

2015-2018 Assessment Report on New Marketing Major
University of Wisconsin – Parkside
(Updated and submitted by Michael T. Manion, May 22, 2020)

1. Introduction

This document reports on the outcomes based on an Assessment Plan (prepared on May 7, 2015 by Michael Manion and Peter Knight, and approved by the Executive Committee of the Department of Business) for the new Marketing major at UW-Parkside. The new Marketing major was converted from a concentration under the Business Management major by approval from the Board of Regents in 2014. Reports for assessments completed after the period 2015-18 are reported separately.

Following the discussion by such experts as Barbara Walvoord, Kathryn Martell and Thomas Calderon, the assessment plan was based on four fundamental steps (Martell and Calderon, 2005; Walvoord 2004).

1. Articulate goals for student learning.
2. Identify courses in which material related to these goals is taught and the course(s) in which these goals will be assessed.
3. Gather evidence on how well our students meet these learning goals using direct and indirect measures.
4. Use the evidence gathered in Step 3 for continuous improvement.

The rest of this assessment plan is organized as follows. Section 2 discusses six distinct program level learning goals for the Marketing major degree program. This section also identifies core Marketing courses that provide students opportunities to develop skills and knowledge related to these learning goals. Section 3 presents rubrics (direct measures) for each of the five learning goals. Section 4 presents a plan on how this evidence was to be used for improvement of the Marketing major. Section 5 indicates other factors to consider for the Marketing major assessment. This section also presents indirect measures that may be used to assess student learning.

2. Learning Goals for the Marketing Major

The Marketing faculty (principally Profs. Manion and Knight) of the Department of Business collectively identified six learning goals for graduating Marketing majors. These learning goals are referred to as MKTLG1 (Marketing Learning Goal 1) thru MKTLG6 (Marketing Learning Goal 6), and are consistent with the objectives of the Marketing program as articulated in the “Authorization to Implement Marketing Degree” document developed by the Marketing faculty of the Department of Business and approved in 2014 by the University of Wisconsin System Board of Regents.

The learning goals are:

- *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.

Table 1. Marketing Learning Goals (MKTLGs) versus Course Matrix.

	MKTLG1 (Understand and Apply Core MKT Concepts)	MKTLG2 (Apply Buyer Behavior Concepts)	MKTLG3 (Prepare Promotions Plan for CBL Client)	MKTLG4 (Execute Research Strategies for CBL Client)	MKTLG5 (Manage Products in Competitive Situation)	MKTLG6 (Prepare and Present Senior Marketing Thesis)
MKT 350	RA	R	R	R	R	R
MKT 355		RAC (Fa'15-'18)				
MKT 358			RAC (Sp'16-18)			
MKT 354				RAC (see report)		
MKT 452					RAC (Fa'15-'18)	
MKT 455						RAC (Sp'16-'18)

A=Assessed

R=Required: Currently required in official course objective

C=Completed Assessment in scheduled semesters as indicated.

Table 1 presents a matrix with these six learning goals and the courses in which content related to these learning goals is required to be taught and assessed. An “**R**” at the intersection of a row-column in this indicates that the material is required in that course. (See specific paragraph below on the role of MKT350-Marketing Principles as a prerequisite course for ALL advanced Marketing courses listed and a graduation requirement for all Business majors.) An “**RA**” in the matrix indicates that the MKTLG is assessed in that course. Other courses also may address the learning goal material, but at the instructor’s discretion. An “**RAC**” in the column indicates that the required learning goal assessment was completed and is included in this 2015-2020 report. Individual, annual assessments are attached to this report immediately after the explanation of each of four learning goals. The reports cover MKLGs 2 and 5 during four Fall semesters (2015-2018) and MKLGs 3 and 6 during three Spring semesters (2016-2018). The reports for MKLGs 1 and 4 are reported separately from this document.

As indicated by Table 1, more than one course may be required to provide content for each of the six MKTLGs. However, assessment data is collected from only one course for each MKTLG. Using one course for assessment of each MKTLG has the following advantages:

- It leads to implementation simplicity, since we are beginning measurement based on rubrics,
- Measuring each MKTLG in a single course will lead to greater consistency, since the results will be based on a uniform, repeatable set of assignments.

MKT350-Marketing Principles is considered required (“**R**”) preparation for all six Marketing Learning Goals, and is an essential pre-requisite course for all advanced Marketing courses listed below it. In MKT350, the foundational requirements for all six Marketing learning goals are met. MKT350 is also an integral part of the undergraduate Business curriculum, required of all Business, Accounting, and MIS students.

The Marketing learning goals also map to the university’s undergraduate shared learning goals. Table 2 highlights the relationship between the MKT and University learning goals.

Table 2: Mapping between MKT learning goals and the university’s shared learning goals.

MKTLG	University Shared Learning Goal
MKTLG1- Understand and Apply Core Marketing Concepts	Reasoned judgment, Communication, Social and Personal Responsibility
MKTLG 2- Understand and Apply Buyer Behavior Concepts	Reasoned judgment, Communication, Social and Personal Responsibility
MKTLG 3- Apply Promotions Management Concepts	Reasoned judgment, Communication, Social and Personal Responsibility
MKTLG 4 - Apply Research Strategies to CBL Clients	Reasoned judgment, Communication, Social and Personal Responsibility
MKTLG 5- Manage Products in Competitive Business Situation	Reasoned judgment, Communication, Social and Personal Responsibility
MKTLG 6 – Prepare and Present Senior Thesis on Relevant Topic	Reasoned judgment, Communication, Social and Personal Responsibility

Successful Marketing graduates must possess the reasoning ability, communication skills, and individual responsibility reflected in these University-shared learning goals. However, they also must possess the abilities of a business professional. Consequently, Marketing graduates are also assessed according to the business learning goals that are specified in the undergraduate business assessment plan.

3. Rubrics for Marketing Learning Goals

Communication of the learning goals to students. The learning goals for the Marketing program and the rubrics are published at the following web-site.

<http://www.uwp.edu/departments/business/>

The learning goals and the rubrics also are to be incorporated in course syllabus and outline documents where appropriate. The learning goals and rubrics applicable to each course will be referenced in the first class by each instructor. *Evidence of the statements of the Learning Goals is provided in the Syllabi on file for MKT 355, 358, 452, and 455 courses.*

Communication of the learning goals to new instructors. The department chair has met with the newest faculty member and communicated the assessment requirements for the course(s) he was scheduled to teach. The Marketing program level learning goals and the corresponding rubrics for assessing student learning were discussed and will be implemented in the next assessment period.

Process for development of these learning goals and rubrics. These learning goals were arrived at by the current Marketing faculty and incorporated feedback from the Department of Business faculty and the College advisory board.

Organization of this section. Sections 3.1 through 3.6 present rubrics for Marketing learning goals MKTLG1 through MKTLG6. The rubrics for each learning goal are designed based on individual student work. In other words, each student must work on his/her own to complete the assignments/exams/quizzes/projects discussed in the Rubrics statements.

In Sections 3.2, 3.3, 3.5, and 3.6, following the presentation of the Rubrics statements are reports completed during the Assessment Plan period. Other assessment reports may be reported separately, but these annual reports are provided here for the convenience of the reader. The reports are attached in chronological order to show the progression of the assessments in four courses during the four year period (2015-2018).

3.1 Rubric for MKTLG1

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.

Course in which this learning goal is assessed: MKT350-Marketing Principles

Course Embedded Activity for Assessment: MKT350 presently includes six quizzes on core marketing concepts. This foundational requirements for MKTLG1 in specific, and for the MKT program in general, is assessed in the present course configuration, by the administration of six quizzes (totaling 160 questions) to test theoretical and applied knowledge. Preparation of a basic marketing plan and participation in Foundation© business simulation do both require proper application of basic marketing concepts from such topics as buyer behavior, promotions management, market research, and product development.

Assessment Rubric:

<u>MKTLG1:</u>	Exemplary	Satisfactory	Unsatisfactory
Awareness and understanding of concepts from core marketing subjects	Demonstrates an advanced level of awareness and understanding of the concepts from core marketing subjects.	Demonstrates a developed level of awareness and understanding of concepts from core marketing subjects.	Fails to demonstrate a basic level of awareness and understanding of concepts from core marketing subjects.
Application of concepts from core marketing subjects	Demonstrates an advanced ability to apply concepts from core marketing subjects	Demonstrates an ability to apply concepts from core marketing subjects.	Does not demonstrate an ability to integrate concepts from core marketing subjects.
Integration of concepts from core marketing subjects	Demonstrates an ability to Integrate concepts from core marketing subjects	Demonstrates an ability to Integrate concepts from core marketing subjects	Does not demonstrate an ability to Integrate concepts from core marketing subjects

Assessment Results: *(Reported Separately)*

Instructor: _____ **Course:** MKT350 **Session:** _____ **Students**

<u>MKTLG1:</u>	Exemplary	Satisfactory	Unsatisfactory
Awareness and understanding of concepts from core marketing subjects			
Application of concepts from core marketing subjects			
Integration of concepts from core marketing subjects			

Summary of Analysis:

Conclusions:

3.2 Rubric for MKTLG2

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

Course in which this learning goal is assessed: MKT355-Buyer Behavior

Course Embedded Activity for Assessment: MKT355 presently includes ten multiple essay tests on concepts from core buyer behavior subjects (5pts each, subtotal 50pts). The course also incorporates consumer research projects, which require student teams to understand, apply, and communicate concepts in application to a realistic consumer product situation that is relevant to student team's interests (30pts, 12pp, 9exhs). Team presentations are assessed against a set of criteria by the professor and audience classmates (20pts, subtotal 50 pts, total 100pts).

Assessment Rubric:

<u>MKTLG2</u>	<u>Exemplary</u>	<u>Satisfactory</u>	<u>Unsatisfactory</u>
Understanding of concepts from buyer behavior	Demonstrates an advanced level of understanding of the concepts from buyer behavior	Demonstrates a developed level of understanding of concepts from buyer behavior.	Fails to demonstrate a basic level of understanding of concepts from buyer behavior.
Application of concepts from buyer behavior to a consumer product situation.	Demonstrates an advanced ability to apply concepts from buyer behavior to a consumer product situation.	Demonstrates an ability to apply concepts from buyer behavior to a consumer product situation.	Does not demonstrate an ability to integrate concepts from buyer behavior to a consumer product situation.
Presentation of solutions to a consumer product situation based on concepts from buyer behavior	Demonstrates an advanced ability to Present solutions to a consumer product situation based on concepts from buyer behavior	Demonstrates an ability to Present solutions to a consumer product situation based on concepts from buyer behavior	Does not demonstrate an ability to Present solutions to a consumer product situation based on concepts from buyer behavior

Assessment Results:

Instructor: MANION Course: MKT355 Session: Fa15 41 Students

<u>MKTLG2</u>	Exemplary	Satisfactory	Unsatisfactory
Understanding of concepts from buyer behavior	15	26	0
Application of concepts from buyer behavior to a consumer product situation.	12	29	0
Presentation of solutions to a consumer product situation based on concepts from buyer behavior	12	29	0

Summary of Analysis:

Assessment was confounded by the record high enrollment in Marketing courses following the 2014 establishment of a new Marketing Major. Difficult semester to calibrate Rubrics.

It generally is felt that fewer students performed in an Exemplary status with class sizes greater than 30.

Class generally performed well on individual multi-question essay tests. However, a few students who did poorly on early tests were slow to respond to feedback and instruction to improve.

Class was divided into 10 teams, with 4 or more students each, working on realistic community-based projects. Student teams were allowed to select their own consumer topic, because there are not sufficient numbers of outside clients requesting help. Individual participation in team project was evaluated also.

Few students start with good presentations skills (mostly Sales competitors). All need work.

Exemplars of course project deliverables are on file in MOLN office in hard copy only.

Conclusions:

Might try offering two sections of this required course each year, based on increased enrollment in Marketing Major.

Presentation skills need practice for all Marketing students. (Some Sales competitors good.)

Assessment Results:

Instructor: MANION **Course:** MKT355 **Session:** Fa16 32 **Students**

<u>MKTLG2</u>	Exemplary	Satisfactory	Unsatisfactory
Understanding of concepts from buyer behavior	15	17	0
Application of concepts from buyer behavior to a consumer product situation.	12	20	0
Presentation of solutions to a consumer product situation based on concepts from buyer behavior	12	20	0

Summary of Analysis:

Kept enrollment cap at 30 to keep class size down in Marketing courses, following the 2014 establishment of a new Marketing Major.

More students performed in an Exemplary status with class sizes less than 30.

Class generally performed well on individual multi-question essay tests. Almost all students responded to test feedback and instructions to improve.

Class was divided into 8 teams, with 4 or less students each, working on realistic community-based projects of their own choosing. Tried to shift project choices toward locally based stores and products. Fewer teams resulted in more time and better receptions for presentations.

Some students start with good presentations skills (mostly Sales competitors). All need practice.

Exemplars of course final presentations are on file in MOLN office.

Conclusions:

Consider offering two sections of this required course each year, based on increased enrollment in Marketing Major. Additional faculty may be necessary.

Presentation skills practice helpful for all Marketing students. (incl. Sales students.)

Assessment Results:

Instructor: MANION **Course:** MKT355 **Session:** Fa17 37 **Students**

MKTLG2	Exemplary	Satisfactory	Unsatisfactory
Understanding of concepts from buyer behavior	18	19	0
Application of concepts from buyer behavior to a consumer product situation.	12	25	0
Presentation of solutions to a consumer product situation based on concepts from buyer behavior	12	25	0

Summary of Analysis:

Set enrollment cap at 30 to keep class size down in Marketing courses, following the 2014 establishment of a new Marketing Major. However, 7 more Marketing seniors who needed the required course to graduate were permitted to enroll.

Smaller percentage of students perform in an Exemplary status with class sizes greater than 30.

Class generally performed well on individual multi-question essay tests. This is half of individual assessment for this MKTLG2

Class was divided into 9 teams, with 4 or more students each, working on realistic consumer product projects. Students are preferring to select their own projects. Team members assessed each other's individual performance.

Observed presentations skills improving. Symbiotic relationship with Sales students' training.

Exemplars of course final presentations are on file in MOLN office.

Conclusions:

Start offering two sections of this required course each year, based on increased enrollment in Marketing Major. Additional faculty will be necessary.

Promotions presentation skills hard to view in large class. Presentations symbiotic with Sales.

Assessment Results:

Instructor: MANION Course: MKT355 Session: Fa18 31 Students

<u>MKTLG2</u>	Exemplary	Satisfactory	Unsatisfactory
Understanding of concepts from buyer behavior	19	12	0
Application of concepts from buyer behavior to a consumer product situation.	16	15	0
Presentation of solutions to a consumer product situation based on concepts from buyer behavior	16	15	0

Summary of Analysis:

Set enrollment cap at 30 to keep class size down in Marketing courses, following the 2014 establishment of a new Marketing Major.

Good percentage of students performed in an Exemplary status with class sizes ~ 30.

Almost all students performed well on individual multi-question essay tests. This is half of individual assessment for this MKTLG2

Class was divided into 8 teams, with 4 or less students each, working on realistic consumer product projects. Students are preferring to select their own projects. Presentation skills much better, more enthusiastic. Team members assessed each other's individual performance.

Student teams displayed good presentations skills (salted with Sales students). Much improved.

Exemplars of course final presentations are on file in MOLN office in hard copy only.

Conclusions:

Possibly offering two sections of this required course each year, based on increased enrollment in Marketing Major. Time for a new faculty member to bring a fresh approach to this course.

Good presentation skills. Marketing and Sales students better at communicating.

3.3 Rubric for MKTLG3

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.

Assessment Results:

Instructor: MANION Course: MKT358 Session: Sp16 29 Students

<u>MKTLG3</u>	Exemplary	Satisfactory	Unsatisfactory
Understanding of concepts from promotions management	13	16	0
Application of concepts from promotions management to a CBL client situation.	12	17	0
Presentation of solutions to a CBL client situation based on concepts from promotions management.	12	17	0

Summary of Analysis:

Experienced higher enrollment in other required and this elective Marketing courses following the 2014 establishment of a new Marketing Major. Trying to calibrate Rubric.

More students performed at an Exemplary level with class sizes less than 30.

Class generally performed well on individual multi-question essay tests. Students who did poorly on early tests eventually responded to feedback and instruction to improve.

Class was divided into 8 teams, with 4 or less students each, working on realistic Promotions Plans projects. Some student teams were assigned to client requested community-based projects. Remaining teams were allowed to select their own Promotions client and topic, because there are not sufficient numbers of outside clients requesting help. Individual participation in team project was evaluated also.

Few students started with good presentations skills (mostly Sales competitors). All need work.

Exemplars of course project deliverables are on file in MOLN office in hard copy only.

Conclusions:

Might try offering two sections of this popular elective course each year, based on increased enrollment in Marketing Major.

Presentation skills need practice for all Marketing students. (Some Sales competitors good.)

Assessment Results:**Instructor: MANION Course: MKT358 Session: Sp17 34 Students**

MKTLG3	Exemplary	Satisfactory	Unsatisfactory
Understanding of concepts from promotions management	17	17	0
Application of concepts from promotions management to a CBL client situation.	12	22	0
Presentation of solutions to a CBL client situation based on concepts from promotions management.	12	22	0

Summary of Analysis:

Experienced higher enrollment in other required courses and this Marketing elective following the 2014 establishment of a Marketing Major.

Smaller percentage of students performed in an Exemplary status with class sizes more than 30.

Class generally performed well on individual multi-question essay tests. Students who did poorly on early tests responded well to feedback and instruction to improve.

Class was divided into 8 teams, with 4 or less students each, working on realistic Promotions Plans projects. Some student teams were assigned to client requested community-based projects. Remaining teams were allowed to select their own Promotions client and topic, because there are not sufficient numbers of outside clients requesting help. Individual participation in team project was evaluated also.

Some students displayed good presentations skills (mostly Sales students). All need practice.

Exemplars of course project deliverables are on file in MOLN office in hard copy only.

Conclusions:

Will try offering two sections of this popular elective course this year, based on increased enrollment in Marketing Major. Will have to notify all advisors of addition to Fall 17 sched.

Assessment Results:**Instructor: MANION Course: MKT358 Session: Sp18 39 Students**

<u>MKTLG3</u>	<u>Exemplary</u>	<u>Satisfactory</u>	<u>Unsatisfactory</u>
Understanding of concepts from promotions management	25	14	0
Application of concepts from promotions management to a CBL client situation.	24	15	0
Presentation of solutions to a CBL client situation based on concepts from promotions management.	24	15	0

Summary of Analysis:

Still experienced high enrollment in this elective Marketing course, in spite of offering Fall'17 edition of the course. (Fall'17 Enrollment only 7, probably because students were not specifically advised about it in advance. Note to self: Good experiment. Unfortunate outcome.)

Too many seniors needed it to graduate on time. Still very popular with GB and other majors.

Class performed very well on individual multi-question essay tests. Few students who did poorly on early tests (didn't get text in time) responded well to feedback and instruction to improve.

Class was divided into 10 teams, with about 4 students each, working on client Promotions Plans projects. All teams were allowed to select their own Promotions Plan client and topic. Note: Change from CBL concept because there are not sufficient numbers of outside clients requesting help. Generally very good clients involved (family businesses, local service providers, professionals). Many local clients are not really big enough to need a Promo Plan, but definitely in need of some promo help.

Developed presentations skills among all students, including non-BUS majors.

Exemplars of course project deliverables are on file in MOLN office in hard copy only.

Conclusions:

Emphasis on presentation skills beneficial for both Marketing and Sales students.

This course is due for a revival as its CBL component has turned into hometown projects. Should this course emphasize Promotional exercises instead of Promo Plans? More a Marketing/Sales orientation.

3.4 Rubric for MKTLG4

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

Course in which this learning goal is assessed: MKT 354-Market Research

Course Embedded Activity for Assessment: Under the instructor's guidance, teams of about 4 students perform a market research project to professional standards for a CBL client (typically a small business or a not for profit organization.) Students must 1. Prepare a Research Proposal to Client (5% of final grade); 2. Conduct a Client Presentation (20% of final grade); 3. Prepare a Client Report (25% of final grade); and 4. Obtain Client Feedback. Feedback provided by client as evaluated by the instructor will have impact on the grade for items 2 and 3.

Assessment Rubric:

<u>MKTLG4</u>	<u>Exemplary</u>	<u>Satisfactory</u>	<u>Unsatisfactory</u>
Develop Research Objectives	Students are able to fully develop proper research objectives in terms of a management problem(s) to be addressed	Students are able to partially develop proper research objectives in terms of a management problem(s) to be addressed	Students are unable to develop proper research objectives in terms of a management problem(s) to be addressed
Proper Research Design	Student is able to properly design qualitative and quantitative research to test hypotheses and assumptions the clients may have and/or uncover new and important opportunities	Student is partially able to properly design qualitative and quantitative research to test hypotheses and assumptions the clients may have and/or uncover new and important opportunities	Student is unable to properly design qualitative and quantitative research to test hypotheses and assumptions the clients may have and/or uncover new and important opportunities
Analyze and Present	Student is able to properly and accurately analyze data and present findings and recommendations in an appropriate and understandable manner	Student is partially able to properly and accurately analyze data and present findings and recommendations in an appropriate and understandable manner	Student is partially able to properly and accurately analyze data and present findings and recommendations in an appropriate and understandable manner

3.5 Rubric for MKTLG5

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 financial planning.

Course in which this learning goal is assessed: MKT452- Product Management

Course Embedded Activity for Assessment: MKT452 presently includes ten multiple essay tests on concepts from core product management subjects (5pts each, subtotal 50pts). The course also incorporates the CapStone® business simulation, which requires student teams to understand, apply, and communicate concepts in core elements of Product Management, including research and development, pricing and sales forecasting, advertising and channel management, capacity and production planning, finance and TQM. Students make 6 to 8 rounds of up to 80 decisions each and measure their performance by three key metrics (Market share, Cum profit, and ROS; 20pts). Team final presentations are assessed against a set of criteria by the professor and audience classmates (10pts, subtotal 30 pts, total 100pts).

Assessment Rubric:

<u>MKTLG5</u>	Exemplary	Satisfactory	Unsatisfactory
Understanding of concepts from product management	Demonstrates an advanced level of understanding of the concepts from product management	Demonstrates a developed level of understanding of concepts from product management.	Fails to demonstrate a basic level of understanding of concepts from product management.
Application of concepts from product management to a realistic business simulation.	Demonstrates an advanced ability to apply concepts from product management to a realistic business simulation.	Demonstrates an ability to apply concepts from product management to a realistic business simulation.	Does not demonstrate an ability to integrate concepts from product management to a realistic business simulation.
Presentation of analysis of business simulation results based on concepts from product management	Demonstrates an advanced ability to Present analysis of business simulation results based on concepts from product management	Demonstrates an ability to Present analysis of business simulation results based on concepts from product management	Does not demonstrate an ability to Present analysis of business simulation results based on concepts from product management

Assessment Results:

Instructor: MANION Course: MKT452 Session: Fa15 43 Students

<u>MKTLG5</u>	<u>Exemplary</u>	<u>Satisfactory</u>	<u>Unsatisfactory</u>
Understanding of concepts from product management	19	24	0
Application of concepts from product management to a realistic business simulation.	16	27	0
Presentation of analysis of business simulation results based on concepts from product management	8	35	0

Summary of Analysis:

Experienced record high enrollment in this elective Marketing course following the 2014 establishment of a new Marketing Major. Many more than 30 students becomes “crowd control.”

Trying to calibrate new Rubric, but difficult given size of class.

Class generally performed well on individual multi-question essay tests. Students who did poorly on early tests soon responded to feedback and instruction to improve.

Class was divided into 2 industries, 12 teams, with 4 or less students each, working on realistic business simulation. Individual participation in team project was evaluated also.

Few students started with good quantitative or managerial accounting skills. All need work here.

Exemplars of course project deliverables are on file in MOLN office in hard copy only.

Conclusions:

Can't run classes of 40+ on this classroom (M323). Doesn't fit. Used SEG Lab and ran shifts.

Might try offering two sections of this popular elective course each year, based on increased enrollment in Marketing Major. Other option is to make 452 or 458 required alternatives for the major.

This is an essential course for MKT students to improve quant skills. Put some computing power behind all that ESTJ personality.

Assessment Results:**Instructor: MANION Course: MKT452 Session: Fa16 30 Students**

<u>MKTLG5</u>	<u>Exemplary</u>	<u>Satisfactory</u>	<u>Unsatisfactory</u>
Understanding of concepts from product management	13	17	0
Application of concepts from product management to a realistic business simulation.	10	20	0
Presentation of analysis of business simulation results based on concepts from product management	8	22	0

Summary of Analysis:

Experienced record high enrollment in this elective Marketing course following the 2014 establishment of a new Marketing Major.

Class generally performed well on individual multi-question essay tests. Students who did poorly on early tests soon responded to feedback and instruction to improve.

Class was divided into 2 industries, 12 teams, with 3 or less students each, working on realistic business simulation. Individual participation in team project was evaluated also.

Few students started with good quantitative of managerial accounting skills. All need work here.

Exemplars of course project deliverables are on file in MOLN office in hard copy only.

Conclusions:

To alleviate crowding will consider making 452 and 458 alternatives required for the MKT major.

Can be offered as online or hybrid course and scaled by increasing number of industries (with 2-3 members of 6 teams each).

CapStone® is an essential experience for BUS and MKT students to improve quant skills. Put some computing power behind all that BUS knowledge.

Assessment Results:**Instructor: MANION Course: MKT452 Session: Fa17 28 Students**

<u>MKTLG5</u>	<u>Exemplary</u>	<u>Satisfactory</u>	<u>Unsatisfactory</u>
Understanding of concepts from product management	17	11	0
Application of concepts from product management to a realistic business simulation.	16	12	0
Presentation of analysis of business simulation results based on concepts from product management	12	16	0

Summary of Analysis:

Experienced record high enrollment in this elective Marketing course following the 2014 establishment of a new Marketing Major. Capped at 30 students for “crowd control.”

Class generally performed well on individual multi-question essay tests. Students who did poorly on early tests soon responded to feedback and instruction to improve.

Class was divided into 2 industries, 12 teams, with 3 or less students each, working on realistic business simulation. Individual participation in team project was evaluated also.

Few students started with good quantitative of managerial accounting skills. All need work here.

Exemplars of course project deliverables are on file in MOLN office in hard copy only.

Conclusions:

Will make 452 or 458 required alternatives. Will mean 458 needs to cover a new MKT LG.

This CapStone® business simulation is an essential experience for all BUS as well as MKT students to improve quant skills. Build computing and managerial accounting power. Will consider restarting BUS493—Competitive Decision-Making (like the MBA793 course) for BUS/MKT undergrads.

Assessment Results:**Instructor: MANION Course: MKT452 Session: Fa18 25 Students**

<u>MKTLG5</u>	<u>Exemplary</u>	<u>Satisfactory</u>	<u>Unsatisfactory</u>
Understanding of concepts from product management	17	8	0
Application of concepts from product management to a realistic business simulation.	16	9	
Presentation of analysis of business simulation results based on concepts from product management	12	13	0

Summary of Analysis:

Experienced record high enrollment in this elective Marketing course following the 2014 establishment of a new Marketing Major. Capped course at 30 students to avoid “crowd control.”

Class generally performed well on individual multi-question essay tests. Students who did poorly on early tests soon responded to feedback and instruction to improve.

Class was divided into 2 industries, 12 teams, with 3 or less students each, working on realistic business simulation. Individual participation in team project was evaluated also.

Few students started with good quantitative or managerial accounting skills. All need work here.

Exemplars of course project deliverables are on file in MOLN office in hard copy only.

Conclusions:

Making 452 or 458 required alternatives. Time to bring in a new MKT instructor to revise course content.

This CapStone® business simulation is an essential experience for all BUS as well as MKT students to improve quant skills. Build computing and managerial accounting power. Will consider restarting BUS493—Competitive Decision-Making (like the MBA793 course) for BUS/MKT undergrads.

3.6 Rubric for MKTLG6

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, 18ppts); 5. Finalizes and submits the Senior Thesis, incorporating audience and professor feedback (10pts; 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

Assessment Results:

Instructor: MANION Course: MKT455 Session: Sp16 29 Students

<u>MKTLG6:</u>	Exemplary	Satisfactory	Unsatisfactory
Advanced level of understanding of concepts from core marketing subjects	20	9	0
Preparation of Senior Thesis based on application of core marketing subjects to topic of career interest	20	9	0
Presentation of Senior Thesis to selected expert audience	20	9	0

Summary of Analysis:

This course has shifted from a senior review course to an Individual Senior Thesis course. Students have completed required MKT courses and some electives. Many are also dual majors in General Business.

This course is capped at 30 to avoid crowds, and to ensure time for Individual attention.

Students provide attentive audiences for each other.

Conclusions:

Seniors seem to do better with broad general directions and wide latitude in topics to be chosen. Works well to have seniors select their own product and target market to focus on a MKT subject in which they are most interested personally.

Consider putting in requirement for audiences to ask questions and to evaluate peer presentations.

Trying to offer twice per year (Spring and Summer) to ensure students have ability to take without delaying graduation.

Assessment Results:

Instructor: MANION Course: MKT455 Session: Sp17 26 Students

MKTLG6:	Exemplary	Satisfactory	Unsatisfactory
Advanced level of understanding of concepts from core marketing subjects	20	6	0
Preparation of Senior Thesis based on application of core marketing subjects to topic of career interest	20	6	0
Presentation of Senior Thesis to selected expert audience	20	6	0

Summary of Analysis:

This course has shifted from a senior review course to an Individual Senior Thesis course. Students have completed required MKT courses and some electives. Many are also dual majors in General Business.

This course is capped at 30 to avoid crowds, and to ensure time for Individual attention.

Approaching a Seminar format, students provide attentive audiences for each other.

Conclusions:

Seniors seem to do better with broad general directions and wide latitude in topics to be studied. Works well to have seniors select their own product and target market to focus on a MKT subject in which they are most interested personally.

Will put in requirement for audiences to ask questions and to evaluate peer presentations.

Trying to offer twice per year (Spring and Summer) to ensure students have ability to take without delaying graduation.

Assessment Results:

Instructor: MANION **Course:** MKT455 **Session:** Sp18 **25** Students

<u>MKTLG6:</u>	Exemplary	Satisfactory	Unsatisfactory
Advanced level of understanding of concepts from core marketing subjects	20	5	0
Preparation of Senior Thesis based on application of core marketing subjects to topic of career interest	20	5	0
Presentation of Senior Thesis to selected expert audience	20	5	0

Summary of Analysis:

This course is an Individual Senior Thesis course. Seniors have completed required MKT courses and some electives. Many are also dual majors in General Business.

This course is capped at 30 to avoid crowds, and to ensure time for Individual attention.

Seminar format: Students provide attentive audiences for each other.

Conclusions:

Seniors seem to do better with broad general directions and wide latitude in topics to be proposed. Works well to have seniors select their own product and target market to focus on a MKT subject in which they are most interested personally. Place emphasis on how they will personally apply lessons.

Have a requirement for audiences to ask questions and to evaluate peer presentations.

Time for younger colleague with more energy to instruct this course.