

BSM Marketing Assessment AY 2018-2019

Phase 1: Assessment Plan

Learning Outcome assessed:

BSM Learning Outcome 10: Marketing

Following the recommendations resulting from the 2015-2016 assessment, the Marketing Department updated its learning outcome (shown below) and developed a more robust assessment tool with specific questions covering the topics of Product and Price, as well as Promotion and Place.

BSM LO 10: “Students will be able to identify the core concepts of marketing – price, product, place, and promotion.”

Assessment Method:

The Marketing Department delivered its assessment via an end-of-course questionnaire to the entire cohort (15 students) within the BSM program. This report summarizes the results for all 15 BSM candidates, in one section of BSM 302 (Principles of Marketing) in the Fall’18.

Targeted Performance (based on rubrics):

The Marketing Department set the following AOL targets for the BSM program:

- Meets expectations: 75% of students will correctly answer more than 70%, or 15+ of 21 questions
- Exceeds expectations: 50% of students will correctly answer more than 80%, or 17+ of 21 questions

Evaluation Process:

It is important to note that students in the BSM program differ from those within the BSBA program. Unlike the traditional college under-graduate, BSM students are typically over 30 years of age, many are married with children, and all have significant work experience. As a result, the assessment tool for the BSM program differed slightly from the one used for the BSBA program. To the original 20 questions used for the BSBA program, 1 more was added, and 5 were replaced with questions that were more appropriate for the BSM cohort. In total there were 21 questions, 19 covering the 4P’s and 2 questions covering strategic marketing topics (*refer to Appendix: BSM Marketing Assessment Questionnaire*).

The assessment itself was delivered to students in a paper & pencil format at the end of the semester module. Students answered 21 questions on two answer pages and a corresponding Scantron page.

Rubric:

Student performance was based on the number of correct answers across 21 questions:

- Meets Expectations = students answer 15 or more of 21 questions correctly
- Exceeds Expectations = students answer 17 or more of 21 questions correctly

Course where learning outcome was assessed:

The Marketing Department assessed LO 10 across all 15 students within the BSM cohort.

Evaluator(s):

Professors N. Imparato & J. O'Meara

Phase 2: Results Assessment and Planned Action**BSM Marketing Assessment Results:**

The following table summarizes the performance of 15 students across the entire 21-question assessment.

	Meets Expectations (15+ correct)	Meets Expectations (75% target)	Exceeds Expectations (17+ correct)	Exceeds Expectations (50% target)	Below Expectations (<15 correct)
Student Performance	14	93%	13	87%	1

These results show that 93% of students (14 out of 15 total students) answered more than 70% (15 or more of 21 questions) correctly. This surpassed the Department's "Meets Expectations" target of 75% by 18 percentage points.

Further, 87% of students (13 out of 15 total students) correctly answered more than 80% (17 or more of 21 questions) correctly. This surpassed the Department's "Exceeds Expectations" target of 50% by 37 percentage points.

BSM Marketing Assessment Detail:

The following table provides detailed results for all 15 students within the BSM program across all 21 questions included in the assessment.

Section & Question*	Correct Responses	% Correct	Ave. % Per Section
Product			97
1	14	93	
2	15	100	
3	15	100	
4	14	93	
5	15	100	
Price			89
6	14	93	
7	11	73	
8	15	100	
9	13	87	
10	14	93	
Promotion			80
11	9	60	
12	13	87	
13	12	80	
14	11	73	
15	15	100	
Place			84
16	13	87	
17	13	87	
18	15	100	
19	9	60	
Strategy			94
20	15	100	
21	13	87	

**Note: Refer to the "BSM Marketing Assessment Questions" (at end) for further detail.*

There were no specific goals set per sub-section (i.e. Product, Price, etc.) as it was felt that there were too few questions (5 or fewer) for proper assessment. However, if we look at the average score per "P", students answered between 80-97% of all questions correctly. While the BSM cohort performed very well overall, there were a few questions where students performed less well, specifically in the area of Promotion (questions 11, 14), and Place/distribution (question 19).

Suggested Action:

Following the delivery of this assessment the professors met in February'19 to review and discuss student performance. Based on this evaluation the Marketing Department felt that:

- The change in LO 10 was an improvement vs. prior years as it tested student learning across all 4P's, and not just Product and Price.
- A more robust, 21-question test provided a better assessment of student learning as it allowed for more in-depth coverage of each "P".
- Working from a standardized questionnaire allowed for a rough comparison of student performance between the BSM and BSBA programs.

Based on student performance against LO 10 the Marketing Department agreed to:

- Maintain the current LO 10 wording:
 - "Students will be able to identify the core concepts of marketing – price, product, place, and promotion."
- Revise the BSM questionnaire to include 20 questions, with the same number of questions per 4P topic, to allow a more direct comparison to the BSBA program
 - Update and/or clarify the wording on specific questions where students performed less well, e.g. Promotion & Place/distribution
 - Update the collective teaching practices among BSM and BSBA professors in order to improve student learning on key subject matter, e.g. Promotion, Place/distribution.
- Update the Meets and Exceeds targets to correspond to a 20-question assessment
 - Meets Expectations = 75% of students will answer 70%, or more, of 20 questions correctly
 - Exceeds Expectations = 50% of students will answer 80%, or more, of 20 questions correctly
- Update the delivery vehicle to the same used for the BSBA program (i.e. Qualtrics survey via students' mobile/laptop devices) in order to facilitate future assessments

Phase 3: Closing the Loop

To address the actions cited above department professors will hold a follow-up work session in Spring'19 where they will (a) consider how to adjust/strengthen the wording of specific questions, and (b) share the best teaching practices on topics where students performed less well, e.g. Promotion and Place/distribution.

Following this work session BSM faculty will close the loop by updating its teaching practices on core topics and strengthening the wording of specific questions on the assessment tool in the coming year. This revised assessment, incorporating the improvements cited above, will be ready for use in Fall'20.

Appendix:**BSM Marketing Assessment Questionnaire: Fall'18**

The following questions evaluate your understanding of key marketing concepts learned in class. There are 21 questions. Take your time to consider and respond to each as best you can.

NOTE: QUESTIONS IN RED DIFFER FROM BSBA ASSESSMENT

1. Another name for a company's marketing mix is the 4Ps. The 4Ps includes all of the following *except* ...
 - a. Product
 - b. Planning
 - c. Price
 - d. Place
 - e. Promotion
2. Companies can market which of the following ...
 - a. Physical goods and intangible services
 - b. Causes and people
 - c. Locations and experiences
 - d. All the above
3. Strong brands have multiple benefits including:
 - a. Premium pricing
 - b. Attract talent
 - c. Customers are more likely to forgive mistakes
 - d. All of the above
4. Honda Corp. manufactures and sells many types of cars, motorcycles, ATV's, lawn & riding mowers, outboard motors, generators and heavy-duty equipment. We refer to each group of similar items as a *product line*, and we refer to the collection of all these product lines together as Honda's ...
 - a. New Product Adoption Curve
 - b. Product Portfolio/Mix
 - c. Total Product Diagram
 - d. Product Life Cycle

5. The value of the entire stream of purchases a customer will make during their patronage is referred to as ...
 - a. Return on investment
 - b. Customer lifetime value
 - c. Customer relationship management
 - d. Market exchange
6. When marketing a product or service to consumers companies have an ethical obligation to consider the impact of their efforts on vulnerable segments of society such as the elderly, young children, and the like.
T / F?
7. Using the buyer's perception of value, not the seller's cost, as the basis for pricing is more accurately referred to as ...
 - a. Cost-based pricing
 - b. Demand-based pricing
 - c. Equilibrium price
 - d. None of the above
8. _____ is the price at which total costs match total revenues, and there is no profit to be earned by the company
 - a. Cost-based pricing
 - b. Demand-based pricing
 - c. Break-even/equilibrium price
 - d. None of the above
9. The pricing strategy that starts by setting a high initial price so that only customers with more purchasing power can buy the product; followed by gradual price reductions that allow more price-sensitive customers to buy is more commonly referred to as ...
 - a. Penetration Pricing
 - b. Competition-based pricing
 - c. Price Discrimination
 - d. Price Skimming

10. When setting a company's prices a smart manager should take into account the ...
 - a. Company's marketing objectives
 - b. External economic conditions
 - c. Government regulations
 - d. All the above
11. The Robinson Patman Act prevents unfair price discrimination in the U.S. by ensuring the seller offers the same pricing terms to customers at a given level of trade. T / F?
12. The promotion mix is a specific blend of activities that a company uses to achieve its marketing goals and includes which of the following ...
 - a. Advertising
 - b. Public relations
 - c. Personal selling
 - d. Direct marketing
 - e. All the above
13. There are limited ways the effectiveness of promotion programs can be assessed on the Web, that is, there is a paucity of concepts and tools in the technology stack being used today.
T/F?
14. The fastest growing form of *online advertising* in the U.S. is ...
 - a. Banner ads
 - b. Search ads
 - c. Email ads
 - d. Mobile ads
15. Unlike regular for-profit businesses, public service and non-profit organizations like the Red Cross do not need to use marketing or promotion activities to advance their causes.
T / F?
16. Franchising is a useful strategy when a firm wants to:
 - a. Expand rapidly across different locations
 - b. Benefit from the management talent/manpower outside the firm
 - c. Lower the risk of capital investment (use other people's money)
 - d. All of the above

17. Companies that control all distribution activities from sourcing & production, through distribution & retailing of their products through their own stores, are referred to as _____ companies.
 - a. Vertically integrated
 - b. Horizontally integrated
 - c. Indirect
 - d. Multi-channel
18. Nike choosing to sell its products *both online and through retail stores* is an example of ...
 - a. Direct distribution
 - b. Indirect distribution
 - c. Disintermediation
 - d. Multi-channel distribution
19. When selling extremely expensive premium goods, such as jewelry or luxury automobiles, a marketer would most likely pursue which distribution strategy?
 - a. Intensive distribution
 - b. Selective distribution
 - c. Exclusive distribution
 - d. None of the above
20. A key statistic for current research that assumes a linear relationship between two variables:
 - a. F ratio
 - b. Pearson r, correlation coefficient
 - c. Z score coefficients
 - d. None of the above
21. The strategy grid is used to help determine positioning for a firm - or its brands. The two basic dimensions which structure the choices that marketing leaders can make using the grid are:
 - a. Price and differentiation (uniqueness)
 - b. Price and speed
 - c. Cost and market share

d. Market share and customer loyalty