

**Course Assessment Report  
Washtenaw Community College**

Discipline	Course Number	Title
Business Management	250	BMG 250 08/21/2019- Principles of Marketing
Division	Department	Faculty Preparer
Business and Computer Technologies	Business	Donna Rochester
Date of Last Filed Assessment Report		

**I. Review previous assessment reports submitted for this course and provide the following information.**

1. Was this course previously assessed and if so, when?

Yes  Fall 2010
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2. Briefly describe the results of previous assessment report(s).

The overall average for the assessment was 76%. The strength was recognized as students showing a clear understanding of the basic marketing concepts, and the weakness was recognized as the students' inability to synthesize and apply the concepts in a variety of situations.
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3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

The master syllabi was revised for implementation effective Fall 2011 to reflect more case analysis and case work to evaluate student ability to integrate strategic ideas and concepts.
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**II. Assessment Results per Student Learning Outcome**

Outcome 1: Recognize and determine target market(s) and segments for consumer and business markets.

- Assessment Plan
  - Assessment Tool: Departmental Exam
  - Assessment Date: Winter 2013

- Course section(s)/other population: All sections
- Number students to be assessed: All students
- How the assessment will be scored: Answer key
- Standard of success to be used for this assessment: Overall students will score an average of 70% or higher on the departmental exam.
- Who will score and analyze the data: Marketing instructor will score the assessment and discuss with department.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2017	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
45	22

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Winter 2017 total enrollment was not the same number assessed for this outcome based on #1. Face-to-face section of 21 students enrolled was omitted due to the exam tool not being provided. 2. Blackboard randomization of questions limited the number of students assessed in each of the three questions relating to this outcome. Thus, 22 students were assessed for this outcome.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Only the one online section of this course was used, and only the number of students in the online section receiving the selected assessment questions by Blackboard randomization (22).

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The departmental exam was administered at the conclusion of the appropriate area of study and was computer scored. The questions match by content but are randomized by question number.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>Yes</u>
100% of the students assessed scored 100% on all outcome-related questions. The goal was 100% of the students to score 70% or higher.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students succeeded in defining the outcome concept and recognizing the outcome application in both small business and global perspectives.
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8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

100% of students assessed score above 80%. However, if all assessment questions are presented to all students, instead of randomizing the assessment questions, we can ensure data is collected for all assessed students, producing richer results for this outcome.
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Outcome 2: Identify a company's marketing strategy.

- Assessment Plan
  - Assessment Tool: Departmental Exam
  - Assessment Date: Winter 2013
  - Course section(s)/other population: All sections
  - Number students to be assessed: All students
  - How the assessment will be scored: Answer key
  - Standard of success to be used for this assessment: Overall students will score an average of 70% or higher on the departmental exam.
  - Who will score and analyze the data: Marketing instructor will score the assessment and discuss with department.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
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	2017	
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2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
45	18

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Winter 2017 total enrollment was not the same number assessed for this outcome based on #1. Face-to-face section of 21 students enrolled was omitted due to the exam tool not being provided. 2. Blackboard randomization of questions limited the number of students assessed in each of the three questions relating to this outcome. Thus, 18 students were assessed for this outcome.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Only the one online section of this course was used, and only the number of students in the online section receiving the selected assessment questions by Blackboard randomization (18).

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The departmental exam was administered following the appropriate area of study at its conclusion and was computer scored. The questions match by content but are randomized by question number.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes  
 100% of the students scored 80% or higher on all outcome-related questions. The goal was 100% of the students to score 70% or higher.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students were strong in synthesizing customer value with a company's marketing strategy.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

100% of students assessed score above 80%. However, if all assessment questions are presented to all students, instead of randomizing the assessment questions, we can ensure data is collected for all assessed students, producing richer results for this outcome.

Outcome 3: Apply the marketing mix to a variety of real life products and services.

- Assessment Plan
  - Assessment Tool: Departmental Exam
  - Assessment Date: Winter 2013
  - Course section(s)/other population: All sections
  - Number students to be assessed: All students
  - How the assessment will be scored: Answer key
  - Standard of success to be used for this assessment: Overall students will score an average of 70% or higher on the departmental exam.
  - Who will score and analyze the data: Marketing instructor will score the assessment and discuss with department.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2017	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
45	21

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Winter 2017 total enrollment was not the same number assessed for this outcome based on #1. Face-to-face section of 21 students enrolled was omitted due to the exam tool not provided. 2. Blackboard randomization of questions limited the

number of students assessed in each of the three questions relating to this outcome. Thus, 21 students were assessed for this outcome.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Only the one online section of this course was used, and only the number of students in the online section receiving the selected assessment questions by Blackboard randomization (21).

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The departmental exam was administered following the appropriate area of study at its conclusion and was computer scored. The questions match by content but are randomized by question number.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

100% of the students scored 88% or higher on all outcome-related questions. The goal was 100% of the students to score 70% or higher.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The students assessed demonstrated success in both integration and theme concepts in this outcome.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

100% of students assessed score above 88%. However, if all assessment questions are presented to all students, instead of randomizing the assessment questions, we can ensure data is collected for all assessed students, producing richer results for this outcome.

### III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

The previous assessment report indicated an outcome revision to reflect the integration of concepts, but did not state any specific concept. This assessment report demonstrates an improvement in integrating the marketing mix and target strategies concepts.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

This course introduces the main principles of marketing and provides a foundation for students to decide the continuation of a marketing course of education. No surprises.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

Distribute report to department faculty by email with request for input.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Provide same assessment questions in face-to-face sections.	The tool for this course assessment is the departmental exam. No consideration was provided to assess the face-to-face section alongside the online section.	2020
Assessment Tool	Embedding specific assessment questions	The tool for this course assessment is the departmental exam. However, the online Blackboard platform was designed to randomize exam questions. Therefore, rich data in course outcomes	20

		was difficult as some outcome-based questions may have been presented to one student, few students, or zero students through randomization.	
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5. Is there anything that you would like to mention that was not already captured?

6.
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### III. Attached Files

[BMG 250 Assessment Data](#)

**Faculty/Preparer:** Donna Rochester **Date:** 01/27/2020  
**Department Chair:** Douglas Waters **Date:** 01/28/2020  
**Dean:** Eva Samulski **Date:** 01/29/2020  
**Assessment Committee Chair:** Shawn Deron **Date:** 03/02/2020



**COURSE ASSESSMENT REPORT**

**I. Background Information**

1. Course assessed:  
 Course Discipline Code and Number: BMG 250  
 Course Title: Principles of Marketing  
 Division/Department Codes: BCT

2. Semester assessment was conducted (check one):

- Fall 20\_\_10\_\_
- Winter 20\_\_
- Spring/Summer 20\_\_

3. Assessment tool(s) used: check all that apply.

- Portfolio
- Standardized test
- Other external certification/licensure exam (specify):
- Survey
- Prompt
- Departmental exam
- Capstone experience (specify):
- Other (specify):

4. Have these tools been used before?

- Yes
- No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

5. Indicate the number of students assessed/total number of students enrolled in the course.

A total of 20 students were assessed from both classes. Two sections of the course ran with a total of 40 students completing the course. The 20 students were a random selection from both sections.

6. Describe how students were selected for the assessment.

Students randomly self-selected. The final exam (assessment tool) was the final test but if students had not used their "assignment pass" they were able to "opt out".

**II. Results**

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.

N/A

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.

- 1. Understand a company's target market segment.
- 2. Understand a company's market strategy.

3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. *Please attach a summary of the data collected.*

Students did meet the 70% goal, although certain questions (under 70%) proved to be more challenging for the students. Most of the questions were story problems and/or required more critical thinking than the other questions. One question (#18) was a bad question; the students perceived there could be more than one good answer. Based on verbal feedback and analysis of the answers given, I concluded that the question was bad.

*in done*

**COURSE ASSESSMENT REPORT**

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. *Please attach the rubric/scoring guide used for the assessment.*

The overall average for the assessment was 76%.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: Students showed a clear understanding of the basic marketing concepts.

Weaknesses: Students' ability to synthesize and apply the concepts in a variety of situations was weak.

**III. Changes influenced by assessment results**

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

Add an additional outcome to the master syllabus focusing on integration and application of marketing concepts. Although the course is introductory, marketing requires an ability to integrate ideas and concepts to be strategic.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

a.  Outcomes/Assessments on the Master Syllabus  
Change/rationale: (above)

b.  Objectives/Evaluation on the Master Syllabus  
Change/rationale:

c.  Course pre-requisites on the Master Syllabus  
Change/rationale:

d.  1<sup>st</sup> Day Handouts  
Change/rationale:

e.  Course assignments  
Change/rationale: Recommend more case analysis as part of class assignments

f.  Course materials (check all that apply)  
 Textbook  
 Handouts  
 Other:

g.  Instructional methods  
Change/rationale: More student centered case work in class.

h.  Individual lessons & activities  
Change/rationale:

3. What is the timeline for implementing these actions?

An updated syllabus has been submitted for Fall 2011. Assignment changes/additions will be made in Fall 2011.

COURSE ASSESSMENT REPORT

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.  
The Departmental exam was effective, except for one bad question. Although I did not think about not allowing students to use their assignment pass for this test, the self-selection did seem to provide a fair and diverse representation of the class. Also, I would be more careful about that next time or collect data from multiple semesters.
2. If the assessment tools were not effective, describe the changes that will be made for future assessments.
3. Which outcomes from the master syllabus have been addressed in this report?  
All X Selected \_\_\_\_\_

If "All", provide the report date for the next full review: Fall 2015

If "Selected", provide the report date for remaining outcomes: \_\_\_\_\_

Submitted by:

Print: Kimberly M. Hurms Faculty/Preparer Signature: [Signature] Date: 2/22/2011

Print: COLEYTE M. YOUNG Department Chair Signature: [Signature] Date: 2/22/2011

Print: ROSEMARY WILSON Dean/Administrator Signature: [Signature] Date: 2/25/11