

Marketing Department Assessment Report 2009-2010

Student Learning Outcomes Marketing

Department Assessment results Report

Department/Program: Marketing
Submission date: March 20, 2010

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 2009-10, 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 of the results of previous assessments. Assessment of all the BSBA goals continued and the department developed an additional measurement technique to rectify some of the deficiencies in measuring IMC student learning. To date four of the five goals of the BSBA are being assessed, and Goal #4 specifically measuring IMC student ability to understand and apply IMC theory, will be added to the assessment process in academic year 2009-2010.

The Marketing Department has made several changes in the methods of data collection for assessment of BSBA SLOs in recent years beginning in 2006. Four of the five goals are being partially or fully assessed through continued use of a variety of assessment tools. One portion of Goal 3 remains unmeasured and Goal 4 is still completely unmeasured. The current status is:

Goal 1: Case Analysis, 2006- present.

Goal 2: Case Analysis, 2006- 2007.

Embedded Questions 2008- present.

Goal 3: Case Analysis, 2006- present.

Consumer Behavior Assignment 2008- present.

3.1 Unmeasured to date.

Goal 4: Unmeasured to date, to be added 2010

Goal 5: IMC Plan Evaluation Exercise 2009- present.

In response to a need for separation of SLOs for Marketing and IMC majors, a new assessment was developed and implemented this past year. The target was to embed questions in the Marketing 373 exams that measured students' ability to both understand and apply IMC theory in order to assess **Goal 4**. This tactic is expected to be implemented in a manner similar to that used in Marketing 470 to measure student learning on Goal 2 and is now planned for 2009-2010. In order to assess IMC students' ability to develop and assess IMC plans, **Goal 5**, a new tool was developed. The instrument developed is a rubric to evaluate an IMC plan on many dimensions such as situational analysis, objectives, message, media selected, non-media elements, effectiveness, budgetary issues, and how well all elements are integrated into one plan. IMC Plans presented in one semester were evaluated by the professor and were

videotaped. In the subsequent semester, all IMC students viewed the video and, using the same rubric, evaluated the IMC Plan on the same dimensions.

In response to continuing poor performance on pricing theory and application by graduating students on the Marketing Major Assessment Exam, an effort was made to close the loop. The Pricing Assignment, introduced in the second half of the previous year, was continued and expanded. The Pricing Assignment applies the theory and practice of price setting to a case scenario, and all students in the required Principles of Marketing course completed the assignment. Students in two of the large sections of the class, covering 423 of 688 students in the course in Fall, 2009, completed the assignment online. In conjunction with that online delivery, students had access to an online tutorial to which they could refer. The result was somewhat better than performance on the assignment when administered without the tutorial, 46% accuracy previously; 55.6% with the tutorial.

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 Marketing Department has identified three SLOS that apply to all graduates both marketing and IMC majors. Those three have been fairly well measured over the past few years beginning in 2006 and there now is longitudinal data to track seniors' achievement of SLOs for the first and third goals. The first three departmental goals are applicable to and are measured for all majors, both Marketing and IMC. For the IMC specialization specific objectives and student learning outcomes, Goals 4 and 5, apply solely to the IMC students.

In the matrix below, goals and SLOS are matched with the classes in which it is expected the student learns the concepts and skills. Also reported in the matrix is the point when a measurement system was introduced to assess each of those goals and in which course the measurement was employed.

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		06 ASSESS EXAM	06 SR ¹ ASSESS EXAM
1.2 External forces' influence	X		X		ASSESS EXAM 06	X/ ASSESS EXAM 06
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 ANALYSIS
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/ var. Mix Elements***		X			X
3.2 Analyze Plans w/var .Mix Elements				X	X-06 CASE ANALYSIS
3.3 Evaluate and Assess Plans w/various Mix Elements		X-08 CB ASSIGN			X-06 CASE ANALYSIS
3.4 Analyze Secondary Data		X		X	X-06 CASE ANALYSIS
3.5 Analyze Primary Data		X-08 CB ASSIGN		X	X
3.6 Analyze Problems and Develop Solutions				X	X-06 CASE ANALYSIS
Goal 4 Role of Theoretical /Applied IMC					
4.1 How IMC Influenced by External and Internal factors***			X-10 EMBED QUESTIONS		
4.2 Role of IMC in overall MKTG Program ***			X-10 EMBED 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.

***As of Fall, 2009, still unmeasured

X indicates class in which material is imparted.

¹ Indicates measurement method deployed.

Goals on which the Marketing Department Focused on in 2009

(This section of the report also contains some results for the identified goals.)

Ongoing Measurements. The Marketing Major Assessment Exam and the Marketing Student Exit Survey (an indirect measure used to triangulate data obtained from direct measures) were again employed to capture student Achievement in Goal 1, predominantly SLO1.1, including:

- The role of marketing in organizations and the specific key concepts of marketing assessing the market mix elements especially pricing, consumer and industrial behavior, segmentation, targeting, positioning, and branding.

Measurements during Fall and Spring did not result in substantially different results from previous measurements. The Department realized 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 2009, 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 2009-10 Assessment of the BSBA through an individually analyzed case for one section of the capstone course, MKTG 479. The same case, the Frito-Lay case that was used in Fall, 2007 and 2008 was assessed again this year since several SLOs are measurable in the 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.

As indicated above, previous assessments indicated a very poor performance by students on **Pricing Concepts** and hence pricing has been a priority in loop closing activities for the department. A Pricing Assignment was developed to be included in all sections of the Principles of Marketing class, MKTG 370 and first introduced in Summer, 2008. Minimal adjustments were made to the assignment and it was used in all sections of the Principles class beginning in Fall, 2008. In Fall, 2009, an adjustment was made for the Pricing Assignment as administered in two of the large section classes, assessing 420 of the roughly 800 students in the Principles course in Fall. The Pricing lectures given by the professor were video-taped and students had access to review those several times in advance of the Pricing Assignment administration. Students' scores improved slightly and many students expressed a benefit in being able to review the materials. Not until Spring of 2010 will it be possible to assess the long-term effect of this adjustment in instruction to improve scores on pricing in the senior exit assessment.

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 and were measured again in Fall, 2009. 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. The assessment in Fall, 2009, resulted in the four SLOs being assessed as following adequacies:

- Ability to design Market Research 72%
- Implementation of Market Research 76%
- Evaluating MR Studies 70.5%
- Use of Statistical Data 63.5%

Students exhibited adequacy but not exception in three of the four SLOs. However, their ability to employ data analysis as part of Market Research was below par.

The third of the universal SLOs for marketing students is to be able to apply basic and market research principles, which has been measured through individual case analysis for several years. Again in Fall, 2009, the same case was used offering the ability to compare performance over several years. Generally, there has been little change in student performance. This year, the performance was reviewed based on IMC and Marketing students separately. IMC students score slightly better on being able to create marketing plans while Marketing students are

slightly better at evaluating marketing plans. Academic year 2009-10 will be the last year during which the same case will be used to assess SLOs of analysis and application.

In one section each semester of the required course, Consumer Behavior, students each do an individual assignment in observation and analysis of two brands that rank fairly high in brand equity. Results of this assignment were again evaluated to measure how well students attained the SLOs 3e and 3f, their ability to conduct and evaluate primary research and to evaluate the brand's marketing program. In excess of 78% and 83% respectively were able to do so effectively.

Introduction of New Measurements. In Spring, 2009 a new tool was added to the Assessment program for the Marketing Department and then employed in Fall, 2009. This tool was designed to assess students' ability to individually evaluate IMC programs, SLO 5a, one of the IMC-specific learning goals. The results indicate that IMC students were fairly good at evaluating Integrated Marketing Programs.

Concept Assessed	Instructor's Evaluation	Students' Evaluation
Situational Analysis	5	4.5
Objectives	6	4
Message Strategy	6	5.2
Media Strategy	4	5.4
Other Communication Tools	4	4.1
Integration	3	4.45
Budget	2.5	4.3
Effectiveness	4	4.2
Total	34	36.15

Generally, student evaluation of IMC Programs varied from that standard established by the instructor but they were not off by very much. On objectives, situational analysis, and message strategy, students over-evaluated the aspects of the IMC Programs reviewed. On the other five criteria, students overvalued the IMC Program. Their ability to accurately judge good media strategy, integration of tools, and budgeting were the weakest. The greatest discrepancy was in how inaccurate students were at assessing budgeting.

B. Goals which the Marketing Department Plans to Assess in 2009-2010

Goals 1, 2, 3, and portions of 5 and their corresponding SLOs will be assessed again in the forthcoming academic year. Most deficient at this point in the department's assessment is the measurement of Goals 4 and 5, which are both specific IMC goals. These SLOS are the newest to the Marketing Program and are being phased in annually as part of the assessment program. In this year, a portion of SLO 5 was assessed and the next task to be targeted is to assess Goal 4.

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 the 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.

III. What information was collected, how much, and by whom? (Assessment Methodology)

As part of the BSBA Program five instruments were employed that have been used in previous years, with minor modifications.

Previously Deployed Measurement Instruments

A. Marketing Major Assessment Exam

This examination has been administered each spring since 2004 providing a longitudinal 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 the sections of the capstone courses, MKTG 479 (for Marketing) and 472 (for IMC). This test pool was updated in 2008.

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.

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. Sections of Marketing Strategy, MKTG 479, were assessed in Spring and Fall, 2009. The case has been used repeatedly for three years providing a longitudinal view of students' performance on SLO 3.

Students individually prepare the case and then in-class write an analysis of the problems management at Frito-Lay faces in the acquisition of Cracker Jack. 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 same rubric used in previous years. Individual student performances varied across students, and averages across the four SLOs ranged from 3.37 to 4.32. Scores are improved very slightly over the previous year. Generally, Departmental expectations were a score at least above an average of "3" on each student learning objective would be attained .

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.

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.

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.

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 third 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 they have mastered the student learning outcomes for their program and, related, 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 with appropriate unique characteristics 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 has been fairly reliable over the three years. Further, it offers the department a secondary method to triangulate results of our direct measures of student learning.

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.

Measurements Introduced in 2009-2010

In 2009, a new tool was developed to assess a portion of one of two IMC Goals, Goal 5 students' ability to evaluate IMC programs. This task presented a fairly complicated dilemma for assessment since the course in which those objectives are imparted to students is a project course and virtually all work is group work. The Marketing Department created a tool to measure student learning through individual work. IMC plans developed and presented by students in Spring, 2009, were video-taped. The instructor evaluated those IMC Plans and Programs. In Fall, students individually evaluated the plans prepared in the previous term employing the same rubric used by the instructor to conduct the evaluations. Students watched a presentation that had been video-taped and then reviewed the instructor's evaluation of that same IMC program. They then evaluated several other IMC plans that had been prepared, presented, and videotaped.

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 have been added to the previous administrations of the **Marketing Major Assessment Exam**. (See Appendix A.) Past assessments have indicated that students perform most poorly on Goal 1.1(8), Pricing Concepts, with 60.5% of students in 2009 answering these four questions incorrectly. This score is only slightly better than in previous years despite the addition of the Pricing Assignment in Marketing 370. To date no additional

method to improve students' achievement of this SLO since the only required course in which it is taught is the first course they take as a Marketing or IMC major.

In analysis of other topics where more than 40% of the students answered the questions inaccurately, it was:

- Placement/Distribution 54.7% Incorrect
- Branding 40.2%
- External Environment 48.2%

These three topics are covered in upper level courses taught 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, 30% or less. Over the past years of assessment, the most deficient concept SLOs remained constant, Pricing and Placement decisions. In all but one BSBA SLO, there was some minor improvement in 2009-10. The greatest improvement was in Segmentation and Targeting, but that seems to be a correction of a score the previous year that was greatly inferior to previous years.

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 5.75-6.25, similar to the previous year, 5.8-6.2

Students continued to self-report adequate ability in their pricing skills. This is the lowest area measured 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 4.87 and 4.86 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. That parallels the results of the measurement of SLO2 through embedded questions on exams in the required Market Research course.

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 were evaluated separately for the performance on the Marketing Major Assessment. Generally, the differences between majors were minimal despite IMC students evaluating themselves somewhat higher in achieving SLOs.

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

Student proficiency in attaining the four SLOs that comprise Goal 2 was measured for the second time in 2009. Results are reported in Appendix H. Students' overall best performance was in their ability to implement research studies, scoring an average of 78% on these seven questions. They also evidenced a sound ability to evaluate research studies, averaging 77.5% accuracy. Students' ability to design marketing research plans is slightly lower in performance averaging 75% 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 62% 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 matching students' performance on elements of the same case in Fall 2008.

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, 78% of students exhibited reasonable achievement and 8% 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.*

Unmeasured to date.

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

To measure SLOs for Goal 5, an evaluation of previous IMC plans developed by students was used and results can be found in Appendix I. While not all elements of Goal 5 are measured through the tool that was new for the BSBA in IMC, data was collected on students' ability to evaluate an existing IMC. Generally, students were able to evaluate the plans similarly to that instructor's evaluation although they were not perfectly correlated.

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

Results of the assessment techniques employed during calendar year 2009 by the Marketing Department suggest to the faculty and administration areas that are being adequately assessed and those Goals and SLOs that will benefit from continued improvement of the assessment process. 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 five of six 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:

- Poor performance on Pricing concepts and application has remained the single element on which the most students answered incorrectly.
- In excess of 60% of students consistently are unable to accurately understand and apply pricing concepts.

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 continued to be the second weakest element of students' performance. There is a Retailing course, and a Direct Marketing course, but 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.

Revisions in the Major Assessment exam added and deleted many questions that faculty members felt were not accurate at measuring student knowledge. This past year, the exam was expanded from 40 questions to 70 questions allowing 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. To date, the assessment methodology for this goal has not been expanded to all sections of the Market Research class. It is anticipated that it will be effected during the calendar year 2010.

Goals 4, 5

Measuring IMC and Marketing students via both the self-reported assessment and the Marketing Major Assessment Exam has evidenced 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 5 was partially assessed for the first time this past year employing a creative technique since most work is done only in groups.

The challenges lie in finding adequate methods to measure the remainder of Goal 5 since the course is a project course and students cannot be evaluated on group work. It was anticipated that Goal 4 would be measured during the past year via questions embedded in the Marketing 373 IMC course required of all IMC majors. This has not happened however in part due to CSU budget cuts and the lead professor for the course being on sabbatical one semester. Goals 4 and 5 continue to present the greatest challenges for the Marketing Department.

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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 2009-10

	Goal# 1	Concept/Skill Being Measured	(7 very well-1 not at all) SCORE			
			2009	2008		
Questions Section 2: Concept Proficiency			MKTG	IMC	MKTG	IMC
1.1	1	Marketing Concept	6.26	6.18	5.78	5.96
1.1	2	Market Segmentation	6.35	6.37	6.12	6.39
1.1	3	Product Positioning	6.28	6.4	6.21	6.36
1.1	4	Branding	6.2	6.32	5.84	6.14
1.1	5	Target Marketing	6.56	6.3	6.4	6.68
1.2	1	Importance of marketing driven orientation	6.0	6.2	5.47	5.82
1.2	2	External Business Influences on Marketing	6.15	5.9	5.97	5.54
1.1	6	Consumer Buyer Behavior	6.15	6.1	5.66	5.96
1.1	6	Industrial Buyer Behavior	5.4	5.0	5.03	5.04
1.1	7	Role of Product/Service in Marketing	5.75	5.65	5.29	5.5
1.1	9	Role of Distribution in Marketing	5.5	5.45	5.47	5.32
1.1	10	Role of Promotion in Marketing	6.3	6.5	5.53	6.36
1.1	8	Role of Pricing in Marketing	5.94	5.7	5.33	5.57
1.2	3	Significant Trends affecting Current Practice	6.0	6.1	5.83	5.61
4.1	1	IMC Influenced by Internal Factors		5.9		5.61
4.1	1	IMC Influenced by External Factors		5.78		5.78
Questions Section 3: Integration and Implementation Proficiency						
3	3.1	Developing Market Plans w/Mix Elements	5.82	6.12	5.86	6.04
3	3.3	Evaluating and Assessing Market Plans	6.0	5.9	5.82	5.96
3	35	Analyzing Markets Using Primary Sources	5.78	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	5.8	5.88	5.77	5.85
2	2.1	Designing Market Research	5.5	5.62	5.1	5.61
2	2.2	Implementing Market Research	5.5	5.75	5.26	5.71

2	2.3	Evaluating Market Research Studies	5.44	5.78	5.12	5.32
2	2.4	Use of Statistical Software for Analysis	5.02	4.95	4.22	4.34
5	5.1	Developing IMC Employing Promotional Mix Elements: ads, PR, Sales promos, internet		6.42		6.11
5	5.1	Analyzing IMC Employing Promotional Mix Elements: ads, PR, Sales promos, internet		6.31		6.11
4	5.2	Understanding Role/Function of IMC		6.54		6.22
5	5.2	Developing Comprehensive IMC Plan		6.42		6.15

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				
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 2009 Ranked worst –best N = 136		Spring 2008 Ranked worst –best N = 81		Spring 2007 Ranked N= 121		Spring 2006 Ranked N= 70		Spring 2005 Ranked N= 43		Fall 2004 Ranked N = 43	
# Questions Posed Sample Size													
Pricing	4	60.5%	1	62.4%	1	69.42%	1	61.4%	1	55.10%	1	55.8%	2
Distribution	4	54.2%	2	53.6%	2	52.48%	2	51.80%	2	49.50%	2	61.0%	1
Branding	4	40.2%	4	41.8%	5	39.05%	4	35.10%	3	35.20%	4	20.4%	9
Trends in MKTG	4	33.3%	6	36.8%	6	36.99%	5	35.70%	4	31.80%	6	51.2%	3
External Environment	4	48.2%	3	47.4%	3	41.73%	3	34.60%	5	48.90%	3	41.3%	4
Segmentation/Targeting	8	35.2%	5	46.2%	4	31.93%	6	32.80%	6	34.10%	5	25.2%	7
Positioning	4	30.8%	7	31.2%	7	31.61%	7	26.20%	7	27.80%	7	25.0%	8
Promotion	4	27.8%	8	28.4%	8	25.21%	9	23.60%	8	25.00%	8	32.60%	6
Product/Service Plan	4	25.4%	9	26.6%	9	25.62%	8	21.10%	9	22.70%	9	35.50%	5
AVERAGE % Wrong		39.2%		51.8%		61.4%		64.6%		62.7%		62.7%	

**Appendix H: Goal 2
Marketing Research -
Proficiency 2009-2010**

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.	60%	90%	25%	88%	83%	82%	863	77%
2 b. Implement Marketing Research Studies Write and present a Marketing Research Report and make an Oral Presentation	85%	79%						82%
2 b. Implement Market Research Studies Alternative Research Methods and their relative strengths and weaknesses.	72%	88%	90%	68%	89%			81.2%
2 c. Evaluate Market Research Studies Basic Understanding of Marketing Research. How it benefits Marketing Managers?	67%	80%	83%	87%				79.2%
2d. Use statistical software for Analysis Ability to analyze data using statistical methods and using the SPSS software	70%	52%	58%	72%	74%			65.2%
N= 67								72.9%

**Appendix I: Goal 5 Assessment of
IMC Programs, 2009-2010**

Concept Assessed	Instructor's Evaluation	Students' Evaluation
Situational Analysis	5	4.5
Objectives	6	4
Message Strategy	6	5.2
Media Strategy	4	5.4
Other Communication Tools	4	4.1
Integration	3	4.45
Budget	2.5	4.3
Effectiveness	4	4.2
Total	34	36.15