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2017

Academic Learning Compact : Marketing [Effective 2017]

University of South Florida St. Petersburg.

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ACADEMIC LEARNING COMPACTS (ALCs)

Marketing - AY2017-18

Update 2017-18 ALCs with final results / Submit ALC plans for 2018-19

Academic Learning Compacts, Updates: 2017 -2018

“... to ensure student achievement in undergraduate and graduate degree programs ...”

Academic Program: Marketing

Person Responsible: Michael Luckett, Associate Professor of Marketing

Mission of Academic Program (include URL):				
List Program Goal(s) / Objective(s): Program Goals / Objectives must be mapped to College Goals / Objectives – use consistent nomenclature.				
1. Content/Discipline Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2016-17
1. Students will demonstrate a competency in marketing research. Specifically, students will show a solid workable understanding and appreciation of the marketing research process, the activities, skills, and tools necessary to create, interpret, and use information.	Students will complete two exams throughout the semester in MAR3613. Exams are application-based and will be comprised of multiple choice, fill-in-the-blanks, and short answers.	Goal: 70% of the students tested will receive a 70% or better on the exam.	25 out of 33 (76%) students completed the first exam with a 70% or better. Overall exam average was 79.75%.	This was lower than AY:2016-17 but remains within the stated limits. Retest in AY: 2018-19.

<p>2. Students will be able to address managerial questions, problems, and/or opportunities through a systematic and objective marketing research process. Specifically, students will collect primary data through surveys and interviews that will produce data necessary to answer questions of managerial interest. Students will analyze and interpret data using SPSS. Finally, students will design and present a professional research presentation.</p>	<p>Students will complete a semester long marketing research project in MAR3613 that involves assessing client situation, collecting primary and secondary data, using appropriate statistical analyses to analyze the data, and proving appropriate recommendations to address the decision question.</p>	<p>Goal: 70% of students tested will receive a 70% or better for each component of the marketing research project.</p>	<p>31 out of 33 students (85%) completed each of the marketing research project elements with a passing grade of 70% or better. This is a comprehensive primary data collection project that includes ethnographic research.</p>	<p>We will continue to strive toward a 100% passing rate in AY 2018-19. Focus on creating more detailed project guidelines and possible rubrics. Retest in AY: 2018-19.</p>
<p>3. Students will learn how to analyze quantitative data using SPSS and make relevant managerial decisions based on the results.</p>	<p>Students will complete two Individual data analysis assignments in MAR3613.</p>	<p>Goal: 70% of students tested will receive a 70% or better.</p>	<p>25 out of 33 students (76%) successfully completed the SPSS assignments with a passing grade of 70% or better. Overall assignment average was 80.67%.</p>	<p>Greater emphasis on early intervention for SPSS practice assignments. Retest in AY 2018-2019.</p>
<p>4. Students will have broad understanding of the fundamentals of professional selling, including prospecting, sales knowledge,</p>	<p>Role-play with professional salespeople in MAR3400. Professional salespeople will assess students' performance.</p>	<p>Goal: 70% of students tested will receive a 70% or better. All 40 students participated in the 3 role plays. The average score</p>	<p>40 out of 40 students (100%) completed the role play with a passing grade of 70% or better.</p>	<p>Emphasize the importance of the role play in class. Reduce role play anxiety and build confidence with in-class exercises/videos. Retest</p>

planning, communications, needs analysis, sales presentations, managing objections, and closing. (See attached summary of what was taught and applied in the course)		of 40 students for the role plays was 93%.		in AY 2018-2019. Continue with 5 personal skill assessment exercises that helped student' know themselves and gain confidence in role play and real world scenarios.
5. Students will demonstrate competency in professional selling.	Students will complete two exams throughout the semester in MAR3400. Exams are application-based and will be comprised of multiple choice, fill-in-the-blanks, and short answers. Two Tests of Knowledge (Multiple Choice) were issued during the semester (TOK1 and TOK2).	Goal: 70% of students tested will receive a 70% or better.	100% of students tested averaged 81% on TOK1. 100% of students tested averaged 80% on TOK2.	Students will complete two exams throughout the semester in MAR3613. Students were taught what was "critical to know" and tested on recalling these important areas of sales. A study guide was provided in advance of the TOK. Refine and retest in AY 2018-2019.
6. Students will demonstrate competency in Promotion Management.	Individual exam questions in the MAR 4333 class assessing media buying, IMC, promotional vehicles, and ad appeals.	Goal: Students will average 80% or better on a subset of 20 questions that measure the specified topics.	100% of students answered a subset of 20 questions from between 80-100% with an average of 90.45% on the relevant question sets.	The number of questions used to assess this goal was expanded to 20 from 12 in AY: 2017-18. Ongoing review of questions used for AY: 2018-19.
7. Students will demonstrate competency in writing a marketing plan.	Individual project in MAR 3823.	Goal: 70% of students will receive a 70% or better.	MAR3823 is an elective class. Having met this goal for three consecutive years, no measurement was done during AY: 2017-18.	Schedule next measurement during AY: 2019-20.

8. Students will understand and be able to apply the latest marketing concepts, including marketing automation.	Inbound certificate assignment in MAR3823.	Goal: 70% of students will receive a 70% or better.	MAR3823 is an elective class. No measurement was undertaken during AY: 2017-18.	Schedule next measurement during AY: 2019-20.
9. Students will be able to analyze and evaluate solutions to financial-oriented marketing business problems, specifically the use of a) discounted cash flows and b) contribution margin/break-even analysis.	a) Test question on MAR4824 midterm exam pertaining to discounted cash flows. b) Test question on MAR4824 midterm exam pertaining to contribution margin/break-even analysis.	Goal: a) 70% of students will achieve a grade of 13 or above on an 18 point discounted cash flow problem (72%). Goal: b) 70% of students will achieve a grade of 11 or higher (73%) on a 15 point contribution margin/break-even analysis problem.	a) 26 out of 28 students (92.9%) received a grade of 70% or higher. Goal was met. b) 25 out of 28 students (89.3%) received a grade of 70% or higher on the contribution margin/break-even problem. Goal was met.	For both goals a) and b): Repeat previous changes but continue to refine examples and in-class problems for students. Refine and retest in AY 2018-2019.

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

Communication Skills and Critical Thinking Skills were measured for Kate Tiedemann College of Business students in our required capstone course (GEB 4890) as follows:

Communication Skills:

Learning Goal: Students will be effective communicators.

Objective 1: Students will write professional documents.

MEASURE: Students will produce a written analysis of an assignment in selected sections of GEB 4890. The assignment was scored using a written communication rubric.

ADMINISTERED: Spring 2018

Update 2017-18 ALCs with final results / Submit ALC plans for 2018-19

OUTCOME: Twenty six essays/assignments were evaluated using our new Written Communication Analytic Rubric which was developed as part of a revamping of the assurance of learning process in the College. As in past years we hired a consultant/external reviewer (English professor and head of our USFSP Student Success Center) to score the assignments. The rubric used addressed twelve traits spread across 4 categories: content, grammar/mechanics, appearance and organization, and document integrity. There were three levels of proficiency for each trait: does not meet expectations, meets expectations, and exceeds expectations.

The results of the scoring are as follows:

Learning Goal 1, Objective 1:

Student will write professional documents.

Analytic Rubric

Performance Dimensions	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Content			
Student completes assignment per instructions.	26.92%	53.85%	19.23%
Student uses content/material learned in the course.	11.54%	73.08%	15.38%
Student employs logical reasoning.	26.92%	50.00%	23.08%
Grammar/Mechanics			
Document is grammatically correct.	26.92%	53.85%	19.23%
Sentence structure is sound.	38.46%	42.31%	19.23%
Student writes efficiently (without redundancy).	42.31%	34.62%	23.08%
Appearance and Organization			
Document is formatted appropriately	19.23%	61.54%	19.23%
Paragraphs are used appropriately to delineate concepts.	7.69%	69.23%	23.08%
Sentences are connected so that thoughts flow seamlessly together.	46.15%	30.77%	23.08%
Topics are introduced and concluded.	11.54%	69.23%	19.23%

Document Integrity			
Student uses his or her own words.	3.85%	76.92%	19.23%
Student references and cites work properly.	n/a	n/a	n/a

Students scored poorly (greater than 38% did not meet expectations) on 3 traits: sentence structure is sound, student writes efficiently, and sentences are connected so that thoughts flow seamlessly together. Conversely, students scored well (less than 12% did not meet expectations) on 4 traits: student uses content/material learned in course, paragraphs are use appropriately to delineate concepts, topics are introduced and concluded, and student uses his or her own words. One trait could not be measured since it was not a required part of the assignment.

This was first time that we used the rubric to score written communication in the College and the rubric was not provided to students when they were given and completing the assignment. Thus, the above results will be used as a benchmark for future assessment activities in this area. More specifically, another sample of students will be assessed in the Fall 2018 semester and in the process they will be provided with the rubric along with the assignment.

The consultant/external reviewer also noted that we may want to (1) provide the students some flexibility in meeting the rubric criteria by using the term report versus essay in the instructions, and (2) provide more guidance for the assessor if they are outside of the discipline area. This would make it easier for him/her to score some of the traits.

ACTION TAKEN: As described above this was the first time using our new analytic (versus our old holistic) written communication rubric. The above assessments will be used as a benchmark for future assessment activities. We will measure written communication using our new rubric again in Fall 2018.

Critical Thinking Skills:

Learning Goal 2: Students will have critical thinking skills.

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Objective 1: Students will develop solutions to business problems..

MEASURE: Students were given a writing assignment in Dr. Marlin’s GEB 4890 class. The assignment was scored using a critical thinking rubric.

DATE ADMINISTERED: Spring 2018

OUTCOMES: Twenty six essays/assignments were evaluated using our new Critical Thinking Analytic Rubric which was developed as part of a revamping of the assurance of learning process in the College. The course professor scored the assignments. The rubric used addressed thirteen traits spread across 3 categories: problem identification, problem analysis and solution generation, and problem solution. There were three levels of proficiency for each trait: does not meet expectations, meets expectations, and exceeds expectations.

The results of the scoring are as follows:

Learning Goal 2, Objective 1:

Students will develop solutions to business problems.

Analytic Rubric

Performance Dimensions	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Problem Identification			
Student recognizes business needs to be met/problem to be solved.	3.85%	69.23%	26.92%
Student is able to identify the root cause of the problem.	7.69%	65.38%	26.92%
Student is able to completely define the problem.	15.38%	61.54%	23.08%
Student is able to accurately define the problem.	19.23%	61.54%	19.23%
Problem Analysis and Solution Generation			
Student breaks down problem into its component parts.	15.38%	65.38%	19.23%

Student uses appropriate tools and techniques to analyze relevant data.	26.92%	57.69%	15.38%
Student uses supporting information.	26.92%	57.69%	15.38%
Student identifies alternative viable solutions.	11.54%	61.54%	26.92%
Student evaluates alternative viable solutions.	26.92%	50.00%	23.08%
Problem Solution			
Solution is optimal.	34.62%	50.00%	15.38%
Solution is appropriately documented.	38.64%	46.15%	15.38%
Solution is appropriately defended.	38.64%	46.15%	15.38%
Student considers limitations of solution.	38.64%	50.00%	11.54%

Students scored poorly (greater than 34% did not meet expectations) on all the four traits associated with problem solution. The assignment asked about choice of international strategy but many students discussed competitive/business-level strategy or international entry mode instead. This suggest that the assignment needs some clarification. Areas where students scored well (less than 12% did not meet expectations) included: student recognizes business needs to be met/problem to be solved, student is able to identify the root cause of the problem, and student identifies alternative viable solutions.

This was first time that we used the rubric to score critical thinking in the College and the rubric was not provided to students when they were given and completing the assignment. Thus, the above results will be used as a benchmark for future assessment activities in this area. More specifically, another sample of students will be assessed in the Fall 2018 semester and in the process they will be provided with the rubric along with the assignment.

ACTION TAKEN: As described above this was the first time using our new analytic (versus our old holistic) critical thinking rubric. The above assessments will be used as a benchmark for future assessment activities. We will measure critical thinking using our new rubric again in Fall 2018.