

MSMI AY 2022-23 Assessment

Learning Outcome assessed:

- **MSMI Learning Outcome #1:** Demonstrate knowledge of the marketing research process including statistical analysis and evaluate ethical considerations in the research process.

Phase 1: Assessment Plan

Assessment Methodology (Direct and Indirect Measures):

To evaluate Learning Outcome #1, the MSMI program utilized a direct assessment through a **comprehensive statistics and R programming exam**, administered at the conclusion of an intensive eight-week course MSMI 603 – Applied Statistics. The exam required students to demonstrate competency in statistical concepts and apply coding skills to real-world marketing data scenarios.

Additionally, indirect measures were employed, including:

- **Structured interviews** with underperforming students.
- **Focus groups** with current students and recent alumni to gather qualitative feedback on the instructional design and learning experience.

Assessment Tools & Rubrics:

A detailed rubric was used to score the comprehensive exam, focusing on:

- Code functionality and accuracy
- Interpretation of statistical output
- Application of methods to marketing-relevant problems
(See Appendix for the exam.)

Benchmark/Performance Target:

Consistent with AACSB AoL standards, the performance benchmark was set at:

90% of students scoring $\geq 70\%$ on the comprehensive exam.

Course and Context:

The MSMI 603 course was a two-unit, eight-week required class within the MSMI curriculum. The assessment was conducted in-person under proctored conditions using lockdown browsers to ensure academic integrity.

Faculty Evaluators:

- Dr. Shelley Blozis, Adjunct Professor (Psychometrics/Statistics)
- Dr. Matthew Meister, Assistant Professor of Marketing
- Dr. Anthony Patino, Professor of Marketing

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- Dr. Ricardo Villarreal, Professor of Marketing
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Phase 2: Assessment Results and Planned Improvements

Assessment Results:

- **76%** of students met or exceeded the benchmark (< 90%), while **24%** fell below expectations.
- Students who did not meet the threshold were enrolled in an asynchronous online tutorial designed to reinforce foundational statistical concepts prior to spring coursework.
- This marked the **third consecutive year** that the program fell short of the 90% benchmark.

Indirect Measures: Interviews and Focus Groups:

- Students falling below the benchmark were interviewed by the Program Director. A consistent theme was the **accelerated pace** of the eight-week format as a barrier to mastering complex statistical methods.
- Two focus groups (comprised of high- and low-performing students as well as alumni) were conducted. Overarching themes included:
 - “Rushed” content delivery
 - “Overwhelming amount of material”
 - “Insufficient processing time”
 - “Unprepared for the follow-on analytics courses”

Notably, these concerns were **shared by both students who passed and those who struggled**, indicating a structural issue with the course design rather than student motivation or aptitude.

Planned Action (Curriculum Improvement):

Following a faculty review in Spring 2023, and in alignment with AACSB’s AoL improvement mandate, the following changes were approved:

- **Course expansion to a full 16-week semester**
- **Increase in credit hours from 2 to 4**
- **Redesign of course pacing and scaffolding of content delivery**

These actions were designed to address the identified gap in content assimilation and better support students’ readiness for downstream coursework in SQL and marketing analytics.

Phase 3: Closing the Loop

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Implementation:

The revised statistics course, MSMI 603, was launched in **Fall 2023** as a 16-week, four-unit offering.

Post-Implementation Results (Fall 2023 & Fall 2024):

- **100%** of students scored $\geq 90\%$ on the comprehensive final exam in both cohorts.
- **Qualitative feedback** from student focus groups conducted in February 2025 revealed marked improvement in:
 - Confidence in statistics and coding abilities
 - Readiness for Spring quantitative courses
 - Reduced student stress and improved engagement
 - Stronger connection between statistical theory and marketing application

These outcomes demonstrate that the revised course design successfully addressed the learning deficiencies previously identified and fulfilled the AACSB requirement to “**close the loop**” by using assessment data to drive and validate curriculum changes.

Summary and Alignment with AACSB Standards

- **Learning Outcome:** Clearly defined, measurable, and program-relevant
- **Assessment Methods:** Combination of direct and indirect measures, evaluated by multiple qualified faculty
- **Benchmark:** Defined and aligned with program rigor expectations
- **Continuous Improvement:** Curriculum redesign was data-informed, implemented, and tracked for effectiveness
- **Closing the Loop:** Results confirmed that learning outcomes were achieved post-intervention, fulfilling the AoL cycle