

Marketing Department Assessment Report 2008-2009

Student Learning Outcomes Marketing

Department Assessment results Report

Department/Program: Marketing
Submission date: March 8, 2009

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.

For the academic year 2008-9, no changes in the Marketing Department's goals for either Marketing or for IMC majors were introduced. The primary assessment efforts have focused on improvement in the methodology for data collection and analysis in the attainment of those goals. All previous BSBA goal assessment was continued and the department developed a few additional measurement techniques. Some, but not all, of those measurement methodologies have been employed and the remainder will be implemented in the ensuing year. Additionally, in response to previous assessment results indicating our students were weak in the area of pricing, a new mandatory pricing exercise was introduced to the introductory course in the major.

The Marketing Department made several changes and three additions to the methods for data collection for assessment of SLOs. To measure the outcome of students' achievement in the SLOs added to the Marketing Department's goals in the 2007-8 academic year, which measures students' proficiency in Marketing Research skills and knowledge, data was collected from three individually administered exams during the Fall Semester in Marketing 470. This course is the market research course required for all Marketing and IMC majors. It is the primary curriculum delivery mechanism within the BSBA Program for **Goal 2**, Marketing Research proficiency. Additionally, in order to assess students' ability to analyze both primary data and to evaluate various elements of the marketing mix, student learning outcomes associated with **Goal 3**, data was collected and analyzed as part of individual Consumer Behavior projects, in Marketing 371, required for all majors.

Specifically for the IMC program and majors, separate learning objectives and evaluations of IMC goals were identified, Goals 4 and 5, as part of the 2007-8 Marketing Department Assessment. While SLOs were not measured during the past academic year, measurement tools and process have been identified for all the IMC-specific learning goals. Substantial progress was made toward the objective of measuring individual student work as to students' ability to both understand the theory and application of IMC as well as their ability to both develop and evaluate IMC plans.

Finally, in an effort to rectify students' repeatedly weak performance on pricing issues as measured during the past four years, a pricing assignment was developed and introduced to one

section of the Principles of Marketing course in the Summer 2008, Marketing 370. It was subsequently administered to students in all sections of the course in Fall 2008 and Spring 2009.

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?

A. The first three departmental goals are applicable to and measured for all majors, both Marketing and IMC. Substantial portions of Goals 1 and 3 have been measured in the past through three measurement methods. There now is substantial longitudinal data to track seniors' achievement of SLOs for the first and third goals. Those measurements were continued this year. Full detail of the Goals and SLOs is included in Appendix A. In the matrix below, goals and SLOs are matched with the classes in which it is expected the student masters the concepts and skills. It is also reported in the matrix when a measurement system was introduced to assess each of those goals and in which course the measurement was employed.

Goals 1-3 apply to all Marketing and IMC Majors. For the IMC specialization very specific objectives and student learning outcomes, Goals 4 and 5 apply solely to the IMC students.

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 Key Concepts	X	X	X		ASSESS EXAM	O6 SR ¹ ASSESS EXAM
1.2 External forces' influence	X		X		ASSESS EXAM	X-06 SR. ASSESS EXAM
Goal 2 Marketing Research Proficiency						
2.1 Designing Marketing Research				X-08 MR EXAM		
2.2 Implement Market Research Studies				X-08 MR EXAM		
2.3 Evaluate Market Research Studies				X-08 MR EXAM		X-06 CASE ANAL.
2.4 Use statistical software for analysis				X-08 MR EXAM		
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- 06 CASE ANAL.
3.3 Evaluate and Assess Plans w/various Mix Elements		X- 08 CB ASSIGN.				X- 06 CASE ANAL.
3.4 Analyze Secondary Data		X		X		X- 06 CASE ANAL.
3.5 Analyze Primary Data		X- 08 CB ASSIGN.		X		X
3.6 Analyze Problems and Develop Solutions					X	X- 06 CASE ANAL.
Goal 4 Role of Theoretical /Applied IMC						
4.1 How IMC Influenced by External and Internal factors			X-09 EMBEDDED QUESTIONS			
4.2 Role of IMC in overall MKTG Program			X-09 EMBEDDED QUESTIONS			
Goal 5 Develop and Evaluate IMC Plans and Assess IMC Programs						
5.1 Analyze IMC plan that develops diverse elements					X-09 EXERCISE	
5.2 Analyze overall IMC Plan					X-09 EXERCISE	

* Required only by IMC specialization.

**Required only by General Marketing Majors.

X indicates class in which material is imparted.

¹ Indicates measurement method deployed.

Goals on which the Marketing Department Focused 2008-2009

Ongoing Measurements. The Marketing Major Assessment Exam and the Marketing Student Exit Survey were again employed to capture student Achievement in Goal 1, predominantly SLO1.1, the role of marketing in organizations and the specific key concepts of marketing including the market mix elements especially pricing, consumer and industrial behavior, segmentation, targeting, positioning, and branding. Repeatedly, and this year's measurement did not result in substantially different results from previous measurements, there were several concepts on which students performed poorly. The Department identifies a situation in which more than two-thirds of students are answering incorrectly as a serious issue, and in excess of 40% of graduating Marketing seniors answering incorrectly as a curriculum area to be reviewed. The senior Marketing and IMC student Exit survey was employed again in Spring 2008, to capture students' self-reported evaluation of their attainment of learning objectives.

Aspects of Goal 3, proficiency in developing, analyzing, and evaluating marketing plans and programs, were repeated in the 2008-9 Assessment of the BSBA through an individually analyzed case for one section of the capstone course, MKTG 479. The same case that was used in Fall 2007, was used as the measurement tool for this year since several SLOs were covered in the Frito-Lay case. Student objectives on which the Marketing Department focused included SLO 3.1-3.3, the development, analysis, and evaluation and assessment of marketing strategies and plans, and SLO 3.5, students' ability to analyze primary sources of information.

Introduction of New Measurements. A priority from previous assessments was to focus on evaluating students' mastery of pricing, positioning, targeting and segmentation. With Pricing Concepts recurring as the weakest area for the previous three years, a Pricing Assignment was developed to be included in all sections of the Principles of Marketing class, MKTG 370. The assignment was introduced in one section of the Principles class during Summer 2008, to a class of 42. Minimal adjustments were made to the assignment and it was used in all sections of the Principles class in Fall 2008. Two large sections of the class, over half of all students taking the course, did the assignment online through Black Board so statistics of specific items were possible to assess, but no identification of Marketing and IMC majors was included.

With the addition of the second set of SLOs in 2007-2008 to the Marketing Department's Goals, student performance on achievement of marketing research skills and abilities were measured for the first time in Fall 2008. These SLOs were measured in the required course Marketing Research (MKT 470) through 21 questions that were embedded in the three exams administered during the semester.

Since the cases to be evaluated for SLO 3, the ability to develop and evaluate marketing plans and programs, will vary from year to year, alternative methods were sought to measure students' mastery of several of the SLOs particularly those under Goal 3. In one of the required courses, Consumer Behavior, students each do an individual assignment in observation and analysis of two brands that rank fairly high in brand equity. One class section's assignment results were analyzed to measure how well students attained these goals, particularly in their ability to conduct and evaluate primary research and to evaluate the brand's marketing program.

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

Goals 1, 2, and 3 and their corresponding student learning outcomes will be assessed again in the upcoming year. Most deficient at this point in the department's assessment is the measurement of Goals 4 and 5, both specific IMC goals. These goals, introduced last year, as part of the departmental objectives, have been the source of substantial discussion as to how to measure their accomplishment. Goal 4, Understanding the Role of IMC Theories and Application, includes the material to be imparted in one required class for all IMC majors, Marketing 373. However, the course is an elective for Marketing majors, and methodology to be employed will need to evaluate only IMC majors. The approach has been determined to follow the pattern of the measurement of Goal 2 measuring Market Research Proficiency through embedded questions in the three exams each semester. It is then planned to identify those students who are IMC majors and evaluate only their performance toward the SLOs 4.1 and 4.2.

Goal 5, Analyzing IMC Plans and being able to Evaluate and Assess IMC Programs, has presented a more complicated dilemma for assessment since the course in which those objectives are imparted to students is a project course and all work is group work. The department has identified a methodology to measure student learning through individual work. IMC plans developed and presented by students in Spring semester, 2009, will be videotaped. The instructor will evaluate those IMC Plans and Programs. In Fall, students will individually evaluate the plans prepared in the previous term with a rubric as included in Appendix F. Subsequently, students will review the instructor's evaluation of the same IMC program they have already evaluated and then be asked to evaluate several other IMC plans from the previous semester.

III. Assessment Methodology

As part of the BSBA Program three instruments were employed that have been used in previous years, with minor modifications. Additionally two other measurements were included in the department's assessment of goals and SLOs in the past academic year; measurement of SLOs for Goal 2, Marketing Research Proficiency (embedded exam questions in MKT 470), and the analysis of performance of elements of two SLOs that are part of Goal 3 (exercise in MKT 371).

Previously Deployed Measurement Instruments

A. Marketing Major Assessment Exam

This examination has been administered each spring since 2004 so there is a growing database by which to benchmark improvement or declining student performance. The Marketing Major Assessment Exam was administered to all Marketing seniors, both IMC and Marketing Majors. This tool measured **SLOs 1.1 and 1.2**.

The instrument 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 three sections of the capstone courses, MKTG 479 (for Marketing) and 472 (for IMC), in Spring 2008. For general Marketing Majors, this was the fifth round of the Marketing Assessment Exam.

Evaluators examined results of questions in particular for which substantial proportions of students answered incorrectly. The Marketing Major Assessment Exam has clearly identified weak areas in the BSBA students' attainment of Learning Objectives. 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.

B. Faculty Evaluation of Capstone Course Case Analysis

The second assessment tool used to measure student learning objectives, primarily of **SLOs 3.1, 3.2, 3.3, and 3.5** is a faculty analysis of capstone students' ability to analyze a case and make

managerially sound recommendations and strategic plans. One section of Marketing Strategy, MKTG 479, was assessed in Fall 2008, 34 seniors in their final semester. The case used was the same one as that analyzed in 2007, Frito Lays' opportunity to acquire Cracker Jack as part of their snack food product offering and covered several of the SLOs of Goal 3. Prepared in advance by students and written in class as an exam, the case was reviewed across students for four student learning outcomes as identified above. The assessment was rated on a five-point scale by two faculty members independently employing the rubric included in Appendix C. Individual student performances varied across students, and averages across the four SLOs ranged from 3.27 to 4.28. Generally, for the measurement, expectations were that students would score at least above an average of "3" on each student learning objective suggesting a successful attainment of four SLOs of Goal 3.

Each of the four SLOs assessed was directly related to a question posed to each student for analysis and evaluation:

SLO3.1: Develop marketing strategies and plans that include various elements of the marketing mix.

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How should FL structure and offer to acquire Cracker Jack Brand given the structure of the snack food market?

SLO3.2: Analyze marketing strategies and plans that include various elements of the marketing mix.

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

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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: Analyze markets and customers utilizing primary sources of information.

-

How did FL executives use the results of the Simulated test market run in 15 possible combinations with different levels of advertising, placement, and bag type?

C. Marketing Student Exit Survey

For the second 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 used to indirectly measure, through student-reported data, how well-prepared students feel they are as graduating seniors for a career in the field of Marketing or IMC. The exit survey was constructed similarly but also somewhat differently for general marketing majors and IMC specializations.

The first three sections of the instrument were similar in capturing data on;

IMC additional

• Mastery of specific skills	3 questions	---
• Specific marketing concepts	14 questions	3 questions
• Proficiency of marketing skills	10 questions	4 questions

The fourth and fifth sections ask students about the value of their learning in their respective required courses, four for general and five for IMC specialization marketing majors. Subsequently, they were asked to evaluate the value of learning in their electives. Both majors chose from eight electives that are permitted.

The instrument was developed within the department as a seven-point scaled questionnaire to capture through a second mechanism student performance on program goals and student learning outcomes. While this tool is an indirect method and relies on students' own assessment of their proficiencies, it offers the department a secondary method to triangulate results of student learning.

Measurements Introduced in 2008-2009

D. Marketing Research Embedded Exam Questions

Across three regularly scheduled exams in the required course, Market Research, MKTG 470, 23 questions were embedded that directly measure students' knowledge of the four SLOs that are part of Goal 2. The questions probe students' ability and knowledge in the four student learning outcomes as follows:

	# Questions
2.1. Designing Market Research	7
2.2. Implementing Market Research Studies	7
2.3. Evaluating Research Studies	5
2.4. Employing Statistical Analyses	4

E. Consumer Behavior Observation and Brand Analysis Assignment

The individual assignment in Consumer Behavior (MKT 371) that was evaluated by the faculty member teaching the required course reviewed two brands previously qualified as being high in brand equity. Each student observed the brands in the purchase process and evaluated how well the two brands developed various mix elements to craft and reinforce the brand. Students analyzed the brands through primary data collection procedures on 15-20 dimensions each. The grading rubric used evaluated students on a four-point scale for each of the dimensions. This assignment was used in addition to the case analysis in MKT 479 to assess student learning outcomes 3.3 and 3.5.

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 G, add the most current year to previous administrations of the **Marketing Major Assessment Exam**. Past assessments have indicated that students perform most poorly on Goal 1.1(8), Pricing Concepts, with 62.4% of students in 2008-09 answering these four questions incorrectly. In response to previous annual assessments

evidencing a deficiency in students' reaching the department's pricing SLO, there has been discussion by the Department as to how improve student performance on pricing issues. To date, pricing is a topic that essentially has only been covered in Principles of Marketing 370, and it is not covered directly again in upper division courses. The response has been to include an application pricing assignment in all sections of the Principles course beginning in Fall 2008.

In analysis of other topics where more than 40% of the students answered the questions inaccurately, it was to placement, segmentation/targeting, factors of the external environment, positioning, and branding questions, with 53%, 47%, 46%, and 42%, respectively, that students responded incorrectly. All four topics are covered in upper level courses after the Principles course, but to date none of those topics have been specifically targeted as an integral element of any BSBA required course objective. There are several areas including positioning, promotion, and product decisions, in which Marketing and IMC students were judged to have adequate abilities or better in attaining the SLOs of the Marketing Department. Over the past five years, the most deficient and most proficient concept SLOs have remained constant, Pricing and Placement decisions. Others of the concept SLOs, however, have varied in ranking.

Overall results from the **Marketing Exit Student Survey**, found in Appendix B, for both majors, indicate that students feel fairly confident in their learned skills and abilities, with Marketing Research skills being reported as their greatest deficiency by both groups. The assessment measures student's responses on a seven point scale with them self-reporting generally values of 5.8-6.2, including on pricing skills, the area measured quite low on the departmentally administered Marketing Student Assessment Exam. Students did not perceive their deficiencies in understanding pricing concepts to be as severe as their direct performance indicated when measured by the Major Market Assessment Exam. Students' self-reported scores on Marketing Research SLOs were lower than on other dimensions, averaging 4.75 and 5.3 by Marketing and IMC students, respectively. Students in both majors expressed they felt their weakest ability was in data analysis using statistical tools such as SPSS.

IMC and Marketing students reported solid learning experiences in their required courses with IMC students rating their mastery slightly higher on virtually all concepts than Marketing students. In the assessment for 2009-2010, IMC and Marketing students will be evaluated separately for the performance on the Marketing Major Assessment. To date, they have not been evaluated separately due to IMC students having been a rather small proportion of the total number of graduating students. In this year's Senior Exit Survey, 36% of students were IMC majors and 64% were Marketing majors.

There continues to be a discrepancy between what the students perceive as their capabilities as measured by the Marketing Exit Student Survey, and the skills on which they actually tested well on the Marketing Major Assessment. This was especially true in the areas of Pricing, Segmentation, Placement, and Branding. Pricing was definitely a weak area for students across the board in the various assessment techniques yet students do not realize how poorly they understand the concept (as evidenced on the exam).

Goal 2: *Demonstrate proficiency in Marketing Research Skills.*

Student proficiency in attaining the four SLOs that comprise Goal 2 was measured for the first time this year. Results are reported in Appendix H. The 64 assessed students' overall best performance was in their ability to implement research studies, scoring an average of 81% on these seven questions. They also evidenced a sound ability to evaluate research studies, averaging 80.5% accuracy. Students' ability to design marketing research plans is slightly lower in performance averaging 77% on seven questions. The fourth SLO, their ability to conduct statistical analysis, especially employing SPSS software, was measured as much lower than the others, averaging 60% on five questions. This finding was consistent with students' self-reported performance on the senior exit survey, discussed above, that they are weakest in market research skills.

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

Results of the **Faculty Evaluation of a Case Analysis**, listed in Appendix D, indicate the majority of students had met the department's objectives in SLOs 3.1, 3.2, and 3.3, the abilities to develop, analyze, and evaluate marketing plans or programs. When applied to a case, the majority were able to adequately apply theoretical concepts and demonstrate sound marketing skills. The weakest assessment resulted in their ability to develop marketing strategies especially as related to pricing and target purchase offer. The best performance of task was exhibited by students in their ability to analyze marketing strategies exceeding slightly students' performance on elements of the same case in Fall 2007. As related to placement and positioning, both of which were evaluated poorly on the concept test administered to exiting students in Spring, 2008, through the Marketing Student Assessment Exam, students evidenced superior attainment of the SLOs in the applied situation of a case. There is a substantial gap between what SLOs students are achieving between their conceptual and applied learning.

A second measurement was employed this past year to measure student's ability in attaining student learning outcomes 3.3 and 3.5. The results of the **Consumer Behavior Assignment** are in Appendix E. In their ability to Evaluate and Assess Various Mix Elements, 3.3, and to Analyze Primary Data, 3.5, 69% of students exhibited reasonable achievement and 9% evidenced exceptional performance. Only 22% were deficient or completely lacking in their ability to analyze certain elements of the mix.

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

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

With an expanding number of students opting for the IMC major, IMC assessment instruments have been identified for deployment beginning in Spring 2009. To collect data for Goal 4, the Department will use embedded questions within the regularly administered exams in Marketing 373, a required course for all IMC majors. To measure SLOs for Goal 5, an evaluation of previous IMC plans developed by students will be used as a measurement. That will require

taping the presentations and archiving the plans from Spring term for the Fall sections of 472, the required capstone course for IMC majors, to review and evaluate.

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

Results of the five assessment techniques employed during calendar year 2008 by the Marketing Department suggest to the faculty and administration areas that are adequately being measured and those Goals and SLOs that continue to need to be reviewed and revised. Results also point to the need to consider programmatic changes which may strengthen our students' learning.

Goals 1, 2, 3

Students' performance on mastery of pricing concepts continues to be the weakest element in their attainment of the SLOs for Goal 1. This has been consistent for the last four of the five years during which the Marketing Major Assessment Exam has been administered. There are other student learning outcomes within the First Goal, such as placement and understanding the role and practice of marketing within an organization, which are also of concern to the department. However, those other elements are different from pricing issues in several ways.

First, the poor performance on Pricing concepts and application has remained not only essentially the single element on which the most students answered incorrectly, but it has continued to be in excess of 60% of students being unable to accurately understand and apply pricing concepts. Further, other conceptual topics such as branding, positioning, and promotion have fluctuated in the rate at which students are not meeting the SLOs. Overall performance has not improved substantially in five years, but there has been a small improvement from an average score of 62.7% of the 40 questions being answered wrong in 2004 to 51.8% incorrectly answered in 2008.

In response to the historically poor achievement of pricing issues combined with the fact that pricing is taught directly only in the principles course, the development of a uniform (numbers change but questions remain the same) pricing assignment for the Principles of Marketing class this past year was a significant step. Performance on the Major Assessment Exam in future years will provide evidence of the value of the new assignment in improving student learning on this topic.

Student performance on achievement of the Distribution Concept SLO has fairly consistently been the second weakest element of students' performance. While there is a Retailing course, and a Direct Marketing course, they are both electives and not all students take both or either of those courses. Perhaps a cross-tabulation of seniors taking the Major Assessment exam identifying if students who score well on the distribution sub-goal have also taken either of the distribution-related electives is warranted in this year's assessment.

In order to improve learning on segmentation, branding, and factors of the external environment as they affect marketing decisions, which are all parts of Goal 1 and 3, greater uniformity in coverage of the topic initially in the Principles course is advised. A consistent approach to incorporating the concepts and skill sets into the three upper division required courses, particularly Consumer Behavior and Marketing Strategy is also advised. During this past year, an initial effort has been made to identify a lead instructor for each course with

multiple sections in which more than one professor is teaching the course. A desired outcome of this activity would be to make the cross-class, cross-instructor teaching more uniform as related to topics covered, assignments, and testing methods.

It should also be noted that plans are underway to revise the Major Assessment exam. The questions are being reviewed and in some cases changed or dropped. Further, new questions are being added to the exam. Beginning in Spring 2009, the exam will expand from 40 questions to 70 questions. This will allow for a larger number of items to assess each sub-topic.

Reasonable progress was made during the past year in assessing how well the department is helping students attain Goal 2, designing, implementing, evaluating, and statistically analyzing marketing research. In the two sections measured, students were achieving an average of 75% of the SLOs for the goal. While this is a satisfactory overall level to the department, consideration of ways to improve the poor performance relative to SLO 2.4 (SPSS and statistical skills) needs to be undertaken. The next step in the assessment methodology for this goal is to expand the testing and measurement to all sections of the Market Research class.

Goals 4, 5

Measuring IMC and Marketing students via both the self-reported assessment and the Marketing Major Assessment Exam indicates differences between students. With an increasing proportion of students graduating as IMC majors, approaching half of all Marketing majors, the specific IMC Goals 4 and 5, must be assessed regularly. The department has moved forward toward that end this year in development of methodologies to assess those goals. Goal 4 will be measured via questions embedded in the Marketing 373 IMC course required of all IMC majors. Implementing the methodology for Goal 5 is a bit more complicated to achieve. This process requires good coordination and planning during spring semester to capture the IMC plans that are developed for clients. The instructor's evaluation of those IMC plans also needs to be archived in order to implement the measurement of Goal 5 during Fall, 2009.

Report completed by: Lois Olson

Date: March 11, 2009

APPENDIX A: Marketing Department Goals and SLOs.

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 industrial 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 marketing 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.

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 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 Analyze IMC strategies and plans that include various promotional mix elements including: advertising, public relations, sales promotion, direct marketing, the Internet, and interactive methods.
- 5.2 Analyze an IMC plan.

Appendix B: Marketing and IMC Seniors Exit Survey Results 2008-2009

	Goal# 1	Concept/Skill Being Measured	(7 very well-1 not at all) SCORE			
			2007	2008		
Questions Section 2: Concept Proficiency			MKTG	IMC	MKTG	IMC
1.1	1	Marketing Concept	6.16	6.23	5.78	5.96
1.1	2	Market Segmentation	6.38	6.45	6.12	6.39
1.1	3	Product Positioning	6.33	6.47	6.21	6.36
1.1	4	Branding	6.29	6.36	5.84	6.14
1.1	5	Target Marketing	6.60	6.58	6.4	6.68
1.2	1	Importance of marketing driven orientation	6.18	6.05	5.47	5.82
1.2	2	External Business Influences on Marketing	6.33	6.18	5.97	5.54
1.1	6	Consumer Buyer Behavior	6.20	5.86	5.66	5.96
1.1	6	Industrial Buyer Behavior	5.64	5.16	5.03	5.04
1.1	7	Role of Product/Service in Marketing	5.80	5.59	5.29	5.5
1.1	9	Role of Distribution in Marketing	5.62	5.51	5.47	5.32
1.1	10	Role of Promotion in Marketing	6.33	6.45	5.53	6.36
1.1	8	Role of Pricing in Marketing	6.09	5.54	5.33	5.57
1.2	3	Significant Trends affecting Current Practice	5.93	5.65	5.83	5.61
4.1	1	IMC Influenced by Internal Factors		5.89		5.61
4.1	1	IMC Influenced by External Factors		5.97		5.78
Questions Section 3: Integration and Implementation Proficiency						
3	3.1	Developing Market Plans w/Mix Elements	5.73	6.03	5.86	6.04
3	3.3	Evaluating and Assessing Market Plans	5.91	5.79	5.82	5.96
3	35	Analyzing Markets Using Primary Sources	5.67	5.95	5.77	6.19
3	3.4	Analyzing Markets Using Secondary Sources	5.75	6.02	5.66	6.15
3	3.6	Analyzing Marketing Problems and Issues & Developing Solutions for organizations	5.98	5.95	5.77	5.85
2	2.1	Designing Market Research	5.42	5.79	5.1	5.61
2	2.2	Implementing Market Research	5.60	5.87	5.26	5.71

2	2.3	Evaluating Market Research Studies	5.36	5.81	5.12	5.32
2	2.4	Use of Statistical Software for Analysis	4.87	4.86	4.22	4.34
5	5.1	Developing IMC Employing Promotional Mix Elements: ads, PR, Sales promos, internet		6.34		6.11
5	5.1	Analyzing IMC Employing Promotional Mix Elements: ads, PR, Sales promos, internet		6.18		6.11
4	5.2	Understanding Role/Function of IMC		6.29		6.22
5	5.2	Developing Comprehensive IMC Plan		6.42		6.15

Responding Students 2008-09: 63.7% Marketing

35.9% IMC

APPENDIX C1:**Rubric to Assess 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 & integration 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 D: 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	63%	3.12
SLO3.2	Analysis of Marketing Strategies and Plans w/ Various Mix Elements	82%	4.04
SLO 3.3	Evaluation and Assessment of Marketing Strategies and Plans w/ Various Mix Elements	77%	3.85
SLO 3.5	Analyzing Markets and Customers w/ Primary Sources	74%	3.6

Appendix E: Grading Rubric & Results

Consumer Behavior Assignment

	Accomplished Well 4	Reasonable Achievement 3	Deficient 2 Achievement	Incorrect or Missing 1
A. Evaluation of Firm				
symbols, logos, icons				
colors, scents, textures				
jingles, slogans, messages				
anthropomorphization if appl.; people associated w/brand- employees, consumers				
other associated products and brands – if applicable				
temporal/spatial effects- time and space				
B. Fournier defined Consumer relationship				
defines correct predominant relationship				
defines correct secondary relationship				
discussion and explanation				
C. Cultural Value transfer via Brand				
definition of cultural values are represented by brand	▼	▼	▼	▼
value transfer thru mktg. systems to brand				
how well the brand exemplifies cultural values				
rituals consumers use to extract value from brand	12% scored a “4” on over	55% scored a “3” on over	18% scored a “2” or less on	
how consumer is connected to brand = brand equity	50% of factors	55% of factors	over 50% of factors	
D. Discussion of 2 Brands				
Similarities				
Differences	6% scored a “4” on over	12% scored a “3” on over		
E. Format/Writing Style	75% of factors	80% of factors		
grammar, spelling				
writing style and discussion				
subtitles and headings, length				
TOTAL 850	96	584	170	17

51 students evaluated:

9% had well accomplished performance
69% exhibited reasonably good achievement
20% exhibited deficient performance
2% exhibited extremely poor performance of goals

	Below Expectations (1-2 Pts)	Meets Expectations (3-4 Pts)	Exceeds Expectations (5-6 Pts)	POINTS
Situation Analysis	Aspects of background or relevant external environment variables not discussed. Research is not thorough or is missing completely. Identified target market(s) do not follow clearly from any research presented.	Provides analysis of all relevant background including competition and external environment. Some research undertaken to support analysis. Target market(s) identified. Could be clearer how research led to target market.	Background is comprehensively examined and assessed. Competition, external environment, and any other relevant issues thoroughly researched and discussed. Research clearly supports target market(s) choice.	
Objectives	Communication objectives do not flow clearly from situation analysis. One or more objective may be difficult to measure, vague, and/or not clearly distinct from Marketing objectives.	Complete communication objectives presented and follow reasonably well from situation analysis. Comm objectives are generally measurable and are distinguished from Marketing objectives.	Communication objectives are clearly stated and flow fully and naturally from results of situation analysis. Objectives are specific, distinct from Marketing objectives, and measurable.	
Message Strategy	Basis of positioning is either missing or not presented clearly. If positioning is discussed, not clear what the connection between it and message strategy are.	Message strategy is presented and positioning discussed but relationship between positioning platform and message strategy may not be totally clear.	Message strategy is clearly presented and positions the product effectively. Positioning platform well-thought through and relationship between positioning and message are clear.	
Media Strategy	Important elements of media strategy may be missing. No clear connection between media & message strategies.	Media strategy is presented and explained. Media strategy is reasonably consistent with message strategy.	Media strategy is clearly presented. Media strategy supports and enhances message.	
Other Plan Elements	IMC plan omits one or more additional element that would contribute effectively. Appropriate public relations, direct marketing, Internet, sales promotion or support media are missing.	IMC plan includes some additional elements that are appropriate. May include public relations, direct marketing, Internet, sales promotion or support media.	IMC plan includes all additional elements that are appropriate (public relations, direct marketing, Internet, sales promotion, support media). Additional elements are clearly blended into positioning/message strategy.	
Integration	Lack of consistent message across two or more elements causes understanding of IMC to be questioned.	Elements of IMC plan illustrate reasonable consistency and demonstrate understanding of the concept of IMC.	The concept of IMC is clearly promoted and demonstrated through the consistent message woven throughout plan elements.	
Budget	Budget fails to clearly account for all plan items, does not support objectives, or is missing altogether.	Full budget is presented and appears to support the plan's objectives. All plan items accounted for in budget.	Budget carefully and fully details each plan element. Supports stated objectives and is reasonable given any existing constraints.	
Effectiveness	Plan for measuring effectiveness of IMC plan is weak. Method choice questionable or plan is missing altogether.	Plan for measuring effectiveness is presented. Choice of methods is reasonable.	Measurement of all elements of IMC plan is clearly accounted for. Measurement methods are chosen/designed to produce clear results.	

Appendix G: Marketing Major Assessment Exam Performance

Spring, 2008

40 Question MC Exam

Topic Tested		Spring 2008 Ranked worst – best N = 81	Spring 2007 Ranked worst – best N= 121	Spring 2006 Ranked worst – best N= 70	Spring 2005 Ranked worst – best N= 43	Fall 2004 Ranked worst – best N = 43
Pricing	4	62.4% 1	69.42% 1	61.4% 1	55.10% 1	55.8% 2
Distribution	4	53.6% 2	52.48% 2	51.80% 2	49.50% 2	61.0% 1
Branding	4	41.8% 5	39.05% 4	35.10% 3	35.20% 4	20.4% 9
Trends in MKTG	4	36.8% 6	36.99% 5	35.70% 4	31.80% 6	51.2% 3
External Environment	4	47.4% 3	41.73% 3	34.60% 5	48.90% 3	41.3% 4
Segmentation/Targeting	8	46.2% 4	31.93% 6	32.80% 6	34.10% 5	25.2% 7
Positioning	4	31.2% 7	31.61% 7	26.20% 7	27.80% 7	25.0% 8
Promotion	4	28.4% 8	25.21% 9	23.60% 8	25.00% 8	32.60% 6
Product/Service Plan	4	26.6% 9	25.62% 8	21.10% 9	22.70% 9	35.50% 5
AVERAGE % Wrong		51.8%	61.4%	64.6%	62.7%	62.7%

**Appendix H: Goal 2
Marketing Research
Proficiency 2008-2009**

Student Learning Outcomes	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Average
2 a. Designing Marketing Research Understand key measurement techniques and data collection methods.	58%	96%	23%	92%	85%	85%	100%	77%
2 b. Implement Marketing Research Studies Write and present a Marketing Research Report and make an Oral Presentation	82%	77%						80%
2 b. Implement Market Research Studies Alternative Research Methods and their relative strengths and weaknesses.	77%	85%	96%	62%	92%			82%
2 c. Evaluate Market Research Studies Basic Understanding of Marketing Research. How it benefits Marketing Managers?	62%	88%	85%	88%				81%
2d. Use statistical software for Analysis Ability to analyze data using statistical methods and using the SPSS software	60%	44%	44%	78%	72%			60%
N= 64								75.2%