

Assurance of Student Learning Report 2023-2024

Gordon Ford College of Business

Marketing

Marketing, 720

Kristin Bennett

Is this an online program? ☐ Yes ☒ No

Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here ☒ Yes, they match! (If they don't match, explain on this page under **Assessment Cycle**)

***** Please include Curriculum Map as part of this document (at the end), NOT as a separate file.**

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 All students in one section of MKT 220 (Gardner) are given a pre test and post test using the Discipline Knowledge questions.

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 Students in MKT 422 (capstone marketing class) have written final. One of the questions on the written final asks students to explain the 4P's of marketing and apply them to a product or service. This is the artifact for written assessments of seniors.

Instrument 2

Instrument 3

Based on your results, check whether the program met the goal Student Learning Outcome 2.

☒ X Met

☐ 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 422, students choose a product or service and develop a complete marketing plan around the product/service. They are then asked to present the comprehensive marketing plan to peers and faculty as an oral presentation at the end of the semester.

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 23-24 AY.

The following plans were included in the 22-23AY plan and were completed for AY 23-24:

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

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

As GFCB rolls out learning goals for the college, we will incorporate 1 of those learning goals into MKT 499 for Fall 2024.

Assessment Coordinator for the marketing department, Kristin Bennett, took a last minute family medical leave for Spring 2024 due to her husband's serious health condition. The above assessments were completed as planned. The Sales certificate was put into place Fall 2023 and will be measured Fall 2024/Spring 2025. The assessment plan and curriculum map are included in this report.

Program Student Learning Outcome 1			
Program Student Learning Outcome	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.		
Measurement Instrument 1	Across 3 sections of Basic MKT (220 – Gardner and Martin) and 2 sections the capstone marketing class (MKT 422 - Siegelman) 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 2023 and Spring 2024 classes. Dr. Gardner’s classes use a Pre Test and Post Test – to determine how their knowledge at the beginning of the semester and their knowledge at the end of the semester.		
Criteria for Student Success	A minimum score of 70% is considered satisfactory.		
Program Success Target for this Measurement	70%	Percent of Program Achieving Target	93.5%
Methods	AY 23-24: Approximately 699 students took part in MKT 220 classes (Martin and Gardner) and 2 sections of MKT 422 classes (Siegelman) that were tested on Discipline Knowledge questions. Of those 699 students, 654 scored 70% or higher on the Discipline Knowledge questions overall. Goal met. 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.		
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)			
Results: Results are what was expected. As the curriculum map illustrates, concepts are taught in MKT 220 (Basic Marketing) and reinforced through the curriculum. We test their knowledge in MKT 220 as beginning marketing students then again in MKT 422 as marketing majors about to graduate.			
Conclusions: : We believe that the use of discipline knowledge questions across marketing classes is the best way to assess the students’ knowledge in this curriculum. We plan to continue using these questions. As of the date of the report, professors are in agreement that these discipline knowledge questions are the best/most effective way to assess discipline knowledge across all marketing students.			
**IMPORTANT - Plans for Next Assessment Cycle: We believe that the use of discipline knowledge questions across marketing classes is the best way to assess the students’ knowledge in this curriculum. We plan to continue using these questions.			

Program Student Learning Outcome 2			
Program Student Learning Outcome	Students will demonstrate an ability to communicate marketing concepts effectively in a written format.		
Measurement Instrument 1	In MKT 422, the capstone marketing class, instructor has incorporated in her final an essay question to determine how well students comprehend the concept of the 4P's of marketing as applied to a product or service of their choosing.		
Criteria for Student Success	A minimum score of 70% is considered satisfactory.		
Program Success Target for this Measurement	70%	Percent of Program Achieving Target	Of the 31 students that were assessed, the mean is 3.64. 3-3.99 is Acceptable
Methods	Essays from all students in one section of MKT 422 were collected as part of the final exam. for both Fall 23 and Spring 24. Students were asked to demonstrate their comprehension of the 4P's of marketing using a product or service of their choice. Students were assessed according to the Written Communication Rubric.		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 3			
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.		<input checked="" type="checkbox"/> X Met	<input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<p><u>Results:</u> Of the 31 students assessed, the mean was 3.64. 3 is Acceptable. Learning Outcome 2 is met.</p> <p><u>Conclusions:</u> As of the date of this report, our method of using an essay to determine comprehension of marketing discipline knowledge in a written format is working. This is the first Academic Year that we have used this assessment. The students definitely understand the concepts of the 4Ps of marketing. What Didn't? The wording of the question may need to be changed. The question asks the students to apply their knowledge of the 4C's/4P's of marketing to a product or company of their choice.</p> <p><u>**IMPORTANT (Plans for Next Assessment Cycle:</u> I plan to speak to the professor about being more specific so that the students will understand how comprehensive their answers need to be. If this does not work for the next assessment cycle AY 24-25 then we may need to consider changing the assessment tool or discussing curriculum in the class.</p>			

Written Business Communication Rubric

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.	
Clarity and Conciseness	Argument effectively and efficiently conveyed; highly focused on the question; easily understood		Argument reasonably clear; occasionally misses the point but answers the question; not too elaborate or over-complicated.		Main point and/or argument confused/unclear. Irrelevant information, no transition between ideas. Unclear conclusion.	
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.

Program Student Learning Outcome 3			
Program Student Learning Outcome	Students will demonstrate an ability to communicate marketing concepts effectively in a verbal format.		
Measurement Instrument 1	NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures 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	Overall the mean was 4.26 or 85% - over the Acceptable Target of 3-3.99 for AY 23-24
Methods	As part of the Captstone Marketing class, students write an entire marketing plan for a product or service of their choice, then give a presentation of their plan to faculty and students. Each individual student that presents is assessed according to the Oral Communication rubric.		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 3			
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.			<input checked="" type="checkbox"/> X Met <input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<u>Results:</u> Are the results what was expected or not? Yes these results were expected.			
<u>Conclusions:</u> These presentations are the best way to determine if students are comprehending the material and also have the ability to present the material to a live audience. We are pleased with this assessment. When we move to the new GFCB building, smart classrooms may enable us to have even better recordings/platforms for the students to make these presentations.			
**IMPORTANT (Plans for Next Assessment Cycle: Plans for Next Assessment Cycle: We have no plans to change this assessment for the next cycle.			

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 RUBR

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		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.	

	professional. Speaker looks planned, prepared, and practiced with visuals.				
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Program Student Learning Outcome 4 Plan To be assessed beginning Fall 2024				
Program Student Learning Outcome	Legal and Ethical Awareness – Students will demonstrate knowledge of legal and ethical principles appropriate to the Marketing discipline.			
Measurement Instrument 1	Across sections of MGT 200 Legal Environment of Business / MGT 305 Ethics and Critical Thinking, students will be taught these principles and tested on them.			
Criteria for Student Success	A minimum of 70% or higher is considered satisfactory			
Program Success Target for this Measurement		70%	Percent of Program Achieving Target	
Methods	To be determined			

Program Student Learning Outcome 5 Plan
To be assessed beginning Fall 2024

Program Student Learning Outcome	Students will demonstrate the use of appropriate <i>skills</i> to solve business problems. <ul style="list-style-type: none"> • Critical issue identification • <i>Identification of appropriate data, if needed</i> • <i>Identification of appropriate technologies, if needed</i> • <i>Correct use of appropriate technologies, if needed</i> • <i>Appropriate analysis of data, if needed</i> • Identification of possible solution(s) • Effective communication of recommendations 		
Measurement Instrument 1	IN MKT 499, Senior Assessment, students will be tested on their knowledge of critical thinking through a short answer essay question included in one of their exams using the rubric below.		
Criteria for Student Success	A minimum of 70% or higher is considered satisfactory		
Program Success Target for this Measurement	70%	Percent of Program Achieving Target	
Methods	IN MKT 499, Senior Assessment, students will be tested on their knowledge of critical thinking through a short answer essay question included in one of their exams. A percentage of these essays will be assessed by faculty assessors.		

CRITICAL THINKING RUBRIC

Rating Criteria	5 Admirable	4	3 Acceptable	2	1 Amateur	Score
Identifies and/or summarizes the problem or issue	Clearly defines not only basics of the main issue but recognizes nuances of the issue.		Identifies and states the main issue. Nuances and some details are missing or glossed over		Does not attempt to identify or fails to identify the main issue.	
Identification and analysis of appropriate data, identification of and correct use of appropriate technologies (ONLY IF NEEDED and INCLUDED IN THE ARTIFACT)	Clearly identifies and addresses sources of evidence using data and technology.		Identifies some sources of evidence using appropriate and technology.		Ignores the use of sources of evidence and appropriate technology.	
Assesses conclusions, implications and consequences.	Clearly states and discusses conclusions and identifies a possible solution(s). Ties conclusions and implications in a logical way.		Provides conclusions with a loosely related discussion of implications or consequences. Ties conclusions and implications together loosely.		Does not provide conclusions or implications in a simplistic summary. Fails to identify implications and consequences of the issue.	

**Assurance of Student Learning Assessment Plan
Sales Certificate/Marketing Department
2023-2024 (to be assessed beginning Fall 2024)**

College Name: Ford College of Business

Department Name: Marketing

Program Name: Sales Certificate

Name of Proponent/Program Director: Lukas Forbes

Name of Assessor: Kristin Bennett

Program Learning Outcome 1

Learning Outcome 1	Describe each step in the selling process
Measurement Instrument(s)	Students will be given an assignment at the end of each semester to write a 1 page essay describing the steps in the selling process
Criteria for Student Success	The goal is for 70% of the students to achieve a 7 or better on the 10-point rubric
Methods	Towards the end of the semester after students have been introduced to the 6 step sales process, heard lecture on each step and had the opportunity to participate in an abbreviated role play, students will be asked to write an essay describing in detail the steps in the selling process. They will be assessed using the rubric below. A random sample of 20% of essays from a MKT 325 section will be reviewed by 3 sales faculty

Program Learning Outcome 2

Learning Outcome 2	Apply each step in the selling process
Measurement Instrument(s)	Students will successfully demonstrate the ability to conduct a full sales call in a recorded manner to a business/corporation representative
Criteria for Student Success	The goal is for 70% of the students to achieve a 7 or better on the 10-point rubric
Methods	Students will take part in a comprehensive class, MKT 425 Advanced Personal Selling, which breaks down each step of the sales process and allows the students to participate in 4-5 full 20 minute role plays to develop and master their selling skills using a particular product or service. A random sample of 10% of role plays from a MKT425 section will be reviewed and graded by 3 sales faculty

**MARKETING
ASSURANCE OF
SALES CERTIFICATE**

	<i>Department Outcome/Goal:</i>	<i>College Outcome/Goal:</i>
<i>PLO 1:</i> <i>Students will be able to fully describe each step in the sales process.</i>	<i>Upon graduation students will understand and have mastered each step in the 6 step sales process.</i>	<i>Upon graduation students will have marketable sales skills necessary for success and leadership in the sales industry.</i>
<i>PLO 2:</i> <i>Students will be able to apply each step in the sales process to a product/service and conduct a successful sales presentation using these skills.</i>	<i>Upon graduation students will have the ability to apply each step in the sales process to a product/service and conduct successful sales presentations.</i>	<i>Upon graduation students have the ability to effectively sell a product or service using the sales process.</i>

**DEPARTMENT
STUDENT LEARNING
CURRICULUM MAP**

(Where are PLOs Introduced, Developed, and Mastered)?

	<i>COURSE</i>	<i>COURSE</i>	<i>COURSE</i>	<i>COURSE</i>	<i>COURSE</i>	<i>COURSE</i>
<i>PLO 1: Students will be able to fully describe each step in the sales process</i>	<i>MKT 325 – Introduction to Personal Selling (I, D)</i>	<i>MKT 425- Advanced Personal Selling (D, M)</i>				