

BSBA AY 2015-2016 Assessment

Phase 1: Assessment Plan

Learning Outcome assessed:

BSBA Learning Outcome 9: Marketing

Produce specific marketing tools needed for product development, consumer communications, pricing and distribution channels.

Assessment Method:

Course embedded test questions.

Targeted performance, based on rubrics:

80% meet expectations

Evaluation Process:

Because both Professor Millar and Professor Fu teach the Marketing Principles class (BUS302) that is required of all School of Management (SOM) students, they were assigned to assess the aforementioned learning outcome in the Marketing Principles (BUS 302) class in the Spring of 2016. In this particular class, the students should have “emerging” knowledge for the outcome.

- A benchmark of 70% was set for a performance standard on each of the questions related to the learning outcome.
- Used multiple choice test questions related to product development and pricing. The same questions were used for all sections.
- In total, 105 students answered six multiple-choice questions – three related to product development, and three related to pricing.
- A simple frequency analysis of the number correct for each question was performed. Basic descriptive statistics were run on the scores for each of the questions representing the learning outcomes.

Rubric:

No rubric provided

Course where learning outcome was assessed:

BSBA BUS 302, Marketing Principles, Sections 1, 3, 8, & 9

Evaluator(s): Michelle Millar and Schenzhao Fu

Phase 2: Results Assessment and Planned Action

Results:

BUS 302 Exam Results

Product Development - Fail	% of Students Answering Correctly
In which stage of the product life cycle will promotional expenditures be significantly high in an attempt to create consumer awareness of a product and its features?	83%
In a sequential new product development process, concept testing is most likely to be followed by _____.	63%
In the _____ stage of new product development, products undergo rigorous tests to make sure that they perform safely and effectively, or that consumers will find value in them.	46%

Pricing - Pass	% of Students Answering Correctly
Which of the following sets the upper limit for a product's pricing?	73%
_____ pricing involves charging a constant low price with few or no temporary price discounts.	82%
_____ pricing involves setting prices based on the expenses involved in producing, distributing, and selling a product plus a fair rate of return for a company's effort and risk.	94%

What did we learn?

- Students had strong knowledge about pricing, but not for all of the product development concepts.
- Unfortunately, the findings only pertain to part of the learning outcome. The learning outcome as it is currently written incorporates several learning outcomes, making it difficult to say for certain what students did and did not learn that is related to it, thus making it impossible to determine whether students “passed” or “failed” it.
- We have also learned that the outcome, as it is currently written, is too ambitious for a single Marketing course (Marketing Principles) in the BSBA Program.
- The learning outcome needs to be rewritten to be both more applicable to the Marketing Principles class (e.g., to “apply” known tools rather than to “produce” new tools), and to be more easily measured with just one “action-oriented” outcome instead of several.

Suggested Action:

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.

Based on these findings, we recommend the following actions:

Improvements to AoL process/methods:

1. Change the marketing learning outcome for the BSBA program to be more specific both to the marketing core/required class, and to be more specific in terms of what we want to students to learn.

Improvements to course/curriculum

2. Revisit the “product” questions to determine if they are sufficient as written. Is there something wrong with how the question is phrased that may cause students to perform poorly?
3. Better incorporate the description of product development into the classroom and re-test the students during the next assurance of learning assessment.

Phase 3: Closing the Loop

To be filed the year after the results assessment.