer uses language that enhances reader comprehension and interest for topic, while avoiding inappropriate jargon and slang, and defines all terms. Utilizes proper mechanics: grammar, spelling, punctuation, subject/verb agreement, pronoun and possessive usage, sentence structure, and capitalization. |  | Writer uses language that is reasonably clear, vivid, and appropriate. Mechanics (spelling, grammar, etc.) are almost perfect, but there are some errors that detract from the overall quality of the document. |  | Writer has multiple errors in mechanics, utilizes culturally inappropriate terms, jargon, or slang. Terms are rarely defined. The quality of the document suffers. |  |
| Research  | Writer demonstrates high credibility by selecting a wide variety and good quality of research materials. Properly cites sources in-text and provides references as needed. |  | Writer utilizes low-quality sources. Does not properly cite sources in-text or provide a complete list of references in proper format. |  | Writer fails to demonstrate a use of sources and/or does not provide citations or references. |  |
| Format | Writer uses appropriate document style and professional font. Utilizes proper conventions for paragraphing or outlining, spacing, margins, and ensures that the proper message components such as the introduction and conclusion are in appropriate locations. |  | Writer utilizes appropriate document style but fails to utilize proper conventions in a couple of areas such as paragraphing, spacing, and margins. Message components awkwardly placed and/or difficult to find.  |  | Writer utilizes inappropriate document style and/or font. No paragraphing or proper spacing, margins used. Message components (introduction/conclusion) are missing from document. |  |

Bovee, C.L. & Thill, J.C. (2012). *Business Communication Today*. New Jersey: Prentice Hall.

Shwom, B. & Snyder, L.G. (2012). *Business Communication: Polishing Your Professional Presence*. New Jersey: Prentice Hall.

**Presentation Rubric~Individual (Oral Communication)**

Adapted from Morreale, S., Moore, M., Surges-Tatum, D., & Webster, L. (2007). The Competent Speaker Speech Evaluation Form. *National Communication Association*. 2nd ed., 12-19 and AACU-VALUE/LEAP RUBRIC

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| **Rating** **Criteria** | 5**ADMIRABLE** | 4 | 3**ACCEPTABLE** | 2 | 1**AMATEUR** | **Score** |
| Organization | Organizational pattern consisting of engaging introduction and strong conclusion, sequenced material within the body, and succinct transitions is clearly and consistently observable, skillfully constructed, and makes the content of the presentation cohesive. Fits within time limits. |  | Organizational pattern consisting of a specific introduction and conclusion, sequenced material within the body, and generally succinct transitions is clearly observable within the presentation. Fits within time limits. |  | Organizational pattern consisting of a specific introduction and conclusion, sequenced material within the body, and transitions is **not** observable within the presentation or is poorly executed. Speaker fails to provide a clear and logical progression between ideas. Does not fit within time limits.  |  |
| Central Message | Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.). Speaker provides excellent explanation of key concepts. |  | Central message is clear and consistent with the supporting material, but is not often repeated and is not memorable. Speaker provides adequate explanation of key concepts. |  | Central message can be deduced, but is not explicitly stated in the presentation. Speaker uses few examples or does not adequately explain key concepts. |  |
| Supporting Materials | A wide variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that **significantly** supports the presentation or establishes the presenter's credibility/authority on the topic. Facts are precise and explicit. |  | A limited variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that **generally** supports the presentation or establishes the presenter's credibility/authority on the topic. Facts are precise. |  | Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that **minimally** supports the presentation or establishes the presenter's credibility/authority on the topic. Facts are inaccurate, misquoted, or not germane to the topic.  |  |
| Language | Language choices are imaginative, memorable, compelling, and **enhance** the effectiveness of the presentation. Language in presentation is appropriate to audience. Speaker utilizes proper grammar. Speaker avoids inappropriate jargon and slang and does not use disfluencies (uh, er, so, y’know).  |  | Language choices are thoughtful, reasonably clear, appropriate, and **generally** **support** the effectiveness of the presentation. Language in presentation is appropriate to audience. Speaker utilizes acceptable grammar, and minimizes the use of inappropriate jargon and slang. Disfluencies are minimal and do not detract from overall quality of presentation.  |  | Language choices are unclear and **minimally support** the effectiveness of the presentation. Language in presentation is not appropriate to audience. Speaker utilizes poor grammar and/or inappropriate jargon and slang. Disfluencies detract from overall quality of presentation. |  |
| Delivery  | Delivery techniques (posture, gesture, eye contact, and vocal/facial expressiveness) make the presentation **compelling**, and speaker appears polished and confident. Vocals are appropriately well-paced, easily heard by all audience members, and varied in pitch to enhance message. Speaker wears appropriate attire for the purpose of topic. |  | Delivery techniques (posture, gesture, eye contact, and vocal/facial expressiveness) make the presentation **interesting**, and speaker appears generally comfortable. Vocals are acceptable in pace, volume, or pitch. Speaker wears appropriate attire for the purpose of topic. |  | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) **detract** from the effectiveness of the presentation, and speaker appears uncomfortable. Speaker utilizes little to no audience eye contact; hand gestures are rarely used; little body movement and few facial expressions. Attire is inappropriate for purpose of topic. |  |
| Visuals | Speaker uses graphics that reinforce thesis, maximize audience understanding of topic; use of media appropriate, readable, and professional. Speaker looks planned, prepared, and practiced with visuals. |  | Speaker’s graphics are creative, focused, and used reasonably well but may not be fully appropriate to topic. Speaker does not appear practiced with the specific visuals used. |  | Speaker utilizes no visuals or they are used in a poor manner and lack focus to the topic. |  |