

## Institutional Effectiveness Report: 2009-2010

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### 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:** 2009-2010

**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.

#### **Student Learning Outcomes Evaluated During This Cycle (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.

**Assessments/Measures:** A 50-question marketing major assessment test was given at the end of Spring Semester 2010 to all students enrolled in both sections of MKTG 4900 (Strategic Planning). Since MKTG 4900 is a capstone course, marketing majors have completed all other required upper-division marketing courses when they take MKTG 4900. In light of new perceptions of what is important based on current research in marketing, the test was redesigned since it was previously administered. Each question on the test was linked to a particular learning outcome and subfield in marketing. The assessment standard was the percentage of questions on the entire test (and separately for each learning outcome or subfield) that was answered correctly by at least 70 percent of the students. The goal was that at least 70 percent of the questions (for each learning outcome or subfield, and therefore, in total) would be answered correctly by 70 percent or more of the students.

**Results/Evidence from the Assessments:** Forty-four students took the test. The percentage of questions that were answered correctly by 70% or more of the students is as follows:

Learning Outcome #1, Marketing Strategy and Principles of Marketing, 74%

Learning Outcome #2, Consumer Behavior, 25%

Learning Outcome #3, Marketing Research, 64%

Learning Outcome #4, International Marketing, 63%.

So the assessment goal was met for Learning Outcome #1 and “almost met” for Learning Outcomes #3 and 4.

**Use of the Results to Make Improvements:** Although the goal for Marketing Strategy and Principles of Marketing was met, two minor changes will be made: (1) More emphasis will be placed on retailing and demographics in MKTG 3050 (Introduction to Marketing); and (2) One of the questions for this section of the test will be rewritten for better clarity.

The results of assessment questions pertaining to MKTG 3650, Marketing Research, showed that students did not comprehend and retain how to determine what type of research question was being asked. They did not know whether a researcher should perform exploratory, descriptive, or casual research methods in order to answer a question. Consequently, beginning in Fall 2010, the MKTG 3650 professor is spending a significantly longer time on this these issues and adding a new homework assignment to provide more practice with the topic.

Based on feedback from assessment tools and personal experience/observation, the professor for MKTG 4680, International Marketing, is implementing several changes beginning in the Fall 2010 Semester. First, he is placing more emphasis on these topics: (1) The core philosophy of global business; (2) The positions that government take on importing and exporting; and (3) The risk that the self-reference criterion poses to international business. Secondly, he is incorporating his practice of a daily “warm-up” session into a written project for each student. Thirdly, he is also applying the lessons learned from his 2010 Summer Study Abroad experience. It is believed that these changes will improve the learning experience of his students and future assessment test scores.

The Consumer Behavior portion of the assessment test was totally revised in Spring 2010. It contained several questions that were probably not addressed by the previous professor (no longer at VSU), who taught consumer behavior, MKTG 3620, to a significant portion (perhaps as many as one-half) of the Spring 2010 MKTG 4900 students. This will not be the case in 2010-2011, and thus the scores are expected to rise. In addition, however, substantive changes will be made in how course content is covered, and one question may be clarified.

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<b>Department Head</b>	<b>Date</b>	<b>Dean</b>	<b>Date</b>	<b>VPAA</b>	<b>Date</b>
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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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