Expected Outcome 1: Analyze and Execute a Marketing Plan
Students should be able to analyze a market situation and based upon the specifics of that situation, develop and implement an appropriate solution that is logically and financially sound.

Assessment Method 1: Capstone Case Examinations

Assessment Method Description
A written exam based on a comprehensive case was used in our capstone class MKTG 4980 (Marketing Strategy) to assess comprehension and application of more advanced financial analysis and integration of marketing knowledge to address a complex marketing situation.
Assessment was done in the Spring, 2013 semester with 68 students in our capstone class required of all marketing majors.

Findings
First assessment at the beginning of the term had a 50% success rate.
Assessment at the end of the term had a 100% success rate. No student passed the class with a C or better but failed the final exam.

How did you use findings for improvement?
Initial performance was poor, but final outcomes were acceptable. Standards determined by the marketing faculty were maintained for students obtaining a BSBA in Marketing.

Additional Comments

Expected Outcome 2: Apply Quantitative Methods to Marketing Problems

We expect students to be able to analyze data to improve marketing decision making. We have two required courses that are required of marketing majors which either have very few non majors (Marketing Research - MKTG 4360) or are all marketing majors in their last semester of coursework (Marketing Strategy - MKTG 4980). Although Marketing Research has a clear responsibility for teaching and assessing student competence in this area, this is also assessed in Marketing Strategy.

Assessment Method 1: Demonstrating the Ability to Determine When Marketing Research is Needed

Assessment Method Description
Assessment was done in Dr. Keel's Marketing Research class in Fall, 2013. Marketing Research is a required class for marketing majors. Sample frame was 30 students. 1 student was absent. 82% of students demonstrated on essay based
exams and projects that they could determine when marketing research is needed and feasible.

**Findings**
82% of students demonstrated they understood when marketing research is needed and that the data was feasible to collect. This was a pass/fail assessment. They could either accomplish the task or not. This score is an aggregate of multiple essay questions and assessment of a student group project.

**How did you use findings for improvement?**
An unfortunately large proportion of students (almost 20%) had an unacceptable level of understanding of when marketing research is feasible and when research is needed.

This is a challenging skill to obtain since it requires both an understanding of marketing research theory and practical constraints that may make data collection too costly to obtain.

We need to spend more time on this topic. But that is constrained by the very poor practical understanding of statistics and basic Microsoft Excel programming. Those two topics require a lot of class time. One problem (basic statistics understanding) comes from lack of rigor in prerequisite classes taught outside of the department.

Teaching Microsoft Excel applications to marketing research has been constrained by two factors.

1] Some students use a Mac and the operations are not identical to Microsoft. The Harbert College of Business and faculty assigned to teach marketing research use Microsoft. Standard PC excel tools are not available on a Mac.

We are pondering how to address this issue. It is complex since it involves either mandating that all students go to a Microsoft platform or effectively having two different sets of “how-to” manuals and the corresponding confusion that would ensue.

The only tenured/tenure-track faculty teaching marketing research are not tenured at this time. It is not in their best interest to develop time intensive teaching tools when they must get their research program established.

This is a reoccurring and difficult issue. The department went to an Excel Platform based on feedback from employers and alums. But the good Excel marketing research applications do a very poor job teaching other aspects of marketing research. Good marketing research books ignore or minimize the computer applications needed to execute marketing research in business today.

**Additional Comments**

**Assessment Method 2:** Student Ability to Determine An Appropriate Research Design

**Assessment Method Description**
Assessment is a mix of essay questions, problems and a student project in the required Marketing Research class. Assessment was done in Dr. Keel’s Marketing Research class in Fall, 2013. Marketing Research is a required class for marketing majors. Sample frame was 30 students.
Findings
Only 70% of students were able to determine an appropriate research design.

How did you use findings for improvement?
The findings are depressing. Almost a third of marketing undergraduates cannot select an appropriate research design to answer marketing questions.

This issue requires a very high level of knowledge. A student must have a good grasp of statistics, research design, and practical applications such as survey design and sample selection.

If we can get the problems with students learning Excel Software fixed we can spend more class time on this topic. That problem is far easier to solve than teaching the selection of an appropriate research design. But if we get that problem fixed we can devote more time and practice assignments to the topic.

Although this problem needs to be addressed, this has a lower priority than fixing the software knowledge and statistics knowledge since both of those skills are necessary building blocks.

Additional Comments
Assessment Method 3: Students Can Design An Acceptable Survey

Assessment Method Description
Each group had to design a survey to complete their group project. As a result, this assessment is at the group level and not the individual level.

Findings
90% of students demonstrated through the project that they had acceptable survey design skills. This exceeds any reasonable metric. Assessment was done in Dr. Keel’s Marketing Research class in Fall, 2013. Marketing Research is a required class for marketing majors. Sample frame was 30 students.

How did you use the findings for improvement?
We plan to continue to devote the current amount of class time to survey design given the good results.

Additional Comments
Our only worry about this measure is that is the assessment of the group, not the individual. There may be students who lack the skill who are relying on their classmates. With a group assessment you cannot be certain of the results.

Unless we have more faculty and can teach this course in smaller sections we will not be able to assess this on an individual student level. This is a concern that cannot be addressed without additional staffing.

Expected Outcome 3: Obtaining a Job with a Marketing Degree
We assessed if graduating seniors with a marketing degree had found employment. This includes several categories of information about current employment and future plans.

Assessment Method 1: Student Survey of Graduating Seniors.
Assessment Method Description

BSBA students were asked their primary plans after graduation on the Senior Survey. Details of the survey process and response rates are under "Satisfaction with the Marketing Degree" and are not repeated here. Survey was sent to all Marketing students who graduated during the Fall, 2012 to Summer 2013 semesters. Response rate for marketing students was n=33 which is a 34% response rate.

Several options are considered to be "employed" for BSBA Marketing students: 1 - I have accepted a new job which is related to my chosen major
2 - I have accepted a new job which is not related to my chosen major
3 - I am continuing employment in a job which is related to my chosen major
4 - I am continuing employment in a job which is not related to my chosen major
5 - I plan to start my own independent business.
7 - I will begin or continue full-time military service.

We do not consider going to graduate school to be "employment." The marketing degree is geared towards obtaining a job, not as preparation for getting another academic degree.

Findings
48.5% of respondents had gainful employment. 6% planned to go to graduate school and 45% were continuing their job search after graduation.

How did you use findings for improvement?
We were happy to see this outcome. This represented a considerable improvement over the results of the previous year.

We made multiple changes in the program in the last two years. We stressed using the Office of Professional and Career Development early. We stressed that students should start their job search early. The internship program was revamped and the number of students with related work experience at graduation increased. The department chair proactively met with recruiters. Faculty were very helpful in using potential employers as guest speakers and attending recruiting events.

Personal selling, one of our most popular electives, required students to prepare a resume, discuss their job search, discuss their job goals, and have a minimum of an hour long meeting with someone employed in the area they wished to gain employment. This was a real "wake-up call" to some students.

But nationally the job market for college students improved. The efforts of the department are all helpful, but the national and regional economy are very helpful.

Another problem with the result is that a better measure of employment is having a full time job within 3 months of graduation. This is the standard that is commonly used in both higher education and by the Federal Government to assess how well degree programs are working. But it is difficult to obtain a good sample of students after they graduate.

Helping our students find jobs is an ongoing process. Different employers need
recruits at different points in time. Every year you have a new group of students who need to be educated on how to conduct a successful job search and prodded to do the right things once they have the knowledge.

The marketing faculty are not happy with the data quality from the College exit survey. Response rate is only 34%. We are considering our own exit survey which will be a class requirement in our capstone class. If we have our own survey, we will also be able to assess how specific individual student actions such as related work experience, related internships, courses completed, and specific job search activities impact having a job. The marketing education literature suggests that many individual job search and work experience variables can have a profound impact on students having a job in hand at graduation. Although both the College and the University have offered to include department specific questions in their student exit surveys, the marketing faculty do not think this will address the issue. Making the survey a course requirement in our capstone class will obtain a response rate close to 100%. Adding questions to the College survey (34% response rate) or University exit survey (even lower response rate) will not help the data quality.

Additional Comments

Expected Outcome 4: Student Satisfaction with BSBA in Marketing

Overall student satisfaction with the BSBA in Marketing degree. The subject pool are students who are in their last semester prior to graduation. This is a program outcome.

Expected outcome is a high degree of satisfaction. There are multiple reasons to expect this outcome. First, the department is producing a quality product. Second, students have to put in considerable work to obtain their degree. Third, a large proportion of students have a job at graduation. All of this would combine to produce a high level of student satisfaction.

Assessment Method 1: Senior Survey of Graduating Marketing Majors

Assessment Method Description

The student survey was sent to all 757 Harbert College of Business students who graduated from Fall, 2012 to Summer 2013. Specific question was "Please rate your overall level of satisfaction with the Auburn College of Business using the following scale." Scale is a 5 point Likert type scale anchored by "Very Dissatisfied" and "Very Satisfied."

Survey was sent to all Marketing students who graduated during the Fall, 2012 to Summer 2013 semesters. Response rate for marketing students was n=33 which is a 34% response rate.

Findings

91% of Marketing Majors were either "Satisfied" or "Very Satisfied" with their degree. This result was comparable to the overall College average when marketing majors are deducted.

Although the marketing majors response rate was considerably higher than the
overall College response rate (34% vs 27.2%), the 34% response rate leaves the potential for a high degree of nonresponse bias. In general in consumer research, subjects who are highly dissatisfied are most likely to respond to a survey. But nonresponse patterns for exit surveys for college students are not known.

**How did you use findings for improvement?**
A general question of overall satisfaction with the BSBA in Marketing is useful as a gage of overall assessment of the program by students. With a 90%+ satisfaction rate the program passes any reasonable metric of overall student satisfaction.

**Additional Comments**
The number of requests made to students to complete the senior survey is very high. Unless the survey is made a condition to graduate, I doubt if any additional means of increasing response rate is feasible. Still, making program assessments when there is a potential for significant nonresponse bias is worrisome. Although one item measures are not optimal, this is a trade-off with survey length and response rates at the College level. If multiple item indicators are used for every question, it would depress response rates even further.

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**Expected Outcome 5: Understand Advanced Financial Marketing Concepts**

Students should demonstrate a working knowledge of more advanced financial marketing concepts and tools for marketing decision making to include for example discounted cash flows, cannibalization estimation, sensitivity analysis, expected monetary value, etc. as determined by the department.

**Assessment Method 1: Written Exam on a Comprehensive Case**

**Assessment Method Description**

A written exam based on a comprehensive case was used at the beginning and end of the semester in our capstone class - MKTG 4980 Marketing Strategy. The cases are different, but both require integrated thought, analysis of marketing cash flows and other advanced analysis techniques. Assessment was done in the Spring, 2013 semester with 68 students in our capstone class required of all marketing majors.

**Findings**

First assessment at the beginning of the semester had a 48% success rate.

Assessment at the end of the term had a success rate of 100%. No student passed the class with a C or better but failed the final exam.

**How did you use findings for improvement?**

Initial performance was poor, but final outcomes were good. Students who ultimately obtained a marketing degree met the standard of the marketing faculty on this skill set.

**Additional Comments**