

2018 Marketing Capstone Assessment Data

Degree Outcome 1 – Communicate Effectively with Customers, Suppliers, Employees, and Other Stakeholders Using Standard Business Terminology

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.

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 1 has been attached as an appendix to the assessment report. A summary of the elements assessed is included in the table below.

Code	Description	Assessment Methods
O1-1	Ability to present to an audience using good voice projection and natural body language	Midterm Paper and Presentation Final Paper and Presentation
O1-2	Ability to present to an audience maintaining eye contact and audience engagement	Midterm Paper and Presentation Final Paper and Presentation
O1-3	Ability to present to an audience without relying on notes or overly relying on other visual aids	Midterm Paper and Presentation Final Paper and Presentation
O1-4	Ability to use audience time effectively during a presentation and interact in a discussion or Q&A	Midterm Paper and Presentation Final Paper and Presentation
O1-5	Ability to develop presentation materials that are appropriate to the assignment and provide the right level of detail	Midterm Paper and Presentation Final Paper and Presentation
O1-6	Ability to develop written reports that employ professional document standards within the body of the report	Midterm Paper and Presentation Final Paper and Presentation

Code	Description	Assessment Methods
O1-7	Ability to use proper spelling, grammar, and mechanics in written reports and presentation materials	Critique Case Study Facebook Case Study Global Case Study Midterm Paper and Presentation Final Paper and Presentation
O1-8	Ability to dress professionally when giving a presentation	Midterm Paper and Presentation Final Paper and Presentation
O1-9	Student understands marketing terminology and vocabulary	Marketing Knowledge Assessment
O1-10	Ability to develop written reports that employ professional document standards by using a table of contents, executive summary, and title page when required	Midterm Paper and Presentation Final Paper and Presentation

Measurement Artifacts – Six artifacts were used to assess student performance against the degree outcome – a midterm paper and presentation, a final paper and presentation, three short case studies, and a marketing knowledge assessment. Students worked in teams on the midterm paper and presentation and the final paper and presentation assignments and were assessed as a team. Students worked individually on the three case studies and the marketing knowledge assessment. Details on the artifacts are as follows:

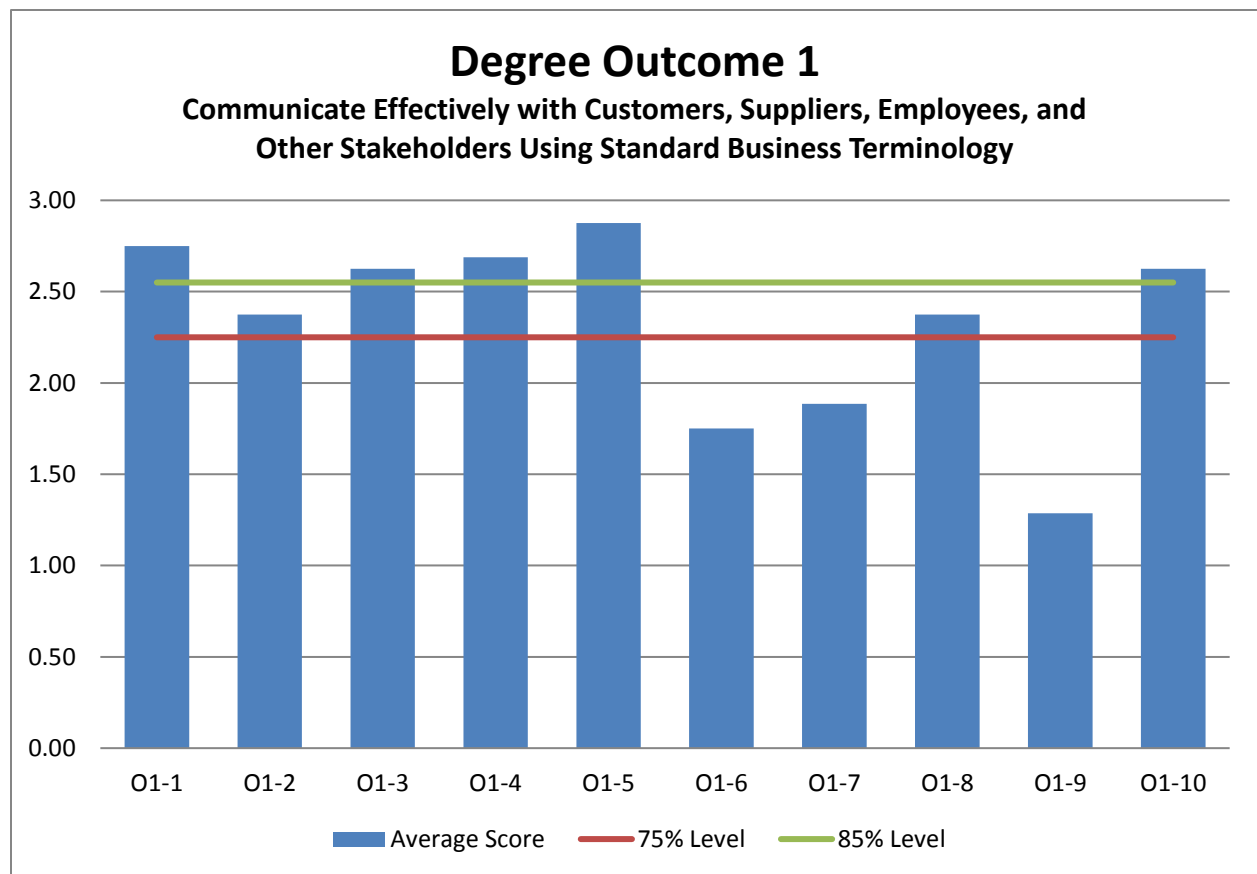
- **Midterm Paper and Presentation** – Student teams completed a paper and delivered a presentation at the midpoint of the term. This assignment required students to detail their competitive analysis, market research, market segmentation, and target market for the assigned project.
- **Final Written Marketing Plan** – Student teams completed a paper and delivered a presentation at the end of the term. This assignment required students to provide more detail on their target market and the buying process for the product, develop a promotion plan, and the associated launch plan.
- **Individual Case Studies** – Students completed three individual case studies. The case studies were meant to assess student understanding of effective marketing plans, ethical and legal issues in marketing, and global marketing considerations.
- **Marketing Knowledge Assessment** – Students completed an online, objective marketing knowledge assessment to assess their understanding of marketing vocabulary and marketing concepts.

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 deliver presentations meeting the 85% target for all of the presentation outcomes with the exception of the outcome associated with eye contact and audience engagement where students met the 75% target and the outcome associated with professional presentation dress where students met the 75% target.
- Students are emerging in their ability to employ professional document standards in the body of their written reports. The assessment found that students struggle to consistently use bulleted lists, headings, fonts, and layouts in their documents. They are developing in their ability to use a title page and a table of contents when necessary.
- Students are also emerging in their ability to use proper spelling, grammar, and writing mechanics in their written reports.
- Students are emerging in their ability to use marketing terminology and apply marketing concepts as demonstrated in the marketing knowledge assessment.

Opportunities

- The program has identified the need to develop a style guide for business papers that would ensure consistent standards throughout the program. A standard model for formatting papers, using headings, and bulleted lists would allow students to develop those skills as they progress through the program.
- The marketing instructors should review the specific terminology and concepts that are not being retained by students to consider ways these concepts can be reinforced through the marketing course sequence.
- Provide feedback to writing faculty on student abilities to use spelling, grammar, and mechanics in their written work. In our last degree revision, we increased the writing requirement for marketing students to include WR 122 due to the importance of written communications in our field. Our evaluation of the students' performance in basic writing fundamentals is not consistent with the fact that they had a B average in WR 122.