

Program-Level Assessment: Annual Report

Program: B.S. Marketing

Department: Marketing

Degree or Certificate Level: Undergraduate

College/School: Chaifetz School of Business

Date (Month/Year): January 2021

Primary Assessment Contact: Mark Arnold

In what year was the data upon which this report is based collected? 2019/2020

In what year was the program's assessment plan most recently reviewed/updated? 2020/2021

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

LO6: Students should be able to demonstrate an understanding of segmentation by identifying viable market segments, comparing different market segments, and recommending a target market segment

Assessed Course: MKT 4400, Consumer Behavior (required for marketing majors)

LO7: Students should be able to design a marketing mix and marketing budget for a target market

Assessed Course: MKT 4900 Marketing Strategy (required for marketing majors)

LO8: Students should be able to use data and models to analyze elements of the marketing mix (4 p's), interpret results of the analysis, and make a recommendation

Assessed Course: MKT 4650 Marketing Analytics (required for marketing majors)

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

Each outcome was assessed via direct measures of student work including assignments and case analyses.

LO6: Students should be able to demonstrate an understanding of segmentation by identifying viable market segments, comparing different market segments, and recommending a target market segment

Assessed Course: MKT 4400, Consumer Behavior

Data: 36 students completed a case analysis on the VW Beetle with the focus on market segmentation. The data collection occurred in the Fall of 2019. See attached appendices for detail.

LO7: Students should be able to design a marketing mix and marketing budget for a target market

Assessed Course: MKT 4900 Marketing Strategy

Data: 46 students across two sections of Marketing Strategy completed exercises related to four cases which focused on identifying target markets, designing marketing mix, estimating a marketing budget, and proposing a marketing strategy. The data collection occurred in Spring of 2020. See attached appendices for detail.

LO8: Students should be able to use data and models to analyze elements of the marketing mix (4 p's), interpret results of the analysis, and make a recommendation

Assessed Course: MKT 4650 Marketing Analytics

Data: 41 students across two sections of Marketing Analytics completed an exercise focused on calculating advertising budgets and prices. The data collection occurred in Spring of 2020. See attached appendices for detail.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

LO6: Students should be able to demonstrate an understanding of segmentation by identifying viable market segments, comparing different market segments, and recommending a target market segment

Assessed Course: MKT 4400, Consumer Behavior

Analysis: 36 students completed a written case analysis entitled “New Beetle Positioning: Mission Impossible” which focuses largely on segmentation and targeting a specific market. For each student response, a rubric was employed which focuses specifically on the three components of LO6: identifying market segments, comparing market segments, and recommending a target market segment (see attached rubric). The instructor of the course conducted the assessment after the end of the semester. Each of the students’ case analyses was assessed as exceeds expectations, meets expectations, or needs improvement for each of the three components of LO6. Criteria for exceeding, meeting, or needing improvement were worded to be meaningful for the case assignment, and assessed different levels of competency in terms of identifying market segments, comparing market segments, and recommending a target market segment. Percentages of students exceeding expectations, meeting expectations, or needing improvement were then calculated for each of the three components of LO6. Finally, the percent of students either exceeding or meeting expectations was calculated in the summary assessment matrix (see attached) for evaluation by marketing faculty. Since each of the LO6 components are unique aspects of the overall Learning Objective measured by the one “scale” of exceeds, meets, or needs improvement (and not by multiple items measuring the same element), percentages were calculated by summing student achievement as exceeds, meets, or needs improvement *for each component* of LO6 in order to provide the most meaningful and diagnostic information (i.e., this way we can identify where student deficiencies lie across the three LO6 components).

LO7: Students should be able to design a marketing mix and marketing budget for a target market

Assessed Course: MKT 4900 Marketing Strategy

Analysis: 46 students completed written analyses of four cases: Pyramid Pizza, Springfield Nor’easters, Natureview Farm, and Cottle-Taylor. For each student response, a rubric was employed which focuses specifically on the four components of LO7 (see attached rubric). The instructor of the course conducted the assessment after the end of the semester. Each of these cases was designed to assess one of the four components of LO7 (as modified for the course assignments and detailed in the attached rubric): Pyramid Pizza was designed to measure “Identifies Target Market by Specific Traits,” Springfield Nor’easters measured “Design Marketing Mix,” Natureview Farm measured “Estimate Marketing Budget,” and Cottle-Taylor measured “Propose Marketing Strategy.” Each of the students’ case analyses was assessed as exceeds expectations, meets expectations, or needs improvement for each of the four components of LO7. Criteria for exceeding, meeting, or needing improvement were worded to be meaningful for the case assignments (see attached rubric). Percentages of students exceeding expectations, meeting expectations, or needing improvement were then calculated for each of the three components of LO7. Finally, the percent of students either exceeding or meeting expectations was calculated in the summary assessment matrix (see attached) for evaluation by marketing faculty. The rationale for constructing the summary matrix is the same as for LO6 above.

LO8: Students should be able to use data and models to analyze elements of the marketing mix (4 p’s), interpret results of the analysis, and make a recommendation

Assessed Course: MKT 4650 Marketing Analytics

Analysis: 41 students completed two analytics assignments focusing on sales-response models (sales and profit forecasting) and pricing models (setting prices according to three different price models). For each student response, a rubric was employed which focuses specifically on the three components of LO8 adapted for use in this course: use

data and models to calculate advertising budgets, use data and models to set prices, and interpret results to make a decision based on the data (see attached rubric). The instructor of the course conducted the assessment after the end of the semester. Each of the students' analyses was assessed as exceeds expectations, meets expectations, or needs improvement for each of the three components of LO8. Criteria for exceeding, meeting, or needing improvement were worded to be meaningful for the assignments (see attached rubric). Percentages of students exceeding expectations, meeting expectations, or needing improvement were then calculated for each of the three components of LO8. Finally, the percent of students either exceeding or meeting expectations was calculated in the summary assessment matrix (see attached) for evaluation by marketing faculty. The rationale for constructing the summary matrix is the same as for LO6 and LO7 above.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

Summary results of the assessment appear in the attached spreadsheet Summary Assessment Results. Spreadsheets containing the raw data are also attached. These results were extensively discussed by the Marketing Faculty, both the summary analysis as well as the raw data. Results of these discussions are organized by Learning Objective:

LO6: Students should be able to demonstrate an understanding of segmentation by identifying viable market segments, comparing different market segments, and recommending a target market segment

Assessed Course: MKT 4400, Consumer Behavior

An examination of the Summary Assessment Data spreadsheet revealed student proficiency at 91.67% for the Learning Objective element of "Identify Segments," and student proficiency of 97.22% for the Learning Objective element of "Recommend Target Segment." However, student proficiency for the Learning Objective element of "Compare Segments" was significantly lower at 83.33%. Therefore, our discussion focused largely on the lower student proficiency on comparing market segments in terms of the rubric criteria. The raw data organized by student revealed no clear pattern (i.e., students consistently scoring lower on Compare Segments also scoring lower on the other two elements of the Learning Objective).

LO7: Students should be able to design a marketing mix and marketing budget for a target market

Assessed Course: MKT 4900 Marketing Strategy

An examination of the Summary Assessment Data spreadsheet revealed student proficiency at 92.86% for the Learning Objective element of "Identify Target Market." However, student proficiency for the Learning Objective elements of "Design Marketing Mix" (55.0%), "Estimate Marketing Budget" (57.78%), and "Propose Marketing Strategy" (73.91%) were significantly lower. Therefore, our discussion focused largely on these lower student proficiencies. The raw data organized by student revealed no clear pattern other than consistently lower scores on the two case assignments which assessed "Design Marketing Mix" (Springfield Nor'easters) and "Estimate Marketing Budget" (Natureview Farm). Therefore, our discussion focused largely on the lower student proficiencies on designing the marketing mix and estimating a marketing budget in terms of the rubric criteria as well as the utility of the selected cases to assess elements of the Learning Objective LO7.

LO8: Students should be able to use data and models to analyze elements of the marketing mix (4 p's), interpret results of the analysis, and make a recommendation

Assessed Course: MKT 4650 Marketing Analytics

An examination of the Summary Assessment Data spreadsheet revealed student proficiency at 95% for the Learning Objective element of "Use Data and Models to Calculate Advertising Budget," and student proficiency of 95% for the Learning Objective element of "Interpret Results and Make Decision." However, student proficiency for the Learning Objective element of "Use Data and Models to Set Prices" was significantly lower at 83%. The raw data organized by student revealed no clear pattern (except for generally lower assessments on the second assignment, Assignment 5.

Therefore, our discussion focused largely on the lower student proficiency on using data to set prices, as well as the utility of the two assignments used for assessing elements of Learning Objective LO8.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

After extensive discussion of the summary and raw data, our focus was on student proficiency in terms of: a) comparing market segments (one element of LO6), b) designing a marketing mix and estimating a marketing budget (elements of LO7), and c) using data to set prices (element of LO8). These specific areas were then the focus of further discussion about addressing student proficiency. Specifically, we focused on a) changes to course pedagogy in the *assessed courses*, b) additions to course assignments and exercises in *other related marketing requirement and elective courses*, and c) potential changes to the *assessment instruments themselves* (cases, rubrics, etc). We felt that our current Learning Objectives were sufficient and required no further changes at this time.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

In early 2021 all assessment-related documents, including the raw data collected for the three Learning Objectives described above as well as a summary spreadsheet of the findings (see attached) were distributed to all marketing faculty for deliberation. The marketing faculty then met for an extended meeting devoted specifically to assessment to discuss the findings and potential actions planned to close the loop in response to the data. This meeting was held on Tuesday, January 26, 2021.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites

- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process

- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of these findings.

After extensive deliberation and discussion of the assessment data for the three Learning Objectives, assessed in the marketing-major-required courses, the marketing faculty agreed to engage in the following actions organized around the three Learning Objectives.

LO6: Students should be able to demonstrate an understanding of segmentation by identifying viable market segments, comparing different market segments, and recommending a target market segment

Assessed Course: MKT 4400, Consumer Behavior

Since student performance was the lowest on the "Compare Segments" portion of LO6, we decided to address student ability to meaningfully compare market segments with the following actions:

1. Add a market segment comparison assignment/exercise in the common body of knowledge (CBK) course MKT-3000 Introduction to Marketing in order to improve student ability to meaningful compare and analyze

different market segments. This will capture all marketing majors early in their progression. We do however recognize that students enrolling in the MKT-3000 course (required of all business students regardless of major) may occur quite some time prior to a student enrolling in MKT 4400 Consumer Behavior. Discussions are continuing regarding adding a market segment comparison exercise in other marketing electives.

LO7: Students should be able to design a marketing mix and marketing budget for a target market

Assessed Course: MKT 4900 Marketing Strategy

Since student deficiencies were noted on the “Estimate marketing budget” and “Propose Marketing Strategy” portions of LO7, we plan on implementing or further exploring the following actions:

1. Include a budgeting exercise in the marketing elective, MKT-3400 Integrated Marketing Communications, in order to improve student ability to construct marketing budgets in the capstone course, MKT-4900. We do recognize that not all marketing majors may be exposed to the exercise since not all marketing majors are required to take this elective course. We are continuing discussions over including budgeting exercises in other marketing required and elective courses.
2. Explore the use of a survey to gauge student proficiency in budgeting.
3. Explore changing the cases used for assessment in MKT 4900 Marketing Strategy.

LO8: Students should be able to use data and models to analyze elements of the marketing mix (4 p’s), interpret results of the analysis, and make a recommendation

Assessed Course: MKT 4650 Marketing Analytics

Since student deficiencies were noted on the “Using data and models to set prices” portion of LO8, we plan on implementing or further exploring the following actions:

1. Include a pricing assignment(s)/module in the marketing electives, MKT-4300 Retail Management and MKT-4600 Brand Management, and ensure that these two classes are offered each semester. Although these are two popular electives, we do recognize that not all marketing majors may be exposed to a pricing assignment prior to taking MKT-4650 Marketing Analytics for assessment.
2. Explore the inclusion of pricing modules in other marketing courses in order to expose as many marketing majors to this concept as well as creating a new marketing class on pricing.
3. In MKT-4650 Marketing Analytics, we plan on adjusting the pricing lectures to better focus on the customer/value perspective on pricing.
4. In MKT-4900, Marketing Strategy, we will explore the use of an alternative case on customer-focused pricing.

If no changes are being made, please explain why.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

In the previous assessment cycle we received feedback from the University Assessment office which uncovered a number of deficiencies in our Learning Objectives and assessment tools during the assessment of student performance. After extensive discussion among marketing faculty during and after the previous assessment cycle, we decided that our Learning Objectives needed to be clarified and updated to better position the department for future assessment activities (which is the current assessment cycle). Furthermore, completely new rubrics were developed and implemented to assess student proficiency on the new Learning Objectives. We felt that new Learning Objectives and completely new rubrics were required to produce more actionable and diagnostic data.

Previous Learning Objective (SLO1): Know essential marketing concepts

Assessed Course: MKT 4400 Consumer Behavior

1. This Learning Objective was revised in 2019 to better reflect critical competencies that marketing majors are expected to demonstrate. Further, we ceased using embedded questions and implemented a rubric to assess the revised (current) Learning Objective which specifically focuses on market segmentation:

Current Learning Objective LO6: Students should be able to demonstrate an understanding of segmentation by identifying viable market segments, comparing different market segments, and recommending a target market segment.

These new assessment artifacts and rubrics address the deficiencies related to the prior assessment approach (i.e., embedded multiple-choice questions) noted in the prior cycle.

Previous Learning Objective (SLO2): Apply knowledge of marketing strategy (e.g., target market, marketing mix, planning and budgeting)

Assessed Course: MKT 4900 Marketing Strategy

1. This Learning Objective was revised in 2019 to better reflect critical competencies that marketing majors are expected to demonstrate.

Current Learning Objective LO7: Students should be able to design a marketing mix and marketing budget for a target market

Further, to address deficiencies in student learning observed in the previous assessment cycle, we implemented a new rubric and new artifacts in the form of four case assignments which each measure more specific elements of the new Learning Objective: “Identifies Target Market by Specific Traits,” “Design Marketing Mix,” “Estimate Marketing Budget,” “Propose Marketing Strategy.” These new assessment artifacts and rubrics better address the deficiencies related to alternative evaluations and marketing strategy implementation noted in the prior cycle.

Previous Learning Objective (SLO3): Use information/data to make marketing decisions

Course: MKT 4650 Marketing Analytics

1. This Learning Objective was revised in 2019 to better reflect critical competencies that marketing majors are expected to demonstrate.

Current Learning Objective LO8: Students should be able to use data and models to analyze elements of the marketing mix (4 p’s), interpret results of the analysis, and make a recommendation

Further, to address deficiencies in student learning observed in the previous assessment cycle, we implemented a new rubric and new artifacts which specifically assess the three components of LO8 adapted for use in MKT 4650 Marketing Analytics: use data and models to calculate advertising budgets, use data and models to set prices, and interpret results to make a decision based on the data (see attached rubric). These new assessment artifacts and rubrics address the deficiencies related to assessing and justifying alternative selection noted in the prior cycle.

B. How has this change/have these changes been assessed?

The revised Learning Objectives (LO6, LO7, LO8) were established in 2019 by vote of the marketing faculty and new rubrics were implemented in the current assessment cycle to assess student proficiency in these specific areas.

C. What were the findings of the assessment?

The current assessment data reflect the implementation of the new (current) Learning Objectives and the new rubrics. At this point we feel that the new assessment structure and mechanisms produce more diagnostic, actionable data when compared to the previous assessment activities.

D. How do you plan to (continue to) use this information moving forward?

The new Learning Objectives and assessment structure appears to have yielded actionable and diagnostic data in the current assessment cycle. We plan on continuing the use of this structure for the next assessment cycle (with potential changes to several of the assessment instruments, such as cases).

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.