



SLO Assessment Cycle for BUS 90

Principles of Marketing

Assessment Initiated by: Jack Lynch (8421) in BUS

Outcomes:

Outcome 1: Statement

Analyze the effectiveness of the marketing mix (product, price, promotion and distribution) for a particular organization.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [05/07/2010]

Assessment Strategy Used:

Quarter: Winter 2010

Assessors: Jack Lynch

Assessment Tools: Performances/Demonstrations • Written Reports

Sections being assessed: 01

Outcome 1: Reflect & Enhance Modified: [05/07/2010]

Number of people involved in Reflection and Enhancement: 1

Changes:

N/A

Methods:

The methodology for assessing the first SLO for Marketing BUS 90 was twofold: comprehensive team marketing plan creation/presentation and separate student submittals of their individual work on the marketing plan.

1.) Team Marketing Plan

The class was divided into six marketing teams at the beginning of the class. Each team's responsibility was to produce a comprehensive marketing plan to introduce a new product or reposition an existing product in the market place. Content from every chapter covered in the book was required to be included in the marketing plan. The teams met continuously during the quarter in the classroom and outside meetings as well. There was also a lot of collaboration through the Internet. Each team member was required to participate in the marketing plan presentation at quarter end.

2.) Individual Student Work Reports

Individually, each student was required to submit a work paper describing exactly what his or her responsibilities were for their contribution to the marketing plan and how those duties were carried out. The duties for each student were laid out in a "what, by whom, by when" spread sheet. This spread sheet was monitored continuously so each team could make certain they would finish all items prior to their marketing plan presentation.

As part of the work report each student was required to comment on team dynamics, explaining what was learned from performing as a team leader or a contributing team member.

Summary:

The targeted skills and knowledge outlined in the first SLO for BUS 90 were readily demonstrated in the marketing plan presentations and the individual work papers. During the presentations the instructor had the SLO list in each team's folder to check off on accomplishment of those objectives.

The construction of a comprehensive marketing plan forces the SLO objectives to be surfaced, studied, deliberated and presented. It is a very rewarding experience to see what students can produce in this team/individual format. Team energy levels run very high when they take ownership of their own creative ideas for launching or repositioning a product in the market place.

Enhancement (Part I):

There are no immediate planned actions for changes to the methodology. I will continue with assessments on the first SLO for Business 90 and make appropriate changes as needed in the future.

Enhancement (Part II):

No additional resources anticipated at this time.

Outcome 2: Statement

Determine appropriate market segments and target markets and explain consumer behavior.

Outcome 2: Assessment Planning Modified: [05/07/2010]**Assessment Strategy Used:**

Quarter: Winter 2010

Assessors: Jack Lynch

Assessment Tools: Performances/Demonstrations • Written Reports

Sections being assessed: 01

Outcome 2: Reflect & Enhance Modified: [05/07/2010]

Number of people involved in Reflection and Enhancement: 1

Changes:

N/A

Methods:

The methodology for assessing the second SLO for Marketing BUS 90 was twofold: comprehensive team marketing plan creation/presentation and separate student submittals of their individual work on the marketing plan.

1.) Team Marketing Plan

The class was divided into six marketing teams at the beginning of the class. Each team's responsibility was to produce a comprehensive marketing plan to introduce a new product or reposition an existing product in the market place. Content from every chapter covered in the book was required to be included in the marketing plan. The teams met continuously during the quarter in the classroom and outside meetings as well. There was also a lot of collaboration through the Internet. Each team member was required to participate in the marketing plan presentation at quarter end.

2.) Individual Student Work Reports

Individually, each student was required to submit a work paper describing exactly what his or her responsibilities were for their contribution to the marketing plan and how those duties were carried out. The duties for each student were laid out in a "what, by whom, by when" spread sheet. This spread sheet was monitored continuously so each team could make certain they would finish all items prior to their marketing plan presentation.

As part of the work report each student was required to comment on team dynamics, explaining what was learned from performing as a team leader or a contributing team member.

Summary:

The targeted skills and knowledge outlined in the second SLO for Marketing BUS 90 were readily demonstrated (with one exception on the three elements of SLO 2) in the marketing plan presentations and the individual work papers. During the presentations the instructor had the SLO list in each team's folder to check off on accomplishment of those objectives.

The construction of a comprehensive marketing plan forces the SLO objectives to be surfaced, studied, deliberated and presented. It is a very rewarding experience to see what students can produce in this team/individual format. Team energy levels run very high when they take ownership of their own creative ideas for launching or repositioning a product in the market place.

Enhancement (Part I):

SLO number 2 needs to be modified. The topic of "explain consumer behavior" is much too broad and difficult to assess. This topic can easily take up an entire chapter in a Marketing book. David Stringer and I have collaborated on this issue and have a first cut suggestion of changing this to "identify and describe the major factors on consumer behavior in a chosen target market". This needs more work and collaboration with the team members for this SLO. These discussions will be scheduled for upcoming SLO/Assessment meetings.

Enhancement (Part II):

No additional resources are anticipated at this time.

Outcome 3: Statement

Identify global forces external to the organization that affect marketing strategies.

Outcome 3: Assessment Planning Modified: [05/07/2010]**Assessment Strategy Used:**

Quarter: Winter 2010

Assessors: Jack Lynch

Assessment Tools: Performances/Demonstrations • Papers/Essays

Sections being assessed: 01

Outcome 3: Reflect & Enhance Modified: [05/07/2010]**Number of people involved in Reflection and Enhancement: 1****Changes:**

N/A

Methods:

The methodology for assessing the third SLO for Marketing BUS 90 was twofold: comprehensive team marketing plan creation/presentation and separate student submittals of their individual work on the marketing plan.

1.) Team Marketing Plan

The class was divided into six marketing teams at the beginning of the class. Each team's responsibility was to produce a comprehensive marketing plan to introduce a new product or reposition an existing product in the market place. Content from every chapter covered in the book was required to be included in the marketing plan. The teams met continuously during the quarter in the classroom and outside meetings as well. There was also a lot of collaboration through the Internet. Each team member was required to participate in the marketing plan presentation at quarter end.

2.) Individual Student Work Reports

Individually, each student was required to submit a work paper describing exactly what his or her responsibilities were for their contribution to the marketing plan and how those duties were carried out. The duties for each student were laid out in a "what, by whom, by when" spread sheet. This spread sheet was monitored continuously so each team could make certain they would finish all items prior to their marketing plan presentation.

As part of the work report each student was required to comment on team dynamics, explaining what was learned from performing as a team leader or a contributing team member.

Summary:

The targeted skills and knowledge outlined in the third student learning outcome were readily demonstrated in the marketing plan presentations and the individual work papers. During the presentations the instructor had the SLO list in each team's folder to check off on accomplishment of those objectives.

The construction of a comprehensive marketing plan forces the SLO objectives to be surfaced, studied, deliberated and presented. It is a very rewarding experience to see what students can produce in this team/individual format. Team energy levels run very high when they take ownership of their own creative ideas for launching or repositioning a product in the market place.

Enhancement (Part I):

There are no immediate plans to change the methodology for assessing the third SLO for Marketing Bus 90. I will continue to perform assessments and make appropriate enhancements in future cycles of improvement.

Enhancement (Part II):

There are no anticipated needs for additional resources at this time.

[Number of Outcomes for BUS 90: 3]