

# 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 2024							
		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. Task 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 detailed on the attached documents with feedback from the professors that completed the assessments (Gina Brynildsen, Taehoon Im).

MKTG 3310-03 Principles of Marketing, Gina Brynildsen

There is a relatively large number of students scoring well above the criterion on the individual homework assignments (Ch HW) and chapter quizzes (Ch Quiz), which are the low-risk assignments. The nature of these assessments are likely to lead to the higher scores.

These assignments are open book, open notes, and provide students with opportunities to learn and properly apply the material before being tested in a high-risk setting.

The high-risk assignments are the exams that are weighted more than the low-risk assignments when assigning course grades. Exam #4, which assessed price elasticity of demand and other pricing concepts, is the only assessment falling under 70% (63.64%). I had two students who did not take the exam, opting instead to take an Optional Comprehensive Makeup Final Exam. Without these two scores of “0”, the Indicator for the topic would be higher than 70%. Nevertheless, the assessment fell below the criterion when considering students taking the exam.

MKTG 3310-21 Principles of Marketing, ONLINE Class, Taehoon IM

There are two topics about which less than 70% of the students scored correctly:

Characteristics of the Global Market Place (63.04%)

Pricing Strategies (34.09%)

There may be several reasons why many of the students did not score about the above two topics correctly: (1) there were few questions to assess the performance of students (i.e., three to four questions per topic), (2) there were multiple tricky questions (e.g., the right answers to the multiple-choice questions were “all of the above” or “none of the above”), and (3) there were some relatively difficult topics to students (e.g., “pricing strategies”).

## Attached Files

 [MKTG 3310-03 Principles of Marketing, Gina Brynildsen.docx](#)

 [MKTG 3310-21 Principles of Marketing, ONLINE Class, Taehoon IM.docx](#)

## RELATED ITEM LEVEL 3

### Action for LO1: MKTG3310 Fundamentals Of Marketing

#### Action Description:

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 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.

### RELATED ITEM LEVEL 3

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

### Action Description:

#### 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).

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(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.

## 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 following concepts that are related to these areas will be included in the assessments:

#### Consumer Behavior Process

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.

#### 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.

#### 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.

#### 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.
- Explain why lifestyles and psycho-graphics are important to the study of consumer behavior.
- Define self-concept and self-congruence and explain how they 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 as a key way to learn.

## 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:**

The findings are detailed on the attached document with feedback from the professor.

For this assessment cycle, the criterion was met that 70% or more of students scored 70% and higher on the assessment of each concept.

One area of exceptional performance by students was on the concept of need recognition, one of the phases of the consumer decision-making process. I believe a contributing factor was a series of examples of different ways that consumers can recognize needs.

On the topic of “Reasons it is important to study Consumer Behavior,” students examine CB principles from the viewpoint of different stakeholders that can benefit from an understanding of consumer behavior, such as marketing managers, public policy makers, and consumers themselves. One of these sub-topics that needs improvement is how an understanding of CB can benefit public policy makers. See planned actions related to this topic.

### **Attached Files**

 [MKTG 3320 Consumer Behaviour, Renee Gravois.docx](#)

#### **RELATED ITEM LEVEL 3**

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

#### **Action Description:**

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.

#### **RELATED ITEM LEVEL 3**

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

#### **Action Description:**

#### **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.

#### **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:**



Detailed findings are reported in the document attached to this section.

There are not any areas where less than 70% of the students did not meet the criteria of 70%. The ADAPT questioning system and different types of selling are subject areas where students scored relatively lower as compared to other subjects. In addition, they could improve their understanding of the buying process undertaken in the B2B environment. Although performance with these concepts were relatively lower, students demonstrated good understanding of Ethical Behaviors, Presentation Skills, and Effective Follow-up with Customers. The analysis shows that 90% of the students scored 70% and higher on exam questions related to these subject areas.

## Attached Files

 [MKTG 3328-02 Professional Selling Michael Pass.docx](#)

### RELATED ITEM LEVEL 3

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

##### **Action Description:**

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.

### RELATED ITEM LEVEL 3

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

##### **Action Description:**

##### **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.

#### 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:

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

There are four topics about which less than 70% of the students scored correctly: “3. Basic Geo-Political Concepts (67.50%),” “4. Trade Barriers and Forms of Economic Cooperation (50.00%),” “8. International Legal Issues (65.85%)” and “9. Ethical Issues Related to International Trade (69.23%).”

There may be several reasons why many of the students did not score about the above four topics correctly: (1) there were multiple tricky questions (e.g., the right answers to the multiple-choice questions were “all of the above” or “none of the above”), (2) there were some ECON 102-related topics that the students did not remind of well (e.g., “trade barriers and forms of economic cooperation”), and (3) there were a few students who did not understand how the lessons learned in classroom is applied to the real-world political and economic events out of the United States.

International Marketing (MKTG 4340-02), Taehoon Im ONLINE CLASS (Similar to findings from the Main Campus class.)

There are four topics about which less than 70% of the students scored correctly: “3. Basic Geo-Political Concepts (62.16%),” “4. Trade Barriers and Forms of Economic Cooperation (67.57%),” “8. International Legal Issues (50.00%)” and “12. Current Trends and International Business (56.25%).”

There may be several reasons why many of the students did not score about the above four topics correctly: (1) there were multiple tricky questions (e.g., the right answers to the multiple-choice questions were “all of the above” or “none of the above”), (2) there were some ECON 102-related topics that the students did not remind of well (e.g., “trade barriers and forms of economic cooperation”), and (3) there were a few students who did not understand how the lessons learned in classroom is applied to the real-world political and economic events out of the United States.

## Attached Files

 [MKTG 4340-02 International Marketing Taehoon Im.docx](#)

### RELATED ITEM LEVEL 3

## Action for LO4: MKTG4340 International Management and Marketing

### Action Description:

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.

### RELATED ITEM LEVEL 3

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

### Action Description:

#### 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.

## **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 subjects.

1. Students will be certified to conduct Marketing Research by completing the CITI certificate
2. Students will able to define the role of Ethics in Marketing Research
3. Students will be able to conduct Secondary Research –

They will be able to identify Internal & External sources of Secondary Data

4. Students will be able to conduct a Literature Review & state appropriate Hypotheses
5. Students will be able to differentiate between Exploratory, Descriptive, and Causal Research
6. Students will be able to explain probability vs. nonprobability sampling methods & sample size determination
7. Students will be able to differentiate between Levels of Measures - Nominal, Ordinal, Interval, Ratio
8. Students will be able to identify, define and explain the principles of Measurement and Scales
9. Students will be able to assess the Quality of Measurement Scales - Validity and reliability

10. Students will be able to explain Questionnaire Design
11. Students will be able to prepare data for quantitative analysis, including editing & coding
12. Students will be able to complete Quantitative Data Analysis, including t-test, F-test, Chi-square test, Correlation & Regression Analysis
13. 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 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 Indicator and Criterion are described so this area is marked as being complete. However, the Findings and Actions are not included.

The Findings will not be available until after next semester (FALL 2023). Actions based on the findings will be set after FALL 2023.

#### RELATED ITEM LEVEL 3

### **Action for LO5: MKTG4350 Marketing Research**

#### **Action Description:**

The Findings will not be available until after next semester (FALL 2023). Actions based on the findings will be set after FALL 2023.

#### RELATED ITEM LEVEL 3

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

#### **Action Description:**

#### **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.

#### **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

1. Students will be able to identify various aspects of the firm’s external environment.
2. 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

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

##### 3) Marketing Analytic Frameworks and Techniques

1. 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

1. Students will be able to outline and discuss the basic framework of marketing strategy.
2. Student will be able to apply the framework of marketing strategy to business cases.

##### 5) Written Marketing Documents and Presentations

1. Students will prepare written strategy documents and critiques.
2. 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:**

Detailed findings are reported in the document attached to this section.

The criterion for each topic was met. The range of percentage of students scoring 90% or more on assessment topics is 43-86 %. The highest number, 86%, is for embedded questions determining whether students are able to apply analytical frameworks (Objective 3). Two embedded short answer questions were embedded in the mid-term exam, that related to two analytical frameworks. However, since students had a choice of answering five out of seven questions, not all students attempted the embedded questions, resulting in a student count of 14 for the assessment of Objective 3. The high percentage of students achieving 90% or more on this item could be a reflection of a self-selecting bias, whereby students who were proficient in learning this topic attempted these questions and did well on them. Other high numbers for items where less than the entire class strength (23 students) were assessed, could have similar explanations for the high numbers.

While the criteria indicators were met, I believe the following criteria could be assessed more thoroughly: Marketing Analytic Frameworks and Techniques.

It would be desirable to assess learning – comprehension, retention and application, of all frameworks that are pertinent to a capstone strategy course in Marketing.

## Attached Files

 [MKTG 4390 Strategic Marketing Management, Irfan Ahmed.docx](#)

## RELATED ITEM LEVEL 3

### **Action for LO6: MKTG4390 Strategic Marketing Management**

#### **Action Description:**

There was discontinuity in teaching this course due to a retirement at the end of academic year 2021-22. Regardless, a major change that has taken place – and that will enable a simplified and more robust assessment of important course content – has been the revision of the Master Syllabus for MKTG 4390. This may have been partly responsible for the excellent results of this assessment, as there is a clearer focus in the course on topics that are considered important at the capstone course level.

Another reason may be that a variety of assessment modalities used in the course – embedded questions, individual papers, group projects, and a simulation – were also used in the present assessment exercise. In sum, two actions will be undertaken:

- Continue with a clearly focused course content that will allow for assessment of the important learning objectives laid out in the master syllabus.
- Continue with the use of multiple modalities, and also redesign some of the pedagogical elements such as exams to ensure that there is a 100% class participation in all assessment items.

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

### Action Description:

#### 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 to Previous Cycle's Plan

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

2022-2023

#### Plans for Continuous Improvement

MKTG3310: Gina Brynildsen



First, I plan to add more multiple-choice questions to the exams and reduce the amount of points that each essay question is worth. This will provide more opportunities for the students to showcase their knowledge and meet the criterion score expected of the class.

Second, I plan to continue to refine the wording of the multiple choice and essay questions to make sure clarity of the question does not interfere with the students' ability to answer the question correctly.

Third, I have added in a Study Guide and review session to help students better focus on the bigger picture concepts I would like them to understand and the relevant information they need to draw from those concepts.

Fourth, I have added in "Case presentations and papers" to help students better connect things that are happening in the world around them with the concepts we discuss in class as practice for some of the application-based essay questions posed in the exams.

**MKTG3310:** Gary Payne

For the fall semester we will introduce a new edition of the textbook—Marketing, Grewal/Levy 8 ed. I have taken this opportunity to revise all the Power Point presentations and adopt Black Board Ultra as our Learning Platform. I will also produce new, updated Lecture Videos to complement the McGraw-Hill Connect ancillaries I have chosen for the course.

**MKTG3320:** Renee Gravois

There are not any Actions planned for MKTG3320.

The Findings will not be available until after the next semester (FALL 2022).

**MKTG3328:** Michael Pass

The ADAPT questioning system and different types of selling have always been areas where they have less understanding. In addition, a better understanding of the buying process would be helpful. To improve student understanding, more time will be allocated to these concepts and the worksheets completed by students will include more exercises. The exercises will align with questions included on the course study guide.

**MKTG4340:** Irfan Ahmed

While the planned actions based on the last cycle *were* completed, the nature of online testing through objective-type questions remains a weakness of the assessment methodology. It is intended that for future assessment cycles, reliance will be more on the assessment of the more involved methods of testing in addition to the objective-type question methods. As a refinement, methodologies such as content analysis of students' detailed responses to discussion prompts and written assignments may be employed.

**MKTG4350:** Sanjay Mehta

The Findings will not be available until after the next semester (FALL 2022).

There are not any Actions planned for MKTG4350.

**MKTG4390:** Taehoon Im

The Findings for Spring 2022 will not be available because the faculty member retired without completing the scheduled assessment. Action plans are not set until the findings from Spring 2023 are available. The course is only offered during Spring semesters so we have to wait.

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

**MKTG3310**

Gina Brynildsen noted -

I am teaching Principles of Marketing one last time in Spring 2023 before rotating to a new course prep. I had planned to increase the number of writing activities and in-class discussions in next year's classes based on the feedback I received from Fall 2022 and previous assessments of course objectives; however, a few weeks prior to the start of the semester, administration changed my class size from a 45-person capacity to a 77-person capacity, resulting in a much larger section without first informing me of the change. I had to quickly change my syllabus, lectures, assessments, and in-class activities to accommodate for the larger size class. In my opinion, the increase in the class size is a challenging mediator in assessing student learning, as assessments are linked to class size and constrained by what you can and cannot physically do with a large class vs. a smaller class.

## MKTG3320

One topic from a previous assessment cycle that needed improvement is consumer perception. I developed additional examples of the elements of consumer perception (exposure, attention, and comprehension). 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

Material for presenting the ADAPT questioning system was revised and time was allocated in class for students to share their work. By having open sharing of the information, all student teams did better with the system. In addition, exercises and examples were introduced to better present the different types of selling.

## MKTG4330

A different professor taught this course so actions tailored to address the findings from the previous professor were not undertaken.

## MKTG4390

There was discontinuity in teaching this course due to a retirement at the end of academic year 2021-22. Regardless, a major change that has taken place – and that will enable a simplified and more robust assessment of important course content – has been the revision of the Master Syllabus for MKTG 4390. This may have been partly responsible for the excellent results of this assessment, as there is a clearer focus in the course on topics that are considered important at the capstone course level.

Another reason may be that a variety of assessment modalities used in the course – embedded questions, individual papers, group projects, and a simulation – were also used in the present assessment exercise.

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

### **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).

Tachoon 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.