



Florida Memorial Assessment Spring 2016-Fall 2017

Degree Program Title: BS Marketing

Completed by: William Lucky

I. Degree Program Mission Statement

Mission of the Marketing Program

The mission of the Marketing program is to provide students with an understanding of the basic structures and processes of marketing and assist them in developing the ability to analyze and deal with marketing problems and opportunities. The program prepares students for careers in marketing and provides them the opportunity to pursue graduate studies. The Marketing program is intended to provide the students with necessary skills for performance of assigned duties in the fields of:

1. Marketing Management
2. Marketing Research
3. Personal/Industrial Sales
4. Retail Management
5. E-Commerce
6. Supply Chain Management

II. Use of Results from Last Assessment Cycle

What changes did you make to your program? No substantial changes were made to the Marketing program during the 2016-2017 academic year. However, the newly approved Supply Chain Management course was taught during the Spring 2016 semester. This is primarily a Marketing course but it is open to all business majors and can be substituted for Operations Research (BUS 420).

III. Assessment Report

Program Goals

Upon completion of the program students will:

1. Demonstrate the knowledge and skills necessary for the application of marketing technology within an organization.

2. Demonstrate the marketing skills necessary to facilitate the creation of successful marketing policies within a firm.
3. Demonstrate the abilities to conduct research, analyze data and report results through utilization of the latest marketing information and techniques.
4. Demonstrate the ability to development creative solutions to marketing problems within an organization.

Student Learning Outcomes Assessment (SLOs)

1. Students will understand, and be able to communicate, basic marketing principles and the fundamentals for successful retailing management, product and services marketing, electronic commerce, advertising, channel structure, and personal selling in order to effectively market themselves and the organization they represent.
2. Students will demonstrate an understanding of the fundamentals of consumer behavior and be able to perform a conceptual analysis of consumer behavior individually, within a general retailing, or industrial personal selling context.
3. Students will demonstrate an understanding of current issues in marketing, there application in marketing contexts, and fundamental techniques of marketing research.

SLO 1/(Goals 2,3,and 4): Students will understand, and be able to communicate, basic marketing principles and the fundamentals for successful retailing management, product and service marketing, electronic commerce, advertising, channel structure, and personal selling in order to effectively market themselves and the organization they represent.

First means of assessment: (1) All students fundamental knowledge of marketing principles and concepts relating to retailing management, product and services marketing, electronic commerce, advertising, channel structure, and personal selling was assessed in two courses using vocabulary quizzes and content/concept quizzes. The vocabulary quizzes primarily focused on the marketing lexicon while the content/concept quizzes focused primarily on the conceptual understanding of basic marketing theory.

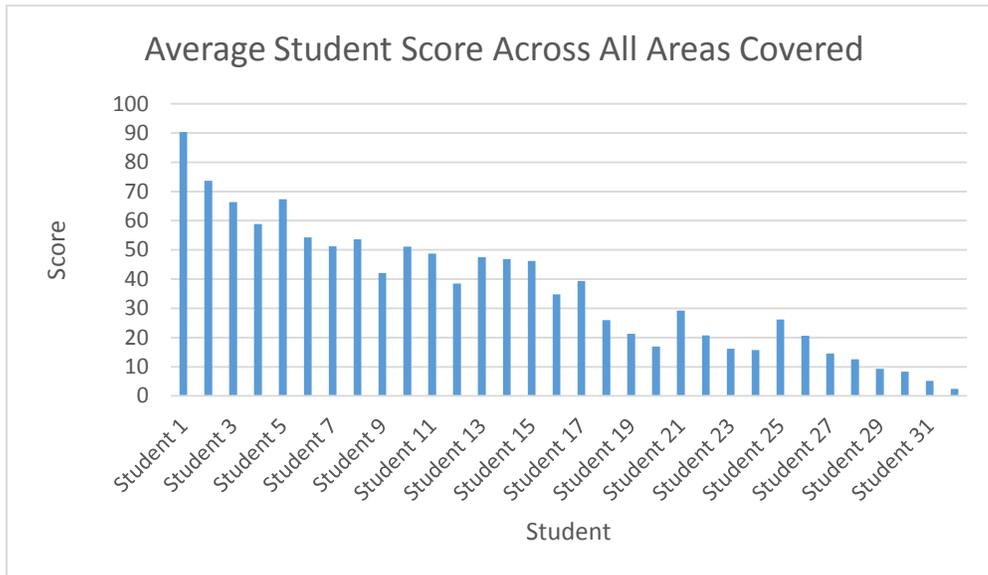
Criteria for Success: Seventy percent (70%) of the students will demonstrate fundamental knowledge of marketing principles and concepts relating to retailing management, product and services marketing, electronic commerce, advertising, channel structure, and personal selling, by scoring an average of 70% or higher.

Course in which SLO is assessed: Principles of Marketing (MAR 301) and Retailing Management (MAR 361).

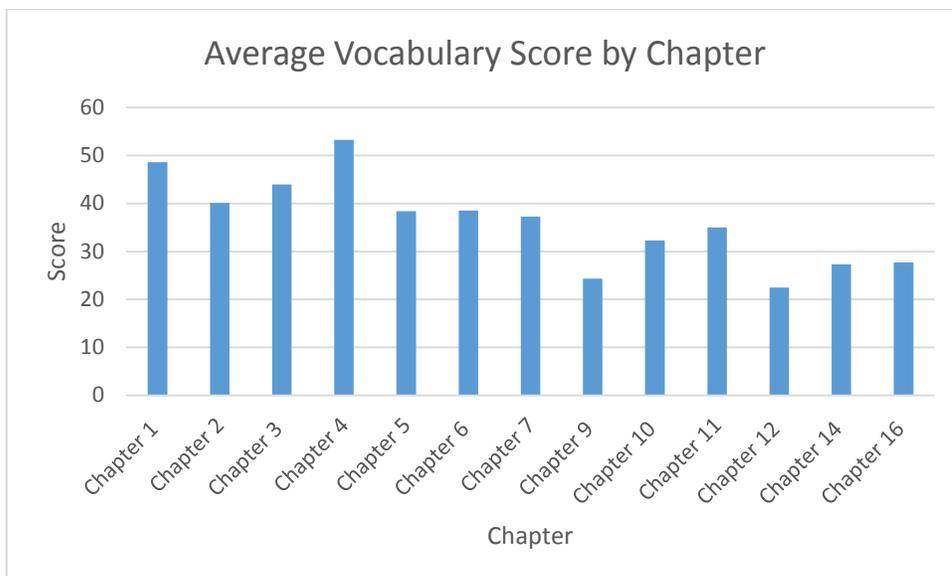
Results:

Principles of Marketing (MAR 301): - *Vocabulary Quizzes:*

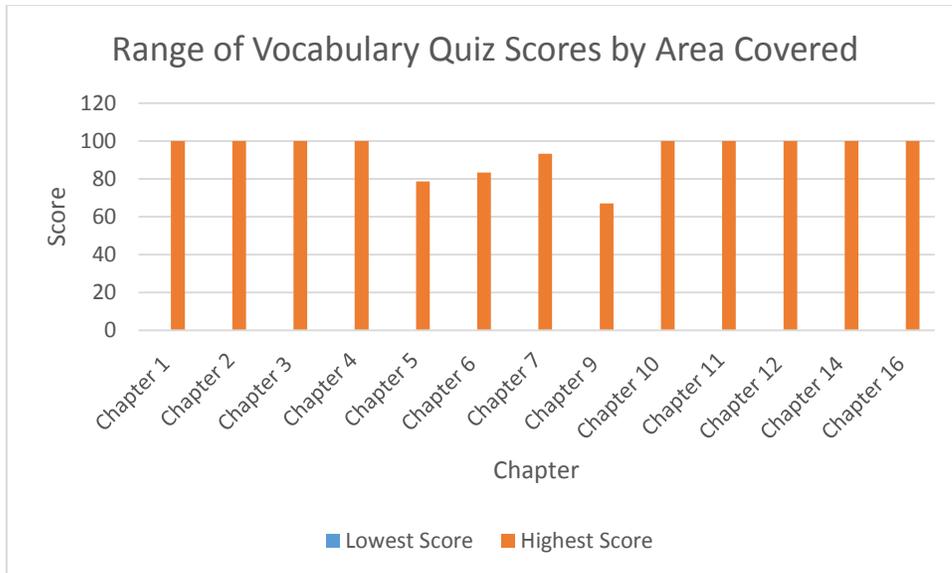
Based on the average students score across all areas covered, only 3.13% of the students scored 70% or higher on the vocabulary quizzes. Actual average student performance scores ranged from 2.49 to 90.32 (on a 100 point scale). Results indicate that, in those areas assessed, average student performance did not meet the minimum criteria for success across all the areas covered (see graph below). This analysis was based on 32 students.



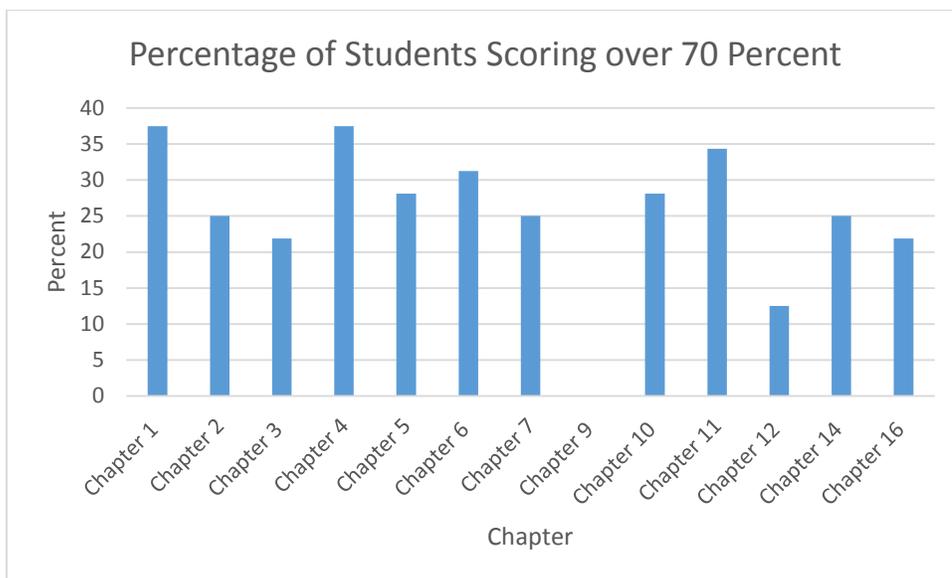
Student performance on vocabulary quizzes was also assessed by examining the average score within each area covered. Results indicate that the average vocabulary score, within each area covered, did not meet the 70% criteria level. Actual average student performance scores in the areas covered ranged from 22.5 to 53.28 (on a 100 point scale) (see graph below).



Student performance on vocabulary quizzes was further assessed by examining the range of scores in each of the areas covered. Results indicate that scores ranged from 0% to 100%. This indicates that some students performed very well while others need to improve their performance (see graph below).



A more detailed analysis, of the actual percentage of students that scored over 70% on the vocabulary quizzes, indicates that students did not perform as well as expected within all areas covered. With the exception of one area, the percent of students scoring 70% or greater across the areas covered range from 12.5 to 37.5 percent (see graph below). From these results, it is clear that some students are doing very well when it comes to learning the material but, overall, student performance is below the 70 percent level.

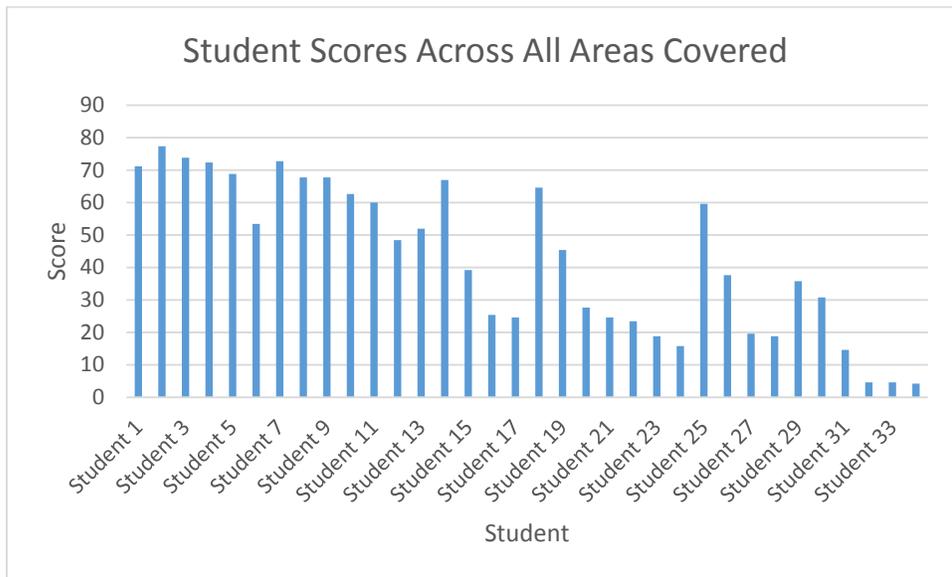


Narrative: In terms of overall performance in the class, seventy percent of the class did not meet the minimum criteria of 70% across all the areas assessed. Only 3.125% of the class met the performance criteria across all the areas assessed. Overall individual student scores ranged from 5.17 to 90.32. The average student score was 37.20 with a sample standard deviation of 21.57. This indicates a non-trivial amount of variation in student scores.

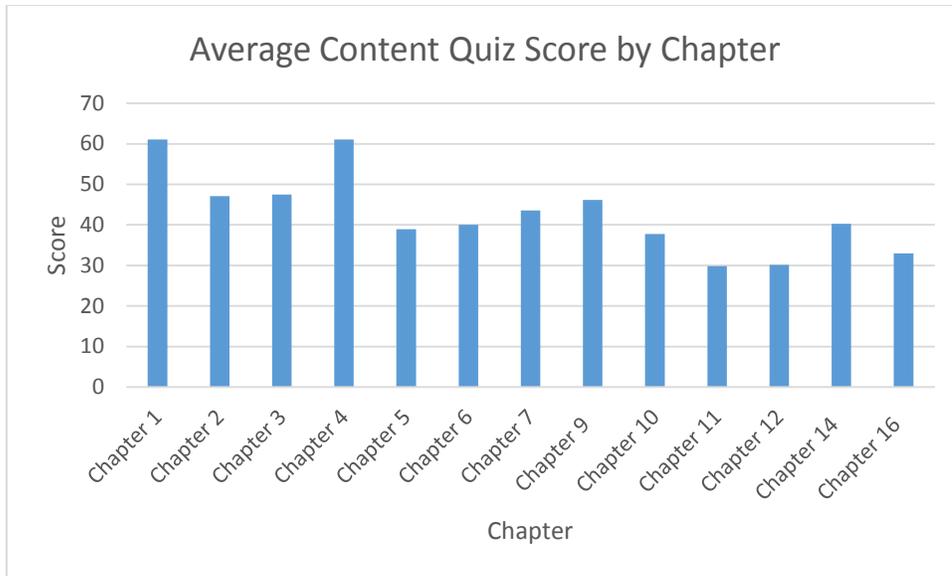
Looking within each area assessed, 70% of the class did not meet the minimum criteria of 70%. Within each of the areas covered, scores ranged from 22.5 to 53.28 with the average class score being 36.11 with a standard deviation of 9.26. This shows low variation in the scores indicating that student scores were close to the mean. Further, the individual student performance scores ranged from 0 to 100%. The standard deviations for each of the areas assessed ranged from 24.52 to 47.63. The range of student scores explains the high variation in student scores across the areas covered. This should be expected given that this was a Principle of Marketing course.

Principles of Marketing (MAR 301) - *Content/Concept Quizzes:*

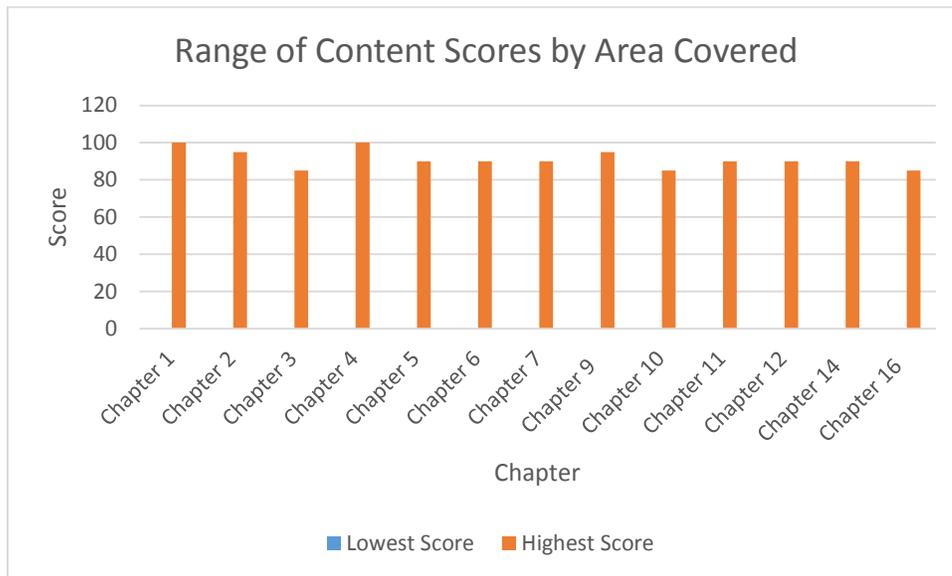
Based on the average students score across all areas covered, only 2.95% of the students scored 70% or higher on the content/concept quizzes. Actual average student performance scores ranged from 7.69 to 84.62 (on a 100 point scale). Results indicate that, across those areas covered, average student performance did not meet the minimum performance criteria (see graph below). This analysis was based on 34 students.



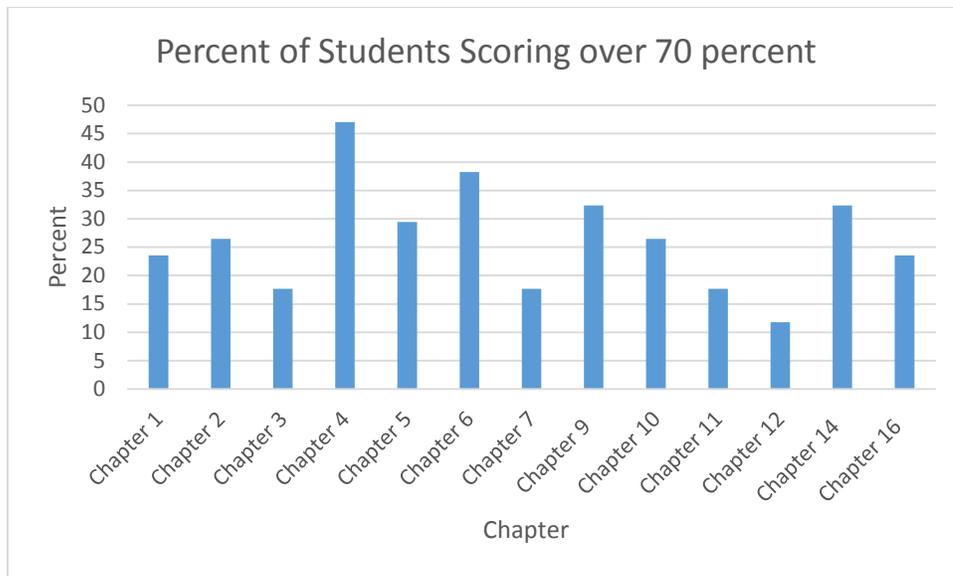
Student performance on content/concept quizzes was also assessed by examining the average score within each area covered. Results indicate that within each area covered, the average student's content/concept score did not meet the 70% performance criteria. Actual average student performance scores ranged from 29.85 to 61.03 (on a 100 point scale) (see graph below).



Student performance on content/concept quizzes was further assessed by examining the range of scores in each of the areas covered. Results indicate that scores ranged from 0% to 100% (see graph below). This demonstrates that some students were meeting the performance goal but the majority were not meeting the performance goals.



A more detailed analysis, of the actual percentage of students that scored over 70% on the content/concept quizzes, indicates that students did not perform as well as expected across all areas covered. The percent of students scoring 70% or greater within the areas covered range from 11.76 to 47.06 percent (see graph below).

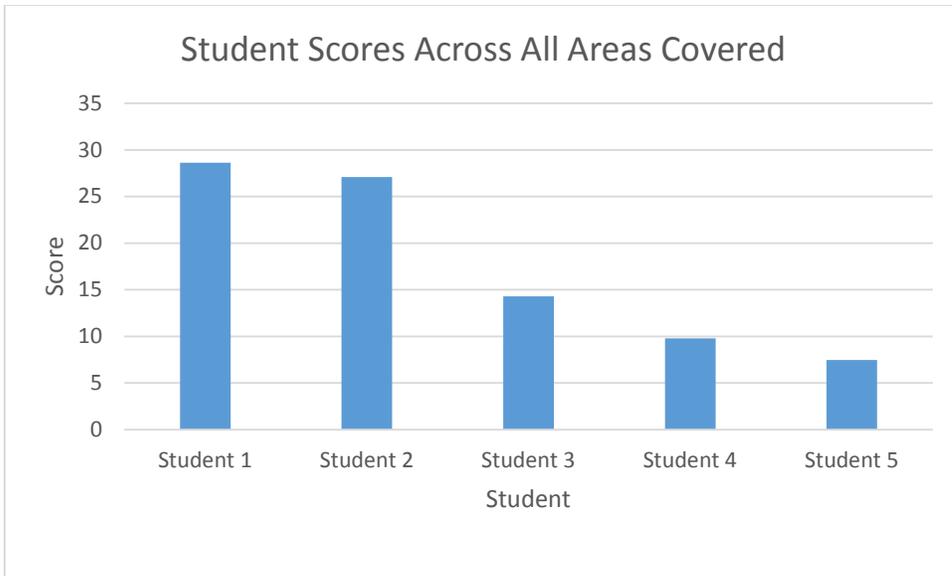


Narrative: In terms of overall performance in the class, seventy percent of the class did not meet the minimum performance criteria of 70% across all the areas assessed. Only 2.95% of the class met the performance criteria across all the areas assessed. Individual student scores ranged from 4.62 to 77.31. The average student score was 43.96 with a standard deviation of 22.91.

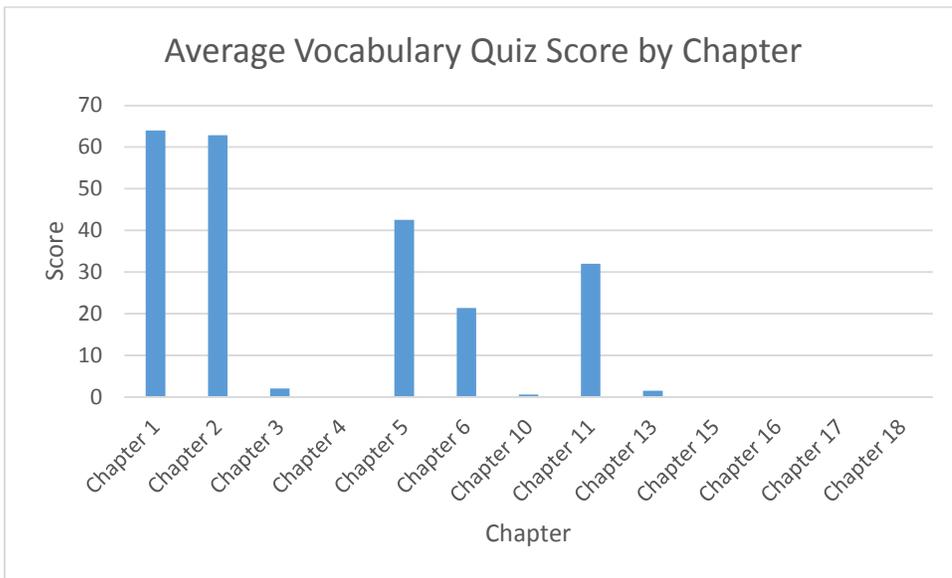
Looking within each area assessed, 70% of the class did not meet the minimum criteria of 70%. Within each of the areas covered, the average student score was 42.79 with a standard deviation of 9.98. Average class scores, within each area covered, ranged from 29.85 to 61.03. Further, the individual student performance scores ranged from 0 to 100%. The standard deviations for each of the areas assessed ranged from 23.91 to 39.39 indicating a significant amount of variation in the scores. This level of variation in student scores is expected given the range of student scores.

Retailing Marketing (MAR 361): *Vocabulary Quizzes*

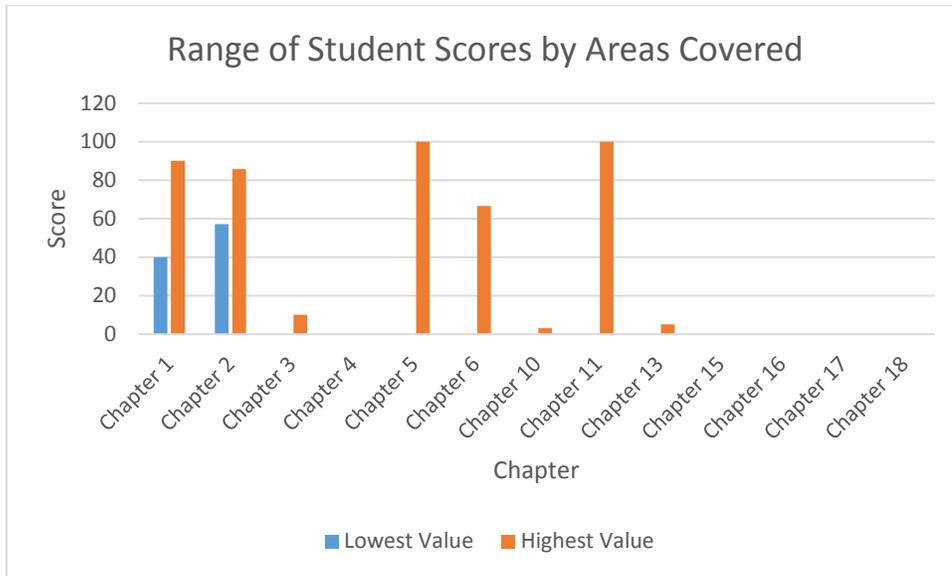
Based on the average students score across all areas covered, none of the students scored 70% or higher on the vocabulary quizzes. Actual average student performance scores ranged from 7.47 to 28.62 (on a 100 point scale). Results indicate that, in those areas covered, average student performance did not meet the minimum criteria for success. This analysis was based on 5 students.



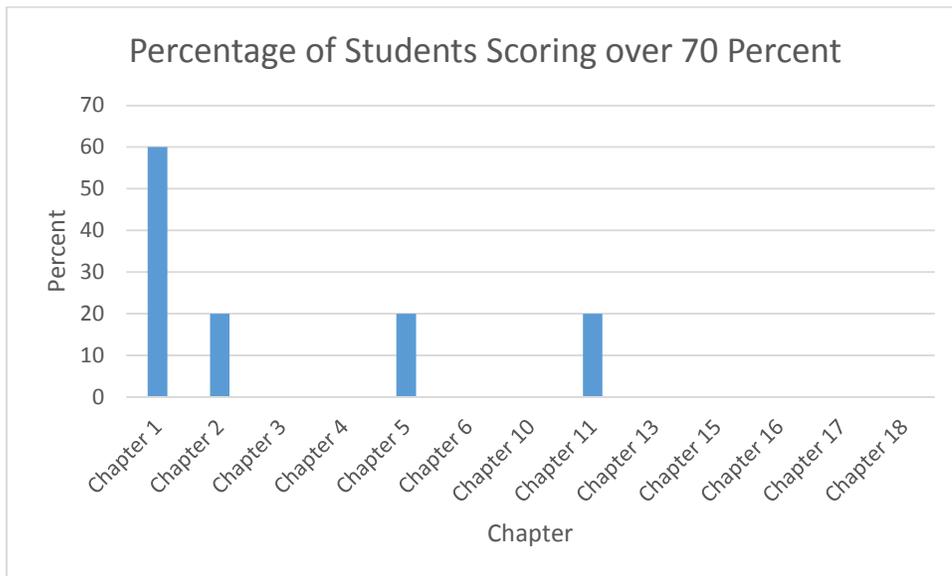
Student performance on vocabulary quizzes was also assessed by examining the average score within each area covered. Results indicate that the average vocabulary score, within each area covered, did not meet the 70% criteria level. Actual average student performance scores, ranged from 0 to 64 (on a 100 point scale) (see graph below).



Student performance on vocabulary quizzes was also assessed by examining the range of scores in each of the areas covered. Results indicate that scores ranged from 0% to 100%. This indicates that some students were performing well while others were falling short of the performance criteria (see graph below).



A more detailed analysis, of the actual percentage of students that scored 70% or over on the vocabulary quizzes, indicates that students did not perform as expected across all areas covered. The percent of students scoring 70% or greater across the areas covered range from 0 to 60 percent (see graph below).

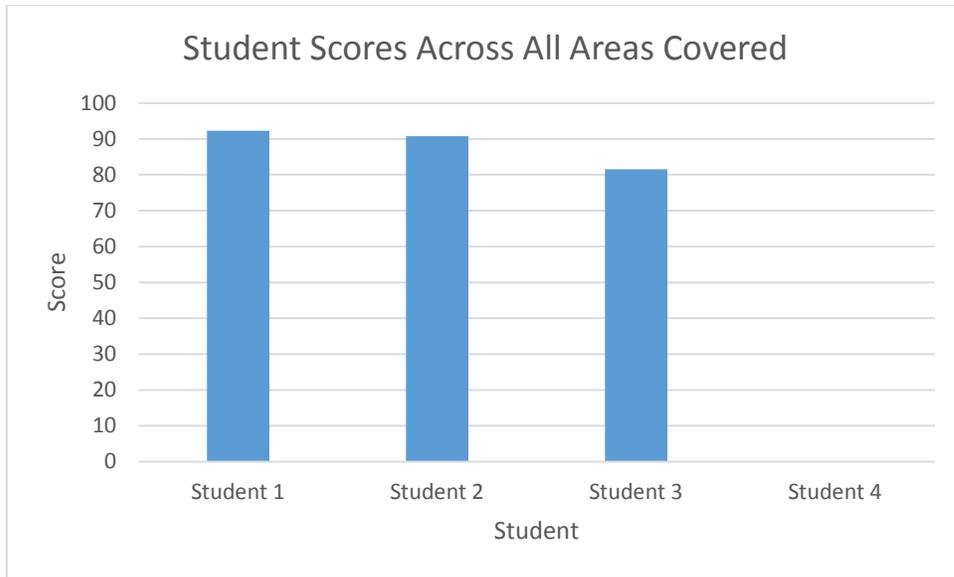


Narrative: In terms of overall performance in the class, seventy percent of the class did not meet the minimum criteria of 70% across all the areas covered. Specifically, 0% of the class met the performance criteria across all the areas assessed. The average student score was 17.45 with a sample standard deviation of 9.82. The individual student scores, across all areas covered, ranged from 5.17 to 90.32. (Note: on many occasions, students were absent when the quiz was given).

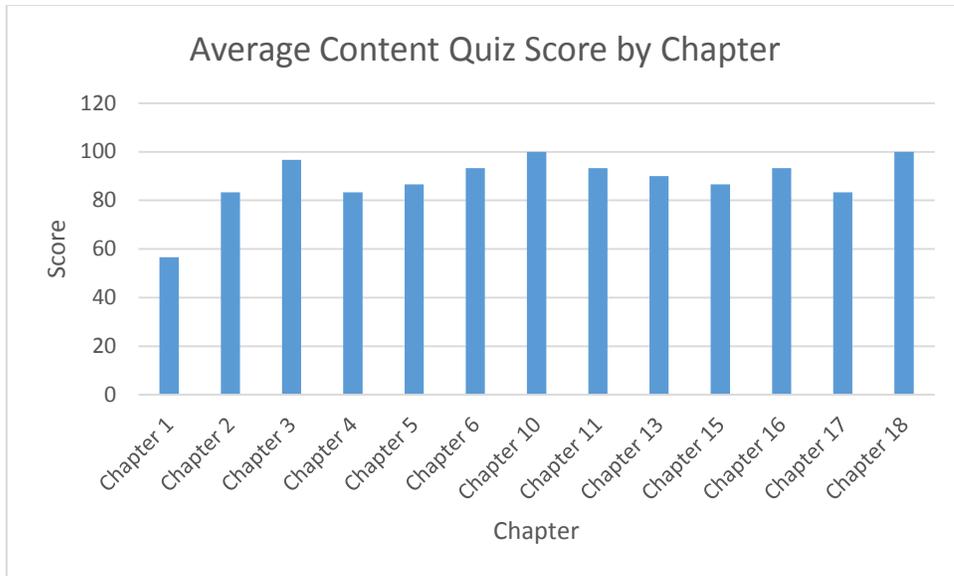
Looking within each area covered, 70% of the class did not meet the minimum criteria of 70%. Within each of the areas covered, average scores ranged from 0 to 64 with the class average score being 17.45 with a standard deviation of 24.80. Further, the individual student performance scores ranged from 0 to 100%. The standard deviations for each of the areas covered ranged from 0 to 46.04 with an average standard deviation of 12.32. Given the range in student scores, a significant amount of variation in the scores is expected.

Retailing Marketing (MAR 361): *Content/Concept Quizzes*

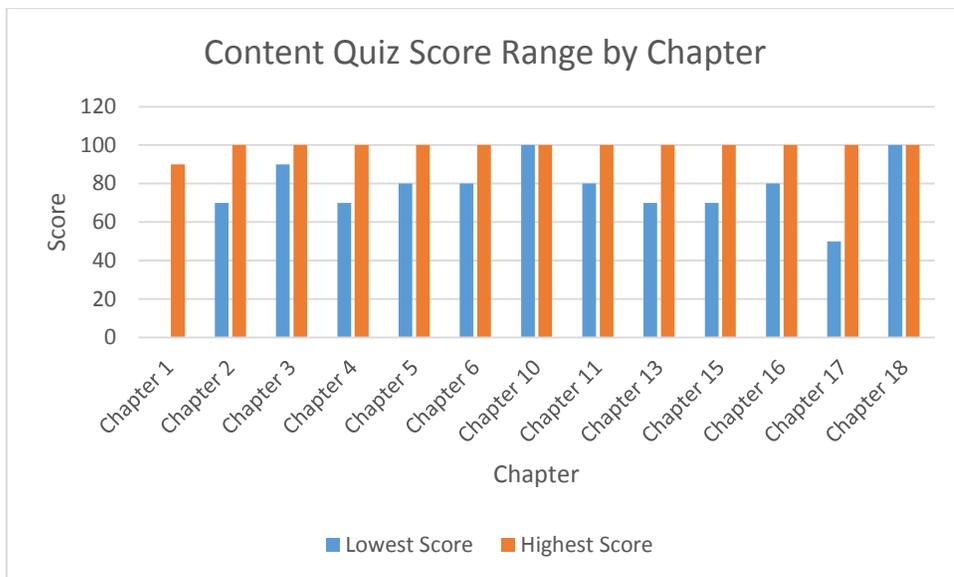
Based on the average students score across all areas covered, 70% of the students scored 70% or higher on the content/concept quizzes. Actual average student performance scores ranged from 81.50 to 92.31 (on a 100 point scale). Results indicate that average student performance met the minimum performance criteria for success across all the areas covered. This analysis was based on 4 students.



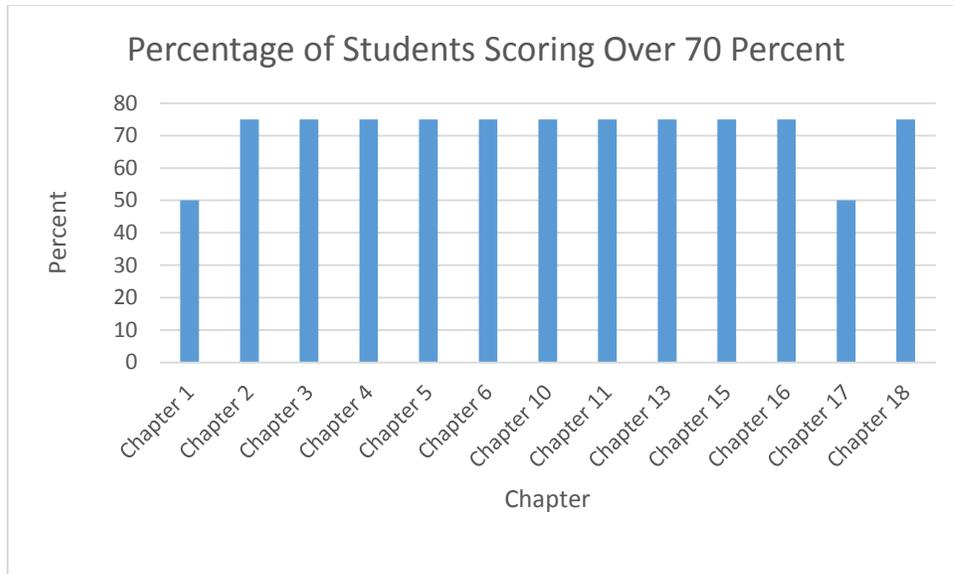
Student performance on content/concept quizzes was also assessed by examining the average score, within each area covered. Results indicate that the student's average content/concept score, met or exceeded the 70% criteria level in all but one area. Actual average student performance scores, within each area covered, ranged from 56.67 to 100 (on a 100 point scale) (see graph below).



Student performance on content/concept quizzes was also assessed by examining the range of scores in each of the areas covered. Results indicate that scores ranged from 0% to 100% (see graph below). Looking at the actual performance scores, the range between the lowest and highest scores is not that pronounced. This would seem to indicate that, some students were learning the material well while others were also learning the material but not quite to the 70% proficiency level.



A more detailed analysis, of the actual percentage of students that scored over 70% on the vocabulary quizzes, indicates that students performed well across all areas covered. The percent of students scoring 70% or greater across the areas covered range from 50 to 75 percent (see graph below).



Narrative: In terms of overall performance in the class, 70% of the class met the minimum criteria of 70% across all the areas covered. In fact, 100% of the class met the performance criteria across all the areas assessed. The individual student scores, across all areas covered, ranged from 81.53 to 92.31 with an average score of 88.21 and a standard deviation of 5.82. The high average student score and the low amount of variation indicates that students performed well in this area of the course.

Looking within each area covered, 70% of the class did meet the minimum criteria of 70%. Within each of the areas covered, average scores ranged from 56.70 to 100 with the class average score being 88.21 with a standard deviation of 11.19. Further, the individual student performance scores ranged from 0 to 100%. The standard deviations for each of the areas covered ranged from 0 to 49.32 with an average standard deviation of 14.87. Given this low amount of variation, student averages were close to the mean. Based on these results, students are doing well in the course.

Use of Results/Action Plan:

1. **Use of results to improve program:** Student performance in Principles of Marketing (MAR 301) did not meet the 70 percent criteria across or within the subject areas covered. Individual student performance shows a considerable amount of variation in student scores. This points to the fact that some students are performing very well while others are not meeting the performance criteria. Given the reality that this is an interdisciplinary course (i.e., taken by all business students), the pattern of results should be expected.

Student performance in Retailing Management (MAR 361) demonstrates that the students are doing well. More than 70 percent of the class met the 70% performance criteria for the content/concept quizzes. Student results on the vocabulary section can be attributed to attendance. The vocabulary quizzes are given at the beginning of the class (i.e., first 15 – 20 minutes) and some students miss these quizzes. There is no makeup for these

quizzes. These results point to the fact that, within the Marketing major, students are performing well.

Poor student performance can also be attributed to the fact that many of them do not read and study the material before coming to class. During the semester, several of the students did not have the textbook at any time. In discussions with students concerning their preparation for the quizzes, many of them stated that they spent minimal time with the material (note: several reasons were given for the dearth of time spent with the class material. To aid students in gaining access to course material, some of the course material (i.e., textbook) will be put on reserve in the library.

2. **Rationale:** Given the nature of the vocabulary quizzes, access to course material is paramount for students to do well. Vocabulary is a significant component of the foundation of the marketing major and students lacking this foundation have trouble grasping marketing theory. Thus, in order to maximize student learning it is imperative that students gain a strong foundation in the marketing lexicon.
3. **Changes in assessment:** No changes.
4. **Additional resources/budget required:** Access to funds to take students off campus to specific business locations (both consumer and industrial) to meet with industry professionals would be great. This, would enhance the educational experience of the students by providing them with a real world context in which to understand and interpret marketing theory and practice.

Second Means of Assessment: All marketing majors understanding of retailing management principles and concepts was also assessed via a formal research paper in the Retailing Management (MAR 361) courses. During the semester, students were to develop the front end of a research paper which included an introduction, a literature review, and a reference section. A major aspect of the introduction was the development of a concise research question, while a major aspect of the literature review section was the development of a testable hypothesis or hypotheses. This measured the depth of student knowledge related to general marketing and retailing marketing concepts.

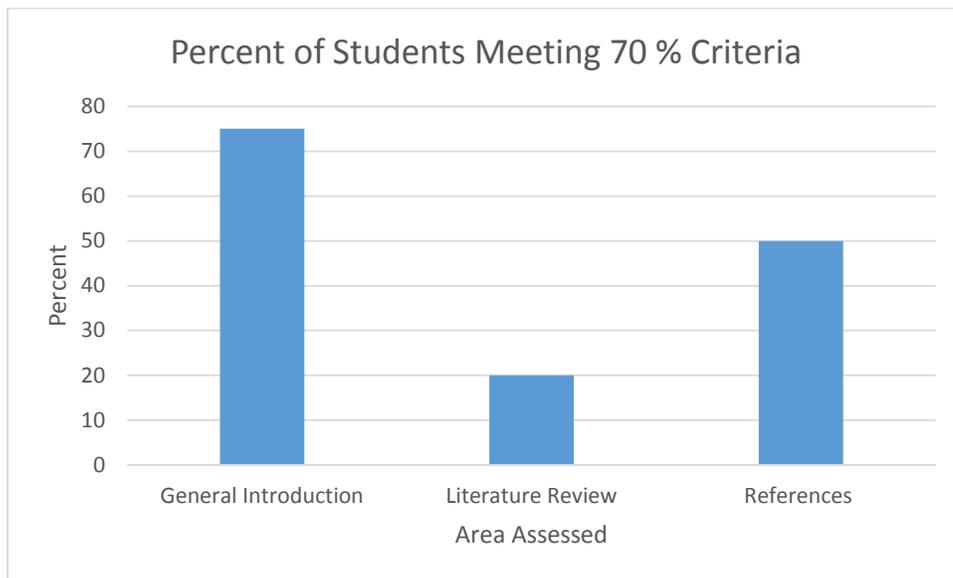
Course in which SLO is assessed: Retailing Management (MAR 361)

Criteria for Success: Seventy percent (70%) of the marketing students will demonstrate knowledge of retailing marketing principles and concepts, by scoring at least 70% on all areas of the research paper rubric. The rubric for the paper measured the student's proficiency in articulating their introduction (including the research question), literature review (including hypotheses), and reference section.

Results: Results for Retailing Marketing (MAR361) indicate that student performance met the minimum criteria (70%) in only one of the main areas. Students did well at writing the introduction and expressing their research question (see graph below). However, when it came to writing the literature review and articulating a testable hypothesis, only 20 percent of the students could perform that aspect. Half of the students could properly cite their sources using APA style. Overall the students did a good job in this area but some errors were present in their work.

Retailing Marketing (MAR 361)

Substantive Areas	Percent of Students Meeting Criteria	Minimum Criteria (75% of Total Points)	Total Points per Section
General Introduction	75	27	35
Literature Review	20	38	50
References	50	12	15



Use of Results/Action Plan:

1. **Use of results to improve program:** Student overall performance on the research paper in Retailing Management (MAR 361) did not meet the 70 percent performance criteria. Students performed well on the introduction section but did not do as well on the literature review or reference sections. Individually, some students did perform well, but as a group there is room for improvement. Since marketing students are first introduced to this skill in the retailing course, poor performance must be assessed in light of this reality. Nonetheless, the results indicate that students did not have the necessary skills to write the front end of a formal research paper. As a result, this skill will be taught to students in the first two weeks of class. For marketing majors, this skill will be reinforced in the consumer behavior and marketing research courses. Thus, student performance should improve because the fundamentals will already be in place.

2. **Rationale:** Whether displayed formally, in writing, or demonstrated via a personal selling simulation, the ability to develop a concise method for looking at marketing phenomena and developing practical applications is a critical skill for any marketing students. It is unlikely that without being able to state a potential problem or opportunity in concise terms that it will be possible to conceive a plan of action to rectify the problem or capitalize on the opportunity.
3. **Changes in assessment:** To improve student performance related to citation, students will be required to demonstrate that they have access to an APA style guide. Further, all students will be required to use citation software in the library. Moreover, although a deadline was given for turning in the initial draft many of the students did not meet the deadline. As a result, all deadlines, pertaining to the research paper, will be given a point value that will count for a portion of the overall (final) grade. This should aid in student compliance in meeting the deadlines specified by the professor.
4. **Additional resources/budget required:** Access to funds to take students off campus to specific retailing locations to meet with industry professionals, would enhance the educational experience of the students. The ability to see firsthand how a retailing strategy is implemented and how the performance measures are developed and assessed would greatly fortify the theoretical knowledge the students receive in class.

SLO 2/(Goals 2, 3, and 4): Students should understand the fundamentals of consumer behavior and be able to perform a conceptual analysis of consumer behavior individually, within a general retailing or industrial personal selling context.

First Means of Assessment: All marketing majors understanding of the fundamentals of consumer behavior was assessed using vocabulary quizzes and content/concept quizzes. The vocabulary quizzes primarily focused on the marketing lexicon while the content/concept quizzes focused primarily on the conceptual understanding of basic marketing, retailing management, and personal selling theory.

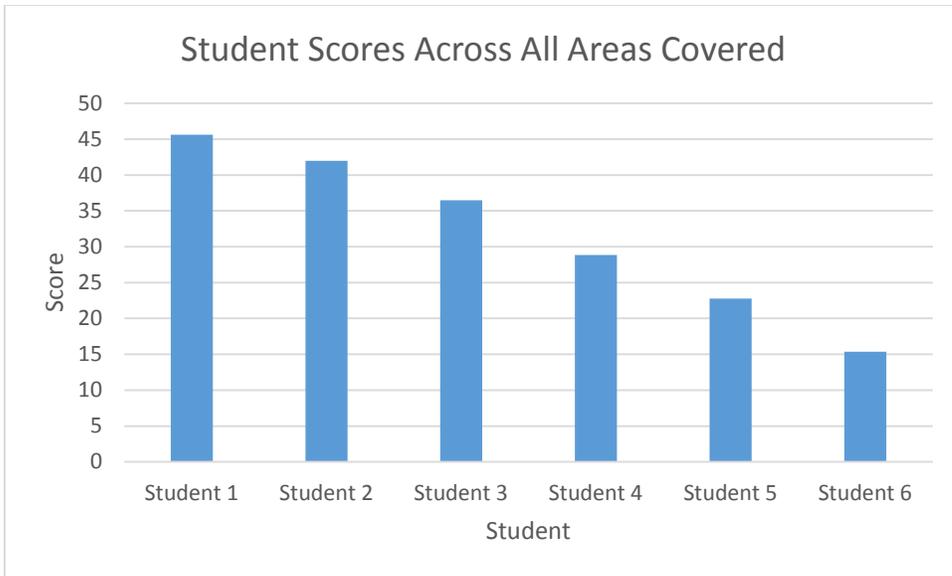
Course in which SLO is assessed: Consumer Behavior (MAR 395) and Personal Selling (MAR 362)

Criteria for Success: Seventy percent (70%) of the marketing students will demonstrate fundamental knowledge of consumer behavior principles and concepts, by scoring an average of 70% or higher.

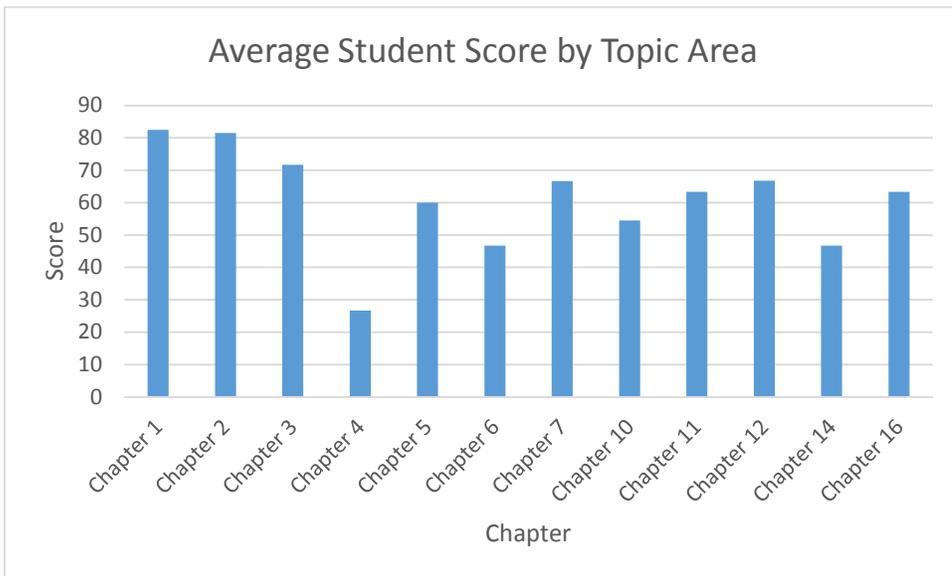
Results:

Consumer Behavior (MAR 361): *Vocabulary Quizzes*

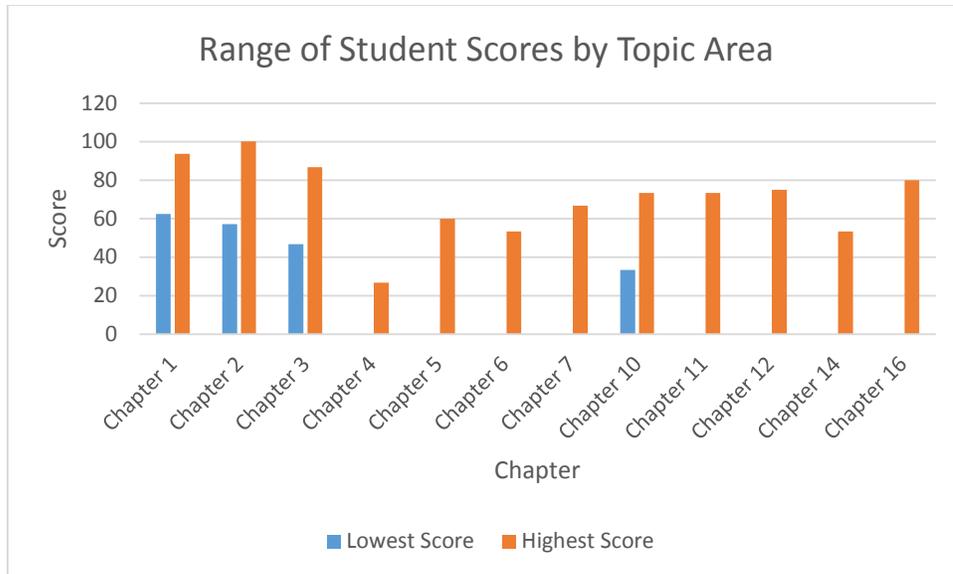
Based on the average students score across all areas covered, none of the students scored 70% or higher on the vocabulary quizzes. Actual average student performance scores ranged from 15.38 to 45.62 (on a 100 point scale). Results indicate that, in those areas assessed, average student performance did not meet the minimum criteria for success across all the areas covered. This analysis was based on 6 students.



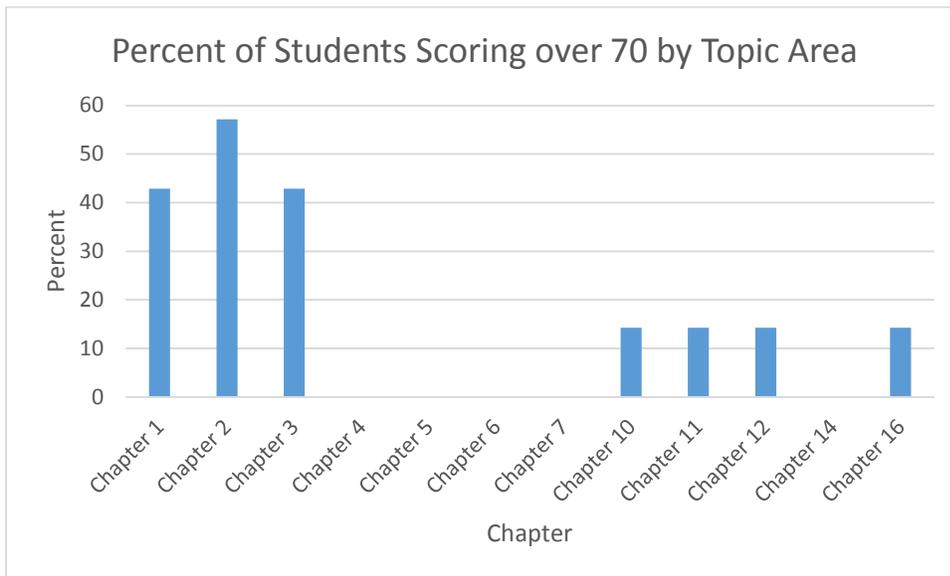
Student performance on vocabulary quizzes was also assessed by examining the average score within each area covered. Results indicate that the average student vocabulary score, within each area covered, did not meet the 70% criteria level. Actual average student performance scores, ranged from 26.68 to 82.5 percent (on a 100 point scale) (see graph below).



Student performance on vocabulary quizzes was also assessed by examining the range of scores in each of the areas covered. Results indicate that scores ranged from 0% to 100%. (see Graph Below)



A more detailed analysis, of the actual percentage of students that scored over 70% on the vocabulary quizzes, indicates that students did not perform as well as expected across all areas covered. The percent of students scoring 70% or greater across the areas covered range from 0 to 57.14 percent (see graph below).

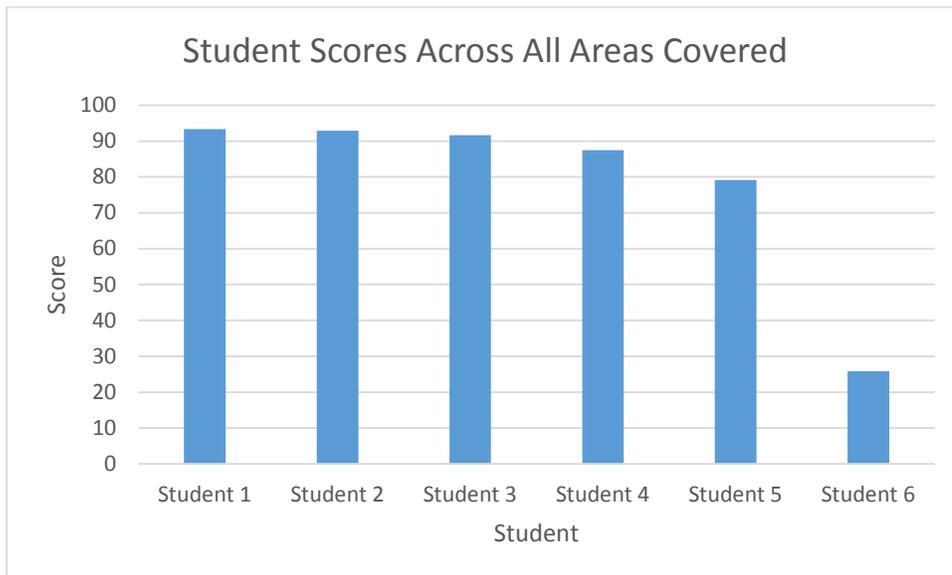


Narrative: In terms of overall performance in the class, 70% of the class did not meet the minimum performance criteria of 70% across all the areas covered. 0% of the class met the performance criteria across all the areas assessed. The individual student scores ranged from 15.37 to 45.62 with an average score of 31.84 and a standard deviation of 11.63. Given the modest amount of variation in student scores, most scores cluster around the mean indicating students performed similarly in this aspect of the course.

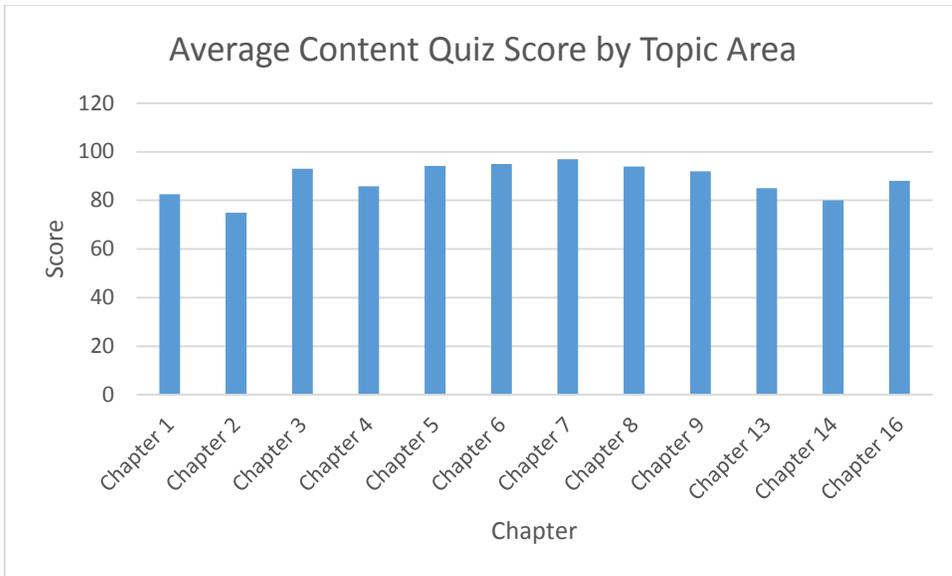
Looking within each area covered, 70% of the class did meet the minimum criteria of 70%. Within each of the areas covered, average scores ranged from 26.68 to 82.5 with the class average of score being 60.86. Further, the individual student performance scores ranged from 0 to 100%. The standard deviations for each of the areas covered ranged from 11.93 to 51.16 with an average standard deviation of 27.62. Given the range of student scores, and the non-trivial amount variation, some students seem to be performing very well while others are not performing well.

Content/Concept Quizzes

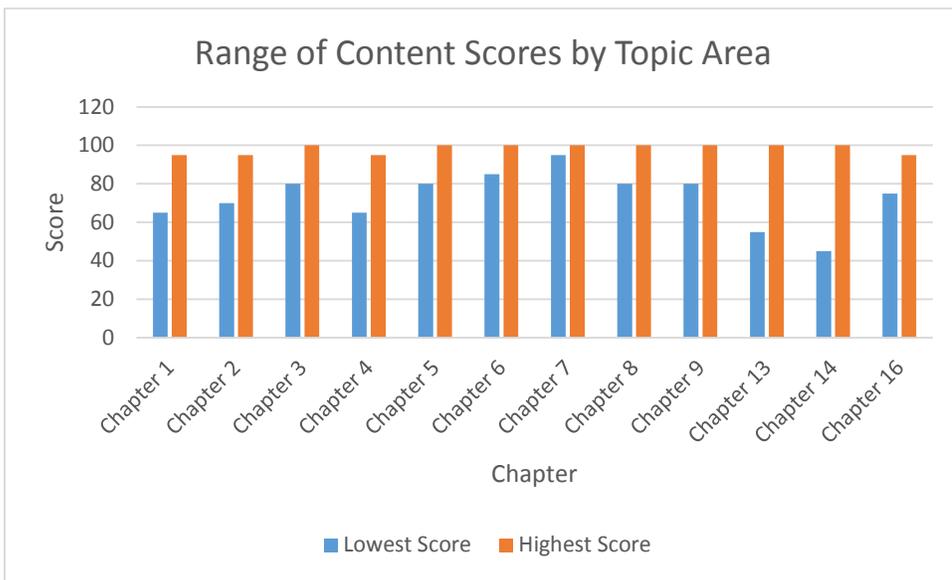
Based on the average students score across all areas covered, 83.33 of the students scored 70% or higher on the content/concept quizzes. Actual average student performance scores ranged from 25.87 to 93.33 percent (on a 100 point scale). Results indicate that, in those areas assessed, average student performance met the minimum criteria for success across all the areas covered. This analysis was based on 6 students.



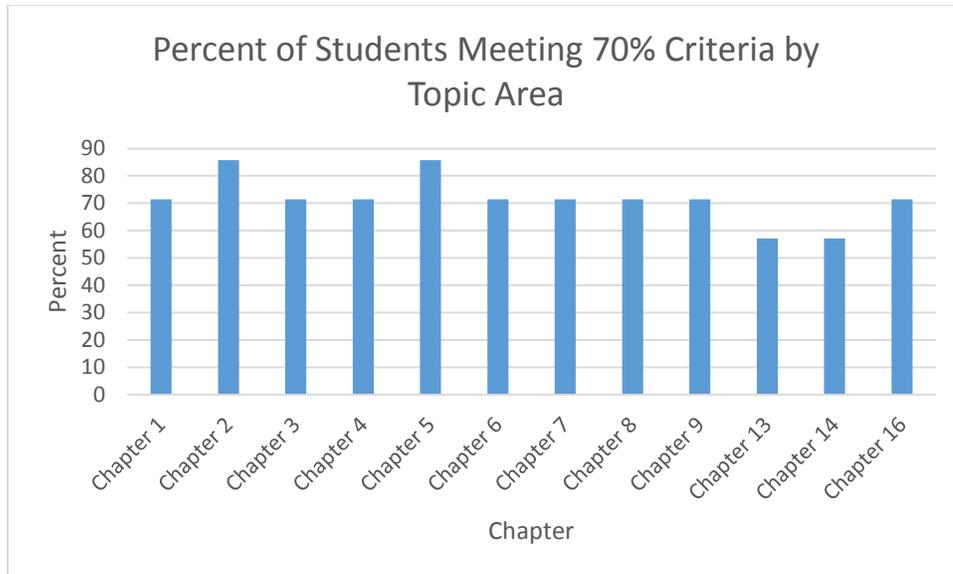
Student performance on content/concept quizzes was also assessed by examining the average score within each area covered. Results indicate that the students average content/concept score, within each area covered, met the 70% criteria level. Actual average student performance scores, within each area covered, ranged from 75 to 97 (on a 100 point scale) (see graph below). This indicates that students are doing well in this measurement area.



Student performance on content/concept quizzes was also assessed by examining the range of scores in each of the areas covered. Results indicate that scores ranged from 45 to 95% (see graph below).



A more detailed analysis, of the actual percentage of students that scored over 70% on the content/concept quizzes, indicates that students performed well across all areas covered. The percent of students scoring 70% or greater across the areas covered range from 57.14 to 85.71 percent (see graph below).



Narrative: In terms of overall performance in the class, 70% of the class met the minimum criteria of 70% across all the areas covered. In fact, 88% of the class met the performance criteria across all the areas assessed. The individual student scores ranged from 25.89 to 93.33 with an average score of 82.92 and a standard deviation of 5.91. The high average student score and the low amount of variation indicates that students performed well in this area of the course.

Looking within each area covered, 70% of the class did meet the minimum criteria of 70%. Within each of the areas covered, average scores ranged from 75 to 97 with the class average of score being 88.45. Further, the individual student performance scores ranged from 45 to 100%. The standard deviations for each of the areas covered ranged from 2.74 to 22.64 with an average standard deviation of 10.30. Given the narrow range of student scores and the low amount of variation, student averages were close to the mean. Students are doing well in this section of the course.

Use of Results/Action Plan:

1. **Use of results to improve program:** Student performance in Consumer Behavior (MAR 395) on the vocabulary quizzes did not meet the 70 percent criteria across or within the subject areas covered. Individual student performance shows a considerable amount of variation in student scores. This points to the fact that some students are performing very well while others are not meeting the performance criteria. However, these results may not be indicative of actual student performance. Student results on the vocabulary section can be attributed to attendance. The vocabulary quizzes are given at the beginning of the class (i.e., first 15 – 20 minutes) and some students miss these quizzes. There is no makeup for these quizzes.

Student performance for the content/concept quizzes shows students are doing well. More than 70 percent of the class met the 70% performance criteria for the content/concept quizzes. Student performance in this area exceeds the minimum criterion so no structural changes are necessary. However, to maintain this performance level, students will be encouraged to spend more quality time with the course material.

1. **Rationale:** The students are doing well in this area but performance can be increased. The goal is to improve student performance to the point where 90 percent of students exceed to minimum criterion level.
2. **Changes in assessment:** No change.
3. **Additional resources/budget required:** Access to funds to take students off campus to specific retailing locations to meet with industry/marketing professionals, would enhance the educational experience of the students. The ability to see, and discuss, firsthand how consumer behavior theory impacts marketing strategy and how that strategy is implemented, assessed, and augmented would greatly fortify the theoretical knowledge the students receive in class.

Consumer Behavior (MAR 395): Research Paper and Personal Selling Presentation

Second Means of Assessment: (1) All marketing majors conceptual understanding of consumer behavior individually, within a general retailing or industrial personal selling context was also assessed via a formal research paper. The rubric for the paper assessed the student's proficiency in articulating their general introduction (including the research question), literature review, and hypothesis development.

(2) All marketing majors conceptual understanding of consumer behavior individually, within a general retailing or industrial personal selling context was also assessed via a formal personal selling presentation. The rubric for the personal sales presentation assessed student performance in accordance with: appearance, approach, warm-up, presentation, knowledge, questions, demonstrations, objections, close, and flow.

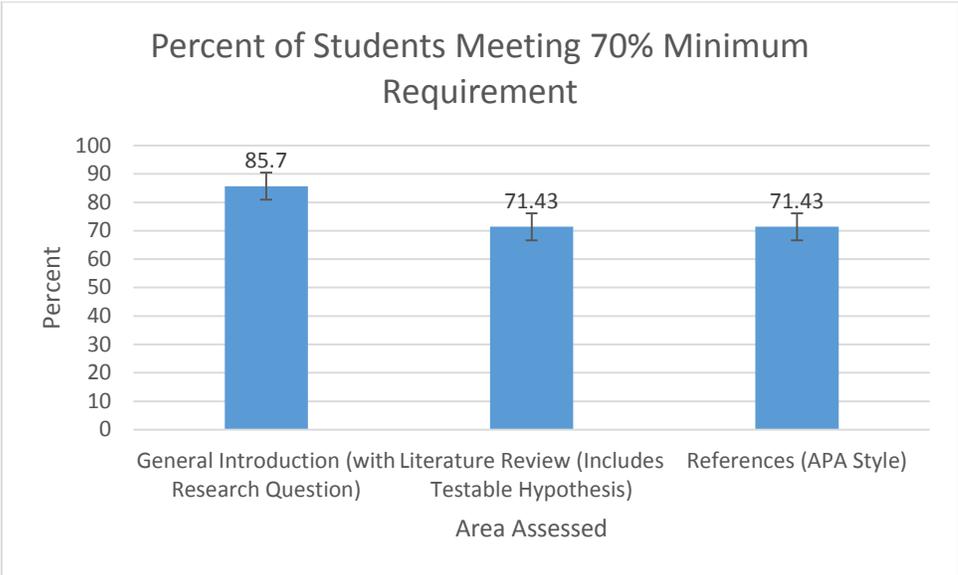
Criteria for Success: Seventy percent (70%) of the marketing students will understand the fundamentals of consumer behavior and be able to perform a conceptual analysis of consumer behavior individually, within a general retailing or industrial personal selling context, by scoring 70% or higher on all areas of the consumer behavior research paper rubric.

Course in which SLO is assessed: Consumer Behavior (MAR 395)

Results: Consumer Behavior (MAR 395) – Research Paper

Results for Consumer Behavior (MAR 395) indicate that student performance met the minimum criteria (70%) in the areas assessed. Students were able to write the introduction and express a concise research question. Although student performance on the literature review section was satisfactory, there is still room for improvement for hypothesis development. Further, students were able to compile the proper information for their reference section, but they need to focus more on the punctuation requirements for citation using APA style.

Substantive Areas	Percent of Students Meeting Criteria	Minimum Criteria (70% of Total)	Total Points per Section
General Introduction (with Research Question)	85.70	24.5	35
Literature Review (Includes Testable Hypothesis)	71.43	35.0	50
References (APA Style)	71.43	10.5	15
n = 7			

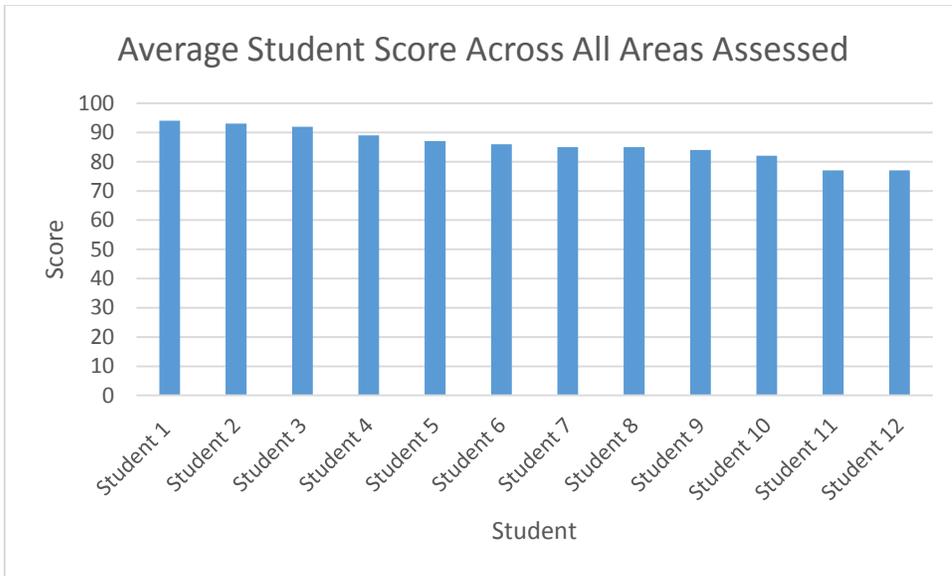


Criteria for Success: Seventy percent (70%) of the marketing students will understand the fundamentals of consumer behavior and be able to perform a conceptual analysis of consumer behavior individually, within a general retailing or industrial personal selling context, by scoring 70% or higher on all areas of the personal selling presentation rubric.

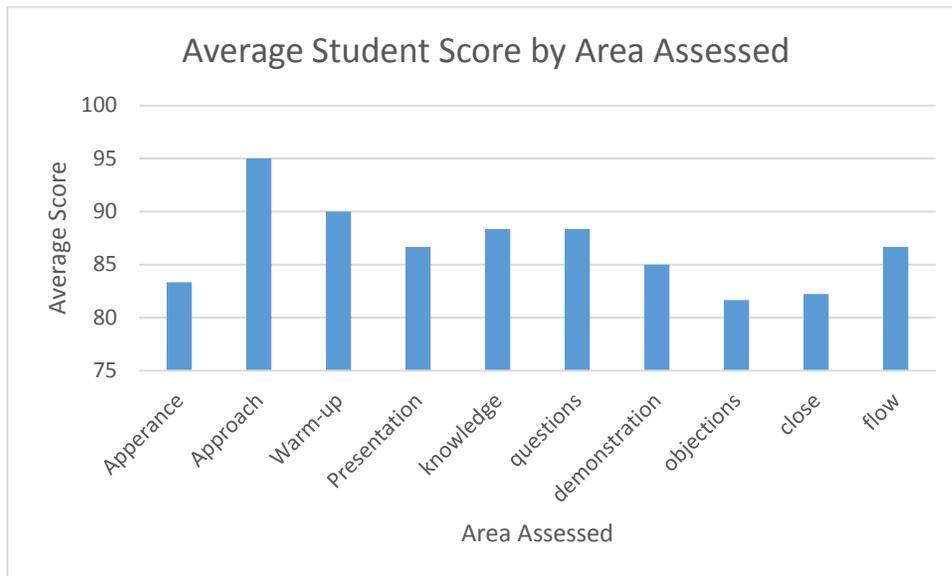
Course in which SLO is assessed: Personal Selling (MAR 362)

Results: Personal Selling (MAR 362) – Personal Selling Presentation

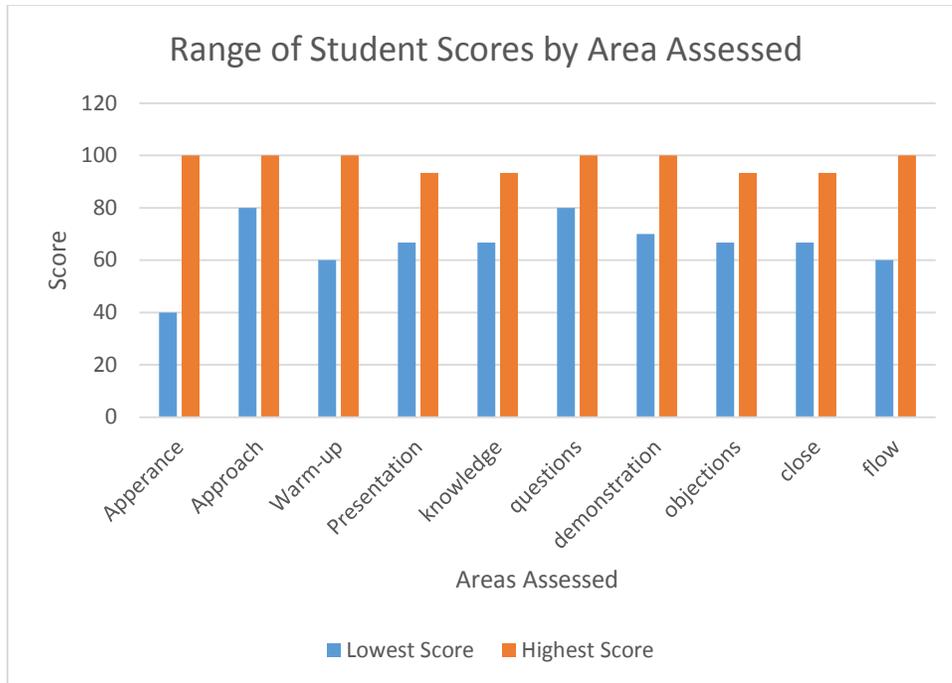
Based on the average students score across all areas covered, 100% of the students scored 70% or higher. Actual average student performance scores ranged from 77.0 to 94.0 (on a 100 point scale). Results indicate that, in those areas assessed, average student performance did meet the minimum criteria for success across all the areas covered (see graph below). This analysis was based on 12 students.



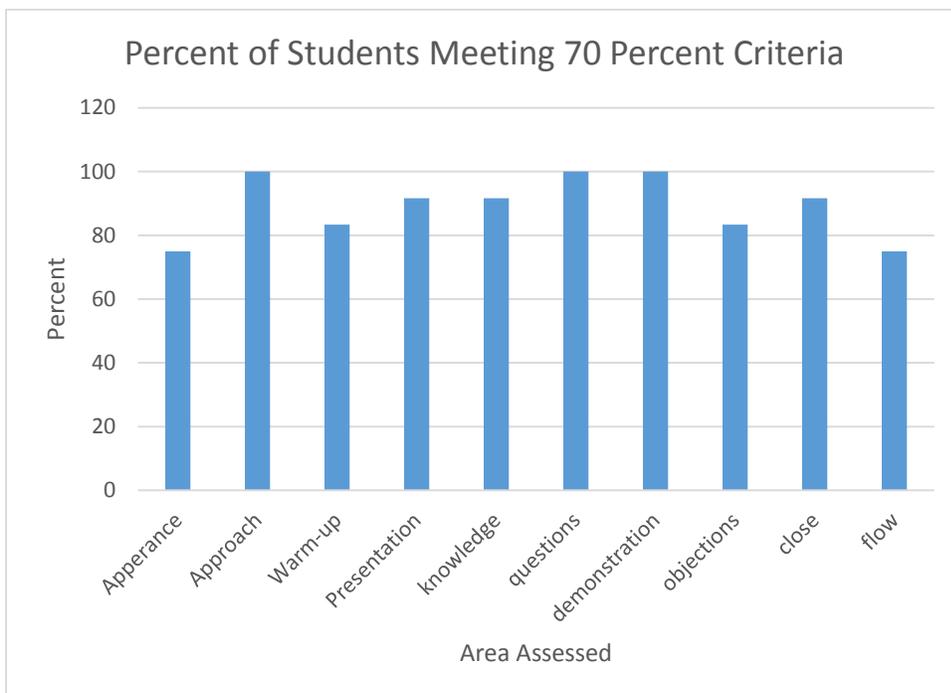
Student performance on the personal selling presentation was also assessed by examining the average score within each area covered. Results indicate that the students average score, within each area covered, met the 70% criteria level. Actual average student performance scores, within each area covered, ranged from 81.67 to 95 (on a 100 point scale) (see graph below).



Student performance on the personal selling presentation was also assessed by examining the range of scores in each of the areas covered. Results indicate that scores ranged from 40.0 to 100% (see graph below).



A more detailed analysis, of the actual percentage of students that scored over 70% on each section of the personal selling presentation, indicates that students performed well across all areas covered. The percent of students scoring 70% or greater across the areas covered range from 57.14 to 85.71 percent (see graph below).



Narrative: Student overall performance on the research paper in Retailing Management (MAR 361) did not meet the 70 percent performance criteria. Students performed well on all sections being assessed.

In terms of overall class performance on the personal selling presentation, 100% of the class met the minimum criteria of 70% across all the areas assessed. Overall individual student scores ranged from 77.0 to 94.0 with an average student score of 85.91 and sample standard deviation of 5.58.

Looking within each area assessed, 100% of the class met the minimum criteria of 70%. Within each of the areas assessed, scores ranged from 81.67 to 95.0 with the average class score being 86.72 with a standard deviation of 4.01. Further, the individual student performance scores ranged from 0 to 100% while the standard deviations for each of the areas assessed ranged from 0.453 to 1.71. There seems to be very little variation across scores which indicates that student performance scores were consistent across students.

Use of Results/Action Plan:

1. **Use of results to improve program:** Student performance on the research paper for Consumer Behavior (MAR 395) demonstrates that students are meeting the performance criteria. 100% of the students met the 70 percent performance criteria across all the areas covered. Thus, students were able to select a topic and design the front end of a research paper to study the issue.

Student performance on the personal selling (MAR 362) presentation demonstrates that students are performing well. 100% of the students met the performance criteria across all areas covered. This indicates that students are capable of giving a sales presentation in a consumer or industrial sales setting.

Student performance in these areas exceeds the minimum criterion so no structural changes are necessary. However, to maintain this performance level, students will be encouraged to spend more quality time with the course material.

2. **Rationale:** The students are doing well in this area but performance can be increased. The goal is to improve student performance to the point where 90 percent of students exceed to minimum criterion level.
3. **Changes in assessment:** No change.
4. **Additional resources/budget required:** Access to funds to take students off campus to specific retailing locations to meet with industry/marketing professionals, would enhance the educational experience of the students. The ability to see, and discuss, firsthand how consumer behavior is integral to the process of personal selling. In addition, students would be able to see how personal selling is actual done and how it fits into overall marketing strategy. It would also give students the ability to discuss how that strategy is implemented, assessed, and augmented would greatly fortify the theoretical knowledge the students receive in class.

SLO 3/(Goals 1, 2, 3, and 4): Students should demonstrate an understanding of current issues in marketing, their application in marketing contexts, and fundamental techniques of marketing research.

First Means of Assessment: All marketing majors understanding of the fundamentals of marketing research was assessed using a formal research paper. Students are required to develop a formal research paper based on a topic they are given (i.e., special research topic) or on a topic they choose within the conceptual boundaries of the marketing courses they have taken. The paper had to include an introduction (including the research question), a literature review (including hypotheses), a methodology section (including a research instrument). In addition, students had to demonstrate their research abilities by collecting, entering, and analyzing data, reporting the results, discussing the results, providing managerial implications and compiling their references (including appendices). The quality of the paper was assessed using a rubric measuring each major section.

Criteria for Success: Seventy (70%) of the marketing students will demonstrate an understanding of the fundamental techniques of marketing research, by scoring 70% in all areas on the research paper rubric.

Course in which SLO is assessed: Marketing Research (MAR 495)

Results: The research topic selected for the paper was provided by the instructor thus falling under the special topic category. As a result, all students worked on the research paper as a group. Hence, student performance represents the overall evaluation of the final project where each individual student receives the same points in accordance with performance on the areas assessed (see chart below). Results indicate that student performance met or exceeded the performance criteria in all but one area assessed.

Major Areas Assessed	Student Performance	Minimum Criteria (70%)	Total Points Available
Introduction	80	7	10
Literature Review	70	14	20
Methodology	75	14	20
Results	85	14	20
Discussion	90	10.5	15
Managerial Applications	70	7	10
References	60	3.5	5
Overall Performance			100

Use of Results/Action Plan:

- 1. Use of results to improve program:** Student performance in this area exceeds the performance criterion in all but one area. Thus, no structural changes are necessary.

However, to maintain this performance level, students will be encouraged to pay closer attention to the guidelines established for each area assessed.

2. **Rationale:** The students are doing well in this area but performance can be increased. The goal is to improve student performance beyond the minimum performance criteria.
3. **Changes in assessment:** No change
4. **Additional resources/budget required:** Access to funds to take students off campus to specific locations to meet with marketing research professionals, would enhance the educational experience of the students. The ability to see, and discuss, firsthand aspects of marketing research specifically in relation to how research projects are implemented and assessed would greatly fortify the theoretical knowledge the students receive in class.

IV. Program Highlights

Marketing majors' proficiency in the discipline is measured via general vocabulary quizzes, content/concept quizzes, presentations, and research papers. The vocabulary quizzes are designed to assess student progress in understanding the general marketing lexicon while the content/concept quizzes are designed to gage student knowledge of basic theoretical constructs and their applications. These quizzes are representative of the breadth of knowledge the students are exposed to and, thus, their performance can be seen as an indicator of how well the students have internalized the information. Presentations are designed to gage the student's ability to present information to a target market while the research papers are designed to examine the depth of student knowledge in a particular area of marketing and the student's ability to do quality research.

Vocabulary Quizzes: In general, the assessment criterion was that 70 percent of the students would score 70 percent or better in the areas assessed. Results indicate that student performance on vocabulary quizzes did not meet minimum performance criteria. Results:

- a. Principles of Marketing (MAR 301): 3.12 percent of the students scored 70 percent or better across all areas covered with an average class score of 37.20. Within the areas covered, the percent of students that met the 70% performance criteria ranged from 12.5 to 37.5 percent.
- b. Retailing Management (MAR 361): 0 percent of the students scored 70 percent or better across all areas covered with an average class score of 17.45. Within the areas covered, the percent of students that met the 70% performance criteria ranged between 0 and 60 percent.
- c. Consumer Behavior (MAR 395): 0 percent of the students scored 70 percent or better across all areas covered with a class average of 31.84. Within the areas covered, the percentage of students that met the 70% criteria ranged from 15.38 to 45.62.

At first glance, student performance on the vocabulary quizzes seem troubling but the results may not be indicative of actual student performance. Student results on the vocabulary section can be partially attributed to attendance. The vocabulary quizzes are given at the beginning of the class (i.e., first 15 – 20 minutes) and some students miss these quizzes. There are no makeup for these quizzes so students that are chronically late do not do well of this portion of the course.

Another reason for poor performance on the vocabulary exams can be attributed to the fact that many students did not have access to course material (i.e., the textbook) which prevented them from getting the information in a timely manner. To rectify this problem, some of the course material will be placed on reserve in the school library. Poor performance can also be attributed to the lack of preparation by the students. Whether the students had the textbook or not, many admitted to spending a minimal amount of time studying the material. Given the importance of vocabulary to the understanding any discipline, this reality is problematic. To rectify this problem, the weight of the vocabulary exams will be increased. This should motivate students to perform better in this area.

Content/Concept Quizzes: In general, the assessment criterion was that 70% of the students would score 70 percent or better in the areas assessed. Results indicate that student performance on content/concept quizzes met the minimum performance criteria. Results:

- d. Principles of Marketing (MAR 301): 2.945 percent of the students scored 70 percent or better with a class average of 32.14. Within the areas covered, the percent of students that met the 70% performance criteria ranged from 11.76 to 47.06 percent.
- e. Retailing Management (MAR 361): 100 percent of the students scored 70 percent or better with a class average score of 88.21. Within the areas covered, the percent of students that met the 70% performance criteria ranged from 50 to 75 percent.
- f. Consumer Behavior (MAR 395): 100 percent of the students scored 70 percent or better with the class average of 78.40. Within the areas covered, the percent of students that met the 70% performance criteria ranged from 57.14 to 85.71 percent

Student performance on the content/concept quizzes for Retailing Management and Consumer behavior met or exceeded the minimum performance criteria. These results are indicative of actual student performance in the marketing program. Unlike the vocabulary quizzes, the content/concept quizzes are taken at the student's leisure so there should be less pressure and anxiety surrounding this measurement.

Personal Selling Presentation: Student ability to perform personal selling functions, in either a consumer or industrial selling context, was assessed via a presentation. Performance was assessed based on: appearance, approach, warm-up, presentation, knowledge, questions, demonstration, objections, close, and flow. Results show that 100% of the students were able to meet the 70% performance criteria. Average class scores, for each area assessed, exceeded 80 percent with individual student performance scores ranging from 40 to 100 percent. Sales is one of the primary pillars forming the foundation of marketing so proficiency in this area is paramount for success in the profession. Based on the results, student performance indicates that they have mastered this skill set.

It should be pointed out that the structure of the Marketing program requires each student to write the front end of a formal research paper in three different classes. The first paper comes in the Retailing course and is designed to develop the student's proficiency in writing an introduction, literature review, and reference sections. Hence, poor performance at this stage,

although unwanted, is not unexpected. The objective is to improve student performance across the next two papers they write. The second attempt at writing a research paper comes in the Consumer Behavior (MAR 395) course while the third research paper (i.e., mastery) comes in the Marketing Research (MAR 495) course.

Research Paper – Retailing Management: In relation to the reference paper, the assessment criterion was that 70 percent of the students would score 70 percent or better in each area of the research paper rubric. Results from the Retailing Management (MAR 361) course indicate that student performance did not meet the minimum criteria for all areas assessed. Specifically, 70 percent of the students were able to develop the general introduction section (consisting of a concise research question). This demonstrates that students were able to hone in on a retailing topic and articulate a research question for study. Twenty percent of the students were able to properly develop the literature review section which had to include a testable research hypothesis. Students were able to discuss the literature they compiled but were unable to flush out a concise hypothesis that flowed from the literature. Fifty percent of the students also had problems properly citing their reference sources. A significant portion of this problem revolved around punctuation. Much of the problem here could be attributed to the fact that none of the students had ever written a formal research paper. To rectify the problem concerning the reference section, all students will be required to demonstrate that they have access to an APA style manual (this can be found in the library and online). In addition, all students will be exposed to the reference writing software provided in the library. If these two resources are utilized, the likelihood that students will perform poorly can be significantly reduced. To rectify the deficiencies pertaining to the introduction and literature review sections, time will be set aside in the first few weeks of class to discuss the tenets of a formal research paper. Additional instruction outside of class will be provided to those students still struggling with how to write a formal research paper.

Research Paper – Consumer Behavior: In relation to the reference paper, the assessment criterion was that 70 percent of the students would score 70 percent or better in each area of the research paper rubric. Results from the Consumer Behavior (MAR 495) course indicate that student performance met the minimum criteria for all areas assessed. Specifically, 85.70 percent of the students were able to develop the general introduction section (consisting of a concise research question). This demonstrates that students were able to hone in on a consumer behavior topic and articulate a research question for study. 71.43 percent of the students were able to properly develop the literature review section which had to include a testable research hypothesis. Students were able to discuss the literature they compiled and were able to flesh out a concise hypothesis that flowed from the literature. 71.43 percent of the students were able to properly cite their reference sources. There were still problems with proper punctuation and when to indent, but overall performance improved. To rectify the problem concerning the reference section, all students will be required to demonstrate that they have access to an APA style manual (this can be found in the library and online). In addition, all students will be exposed to the reference writing software provided in the library. To rectify the deficiencies pertaining to the introduction and literature review sections, time will be set aside in the first few weeks of class to discuss the tenets of a formal research paper. Additional instruction outside of class will be provided to those students still struggling with how to write a formal research paper.

Research Paper – Marketing Research: In relation to the reference paper, the assessment criterion was that 70 percent of the students would score 70 percent or better in each area of the research paper rubric. It is customary for the students to select their research topic but on occasion the topic is selected by the professor. When professors provide the research topic it falls under the special topic category. With this type of research project, students work closely with the professor and each student must contribute to each section. As a result, all students worked on the research paper as a group. Hence, student performance represented the overall evaluation of the final project. The rubric assessed the introduction, literature review, methodology, results, discussion, managerial applications, and reference section. Results indicate that student performance met or exceeded the performance criteria in all but the reference area. Satisfactory performance on the research paper indicates that students have mastered this skill set. However, there still exists a problem with proper citation. Again, to rectify the problem concerning the reference section, all students will be required to demonstrate that they have access to an APA style manual (this can be found in the library and online). To arrest any other deficiencies, additional instruction outside of class will be provided to those students still struggling with how to write a formal research paper.