

San Diego State University

Detailed Assessment Report 2016-2017 CBA Marketing PSSM, BS *As of: 5/12/2017 09:00 AM PST*

Program Mission

The mission of the undergraduate program in Marketing is to educate students on the role and practice of Marketing within an organization. For students choosing a specialization in Professional Selling and Sales Management (PSSM) within the Marketing program, an additional goal is to provide students with specialized knowledge and an in-depth understanding of the professional selling process and sales management. The PSSM specialization provides students with specific skills needed for entry level positions in sales as well as careers in sales and sales management.

Program Learning Goals

PLG 1: Role & Practice of Marketing

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

PLG 2: Marketing Research

Demonstrate proficiency in marketing research skills.

PLG 3: Consumer Behavior

Understand how marketers can design and adapt their campaigns and strategies based on the psychology of their buyers and the processes these buyers employ to learn about, select, use, and dispose of products, so that marketers can create positive social and economic returns.

PLG 4: Role of Sales & Sales Management

Understand the role of sales and sales management in the marketing program of an organization.

PLG 5: Selling Skills

Develop selling skills and demonstrate proficiency in developing and delivering effective sales presentations.

Degree Learning Outcomes / Objectives, with Any Associations and Related Measures, Benchmarks, Findings, and Closes the Loop

DLO 1: 1.1 Key Marketing Concepts

Define and apply knowledge of the following key concepts: 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.

Related Measures

M 1: Assessment Exam for Graduating Seniors

The Senior Exit Exam was reviewed and revised during the 2014-2015 Academic Year. The revised test contain 100 multiple choice items and covers 14 sub-category topics: Marketing Concept/Orientation, Segmentation, Targeting, Positioning, Branding, Industrial Buying, Consumer Behavior, Global Marketing, Product/Service Planning, Pricing, Distribution, Integrated Marketing Communications (IMC), External Factors, and Trends & Developments. Each sub-category includes 8 questions with the exceptions of External Factors and Trends & Developments (5 questions each) and Industrial Buying (2 questions). The test is administered in capstone courses in the Marketing Department -- MKT 479 for General Marketing and Professional Selling & Sales Management specialization students and MKT 472 for IMC specialization students.

Source of Evidence: Standardized test of subject matter knowledge

Benchmarks:

The Marketing Department expects 70% of test takers to get the questions on a given topic correct.

Finding (2014-2015) - Benchmarks: Partially Met

The test was administered to 148 students in Spring 2015. The following table reports the % of students who got the questions in a given topic (sub-category) area correct.

Topics by Order (Strongest to Weakest)

1	Targeting	86.74%
2	Product/Svc Planning	80.57%
3	Mktg Concept/Orientation	79.90%
4	Positioning	79.39%
5	Consumer Behavior	74.83%
6	Segmentation	74.58%
7	Integrated Mktg Comm	73.90%
8	Trends & Developments	69.32%
9	External Factors	61.35%
10	Branding	56.59%
11	Pricing	50.00%
12	Global Marketing	46.54%
13	Distribution	45.78%
14	Industrial Buying	37.50%

The benchmark of 70% was met in 7 of the 14 sub-categories and nearly met in one additional category. Six sub-categories, External Factors, Branding, Pricing, Global Marketing, Distribution, and Industrial Buying fell well below the establish benchmark of 70%

DLO 2: 1.2 Influence of External Forces

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.

Related Measures

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DLO 3: 2.1 Design & Execution of Market Research

Explain how to design and execute marketing research studies using qualitative and quantitative approaches.

Related Measures

M 2: Research Assignments

In Fall 2015 the Market Research instructors developed and piloted measurements for each of the three Market Research degree learning outcomes. The three measures were independent and unique but all were administered in the Market Research course as in-class assignments. Descriptions of the research assignments/measures follow:

- **DLO 2.1:** The instrument used is an online tool, administered approximately 5 to 8 weeks into the semester, which includes 19 questions in total. These 19 questions are organized into three sections; the first section requires the student merely identify the broad category of research design that may be acceptable for the task, while the latter two sections require the student to select a precise research design from a list of available options. For each question, a student is presented a brief scenario describing a business problem or a research objective. Then, the student is tasked with identifying the most appropriate research design to address the business problem. Selecting the best research design is a challenging task for students; they must understand the relative advantages and disadvantages of every research design option presented to them, and then they must understand how the requirements and constraints posed in the business scenario necessitate the use of a particular method over another. The underlying assumption of this instrument is that students consistently selecting the best research design is a valid and reliable reflective indicator of their ability to "explain how to design and execute marketing research studies using quantitative and qualitative approaches.
- **DLO 2.2:** The instrument is an online tool, students received class participation credit for participating in the assessment. The instrument is administered approximately 9 to 12 weeks into the semester. The assessment instrument includes 17 questions in total. These 17 questions are organized into two sections; each section begins with the student being introduced to a brief description of a market research study (business problem, research questions, research design, sampling strategy, analysis strategy, etc.). After reading the scenario, students are tasked with identifying and evaluating the appropriateness of the research design. Multiple choice questions are used for this evaluation.
- **DLO 2.3:** The instrument is administered approximately 12 to 15 weeks into the semester. The assessment instrument includes 20 questions in total. These 20 questions are organized into three sections. In the first section, students are presented with a summary about questionnaire items that were used in a hypothetical survey. Then, the students are posed with the challenge of identifying the correct statistical test to use to

evaluate a given hypothesis using the given questionnaire items. In the second section, students are presented with a brief summary of a market research study and a multigroup bar chart. Using the provided information, students must evaluate whether a given interpretation of the results is true, false, or indeterminable. Finally, students are presented with output from a multiple linear regression analysis. They are tasked with interpreting the results.

Source of Evidence: Project, either individual or group

Benchmarks:

A score of 70% or higher was judged to be evidence of an individual student achieving this learning outcome. In this pilot, no benchmark was set for the percentage of students who should be expected to obtain this 70% level.

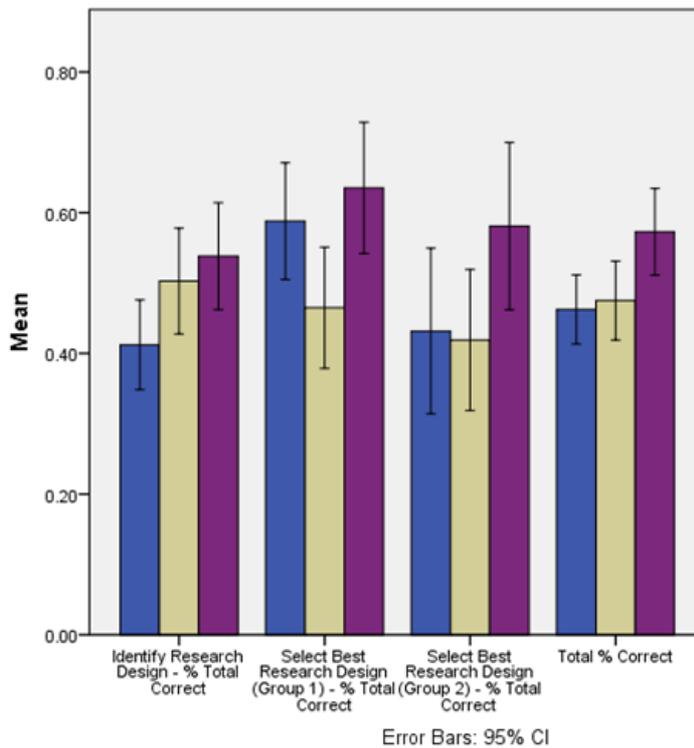
Finding (2015-2016) - Benchmarks: Not Met

All (3) sections of the Market Research course (MKT 470) participated in the pilot assessment in Fall semester 2015. A total of 104 students completed the assessment during in-class sessions. Students were incentivized to participate in the assignment via class participation credit.

On average, students answered only 50.3% of all questions correctly. Only about 15% of all students scored 70% or better on the assessment. The complete results (mean, st. dev., min, max, and deciles) for the overall score as well as each individual section are reported in the table below.

		Statistics			
		Identify Research Design - % Total Correct	Select Best Research Design (Group 1) - % Total Correct	Select Best Research Design (Group 2) - % Total Correct	Total % Correct
N	Valid	104	104	104	104
	Missing	0	0	0	0
Mean		.4856	.5596	.4760	.5030
Std. Deviation		.21380	.26200	.32961	.16818
Minimum		.10	.00	.00	.11
Maximum		.90	1.00	1.00	.95
Percentiles	10	.2000	.2000	.0000	.2632
	20	.3000	.4000	.2500	.3684
	30	.4000	.4000	.2500	.4211
	40	.4000	.4000	.5000	.4737
	50	.5000	.6000	.5000	.4737
	60	.5000	.6000	.5000	.5263
	70	.6000	.8000	.5000	.5789
	80	.7000	.8000	.7500	.6316
	90	.8000	1.0000	1.0000	.7368

There is evidence that performance varied across class sections. The bar chart below depicts mean performance across the assessment instrument by course section (3 sections in total, blue, tan, and purple colors each represent a section). Although it appears that one section (purple) typically outperformed the other two sections, caution should be made when interpreting this finding. After administering the instrument, one instructor realized that not all content covered in the assessment instrument had yet been formally discussed in class. Thus, it stands to reason that student performance would somewhat lag in those particular class sections.



Although no specific benchmark was set for the percentage of students expected to perform at the 70+ level on the assignment, it can be assumed that this benchmark, once established, will be greater than 15%.

Related Closes the Loop (by Established cycle, then alpha):

For full information, see the *Details of Closes the Loop* section of this report.

MKT 470 Course Content Adjustment

Established in Cycle: 2015-2016

Regarding the results for assessment instrument 2.1, these initial results are informative. A detailed review of the result...

DLO 4: 2.2 Evaluate Market Research Studies

Evaluate marketing research studies.

Related Measures

M 2: Research Assignments

In Fall 2015 the Market Research instructors developed and piloted measurements for each of the three Market Research degree learning outcomes. The three measures were independent and unique but all were administered in the Market Research course as in-class assignments. Descriptions of the research assignments/measures follow:

- **DLO 2.1:** The instrument used is an online tool, administered approximately 5 to 8 weeks into the semester, which includes 19 questions in total. These 19 questions are organized into three sections; the first section requires the student merely identify the broad category of research design that may be acceptable for the task, while the latter two sections require the student to select a precise research design from a list of available options. For each question, a student is presented a brief scenario describing a business problem or a research objective. Then, the student is tasked with identifying the most appropriate research design to address the business problem. Selecting the best research design is a challenging task for students; they must understand the relative advantages and disadvantages of every research design option presented to them, and then they must understand how the requirements and constraints posed in the business scenario necessitate the use of a particular method over another. The underlying assumption of this instrument is that students consistently selecting the best research design is a valid and reliable reflective indicator of their ability to “explain how to design and execute marketing research studies using quantitative and qualitative approaches.
- **DLO 2.2:** The instrument is an online tool, students received class participation credit for participating in the assessment. The instrument is administered approximately 9 to 12 weeks into the semester. The assessment instrument includes 17 questions in total. These 17 questions are organized into two sections; each section begins with the student being introduced to a brief description of a market research study (business problem, research questions, research design, sampling strategy, analysis strategy, etc.). After reading the scenario, students are tasked with identifying and evaluating the appropriateness of the research design. Multiple choice questions are used for this evaluation.
- **DLO 2.3:** The instrument is administered approximately 12 to 15 weeks into the semester. The assessment instrument includes 20 questions in total. These 20 questions are organized into three sections. In the first section, students are presented with a summary about questionnaire items that were used in a hypothetical survey. Then, the students are posed with the challenge of identifying the correct statistical test to use to evaluate a given hypothesis using the given questionnaire items. In the second section, students are presented with a brief summary of a market research study and a multigroup bar chart. Using the provided information, students must evaluate whether a given interpretation of the results is true, false, or indeterminable. Finally, students are presented with output from a multiple linear regression analysis. They are tasked with interpreting the results.

Source of Evidence: Project, either individual or group

Benchmarks:

A score of 70% or higher was judged to be evidence of an individual student achieving this learning outcome. In this pilot, no benchmark was set for the percentage of students who should be expected to obtain this 70% level.

Finding (2015-2016) - Benchmarks: Not Met

All (3) sections of the Market Research course (MKT 470) participated in the pilot assessment in Fall semester 2015. A total of 96 students completed the assessment during in-class sessions. Students were incentivized to participate in the assignment via class participation credit. On average, students answered only 64.3% of all questions correctly. Only 18% of all students scored 70% or better on the assessment. Although no specific benchmark was set for the percentage of students expected to perform at the 70+ level on the assignment, it can be assumed that this benchmark, once established, will be greater than 18%. An important insight from a detailed review of student responses reveals that students particularly struggled with identifying the consequences of a research design using a probabilistic vs. non-probabilistic sampling approach. This is an important gap that needs to be closed because marketers who do not recognize the limitations of non-probabilistic samples are likely to misinterpret how market research can be applied to addressing a marketing problem.

DLO 5: 2.3 Use Statistical Software for Analysis

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

Related Measures

M 2: Research Assignments

In Fall 2015 the Market Research instructors developed and piloted measurements for each of the three Market Research degree learning outcomes. The three measures were independent and unique but all were administered in the Market Research course as in-class assignments. Descriptions of the research assignments/measures follow:

- **DLO 2.1:** The instrument used is an online tool, administered approximately 5 to 8 weeks into the semester, which includes 19 questions in total. These 19 questions are organized into three sections; the first section requires the student merely identify the broad category of research design that may be acceptable for the task, while the latter two sections require the student to select a precise research design from a list of available options. For each question, a student is presented a brief scenario describing a business problem or a research objective. Then, the student is tasked with identifying the most appropriate research design to address the business problem. Selecting the best research design is a challenging task for students; they must understand the relative advantages and disadvantages of every research design option presented to them, and then they must understand how the requirements and constraints posed in the business scenario necessitate the use of a particular method over another. The underlying assumption of this instrument is that students consistently selecting the best research design is a valid and reliable reflective indicator of their ability to “explain how to design and execute marketing research studies using quantitative and qualitative approaches.
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- **DLO 2.3:** The instrument is administered approximately 12 to 15 weeks into the semester. The assessment instrument includes 20 questions in total. These 20 questions are organized into three sections. In the first section, students are presented with a summary about questionnaire items that were used in a hypothetical survey. Then, the students are posed with the challenge of identifying the correct statistical test to use to evaluate a given hypothesis using the given questionnaire items. In the second section, students are presented with a brief summary of a market research study and a multigroup bar chart. Using the provided information, students must evaluate whether a given interpretation of the results is true, false, or indeterminable. Finally, students are presented with output from a multiple linear regression analysis. They are tasked with interpreting the results.

Source of Evidence: Project, either individual or group

Benchmarks:

A score of 70% or higher was judged to be evidence of an individual student achieving this learning outcome. In this pilot, no benchmark was set for the percentage of students who should be expected to obtain this 70% level.

Finding (2015-2016) - Benchmarks: Not Met

All (3) sections of the Market Research course (MKT 470) participated in the pilot assessment in Fall semester 2015. A total of 72 students completed the assessment during in-class sessions. Students were incentivized to participate in the assignment via class participation credit. On average, students answered only 49.0% of all questions correctly. Only 8% of all students scored 70% or better on the assessment. Although no specific benchmark was set for the percentage of students expected to perform at the 70+ level on the assignment, it can be assumed that this benchmark, once established, will be greater than 8%.

DLO 6: 3.1 Describe Psychology

Describe the psychology of how buyers learn, feel, reason, and make decisions that are influenced by their context and processing strategies.

Related Measures

M 3: Consumer Behavior Assignment

An individual assignment designed to assess the Consumer Behavior related DLOs is under development by the

Consumer Behavior (MKT 371) instructors.

Source of Evidence: Project, either individual or group

DLO 7: 3.2 Outline Processes

Outline the processes that buyers employ to learn about, select, use, and dispose of products and describe the impact these processes have on the individual, firm, and environment.

Related Measures

M 3: Consumer Behavior Assignment

An individual assignment designed to assess the Consumer Behavior related DLOs is under development by the Consumer Behavior (MKT 371) instructors.

Source of Evidence: Project, either individual or group

DLO 8: 3.3 Recommendations

Recommend ways in which marketers can adapt and improve their marketing campaigns and strategies to more effectively identify, reach, and communicate with their target markets.

Related Measures

M 3: Consumer Behavior Assignment

An individual assignment designed to assess the Consumer Behavior related DLOs is under development by the Consumer Behavior (MKT 371) instructors.

Source of Evidence: Project, either individual or group

DLO 9: 4.1 Sales in the Marketing Program

Explain the role of sales and sales planning in the overall marketing program.

Related Measures

M 4: Embedded Exam Questions

Embedded questions on exams in MKT 473 (Sales Management) will be mapped to the three DLOs (4.1, 4.2, 4.3) and then used as the measures for these degree learning outcomes.

Source of Evidence: Written assignment(s), usually scored by a rubric

DLO 10: 4.2 Key Functions of Sales Management

Explain the key functions of the sales management process including the recruitment, selection, training, motivation, evaluation and compensation of the sales force.

Related Measures

M 4: Embedded Exam Questions

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Source of Evidence: Written assignment(s), usually scored by a rubric

DLO 11: 4.3 Measuring Performance

Identify ways of measuring the performance of the sales organization as well as individual sales personnel.

Related Measures

M 4: Embedded Exam Questions

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Source of Evidence: Written assignment(s), usually scored by a rubric

DLO 12: 5.1 Personal Selling Process

Identify and explain the various steps of the personal selling process.

Related Measures

M 5: Sales Presentations

Sales presentations submitted in written form and also presented orally in MKT 377 (Sales Strategy and Practices) will be evaluated using appropriate rubrics.

Source of Evidence: Presentation, either individual or group

DLO 13: 5.2 Customer Needs

Explain the process of researching and identifying customer needs, understanding the customer buying process, consulting with customers, and offering solutions to their needs and problems.

Related Measures

M 5: Sales Presentations

Sales presentations submitted in written form and also presented orally in MKT 377 (Sales Strategy and Practices) will be evaluated using appropriate rubrics.

Source of Evidence: Presentation, either individual or group

DLO 14: 5.3 Presentations & Skills

Demonstrate effective sales presentations and the professional selling skills needed to deliver them.

Related Measures

M 5: Sales Presentations

Sales presentations submitted in written form and also presented orally in MKT 377 (Sales Strategy and Practices)

will be evaluated using appropriate rubrics.

Source of Evidence: Presentation, either individual or group

Details of Closes the Loop for This Cycle (by Established cycle, then alpha)

MKT 470 Course Content Adjustment

Regarding the results for assessment instrument 2.1, these initial results are informative. A detailed review of the results suggested that students had difficulty distinguishing between the need for descriptive vs. causal research and that they had difficulty understanding the relative merits of cross-sectional vs. longitudinal research designs. More detailed coverage of these topics will be integrated into the MKT 470 course content.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcomes):

Measure: Research Assignments | **Student Learning Outcomes:** 2.1 Design & Execution of Market Research