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2016

Academic Learning Compact : Marketing [Effective 2016]

University of South Florida St. Petersburg.

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ACADEMIC LEARNING COMPACTS (ALCs)

Marketing - AY2016-17

Marketing - AY2016-17

Academic Learning Compacts, Updates: 2016 -2017

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

Academic Program: Marketing
Person Responsible: Philip Trocchia

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. <small>[Please note impact of any changes that were made as a result of 2009-10 assessment]</small>				
1. Content/Discipline Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2017-18
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	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.	28 out of 34 (82%) students completed the first exam with a 70% or better.	This was lower than AY:2015-16 because of increased focus on research methodology in lectures & exams but plan to modify lecture and in-class activities to reinforce new material. Retest in AY: 2017-18.

use information.				
<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>29 out of 34 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 the following elements: (1) research proposal; (2) survey; (3) interview; (4) data analysis plan; (5) PowerPoint slides (content); (6) presentation.</p>	<p>This is an absolutely essential component of this class and we will continue to assess student learning needs and style to achieve 100% passing rate in AY 2017-18. Increased emphasis on vetting client projects, modifying lectures and in-class activities as needed. Retest in AY: 2017-18.</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>33 out of 33 students (100%) successfully completed the SPSS assignments with a passing grade of 70% or better. 1 student failed to submit their assignment for a grade – an improvement from AY: 2015-16.</p>	<p>Continue to identify struggling students early on and offer additional SPSS practice assignments as needed. Encourage by the progress made on this goal. Retest in AY 2017-2018.</p>

<p>4. Students will have broad understanding of the fundamentals of professional selling, including prospecting, sales knowledge, planning, communications, needs analysis, sales presentations, managing objections, and closing.</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.</p>	<p>32 out of 43 students (74%) completed the role play with a passing grade of 70% or better. 3 students failed to show up for the role play.</p>	<p>Emphasize the importance of the role play in class. Reduce role play anxiety and build confidence with in-class exercises/videos. Retest in AY 2017-2018.</p>
<p>5. Students will demonstrate competency in professional selling.</p>	<p>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.</p>	<p>Goal: 70% of students tested will receive an 70% or better.</p>	<p>38 out of 43 students (88%) completed the first exam with a passing grade of 70% or better. One student failed to show up to the first exam.</p> <p>37 out of 43 students (86%) completed the second exam with a passing grade of 70% or better.</p>	<p>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. Exams, in addition to role plays, comprise the primary assessment tool for the class. Refine and retest in AY 2017-2018.</p>
<p>6. Students will demonstrate competency in Promotion Management.</p>	<p>Individual exam questions in the MAR 4333 class assessing media buying, IMC, promotional vehicles, and ad appeals.</p>	<p>Goal: Students will average 80% or better on a subset of 40 questions that measure the specified goal.</p>	<p>54 out of 58 students (93%) answered with an average of 90.1% on the relevant question sets.</p>	<p>The number of questions used to assess this goal was expanded to 40 from 12 in AY: 2016-17 resulting in a higher class average for these questions. Ongoing review of questions used</p>

				for AY: 2017-18.
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.	Students were required to complete a total of 4 assignments to complete a marketing management plan, with the last being the final, completed, plan. The Final Marketing Plan assignment average for Fall 2016 MAR3823 was 77.7% with 33 of 37 students (89%) submitting.	Evaluate plan project to add more detailed directions and teachings for each section. Continue multi-project approach in AY: 2017-18.
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.	For Goal 8, marketing automation, students were required to complete a number of assignments (3) on digital, online, automated marketing through Inbound certification training videos and an exam on the subject. 34 out of 37 students (92%) completed the assignments with an 87.3% average.	Very pleased with the progress on this goal but will continue to monitor for students having trouble with inbound marketing assignment and provide more tutoring. Refine and retest in AY 2017-2018.
9. Students will be able to analyze and evaluate solutions to financial-oriented marketing business problems, specifically the use of a)	a) Test question on MAR4824 midterm exam pertaining to discounted cash flows. b) Test question on MAR4824 midterm exam	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	a) 26 out of 30 students (87%) received a grade of 70% or higher. Goal was met. b) 24 out of 30 students (80%) received a grade of	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

discounted cash flows and b) contribution margin/break-even analysis.	pertaining to contribution margin/break-even analysis.	will achieve a grade of 11 or higher (73%) on a 15 point contribution margin/break-even analysis problem.	70% or higher on the contribution margin/break-even problem. Goal was met.	2017-2018.
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*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 and Critical Thinking Skills were measured for all Kate Tiedemann College of Business students in our required capstone course (GEB 4890) as follows:

Communication Skills:

Our students will produce quality oral presentations and written assignments.

OBJECTIVE 1: Students will demonstrate effective writing skills.

OBJECTIVE 2: Students will deliver effective oral presentations on a business topic.

MEASURE: Students will produce written analysis of a case study and make oral presentations in selected sections of GEB 4890. Both a written communication rubric and an oral communications rubric are used for scoring.

ADMINISTERED: SPRING 2017

OUTCOME OBJECTIVE 1: Forty essays were evaluated using our Business Writing Analytic Rubric. As in past years we hired an consultant/external reviewer (English professor and head of our USFSP Student Success Center) score the assignments. The rubric use addressed five criterion of writing: Purpose & Audience, Organization, Support/Reasoning, Language & Style, and Writing Conventions. There were four levels of proficiency for each criterion: unsatisfactory, basic, proficient, and superior. While the rubric is intended as a holistic tool, numerical values were assigned to the levels of proficiency for analysis: unsatisfactory = 1, basic = 2, proficient = 3, and superior = 4. Half points were also assigned with a score of 2.5 (i.e., borderline) or higher being an “acceptable” level of performance.

72.5% of the students scored borderline or better on their overall score. Of the five areas evaluated, students were strongest in their writing conventions skills (80% proficient to superior and 90% borderline or better) and weakest in their support/reasoning (42.5% proficient to superior and 67.5% borderline (2.5 points) or better). The following Table summarizes these results.

	Unsatisfactory to Basic (1-2 points)	Borderline (2.5 points)	Proficient to Superior (3 to 4 points)
Purpose & Audience	22.5%	20%	57.5%
Organization	10%	7.5%	75%
Support/Reasoning	32.5%	25%	42.5%
Language & Style	27.5%	20%	52.5%
Writing Conventions	10%	10%	80%
Overall Score	27.5%	27.5%	45%

The reviewer also noted the following:

“According to the syllabus for Spring 2017 GEB4890, this particular assignment was one of seven case studies that students analyzed. All seven case study analyses accounted for 10% of the overall grade. I am of the opinion that this particular assignment is not a wholly accurate representation of KTCOB student writing abilities. As each case analysis contributes less than 1.5% of the overall class grade, it is entirely feasible that students may not have put forth the effort and diligence in the assignment that they are truly capable of. One student added to the paper, in pen, “Sorry about the lack of detail and effort with this case. Been busy with work and family. This is not a good reflection of my abilities ... it was rushed and last minute. Thanks.” To counter this point, however, the syllabus did state that “Some outcomes of this class may be utilized to assess student learning for purposes of SACS and AACSB International accreditation.” Whether this note held sway over students’ effort to produce quality work is undetermined, but students were made aware of the potentiality that any of their assignments could be used in an external assessment.”

ACTION TAKEN: While a greater emphasis has been placed on written communication in our undergraduate business program about 25% of our students still score at an unsatisfactory level in written communication. More specifically, the following results have been achieved over the past 6 years: 61% in 2011, 73% in 2012, 81% in 2013, 74 % in 2014, 73% in 2015 and 73% in 2016. Due to the importance of this objective and since we have realized only limited improvements since our last review we will continue to strive for improvements in the future. The Undergraduate Curriculum and Assessment Committee will again review this Learning Goal carefully in the Fall 2017.

OUTCOME OBJECTIVE 2: Students in Dr. Geiger’s Spring 2017 GEB 4890 (capstone) classes were assessed on their ability to deliver an effective oral presentation on a business topic. The student presentations were rated on four traits: Content, Voice Quality and Pace, Mannerisms, and Use of Media. The results based on an Oral Communication Rubric, were as follows:

Content: 97% of all students scored “acceptable” or “outstanding.”

Voice Quality and Pace: 93% scored “acceptable” or “outstanding.”

Mannerisms: 93% of all students were rated “acceptable” or “outstanding”

Use of Media: 93% were rated either “acceptable” or “outstanding.”

Our expectation was that 80% of the students would rate either acceptable or outstanding in each of the four traits and that expectation was exceeded.

ACTION TAKEN: Due to the importance of this objective, we will continue to measure it in future terms.

Critical Thinking Skills:

Students will have the ability to use critical thinking and decision-making skills.

OBJECTIVE 1: Students will identify and prioritize key assumptions used in business decision-making scenarios.

MEASURE: Students were given a writing assignment in Dr Marlin's GEB 4890 class and scored with a Critical Thinking Rubric consisting of three traits (identifies decision making scenario, identifies alternative courses of action, and analyzes alternatives and their consequences).

DATE ADMINISTERED: Spring 2017

OUTCOMES: 91.2% of all students were rated "acceptable" or "outstanding" on the first trait (identifies scenario). 88.2% of all students were rated "acceptable" or "outstanding" on the second trait (identifies alternative actions). 82.4% were rated "acceptable" or "outstanding" on the third trait (analyzes consequences). Our expectations were met on this objective.

ACTIONS TAKEN: We will continue to measure in the future using variations in the writing assignment to ensure consistency.

OBJECTIVE 2: Students will solve business problems using appropriate quantitative and analytical techniques.

MEASURE: Students will solve a two-way ANOVA problem and a Multiple Linear Regression Analysis problem on exams in the Business & Economic Statistics II course (QMB 3200). It is expected that students will score a 70% or higher grade in examining and solving these problems.

DATE ADMINISTERED: Fall 2016

EVALUATION TOOLS:

ANOVA Analysis - One-way and two-way ANOVA are taught in this course. A two-way ANOVA problem was assigned.

Multiple Linear Regression Analysis – Multiple linear regression along with appropriate tests for interaction and collinearity as well as quadratic and cubic regression are covered in this class. Two multiple linear regression and nonlinear regression problems were examined.

OUTCOMES: Scores were based on problems given to individual students on Exams 1 and 2. Between 80% and 92% of students scored either acceptable or outstanding on the 3-parts of the ANOVA problem (Exam 1) and between 80% and 96% scored acceptable/outstanding on the 6 parts of the regression problem (Exam 2).

ACTIONS TAKEN: **Students continue to meet expectations in this area. We will continue to** place a strong emphasis on helping the students "visualize" these types of problems and on how to use these techniques to solve business problems.

Analysis of Variance (ANOVA) : Summary

Date: FALL 2016

Rater: Dr John Gum

Course: QMB 3200

Students: 70

TRAIT	Unacceptable (-4 or more)	Acceptable (-3 or less)	Outstanding (no points deducted)	Accept + Outstanding
Test Factor A – provide proper null and alternative hypothesis; if null is rejected, perform post hoc analysis on all combinations; make appropriate recommendations based on findings.	10/50 = 20%	10/50 = 20%	30/50 = 60%	80%
Test Factor B- provide proper null and alternative hypothesis; if null is rejected, perform post hoc analysis; make appropriate recommendations	9/50 = 18%	10/50 = 20%	31/50 = 62%	82%
Test for interaction between Factors A & B; provide proper null and alternative hypothesis; test using alpha and sig (p values); make recommendations	4/50 = 8%	6/50 = 12%	40/50 = 80%	92%

Multiple Linear Regression Analysis: Summary

TRAIT	Unacceptable (-4 or more)	Acceptable (-3 or less)	Outstanding (no points deducted)	Accept + Outstanding
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Test the Model – provide null and alternate hypothesis; test using alpha and p-value; reject or not; statistically significant?	8/50 = 16%	5/50 = 10%	37/50 = 74%	84%
Test Independent Variables – provide hypotheses for each independent variable; test using alpha and p-values; reject or not; statistically significant?	3/50 = 6%	7/50 = 14%	40/50 = 80%	94%
Estimated Regression Equation – determine the equation from the SPSS printout.	8/50 = 16%	3/50 = 6%	39/50 = 78%	84%
Slopes – Explain the slope for each independent variable, how does a one unit increase in the independent variable effect the dependent variable	10/50 = 20%	4/50 = 8%	36/50 = 72%	80%
Adjusted R-square – explain what percent of the variation in the dependent variable is explained by the independent variable	8/50 = 16%	6/50 = 12%	36/50 = 72%	84%
Test for Collinearity – check the VIF for each independent variable, if greater than 10 then remove and run the regression again	2/50 = 4%	12/50 = 24%	36/50 = 72%	96%

