



DEPARTMENT OF BUSINESS

**ASSURANCE OF LEARNING REPORT
MKT MAJOR**

FOR ACADEMIC YEAR 2014-2015

1. Introduction

This document describes the results from the assurance of learning exercises conducted by the MKT program in 2014-15. The complete assessment plans used by the Department of Business are described in five documents: *Assessment Plan for the Undergraduate Business Program*, *MIS Major Assessment Plan*, *MKT Major Assessment Plan*, *ACCT Major Assessment Plan*, and *Assessment Plan for the MBA Program*. Each plan identifies program level learning goals (PLLGs) that are periodically assessed. These plans also specify rubrics for the assessment, processes for performing the assessment, processes for taking action on the assessment results, and processes for updating the assessment procedures. The assessment plans and the data generated are periodically reviewed for quality improvement.

MKT students also take part in the business program assessment process. This document only summarizes the results of the assessment unique to MKT students. The MKT learning goals (MKTLG) are summarized below. The MKTLGs assessed during 14-15 are starred.

Undergraduate MKT majors will be able to:

MKTLG1- Students will be aware and able to understand and apply concepts from core marketing topics, including buyer behavior, market research, product management, and promotions management.

MKTLG2- Students will be able to understand, apply, and communicate buyer behavior, concepts to a realistic consumer product situation.

****MKTLG3***- Students will be able to understand and apply promotions management concepts, and teams will be able to prepare and present promotions plans to industry expectations, applying concepts to realistic client situations.

MKTLG4- Students will be able to develop and execute a market research project to industry expectations in a community-based learning environment.

MKTLG5- Students will understand product management concepts and will be able to manage a portfolio of business products in a realistic competitive situation, while integrating concepts from other disciplines, such as, research and development, pricing and promotions, forecasting and production, and finance.

****MKTLG6***- Graduating Students will be able to prepare and present a Senior Marketing Thesis that will apply advanced marketing concepts to and will develop practical integrative solutions for realistic product/market situations that are relevant to their intended careers.

A summary of results follow.

MKTLG3- Students will be able to understand and apply promotions management concepts, and teams will be able to prepare and present promotions plans to industry expectations, applying concepts to realistic client situations.

Course in which this learning goal is assessed: MKT358 - Promotions Management.

Course Embedded Activity for Assessment: MKT358 presently includes ten multiple essay tests on concepts from core promotions management subjects (5pts each, subtotal 50pts). The course also incorporates Promotions Plan projects, which require student teams to understand, apply, and communicate concepts in application to a realistic CBL client situation. Client projects are conducted under the auspices of CBL and the SEG Center, with appreciation. A series of plan deliverables culminates in a client Promotions Plan (30pts, 12pps, 9exhs). Team presentations are assessed against a set of criteria by the client, the professor, and audience classmates (20pts, subtotal 50 pts, total 100pts).

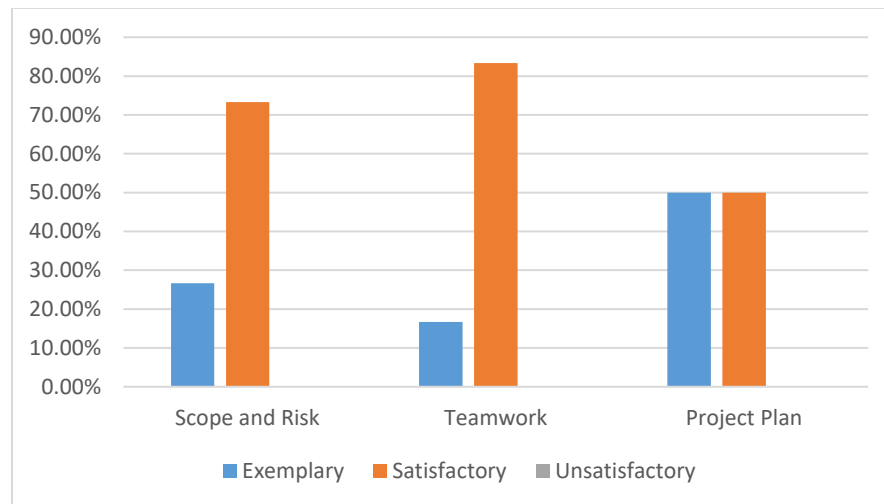
Assessment Rubric:

| <u>MKTLG3</u> | Exemplary | Satisfactory | Unsatisfactory |
|---|---|--|--|
| Understanding of concepts from promotions management | Demonstrates an advanced level of understanding of the concepts from promotions management | Demonstrates a developed level of understanding of concepts from promotions management | Fails to demonstrate an adequate level of understanding of concepts from promotions management. |
| Application of concepts from promotions management to a CBL client situation. | Demonstrates an advanced ability to apply concepts from promotions management to a CBL client situation. | Demonstrates an ability to apply concepts from promotions management to a CBL client situation. | Does not demonstrate an ability to apply concepts from promotions management to a CBL client situation. |
| Presentation of solutions to a CBL client situation based on concepts from promotions management. | Demonstrates an advanced ability to Present solutions to a CBL client situation based on concepts from promotions management. | Demonstrates an ability to Present solutions to a CBL client situation based on concepts from promotions management. | Does not demonstrate an ability to Present solutions to a CBL client situation based on concepts from promotions management. |

MKTLG3

MKT 358 Promotions Management
Spring 2015

| | Exemplary | Satisfactory | Unsatisfactory | Total |
|-------------------------|------------------|------------------|----------------|-------|
| Concepts Identification | 8 <i>27%</i> | 22 <i>73%</i> | 0 <i>0%</i> | 30 |
| Concept Application | 5 <i>17%</i> | 25 <i>83%</i> | 0 <i>0%</i> | 30 |
| Solutions Presentation | 15 <i>50%</i> | 15 <i>50%</i> | 0 <i>0%</i> | 30 |

**Summary of Analysis:**

1. Students took a series of ten chapter tests asking them to restate concepts and to apply them to realistic product situations. Exemplary students grasped and applied the concepts beginning with the initial chapter tests, but all students were able to grasp and apply concepts as chapters progressed and their understanding of applications developed.
2. Student teams, under the auspices of CBL and SEG, were assigned to clients, and undertook a series of scheduled deliverables for Promotions Plans. Exemplar was due to student leadership.
3. Student teams, based on previous feedback, were given dress rehearsals prior to the client presentations of the promotions plans. This extra dress rehearsal provided presentation practice and enabled the teams to show respect to their audiences in all aspects of the presentation.

Conclusion:

1. Continue Course organization and assessment plan with emphasis on presentation of client deliverables.
2. Seek to limit class size from over 30 to 24 or less to allow time for team presentations. This will allow for six promo plan client projects with optimum team size of 3-4 teammates.

MKTLG6- Graduating Students will be able to prepare and present a Senior Marketing Thesis that will apply advanced marketing concepts to and will develop practical integrative solutions for realistic product/market situations that are relevant to their intended careers.

Course in which this Learning Goal is Assessed: MKT 455-Marketing Management. This senior-level course, with advanced prerequisites, is essentially designed as a Senior Seminar, with limited class size, and strong emphasis on individual development of specialized Marketing skills, with immediate professional career application. This course involves extensive student-professor interaction, including extensive feedback on a series of developmental deliverables, taking the finished form of a Senior Thesis and audience presentation.

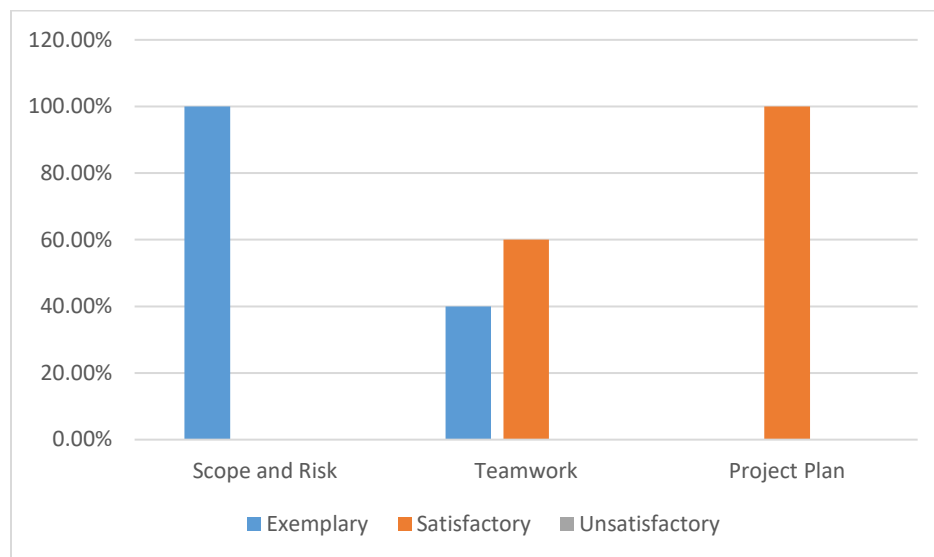
Course Embedded Activity for Assessment: MKT455 begins with ten multiple essay tests on concepts from the four or more core marketing subjects (5pts each for total 50 points). The course also incorporates an individual “Senior Thesis,” which requires students to integrate product and market concepts in application to a realistic situation that is relevant to the student’s professional career interests. Student is assigned a series of individual deliverables with due dates specified in the course syllabus: 1. Prepares a Thesis Concept memo, proposing the product and market situation and stating career relevance and available experts (5pts); 2. Prepares and submits a Thesis outline (5pts); 3. Prepares and submits a Thesis draft (10 pts, 12pp, 9exhs); 4. Prepares and Presents the Thesis to selected expert audience with Q and A (20pts, 15mins, 18ppt); 5. Finalizes and submits the Senior Thesis, incorporating audience and professor feedback (10 pts; thesis total 50 pts; course total, 100 pts).

Assessment Rubric:

| <u>MKTLG6:</u> | Exemplary | Satisfactory | Unsatisfactory |
|--|---|--|--|
| Advanced level of understanding of concepts from core marketing subjects | Demonstrates an advanced understanding of the concepts from core marketing subjects. | Demonstrates a developed level of understanding of concepts from core marketing subjects. | Fails to demonstrate an advanced level of understanding of concepts from core marketing subjects. |
| Preparation of Senior Thesis based on application of core marketing subjects to topic of career interest | Demonstrates an advanced ability to prepare a Senior Thesis based on application of core marketing subjects to a specific topic of career interest. | Demonstrates an ability to prepare a Senior Thesis based on application of core marketing subjects to a specific topic of career interest. | Does not demonstrate an ability to prepare a Senior Thesis based on application of core marketing subjects to a specific topic of career interest. |
| Presentation of Senior Thesis to selected expert audience | Demonstrates an ability to Present a Senior Thesis to selected expert audience | Demonstrates an ability to Present a Senior Thesis to selected expert audience | Does not demonstrate an ability to Present a Senior Thesis to selected audience |

MKTLG6
MKT455 Marketing Solutions
Spring 2015

| | Exemplary | Satisfactory | Unsatisfactory | Total |
|-------------------------|------------------|------------------|----------------|-------|
| Subject Identification | 5 <i>100%</i> | 0 <i>0%</i> | 0 <i>0%</i> | 5 |
| MKT Concept Application | 2 <i>40%</i> | 3 <i>60%</i> | 0 <i>0%</i> | 5 |
| Career Relevance | 0 <i>0%</i> | 5 <i>100%</i> | 0 <i>0%</i> | 5 |



Summary of Analysis:

1. Students took a series of ten chapter essay tests asking them to restate concepts and to apply them to realistic thesis (product/market) situations. Exemplary students grasped and applied the advanced concepts beginning with the initial chapter tests, but all students were able to grasp and apply concepts as chapters progressed and their understanding of thesis applications developed.
2. Students prepared a Senior Thesis on a product/market topic. Exemplar work was performed by students who adopted topics of immediate career interest. All students were able to “tell a good story.”
3. Students, based on feedback to prior thesis deliverables, were able to make satisfactory thesis presentations. Sufficient time will be allocated to presentations and for audience involvement.

Conclusions:

1. Continue Senior Marketing Seminar course organization and graduating senior assessment plan with emphasis on application of learned marketing concepts and presentation of multi-media deliverables.
2. Seek to limit class size to 12 or less to allow time for in depth thesis presentations. This also will allow time to invite interested audiences including employers, clients, subject matter experts, and faculty.
3. Time also will be allowed for dress rehearsal providing presentation practice and enabling the students to show respect to their audiences in all aspects of their presentations, emphasis on telling a good story.