

Marketing Department Assessment Report 2007-2008

Department/Program: Marketing
Submission date: March 27, 2008

Degree: BSBA
 General & IMC Specialization

I. Working from your assessment report of last year, please discuss some changes made or strategies implemented in response to last year's results.

In response to the results of the 2006-2007 assessment report, the Marketing Department made several changes and additions to the goals and student learning outcomes for the BSBA program. Goal 2, focusing on objectives for student learning in conducting, analyzing, and implementation of market research, was added. Additionally, there was enhancement in the specification of the "list of things you should know" for student learning under Goal 1 and two new student learning outcomes were added to Goal 3. A complete list of the revised goals and SLOs is found in Section II.

In the IMC specialization, separate goals and corresponding student learning outcomes have been identified as Goals 4 and 5. These are in addition to the three goals specified for the General Marketing major which also apply to the IMC Specialization. While the measurement tools and process have not been fully developed for the two additional goals, substantial progress has been made.

Work to integrate increased coverage of areas in which student learning was reported as lower than average or unacceptable was discussed within the department but no definitive method to enhance curricula across upper level courses and across different sections of the introductory course was introduced.

II. Drawing upon the goals and objectives contained in the department/program student learning assessment plan, what was the focus of the program's student learning assessment for the past academic year?

As described in Section I, goals and SLOs for the BSBA degree were modified during the past year. In addition to the additions mentioned in that section all student learning outcomes were rewritten to reflect measurable action verbs (rather than the "demonstrate an understanding of . . ." that had been used previously). The revised set of goals (with additions highlighted) is:

Goal 1: Understand the role and practice of marketing within an organization, including theoretical and applied aspects of the marketing discipline.

1.1 Define and apply knowledge of key concepts such as the marketing concept, segmentation, targeting, positioning, branding, buyer behavior in both consumer and organizational markets, global marketing applications, the role of the product/service planning, pricing, distribution, and IMC in the marketing process,

and the importance of developing a market orientation in the organization to business situations.

1.2 Explain and demonstrate how marketing decisions are influenced by various forces in the external business environment as well as significant trends and developments affecting current and future marketing practices.

Goal 2: Demonstrate proficiency in Marketing Research Skills.

2.1 Design market research studies.

2.2 Implement market research studies.

2.3 Evaluate marketing research studies.

2.4 Use statistical software such as SPSS for data analysis and interpretation of marketing research results.

Goal 3: Understand how to develop, analyze, and evaluate strategic and tactical marketing plans and programs and to assess marketing performance.

3.1 Develop marketing strategies and plans that include various elements of the marketing mix.

3.2 Analyze marketing strategies and plans that include various elements of the marketing mix.

3.3 Evaluate and assess marketing strategies and plans that include various elements of the marketing mix.

3.4 Analyze markets and customers utilizing secondary sources of information.

3.5 Analyze markets and customers utilizing primary sources of information.

3.6 Analyze marketing problems and issues facing companies and organizations and develop solutions.

Goals 1-3 apply to all Marketing Majors. For the IMC specialization two additional goals and corresponding student learning outcomes, Goals 4 and 5, were developed that apply solely to the IMC students in addition to Goals 1-3.

Goal 4: Understand the role of and practice of IMC, integrated marketing communications, including theoretical and applied aspects.

4.1 Explain how IMC decisions are influenced by internal and external environmental factors.

4.2 Illustrate the role of an IMC in the overall marketing communications program.

Goal 5: Understand how to develop and evaluate strategic and tactical IMC plans and programs and assess communications effectiveness.

5.1 Develop and analyze IMC strategies and plans that include various elements promotional mix elements including: advertising, public relations, sales promotion, direct marketing, the Internet, and interactive methods.

5.2 Developing an IMC plan.

The following matrix maps program goals and student learning outcomes to the required courses in the General Marketing major and the IMC specialization.

BSBA Marketing Program Assessment Matrix: Goals and SLOs	Required Courses					
	370	371	373*	470	472*	479**
Goal 1 Role and Practice of MKTG						
1.1 Demonstrate Key Concepts	X	X	X			
1.2 Demonstrate external forces' influence	X		X			X
Goal 2 Marketing Research Proficiency						
2.1 Design Marketing Research				X		
2.2 Implement Market Research Studies				X		
2.3 Evaluate Market Research Studies				X		X
2.4 Use statistical software for analysis				X		
Goal 3 Develop and Evaluate MKTG Programs and Plans						
3.1 Develop Plans w/ various Mix Elements	X	X				X
3.2 Analyze Plans w/ various Mix Elements					X	X
3.3 Evaluate and Assess Plans w/various Mix Elements		X				X
3.4 Analyze Secondary Data		X		X		
3.5 Analyze Primary Data		X		X		
3.6 Analyze Problems and Develop Solutions					X	X
Goal 4 Role of Theoretical and Applied IMC						
4.1 How IMC Influenced by External and Internal factors			X			
4.2 Role of IMC in overall MKTG Program			X			
Goal 5 Develop and Evaluate IMC plans and Assess Program						
5.1 Develop IMC that develops diverse elements					X	
5.2 Develop overall IMC Plan					X	

* Required only by IMC specialization.

**Required only by General Marketing Majors.

A. Goals on which the Marketing Department Focused 2007-2008

In the past year, Goal 1 and four of the six SLOs in Goal 3 were assessed. Further, an indirect measure (an exit survey) assessed all five goals however the focus of its results for this report will be on Goals 1 and 3.

B. Goals on which the Marketing Department Plans to Assess 2008-2009

The newly added Goal 2 will be assessed in the coming year. Additionally, Goal 1, which is assessed annually, will continue to be a target of our efforts. Goal 4 is tentatively scheduled for assessment if an adequate measurement tool is developed and accepted by the faculty. Plans call for the indirect measure, the student exit survey, which assesses all five program goals, to be continued annually.

In addition to assessment of the goals identified above, the Marketing Department plans to devote time in the coming year to developing a new and improved instrument to assess Goal 1.

III. Assessment Methodology

What information was collected, how much, and by whom?

Three instruments were used in the assessment of the BSBA this past year. Two of the instruments, the Marketing Major Assessment Exam and the Case Analysis Rubric have been used, with some modification, for the past several semesters. The Student Exit Survey is new this year.

A. Marketing Major Assessment Exam ***(Used to assess Goal 1)***

This exam has been administered each spring since 2004 so there is a growing database by which to benchmark improved or declining student performance. The Marketing Assessment Exam was administered to all Marketing seniors, both IMC Specializations and Marketing Majors. This tool measures both student learning outcomes of Goal 1. *As indicated elsewhere in this report, there are plans to revise this instrument in the coming year.*

The instrument currently used to measure student knowledge is a multiple choice test comprised of forty questions derived from a pool of 120 questions. The pool of test questions was developed in 2004 by faculty members, each writing questions relevant to their expertise and teaching area. To insure that all subject areas are covered a quota sample is drawn from the test pool and is administered in all sections of the capstone course, MKTG 479, during the spring semester each year. For general Marketing Majors, this was the fourth administration of the Marketing Assessment Exam.

In Spring, 2007, the assessment exam was also administered in MKT 472, the IMC students' capstone course. This was done since the IMC Specialization also identifies Goals 1 -3 as relevant

for the program. The results of the exam were analyzed across all students but were also analyzed separately for the General Marketing majors and the IMC Specialization students.

The Marketing Major Assessment Exam has clearly identified weak areas in the BSBA students' attainment of Learning Outcomes. This was particularly true of topics that are presented only in the introductory course, MKT370, Principles of Marketing. On tasks and subject matter objectives that are reinforced in upper level courses students exhibited much better performance. Details of these results are presented in Section III of this report.

B. Case Analysis Rubric ***(Used to assess Goal 3)***

The second assessment tool used measured Goal 3, specifically SLOs 3.1, 3.2, 3.3, and 3.5. It is a faculty analysis of capstone students' ability to analyze a case and make managerially sound recommendations and strategic plans. Two sections of Marketing Strategy, MKTG 479, were assessed in Fall, 2007. This was the entire group of seniors in their final semester, approximately 52 students. The case used was Frito Lays' opportunity to acquire Cracker Jack as part of their snack food product offering. It was prepared in advance by students and written in class as an exam. It was reviewed across students for the four student learning outcomes of Goal 3 that were being assessed. The assessment used a rubric with a five-point scale (Appendix A). Two faculty members independently assessed each of the cases. Student learning outcomes were deemed to have been met if 75% of the students score at least a "3" on each student learning objective.

Case questions were directly mapped to each of the four student learning outcomes being assessed as follows:

- **SLO3.1:** Proficiency in development of Marketing Plans
Case Question: How should FL structure and offer to acquire Cracker Jack Brand given the structure of the snack food market?
- **SLO3.2:** Proficiency in Analysis of Marketing Plans
Case Question: How did Fl make the decision about the purchase of the CJ brand and how did they develop the branding and positioning of the brand?
- **SLO3.3:** Proficiency in Evaluation and Assessment of Marketing Strategies
Case Question: How should FL configure the Market mix and fit CJ into the Fl product assortment. Specifically, what price/size CJ product offering, amount of advertising, message, placement and type of package should Fl employ?
- **SLO3.5:** Ability to Analyze Markets Employing Primary Source Data
Case Question: How did FL executives use the results of f the Simulated test market run in 15 possible combinations with different levels of advertising, placement, and bag type?

C. Marketing Student Exit Survey ***(Used to assess all goals)***

For the first time the Student Exit Survey was administered in both the Marketing majors' capstone course, MKTG 479, and in the IMC capstone course, MKTG 472. This instrument was introduced as an indirect measure in order to provide triangulation of the direct assessment

methods described above. Through self-reported data, students assessed how well-prepared they feel they are as graduating seniors for a career in the field of Marketing or IMC. The exit surveys for general marketing majors and IMC specializations covered the three common goals for the two programs. Further, the IMC instrument included questions that covered the IMC specific goals, Goals 4 & 5. Additional questions about courses and the student's plans for the future were also asked. The full survey for General Marketing Majors is found in Appendix B. The IMC Specialization survey is found in Appendix C.

Section II of both surveys specifically map to the two student learning outcomes of Goal 1. The first five questions in Section III of each survey map to student learning outcomes for Goal 3 while the next four questions in Section III of both surveys map to student learning outcomes for Goal 2. Finally, on the IMC Specialization survey, additional questions in Section III map to Goals 4 and 5 which are specific to that program. *The exit survey will undergo some modification in the coming year in order to provide for a closer mapping to the revised set of goals and student learning outcomes that have been adopted.*

IV. What conclusions were drawn on the basis of the information collected?

Goal 1: Understand the role and practice of marketing within an organization, including theoretical and applied aspects of the marketing discipline.

The results, found in Appendix D, add the most current year to the three previous administrations of the Marketing Major Assessment Exam. Despite previous annual assessments evidencing a deficiency in students' reaching the department's SLOs as related to the concepts of pricing and distribution planning, again the poorest performance by students was on these two topics. Currently these two topics are only covered in Principles of Marketing (MKT 370). Unlike other strategic and tactical issues in marketing, they are not covered directly again in more advanced upper division courses. Despite faculty discussion following previous administrations of the exam, results indicate a weakening rather than an improvement of student ability in the area of pricing and no improvement in the area of distribution.

Table 1 presents results from the exit survey. Both groups of students indicate that they feel fairly confident in their learned skills and abilities. Self-evaluations of knowledge in the areas of Pricing and Distribution are among the lower scores reported however they are not the lowest and even the lowest scores, with a single exception, are above 5 on a seven point scale.

Of interest and some concern to the departmental faculty is the finding that there appears to be a discrepancy between what the students perceive as their capability as measured by the exit survey and their capabilities as demonstrated in some topic areas on the assessment exam. Students appear to generally not recognize their own weaknesses. Since students rated their skills in Marketing Research (items in Table 1 that map to SLOs 2.1 – 2.4) the lowest of all skills,

it will be particularly interesting to consider the results of a direct assessment of marketing research skills which is planned for the coming year.

TABLE 1
Exit Survey Results
General Marketing Majors and IMC Specializations

	Concept/Skill Being Measured	SCORE ¹	
		MKTG	IMC
	Section II Items		
SLO			
1.1	Marketing Concept	6.16	6.23
1.1	Market Segmentation	6.38	6.45
1.1	Product Positioning	6.33	6.47
1.1	Branding	6.29	6.36
1.1	Target Marketing	6.60	6.58
1.1	Importance of marketing driven orientation	6.18	6.05
1.2	External Business Influences on Marketing	6.33	6.18
1.1	Consumer Buyer Behavior	6.20	5.86
1.1	Organizational Buyer Behavior	5.64	5.16
1.1	Role of Product/Service in Marketing	5.80	5.59
1.1	Role of Distribution in Marketing	5.62	5.51
1.1	Role of Promotion in Marketing	6.33	6.45
1.1	Role of Pricing in Marketing	6.09	5.54
1.2	Significant Trends affecting Current Practice	5.93	5.65
4.1	IMC Influenced by Internal Factors		5.89
4.1	IMC Influenced by External Factors		5.97
	Section III Items		
SLO			
3.1	Developing Market Plans w/Mix Elements	5.73	6.03
3.3	Evaluating and Assessing Market Plans	5.91	5.79
3.5	Analyzing Markets Using Primary Sources	5.67	5.95
3.4	Analyzing Markets Using Secondary Sources	5.75	6.02
3.6	Analyzing Marketing Problems and Issues & Developing Solutions for organizations	5.98	5.95
2.1	Designing Market Research	5.42	5.79
2.2	Implementing Market Research	5.60	5.87
2.3	Evaluating Market Research Studies	5.36	5.81
2.4	Use of Statistical Software for Analysis	4.87	4.86
5.1	Developing IMC Employing Promotional Mix Elements: ads, PR, Sales promos, internet		6.34

¹Students rated their skills on a 7 point scale that was anchored in “Do not Understand at All” (1) and “Understand Very Well” (7) for Section II and “Not at all proficient” (1) and “Very proficient” (7) for Section III.

5.1	Analyzing IMC Employing Promotional Mix Elements: ads, PR, Sales promos, internet		6.18
4.2	Understanding Role/Function of IMC		6.29
5.2	Developing Comprehensive IMC Plan		6.42

Goal 3: *Understand how to develop, analyze, and evaluate strategic and tactical marketing plans and programs and to assess marketing performance.*

Results of the Case Analysis Assessment indicated the majority of students had met the four learning outcomes assessed from Goal 3. When applied to a case, the majority were able to adequately apply theoretical concepts and demonstrate sound marketing skills. The weakest results regarded their ability to develop marketing strategies (SLO 3.1). The best performance of task was exhibited by students in their ability to analyze marketing strategies (SLO 3.2). The results of this analysis are presented in Table 2. Using the mark of 75% to indicate an acceptable level of demonstrated learning, students failed to meet expectations for only SLO 3.1. Student learning outcome 3.5, however, was very close to falling below the expected level.

TABLE 2
Case Analysis: Faculty Assessment of Marketing Application

Student Learning Outcome	Proficiency Measured	% Scoring 3 or above	Score (1-5)
SLO 3.1	Development of Marketing Strategies and Plans w/ Various Mix Elements	67%	3.27
SLO3.2	Analysis of Marketing Strategies and Plans w/ Various Mix Elements	89%	4.28
SLO 3.3	Evaluation and Assessment of Marketing Strategies and Plans w/ Various Mix Elements	79%	3.85
SLO 3.5	Analyzing Markets and Customers w/ Primary Sources	76%	3.72

V. How will the information be used to inform decision-making, planning, and improvement?

Results of the three assessment techniques employed during 2007 by the Marketing Department suggest to the faculty and administration areas that are being met and those that need to be reviewed and corrected.

Goal 1

The poor performance of students in the areas of pricing and distribution planning suggests the need to more formally integrate additional content on these two topics into all sections of the Principles course as well as to identify required courses in which to house additional coverage of material. Other topics that are introduced in Marketing Principles and then reviewed in application in later courses evidence much better attainment of the Department's Learning Objectives.

Pricing and distribution curricula changes could be added in electives, but students do not all take any single elective. Therefore, the target to which these topics should be considered for enrichment and development of departmental guidelines are the required courses for all majors; Principles of Marketing (MKTG 370); Market Research (MKTG 470); Consumer Behavior (MKTG 371); and Marketing Strategy (MKTG 479). Of these courses, MKT 370 and MKT 479 offer course descriptions that lend themselves best to adding more "Pricing" and "Distribution". An assignment or exercise covering both Pricing and Distribution Planning that was used in all sections of the introductory course (MKT 370) would be a useful way to ensure more time spent on the topics. Efforts will be made to implement this approach in the coming year.

Goal 3

The only assessed student learning outcome that fell below expectations for Goal 3 was 3.1. Apparently students are better able to analyze than they are to develop. This may be attributable to the fact that case studies are frequently assigned in advanced marketing courses. Case studies typically develop analysis skills in students. Development of marketing strategies and plans is less often required and when it is required, it is often in the context of a group project rather than an individual assignment. The department, following a review of these results, needs to consider ways in which individual projects or case studies requiring the development of marketing plans can be added to advanced courses in the major

Other Plans for the Coming Year

In the coming year it will also be necessary to add the concepts added to Goal 1 in the past year to the instrument used to assess this goal. Since it is necessary to address this, the department has decided that it is a good time to review the entire Marketing Major Assessment Exam (the instrument currently in use to assess Goal 1). At this time the sentiment of the department is to move from a multiple choice exam to a short answer exam whose questions would be scored with a rubric. Further, the Student Exit Survey will be modified in the coming year to produce closer alignment with all goals and student learning outcomes for the two programs.

Meaningful direct assessment of IMC Specialization Goals 4 and 5 will require attention in the coming year. While the department feels quite comfortable with the student learning outcomes it has identified for IMC students, they have not yet fully identified an adequate measurement tool to assess student learning. This is primarily due to the fact that a substantial portion of the Marketing Department Assessment Report BSBA
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learning is achieved through very rigorous application to a pragmatic situation in a term-long group project. That project, which is useful to the department for teaching application of principles, does not easily lend itself to individual assessment. Discussions within the department and among IMC faculty are ongoing regarding the development of direct tools to measure these goals.

Completed by: Lois Olson & Kathy Krentler
Date: 3-28-08

APPENDIX A
Rubric for Assessing BSBA SLOs as Demonstrated in Case Analysis

SLO: Criteria	1	2	3	4	5
SLO3.1: Developing Marketing Plans	Missing	Insufficient analysis of mix elements and unclear whether FL should acquire CJ	Reasonable analysis of 4 P's and why FL should acquire CJ, but mix elements not covered equally well	Solid analysis of 4 P's and why FL should acquire CJ-action clearly indicated	Excellent analysis of 4 P's in detail and FL' acquisition plan complete
SLO3.2: Analysis of Marketing Plans	Missing	Analysis of how FL should develop the brand and position CJ in offering, incomplete but weak	Reasonable analysis of how and why FL should integrate the brand and position CJ but incomplete	Clear analysis of how and why FL should integrate the brand and position CJ in offering	Exceptional analysis of FL's brand development & integrat'n of brand into FL full product mix
SLO3.3: Evaluation and Assessment of Mkt'g Strategies	Missing	Mkt'g plan for: price, packaging, size and CJ placement exists, is not integrated nor complete	Reasonably developed mkt'g plan but price, packaging, size and CJ placement not all fully implemented	Well-developed mkt'g plan for: price, packaging, size and CJ placement	Complete mkt'g plan for: price, packaging, size and CJ placement-mgmt could implement w/o further information
SLO3.5: Market Analysis Using Primary Source Data	Missing	Uses results of test mkt to determine ad/bag size/ placement configuration but not based on logical D-Mkg criteria	Uses results of test mkt simulations to determine ad/bag size/ placement configuration but D-Mkg criteria unclear	Good use of results of 15 simulations to determine optimal ad/bag size/ placement configuration	Excellent use of test market simulations to determine ad/bag size/ placement configuration-no question as to logic and implementation

APPENDIX B Student Exit Survey

GENERAL Marketing Student Survey

This survey is being conducted by the Marketing Department to assess student opinions about curriculum and instructional matters. The marketing faculty would appreciate your perceptions of our program in order to better serve our students in the future.

Section I

The following questions pertain to your mastery of specific skills related to the curriculum. Based on your experience with the marketing program at San Diego State, how well prepared do you feel in each of the following areas?

	Very Well					Not at all	
	<u>Prepared</u>					<u>Prepared</u>	
Oral Communication Skills	7	6	5	4	3	2	1
Writing Skills	7	6	5	4	3	2	1
Critical Thinking Skills	7	6	5	4	3	2	1

Section II

To what extent do you understand the following concepts relating to the practice of marketing within an organization?

	Understand					Do not	
	Very					Understand	
	<u>Well</u>					<u>At All</u>	
Marketing Concept	7	6	5	4	3	2	1
Market Segmentation	7	6	5	4	3	2	1
Product Positioning	7	6	5	4	3	2	1
Branding	7	6	5	4	3	2	1
Target Marketing	7	6	5	4	3	2	1

The importance of
developing a market driven

orientation in an organization	7	6	5	4	3	2	1
How marketing decisions are influenced by various forces in the external business environment	7	6	5	4	3	2	1
Buying behavior in consumer markets	7	6	5	4	3	2	1
Buying behavior in organizational markets	7	6	5	4	3	2	1
The role of product/service, planning in the marketing process	7	6	5	4	3	2	1
The role of distribution in the marketing process.	7	6	5	4	3	2	1
The role of promotion in the marketing process.	7	6	5	4	3	2	1
The role of pricing in the marketing process.	7	6	5	4	3	2	1
Significant trends and developments affecting current and future marketing practices	7	6	5	4	3	2	1

Section III

To what extent do you feel proficient in the following areas?

	Very <u>Proficient</u>	Not at all <u>Proficient</u>
Developing comprehensive marketing strategies and		

plans that include various elements of the marketing mix	7	6	5	4	3	2	1	
Analyzing comprehensive marketing plans that include various elements of the marketing mix	7	6	5	4	3	2	1	
Evaluating and assessing comprehensive marketing strategies and plans that include various elements of the marketing mix.		7	6	5	4	3	2	1
Analyze markets and customers utilizing primary sources of information	7	6	5	4	3	2	1	
Analyze markets and customers utilizing secondary sources of information	7	6	5	4	3	2	1	
Analyzing marketing problems and issues facing companies and organizations and developing solutions	7	6	5	4	3	2	1	
Designing marketing research studies	7	6	5	4	3	2	1	
Implementing marketing research studies	7	6	5	4	3	2	1	
Evaluating marketing research studies	7	6	5	4	3	2	1	

Use of statistical software (e.g., SPSS) for data analysis and interpretation of results	7	6	5	4	3	2	1
Making professional presentations	7	6	5	4	3	2	1

Section IV

How valuable was your learning experience in each of following courses with regard to preparing you for a career in marketing?

	Very <u>Valuable</u>				Not at all <u>Valuable</u>		
<u>Required Courses</u>							
Principles of Marketing (370)	7	6	5	4	3	2	1
Consumer Behavior (371)	7	6	5	4	3	2	1
Marketing Research (470)	7	6	5	4	3	2	1
Marketing Management (479)	7	6	5	4	3	2	1

Elective Courses (Only answer for the elective courses that you have taken)

Retail Marketing (372)	7	6	5	4	3	2	1
Marketing Communication (373)	7	6	5	4	3	2	1
Global Marketing (376)	7	6	5	4	3	2	1
Selling Strategies (377)	7	6	5	4	3	2	1

	Very <u>Valuable</u>				Not at all <u>Valuable</u>			
Advanced Integrated Marketing								
Communications (472)		7	6	5	4	3	2	1
Sales Management (473)	7	6	5	4	3	2	1	

Internet Marketing (476) 7 6 5 4 3 2 1

BA 404 Small Business

Consulting 7 6 5 4 3 2 1

Do you have any particular opinions about the current undergraduate curriculum of the marketing department? Please describe briefly.

Do you have any recommendations for change in the current undergraduate curriculum of the marketing department? Please describe briefly?

Section V

About You

The following questions are about you. Please check categories that describe you the best.

Gender: ___Male ___Female

Working Status: ___Do not work ___Work part-time ___Work full-time

Approximate Current GPA in marketing courses: _____

What is the likelihood of your pursuing the following career paths when you graduate?

1 = Not at all likely 2 = Not very likely 3 = Somewhat likely 4 = Quite likely

5 = Most likely

Please assign a number to all of the following possibilities:

_____ To work in sales/sales management

_____ To work in advertising area

_____ To work in the retailing field

_____ To work in marketing research area

_____ To work in technology marketing field

_____ To work in Internet marketing/E-commerce area

_____ To work for a company with international business emphasis

_____ To have my own business

_____ Other plans (Please specify) _____

_____Unsure at this time

Thank you for your participation

APPENDIX C Student Exit Survey

IMC Specialization Student Survey

This survey is administered to graduating seniors each year by the Marketing Department. We are interested in your opinions regarding how well prepared you are for a career in IMC or marketing after completing the program, the courses you have taken and your career plans.

Section I

The following questions pertain to your mastery of specific skills. How well prepared do you feel in each of the following areas?

	Very Well					Not at all	
	<u>Prepared</u>					<u>Prepared</u>	
Oral Communication Skills	7	6	5	4	3	2	1
Writing Skills	7	6	5	4	3	2	1
Critical Thinking Skills	7	6	5	4	3	2	1

Section II

To what extent do you understand the following concepts relating to the practice of marketing within an organization?

	Understand					Do not	
	Very					Understand	
	<u>Well</u>					<u>At All</u>	
Marketing Concept	7	6	5	4	3	2	1
Market Segmentation	7	6	5	4	3	2	1
Product Positioning	7	6	5	4	3	2	1
Branding	7	6	5	4	3	2	1
Target Marketing	7	6	5	4	3	2	1

The importance of
developing a market driven

orientation in an organization	7	6	5	4	3	2	1
How marketing decisions are influenced by various forces in the external business environment	7	6	5	4	3	2	1
	Understand			Do not			
	Very			Understand			
	<u>Well</u>			<u>At All</u>			
Buying behavior in consumer markets	7	6	5	4	3	2	1
Buying behavior in organizational markets	7	6	5	4	3	2	1
The role of product/service, planning in the marketing process	7	6	5	4	3	2	1
The role of distribution in the marketing process.	7	6	5	4	3	2	1
The role of promotion in the marketing process.	7	6	5	4	3	2	1
The role of pricing in the marketing process.	7	6	5	4	3	2	1
Significant trends and developments affecting current and future marketing practices	7	6	5	4	3	2	1
How IMC decisions are influenced by internal organizational factors	7	6	5	4	3	2	1
How IMC decisions are influenced by external environmental factors	7	6	5	4	3	2	1
The role of IMC in the overall							

marketing communication communications program of an organization	7	6	5	4	3	2	1
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Section III

To what extent do you feel proficient in the following areas?

	<u>Very Proficient</u>				<u>Not at all Proficient</u>			
Developing comprehensive marketing strategies and plans that include various elements of the marketing mix	7	6	5	4	3	2	1	
Evaluating and assessing comprehensive marketing strategies and plans that include various elements of the marketing mix.		7	6	5	4	3	2	1
Analyzing markets and customers utilizing primary sources of information	7	6	5	4	3	2	1	
Analyzing markets and customers utilizing secondary sources of information	7	6	5	4	3	2	1	
Analyzing marketing problems and issues facing companies and organizations and developing solutions	7	6	5	4	3	2	1	

Designing marketing research studies	7	6	5	4	3	2	1
Implementing marketing research studies	7	6	5	4	3	2	1
Evaluating marketing research studies	7	6	5	4	3	2	1
Use of statistical software (e.g., SPSS) for data analysis and interpretation of results	7	6	5	4	3	2	1
	Very						Not at all
	<u>Proficient</u>						<u>Proficient</u>
Developing IMC strategies and plans that include various elements of the promotional mix including advertising, public relations, sales promotion, direct marketing, and the Internet/interactive media	7	6	5	4	3	2	1
Analyzing IMC strategies and plans that include various elements of the promotional mix including advertising, public relations, sales promotion, direct marketing, and the Internet/interactive media	7	6	5	4	3	2	1
Developing an integrated marketing communications plan.	7	6	5	4	3	2	1
Making professional presentations	7	6	5	4	3	2	1

Section IV

How valuable was your learning experience in each of following required courses with regard to preparing you for a career in marketing and/or IMC?

	Very					Not at all	
	<u>Valuable</u>					<u>Valuable</u>	
<u>Required Courses</u>							
Principles of Marketing (370)	7	6	5	4	3	2	1
Consumer Behavior (371)	7	6	5	4	3	2	1
Marketing Communication (373)	7	6	5	4	3	2	1
Marketing Research (470)	7	6	5	4	3	2	1
Advanced IMC (472)	7	6	5	4	3	2	1

How valuable was your learning experience in the elective courses you took in program in preparing you for a career in marketing and/or IMC? (Only answer for the elective courses that you have taken in your IMC program)

	Very					Not at all	
	<u>Valuable</u>					<u>Valuable</u>	
Internet Marketing (476)	7	6	5	4	3	2	1
Media Management (Comm 440)	7	6	5	4	3	2	1
Advertising (Com 460)	7	6	5	4	3	2	1
Public Relations (Comm 480)	7	6	5	4	3	2	1
Advertising Research (Comm 560)	7	6	5	4	3	2	1
International Advertising (Comm 574)	7	6	5	4	3	2	1
Advertising Campaigns (Comm 565)	7	6	5	4	3	2	1
Mass Communication and Society (Comm 408)	7	6	5	4	3	2	1
Other (_____)	7	6	5	4	3	2	1

Do you have any particular opinions about the current curriculum of the IMC specialization? Please describe briefly.

Do you have any recommendations for change in the current curriculum of the IMC specialization?
Please describe briefly?

Section V

About You

The following questions are about you and your career plans.

Your gender: ___ Male ___ Female

Work status during undergraduate program:

___ Did not work ___ Worked full time ___ Worked part-time (# hours/week ____)

Overall GPA: _____ Approximate GPA in marketing/IMC courses: _____

Please evaluate the likelihood of your pursuing a job opportunity in each of the following areas of marketing or IMC. Use the one of the following numbers to indicate the likelihood you will pursue a job opportunity in this area:

5= Most likely, 4 = Quite likely, 3= Somewhat likely, 2 = Not very likely, 1= Not at all likely

_____ Working for an advertising agency

_____ Working for a public relations agency

_____ Working in advertising or marketing communications on the company side

_____ Working in marketing research

_____ Working in Internet marketing/E-commerce

_____ Working for a company with an international business emphasis

_____ Working in sales/sales management

_____ Working in retailing

_____ Working for a small business/company

_____ Starting my own business

_____ Other plans (Please specify: _____)

THANK YOU FOR YOUR PARTICIPATION

APPENDIX D

MARKETING MAJOR ASSESSMENT EXAM RESULTS

MARKETING MAJOR ASSESSMENT EXAM PERFORMANCE

Multiple Choice Questions

Comparative Data: Fall 2004 - Spring 2007

Topic Area	# Qs	Rank		Rank		Rank		FALL 2004 (N=43) Mean = 62.7% (25.1)
		SPRING 2007 (N=121) Mean = 61.4% (24.6)	Order SPG '07	SPRING 2006 (N=70) Mean = 64.6 (25.8)	Order SPG '06	SPRING 2005 (N=43) Mean = 62.7% (25.1)	Order SPG '05	
		Students got an average of X% Qs wrong on this topic:	(Worst to Best)	Students got an average of X% Qs wrong on this topic:	(Worst to Best)	Students got an average of X% Qs wrong on this topic:	(Worst to Best)	Students got an average of X% Qs wrong on this topic:
Advertising	4	69.42%	1	61.40%	1	55.10%	1	55.8%*
Distribution	4	52.48%	2	51.80%	2	49.50%	2	61%*
Branding	4	39.05%	4	36.10%	3	35.20%	4	20.4%*
Concepts in Marketing	4	36.99%	5	35.70%	4	31.80%	6	51.20%
Internal Environment	4	41.73%	3	34.60%	5	48.90%	3	41.30%
Segmentation/Targeting	8	31.93%	6	32.80%	6	34.10%	5	25.20%
Positioning	4	31.61%	7	26.10%	7	27.80%	7	25.00%
Promotion	4	25.21%	9	23.60%	8	25.00%	8	32.60%
Product/Svc Planning	4	25.62%	8	21.10%	9	22.70%	9	35.50%