

Institutional Effectiveness Report: 2008-2009

Marketing Assessment Summary

Academic Department or Division: Department of Marketing and Economics

Degree Program: Bachelor of Business Administration (B.B.A.)
Major: Marketing

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Assessment Cycle: 2008-2009

Mission: The marketing major is designed to give students the basic marketing knowledge, skills, and values that build on the foundation provided by the University Core Curriculum and are required for professional careers in business and government.

Expected Student Learning Outcomes (Marketing Major Educational Outcomes):

Marketing majors will:

1. Demonstrate knowledge of current behavior theory and apply it in target market selection.
2. Develop a marketing mix capable of reaching a selected target market.
3. Develop and implement a small-scale marketing research project.
4. Demonstrate knowledge of the interdependence of global markets and global issues affecting marketing strategies.

These are new outcomes were developed by the marketing faculty in August 2008.

Evaluated This Cycle: Learning Outcomes #1 and #4.

Assessments/Measures: The marketing faculty developed pre-test and post-test major assessment instruments. The pre-test was administered at the beginning of Fall Semester 2008 in MKTG 3650, one of the first marketing courses that students take within the major. A post-test was administered at the end of Spring Semester 2009 Semester in MKTG 4900 when most marketing majors have completed all senior level marketing courses and thus, have experience concerning each of the learning outcomes.

Marketing majors also complete a project in MKTG 4900 which is the capstone course for the major.

The Business Advisory Board for the Langdale College expressed a desire that our graduates have more practical work experience. Consequently, a new 3-semester-hour course, MKTG 4980, Marketing Internship, has been offered each semester beginning in Fall 2008.

Data/Evidence Results: The assessment standard was the number of questions that at least 70% of the students taking the exam correctly answered. Of the 19 students taking the pre-test, 70% of the students correctly answered 15 of the 41 questions. Of the 51 students taking the post-test, 70% of the students correctly answered 24 of the 41 questions. The pre-test results were almost identical to the previous year's results (15 questions answered correctly by 70% of the students, instead of 16 questions), and the post-test results were identical to the previous year's results. Raw data and an item analysis for Spring 2009 are available in the Langdale College Dean's Office.

Use of Results to Make Improvements: On the Spring 2009 post-test, two of the areas for which marketing majors did worst were pricing (one of the four basics P's of marketing) and consumer behavior. Two curriculum changes (in terms of content coverage and presentation) were made to help alleviate these deficiencies. Beginning with Fall Semester 2009, in MKTG 3050 (Introduction to Marketing), more class time was devoted to the theoretical foundation of how prices should be determined. In MKTG 3620 (Consumer Behavior), more emphasis was placed on the topical areas that were problematic. Also, several structural changes were made in the course to increase students' ability to integrate material covered in classroom lectures with content in the textbooks. These changes included the implementation of a Consumer Behavior journal that required students to apply what they were learning to real-world situations. Students were allowed to take alternative versions of chapter quizzes more than once to reinforce content they had read. For further integration, application, and reinforcement, a more focused case study project was incorporated into the course.

Department Head	Date	Dean	Date	VPAA	Date
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Adapted from: University of Alabama SACS site (<http://sacs.ua.edu/degreeInfo2.cfm?college=2&dept=50>) and

University of Western Kentucky SACS Accreditation Review Process (<http://www.wku.edu/sacs/assessmentmanual.htm>)

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