

Student Learning Assurance Report

AY 2011-2012

Report Date: September 30, 2012
School/College: School of Management
Department/Program: Marketing Major Program
Person completing the Report: Sonja Martin Poole, Ph.D.

1. **Overview Statement:** Briefly summarize the student learning assurance activities that were undertaken this academic year, indicating:

- a. Which program learning outcomes were assessed this year.
 - **Learning Goal 1:** *To develop each student's understanding of marketing fundamentals, including theory, tools and language, and the role of the discipline in society.*
 - Outcome 1a:** *Articulate the role of marketing in both profit oriented and non-profit organizations*
 - Outcome 1b:** *Demonstrate an understanding of the marketing mix and the interrelationships among its components (e.g. product, pricing, communications), marketing terminology and application opportunities.*
 - Outcome 1c:** *Demonstrate an understanding of the marketing research process*
- b. Who in your department/program was involved in the evaluation of the above learning outcomes
 - *John O'Meara, Michelle Millar, Shenzhao Fu, Sonja Poole*

2. **Please Answer the Following Questions for Each of the Student Outcomes Assessed:**

a. **What did you do?**

Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.). [please use bullet points to answer this question]

Outcomes 1a & 1b:

- *As part of a larger final course exam, 97 students from three sections of Marketing Management (BUS-302) answered multiple-choice test questions identified as addressing Outcomes 1a and 1b. Students from two of the sections also answered questions that addressed Outcome 1c.*

- *A simple frequency analysis of the number correct for each question and the overall performance was performed.*

Outcome 1c:

- *Students from one section of Marketing Research (BUS-360) were asked to write an answer to one open-ended question (**Outline the steps in the marketing research process and show how the steps are interrelated**) as part of a larger final course exam.*
- *A random sample of 15 student answers was generated to evaluate for AoL purposes.*
- *Two raters evaluated the same set of answers using a rubric.*
- *A performance benchmark was set: 75 percent of the sample will score at the proficient level or above on the stated outcome represented by the combined average score of the two raters.*

b. What did the faculty in the department or program learn?

Summarize your findings and conclusions as a result of the student learning assurance indicating strengths and weaknesses in student learning demonstrated by this evaluation.

Outcome 1a & 1b:

- *The students from all three sections of Marketing Management demonstrated an understanding of the role of marketing in both profit-oriented and nonprofit organizations answering on average 93.5% of related exam questions correctly.*
- *The students from all three sections of Marketing Management demonstrated an understanding of the marketing mix and the interrelationships among its components, marketing terminology and application opportunities. On average, they answered 89.5% of the questions correctly.*

Outcome 1c:

- *The result of the open-ended question indicate that students need support in this area. Just 60 percent of the students from the Marketing Research sample met or exceeded the established performance benchmark goal. 40 percent of the students performed at the novice level. Students appear to struggle with being able to articulate the steps of the research process. They confused steps with methods and often showed considerable weakness in demonstrating an understanding of how the steps are interrelated or why each step is critical to the process.*
- *The 67 students from the two sections of Marketing Management that answered multiple choice questions that addressed LO 1c answered 80% of the questions correctly.*

c. What will be done differently as a result of what was learned?

Discuss how courses and/or curricula will be changed to improve student learning as a result of the evaluation. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.

Course/Curriculum Improvements:

- *In Introduction course, continue to reinforce a consumer-oriented perspective towards marketing (Outcome 1A)*
- *In Introduction course, provide additional examples of marketing in for-profit and non-profit organizations (Outcome 1A)*
- *In Introduction course, continue to strengthen an understanding of the marketing mix through appropriate examples and applications (Outcome 1B)*
- *In Introduction course, allocate more class time to deepen students' understanding of the marketing research process (Outcome 1C)*
- *In Introduction course, provide a clearer explanation of the importance of research objective setting (midterm question #18), supported through examples and applications (Outcome 1C)*
- *In Marketing Research course, emphasize an articulation and understanding of the steps of the marketing research process and how they are interrelated by returning to the overall process throughout the course (Outcome 1C)*
- *In Marketing Research course, highlight the steps and their rationale as students perform them in a research consultancy project (Outcome 1C)*

Improvements to AoL process/methods:

- *We will assess students at the end of the marketing program and at different points of the program, not just at the beginning. Evaluation of student learning in an introductory business course (a core course for all business majors) is not an optimal approach if we are attempting to determine whether students have learned the concepts by the time they graduate. Also, an introductory course does not go deep enough into certain topics – such as Marketing Research.*
- *Outcome 1c will not be assessed in Marketing Management.*
- *The entire department will evaluate each question of the assessment to determine appropriateness and alignment with the stated outcomes. Questions will be identified using consensus. This process will also be employed to ensure the rubric is an appropriate tool for evaluation of student answers.*
- *The raters for the Marketing Research assessment will work on interrater reliability. This involves reviewing and discussing a sample of student answers to arrive at agreement on evaluation of performance.*
- *Students will be evaluated using the Marketing Research assessment tool each semester.*

d. What student learning improvement initiatives did you implement as a result of what was learned from this Year's student learning assurance report?

Discuss how courses and/or curricula were changed to improve student learning as a result of the Year's student learning assurance. Include a discussion of how

the faculty has helped students overcome their learning weaknesses and improve their strengths.

- *In Marketing Management,*
 - *More time is spent discussing the distinction between marketing in nonprofit and for-profit organizations.*
 - *More time is spent discussing the importance of defining the business challenge or research question to be investigated. This included a more in-depth Tide case.*
 - *More time is spent defining the three research methods: exploratory, descriptive causal.*
 - *After a discussion about course content in the Marketing program, the course title was changed to “Marketing Principles” to reflect the level of depth that is covered in this course.*
- *In Marketing Research,*
 - *Emphasis is placed on the rationale for decisions made during the research process.*
 - *Students are evaluated throughout the course on their ability to explain the research process. This is expected to enhance their understanding of the interrelationship of the steps.*
 - *Students are frequently asked to consider marketing research decision making/choices with the manager’s decision problem and related research questions in mind. This brings a student’s understanding of the process in close relationship with the purpose of the research.*

3. Attach a copy of the components of the department/program student learning assurance plan that have been modified since its initial submission:

- a. Program Mission
- b. Program Learning Goals
- c. Program Learning Outcomes
- d. Program Learning Rubrics aligned with outcomes
- e. Curriculum map that shows the courses that pertain to the outcome

**The plan has not been revised since Fall 2011.

Please return to: Robert Schlick reschlick@usfca.edu by September 30.