**Assessment Plan**

**for Workforce and FOS Programs**

**Program/Track Name: \_Marketing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Description of Program-Level Learning Outcomes**

Please indicate the Program Learning Outcomes for the degree, degree track, or certificate below:

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| Program-Level Learning Outcomes |
| Program Learning Outcome 1: | Students will be able to analyze people, including generations, genders, and cultures in order to promote products or businesses. |
| Program Learning Outcome 2: | Students will be able to conduct market analyses of purchasers and users in order to produce, promote, and sell both business and consumer products and services.  |
| Program Learning Outcome 3: | Students will be able to create promotional campaigns, including social and/or digital media tools that are appropriate for organizational or consumer markets. |
| Program Learning Outcome 4: | Students will be able to forecast changes one-to-four years in advance in order to align existing Marketing methods with projections that are made in the future. |

**Section I: Technical Courses**

For **all technical courses** in the program, indicate in the table on the following page whether and/or how the course will support the program learning outcomes. You should include courses outside your discipline area and work collaboratively with those disciplines to determine whether and/or how those course(s) will support the program learning outcomes. **Please note** that it is understandable if courses from outside the discipline do not assess the program-level learning outcomes and serve only to introduce, practice and/or emphasize the program outcomes. It is also possible that technical courses outside of your discipline may not directly support the specific program-level learning outcomes you have identified.

***How to complete the program map:***

For each technical course in your program, please indicate whether any program-level learning outcome is introduced to students (I), practiced by students (P), emphasized for students (E), or formally assessed (A).

For example, if course WXYZ 1234 introduces students to one of the program outcomes, then enter “I” for that specific program outcome in the appropriate column. Please note that a course can be “I”, “P”, “E” and/or “A” in any program outcome. The labels in the following table apply SOLELY to the program level learning outcomes defined above. (It is NOT necessary for every course to address a program level learning outcome, and it is NOT necessary that Assessment or program level learning outcomes occur in every course.)

**Program Map ▼**

I=Introduced P=Practiced E=Emphasized A=Assessed

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| --- | --- | --- | --- | --- |
| **Program Courses** | **Program Outcome 1** | **Program Outcome 2** | **Program Outcome 3** | **Program Outcome 4** |
| MRKG 1311 | I, P, E | I, P, A |  |  |
| MRKG 1301 | P | I |  |  |
| MRKG 2312 |  |  |  | P, E, A |
| MRKG 2333 | P |  |  |  |
| MRKG 2348 |  | P, E |  |  |
| MRKG 2349 | P, E | P | P, E | P |
| MRKG 2371 | P | P, E | P, E, A | P |
| MRKG 2372 | P | P |  | P, E |
| MRKG 2373 | P | P |  | P |
| MRKG 2381 | This is a co-op course. The elements to which students are exposed and the level of that exposure is dependent upon the types of businesses for which the students work during the class. |
| \*BMGT 1327  |  |  |  | I |
| BMGT 1341  | I |  |  |  |
| \*BMGT 2303 | I |  |  |  |
| BUSG 2309  | I, P | I, P |  |  |
| BUSG 2371 | This is an independent study course. The elements to which students are exposed and the level of that exposure is dependent upon the types of businesses the students own or are planning to own.  |
| IBUS 1354 | P, E, A |  |  |  |

**Assessment Plan for Program Learning Outcomes**

Review existing assessment methods and current practices for collecting/gathering student data to identify direct (and possibly indirect methods of assessment). Remember that the data will need to be gathered, analyzed, and used to support the program’s continuous improvement processes.

**Note:** Because courses from other disciplines already have assessment plans in place, they do not have to be included in this assessment plan. Nonetheless, proposers must work collaboratively with these other disciplines to stay current and up-to-date with the assessment plans in these courses.

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| Program-Level Learning Outcome (e.g. Students will describe the impact of various cultures on American cuisine.) | Assessment Measure(s) and Where Implemented in Curriculum – Description of Instrument(s)/ process(es) used to measure results and indication of where the assessment will be collected in curriculum. (e.g. Essay on Cultural influences on American cuisine in CUIS 1300.) | Targets- Level of Success Expected(e.g. 80% of students score 2.5 or better on rubric for essay on cultures and cuisine.) |
| Students will be able to analyze people, including generations, genders, and cultures in order to promote products or businesses. | Culture Report Project assigned in IBUS 1354-International Marketing Management in which students are required to research a country and its people with attention being paid to history of the country since 1945, the customs & courtesies of its peoples, and its modern economic and technological development to justify a marketing plan for a particular product in the chosen country. | 75% of students score an average 80% or above based on project rubric |
| Students will be able to conduct market analyses of purchasers and users in order to produce, promote, and sell both business and consumer products and services.  | One of two assignments will be assigned in MRKG 1311-Principles of Marketing. a) In the Television Show Project students will be required to analyze how to most effectively promote a story through the medium of television by identifying the primary target market and justifying the most effective method of presenting the story by taking into consideration factors that will appeal to the primary target market. Students will present their results via a 15-20 minute audio/visual presentation. b) In the “What Should We Do?” Case Study students will evaluate the marketing plan developed for a service 75% of students score an average 80% or above based on project rubricbusiness that requires students to analyze the choice of the primary target market identified in the case, and then evaluate the marketing plan presented by the owners, including how effective social media might be as an additional promotion channel. | 75% of students score an average 80% or above based on project rubric |
| Students will be able to create promotional campaigns, including social and/or digital media tools that are appropriate for organizational or consumer markets. | Social Media Marketing Campaign assignment (to individuals or to groups) in MRKG 2371 Strategies in Social Media Marketing in which students are required to develop a social media marketing campaign for a business (real or imagined) that require identification of: i) the goals of the campaign, ii) the primary target market being reached, iii) the campaign idea/theme/type iv) the incentives being promoted (coupons, prizes, discounts, etc.) v) the location of where the campaign will be conducted (microsite, company website, social media site, etc.) vi) the choice of campaign assets (hashtag, color scheme representing brand and campaign, etc.) vii) social networks to be targeted by the campaign viii) timeline for implementation | 75% of students score an average 80% or above based on project rubric |
| Students will be able to forecast changes one-to-four years in advance in order to align existing Marketing methods with projections that are made in the future. | Assignment in MRKG 2312-eCommerce/Marketing in which students are required to choose a product/service, study its origins and the market it addressed when introduced, evaluate changes to the product/service since its introduction and the impact these changes have made to the market it serves. Using this information, students are then required to predict changes in the product over the next 1-4 years and to evaluate whether current marketing methods will be effective in the future and to evaluate alternative marketing methods that may need to be utilized to maintain to the primary target market in the future. A presentation summarizing the findings will be turned in for assessment. | 75% of students score an average 80% or above based on project rubric |