

Department of Marketing Student Outcomes Assessment

I. Assessment Philosophy and Program Goals

The purpose of any Outcomes Assessment program is to improve the quality of learning attained by students. The ultimate goal of the College of Business Administration (CBA) business program is to educate students and prepare them for successful careers in business. Specifically, the Department of Marketing's Assessment Philosophy is consistent with and supportive of the CBA's strategic planning goals to educate students from ~20 different majors and prepare them for successful careers in marketing or marketing related disciplines. The Department of Marketing has been assessing student outcomes since 1991. By utilizing a variety of assessment tools regularly applied, the Department of Marketing can determine how successfully it is accomplishing the goals set forth in the CBA's mission statement. By building on its strengths and improving on weaknesses, the Department of Marketing can continue to raise the quality of education received by its students, consistent not only with the Department of Marketing goals, but those of the CBA and university as well.

II. Student Outcomes and Competencies

Students who earn a BA in marketing and take marketing courses should have a solid grasp of marketing fundamentals and marketing-specific knowledge skills acquired primarily through marketing courses. In addition, our graduates should have contemporary professional skills and maintain and or improve traditional work values. The Department of Marketing intent for all classes is the same: Graduates will have the contemporary marketing knowledge that allows them to make reasonable and appropriate marketing-related decisions in a variety of different marketing contexts. To satisfy these goals, the Department of Marketing has established the following outcomes and competencies for its students that fit within and are supportive of the three CBA outcomes.

CBA Educational Intent Outcome 1: Graduates should have a good understanding of Essential Business Knowledge (EBK)

Marketing Educational Intent Outcome 1: Students should have a good understanding of Essential Marketing Knowledge (EMK)

Competency 1.1	Understand key terms, topics, and concepts in marketing
Competency 1.2	Apply marketing concepts to actual situations, adopting both consumer and managerial perspectives
Competency 1.3	Understanding marketing's role in organization and society

CBA Educational Intent Outcome 2: Graduates should have Contemporary Professional Skills (CPS)

Marketing Educational Intent Outcome 2: Students should have Contemporary Marketing Professional Skills (CM-PS)

- Competency 2.1 Have capable written communication skills
- Competency 2.2 Have capable oral communication skills
- Competency 2.3 Be able to apply marketing research SPSS-analytical skills
- Competency 2.4 Be able to develop a marketing plan
- Competency 2.5 Be able to develop a web-based advertising campaign
- Competency 2.6 Be able to demonstrate the ADAPT sales questioning technique
- Competency 2.7 Be able to demonstrate the SPIN sales questioning technique
- Competency 2.8 Be able to develop a marketing audit
- Competency 2.9 Be able to perform eight skills within on-the-job training; 1) responsiveness to job demands, 2) interpersonal relations, 3) relations with superior, 4) practical judgment, 5) marketing strategy, 6) work problems, 7) time utilization, and 8) job knowledge/skill
- Competency 2:10 Be able to be reflective and apply critical thinking skills
- Competency 2.11 Be able to develop a business plan

CBA Educational Intent Outcome 3: Graduates should maintain and improve on Traditional Work Values (TWV)

Marketing Educational Intent Outcome 3: Students should maintain and improve on Traditional Work Values (TWV)

- Competency 3.1 Be able to display proper teamwork behaviors
- Competency 3.2 Be able to display proper interpersonal relations, practical judgment, time utilization, attitudes, and behaviors

College of Business Administration Educational Intent			
Marketing Courses	EBK ¹ & EMK ² Competency	CPS ³ & CM-PS ⁴ Competency	TWV ⁵ & TWV ⁶ Competency
130:101-Prin. of Mktg	1.1, 1.2 & 1.3	2.1, 2.2 & 2.4	
130:106-Cons. Beh.	1.1 & 1.2	2.1 & 2.10	
130:108-Mktg. Res.	1.1 & 1.2	2.1, 2.2 & 2.3	3.1
130:131-New Prod. Mgmt.	1.1 & 1.2		
130:142-Pricing	1.1 & 1.2		
130:150-Adv. & Promo.	1.1, 1.2 & 1.3	2.5	
130:153-Pers. Selling & Sales Mgmt.	1.1, 1.2 & 1.3	2.6 & 2.7	
130:160-Interactive Mktg.	1.1, 1.2 & 1.3		
130:161-Distrib. & Log.	1.1 & 1.2	2.1 & 2.2	
130:166-Retail & Mgmt.	1.1 & 1.2	2.1	

Marketing Courses	EBK ¹ & EMK ² Competency	CPS ³ & CM-PS ⁴ Competency	TWV ⁵ & TWV ⁶ Competency
130:169-Mktg. Internship	1.1, 1.2 & 1.3	2.8 & 2.9	3.2
130:170-Entrepreneurship	1.1, 1.2 & 1.3	2.2 & 2.11	
130:175-New Vent. Dev. & Mgmt.	1.1, 1.2 & 1.3	2.1 & 2.2	3.1
130:177-Global Marketing	1.1, 1.2 & 1.3	2.1 & 2.2	3.1
130:178-Services Marketing	1.1 & 1.2		
130:179-Coop Ed. In Mktg.	1.1, 1.2 & 1.3	2.1	3.2
130:191-Marketing Strategy	1.1, 1.2 & 1.3	2.1, 2.2, 2.4 & 2.10	3.1

¹EBK = Essential Business Knowledge

²EMK = Essential Marketing Knowledge

³CPS = Contemporary Professional Skills

⁴CM-PS = Contemporary Marketing Professional Skills

⁵TWV = Traditional Work Values

⁶TWV = Traditional Work Values

III. Frequency of Assessment

In accordance with the November 27, 2007 “AACSB Assurance of Learning Standards” document, all assessment measures for every course were approved by a sample of Marketing majors, the Marketing Advisory Board, and the Faculty. Each competency per Marketing course is measured, in accordance with the AACSB Assurance of Learning recommendations, as follows:

Semester & Year of Measurement					
Marketing Course	Course Name & Competency	Fall	Spring	ODD # YR	EVEN # YR
130:101	Principles of Marketing 1.1, 1.2, & 1.3 2.1 & 2.4 2.2 & 2.4	X	X X	X X	X
130:106	Consumer Behavior 1.1, 1.2, 2.1 & 2.9		X	X	
130:108	Marketing Research 1.1, 1.2, 2.1, 2.2, 2.3, & 3.1		X		X
130:131	New Product Management 1.1 & 1.2	X			X
130:142	Pricing 1.1 & 1.2		X	X	

Semester & Year of Measurement					
Marketing Course	Course Name & Competency	Fall	Spring	ODD # YR	EVEN # YR
130:150	Advertising & Promotion 1.1, 1.2, 1.3, & 2.5	X	X	X	X
130:153	Pers. Selling & Sales Mgmt. 1.1, 1.2, & 1.3 2.6 2.7	X X	X	X	X X
130:160	Inter. Mktg. 1.1, 1.2, & 1.3	X		X	
130:161	Distrib & Log. 1.1, & 1.2 2.1 2.2	X X X		X X	X
130:166	Ret. Mgmt. 1.1, & 1.2 2.1		X X	X	X
130:169	Mktg. Internship 1.1, 1.2, 1.3, & 2.8 2.9, & 3.2	X	X	X	X
130:170	Entrepreneurship 1.1, 1.2, 1.3, 2.2, & 2.11	X		X	
130:175	New Vent. Dev. & Mgmt. 1.1, 1.2, 1.3, 2.1, 2.2, & 3.1		X	X	
130:177	Global Marketing 1.1, 1.2, 1.3, 2.1, & 3.1 1.1, 1.2, 1.3, 2.2, & 3.1		X X	X	X
130:178	Service Marketing 1.1, & 1.2		X	X	
130:179	Coop. Educ in Mktg 1.1, 1.2, 1.3, & 2.1 3.2	X	X	X	X
130:191	Mktg. Strat. 1.1, 1.2, 1.3, & 2.1 1.1, 1.2, 1.3, 2.1, 2.2, 2.4, & 3.1	X	X	X	X

IV. Assessment Methods

Three assessment methods are conducted: A) In-Class, B) Alumni Survey, and C) Graduation Senior Marketing Major Exit-Focus Groups.

A. In-Class Assessments. A minimum of 70% of students being assessed will receive an average assessment of at least 70%. The Department aspires to 85% of the students having an average of at least 85%.

(Course number, name and competencies measured)

130:101-Principles of Marketing

1.1, 1.2, & 1.3 = common comprehensive examination

2.1 & 2.4 = professor evaluation of written marketing plan

2.2 & 2.4 = professor evaluation of oral marketing plan

130:106-Consumer Behavior

1.1, 1.2, 2.1, & 2.10 = series of comprehensive examinations and professor evaluation of two written “thought problems” or term paper

130:108-Marketing Research

1.1, 1.2, 2.1, 2.2, 2.3, & 3.1 = evaluation of written and oral “live/real/client-based” marketing research survey by business people and professor

130:131-New Product Management

1.1 & 1.2 = comprehensive examination

130:142-Pricing

1.1 & 1.2 = comprehensive examination

130:150-Advertising & Promotion

1.1, 1.2, 1.3, & 2.5 = professor evaluation of web-based direct advertising campaign

130:153-Personal Selling & Sales Management

1.1, 1.2, & 1.3 = comprehensive examination

2.6 = ADAPT questioning technique sales demonstration evaluated by peers

2.7 = SPIN questioning technique sales demonstration evaluated by peers

130:160-Interactive Marketing

1.1, 1.2 & 1.3 = comprehensive examination

130:161-Distribution & Logistics

1.1 & 1.2 = series of examinations

2.1 = professor evaluation of a written case

2.2 = professor evaluation of an oral case presentation

130:166-Retail Management

- 1.1 & 1.2 = comprehensive examination
- 2.1 = professor evaluation of a written report

130:169-Marketing Internship

- 1.1, 1.2, 1.3 & 2.8 = professor evaluation of a written marketing audit
- 2.9 & 3.2 = supervisor's evaluation of the student-intern's work and behavior performance

130:170-Entrepreneurship

- 1.1, 1.2, 1.3, 2.2 & 2.11 = evaluation of a written business plan and oral business plan presentation by professor, John Pappajohn Entrepreneurial Center Program Manager, and one outside party

130:175-New Venture Development & Management

- 1.1, 1.2, 1.3, 2.1, 2.2 & 3.1 = professor evaluation of a students' team developed written business plan and oral business plan presentation

130:177-Global Marketing

- 1.1, 1.2, 1.3, 2.1 & 3.1 = professor evaluation of a students' team developed written report
- 1.1, 1.2, 1.3, 2.2 & 3.1 = professor evaluation of a students' team developed oral report

130:178-Services Marketing

- 1.1 & 1.2 = comprehensive examination

130:179-Cooperative Education in Marketing

- 1.1, 1.2, 1.3 & 2.1 = professor evaluation of a written report
- 1.1, 1.2, 1.3 & 3.2 = supervisor's evaluation of the student-worker's work and behavioral performance

130:191-Marketing Strategy

- 1.1, 1.2, 1.3, 2.1 & 2.10 = professor evaluation of a written case analysis
- 1.1, 1.2, 1.3, 2.1, 2.2, 2.4 & 3.1 = evaluation of a students' team written marketing plan and students' team oral marketing plan presentation by professor and sample of marketing faculty

B. Alumni Survey

The first alumni survey to gather information on the perception of program performance was administered in the fall of 1998. Faculty members of the departmental Learning Assurance Program and the Department Head developed and periodically revised the survey instrument. Alumni who graduated 2, 6 and 10 years previously are surveyed. The second alumni survey occurred in 2001 and the most recent survey was administered in 2007.

An analysis of the results revealed relative consistency of responses and that future alumni surveys could be administered every four years. Since considerable administrative work is required to administer and interpret both the Alumni survey and graduating senior marketing

major exit-focus groups (see IV. C.), the two assessments will be staggered over time. The Alumni Survey will be administered every four years, with the next ones to be disseminated in 2010, 2014, 2018, etc.

A faculty member, who coordinates the departmental Learning Assurance Program, analyzes the alumni survey results and provides feedback to the faculty for their individual and collective (i.e., departmental faculty meeting) due consideration of curriculum, course(s), and program changes. The results are also provided to the Marketing Advisory Board with their respective individual and collective feedback shared with the faculty.

The eight areas where alumni who graduated 2, 6, and 10 years previously are asked to provide their candid feedback include:

1. In retrospect, what Marketing concepts/areas/experiences were useful to you?: A) Classroom learning activities, B) Cooperative Education/Internship opportunities, C) Student organization experiences, D) Marketing Department core courses (i.e., Principles of Marketing, Consumer Behavior, Marketing Research & Marketing Strategy), E) Marketing major emphasis area courses, and 7) Other (please specify).
2. In retrospect, what Marketing concepts/areas/experiences were not useful to you? (SAME option responses, A-F, identified in question no. 1 above).
3. In retrospect, what information, concepts, or experiences do you wish you would have received in your Marketing courses at UNI?
4. What do you suggest that the UNI Marketing Department needs to change?
5. What emerging or contemporary areas in Marketing do you recommend be included in our curriculum?
6. Based on your experience, what advice would you give prospective students about the UNI Marketing program?
7. Please indicate your overall level of satisfaction with our program on the following scale: A) very satisfied, B) satisfied, C) neither, D) dissatisfied, and E) very dissatisfied.
8. Please indicate how you would recommend the UNI Marketing program to prospective students on the following scale: A) strongly recommended, B) recommend, C) neutral, D) not recommend, and E) strongly not recommend.

C. Graduating Senior Marketing Major Exit-Focus Groups

The first focus group conducted with graduating senior marketing majors occurred in 1999. The second exit-focus group occurred in 2002 and the latest assessment of seniors' perception of program performance was conducted in 2006. As explained in IV. B., the Alumni

Survey and Focus Groups will be staggered every four years, with the next focus group occurring in 2008, and thereafter (i.e., 2012, 2016, 2020, etc.).

A faculty member who teaches Marketing Research and the Coordinator of the departmental Learning Assurance Program design the general content of the Focus Group sessions. Students in the Marketing Research class (usually juniors) facilitate the focus group sessions and submit their findings and recommendations to the faculty. The results are discussed in departmental meetings for their due consideration of curriculum, course(s), and program changes. The results are also provided to the Marketing Advisory Board for their observations and recommendations to the faculty.

The five objectives of the structured focus group sessions were:

1. Evaluate the feelings of UNI senior marketing majors on their preparedness for the work force.
2. From what different sources do college students learn the skills that will best prepare them for the work force after graduation?
3. Assess the actual skills acquired by marketing students during their education at UNI.
4. Compare the skills the students feel they have actually acquired to the skills needed in the industry.
5. Suggestions to modify the UNI marketing curriculum to provide a better experience for future marketing students.

V. Methods of Evaluating and Interpreting Results

The data and information provided by the three assessment methods comprising the Outcomes Assessment Program are shared with the entire faculty at the first department meeting of each semester. The findings are also shared with Marketing Advisory Board members on an annual basis. The data is discussed and any weaknesses in student and/or program performance are remedied to improve future student outcomes. If weaknesses can be traced to particular courses, faculty teaching these courses are asked to examine their course content, syllabus, and make the necessary changes for improvement. When the weaknesses are program wide or structural in nature, all faculty are involved in a discussion to rectify the problems. While faculty are responsible for suggesting curricula changes and the improvement of student learning, it is the responsibility of the department head to insure the changes are fully implemented and incorporated into specific courses or the entire program, where necessary.

It is the responsibility of each faculty member to submit a report of the learning assurance outcomes within 30 days after the end of the semester in which the assessment was scheduled to occur. The data collected per course to measure and validate learning assurance is housed in the Department of Marketing office (336 Curris Business Building) and available for public review.