

# Marketing BBA

## Students Will Obtain A Broad Base Of Knowledge Of The Marketing Discipline

### Goal Description:

The goal of the BBA program in Marketing is to provide students with a broad base of knowledge of the Marketing discipline.

Accomplishment of this goal is indicated by students achieving six learning objectives. Each of the six learning objectives (LO1-LO6) is related to material covered in a corresponding Marketing BBA course. The learning objective associated with each course is further defined by concepts and principles (i.e. sub-objectives)

The Assessment calendar is below. The assessment findings for each learning objective include tables detailing the findings associated with specific concepts and principles. The tables are provided as attachments.

Marketing BBA: Assessment Calendar Fall 2020 - Spring 2025							
		MKTG3310 (LO1)	MKTG3320 (LO2)	MKTG3328 (LO3)	MKTG4340 (LO4)	MKTG4350 (LO5)	MKTG4390 (LO6)
Year 1	Fall 2020	X	X	X	X	X	
	Spring 2021						X
Year 2	Fall 2021	X	X	X	X	X	
	Spring 2022						X
Year 3	Fall 2022	X	X	X	X	X	
	Spring 2023						X
Year 4	Fall 2023	X	X	X	X	X	
	Spring 2024						X
Year 5	Fall 2024	X	X	X	X	X	
	Spring 2025						X

**Providing Department:** Marketing BBA

**Progress:** Completed

### RELATED ITEMS/ELEMENTS

#### RELATED ITEM LEVEL 1

#### LO1: Students Will Be Able To Identify and Differentiate Fundamental Principles and Core Concepts of Marketing

#### Learning Objective Description:

Students completing a BBA degree, including Marketing BBA students, will be able to identify and differentiate fundamental principles and core concepts of marketing. The concepts and principles are listed below.

1. Components of the Marketing Strategy
2. Characteristics of the Global Market Place
3. Consumer Decision Making Process
4. Business-to-Business Markets
5. Segmentation and its Benefits
6. Targeting and Positioning
7. Marketing Research Process
8. Consumer Products Classification
9. Characteristics that Distinguish Goods from Services
10. Supply Chain Functions
11. Distribution Strategies- Intensive, Selective, Exclusive
12. Tasks Performed by Promotion Strategy
13. Price Elasticity of Demand
14. Pricing Strategies

#### RELATED ITEM LEVEL 2

#### LO1: Assessment In MKTG3310 Fundamentals Of Marketing

#### Indicator Description:

The ability to identify and differentiate the core concepts and principles of marketing is assessed with exams using multiple choice questions. Simulations may also be used. The assessment is completed in MKTG 3310 classes held on main campus, online, and The Woodlands Center.

#### Criterion Description:

The average score obtained by 70% of the students for each of the 14 concepts and principles will be 70% or higher.

#### Findings Description:

The findings are presented on the file attachment

Attached Files

[MKTG 3310 AOL FINDINGS 2023-2024.pdf](#)

RELATED ITEM LEVEL 3

**Action for LO1: MKTG3310 Fundamentals Of Marketing**

**Action Description:**

**Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

\*\*\*\*\* Review of results across all course sections (by aggregating) showed this topic falling below the criterion. The criterion is that 70% of students score 70% or higher. Pricing Strategies also fell below the criterion.

Learning Objective Topic (Professor Reporting)	Action Item	Implementation Plan
Marketing Research Process ***** (Irfan Ahmed)	• Focus on broader aspects of research vs. narrower orientation limited to interests of marketing majors.	Focus on features of the marketing research process that have applicability to all business majors.
All topics. ***** (Sanjay Mehta)	• Homework assignments to improve performance.	Students will be assigned several homework assignments to better prepare them for each of the four-course objectives. These include multiple 20 question Quizzes, Dynamic Study Modules, Videos with follow-up questions, Simulation exercises, and Warm-up exercises.
Consumer Product Classifications ***** (Renee Gravois)	• In-class exercise for students to practice identifying examples of each classification.	One topic area that met the criteria but still needs improvement is consumer products classification. I will develop an in-class exercise for students to practice identifying examples of each classification.

Note: The topic, Characteristics of the Global Market Place, had an aggregate score of 68% of students meeting or exceeding expectations. Although it fell below the criterion of 70%, the performance was reported in only classes by Taehoon Im and Sanjay Mehta. The actions planned by Sanjay Mehta address the performance. Taehoon Im is no longer working at SHSU so the Action Items planned by him are not reported.

RELATED ITEM LEVEL 3

**New Plan for 2023 - 2024 Marketing BBA Actions Planned**

**Action Description:**

**MKTG3310**

**MKTG3310**

**Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

\*\*\*\*\* Review of results across all course sections (by aggregating) showed this topic falling below the criterion. The criterion is that 70% of students score 70% or higher.

Learning Objective Topic (Professor Reporting)	Action Item	Implementation Plan
Marketing Research Process ***** (Irfan Ahmed)	• Focus on broader aspects of research vs. narrower orientation limited to interests of marketing majors.	Focus on features of the marketing research process that have applicability to all business majors.
All topics. ***** (Sanjay Mehta)	• Homework assignments to improve performance.	Students will be assigned several homework assignments to better prepare them for each of the four-course objectives. These include multiple 20 question Quizzes, Dynamic Study Modules, Videos with follow-up questions, Simulation exercises, and Warm-up exercises.
Consumer Product Classifications ***** (Renee Gravois)	• In-class exercise for students to practice identifying examples of each classification.	One topic area that met the criteria but still needs improvement is consumer products classification. I will develop an in-class exercise for students to practice identifying examples of each classification.

Note: The topic, Characteristics of the Global Market Place, had an aggregate score of 68% of students meeting or exceeding expectations. Although it fell below the criterion of 70%, the performance was reported in only classes by Taehoon Im and Sanjay Mehta. The actions planned by Sanjay Mehta address the performance. Taehoon Im is no longer working at SHSU so the Action Items planned by him are not reported.

**MKTG3320**

**MKTG3320**

**Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
One area that met the criteria but still needs improvement is to identify ways that consumers can reduce cognitive dissonance, which we discuss during the topic of consumer decision-making. (Renee Gravois)	In-class exercise	I will develop an in-class exercise for students to practice identifying dissonance reduction strategies in multiple consumer contexts.
2. Internal Influences on Consumer Behavior Students will be able to... -Define personality and brand personality. -Identify major personality traits that have been examined in consumer research. -Define self-concept and self-congruence. -Explain self-concept and self-congruence apply to consumer behavior. -Identify the elements of consumer perception. -Identify factors that influence attention and comprehension. -Identify ways that consumers make associations with meaning to learn.  Many students struggled with this exam, as it covered four major chapters in the text with the most content and technical terminology of all the assessments in the class. (Gina Brynildsen)	Change essay format on exam  Add in-class practice quizzes	For future exams and semesters, I have decided to give students the option of multiple essays for the essay portion of the exam. Many students blanked on the essay topic that was provided, and thus lost substantial points for leaving the essay blank or answering incorrectly. For the future, I will give students two or three options for the long-form essay questions so they can choose one they feel most comfortable with.  Additionally, I will add in-class practice quizzes and assignments to solidify the core concepts covered. This will accomplish two things: (1) Check student understanding, so I can more easily adjust the content as I learn where they are at, and (2) Review or clarify concepts that are not well understood by the class. I will also be recommending the "Check Your Understanding" tool in the textbook which allows students to answer adaptive quizzes to check their understanding. This does not affect their grades but gives them extra practice.

**MKTG3328**

**Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
. Business Buyer's Buying Process (63% scored 70% or higher) - three types of buying decisions. - the meaning of the term buying center. - the roles of individuals in a buying center. - four types of communication style.  Effective Follow-up (56% scored 70% or higher) - Students will be able to define components of effective customer follow-up	The time spent on the topics will be confirmed as acceptable.  Students will be asked to share their study guide answers in class	Student performance is lower primarily due to the lower attendance on the days they are covered during lectures. This cannot be controlled. Nevertheless, the amount of time spent on the topics will be confirmed as acceptable.  The study guide covers this material so I will ask students to share their study guide answers in class. This will place more of their attention on the concepts. This class format is similar to one used now with the ADAPT questioning system. On "share days" they share the dialogue they have developed on the worksheets. Since the format is being used, changing the attention to study guide answers should be acceptable.

**MKTG4340**

MKTG4340

**Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
MKTG4340-22 1. Overview of International Business	Broaden foundational knowledge of international business practices.	Begin the course with a comprehensive overview module that includes video lectures and readings on key concepts in international business.
2. Adaptation vs. Standardization	Clarify the differences and implications of adaptation versus standardization.	Discuss various case studies on the pros and cons of adaptation versus standardization in various industries in lecture videos. Use as online discussion topic that is graded.
5. Historical Context of Global Trade Since WWII	Reinforce the understanding of global trade history and its impact.	Engage students in online discussions about (graded) on how historical events have shaped current trade policies and market conditions
6. Economic Development and Its Implications	Enhance awareness of economic development's impact on international business.	Discuss case studies to explore how companies adjust strategies in response to different levels of economic development in lecture videos. Use as online discussion topic that is graded.
7. Market Entry Strategies	Deepen the practical knowledge of market entry strategies.	Discuss case studies to understand market entry plans. Focus on comparing different entry strategies and their suitability for various markets in lecture videos. Use as online discussion topic that is graded.
8. International Legal Issues	Increase understanding of the legal framework governing international business.	Discuss case studies of legal challenges faced by international businesses to highlight key issues in lecture videos. Use as discussion online topic that is graded.

MKTG4340 (Continued)

**Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
MKTG4340-02 3. Basic Global Geo-Political Concepts	Enhance the understanding of global geopolitical dynamics.	Discuss case studies in class that allows students to explore how geopolitical changes can affect international marketing strategies. Provide access to relevant news articles and reports for students to analyze and discuss in class. Give participation grades
4. Trade Barriers and Forms of Economic	Enhance the understanding of trade barriers and economic systems	Discuss case studies in class that allows students to explore trade barriers can affect international marketing strategies. Provide access to relevant news articles and reports for students and discuss in class. Give participation grades
5. Historical Context of Global Trade Since WWII	Reinforce the understanding of global trade history and its impact.	Engage students in class discussions about on how historical events have shaped current trade policies and market conditions. Give participation grades
7. Market Entry Strategies	Deepen the practical knowledge of market entry strategies.	Discuss case studies in class to understand market entry plans. Focus on comparing different entry strategies and their suitability for various markets. Give participation grades
8. International Legal Issues	Increase understanding of the legal framework governing international business.	Discuss in class case studies of legal challenges faced by international businesses to highlight key issues. Give participation grades

MKTG4350

**Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
3. Measurement, Sampling, and Data Collection	Spend more time on scale development.	More time will be spent on scale development. Spending additional time on popular scales, like SERVQUAL, would be beneficial.
4. Data Preparation, Analysis, and Reporting	Upon closer examination of their performance on the embedded questions, students have difficulty determining scale reliability and validity. A video will be produced that covers data analysis.	The second area of difficulty was Data Analysis. Since most data analysis is learned in the two BANA courses, students tend to forget many of the statistical tests of hypotheses. So, I will record a video on data analysis and make it required watching in the future

MKTG4390

**Current Assessment of MKTG 4390-01 (F2F) and MKTG 4390-21 (Online): Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
There are no topics in apparent need of improvement, and the levels of performance need to be maintained or enhanced marginally.	The practices in place currently will be maintained. However, it may be worthwhile to emphasize written and verbal communication skills and create opportunities for assessment of the same.	

RELATED ITEM LEVEL 1

**LO2: Students Will Be Able To Identify and Explain Consumer Behavior Concepts**  
**Learning Objective Description:**

Students will be able to identify and explain key aspects of consumer behavior (evaluation, acquisition, consumption, disposal), internal and external factors that influence consumer behavior, and the consumer decision-making process. The learning objective is represented in more detail by the following topics.

1. Consumer Behavior  
Students will be able to...
  - Define consumer behavior.
  - Identify the phases of the consumer behavior process.
  - Identify reasons it is important to study consumer behavior.
  - Define consumer value and explain types of value.
2. Internal Influences on Consumer Behavior  
Students will be able to...
  - Define personality and brand personality.
  - Identify major personality traits that have been examined in consumer research.
  - Define self-concept and self-congruence.
  - Explain self-concept and self-congruence apply to consumer behavior.
  - Identify the elements of consumer perception.
  - Identify factors that influence attention and comprehension.
  - Identify ways that consumers make associations with meaning to learn.
3. External Influences on Consumer Behavior  
Students will be able to...
  - Explain culture.
  - Identify ways that culture gives meaning to objects and activities.
  - Identify ways that culture is learned.
  - Explain how reference groups influence people.
  - Identify different types of reference groups.
4. Consumer Decision-Making Process  
Students will be able to...
  - Explain the phases of the consumer decision-making process.
  - Identify, compare, and contrast types of consumer decision making.
  - Explain how situational influences can affect consumer behavior.

RELATED ITEM LEVEL 2

**LO2: Assessment In MKTG3320 - Consumer Behavior**

**Indicator Description:**

Student achievement of the learning objective will be assessed using multiple-choice questions embedded within exams.

**Criterion Description:**

The average score obtained by 70% of the students for each of the four areas of study will be 70% or higher.

**Findings Description:**

**Table 1**  
Assessment Results for Each Topic

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
<b>Learning Objectives/Topics From Master Syllabus</b> 1. Consumer Behavior Students will be able to... -Define consumer behavior. -Identify the phases of consumer behavior process. -Identify reasons it is important to study consumer behavior. -Define consumer value and explain types of value.	Method of assessment (examples: "exam-embedded questions" or "rubric")	<b>Number* of students not meeting expectations (&lt; 70% correct or other criterion)</b>	<b>Number of students meeting but not exceeding expectations (70 – 89% correct)</b>	<b>Number of students exceeding expectations (90% or higher correct)</b>	<b>Total number of students assessed (sum columns 3, 4, and 5)</b>	<b>Criterion Indicator **</b> <b>Percent of students who met or exceeded expectations (columns 4 + 5) /column 6</b>
Online Renée Gravois	Exam-Embedded Questions	8	19	10	37	78.38
Face-to-face Gina Brynildsen	Exam-Embedded Questions	4	15	23	42	90.47

**Table 1 (Continued)**  
Assessment Results for Each Topic

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
<b>Learning Objectives/Topics From Master Syllabus</b> 2. Internal Influences on Consumer Behavior Students will be able to... -Define personality and brand personality. -Identify major personality traits that have been examined in consumer research. -Define self-concept and self-congruence. -Explain self-concept and self-congruence apply to consumer behavior. -Identify the elements of consumer perception. -Identify factors that influence attention and comprehension. -Identify ways that consumers make associations with meaning to learn.	Method of assessment (examples: "exam-embedded questions" or "rubric")	<b>Number* of students not meeting expectations (&lt; 70% correct or other criterion)</b>	<b>Number of students meeting but not exceeding expectations (70 – 89% correct)</b>	<b>Number of students exceeding expectations (90% or higher correct)</b>	<b>Total number of students assessed (sum columns 3, 4, and 5)</b>	<b>Criterion Indicator **</b> <b>Percent of students who met or exceeded expectations (columns 4 + 5) /column 6</b>
Online Renée Gravois	Exam-Embedded Questions	9	23	6	38	76.32
Face-to-face Gina Brynildsen	Exam-Embedded Questions	17	14	11	42	59.52

**Table 1 (Continued)**  
Assessment Results for Each Topic

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
<b>Learning Objectives/Topics From Master Syllabus</b> 3. External Influences on Consumer Behavior Students will be able to... -Explain culture. -Identify ways that culture gives meaning to objects and activities. -Identify ways that culture is learned. -Explain how reference groups influence people. -Identify different types of reference groups.	Method of assessment (examples: "exam-embedded questions" or "rubric")	<b>Number* of students not meeting expectations (&lt; 70% correct or other criterion)</b>	<b>Number of students meeting but not exceeding expectations (70 – 89% correct)</b>	<b>Number of students exceeding expectations (90% or higher correct)</b>	<b>Total number of students assessed (sum columns 3, 4, and 5)</b>	<b>Criterion Indicator **</b> <b>Percent of students who met or exceeded expectations (columns 4 + 5) /column 6</b>
Online Renée Gravois	Exam-Embedded Questions	8	20	9	37	78.38
Face-to-face Gina Brynildsen	Exam-Embedded Questions	5	26	11	42	88.09

RELATED ITEM LEVEL 3

**Action for LO2: MKTG3320 - Consumer Behavior**

**Action Description:**

MKTG3320

**Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
One area that met the criteria but still needs improvement is to identify ways that consumers can reduce cognitive dissonance, which we discuss during the topic of consumer decision-making. (Renée Gravois)	In-class exercise	I will develop an in-class exercise for students to practice identifying dissonance reduction strategies in multiple consumer contexts.
2. Internal Influences on Consumer Behavior Students will be able to... -Define personality and brand personality. -Identify major personality traits that have been examined in consumer research. -Define self-concept and self-congruence. -Explain self-concept and self-congruence apply to consumer behavior. -Identify the elements of consumer perception. -Identify factors that influence attention and comprehension. -Identify ways that consumers make associations with meaning to learn.  Many students struggled with this exam, as it covered four major chapters in the text with the most content and technical terminology of all the assessments in the class. (Gina Brynildsen)	Change essay format on exam  Add in-class practice quizzes	For future exams and semesters, I have decided to give students the option of multiple essays for the essay portion of the exam. Many students blanked on the essay topic that was provided, and thus lost substantial points for leaving the essay blank or answering incorrectly. For the future, I will give students two or three options for the long-form essay questions so they can choose one they feel most comfortable with.  Additionally, I will add in-class practice quizzes and assignments to solidify the core concepts covered. This will accomplish two things: (1) Check student understanding, so I can more easily adjust the content as I learn where they are at, and (2) Review or clarify concepts that are not well understood by the class. I will also be recommending the "Check Your Understanding" tool in the textbook which allows students to answer adaptive quizzes to check their understanding. This does not affect their grades but gives them extra practice.

RELATED ITEM LEVEL 3

**New Plan for 2023 - 2024 Marketing BBA Actions Planned**

**Action Description:**

**MKTG3310**

MKTG3310

**Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

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Learning Objective Topic (Professor Reporting)	Action Item	Implementation Plan
Marketing Research Process ***** (Irfan Ahmed)	• Focus on broader aspects of research vs. narrower orientation limited to interests of marketing majors.	Focus on features of the marketing research process that have applicability to all business majors.
All topics. ***** (Sanjay Mehta)	• Homework assignments to improve performance.	Students will be assigned several homework assignments to better prepare them for each of the four-course objectives. These include multiple 20 question Quizzes, Dynamic Study Modules, Videos with follow-up questions, Simulation exercises, and Warm-up exercises.
Consumer Product Classifications ***** (Renee Gravois)	• In-class exercise for students to practice identifying examples of each classification.	One topic area that met the criteria but still needs improvement is consumer products classification. I will develop an in-class exercise for students to practice identifying examples of each classification.

Note: The topic, Characteristics of the Global Market Place, had an aggregate score of 68% of students meeting or exceeding expectations. Although it fell below the criterion of 70%, the performance was reported in only classes by Taehoon Im and Sanjay Mehta. The actions planned by Sanjay Mehta address the performance. Taehoon Im is no longer working at SHSU so the Action Items planned by him are not reported.

**MKTG3320**

MKTG3320

**Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
One area that met the criteria but still needs improvement is to identify ways that consumers can reduce cognitive dissonance, which we discuss during the topic of consumer decision-making. (Renée Gravois)	In-class exercise	I will develop an in-class exercise for students to practice identifying dissonance reduction strategies in multiple consumer contexts.
2. Internal Influences on Consumer Behavior Students will be able to... -Define personality and brand personality. -Identify major personality traits that have been examined in consumer research. -Define self-concept and self-congruence. -Explain self-concept and self-congruence apply to consumer behavior. -Identify the elements of consumer perception. -Identify factors that influence attention and comprehension. -Identify ways that consumers make associations with meaning to learn.  Many students struggled with this exam, as it covered four major chapters in the text with the most content and technical terminology of all the assessments in the class. (Gina Brynildsen)	Change essay format on exam  Add in-class practice quizzes	For future exams and semesters, I have decided to give students the option of multiple essays for the essay portion of the exam. Many students blanked on the essay topic that was provided, and thus lost substantial points for leaving the essay blank or answering incorrectly. For the future, I will give students two or three options for the long-form essay questions so they can choose one they feel most comfortable with.  Additionally, I will add in-class practice quizzes and assignments to solidify the core concepts covered. This will accomplish two things: (1) Check student understanding, so I can more easily adjust the content as I learn where they are at, and (2) Review or clarify concepts that are not well understood by the class. I will also be recommending the "Check Your Understanding" tool in the textbook which allows students to answer adaptive quizzes to check their understanding. This does not affect their grades but gives them extra practice.

**MKTG3328**

**Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
. Business Buyer's Buying Process (63% scored 70% or higher)  - three types of buying decisions. - the meaning of the term buying center. - the roles of individuals in a buying center. - four types of communication style.  Effective Follow-up (56% scored 70% or higher)  - Students will be able to define components of effective customer follow-up	The time spent on the topics will be confirmed as acceptable.  Students will be asked to share their study guide answers in class	Student performance is lower primarily due to the lower attendance on the days they are covered during lectures. This cannot be controlled. Nevertheless, the amount of time spent on the topics will be confirmed as acceptable.  The study guide covers this material so I will ask students to share their study guide answers in class. This will place more of their attention on the concepts. This class format is similar to one used now with the ADAPT questioning system. On "share days" they share the dialogue they have developed on the worksheets. Since the format is being used, changing the attention to study guide answers should be acceptable.

**MKTG4340**

MKTG4340

**Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
MKTG4340-22 1. Overview of International Business	Broaden foundational knowledge of international business practices.	Begin the course with a comprehensive overview module that includes video lectures and readings on key concepts in international business.
2. Adaptation vs. Standardization	Clarify the differences and implications of adaptation versus standardization.	Discuss various case studies on the pros and cons of adaptation versus standardization in various industries in lecture videos. Use as online discussion topic that is graded.
5. Historical Context of Global Trade Since WWII	Reinforce the understanding of global trade history and its impact.	Engage students in online discussions about (graded) on how historical events have shaped current trade policies and market conditions
6. Economic Development and Its Implications	Enhance awareness of economic development's impact on international business.	Discuss case studies to explore how companies adjust strategies in response to different levels of economic development in lecture videos. Use as online discussion topic that is graded.
7. Market Entry Strategies	Deepen the practical knowledge of market entry strategies.	Discuss case studies to understand market entry plans. Focus on comparing different entry strategies and their suitability for various markets in lecture videos. Use as online discussion topic that is graded.
8. International Legal Issues	Increase understanding of the legal framework governing international business.	Discuss case studies of legal challenges faced by international businesses to highlight key issues in lecture videos. Use as discussion online topic that is graded.

MKTG4340 (Continued)

**Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
MKTG4340-02 3. Basic Global Geo-Political Concepts	Enhance the understanding of global geopolitical dynamics.	Discuss case studies in class that allows students to explore how geopolitical changes can affect international marketing strategies. Provide access to relevant news articles and reports for students to analyze and discuss in class. Give participation grades
4. Trade Barriers and Forms of Economic	Enhance the understanding of trade barriers and economic systems	Discuss case studies in class that allows students to explore trade barriers can affect international marketing strategies. Provide access to relevant news articles and reports for students and discuss in class. Give participation grades
5. Historical Context of Global Trade Since WWII	Reinforce the understanding of global trade history and its impact.	Engage students in class discussions about on how historical events have shaped current trade policies and market conditions. Give participation grades
7. Market Entry Strategies	Deepen the practical knowledge of market entry strategies.	Discuss case studies in class to understand market entry plans. Focus on comparing different entry strategies and their suitability for various markets. Give participation grades
8. International Legal Issues	Increase understanding of the legal framework governing international business.	Discuss in class case studies of legal challenges faced by international businesses to highlight key issues. Give participation grades

MKTG4350

**Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
3. Measurement, Sampling, and Data Collection	Spend more time on scale development.	More time will be spent on scale development. Spending additional time on popular scales, like SERVQUAL, would be beneficial.
4. Data Preparation, Analysis, and Reporting	Upon closer examination of their performance on the embedded questions, students have difficulty determining scale reliability and validity. A video will be produced that covers data analysis.	The second area of difficulty was Data Analysis. Since most data analysis is learned in the two BANA courses, students tend to forget many of the statistical tests of hypotheses. So, I will record a video on data analysis and make it required watching in the future

MKTG4390

**Current Assessment of MKTG 4390-01 (F2F) and MKTG 4390-21 (Online): Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
There are no topics in apparent need of improvement, and the levels of performance need to be maintained or enhanced marginally.	The practices in place currently will be maintained. However, it may be worthwhile to emphasize written and verbal communication skills and create opportunities for assessment of the same.	

RELATED ITEM LEVEL 1

**LO3: Students Will Be Able To Identify, Differentiate, And Demonstrate Trust-Based Business-to-Business Relationship Selling Concepts**  
**Learning Objective Description:**

Students will be able to explain the principles of trust-based business-to-business relationship selling and demonstrate techniques to determine customers' needs, address their concerns, and close sales.

The learning objective is represented in more detail by the following subjects.

Different Types of Personal Selling

Students will be able to...

-Identify and Differentiate the concept of trust-based relationship selling.

-Identify the meaning of the term adaptive selling.

-Identify and Differentiate five alternative personal selling approaches.

Building Trust

Students will be able to identify five components of trust.

Ethical Behaviors

Students will be able to...

- Identify unethical salesperson behaviors.
- Identify ways to deal with unethical behavior.

#### Business Buyer's Buying Process

Students will be able to identify...

- the meaning of a needs gap.
- the Business Buyer's Buying Process.
- buyers procedures for evaluating suppliers and products.
- three types of buying decisions.
- the meaning of the term buying center.
- the roles of individuals in a buying center.
- four types of communication style.

#### Questioning Systems

Students will be able to identify and differentiate...

- different types of questions to ask customers.
- the stages of SPIN selling .
- the stages of ADAPT selling.
- the purpose of the ADAPT questioning system.

#### Prospecting and Qualifying

Students will be able to define how to qualify a prospect.

#### Presentation

Students will be able to...

- Identify the basics of sales presentations
- Define the term check back

#### Handling Objections

Students will be able to...

- Identify the meaning of LAARC and stages
- Define response methods for handling objections

#### Closing Methods

Students will be able to identify closing methods.

#### Effective Follow-up

Students will be able to define components of effective customer follow-up.

#### Trust-Based Business-to-Business Relationship Selling Concepts

Students will be able to demonstrate techniques to determine customers' needs, address their concerns, and close sales.

#### RELATED ITEM LEVEL 2

### **LO3: Assessment In MKTG3328 Professional Selling**

#### **Indicator Description:**

Students' performance on in-class role-plays and their answers to embedded exam questions are considered when assessing the learning of each area of study. The areas of study are listed with the Learning Objective (LO3).

#### **Criterion Description:**

The average score obtained by 70% of the students will be 70% or higher for each subject area (listed with the learning objective).

#### **Findings Description:**

The findings are presented on the file attachment.

Attached Files

[MKTG 3328 AOL FINDINGS 2023-2024.pdf](#)

#### RELATED ITEM LEVEL 3

### **Action for LO3: MKTG3328 Professional Selling**

#### **Action Description:**

**Current Assessment: Action Items and Implementation Plan  
for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
<p><b>Business Buyer's Buying Process</b> (63% scored 70% or higher)</p> <ul style="list-style-type: none"> <li>- three types of buying decisions.</li> <li>- the meaning of the term buying center.</li> <li>- the roles of individuals in a buying center.</li> <li>- four types of communication style.</li> </ul>	<p>The time spent on the topics will be confirmed as acceptable.</p> <p>Students will be asked to share their study guide answers in class</p>	<p>Student performance is lower primarily due to the lower attendance on the days they are covered during lectures. This cannot be controlled. Nevertheless, the amount of time spent on the topics will be confirmed as acceptable.</p> <p>The study guide covers this material so I will ask students to share their study guide answers in class. This will place more of their attention on the concepts. This class format is similar to one used now with the ADAPT questioning system. On "share days" they share the dialogue they have developed on the worksheets. Since the format is being used, changing the attention to study guide answers should be acceptable.</p>
<p><b>Effective Follow-up</b> (56% scored 70% or higher)</p> <ul style="list-style-type: none"> <li>- Students will be able to define components of effective customer follow-up</li> </ul>		

RELATED ITEM LEVEL 3

**New Plan for 2023 - 2024 Marketing BBA Actions Planned**

**Action Description:**

**MKTG3310**

**MKTG3310**

**Table 3 Current Assessment: Action Items and Implementation Plan  
for Targeted Learning Objectives (Topics)**

\*\*\*\*\* Review of results across all course sections (by aggregating) showed this topic falling below the criterion. The criterion is that 70% of students score 70% or higher.

Learning Objective Topic (Professor Reporting)	Action Item	Implementation Plan
<p>Marketing Research Process ***** (Irfan Ahmed)</p>	<ul style="list-style-type: none"> <li>• Focus on broader aspects of research vs. narrower orientation limited to interests of marketing majors.</li> </ul>	<p>Focus on features of the marketing research process that have applicability to all business majors.</p>
<p>All topics. ***** (Sanjay Mehta)</p>	<ul style="list-style-type: none"> <li>• Homework assignments to improve performance.</li> </ul>	<p>Students will be assigned several homework assignments to better prepare them for each of the four-course objectives. These include multiple 20 question Quizzes, Dynamic Study Modules, Videos with follow-up questions, Simulation exercises, and Warm-up exercises.</p>
<p>Consumer Product Classifications ***** (Renee Gravois)</p>	<ul style="list-style-type: none"> <li>• In-class exercise for students to practice identifying examples of each classification.</li> </ul>	<p>One topic area that met the criteria but still needs improvement is consumer products classification. I will develop an in-class exercise for students to practice identifying examples of each classification.</p>

Note: The topic, Characteristics of the Global Market Place, had an aggregate score of 68% of students meeting or exceeding expectations. Although it fell below the criterion of 70%, the performance was reported in only classes by Taehoon Im and Sanjay Mehta. The actions planned by Sanjay Mehta address the performance. Taehoon Im is no longer working at SHSU so the Action Items planned by him are not reported.

**MKTG3320**

**MKTG3320**

**Table 3 Current Assessment: Action Items and Implementation Plan  
for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
<p>One area that met the criteria but still needs improvement is to identify ways that consumers can reduce cognitive dissonance, which we discuss during the topic of consumer decision-making. (Renée Gravois)</p>	<p>In-class exercise</p>	<p>I will develop an in-class exercise for students to practice identifying dissonance reduction strategies in multiple consumer contexts.</p>
<p>2. Internal Influences on Consumer Behavior</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> <li>-Define personality and brand personality.</li> <li>-Identify major personality traits that have been examined in consumer research.</li> <li>-Define self-concept and self-congruence.</li> <li>-Explain self-concept and self-congruence apply to consumer behavior.</li> <li>-Identify the elements of consumer perception.</li> <li>-Identify factors that influence attention and comprehension.</li> <li>-Identify ways that consumers make associations with meaning to learn.</li> </ul> <p>Many students struggled with this exam, as it covered four major chapters in the text with the most content and technical terminology of all the assessments in the class.</p> <p>(Gina Brynildsen)</p>	<p>Change essay format on exam</p> <p>Add in-class practice quizzes</p>	<p>For future exams and semesters, I have decided to give students the option of multiple essays for the essay portion of the exam. Many students blanked on the essay topic that was provided, and thus lost substantial points for leaving the essay blank or answering incorrectly. For the future, I will give students two or three options for the long-form essay questions so they can choose one they feel most comfortable with.</p> <p>Additionally, I will add in-class practice quizzes and assignments to solidify the core concepts covered. This will accomplish two things: (1) Check student understanding, so I can more easily adjust the content as I learn where they are at, and (2) Review or clarify concepts that are not well understood by the class. I will also be recommending the "Check Your Understanding" tool in the textbook which allows students to answer adaptive quizzes to check their understanding. This does not affect their grades but gives them extra practice.</p>

**MKTG3328**

**Current Assessment: Action Items and Implementation Plan  
for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
<p><b>Business Buyer's Buying Process</b> (63% scored 70% or higher)</p> <ul style="list-style-type: none"> <li>- three types of buying decisions.</li> <li>- the meaning of the term buying center.</li> <li>- the roles of individuals in a buying center.</li> <li>- four types of communication style.</li> </ul>	<p>The time spent on the topics will be confirmed as acceptable.</p> <p>Students will be asked to share their study guide answers in class</p>	<p>Student performance is lower primarily due to the lower attendance on the days they are covered during lectures. This cannot be controlled. Nevertheless, the amount of time spent on the topics will be confirmed as acceptable.</p> <p>The study guide covers this material so I will ask students to share their study guide answers in class. This will place more of their attention on the concepts. This class format is similar to one used now with the ADAPT questioning system. On "share days" they share the dialogue they have developed on the worksheets. Since the format is being used, changing the attention to study guide answers should be acceptable.</p>
<p><b>Effective Follow-up</b> (56% scored 70% or higher)</p> <ul style="list-style-type: none"> <li>- Students will be able to define components of effective customer follow-up</li> </ul>		

**MKTG4340**

MKTG4340

**Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
MKTG4340-22 1. Overview of International Business	Broaden foundational knowledge of international business practices.	Begin the course with a comprehensive overview module that includes video lectures and readings on key concepts in international business.
2. Adaptation vs. Standardization	Clarify the differences and implications of adaptation versus standardization.	Discuss various case studies on the pros and cons of adaptation versus standardization in various industries in lecture videos. Use as online discussion topic that is graded.
5. Historical Context of Global Trade Since WWII	Reinforce the understanding of global trade history and its impact.	Engage students in online discussions about (graded) on how historical events have shaped current trade policies and market conditions
6. Economic Development and Its Implications	Enhance awareness of economic development's impact on international business.	Discuss case studies to explore how companies adjust strategies in response to different levels of economic development in lecture videos. Use as online discussion topic that is graded.
7. Market Entry Strategies	Deepen the practical knowledge of market entry strategies.	Discuss case studies to understand market entry plans. Focus on comparing different entry strategies and their suitability for various markets in lecture videos. Use as online discussion topic that is graded.
8. International Legal Issues	Increase understanding of the legal framework governing international business.	Discuss case studies of legal challenges faced by international businesses to highlight key issues in lecture videos. Use as discussion online topic that is graded.

MKTG4340 (Continued)

**Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
MKTG4340-02 3. Basic Global Geo-Political Concepts	Enhance the understanding of global geopolitical dynamics.	Discuss case studies in class that allows students to explore how geopolitical changes can affect international marketing strategies. Provide access to relevant news articles and reports for students to analyze and discuss in class. Give participation grades
4. Trade Barriers and Forms of Economic	Enhance the understanding of trade barriers and economic systems	Discuss case studies in class that allows students to explore trade barriers can affect international marketing strategies. Provide access to relevant news articles and reports for students and discuss in class. Give participation grades
5. Historical Context of Global Trade Since WWII	Reinforce the understanding of global trade history and its impact.	Engage students in class discussions about on how historical events have shaped current trade policies and market conditions. Give participation grades
7. Market Entry Strategies	Deepen the practical knowledge of market entry strategies.	Discuss case studies in class to understand market entry plans. Focus on comparing different entry strategies and their suitability for various markets. Give participation grades
8. International Legal Issues	Increase understanding of the legal framework governing international business.	Discuss in class case studies of legal challenges faced by international businesses to highlight key issues. Give participation grades

MKTG4350

**Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
3. Measurement, Sampling, and Data Collection	Spend more time on scale development.	More time will be spent on scale development. Spending additional time on popular scales, like SERVQUAL, would be beneficial.
4. Data Preparation, Analysis, and Reporting	Upon closer examination of their performance on the embedded questions, students have difficulty determining scale reliability and validity. A video will be produced that covers data analysis.	The second area of difficulty was Data Analysis. Since most data analysis is learned in the two BANA courses, students tend to forget many of the statistical tests of hypotheses. So, I will record a video on data analysis and make it required watching in the future

MKTG4390

**Current Assessment of MKTG 4390-01 (F2F) and MKTG 4390-21 (Online): Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
There are no topics in apparent need of improvement, and the levels of performance need to be maintained or enhanced marginally.	The practices in place currently will be maintained. However, it may be worthwhile to emphasize written and verbal communication skills and create opportunities for assessment of the same.	

RELATED ITEM LEVEL 1

**LO4: Students Will Be Able To Summarize And Explain Global Marketing Concepts**

**Learning Objective Description:**

Students who complete the BBA in Marketing will be able to summarize and explain the global nature of business today and the forces shaping the evolution of the global market, and recognize the process of extending from domestic business operations into global markets.

The learning objective is represented in more detail by the following subjects.

1. Overview of International Business
2. Adaptation vs. Standardization
3. Basic Global Geo-Political Concepts
4. Trade Barriers and Forms of Economic Cooperation
5. Historical Context of Global Trade Since WWII
6. Economic Development and Its Implications
7. Market Entry Strategies

- 8. International Legal Issues
- 9. Ethical Issues Related to International Trade
- 10. Distribution Issues
- 11. International Staffing and Expatriates
- 12. Current Trends in International Business

RELATED ITEM LEVEL 2

**LO4: Assessment In MKTG4340 International Management And Marketing Indicator Description:**

Student achievement of the learning objective will be assessed with multiple-choice questions.

**Criterion Description:**

The average score obtained by 70% of the students for each area of study will be 70% or higher.

**Findings Description:**

The findings are presented on the file attachment.

Attached Files

[MKTG 4340 AOL FINDINGS 2023-2024.pdf](#)

RELATED ITEM LEVEL 3

**Action for LO4: MKTG4340 International Management and Marketing Action Description:**

MKTG4340

**Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
MKTG4340-22 1. Overview of International Business	Broaden foundational knowledge of international business practices.	Begin the course with a comprehensive overview module that includes video lectures and readings on key concepts in international business.
2. Adaptation vs. Standardization	Clarify the differences and implications of adaptation versus standardization.	Discuss various case studies on the pros and cons of adaptation versus standardization in various industries in lecture videos. Use as online discussion topic that is graded.
5. Historical Context of Global Trade Since WWII	Reinforce the understanding of global trade history and its impact.	Engage students in online discussions about (graded) on how historical events have shaped current trade policies and market conditions
6. Economic Development and Its Implications	Enhance awareness of economic development's impact on international business.	Discuss case studies to explore how companies adjust strategies in response to different levels of economic development in lecture videos. Use as online discussion topic that is graded.
7. Market Entry Strategies	Deepen the practical knowledge of market entry strategies.	Discuss case studies to understand market entry plans. Focus on comparing different entry strategies and their suitability for various markets in lecture videos. Use as online discussion topic that is graded.
8. International Legal Issues	Increase understanding of the legal framework governing international business.	Discuss case studies of legal challenges faced by international businesses to highlight key issues in lecture videos. Use as discussion online topic that is graded.

MKTG4340 (Continued)

**Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
MKTG4340-02 3. Basic Global Geo-Political Concepts	Enhance the understanding of global geopolitical dynamics.	Discuss case studies in class that allows students to explore how geopolitical changes can affect international marketing strategies. Provide access to relevant news articles and reports for students to analyze and discuss in class. Give participation grades
4. Trade Barriers and Forms of Economic	Enhance the understanding of trade barriers and economic systems	Discuss case studies in class that allows students to explore trade barriers can affect international marketing strategies. Provide access to relevant news articles and reports for students and discuss in class. Give participation grades
5. Historical Context of Global Trade Since WWII	Reinforce the understanding of global trade history and its impact.	Engage students in class discussions about on how historical events have shaped current trade policies and market conditions. Give participation grades
7. Market Entry Strategies	Deepen the practical knowledge of market entry strategies.	Discuss case studies in class to understand market entry plans. Focus on comparing different entry strategies and their suitability for various markets. Give participation grades
8. International Legal Issues	Increase understanding of the legal framework governing international business.	Discuss in class case studies of legal challenges faced by international businesses to highlight key issues. Give participation grades

RELATED ITEM LEVEL 3

**New Plan for 2023 - 2024 Marketing BBA Actions Planned**

**Action Description:**

**MKTG3310**

MKTG3310

**Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

\*\*\*\*\* Review of results across all course sections (by aggregating) showed this topic falling below the criterion. The criterion is that 70% of students score 70% or higher.

Learning Objective Topic (Professor Reporting)	Action Item	Implementation Plan
Marketing Research Process ***** (Irfan Ahmed)	• Focus on broader aspects of research vs. narrower orientation limited to interests of marketing majors.	Focus on features of the marketing research process that have applicability to all business majors.
All topics. ***** (Sanjay Mehta)	• Homework assignments to improve performance.	Students will be assigned several homework assignments to better prepare them for each of the four-course objectives. These include multiple 20 question Quizzes, Dynamic Study Modules, Videos with follow-up questions, Simulation exercises, and Warm-up exercises.
Consumer Product Classifications ***** (Renee Gravois)	• In-class exercise for students to practice identifying examples of each classification.	One topic area that met the criteria but still needs improvement is consumer products classification. I will develop an in-class exercise for students to practice identifying examples of each classification.

Note: The topic, Characteristics of the Global Market Place, had an aggregate score of 68% of students meeting or exceeding expectations. Although it fell below the criterion of 70%, the performance was reported in only classes by Taehoon Im and Sanjay Mehta. The actions planned by Sanjay Mehta address the performance. Taehoon Im is no longer working at SHSU so the Action Items planned by him are not reported.

MKTG3320

MKTG3320

**Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
One area that met the criteria but still needs improvement is to identify ways that consumers can reduce cognitive dissonance, which we discuss during the topic of consumer decision-making. (Renée Gravois)	In-class exercise	I will develop an in-class exercise for students to practice identifying dissonance reduction strategies in multiple consumer contexts.
2. Internal Influences on Consumer Behavior Students will be able to... -Define personality and brand personality. -Identify major personality traits that have been examined in consumer research. -Define self-concept and self-congruence. -Explain self-concept and self-congruence apply to consumer behavior. -Identify the elements of consumer perception. -Identify factors that influence attention and comprehension. -Identify ways that consumers make associations with meaning to learn.  Many students struggled with this exam, as it covered four major chapters in the text with the most content and technical terminology of all the assessments in the class.  (Gina Brynildsen)	Change essay format on exam  Add in-class practice quizzes	For future exams and semesters, I have decided to give students the option of multiple essays for the essay portion of the exam. Many students blanked on the essay topic that was provided, and thus lost substantial points for leaving the essay blank or answering incorrectly. For the future, I will give students two or three options for the long-form essay questions so they can choose one they feel most comfortable with.  Additionally, I will add in-class practice quizzes and assignments to solidify the core concepts covered. This will accomplish two things: (1) Check student understanding, so I can more easily adjust the content as I learn where they are at, and (2) Review or clarify concepts that are not well understood by the class. I will also be recommending the "Check Your Understanding" tool in the textbook which allows students to answer adaptive quizzes to check their understanding. This does not affect their grades but gives them extra practice.

MKTG3328

**Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
- Business Buyer's Buying Process (63% scored 70% or higher) - three types of buying decisions. - the meaning of the term buying center. - the roles of individuals in a buying center. - four types of communication style.  Effective Follow-up (56% scored 70% or higher) - Students will be able to define components of effective customer follow-up	The time spent on the topics will be confirmed as acceptable.  Students will be asked to share their study guide answers in class	Student performance is lower primarily due to the lower attendance on the days they are covered during lectures. This cannot be controlled. Nevertheless, the amount of time spent on the topics will be confirmed as acceptable.  The study guide covers this material so I will ask students to share their study guide answers in class. This will place more of their attention on the concepts. This class format is similar to one used now with the ADAPT questioning system. On "share days" they share the dialogue they have developed on the worksheets. Since the format is being used, changing the attention to study guide answers should be acceptable.

MKTG4340

MKTG4340

**Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
MKTG4340-22 1. Overview of International Business	Broaden foundational knowledge of international business practices.	Begin the course with a comprehensive overview module that includes video lectures and readings on key concepts in international business.
2. Adaptation vs. Standardization	Clarify the differences and implications of adaptation versus standardization.	Discuss various case studies on the pros and cons of adaptation versus standardization in various industries in lecture videos. Use as online discussion topic that is graded.
5. Historical Context of Global Trade Since WWII	Reinforce the understanding of global trade history and its impact.	Engage students in online discussions about (graded) on how historical events have shaped current trade policies and market conditions
6. Economic Development and Its Implications	Enhance awareness of economic development's impact on international business.	Discuss case studies to explore how companies adjust strategies in response to different levels of economic development in lecture videos. Use as online discussion topic that is graded.
7. Market Entry Strategies	Deepen the practical knowledge of market entry strategies.	Discuss case studies to understand market entry plans. Focus on comparing different entry strategies and their suitability for various markets in lecture videos. Use as online discussion topic that is graded.
8. International Legal Issues	Increase understanding of the legal framework governing international business.	Discuss case studies of legal challenges faced by international businesses to highlight key issues in lecture videos. Use as discussion online topic that is graded.

MKTG4340 (Continued)

**Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
MKTG4340-02 3. Basic Global Geo-Political Concepts	Enhance the understanding of global geopolitical dynamics.	Discuss case studies in class that allows students to explore how geopolitical changes can affect international marketing strategies. Provide access to relevant news articles and reports for students to analyze and discuss in class. Give participation grades
4. Trade Barriers and Forms of Economic	Enhance the understanding of trade barriers and economic systems	Discuss case studies in class that allows students to explore trade barriers can affect international marketing strategies. Provide access to relevant news articles and reports for students and discuss in class. Give participation grades
5. Historical Context of Global Trade Since WWII	Reinforce the understanding of global trade history and its impact.	Engage students in class discussions about on how historical events have shaped current trade policies and market conditions. Give participation grades
7. Market Entry Strategies	Deepen the practical knowledge of market entry strategies.	Discuss case studies in class to understand market entry plans. Focus on comparing different entry strategies and their suitability for various markets. Give participation grades
8. International Legal Issues	Increase understanding of the legal framework governing international business.	Discuss in class case studies of legal challenges faced by international businesses to highlight key issues. Give participation grades

MKTG4350

**Current Assessment: Action Items and Implementation Plan  
for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
3. Measurement, Sampling, and Data Collection	Spend more time on scale development.	More time will be spent on scale development. Spending additional time on popular scales, like SERVQUAL, would be beneficial.
4. Data Preparation, Analysis, and Reporting	Upon closer examination of their performance on the embedded questions, students have difficulty determining scale reliability and validity. A video will be produced that covers data analysis.	The second area of difficulty was Data Analysis. Since most data analysis is learned in the two BANA courses, students tend to forget many of the statistical tests of hypotheses. So, I will record a video on data analysis and make it required watching in the future

**MKTG4390**

**Current Assessment of MKTG 4390-01 (F2F) and MKTG 4390-21 (Online):  
Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
There are no topics in apparent need of improvement, and the levels of performance need to be maintained or enhanced marginally.	The practices in place currently will be maintained. However, it may be worthwhile to emphasize written and verbal communication skills and create opportunities for assessment of the same.	

**RELATED ITEM LEVEL 1**

**LO5: Students Will Demonstrate The Ability To Collect And Interpret Market Research Data**

**Learning Objective Description:**

Students who complete the BBA in Marketing will demonstrate the ability to be able to determine and communicate research needs to a professional researcher, evaluate a research report, collect and interpret their own research data, and make marketing decisions with research findings. The learning objective is represented in more detail by the following topics.

**1.Introduction to Marketing Research**

- a)Students will be certified to conduct Marketing Research by completing the CITI certificate
- b)Students will be able to define the role of Ethics in Marketing Research
- c)Students will be able to conduct Secondary Research. They will be able to identify Internal & External sources of Secondary Data
- d)Students will be able to conduct a Literature Review & state appropriate Hypotheses

**2.Types of Research Designs**

- a)Students will be able to differentiate between Exploratory, Descriptive, and Causal Research

**3.Measurement, Sampling, and Data Collection**

- a)Students will be able to explain probability vs. nonprobability sampling methods & sample size determination
- b)Students will be able to differentiate between Levels of Measures - Nominal, Ordinal, Interval, and Ratio
- c)Students will be able to identify, define, and explain the principles of Measurement and Scales
- d)Students will be able to assess the Quality of Measurement Scales - Validity and Reliability
- e)Students will be able to explain Questionnaire Design

**4.Data Preparation, Analysis, and Reporting**

- a)Students will be able to prepare data for quantitative analysis, including editing & coding
- b)Students will be able to complete Quantitative Data Analysis, including t-test, F-test, Chi-square test, Correlation & Regression Analysis
- c)Students will be able to communicate Marketing Research Findings

**RELATED ITEM LEVEL 2**

**LO5: Assessment In MKTG4350 Marketing Research**

**Indicator Description:**

Student achievement of the learning objective will be assessed with questions embedded in multiple exams and several assignments.

**Criterion Description:**

The average score obtained by 70% of the students will be 70% or higher for each subject area (listed with the learning objective).

**Findings Description:**

The findings are presented on the file attachment.

Attached Files

[MKTG 4350 AOL FINDINGS 2023-2024.pdf](#)

**RELATED ITEM LEVEL 3**

**Action for LO5: MKTG4350 Marketing Research**

**Action Description:**

**Current Assessment: Action Items and Implementation Plan  
for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
3. Measurement, Sampling, and Data Collection	Spend more time on scale development.	More time will be spent on scale development. Spending additional time on popular scales, like SERVQUAL, would be beneficial.
4. Data Preparation, Analysis, and Reporting	Upon closer examination of their performance on the embedded questions, students have difficulty determining scale reliability and validity. A video will be produced that covers data analysis.	The second area of difficulty was Data Analysis. Since most data analysis is learned in the two BANA courses, students tend to forget many of the statistical tests of hypotheses. So, I will record a video on data analysis and make it required watching in the future

RELATED ITEM LEVEL 3

**New Plan for 2023 - 2024 Marketing BBA Actions Planned**

**Action Description:**

**MKTG3310**

**MKTG3310**

**Table 3 Current Assessment: Action Items and Implementation Plan  
for Targeted Learning Objectives (Topics)**

\*\*\*\*\* Review of results across all course sections (by aggregating) showed this topic falling below the criterion. The criterion is that 70% of students score 70% or higher.

Learning Objective Topic (Professor Reporting)	Action Item	Implementation Plan
Marketing Research Process ***** (Irfan Ahmed)	Focus on broader aspects of research vs. narrower orientation limited to interests of marketing majors.	Focus on features of the marketing research process that have applicability to all business majors.
All topics. ***** (Sanjay Mehta)	Homework assignments to improve performance.	Students will be assigned several homework assignments to better prepare them for each of the four-course objectives. These include multiple 20 question Quizzes, Dynamic Study Modules, Videos with follow-up questions, Simulation exercises, and Warm-up exercises.
Consumer Product Classifications ***** (Renee Gravois)	In-class exercise for students to practice identifying examples of each classification.	One topic area that met the criteria but still needs improvement is consumer products classification. I will develop an in-class exercise for students to practice identifying examples of each classification.

Note: The topic, Characteristics of the Global Market Place, had an aggregate score of 68% of students meeting or exceeding expectations. Although it fell below the criterion of 70%, the performance was reported in only classes by Taehoon Im and Sanjay Mehta. The actions planned by Sanjay Mehta address the performance. Taehoon Im is no longer working at SHSU so the Action Items planned by him are not reported.

**MKTG3320**

**MKTG3320**

**Table 3 Current Assessment: Action Items and Implementation Plan  
for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
One area that met the criteria but still needs improvement is to identify ways that consumers can reduce cognitive dissonance, which we discuss during the topic of consumer decision-making. (Renee Gravois)	In-class exercise	I will develop an in-class exercise for students to practice identifying dissonance reduction strategies in multiple consumer contexts.
2. Internal Influences on Consumer Behavior Students will be able to... -Define personality and brand personality. -Identify major personality traits that have been examined in consumer research. -Define self-concept and self-congruence. -Explain self-concept and self-congruence apply to consumer behavior. -Identify the elements of consumer perception. -Identify factors that influence attention and comprehension. -Identify ways that consumers make associations with meaning to learn.  Many students struggled with this exam, as it covered four major chapters in the text with the most content and technical terminology of all the assessments in the class.  (Gina Brynildsen)	Change essay format on exam  Add in-class practice quizzes	For future exams and semesters, I have decided to give students the option of multiple essays for the essay portion of the exam. Many students blanked on the essay topic that was provided, and thus lost substantial points for leaving the essay blank or answering incorrectly. For the future, I will give students two or three options for the long-form essay questions so they can choose one they feel most comfortable with.  Additionally, I will add in-class practice quizzes and assignments to solidify the core concepts covered. This will accomplish two things: (1) Check student understanding, so I can more easily adjust the content as I learn where they are at, and (2) Review or clarify concepts that are not well understood by the class. I will also be recommending the "Check Your Understanding" tool in the textbook which allows students to answer adaptive quizzes to check their understanding. This does not affect their grades but gives them extra practice.

**MKTG3328**

**Current Assessment: Action Items and Implementation Plan  
for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
. Business Buyer's Buying Process (63% scored 70% or higher)  - three types of buying decisions. - the meaning of the term buying center. - the roles of individuals in a buying center. - four types of communication style.  Effective Follow-up (56% scored 70% or higher)  - Students will be able to define components of effective customer follow-up	The time spent on the topics will be confirmed as acceptable.  Students will be asked to share their study guide answers in class	Student performance is lower primarily due to the lower attendance on the days they are covered during lectures. This cannot be controlled. Nevertheless, the amount of time spent on the topics will be confirmed as acceptable.  The study guide covers this material so I will ask students to share their study guide answers in class. This will place more of their attention on the concepts. This class format is similar to one used now with the ADAPT questioning system. On "share days" they share the dialogue they have developed on the worksheets. Since the format is being used, changing the attention to study guide answers should be acceptable.

**MKTG4340**

MKTG4340

**Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
MKTG4340-22 1. Overview of International Business	Broaden foundational knowledge of international business practices.	Begin the course with a comprehensive overview module that includes video lectures and readings on key concepts in international business.
2. Adaptation vs. Standardization	Clarify the differences and implications of adaptation versus standardization.	Discuss various case studies on the pros and cons of adaptation versus standardization in various industries in lecture videos. Use as online discussion topic that is graded.
5. Historical Context of Global Trade Since WWII	Reinforce the understanding of global trade history and its impact.	Engage students in online discussions about (graded) on how historical events have shaped current trade policies and market conditions
6. Economic Development and Its Implications	Enhance awareness of economic development's impact on international business.	Discuss case studies to explore how companies adjust strategies in response to different levels of economic development in lecture videos. Use as online discussion topic that is graded.
7. Market Entry Strategies	Deepen the practical knowledge of market entry strategies.	Discuss case studies to understand market entry plans. Focus on comparing different entry strategies and their suitability for various markets in lecture videos. Use as online discussion topic that is graded.
8. International Legal Issues	Increase understanding of the legal framework governing international business.	Discuss case studies of legal challenges faced by international businesses to highlight key issues in lecture videos. Use as discussion online topic that is graded.

MKTG4340 (Continued)

**Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
MKTG4340-02 3. Basic Global Geo-Political Concepts	Enhance the understanding of global geopolitical dynamics.	Discuss case studies in class that allows students to explore how geopolitical changes can affect international marketing strategies. Provide access to relevant news articles and reports for students to analyze and discuss in class. Give participation grades
4. Trade Barriers and Forms of Economic	Enhance the understanding of trade barriers and economic systems	Discuss case studies in class that allows students to explore trade barriers can affect international marketing strategies. Provide access to relevant news articles and reports for students and discuss in class. Give participation grades
5. Historical Context of Global Trade Since WWII	Reinforce the understanding of global trade history and its impact.	Engage students in class discussions about on how historical events have shaped current trade policies and market conditions. Give participation grades
7. Market Entry Strategies	Deepen the practical knowledge of market entry strategies.	Discuss case studies in class to understand market entry plans. Focus on comparing different entry strategies and their suitability for various markets. Give participation grades
8. International Legal Issues	Increase understanding of the legal framework governing international business.	Discuss in class case studies of legal challenges faced by international businesses to highlight key issues. Give participation grades

MKTG4350

**Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
3. Measurement, Sampling, and Data Collection	Spend more time on scale development.	More time will be spent on scale development. Spending additional time on popular scales, like SERVQUAL, would be beneficial.
4. Data Preparation, Analysis, and Reporting	Upon closer examination of their performance on the embedded questions, students have difficulty determining scale reliability and validity. A video will be produced that covers data analysis.	The second area of difficulty was Data Analysis. Since most data analysis is learned in the two BANA courses, students tend to forget many of the statistical tests of hypotheses. So, I will record a video on data analysis and make it required watching in the future

MKTG4390

**Current Assessment of MKTG 4390-01 (F2F) and MKTG 4390-21 (Online): Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
There are no topics in apparent need of improvement, and the levels of performance need to be maintained or enhanced marginally.	The practices in place currently will be maintained. However, it may be worthwhile to emphasize written and verbal communication skills and create opportunities for assessment of the same.	

RELATED ITEM LEVEL 1

**LO6: Students Will Be Able To Explain Strategic Concepts, Demonstrate Knowledge Of The Impact Of Marketing Decisions, And Devise A Strategic Plan**

**Learning Objective Description:**

**Course Learning Objectives:**

1. To understand the marketing environment.
2. To learn the tasks of the marketing manager, and the decisions affecting marketing strategy.
3. To be able to use marketing analytical frameworks and techniques to evaluate marketing strategies.
4. To be able to formulate marketing strategy and design marketing programs.
5. To be able to create written documents and presentations containing components of marketing plans.

The following topics related to the objectives are included in the assessments:

**1. The Marketing Environment**

- a. Students will be able to identify various aspects of the firm's external environment.
- b. Students will be able to describe potential impacts of the firm's external environment on marketing performance and firm profitability.

**2. The Tasks of the Marketing Manager**

- a. Students will be able identify the tasks of the Marketing Manager in various marketing program areas.
- b. Students will be able to simulate strategic and tactical marketing decision-making

### 3. Marketing Analytic Frameworks and Techniques

- a. Students will be able to describe and appropriately apply the following analytic techniques to evaluate marketing strategies, and to propose marketing strategies.
  - i. SWOT Analysis
  - ii. Growth Matrix
  - iii. Perceptual Map
  - iv. Product Life Cycle Theory
  - v. Boston Consulting Group Matrix

### 4. Formulate Marketing Strategy and Plans

- a. Students will be able to outline and discuss the basic framework of marketing strategy.
- b. Students will be able to apply the framework of marketing strategy to business cases.

### 5. Written Marketing Documents and Presentations

- a. Students will prepare written strategy documents and critiques.
- b. Students will make oral live or recorded presentations (online classes) of their marketing strategy and tactics documents

#### RELATED ITEM LEVEL 2

### LO6: Assessment In MKTG4390 Strategic Marketing Management

#### Indicator Description:

Student achievement of the learning objective will be assessed with case study analysis, marketing management simulation, group projects, and questions embedded in exams.

#### Criterion Description:

The average score obtained by 70% of students will be 70% or higher for each subject area (listed with the learning objective).

#### Findings Description:

The findings are presented on the file attachment.

#### Attached Files

[MKTG 4390 AOL FINDINGS 2023-2024.pdf](#)

#### RELATED ITEM LEVEL 3

### Action for LO6: MKTG4390 Strategic Marketing Management

#### Action Description:

Current Assessment of MKTG 4390-01 (F2F) and MKTG 4390-21 (Online):  
Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

Learning Objective Topic	Action Item	Implementation Plan
There are no topics in apparent need of improvement, and the levels of performance need to be maintained or enhanced marginally.	The practices in place currently will be maintained. However, it may be worthwhile to emphasize written and verbal communication skills and create opportunities for assessment of the same.	

#### RELATED ITEM LEVEL 3

### New Plan for 2023 - 2024 Marketing BBA Actions Planned

#### Action Description:

### MKTG3310

#### MKTG3310

Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)

\*\*\*\*\* Review of results across all course sections (by aggregating) showed this topic falling below the criterion. The criterion is that 70% of students score 70% or higher.

Learning Objective Topic (Professor Reporting)	Action Item	Implementation Plan
Marketing Research Process ***** (Irfan Ahmed)	• Focus on broader aspects of research vs. narrower orientation limited to interests of marketing majors.	Focus on features of the marketing research process that have applicability to all business majors.
All topics. ***** (Sanjay Mehta)	• Homework assignments to improve performance.	Students will be assigned several homework assignments to better prepare them for each of the four-course objectives. These include multiple 20 question Quizzes, Dynamic Study Modules, Videos with follow-up questions, Simulation exercises, and Warm-up exercises.
Consumer Product Classifications ***** (Renee Gravois)	• In-class exercise for students to practice identifying examples of each classification.	One topic area that met the criteria but still needs improvement is consumer products classification. I will develop an in-class exercise for students to practice identifying examples of each classification.

Note: The topic, Characteristics of the Global Market Place, had an aggregate score of 68% of students meeting or exceeding expectations. Although it fell below the criterion of 70%, the performance was reported in only classes by Taehoon Im and Sanjay Mehta. The actions planned by Sanjay Mehta address the performance. Taehoon Im is no longer working at SHSU so the Action Items planned by him are not reported.

### MKTG3320

MKTG3320

**Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
One area that met the criteria but still needs improvement is to identify ways that consumers can reduce cognitive dissonance, which we discuss during the topic of consumer decision-making. (Renée Gravois)	In-class exercise	I will develop an in-class exercise for students to practice identifying dissonance reduction strategies in multiple consumer contexts.
2. Internal Influences on Consumer Behavior Students will be able to... -Define personality and brand personality. -Identify major personality traits that have been examined in consumer research. -Define self-concept and self-congruence. -Explain self-concept and self-congruence apply to consumer behavior. -Identify the elements of consumer perception. -Identify factors that influence attention and comprehension. -Identify ways that consumers make associations with meaning to learn.  Many students struggled with this exam, as it covered four major chapters in the text with the most content and technical terminology of all the assessments in the class.  (Gina Brynildsen)	Change essay format on exam  Add in-class practice quizzes	For future exams and semesters, I have decided to give students the option of multiple essays for the essay portion of the exam. Many students blanked on the essay topic that was provided, and thus lost substantial points for leaving the essay blank or answering incorrectly. For the future, I will give students two or three options for the long-form essay questions so they can choose one they feel most comfortable with.  Additionally, I will add in-class practice quizzes and assignments to solidify the core concepts covered. This will accomplish two things: (1) Check student understanding, so I can more easily adjust the content as I learn where they are at, and (2) Review or clarify concepts that are not well understood by the class. I will also be recommending the "Check Your Understanding" tool in the textbook which allows students to answer adaptive quizzes to check their understanding. This does not affect their grades but gives them extra practice.

MKTG3328

**Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
. Business Buyer's Buying Process (63% scored 70% or higher)  - three types of buying decisions. - the meaning of the term buying center. - the roles of individuals in a buying center. - four types of communication style.  Effective Follow-up (56% scored 70% or higher)  - Students will be able to define components of effective customer follow-up	The time spent on the topics will be confirmed as acceptable.  Students will be asked to share their study guide answers in class	Student performance is lower primarily due to the lower attendance on the days they are covered during lectures. This cannot be controlled. Nevertheless, the amount of time spent on the topics will be confirmed as acceptable.  The study guide covers this material so I will ask students to share their study guide answers in class. This will place more of their attention on the concepts. This class format is similar to one used now with the ADAPT questioning system. On "share days" they share the dialogue they have developed on the worksheets. Since the format is being used, changing the attention to study guide answers should be acceptable.

MKTG4340

MKTG4340

**Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
MKTG4340-22 1. Overview of International Business	Broaden foundational knowledge of international business practices.	Begin the course with a comprehensive overview module that includes video lectures and readings on key concepts in international business.
2. Adaptation vs. Standardization	Clarify the differences and implications of adaptation versus standardization.	Discuss various case studies on the pros and cons of adaptation versus standardization in various industries in lecture videos. Use as online discussion topic that is graded.
5. Historical Context of Global Trade Since WWII	Reinforce the understanding of global trade history and its impact.	Engage students in online discussions about (graded) on how historical events have shaped current trade policies and market conditions
6. Economic Development and Its Implications	Enhance awareness of economic development's impact on international business.	Discuss case studies to explore how companies adjust strategies in response to different levels of economic development in lecture videos. Use as online discussion topic that is graded.
7. Market Entry Strategies	Deepen the practical knowledge of market entry strategies.	Discuss case studies to understand market entry plans. Focus on comparing different entry strategies and their suitability for various markets in lecture videos. Use as online discussion topic that is graded.
8. International Legal Issues	Increase understanding of the legal framework governing international business.	Discuss case studies of legal challenges faced by international businesses to highlight key issues in lecture videos. Use as discussion online topic that is graded.

MKTG4340 (Continued)

**Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
MKTG4340-02 3. Basic Global Geo-Political Concepts	Enhance the understanding of global geopolitical dynamics.	Discuss case studies in class that allows students to explore how geopolitical changes can affect international marketing strategies. Provide access to relevant news articles and reports for students to analyze and discuss in class. Give participation grades
4. Trade Barriers and Forms of Economic	Enhance the understanding of trade barriers and economic systems	Discuss case studies in class that allows students to explore trade barriers can affect international marketing strategies. Provide access to relevant news articles and reports for students and discuss in class. Give participation grades
5. Historical Context of Global Trade Since WWII	Reinforce the understanding of global trade history and its impact.	Engage students in class discussions about on how historical events have shaped current trade policies and market conditions. Give participation grades
7. Market Entry Strategies	Deepen the practical knowledge of market entry strategies.	Discuss case studies in class to understand market entry plans. Focus on comparing different entry strategies and their suitability for various markets. Give participation grades
8. International Legal Issues	Increase understanding of the legal framework governing international business.	Discuss in class case studies of legal challenges faced by international businesses to highlight key issues. Give participation grades

MKTG4350

**Current Assessment: Action Items and Implementation Plan  
for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
3. Measurement, Sampling, and Data Collection	Spend more time on scale development.	More time will be spent on scale development. Spending additional time on popular scales, like SERVQUAL, would be beneficial.
4. Data Preparation, Analysis, and Reporting	Upon closer examination of their performance on the embedded questions, students have difficulty determining scale reliability and validity. A video will be produced that covers data analysis.	The second area of difficulty was Data Analysis. Since most data analysis is learned in the two BANA courses, students tend to forget many of the statistical tests of hypotheses. So, I will record a video on data analysis and make it required watching in the future

**MKTG4390**

**Current Assessment of MKTG 4390-01 (F2F) and MKTG 4390-21 (Online):  
Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
There are no topics in apparent need of improvement, and the levels of performance need to be maintained or enhanced marginally.	The practices in place currently will be maintained. However, it may be worthwhile to emphasize written and verbal communication skills and create opportunities for assessment of the same.	

**Update to Previous Cycle's Plan**

**Previous Cycle's Plan For Continuous Improvement (Do Not Modify):**

**Closing Summary**

**LO1: Actions for MKTG3310 Fundamentals of Marketing**

Dr. Brynildsen noted that students are generally well prepared for the exams. She has a review session and provides a study guide to help them prepare. Dr. Brynildsen has found over the last three years that the addition of these study tools and sessions improved the overall grades in the class. Therefore, review sessions and study guides should be used. Based on the findings, these should include attention to the pricing concepts where the criterion was not met.

Dr. Brynildsen also explained that an area needing the most improvement is the use of critical thinking skills. These skills are not shown on the Master Syllabus, or Anthology, but may be developed while learning the topics related to the Learning Objective (LO1). To this end, she has an assignment called the Current Events Memo and Presentation that is intended to help students develop their critical thinking muscles; the students are allowed to pick any topic in the class for a current events presentation. The method may be applied to improve understanding of topics listed on the Master Syllabus and Anthology, thus supporting achievement of the Learning Objective (LO1).

Taehoon IM explained three actions he would take to improve student performance. These may be undertaken by other professors teaching the course. The three actions are:

- (1) I will add more questions to the exams (e.g., around 10 questions per topic) to assess the performance of students more accurately,
- (2) I will spend more time explaining the topics that seems relatively more difficult to students (e.g., “pricing strategies”), and
- (3) I will hold interactive review or question-and-answer sessions before exams so that students may ask questions about the topics that they do not fully understand.

**LO2: Actions for MKTG3320 - Consumer Behavior**

One area that met the criteria but still needs improvement is how an understanding of consumer behavior can benefit public policy makers. This sub-topic is part of the larger topic of “Reasons it is important to study Consumer Behavior.” In this area, students examine CB principles from the viewpoint of different stakeholders that can benefit from an understanding of CB. I will develop additional examples of ways that public policy makers in different contexts can benefit from an understanding of consumer behavior.

**LO3: Action for MKTG3328 Professional Selling**

Actions will be undertaken to foster a better understanding of the ADAPT questioning system, different types of selling, and the buying process. To improve student understanding, more time will be allocated to these concepts. The Role-Play worksheets completed by students will include more exercises related to these subject areas.

**LO4: Action for MKTG4340 International Management and Marketing**

International Marketing (MKTG 4340-02), Taehoon Im, Main Campus

I will take three actions to improve the performance of students as follows: (1) I will keep refining the wording of exam questions so that students may understand what the exam questions are intended to ask clearly, (2) I will set aside the time to remind students of ECON 102 relevant to the topics (e.g., “trade barriers and forms of economic cooperation”), and (3) I will give students a homework to read international business-and marketing-related newspaper articles regularly to improve their capability to apply the lessons learned from classroom to the real world.

International Marketing (MKTG 4340-02), Taehoon Im, ONLINE CLASS

I will take three actions to improve the performance of students as follows: (1) I will keep refining the wording of exam questions so that students may understand what the exam questions are intended to ask clearly, (2) I will set aside the time to remind students of ECON 102 relevant to the topics (e.g., “trade barriers and forms of economic cooperation”), and (3) I will give students a homework to read international business-and marketing-related newspaper articles regularly to improve their capability to apply the lessons learned from classroom to the real world.

**Update of Progress to the Previous Cycle's PCI:**

MKTG3310

**Previous Assessment: Action Items and Outcomes**

Learning Objective Topic (Professor Reporting)	Previous Assessment Action Item(s)	Outcome of Action Item	Additional Action(s) Needed
2. Characteristics of the Global Market Place 14. Pricing Strategies (Tachoon Im)	<ul style="list-style-type: none"> <li>Spent more time explaining topics</li> <li>Held interactive review or question-and-answer session before exams</li> <li>Added more questions to exams</li> </ul>	<ul style="list-style-type: none"> <li>Students who take face-to-face course improved their performance significantly.</li> <li>Adding more questions did not work well for students.</li> </ul>	During Fall 2023, performance on both fell below the criterion. They will be addressed again during the next semester.
The course was taught by Dr. Im during the Fall 2022. Other professors that taught the course were assigned to teach different ones during Fall 2023. Therefore, only Dr. Im could report outcomes of action items that he defined in Fall 2022.			

**MKTG3320**

**Previous Assessment: Action Items and Outcomes**

Learning Objective Topic	Previous Assessment Action Item(s)	Outcome of Action Item	Additional Action(s) Needed
One area from the previous assessment cycle that needed improvement is how an understanding of consumer behavior can benefit public policy makers. This sub-topic is part of the larger topic of "Reasons it is important to study Consumer Behavior."	I developed and presented additional examples of ways that public policy makers in different contexts can benefit from an understanding of consumer behavior.	Student performance on this topic improved from previous assessment cycles.	I will continue to develop and strengthen the examples and coverage in this area.

**MKTG3328**

**Previous Assessment: Action Items and Outcomes**

Learning Objective Topic	Previous Assessment Action Item(s)	Outcome of Action Item	Additional Action(s) Needed
ADAPT questioning system Different types of selling The buying process	<p>To improve student understanding, more time was allocated to these concepts.</p> <p>The Role-Play worksheets completed by students included more exercises related to these subject areas. More time was spent with students during "workshop days" to work closely with them as they developed dialogue for the worksheets.</p>	<p>Students scored at acceptable levels with the ADAPT questioning system, different types of selling, and the buying process.</p> <p>The percentage of students scoring 70% or higher is 75% of the students - for each subject area..</p>	

**MKTG4340**

**Previous Assessment: Action Items and Outcomes**

Learning Objective Topic	Previous Assessment Action Item(s)	Outcome of Action Item	Additional Action(s) Needed

3. Basic Geo-Political Concepts	I refined the working of exam questions so that students could understand what the exam questions were intended to ask clearly.	After exams, I did not receive more than three emails from students asking about the exam questions.	
4. Trade Barriers and Forms of Economic Cooperation		Student reading international business-and marketing-related newspaper articles said that they became interested in international business and marketing more than before in their teaching evaluations.	
8. International Legal Issues	I gave students homework to read international business-and marketing-related newspaper articles regularly to improve their capability to apply the lessons learned from classroom to the real world.	Setting aside the time to remind students of ECON 102 relevant to the topics (e.g., trade barriers and forms of economic cooperation) brought mixed results. Although online students showed high academic performance in the topics, face-to-face students showed low academic performance in the topics.	
9. Ethical Issues Related to International Trade	Set aside the time to remind students of ECON 102 relevant to the topics (e.g., “trade barriers and forms of economic cooperation”),		

**MKTG4350**

**Previous Assessment: Action Items and Outcomes**

Learning Objective Topic	Previous Assessment Action Item(s)	Outcome of Action Item	Additional Action(s) Needed
An assessment was not completed during the 2022-2023 cycle.			

**MKTG4390**

**Previous Assessment of MKTG 4390 (F2F): Action Items and Outcomes**

NOTE. MKTG 4390 (Online) was not assessed in the online modality in the previous cycle.

Learning Objective Topic	Previous Assessment Action Item(s)	Outcome of Action Item	Additional Action(s) Needed
All topics.	The course content was streamlined to make the workload appropriate and clearly focused.	Student workload was appropriated and clearly focused.	
All topics.	The assessment methods allowed for a 100% student participation in assessment, reducing a weakness that was an inadvertent feature in the previous assessment cycle.	Methods reduced weakness that was an inadvertent feature in the previous assessment cycle.	

# New Plan - Duplicate of "New Plan for 2023 - 2024 Marketing BBA Actions Planned"

## Closing Summary:

MKTG3310

MKTG3310

**Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

\*\*\*\*\* Review of results across all course sections (by aggregating) showed this topic falling below the criterion. The criterion is that 70% of students score 70% or higher.

Learning Objective Topic (Professor Reporting)	Action Item	Implementation Plan
Marketing Research Process ***** (Irfan Ahmed)	• Focus on broader aspects of research vs. narrower orientation limited to interests of marketing majors.	Focus on features of the marketing research process that have applicability to all business majors.
All topics. ***** (Sanjay Mehta)	• Homework assignments to improve performance.	Students will be assigned several homework assignments to better prepare them for each of the four-course objectives. These include multiple 20 question Quizzes, Dynamic Study Modules, Videos with follow-up questions, Simulation exercises, and Warm-up exercises.
Consumer Product Classifications ***** (Renee Gravois)	• In-class exercise for students to practice identifying examples of each classification.	One topic area that met the criteria but still needs improvement is consumer products classification. I will develop an in-class exercise for students to practice identifying examples of each classification.

Note: The topic, Characteristics of the Global Market Place, had an aggregate score of 68% of students meeting or exceeding expectations. Although it fell below the criterion of 70%, the performance was reported in only classes by Taehoon Im and Sanjay Mehta. The actions planned by Sanjay Mehta address the performance. Taehoon Im is no longer working at SHSU so the Action Items planned by him are not reported.

MKTG3320

MKTG3320

**Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
One area that met the criteria but still needs improvement is to identify ways that consumers can reduce cognitive dissonance, which we discuss during the topic of consumer decision-making. (Renée Gravois)	In-class exercise	I will develop an in-class exercise for students to practice identifying dissonance reduction strategies in multiple consumer contexts.
2. Internal Influences on Consumer Behavior Students will be able to... -Define personality and brand personality. -Identify major personality traits that have been examined in consumer research. -Define self-concept and self-congruence. -Explain self-concept and self-congruence apply to consumer behavior. -Identify the elements of consumer perception. -Identify factors that influence attention and comprehension. -Identify ways that consumers make associations with meaning to learn.  Many students struggled with this exam, as it covered four major chapters in the text with the most content and technical terminology of all the assessments in the class.  (Gina Brynildsen)	Change essay format on exam  Add in-class practice quizzes	For future exams and semesters, I have decided to give students the option of multiple essays for the essay portion of the exam. Many students blanked on the essay topic that was provided, and thus lost substantial points for leaving the essay blank or answering incorrectly. For the future, I will give students two or three options for the long-form essay questions so they can choose one they feel most comfortable with.  Additionally, I will add in-class practice quizzes and assignments to solidify the core concepts covered. This will accomplish two things: (1) Check student understanding, so I can more easily adjust the content as I learn where they are at, and (2) Review or clarify concepts that are not well understood by the class. I will also be recommending the "Check Your Understanding" tool in the textbook which allows students to answer adaptive quizzes to check their understanding. This does not affect their grades but gives them extra practice.

MKTG3328

**Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
- <u>Business Buyer's Buying Process</u> (63% scored 70% or higher)  - three types of buying decisions. - the meaning of the term buying center. - the roles of individuals in a buying center. - four types of communication style.  <u>Effective Follow-up</u> (56% scored 70% or higher)  - Students will be able to define components of effective customer follow-up	The time spent on the topics will be confirmed as acceptable.  Students will be asked to share their study guide answers in class	Student performance is lower primarily due to the lower attendance on the days they are covered during lectures. This cannot be controlled. Nevertheless, the amount of time spent on the topics will be confirmed as acceptable.  The study guide covers this material so I will ask students to share their study guide answers in class. This will place more of their attention on the concepts. This class format is similar to one used now with the ADAPT questioning system. On "share days" they share the dialogue they have developed on the worksheets. Since the format is being used, changing the attention to study guide answers should be acceptable.

MKTG4340

MKTG4340

**Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
MKTG4340-22 1. Overview of International Business	Broaden foundational knowledge of international business practices.	Begin the course with a comprehensive overview module that includes video lectures and readings on key concepts in international business.
2. Adaptation vs. Standardization	Clarify the differences and implications of adaptation versus standardization.	Discuss various case studies on the pros and cons of adaptation versus standardization in various industries in lecture videos. Use as online discussion topic that is graded.
5. Historical Context of Global Trade Since WWII	Reinforce the understanding of global trade history and its impact.	Engage students in online discussions about (graded) on how historical events have shaped current trade policies and market conditions
6. Economic Development and Its Implications	Enhance awareness of economic development's impact on international business.	Discuss case studies to explore how companies adjust strategies in response to different levels of economic development in lecture videos. Use as online discussion topic that is graded.
7. Market Entry Strategies	Deepen the practical knowledge of market entry strategies.	Discuss case studies to understand market entry plans. Focus on comparing different entry strategies and their suitability for various markets in lecture videos. Use as online discussion topic that is graded.
8. International Legal Issues	Increase understanding of the legal framework governing international business.	Discuss case studies of legal challenges faced by international businesses to highlight key issues in lecture videos. Use as discussion online topic that is graded.

MKTG4340 (Continued)

**Table 3 Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
MKTG4340-02 3. Basic Global Geo-Political Concepts	Enhance the understanding of global geopolitical dynamics.	Discuss case studies in class that allows students to explore how geopolitical changes can affect international marketing strategies. Provide access to relevant news articles and reports for students to analyze and discuss in class. Give participation grades
4. Trade Barriers and Forms of Economic	Enhance the understanding of trade barriers and economic systems	Discuss case studies in class that allows students to explore trade barriers can affect international marketing strategies. Provide access to relevant news articles and reports for students and discuss in class. Give participation grades
5. Historical Context of Global Trade Since WWII	Reinforce the understanding of global trade history and its impact.	Engage students in class discussions about on how historical events have shaped current trade policies and market conditions. Give participation grades
7. Market Entry Strategies	Deepen the practical knowledge of market entry strategies.	Discuss case studies in class to understand market entry plans. Focus on comparing different entry strategies and their suitability for various markets. Give participation grades
8. International Legal Issues	Increase understanding of the legal framework governing international business.	Discuss in class case studies of legal challenges faced by international businesses to highlight key issues. Give participation grades

**MKTG4350**

**Current Assessment: Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
3. Measurement, Sampling, and Data Collection	Spend more time on scale development.	More time will be spent on scale development. Spending additional time on popular scales, like SERVQUAL, would be beneficial.
4. Data Preparation, Analysis, and Reporting	Upon closer examination of their performance on the embedded questions, students have difficulty determining scale reliability and validity. A video will be produced that covers data analysis.	The second area of difficulty was Data Analysis. Since most data analysis is learned in the two BANA courses, students tend to forget many of the statistical tests of hypotheses. So, I will record a video on data analysis and make it required watching in the future

**MKTG4390**

**Current Assessment of MKTG 4390-01 (F2F) and MKTG 4390-21 (Online): Action Items and Implementation Plan for Targeted Learning Objectives (Topics)**

Learning Objective Topic	Action Item	Implementation Plan
There are no topics in apparent need of improvement, and the levels of performance need to be maintained or enhanced marginally.	The practices in place currently will be maintained. However, it may be worthwhile to emphasize written and verbal communication skills and create opportunities for assessment of the same.	