San Diego State University

Detailed Assessment Report
2016-2017 CBA Marketing IMC, BS
As of: 5/12/2017 08:58 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 an emphasis in Integrated Marketing Communications (IMC), the goal is to provide a foundation of marketing knowledge and an in-depth understanding of specific areas of marketing communications tools including advertising, public relations, publicity, direct marketing, internet/interactive marketing, media and international advertising.

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

Program Learning Goals

PLG 1: Role & Practice of Marketing
Understand the role and practice of marketing within an organization including the 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 & Practice of IMC
Understand the role and practice of IMC, integrated marketing communications, including theoretical and applied aspects.

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

DLO 1: 1.1 Key Concepts

Define and apply knowledge of 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: Archived Annual Assessment Reports, 2007 - 2011
Annual reports were produced starting in 2007 that reported assessment efforts including findings of assessed learning outcomes and action plans/loop closing for the given year. In 2012 SDSU began using WEAVE to report this information and annual written reports were no longer produced. All assessment efforts beginning in 2012 are reported as cycles in WEAVE. The annual reports from 2007 - 2011 are archived in the WEAVE Document Repository and linked here. Benchmarks and Findings listed below are empty in WEAVE as all information for 2007 - 2011 is found in the annual reports.

Source of Evidence: Existing data

Connected Documents
[BSBA MKT IMC - 2007 Annual Report](#)
[BSBA MKT IMC - 2008 Annual Report](#)
[BSBA MKT IMC - 2009 Annual Report](#)
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[BSBA MKT IMC - 2011 Annual Report](#)

M 2: 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: Academic direct measure of learning - other

Benchmarks:
The department seeks to have at least 70% of graduating seniors answering correctly.

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%

Finding (2013-2014) - Benchmarks: <u>Not Reported This Cycle</u>
The Assessment Exam for Graduating Seniors was not administered in 2013-2014. The Marketing Department used this year to review, evaluate, and improve the instrument which had not been revised since 2004

Finding (2012 - 2013) - Benchmarks: <u>Partially Met</u>

Six areas, Pricing, Distribution, Marketing Trends, Product Decisions, Branding, and Positioning did not meet the benchmark in 2012-2013.

General Results of the Assessment Exam

Past assessments have indicated that students perform most poorly on Goal 1.1(8), *Pricing Concepts, with 58.35%* of students in 2011 answering these four questions incorrectly. This score is better in 2012-2013, however, there are still a substantial number of students with extremely poor mastery of pricing tactics. This is true even though a "closing the loop" tactic was instituted for Pricing in 2008 - students are now presented a Pricing Assignment in Principles of Marketing (MKT 370). In the 2013 evaluation (measurements taken in Fall, 2012), the following failed to meet the benchmark:

- *Pricing*   56.3% Incorrect
- *Placement/Distribution*   48.2 % Incorrect
- *Trends in Marketing*   46.6%   Incorrect
- *Product Decision*   40.2% Incorrect
- *Branding*   36.3% Incorrect
- Positioning   34.0% Incorrect

The following topics met the benchmark.

- *Segmentation/Targeting*   26.3 %   Incorrect

- *External Environment*   24.6 %   Incorrect
- *Promotion*   21.3 %   Incorrect

Finding (2011-2012) - Benchmarks: <u>Partially Met</u>
Five topic areas did not meet the benchmark: Pricing, Distribution, Trends in Marketing, Branding, and Product Decisions. Of these five areas, Pricing was the worst performer. This has been the case every year since administration of the assessment test began. In 2008 the department initiated a required pricing assignment in MKT 370 (Principles of Marketing) however this "closing the loop" activity appears to have had little impact on improving performance in the topic of pricing.

DLO 2: 1.2 External Forces' Influences

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.

<u>Related Measures</u>

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Source of Evidence: Academic direct measure of learning - other

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The department seeks to have at least 70% of graduating seniors answering correctly.

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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.

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Finding (2013-2014) - Benchmarks: Not Reported This Cycle
The Assessment Exam for Graduating Seniors was not administered in 2013-2014. The Marketing Department used this year to review, evaluate, and improve the instrument which had not been revised since 2004.

Finding (2012 - 2013) - Benchmarks: Partially Met
Discussion of the findings related to SLO 1.2 are found above in the discussion of the findings of SLO 1.1.

Finding (2011-2012) - Benchmarks: Not Met
Two measurements in the Assessment Exam evaluate graduating seniors' knowledge of external forces. On one, Knowledge of Trends in Marketing performnace was below the benchmark. The second Knowledge of External Forces met the department's criterion. Trends in Marketing 43.6% Incorrect.

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

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Annual reports were produced starting in 2007 that reported assessment efforts including findings of assessed learning outcomes and action plans/loop closing for the given year. In 2012 SDSU began using WEAVE to report this information and annual written reports were no longer produced. All assessment efforts beginning in 2012 are reported as cycles in WEAVE. The annual reports from 2007 - 2011 are archived in the WEAVE Document Repository and linked here. Benchmarks and Findings listed below are empty in WEAVE as all information for 2007 - 2011 is found in the annual reports.

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M 3: 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.

- **DLO2.2**: 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.
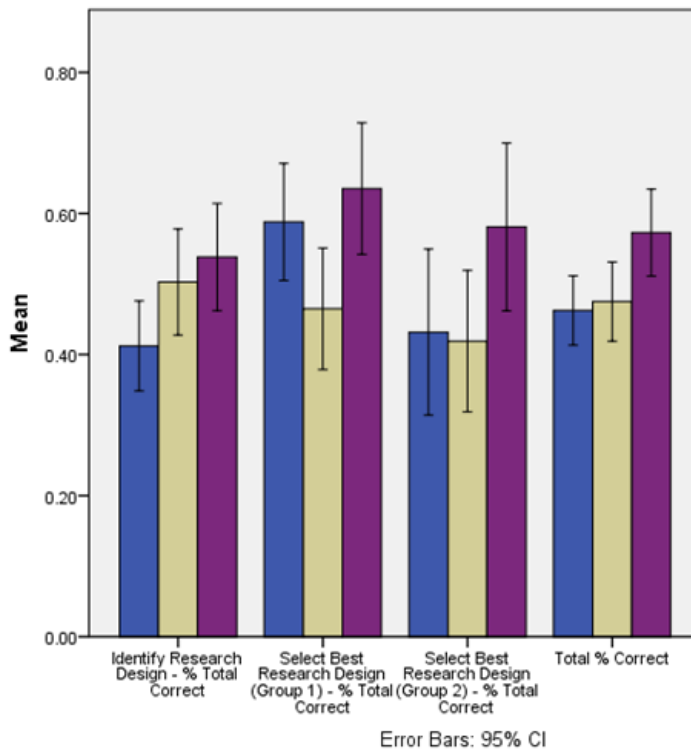
Error Bars: 95% CI

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 results sug...

DLO 4: 2.2 Evaluate Market Research Studies

Evaluate market research studies.

Related Measures

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- **DLO2.2**: 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 1: Archived Annual Assessment Reports, 2007 - 2011
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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 4: 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 4: 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 4: 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 Role of IMC in Overall Marketing Program
Explain the role of IMC in the overall marketing program.

Related Measures

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M 5: Final Exam Questions
Students in the IMC capstone course (MKT 472) are administered three essay questions on the course's comprehensive final exam that map directly to each of the three degree learning outcomes (4.1, 4.2, and 4.3) related to the IMC content goal.

Source of Evidence: Writing exam to assure certain proficiency level

Benchmarks:
100% of students should meet or exceed expectations; 15% of students should exceed expectations.

Finding (2014-2015) - Benchmarks: Partially Met
The instructor in the capstone IMC course evaluated a question on the Spring 2015 final exam that mapped directly to the DLO of describing the role of integrated marketing communications in the overall marketing program. The question was rated on 1 - 10 scale with the following having been discussed and determined by the Marketing Department:

- A rating of 9 or above exceeds expectations
- A rating of 7.5 to 8.99 meets expectations
- A rating below 7.5 is below expectations

Mean performance on the question across 33 test takers was 7.74. The following findings were produced:

- Exceeds Expectations: 15.1%
- Meets Expectations: 45.5%
- Below Expectations: 39.4%

These findings suggest that an appropriate number of students are performing at the upper end (exceeds expectations) of the performance scale however a very significant number of students are falling below expectations.

DLO 10: 4.2 Components of IMC Plan
Identify and define the components of an IMC plan.

Related Measures

M 5: Final Exam Questions
Students in the IMC capstone course (MKT 472) are administered three essay questions on the course's comprehensive final exam that map directly to each of the three degree learning outcomes (4.1, 4.2, and 4.3) related to the IMC content goal.

Source of Evidence: Writing exam to assure certain proficiency level

Benchmarks:
100% of students should meet or exceed expectations; 15% of students should exceed expectations.

Finding (2014-2015) - Benchmarks: Partially Met
The instructor in the capstone IMC course evaluated a question on the Spring 2015 final exam that mapped directly to the DLO of identifying and discussing the components of an IMC plan. The question was rated on 1 - 10 scale with the following having been discussed and determined by the Marketing Department:

- A rating of 9 or above exceeds expectations
- A rating of 7.5 to 8.99 meets expectations
- A rating below 7.5 is below expectations

Mean performance on the question across 33 test takers was 8.06. The following findings were produced:

- Exceeds Expectations: 30.3%
- Meets Expectations: 39.4%
- Below Expectations: 30.3%

These findings suggest that an significant and unexpected number of students are performing at the upper end (exceeds expectations) of the performance scale however a significant number of students are falling below expectations.

DLO 11: 4.3 Evaluation of IMC
Use effectiveness measures to evaluate IMC strategies and plans.

Related Measures

M 5: Final Exam Questions
Students in the IMC capstone course (MKT 472) are administered three essay questions on the course's comprehensive final exam that map directly to each of the three degree learning outcomes (4.1, 4.2, and 4.3) related to the IMC content goal.

Source of Evidence: Writing exam to assure certain proficiency level

Benchmarks:
100% of students should meet or exceed expectations; 15% of students should exceed expectations.

Finding (2014-2015) - Benchmarks: Partially Met
The instructor in the capstone IMC course evaluated a question on the Spring 2015 final exam that mapped directly to the DLO of using effectiveness measures to evaluate IMC strategies and plans.. The question was rated on 1 - 10 scale with the following having been discussed and determined by the Marketing Department:

- A rating of 9 or above exceeds expectations
- A rating of 7.5 to 8.99 meets expectations
- A rating below 7.5 is below expectations

Mean performance on the question across 33 test takers was 8.23. The following findings were produced:

- Exceeds Expectations: 33.3%

- Meets Expectations: 51.5%
- Below Expectations: 15.1%

These findings suggest that a significant and unexpected number of students are performing at the upper end (exceeds expectations) of the performance scale however a a portion of students are falling below expectations.

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

SLO 5 Trend Data Collected

For two years now, the Department has collected data using a tool developed by the IMC faculty to measure students' ability to evaluate effeective IMC plans and specific elements within the plan. There are several data points to trend student progress toward achieving the goal. Student evaluations and the faculty assessment are not very far apart indicating fairly good achievement of of SLO 5.1 and 5.2

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: Medium
Implementation Description: Video-taped previous presentation of IMC plans, evaluation scale developed by faculty member as standard. Students watch same presentations and individually evaluate various elements of the IMC and it integration.
Responsible Person/Group: Michael Belch

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