

## 2017 Marketing Capstone Assessment Data

### Degree Outcome 6 - Utilize Computer Applications for Marketing Analysis, Presentations, and Reports

**Marketing Capstone Course** - The Marketing Capstone course was introduced in the 2015-16 academic year in conjunction with the revision of the AAS Degree in Marketing. The goal of the Marketing Capstone course is to provide students with the opportunity to use the skills they have developed throughout their degree program to work with a business to develop and present a marketing plan for the business. This practical application of marketing techniques requires students to work as part of a team to demonstrate their proficiency in communications, their ability to use and apply marketing knowledge, work effectively as a team, use computer applications, and adhere to professional business standards.

The Marketing Capstone class was also designed as a tool to assess student performance against the outcomes of the marketing degree in a repeatable measurement on an annual basis. The data gathered through the assessment process will be used to inform instruction throughout the marketing degree program to ensure students are meeting the degree outcomes upon degree completion. To that end, the Marketing Capstone class is meant to be taken at the end of the degree and requires department or instructor approval to enroll.

**Outcome Rubrics** – A rubric was developed to assess student achievement for each of the seven outcomes in the marketing degree. Each rubric was developed by a team of instructors who teach in the marketing program. The rubric for Degree Outcome 6 has been attached as an appendix to the assessment report. All elements for the rubric were assessed with one exception. A summary of the elements assessed is included in the table below.

| Code | Description   | Assessment Methods   |
|------|---|--|
| O6-1 | Ability to use tables, illustrations, and graphs in written reports                   | Final Plan   |
| O6-2 | Ability to develop illustrations that are easy to understand and inform an audience   | Midterm Presentation, Final Presentation, Final Written Plan |
| O6-3 | Ability to develop presentation materials that employ professional document standards | Midterm Presentation, Final Presentation                     |
| O6-4 | Ability to use tables, illustrations, graphs, and images in presentation materials    | Midterm Presentation, Final Presentation                     |
| O6-5 | Ability to use technology in a presentation   | Midterm Presentation, Final Presentation                     |
| O6-6 | Ability to use Excel to analyze and communicate marketing information                 | Not Assessed in 2017   |

**Measurement Artifacts** – Three artifacts were used to assess student performance against the degree outcome – a midterm presentation, a final presentation, and a final written marketing plan. Students worked in teams on these assignments and were assessed as a team. All three assignments were part of the course work to develop and present a marketing plan for an actual business. In 2017, students were tasked to develop a promotion plan for the roll-out of a new product by an established firm. To do this, students were required to segment the market, identify and describe three target markets, and select one of the three target markets. The promotion plan was developed to target the selected target market. Details on the artifacts are as follows:

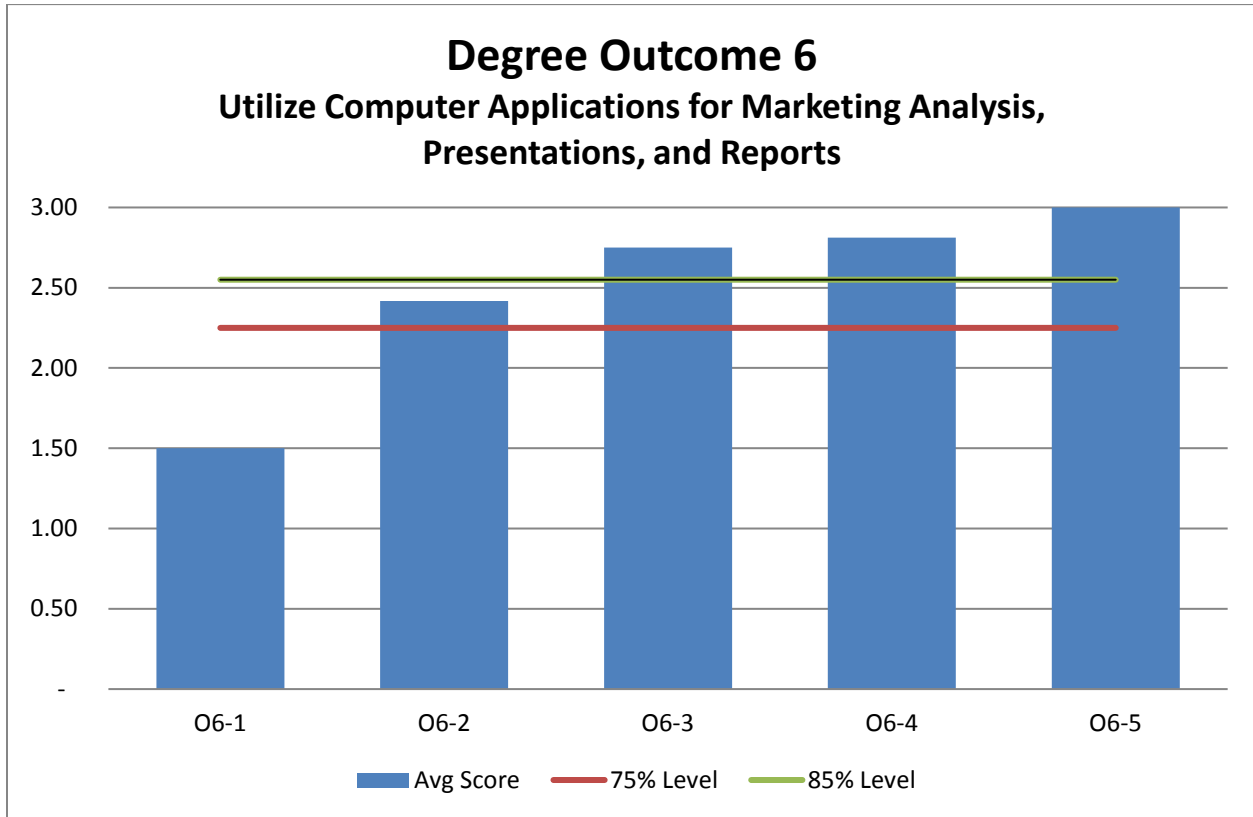
- **Midterm Presentation** – Students delivered a presentation at the midpoint of the term to discuss their market segmentation and three target markets. For outcome 6, students were assessed on their ability to develop professional and readable presentation materials, to use tables, graphs, and illustrations to inform their audience, and their ability to interact with visual aids as they presented.
- **Final Written Marketing Plan** – Students prepared a written marketing plan that detailed their market research, segmentation, target markets and promotion plans. For outcome 6, students were assessed on their ability to develop illustrations that are easy to understand and inform their audience and their ability to professionally, integrate tables, graphs, and illustrations into written reports.
- **Final Presentation** – Students delivered a presentation at the end of the term to identify and discuss their selected target market and to present their promotion plan. For outcome 6, students were assessed on their ability to develop professional and readable presentation materials, to use tables, graphs, and illustrations to inform their audience, and their ability to interact with visual aids as they presented.

**Assessment** – Each of the co-instructors scored all student artifacts and worked together to develop consensus on final student scores on all artifacts. Students were scored on a 0-3 point rubric as defined in the table below:

| Rubric Score | Level of Mastery |
|--------------|------------------|
| 3            | Well Developed   |
| 2            | Developing       |
| 1            | Emerging         |
| 0            | Undeveloped      |

A score for each skill being assessed was developed by averaging the performance of the students/teams and by averaging the opportunities in cases where students had more than one opportunity to demonstrate the skill. Individual student/team data and attempts have been preserved and was used to develop conclusions.

**Results** - The results for each of the five measured skills are detailed below. While we have not established benchmarks, we have indicated the 75% minimally acceptable target and the 85% desired long-term target referenced in the assessment report in the chart.



## Conclusions

- Students are well developed in their ability to develop visual aids that are visible and match the flow of their presentation. Students are well developed in their ability to interact naturally with the visual aids as they present.
- Students exceed the 85% target, but have not yet fully mastered their ability develop presentation materials that employ professional document standards and that take all opportunities to use tables, charts, graphs, and illustrations.
- Students exceeded the 75% target but are still developing the ability to correctly select tables, graphs, illustrations for their data or to enhance audience understanding
- Students are emerging in their ability professionally integrate tables, illustrations, and charts into written reports. Neither team met the 75% target for this skill.

## Opportunities

- Develop a method for assessing student ability to use Excel to analyze and communicate marketing information.
- The program should develop a standard model for teaching the use of illustrations, graphical elements, and tables in professional documents. This should include identifying when a table, illustration, or graph should be used, selecting the correct format for the data, and professionally inserting it into the document.
- Provide feedback to CAS faculty on student abilities to professionally insert tables, charts, and illustrations into document and determine how we can collaborate to build student skills in both business and CAS courses.