

UNIT REPORT

Marketing BBA

Assessment Plan Summary

Marketing BBA

Students Will Obtain A Broad Base Of Knowledge Of Marketing Principles

Goal Description:

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

Objectives and Assessment Calendar

Accomplishment of this goal is indicated by students achieving six learning objectives. Each of the six learning objectives (LO1-LO6) corresponds with one of the Marketing BBA courses. The learning objective associated with each course is defined by concepts and principles that are the course subjects covered with students. The Assessment calendar is below.

		MKTG3310 (LO1)	MKTG3320 (LO2)	MKTG3328 (LO3)	MKTG4340 (LO4)	MKTG4350 (LO5)	MKTG4390 (LO6)
Year 1	Fall 2015						
	Spring 2016						
Year 2	Fall 2016						
	Spring 2017						
Year 3	Fall 2017						
	Spring 2018						
Year 4	Fall 2018						
	Spring 2019						
Year 5	Fall 2019						
	Spring 2020						

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

LO1: Students Will Be Able To Describe Marketing Core Concepts And Principles

Learning Objective Description:

Students who complete the BBA in Marketing will be able to describe the core concepts and principles of marketing that encompass elements of the marketing mix. 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 describe Marketing Core Concepts & Principles will be assessed using multiple choice and/or short answer questions embedded within exams.

Criterion Description:

Students' performance on embedded exam questions will indicate their understanding of the Marketing Core Concepts & Principles. The average score obtained by Marketing BBA students for each of the 14 concepts and principles will be 70% or higher. The average score obtained by students completing other degrees will also be 70% or higher.

Findings Description:

Previous assessments identified two subject areas that required attention. These concepts were (1) Segmentation, Targeting, and Positioning, and (2) Basic Distribution Strategies. It should be noted that since that time, based on discussion within the college, the first concept has been expanded to two concepts: (1) Segmentation and its Benefits, and (2) Targeting and Positioning. The planned actions were not implemented, however, additional material and the allocation of more time to the concepts was used.

Regarding the three concepts, noted above, this assessment period (Fall 2015) indicates that some improvement in student achievement has been achieved and that the additional material and the allocation of more time to the concepts may have benefited the students. The concept of Targeting and Positioning was above the target achievement level of 70%. The concept of Distribution Strategies was also above the target achievement level of 70%. However, assessment findings for the concept Segmentation and its Benefits fell below expectations but student understanding may not be accurately measured. Students were well below (50.9%) the achievement target of 70% but this concept was measured with only two questions. Only 38% of the students answered one of the individual questions correctly while the other question was correctly answered by 98% of the students. Since it is likely that the concept Segmentation and its Benefits is not being accurately measured by only two questions, the number of embedded questions used to measure the concept will be considered to ensure that student performance is measured correctly.

This assessment period (Fall 2015) indicated areas for attention. Specifically, poor performance was found with understanding (1) Segmentation and Benefits, (2) Characteristics that Distinguish Goods from Services, and (3) Price Elasticity of Demand. Student performance was below 70% for all three concepts. The first two concepts can be covered more often by weaving them into other topics of the course. The third concept, Price Elasticity, is a relatively simple concept, covered in other required classes, and not likely to be integrated with other MKTG3310 topics. Therefore, more time will be devoted to the coverage of this topic when it is introduced to students

Details of the findings are reported in the attached document: Assessment Findings Fall 2015 - Spring 2016 All Objectives

Attached Files

[!\[\]\(e3275251d0893157c3584e20c81dc3ba_img.jpg\) Assessment Findings FALL 2015 - SPRING 2016 ALL Objectives](#)

RELATED ITEM LEVEL 3

Action: LO1 - MKTG3310: Principles of Marketing

Action Description:

Fourteen marketing concepts and principles have been identified as essential for our business majors. This assessment reveals that students perform at various levels. Because these concepts and principles are essential, any prescriptions to improve performance should be applied to all of them. Therefore, students will be exposed to the concepts as often as possible in the context of other

subjects examined in the course. For the initial introduction of a topic, additional time will be used in class. The topic will also be reviewed, again, during the following class period.

In addition, three concept areas will be covered more often. Students appear to have had poor performance in three areas: Segmentation and its Benefits, Characteristics that Distinguish Goods from Services, and Price Elasticity of Demand. The first two concepts can be covered more often by weaving them into other topics of the course. The third concept, Price Elasticity, is a relatively simple concept, covered in other required classes, and not likely to be integrated with other course topics. Therefore, more time will be devoted to the coverage of this topic when it is introduced to students.

It is likely that in some cases learning is not being accurately measured by the instrument being used. Therefore, the number of embedded questions to measure each concept will be reviewed to ensure that student performance is measured correctly. The need for this review is indicated by the findings related to Segmentation and its Benefits. As noted, students were well below (50.9%) the achievement target of 70%. This concept was measured with two questions. Only 38% of the students answered one of the individual questions correctly while the other question was correctly answered by 98% of the students.

RELATED ITEM LEVEL 1

LO2: Students Will Be Able To Summarize And Explain Consumer Behavior Concepts

Learning Objective Description:

Students who complete the BBA in Marketing will demonstrate knowledge of key consumer behavior actions (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 subjects.

++ Consumer Behavior Process

- 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

- Explain the phases of the consumer decision-making process.
- Identify, compare, and contrast types of consumer decision making.
- Understand how situational influences can affect consumer behavior.

++External Influences on Consumer Behavior

- Explain culture.
- Identify ways that culture gives meaning to objects and activities.
- Identify ways that culture is learned.
- Be familiar with how reference groups influence people.
- Identify different types of reference groups.

++Internal Influences on Consumer Behavior

- Define personality and brand personality.
- Identify major personality traits that have been examined in consumer research.
- Explain why lifestyles and psychographics 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 questions embedded within exams and components of projects. These will be used to assess learning of each area of study (listed with the learning objective).

Criterion Description:

The average score obtained by Marketing BBA students for each area of study (listed with the learning objective) will be 70% or higher. The average score obtained by students completing other degrees will also be 70% or higher.

Findings Description:

Regarding the previous assessment, one concept earmarked for changes to improve students' understanding was how differences in situational influences can impact consumer behavior (e.g., temporal, physical, social, task definition, antecedent states). This concept is one of several included with the Consumer Decision-Making Process on Table 1.

More specific examples were used in class discussion and a new in-class exercise focusing on this concept was used during the Fall 2015 semester. Based on the in-class discussion during the exercise, students seemed to better grasp how different situational influences impact consumers in different ways. Student performance on a short-answer exam question on this topic improved to 82 percent (compared to 69 percent during the previous assessment cycle).

The most recent assessment (Fall 2015) indicated one area of exceptional performance. It is the students' understanding of two key types of consumer value - utilitarian and hedonic. A hands-on classroom activity developed to help students understand this topic is called "Make It Hedonic." Working in small groups, students identify objects that they consider to provide utilitarian value and brainstorm ways to give each object hedonic value. The activity and the student-generated examples are involving and memorable and serve as a valuable springboard to discussion of other course concept connections. I consider this activity a "best practice" that I will use again and that could be used by others to influence favorable student learning outcomes.

One area of poor performance during Fall 2015 was that students had difficulty recognizing that need recognition can occur during acquisition, consumption, or disposal (not just during the acquisition phase of the consumer behavior process). I am working to develop an in-class exercise to help students better understand the variety of influences on need recognition and how such influences can occur at multiple points during the consumer behavior process.

An area of performance for Fall 2015 that met standards, but needs improvement, is the idea that a reference group is a set of people with whom individuals compare themselves to guide their attitudes, knowledge, and/or behavior, and that reference groups are NOT always or necessarily based on similarities. I am working to develop additional examples of this point (that a reference group is based on comparison versus similarity) to discuss in class to help students improve their understanding of this course concept.

These conclusions are based on detailed findings in the attached document: Assessment Findings Fall 2015 - Spring 2016 All Objectives

Attached Files

[!\[\]\(758ebdf4629c903da74c2e079717ae32_img.jpg\) Assessment Findings FALL 2015 - SPRING 2016 ALL Objectives](#)

RELATED ITEM LEVEL 3

Action: LO2 -MKTG3320: Consumer Behavior

Action Description:

Continue exercises on Hedonic/Utilitarian Value and Situational Influences. Develop Need Recognition exercise. Develop additional examples that illustrate that reference groups are based on comparison with others to guide attitudes/knowledge/behavior, and not necessarily based on similarity.

RELATED ITEM LEVEL 1

LO3: Students Will Be Able To Explain 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

-Define trust-based relationship selling.

-Know the meaning of the term adaptive selling.

-Identify five alternative personal selling approaches.

++ Building Trust

-Identify five components of trust.

++ Ethical Behaviors

- Identify unethical salesperson behaviors.

- Identify ways to deal with unethical behavior.

++ Business Buyer's Buying Process

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

++ Questioning Systems

- Know the different types of questions to ask customers.
- Identify the stages of SPIN selling.
- Identify the stages of ADAPT selling.
- Know the purpose of the ADAPT questioning system.
- Identify questions associated with each ADAPT stage.

++ Prospecting and Qualifying --Know how to qualify a prospect

++ Presentation

- Understand the basics of sales presentations
- What is a check back and why it is used

++ Handling Objections

- What is the meaning of LAARC and stages
- Describe response methods for handling objections

++ Closing Methods --Identify closing methods when given examples

++ Effective Follow-up - Understand components of effective customer follow-up

++ Demonstrate techniques to determine customers' needs, address their concerns, and close sales.

RELATED ITEM LEVEL 2

LO3: Assessment In MKTG3328 Professional Selling

Indicator Description:

Assessment is based on students' performance on written role-play assignments, in-class role-plays, and embedded exam questions. These will be used to assess learning of each area of study (listed with the learning objective).

Criterion Description:

The average score obtained by Marketing BBA students for each area of study (listed with the learning objective) will be 70% or higher. The average score obtained by students completing other degrees will also be 70% or higher.


Findings Description:

There are three areas where many students performed well as indicated by a high average : (1) Building Trust: Identify five components of trust, (2) Prospecting and Qualifying: Know how to qualify a prospect, and (3) Closing Methods:Identify closing methods when given examples.

Details of the findings are reported in the attached document: Assessment Findings Fall 2015 - Spring 2016 All Objectives

The learning objective area that is relatively lower, in terms of assessment scores, is the understanding of a questioning system (ADAPT). Average scores for embedded exam questions and the ADAPT worksheet are 81% and 75%, respectively.

Attached Files

 [Assessment Findings FALL 2015 - SPRING 2016 ALL Objectives](#)

RELATED ITEM LEVEL 3

Action: LO3 - MKTG3328: Professional Selling

Action Description:

Methods associated with exceptional performance will be continued. Specifically, class time will be allocated to topics according to the level of difficulty in understanding. The completion of worksheets will be continued and students will be encouraged to use the study guides when reviewing topics.

The exam and role-play scores indicate that students understand the questioning system (ADAPT) relatively less as compared to other concepts. In the future, this system will be covered to a greater extent in class and the worksheet will be edited to ensure student understanding of the ADAPT questioning system.

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 using questions embedded within exams. The questions will assess learning of each area of study (listed with the learning objective).

Criterion Description:

The average score obtained by Marketing BBA students for each area of study (listed with the learning objective) will be 70% or higher. The average score obtained by students completing other degrees will also be 70% or higher.

Findings Description:

Of the twelve areas of study, there were seven where a large number of students performed at 90% or higher. There were no learning objectives where overall student performance fell below 70%. However, the area “Trade Barriers and Forms of Economic Cooperation” is relatively lower in score so it will be targeted for improvement.

Details of the findings are reported in the attached document: Assessment Findings Fall 2015 - Spring 2016 All Objectives

Attached Files

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RELATED ITEM LEVEL 3

Action: LO4 - MKTG4340: International Management and Marketing

Action Description:

In general, I hope to continue to promote learning in all 12 concept areas above the 70% achievement level. For the sub LO on Trade Barriers and Forms of Economic Cooperation, I plan to create a new in-class experiential exercise that will be followed by an in-class quiz. It is hoped that this increase focus will improve the retention rate of the students.

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 be able to understand 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. They will know probability vs. nonprobability sampling methods & sample size determination
7. Students will know the difference between Levels of Measures - Nominal, Ordinal, Interval, Ratio
8. They will know about Measurement and Scales
9. Students will know about Assessing Quality of Measurement Scales - Validity and reliability
10. Students will understand Questionnaire Design
11. They will know how to prepare data for quantitative analysis - Editing & coding
12. Students will know how to complete Quantitative Data Analysis : t-test, F-test, Chi-square test, Correlation & Regression Analysis
13. They will know how to communicate Marketing Research Findings
14. Students will learn the fundamentals of SPSS
15. They will understand Geographic Information Systems

RELATED ITEM LEVEL 2

LO5: Assessment In MKTG4350 Marketing Research

Indicator Description:

Assessment will be completed using questions embedded in exams and six written assignments. These will be used to assess learning of each area of study (listed with the learning objective).

Criterion Description:

The average score obtained by Marketing BBA students for each area of study (listed with the learning objective) will be 70% or higher. The average score obtained by students completing other degrees will also be 70% or higher.

Findings Description:

The assessment completed during Fall 2015 revealed that the criterion level of 70% was achieved. However, the performance on some of the concepts included in the overall performance score fell below 70%. These concepts are t-test, F-test, Chi-square, ANOVA, correlations, and regressions analysis.

While students have demonstrated improvements from the previous assessment done in 2014, this part of the course curriculum has been earmarked for increased focus and particular attention in future offerings of the course.

Details of the findings are reported in the attached document: Assessment Findings Fall 2015 - Spring 2016 All Objectives

Attached Files

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RELATED ITEM LEVEL 3

Action: LO5 -MKTG4350: Marketing Research

Action Description:

Similar to Fall 2014, the assessment completed during Fall 2015 revealed that the criterion level of 70% was achieved. However, the performance on some of the concepts included in the overall performance score fell below 70%. These concepts are t-test, F-test, Chi-square, ANOVA, correlations, and regressions analysis.

While students have demonstrated improvements from the previous assessment done in 2014, this part of the course curriculum is earmarked for increased focus and particular attention in future offerings of the course. Two additional assignments have been created since the Fall 2014. These will be used again and refined as needed. Additional assignments will be created to help students better

understand the concepts where performance was less than 70% and more lecture time will be focused on the concepts.

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:

Students who complete the BBA in Marketing will be able to explain specific marketing concepts, demonstrate knowledge of the impact of strategic marketing decisions on the firm, and devise a Strategic Marketing Plan.

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

Students will be able to -

1. Write a Marketing Strategy Document
2. Describe why Marketing is important to the firm
3. Name, discuss, and give an example of the 3 basic strategic decision-making areas
4. Calculate a simple ROI on a marketing program
5. Articulate and provide examples of marketing strategy
6. Demonstrate basic knowledge of marketing strategy terminology

RELATED ITEM LEVEL 2

LO6: Assessment In MKTG4390 Strategic Marketing Management

Indicator Description:

Assessment will be based on student performance on discussion questions and projects related to the course subjects.

Criterion Description:

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

The average score obtained by students completing other degrees will also be 70% or higher.

Findings Description:

Details are reported in the attached document:

Assessment Findings MKTG4390 Spring 2016

Notes related to each learning objective are provided below.

No.	Learning Objective	Assessment Description	Spring 2016 2 sections (n = 63) % Mastery
1	Write Marketing Strategy Document	Students worked in groups of 3 – 4 to develop a description of the strategy used for the Marketing Simulation Game. Percent to the right is the average grade on the Marketing Strategy papers	87% Of 26 papers, one was very poor (60%), and 5 were in the 70% - 879% range.
2	Be able to describe why Marketing is important to the firm	Essay question on Final Exam	85% Was emphasized early in the semester and reviewed prior to the Final Exam.
3	Be able to name, discuss, and give an example of the 3 basic strategic decision-making areas.	3 essay questions on Final Exam. Percent is a summated score	97% In general, students did very well. 4/63 (6%) achieved less than 70% on these questions.
4	Be able to calculate a simple ROI on a marketing program.	Problem on Final Exam	92% Was a key part of the Marketing Strategy paper. Practice problems were reviewed prior to the Final Exam. 10% of students got less than 70%.
5	Be able to articulate and provide examples of marketing strategy.	3 essay questions on the Final Exam. Percent is a summated score	86% 2/63 (3%) of students got less than 70%.
6	Basic knowledge of marketing strategy terminology.	A series of 11 short-answer questions on the Final Exam. Score is a summated score	97% Terms were used extensively throughout the course, so knowledge level was high.

Attached Files

 [Assessment Findings MKTG 4390 Spring 2016](#)

RELATED ITEM LEVEL 3

Action: LO6 -MKTG4390: Marketing Strategy

Action Description:

Students do a good job with rote memorization of marketing terms but could improve their critical thinking. To improve this skill, an in-class written critical thinking assignment was incorporated at the midpoint of the marketing simulation game, *where each individual student* was required to outline the marketing strategy of the group. This exercise appears to have promoted the full involvement of all team members in the strategic planning tasks of the groups.

In addition to continuing a focus on critical thinking skills, student understanding of business models will receive attention. Better use of analytic tools is still desired. For the next semester, students will be exposed to better understanding basic business models: how firms make money. They will participate in in-class exercises in analyzing the P & Ls of several prominent publicly held firms. They will examine COGS, OPEX and NI as a percentage of Total Revenues and draw conclusions about the strategies of firms and their effectiveness. Finally, they will be required to analyze a business model as part of their Final Exam.

Update to Previous Cycle's Plan for Continuous Improvement

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

LO1

Students Will Be Able to Describe Marketing Core Concepts and Principles (Assessment in MKTG3310)

Development and use of a case and a handout was planned after review of assessment results obtained during Fall 2013. These activities support learning of two concepts: (1) Steps in the Segmentation, Targeting, and Positioning (STP) Process, and (2) Basic Distribution Strategies.

LO2

Students Will Be Able to Summarize and Explain Consumer Behavior Concepts (Assessment in MKTG3320)

The development of an in-class exercise was planned to help students strengthen their skills in applying a concept that the assessment (completed during Fall 2014) indicated as an area that challenged students. They had some difficulty demonstrating their ability to apply how differences in situational influences can affect consumer behavior (e.g., temporal, physical, social, task definition, antecedent states).

LO3

Students Will Be Able To Explain And Demonstrate Trust-Based Business-to-Business Relationship Selling Concepts (Assessment in MKTG3328)

The Fall 2015 semester is the first time that this course has been included in the assessment process. Therefore, there are not any previous plans to consider.

LO4

Students Will Be Able to Summarize and Explain Global Marketing Concepts (Assessment in MKTG4340)

Two activities were planned: (1) More time will be spent when lecturing on these topics, including some type of “high involvement” or experiential exercise, aimed at helping the students retain the key ideas about each concept, and (2) Prior to the Final Exam, more time will be spent on reviewing the concepts from the first part of the semester. The four areas to be addressed by these steps are: (1) Overview of Global, (2) Economic Development, (3) Ethical Issues, and (4) Distribution Issues. These were identified from the previous assessment (Spring 2015)

LO5

Students Will Demonstrate the Ability to Collect and Interpret Market Research Data (Assessment in MKTG4350)

New assignments and more lecture time were planned to focus on improving knowledge of concepts. The assessment completed during Fall 2014 revealed the performance on these concepts fell below 70%. These concepts are qualitative research, causal research, reliability, validity, univariate statistics, multivariate statistics, ANOVA, and regressions analysis.

LO6

Students Will Be Able to Explain Strategic Marketing Concepts, Demonstrate Knowledge of the Impact of Strategic Marketing Decisions, and Devise a Strategic Marketing Plan(Assessment in MKTG4390)

A Critical Thinking Paper assignment will be introduced at the midpoint of the marketing simulation game to support learning. The game is completed by student teams but this paper will be developed by each individual student. Students will be asked to provide an explanation of the marketing strategy adopted by the team when completing the simulation. The activity is likely to improve student understanding of marketing strategies. This plan should improve their learning of how strategy is integrated and how to apply strategies.

Update of Progress to the Previous Cycle's PCI:

LO1

Students Will Be Able to Describe Marketing Core Concepts and Principles (Assessment in MKTG3310)

Development and use of a case and a handout was planned but not completed due to time constraints. Instead, faculty developed material for classes and spent more time with students to address the two key concepts: (1) Steps in the Segmentation, Targeting, and Positioning (STP) Process, and (2) Basic Distribution Strategies.

Based on this assessment period (Fall 2015), it appears that some improvement in student achievement has been achieved and that the additional material and the allocation of more time to the concepts may have benefited the students. The concept of Targeting & Positioning was above the target achievement level of 70%. The concept of Distribution Strategies was also above the target achievement level of 70%. However, assessment of the concept Segmentation and its Benefits fell below expectations but student understanding may not be accurately measured. Students were well below (50.9%) the achievement target of 70% but this concept was measured with only two questions. Only 38% of the students answered one of the individual questions correctly while the other question was correctly answered by 98% of the students. Since it is likely that the concept Segmentation and its Benefits is not being accurately measured by only two questions, the number of embedded questions used to measure the concept will be considered to ensure that student performance is measured correctly.

The current assessment activity (Fall 2015) indicated poor performance with understanding segmentation and Benefits, Characteristics that Distinguish Goods from Services, and Price Elasticity of Demand. Student performance was below 70% for all three concepts. The first two concepts can be covered more often by weaving them into other topics of the course. The third concept, Price Elasticity, is a relatively simple concept, covered in other required classes, and not likely to be integrated with other MKTG3310 topics. Therefore, more time will be devoted to the coverage of this topic when it is introduced to students.

LO2

Students Will Be Able to Summarize and Explain Consumer Behavior Concepts (Assessment in MKTG3320)

As planned, a new in-class exercise for understanding the concept situational influences was developed and used for the first time during the Fall 2015 semester. Based on the in-class discussion during the exercise, students seemed to better grasp how different situational influences impact consumers in different ways. Student performance on a short-answer exam question on this topic improved to 82 percent (compared to 69 percent during the previous assessment cycle).

LO3

Students Will Be Able To Explain And Demonstrate Trust-Based Business-to-Business Relationship Selling Concepts (Assessment in MKTG3328)

As previously noted, the Fall 2015 semester is the first time that this course has been included in the assessment process. Regarding academic practices, the allocation of time, completion of "hands-on" activity (worksheets), and completion of study guides are practices that make a difference in student understanding. These methods associated with exceptional performance will be continued. Specifically, class time will be allocated to topics according to the level of difficulty in understanding. The completion of worksheets will be continued and students will be encouraged to use the study guides when reviewing topics.

The subobjective that is relatively less, in terms of assessment scores, is the understanding of a questioning system (ADAPT). Average scores for embedded exam questions and the ADAPT worksheet are 81% and 75%, respectively. In the future, this subobjective will be covered to a greater extent in class and the worksheet will be edited to ensure students' understanding of the ADAPT questioning system.

LO4

Students Will Be Able to Summarize and Explain Global Marketing Concepts (Assessment in MKTG4340)

As planned, the two activities were completed. More time was spent when lecturing on topics, including “high involvement” or experiential exercises, aimed at helping students retain the key ideas about each concept. Prior to the Final Exam, more time was spent on reviewing concepts from the first part of the semester. These activities targeted four areas of student learning: (1) Overview of Global, (2) Economic Development, (3) Ethical Issues, and (4) Distribution Issues.

The Fall 2015 assessment indicates that, in general, the students performed better on the four concepts, noted above. In the previous period, the concepts all averaged under 70% mastery. In the current period, all four concepts averaged mid to high 80%. The results are reported in Table 1.

The Fall 2015 assessment showed that there were seven specific learning objectives where a large number of students performed at 90% or higher. These are reported in Table 1. There were no learning objectives where overall student performance fell below 70%. However, understanding of Trade Barriers and Forms of Economic Cooperation are targeted for improvement in the Spring of 2016. An in-class experiential exercise will be developed whereby students engage each other in learning about the concept, followed by an in-class quiz. It is hoped that this heightened experience will improve their understanding.

LO5

Students Will Demonstrate the Ability to Collect and Interpret Market Research Data (Assessment in MKTG4350)

The activities planned were completed. As noted, new assignments and more lecture time were planned for the following subjects: qualitative research, causal research, reliability, validity, univariate statistics, multivariate statistics, ANOVA, and regressions analysis. Similar to Fall 2014, the assessment completed during Fall 2015 revealed that the criterion level of 70% was achieved. However, the performance on some of the concepts included in the overall performance score fell below 70%. These concepts are t-test, F-test, Chi-square, ANOVA, correlations, and regressions analysis.

LO6

Students Will Be Able to Explain Strategic Marketing Concepts, Demonstrate Knowledge of the Impact of Strategic Marketing Decisions, and Devise a Strategic Marketing Plan (Assessment in MKTG4390)

As planned, an in-class written critical thinking assignment was incorporated at the midpoint of the marketing simulation game, *where each individual student* was required to outline the marketing strategy of the group. This exercise appears to have promoted the full involvement of all team members in the strategic planning tasks of the groups.

Plan for Continuous Improvement

Closing Summary:

The assessments completed during Fall 2015 and Spring 2016 indicated areas to target with continuous improvement activities. These areas and action plans are listed below.

LO1 - MKTG3310: Principles of Marketing

Fourteen marketing concepts and principles have been identified as essential for our business majors. This assessment reveals that students perform at various levels. Because these concepts and principles are essential, any prescriptions to improve performance should be applied to all of them. Therefore, students will be exposed to the concepts as often as possible in the context of other subjects examined in the course. For the initial introduction of a topic, additional time will be used in class. The topic will also be reviewed, again, during the following class period.

In addition, three concept areas will be covered more often. Students appear to have had poor performance in three areas: Segmentation and its Benefits, Characteristics that Distinguish Goods from Services, and Price Elasticity of Demand. The first two concepts can be covered more often by weaving them into other topics of the course. The third concept, Price Elasticity, is a relatively simple concept, covered in other required classes, and not likely to be integrated with other course topics. Therefore, more time will be devoted to the coverage of this topic when it is introduced to students.

It is likely that in some cases learning is not being accurately measured by the instrument being used. Therefore, the number of embedded questions to measure each concept will be reviewed to ensure that student performance is measured correctly. The need for this review is indicated by the findings related to Segmentation and its Benefits. As noted, students were well below (50.9%) the achievement target of 70%. This concept was

measured with two questions. Only 38% of the students answered one of the individual questions correctly while the other question was correctly answered by 98% of the students.

LO2 -MKTG3320: Consumer Behavior

Continue exercises on Hedonic/Utilitarian Value and Situational Influences. Develop Need Recognition exercise. Develop additional examples that illustrate that reference groups are based on comparison with others to guide attitudes/knowledge/behavior, and not necessarily based on similarity.

LO3 - MKTG3328: Professional Selling

Methods associated with exceptional performance will be continued. Specifically, class time will be allocated to topics according to the level of difficulty in understanding. The completion of worksheets will be continued and students will be encouraged to use the study guides when reviewing topics.

The exam and role-play scores indicate that students understand the questioning system (ADAPT) relatively less as compared to other concepts. In the future, this system will be covered to a greater extent in class and the worksheet will be edited to ensure student understanding of the ADAPT questioning system.

LO4 - MKTG4340: International Management and Marketing

In general, I hope to continue to promote learning in all 12 concept areas above the 70% achievement level. For the sub LO on Trade Barriers and Forms of Economic Cooperation, I plan to create a new in-class experiential exercise that will be followed by an in-class quiz. It is hoped that this increase focus will improve the retention rate of the students.

LO5 -MKTG4350: Marketing Research

Similar to Fall 2014, the assessment completed during Fall 2015 revealed that the criterion level of 70% was achieved. However, the performance on some of the concepts included in the overall performance score fell below 70%. These concepts are t-test, F-test, Chi-square, ANOVA, correlations, and regressions analysis.

While students have demonstrated improvements from the previous assessment done in 2014, this part of the course curriculum is earmarked for increased focus and particular attention in future offerings of the course. Two additional assignments have been created since the Fall 2014. These will be used again and refined as needed. Additional assignments will be created to help students better understand the concepts where performance was less than 70% and more lecture time will be focused on the concepts.

LO6 -MKTG4390: Marketing Strategy

Students do a good job with rote memorization of marketing terms but could improve their critical thinking. To improve this skill, an in-class written critical thinking assignment was incorporated at the midpoint of the marketing simulation game, *where each individual student* was required to outline the marketing strategy of the group. This exercise appears to have promoted the full involvement of all team members in the strategic planning tasks of the groups.

In addition to continuing a focus on critical thinking skills, student understanding of business models will receive attention. Better use of analytic tools is still desired. For the next semester, students will be exposed to better understanding basic business models: how firms make money. They will participate in in-class exercises in analyzing the P & Ls of several prominent publicly held firms. They will examine COGS, OPEX and NI as a percentage of Total Revenues and draw conclusions about the strategies of firms and their effectiveness. Finally, they will be required to analyze a business model as part of their Final Exam.