

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.

Organization of Information: Learning Objectives, Findings, 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.

Detailed findings are reported on a table attached to the summary of findings for each learning objective. Therefore, it is helpful to review the summary of findings and the attached table associated with them. 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 70% of Marketing BBA students for each of the 14 concepts and principles will be 70% or higher. The average score obtained by 70% of students completing other degrees will also be 70% or higher.

Findings Description:

The assessments were completed in face-to-face and online classes. The two attachments present findings for each of these teaching approaches. The data from the tables are considered together when reporting the findings.

Students appear to have had exceptional performance in two areas: Characteristics of the Global Market Place and Tasks Performed by the Promotional Strategy. These two areas were singled out during the last assessment period. For the Tasks Performed by the Promotional Strategy, repetition and interest in the topic may be the reason for performing well. The opportunity exists to touch on the promotional tasks while covering the material of at least three chapters. It appears that some improvement in student achievement has been achieved and the additional material and allocation of more time to concepts may have benefited students. Students also demonstrated a good understanding of the Distribution concept by exceeding the 70% target level.

Across both types of courses, student performance could be much better in three areas: Supply Chain Functions, Characteristics that Distinguish Goods from Services, and Price Elasticity of Demand. In the face-to-face course, the average scores were 58.8%, 39.7%, and 68.8%, respectively. Therefore, they fell below the 70% target level. In the online course, these concepts scored at levels reaching the target of 70% but the scores are relatively lower as compared to other concepts. The first two concepts can be covered more often by weaving them into other topics of the course. Price Elasticity is a relatively simple concept and one that is covered in other required classes. To address this shortcoming, more time will be devoted to the coverage of this topic.

With respect to the Targeting and Positioning concept, in the online course student scores were above the target achievement level of 70% while they fell below that level in the face-to-face course.

Attached Files

[!\[\]\(e3275251d0893157c3584e20c81dc3ba_img.jpg\) 01 MKTG3310- BBA and Marketing Majors - Table of Assessment Results](#)

[!\[\]\(f60b7a900783ac3fd531bfd9c111be6d_img.jpg\) 01 MKTG3310- BBA and Marketing Majors - Online - Table of Assessment Results](#)

RELATED ITEM LEVEL 3

ACTIONS for LO1: Students Will Be Able To Describe Marketing Core Concepts and Principles (MKTG3310)

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: Supply Chain Functions, 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.

Other actions for improvement include:

- (1) State 14 objectives explicitly in syllabus and refer to them often.
- (2) Many students do not purchase a textbook. Some student can do well by attending lectures and taking notes on PowerPoint slide; others need to read but do not have a text. An opportunity exist for students to have access to an E-book without additional charge. That opportunity is being pursued.

Sections of MKTG3310 – Taught Online

An entire new course has been designed for the Fall 2017 semester using a different textbook and learning platform. In the future, we have adopted Pearson My Lab, which should be an excellent source for students to use to improve comprehension of these learning objectives.

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

Findings Description:

The detailed findings are presented in an attached table that presents the concepts, specific learning areas, scores and distributions. Student performance on concepts related to the overall learning objective were all above the target achievement level of 70%. Nevertheless, since the concepts are broad, there are more specific learning areas with each concept that warrant some attention.

An area of exceptional performance indicated by the Fall 2016 assessment is the students' understanding of two key types of consumer value - utilitarian and hedonistic. A hands-on classroom activity called "Make It Hedonic" was developed and has continued to work well to help students understand this topic. 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. This "Make It Hedonic" activity is considered a "best practice" that will be used again and that could be used by others to influence favorable student learning outcomes.

An area of poor performance, revealed during Fall 2016, was that some students had difficulty conceptualizing consumer behavior outside of buying behavior, such as the recognizing that voting behavior is a form of consumer behavior. New examples will be created to more explicitly link voting to consumer behavior, such as examples of voting issues linked to the consumer decision-making process and situational influences on decision-making.

One area needing improvement is helping students better understand the concept of socialization. Some students only conceived of the term as "the act of being social" and did not fully understand the deeper meaning of the term as learning and acquiring knowledge, language, and social skills to conform to expected norms within a culture. New examples will be developed to help students better grasp these deeper meanings.

Attached Files

 [03 MKTG 3320 Table of Assessment Results](#)

RELATED ITEM LEVEL 3

Actions for LO2: Students Will Be Able To Summarize And Explain Consumer Behavior Concepts (MKTG3320)

Action Description:

A hands-on classroom activity called “Make It Hedonic” was developed and has continued to work well to help students understand this topic. 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. This "Make It Hedonic" activity is considered a "best practice" that will be used again and that could be used by others to influence favorable student learning outcomes.

An area of poor performance, revealed during Fall 2016, was that some students had difficulty conceptualizing consumer behavior outside of buying behavior, such as the recognizing that voting behavior is a form of consumer behavior. New examples will be created to more explicitly link voting to consumer behavior, such as examples of voting issues linked to the consumer decision-making process and situational influences on decision-making.

One area needing improvement is helping students better understand the concept of socialization. Some students only conceived of the term as "the act of being social" and did not fully understand the deeper meaning of the term as learning and acquiring knowledge, language, and social skills to conform to expected norms within a culture. New examples will be developed to help students better grasp these deeper meanings.

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

Findings Description:

The attached table (MKTG 3328 2016-2017 Table of Assessment Results) reports detailed findings. Students perform well in the following subject areas: (1) Building Trust, (2) Ethical Behaviors, (3) Prospecting and Qualifying, (4) Presentations, and (5) Closing Methods. The average score was 90% or better on assessment activities related to these areas.

Student performance on the embedded exam questions related to Questioning Systems did not meet the standard of 70%. The average score was 67%. The worksheet for the ADAPT questioning system was scored at 79%, thus meeting the standard. The average of these two activities is 73%. In summary, the overall performance met the standard but knowledge of the subject demonstrated by embedded exam questions was lacking.

Attached Files

 [MKTG 3328 2016-2017 Table of Assessment Results- Pass](#)

RELATED ITEM LEVEL 3

Actions for LO3: Students Will Be Able To Explain and Demonstrate Trust Based Business to Business Relationship Selling Concepts (MKTG3328)

Action Description:

Students performed well in the following subject areas: (1) Building Trust, (2) Ethical Behaviors, (3) Prospecting and Qualifying, (4) Presentations, and (5) Closing Methods. They most likely performed well on these because of the amount of class time allocated, successful completion of worksheets related to topic, and completion of study guides. Regarding best 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.

The worksheet for the ADAPT questioning system was scored at 79% while the embedded exam question score was 67%. The average of these two activities is 73%. In summary, the overall performance met the standard but knowledge of the subject demonstrated by embedded exam questions was lacking. Understanding of the questioning system (ADAPT) will need to be improved. It will be covered to a greater extent in class and the worksheet will be edited to ensure students' understanding of the ADAPT questioning system. The worksheet will also be due before the exam that includes assessment of student knowledge.

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

Findings Description:

The attached table presents detailed findings from assessment activity. The target achievement level of 70% was reached for each concept. Moreover, as can be seen by the scores in green on the table, the average scores on 8 of the 12 key subject areas were higher than the previous semester.

In addition, there was appreciable improvement in the average scores on the 3 subject areas where performance lagged in the previous semester. Thus, it appears the use of the Student Workbook developed to improve learning has improved student retention of most of the key concepts. Please see the table below that reports scores for the previous semester (Spring 2016) to the more current scores (Fall 2016).

Concept	Spring 2016	Fall 2016	Improvement
Historical Concepts	67	74	+7
International Legal Issues	64	76	+12
Ethical Issues	69	74	+5

Please refer to the attached table for the evidence of exceptional performance on subjects 2, 3, 6, 7, 9, and 10. This performance can be attributed to the tight linkage between the lectures, the workbook exercises and questions, and the questions asked on the exams. Students developed a mastery of these concepts. However, performance on three concepts still appears to lag: Historical Concepts, International Legal Issues and Ethical Issues.

Attached Files

[05 MKTG 4340 Table of Assessment Results](#)

RELATED ITEM LEVEL 3

Actions for LO4: Students Will Be Able To Summarize and Explain Global Marketing Concepts (MKTG4340)

Action Description:

In general, I hope to continue to promote learning in all 12 concepts above the 70% achievement level. For future classes, I continue to try to provide experiential exercises to heighten interest in the material.

Finally, I plan to continue to refine the Student Workbook, by (1) Adding more explanatory material (e.g., definitions, example), and (2) Adding more critical thinking exercises.

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

Findings Description:

The attached table (MKTG 4350 Table of Assessment Results) reports detailed findings. While there was marginal improvement in some learning objectives, generally speaking, students performed about the same as previous semesters (no statistical significant difference was observed). While there were a few students who performed exceptionally well on certain learning objectives, overall the classes performed as expected. Since this class has three prerequisites (one Marketing and two Statistics courses), the level of knowledge carried over from those courses varies from one student to the next, therefore impacting the assessment results. A few students performed poorly on the embedded questions. This can be partially attributed to the fact that they had difficulty with assignments and exam questions related to some of the learning objectives.

The learning objectives where students seem to have problems are in differentiating between the various research designs and within the broad area of Statistics. More specifically, they are still having problems deciding when a study should use exploratory, descriptive, and causal research designs. Additionally, they have having difficulty determining when to use univariate, bivariate, and multivariate statistics.

Similar to Fall 2015, the assessment completed during Fall 2016 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 included exploratory, descriptive, and causal research designs. They also had difficulty determining when to use t-test, F-test, Chi-square, ANOVA, correlations, and regressions analysis.

RELATED ITEM LEVEL 3

Actions for LO5: Students Will Demonstrate The Ability To Collect And Interpret Market Research Data (MKTG4350)

Action Description:

As noted,the performance on some of the concepts included in the overall performance score fell below 70%. These concepts included exploratory, descriptive, and causal research designs. They also had difficulty determining when to use t-test, F-test, Chi-square, ANOVA, correlations, and regressions analysis.

While students have demonstrated improvements from the previous assessment done in 2015, this part of the course curriculum have been earmarked for increased focus and particular attention in future offerings of the course. Additionally, I plan on having discussions with the instructors who teach the prerequisite courses to determine what they can do to better prepare students for the MKTG 4350 course.

Two additional assignments have already been created since the Fall 2015. 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.

Two additional changes that are expected to make a significant difference in 2016. First, I will be changing the textbook starting Spring 2016. The newly adopted textbook puts more focus on the some of these areas of weaknesses. Next, SHSU will be signing a new agreement with SPSS starting in Fall 2016. This will allow students to download a copy of SPSS for home use, there by increasing the number of assignments I will give during the semester.

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

Findings Description:

Please review the detailed findings reported in the attached Table 1. The student performance achieved the target achievement level of 70%. Most of the groups did a very good job on the two marketing strategy assignments that incorporate concepts. Three factors support their performance.

1. The group projects which comprise the bulk of the grading in this course are reviewed by the instructor in draft form. Thus, the finished products are generally very good.

2. The group project format allows what might be weaker performers to benefit from the group process and achieve grades they might not have achieved on their own, and
3. The use of an in-class notebook as a study aid, and the incorporation of in-class business model exercises appears to have resulted in better-prepared students for the Mid-term Exam.

In addition, the repeated use of in-class exercises, and the first-time use of a Student Notebook (which keeps the students focused on the key objectives of the course), and the Mid-Term Exam also prepared the students for the group strategy assignments. Where performance lagged in the groups, it appeared to be due to factors outside of the purview of the class: Excessive absences and poor note-taking in advance of key exams and assignments. When all members of a group have these same issues, the group performance suffers.

Attached Files

[06 MKTG 4390 Table of Assessment Results](#)

RELATED ITEM LEVEL 3

Actions for LO6: Students Will Be Able To Explain Strategic Concepts, Demonstrate Knowledge Of The Impact of Marketing Decisions, and Devise A Strategic Plan (MKTG4390)

Action Description:

In general, I hope to continue to promote learning in all 4 objective areas above the 70% achievement level. For future classes, I continue to try to provide experiential exercises to heighten interest in the material.

More specifically, I plan to continue to refine the Student Workbook, by (1) Incorporating the business model exercises into the Student Notebook, (2) Incorporating current marketing developments into the Student Notebook activities, and (3) Adding more critical thinking exercises.

Update to Previous Cycle's Plan For Continuous Improvement

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

The assessments completed during Fall 2015 and Spring 2016 indicated areas to target with continuous improvement activities. These areas and action plans for the 2016-2017 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.

Update of Progress to the Previous Cycle's PCI:

Assessments during the 2015-2016 cycle led to the Plan for Continuous Improvement 2016-2017. Areas receiving attention during the 2016-2017 cycle are described below.

LO1 - MKTG3310: Principles of Marketing

The actions for improvement were followed. Fourteen marketing concepts and principles have been identified as essential for our business majors. Because these concepts and principles are essential, students were 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 was used in class. The topics were reviewed, again, during the following class period. Two areas with improvement over last assessment period are:

(1) Segmentation and its Benefits. The latest assessment saw a large improvement with 76% of students scoring 70% or better. The average score improved from 51% to 74% correct.

(2) Business to Business Marketing. The latest assessment saw an improvement with 76% of students scoring 70% or better. The average score improved from 69% to 77% correct.

LO2 -MKTG3320: Consumer Behavior

Based on the Fall 2015 assessment cycle, two areas targeted for improvement in student learning were 1) that need recognition can occur during acquisition, consumption, or disposal (not just during the acquisition phase of the consumer behavior process) and 2) that reference groups are rooted primarily in comparison versus similarity to others.

To help improve understanding of need recognition (1), an in-class exercise was developed 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. This exercise was piloted in Fall 2016 and Spring 2017. To help improve understanding of reference groups (2), additional examples of comparison and similarity were shared in class during 2016-2017 to illustrate how reference groups are rooted primarily in comparison to others.

LO3 - MKTG3328: Professional Selling

The plans set for 2016-2017 were undertaken and completed. More class time was allocated to topics where students did not perform as well. In addition, the ADAPT questioning system was covered using worksheets that were revised from ones previously being used.

The assessment results suggest that students did markedly better learning the different types of personal selling and the following concepts: ethical behaviors, handling objections and closing methods. However, they did not improve in their understanding and the ability to use the ADAPT questioning system. The Average Scores for embedded exam questions that evaluate their understanding of questioning systems dropped from 81% to 67%. The worksheet score improved from an average of 75% to 79%.

LO4 - MKTG4340: International Management and Marketing

I had planned to utilize “clickers” in the Fall of 2016. However, I was unable to get the clickers programmed in time. Instead, I created a “Student Workbook” as a means of keeping the students up to date with the main ideas from each lecture. The workbook was over 40 pages of lecture outlines, open-ended short-answer essay questions, and skill tests. The purpose of the workbook was to keep students focused on the main ideas of each lecture, and provide them with a tool to prepare for the multiple-choice exams.

LO5- MKTG4350: Marketing Research

Similar to Fall 2015, the assessment completed during Fall 2016 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 included exploratory, descriptive, and causal research designs. They also had difficulty determining when to use t-test, F-test, Chi-square, ANOVA, correlations, and regressions analysis. Learning objectives where improvements occurred were areas where students did additional assignments and in class exercises. Two additional assignments have been created since the Fall 2014. These were used again and refined as needed. Additional assignments were created to help students better understand the concepts where performance was less than 70% and more lecture time was focused on the concepts.

LO6 -MKTG4390: Marketing Strategy

To promote improved understanding of basic business models:

- In-class exercises were administered whereby the P & Ls of major public firms were examined, Calculations were performed, and assessments were written.
- This was reinforced by a problem on the mid-term exam whereby students had to analyze a P & L and draw conclusions about the business model.

To further promote critical thinking skills related to marketing strategy:

- A group-project computer simulation game, requiring teams to summarize their strategic approach to the game, and discuss their results and reasons for their team's performance, and
- A group-project real-world task of working with local representatives of the Fastenal Company to develop a written strategy for future revenue growth for Fastenal

Plan for Continuous Improvement

Closing Summary:

The Plan for Continuous Improvement presents actions to be undertaken during the Fall 2017 - Spring 2018 assessment cycle. The actions are based on assessment results from Fall 2016 - Spring 2017. The professors teaching the courses noted with each learning objective will be responsible for completing the actions.

MKTG3310

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

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: Supply Chain Functions, 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.

Other actions for improvement include:

(1) State 14 objectives explicitly in syllabus and refer to them often.

(2) Many students do not purchase a textbook. Some student can do well by attending lectures and taking notes on PowerPoint slide; others need to read but do not have a text. An opportunity exist for students to have access to an E-book without additional charge. That opportunity is being pursued.

Sections of MKTG3310 – Taught Online

An entire new course has been designed for the Fall 2017 semester using a different textbook and learning platform. In the future, we have adopted Pearson My Lab, which should be an excellent source for students to use to improve comprehension of these learning objectives.

MKTG3320

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

A hands-on classroom activity called "Make It Hedonic" was developed and has continued to work well to help students understand this topic. 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. This "Make It Hedonic" activity is considered a "best practice" that will be used again and that could be used by others to influence favorable student learning outcomes.

An area of poor performance, revealed during Fall 2016, was that some students had difficulty conceptualizing consumer behavior outside of buying behavior, such as the recognizing that voting behavior is a form of consumer behavior. New examples will be created to more explicitly link voting to consumer behavior, such as examples of voting issues linked to the consumer decision-making process and situational influences on decision-making.

One area needing improvement is helping students better understand the concept of socialization. Some students only conceived of the term as "the act of being social" and did not fully understand the deeper meaning of the term as learning and acquiring knowledge, language, and social skills to conform to expected norms within a culture. New examples will be developed to help students better grasp these deeper meanings.

MKTG3328

LO3: Students Will Be Able To Explain and Demonstrate Trust Based Business to Business Relationship Selling Concepts

The worksheet for the ADAPT questioning system was scored at 79% while the embedded exam question score was 67%. The average of these two activities is 73%. In summary, the overall performance met the standard but knowledge of the subject demonstrated by embedded exam questions was lacking.

Understanding of the questioning system (ADAPT) will need to be improved. It will be covered in detail in class and the worksheet will be edited to ensure students' understanding of the ADAPT questioning system. The worksheet will also be due before the exam that includes assessment of student knowledge.

MKTG4340

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

In general, I hope to continue to promote learning in all 12 concepts above the 70% achievement level. For future classes, I continue to try to provide experiential exercises to heighten interest in the material.

Finally, I plan to continue to refine the Student Workbook, by (1) Adding more explanatory material (e.g., definitions, example), and (2) Adding more critical thinking exercises.

MKTG4350

LO5: Students Will Demonstrate the Ability to Collect and Interpret Market Research Data

Similar to Fall 2015, the assessment completed during Fall 2016 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 included exploratory, descriptive, and causal research designs. They also had difficulty determining when to use t-test, F-test, Chi-square, ANOVA, correlations, and regressions analysis.

While students have demonstrated improvements from the previous assessment done in 2015, this part of the course curriculum have been earmarked for increased focus and particular attention in future offerings of the course. Additionally, I plan on having discussions with the instructors who teach the prerequisite courses to determine what they can do to better prepare students for the MKTG 4350 course.

Two additional assignments have already been created since the Fall 2015. 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.

Two additional changes that are expected to make a significant difference in 2016. First, I will be changing the textbook. The newly adopted textbook puts more focus on the some of these areas of weaknesses. Next, SHSU will be signing a new agreement with SPSS. This will allow students to download a copy of SPSS for home use, there by increasing the number of assignments I will give during the semester.

MKTG4390

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

In general, I hope to continue to promote learning in all 4 objective areas above the 70% achievement level. For future classes, I continue to try to provide experiential exercises to heighten interest in the material.

More specifically, I plan to continue to refine the Student Workbook, by (1) Incorporating the business model exercises into the Student Notebook, (2) Incorporating current marketing developments into the Student Notebook activities, and (3) Adding more critical thinking exercises.