



Program Assessment Report (PAR)

Marketing (MKT) Baccalaureate Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: 2020-2021

I. PROGRAM LEARNING OUTCOMES

Marketing Major (Undergraduate) Learning Outcomes Students will be able to: 1. Analyze marketing problems and interpret marketing research results. 2. Explain how consumer behavior affects marketing decisions. 3. Develop appropriate marketing strategies and tactics for business situations.

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

Learning Outcomes Students will be able to: 1. Analyze marketing problems and interpret marketing research results. 2. Explain how consumer behavior affects marketing decisions. 3. Develop appropriate marketing strategies and tactics for business situations. Course grades in the following show achievement of the corresponding learning outcomes 1. MKT 2500, MKT 3500 2. MKT 2500, MKT 3100 3. MKT 2500, MKT 4900 MKT 2500 Principles of Marketing -- assessment questions are included for each learning objective. Data was collected via questions specific to each learning outcome on MKT 2500 exams. Assessment results are reviewed periodically for curricular enhancements. Assessment data from later marketing classes are also measured. MKT 3500 Marketing Research for LO1 -- Based on research data and questions, student assignment was to 1. Formulate null and alternate hypothesis 2. State and run appropriate test statistics to test the hypothesis using SPSS software 3. Indicate whether the alternate hypothesis was supported or not by stating how you arrived to the conclusion 4. Answer the research question based on the findings MKT 3100 Consumer Behavior -- Students answered application-based case questions on how consumer behavior affects marketing decisions MKT 4900 Marketing Strategy -- Final exam average

B. Scoring of Student Work

MKT 2500: Answer key. Tests scored automatically by WSU scanning services, based on professor answers. MKT 3100: Case study Rubric. Students answered application-based case questions on how consumer behavior affects marketing decisions. Professor provides the scoring. MKT 3500: Assignment Rubric. Student assignment is based on research data and questions, with which the student must: 1. Formulate null and alternate hypothesis, 2. State and run appropriate test statistics to test the hypothesis using SPSS software, 3. Indicate whether the alternate hypothesis was supported or not, 4. Answer the research question based on the findings. Professor provides the scoring. MKT 4900: Answer Key. Final exam grade average. Tests scored automatically by WSU scanning services, based on professor answers.

C. Indirect Assessment

Course evaluations Business student satisfaction survey Emerging Marketing Leaders student group (focus group type) Feedback from board of marketing advisors (local marketing execs who interact with our students - focus group type)

III. ASSESSMENT RESULTS/INFORMATION:

LO1. Analyze marketing problems and interpret marketing research results. MKT 2500 (Qs 2,7) (Fall 2020) MKT 3500 (Project) (Spring '21) LO2. Explain how consumer behavior affects marketing decisions. MKT 2500 (Qs 4,8,11,12) (Fall 2020) MKT 3100 (Qs 6, 9, 14, 21, 33, 34, 64) (Fall '20) LO3. Develop appropriate marketing strategies and tactics for business situations. MKT 2500 (Qs 1,5,9,10,14,15) (Fall 2020) MKT 4900 (Final exam) (Fall '20)

LO/Course Assessment Type* Assessment (0-100, class avg) 2020-21 1. Analyze marketing problems and interpret marketing research results. MKT 2500 Q 65.0% MKT 3500 P 100% 2. Explain how consumer behavior affects marketing decisions. MKT 2500 Q 94% MKT 3100 Q 88.1% 3. Develop appropriate marketing strategies and tactics for business situations. MKT 2500 Q 80.2% MKT 4900 Q 80.3% *"P" = Project/Assignment, "Q" = exam question(s) Assessment data for 2020-21 indicates that LO1 marketing research item scores were low (less than 70%) in MKT 2500 Principles of Marketing, but better (greater than 80%) when assessed during the MKT 3500 Marketing Research course. LO2 and LO3 scores were reasonably good overall (about 80%).

Scores increased for the most of questions that needed greatest improvement (< 70% students with correct answers in Fall 2019). Attention to weaker areas

seemed to pay off in Spring 2020 and Summer 2020. Improved scores in Spring 2020 showed that instructors could address areas that needed most work, although improvement was still needed for questions 1 (LO 1.1), 3 (LO 1.1), 6 (LO 1.2) and 8 (LO 2.1), which became areas of focus for Summer 2020 and upcoming semesters. Instructors paid closer attention to corporate structures/environments (Q 1, 3), international investments (Q 6), and marketing strategy types (Q 8). Interestingly, over 70% of students answered the four questions above (and associated learning objectives) correctly in Summer 2020, although less than 70% answered questions 15 and 16 (LO 3.1) correctly, which will receive greater attention in future semesters. We will continue to focus on weaker-performing questions and learning objectives, We will also monitor other questions and learning objectives to ensure they remain at higher levels, supported by real-life examples to illustrate concepts.

IV. ACTIONS TO IMPROVE STUDENT LEARNING

Our marketing department faculty meet together on a regular basis (at least once per semester) to discuss assessment of learning. Thus, results are shared among all of our faculty members, after which we discuss the results and propose potential improvements in teaching and learning. As mentioned earlier, we find that students best improve learning in underperforming areas by greater instructor attention to key relevant concepts, and especially greater use of tangible examples from which students can better connect concepts to practice.

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.