

## Annual Report for Assessment of Outcomes 2012-13

Subject Area Committee Name: Business Administration  
 Contact person: Greg Rapp, BA Faculty; DeLyse Totten, BA SAC Chair (outgoing) Diana Ellis, BA SAC Chair (incoming)  
 For LDC/DE: Core outcome(s) assessed: \_\_\_\_\_  
 For CTE: Degree or certificate\* assessed: AAS Marketing

Please address the questions below and send to [learningassessment@pcc.edu](mailto:learningassessment@pcc.edu) by **June 21, 2013** with Annual Report in the subject line

*Note: Information provided in this report may be inserted into or summarized in Section 2C Program Review Outline.*

- 1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from recent outcome assessments. These may include but are not limited to changes to content, materials, instruction, pedagogy etc. Please be sure to describe the connection between the assessment results and the changes made.**

*The assessment process this year has been a valuable learning experience. One thing this assessment process has highlighted for business faculty is that we don't have a logical flow to the courses required for our degree. In wanting to assess students that are near the end of their studies towards the AAS Marketing degree, we found it initially difficult to determine when to assess the students. Some students take Principles of Marketing early in their program, while some wait until much later. Discussing this issue amongst faculty has highlighted the benefit of having a capstone class that can serve to tie together many of the strands of knowledge students have gained, while also providing faculty an opportunity to assess all students that are very near the end of their studies towards the degree. These discussions have led to several proposals that will be discussed at our next SAC meetings that may lead to new curriculum and a new capstone course.*

**For each outcome assessed this year:**

- 2. Describe the assessment design (tool and processes) used. Include relevant information about:**
  - The nature of the assessment (e.g., written work, project, portfolio, exam, survey, performance etc.) and if it is direct (assesses evidence mastery of outcomes) or indirect (student's perception of mastery). Please give rationale for indirect assessments (direct assessments are preferable).
  - The student sample assessed (including sample size relative to the targeted student population for the assessment activity) process and rationale for selection of the student sample. Why was this group of students and/or courses chosen?
  - Any rubrics, checklists, surveys or other tools that were used to evaluate the student work. (Please include with your report – OK to include in appendix). Where appropriate, identify benchmarks.
  - How you analyzed results, including steps taken to ensure that results are reliable (consistent from one evaluator to another).

*This year the BA SAC selected the AAS Marketing degree for assessment. The marketing degree consists of the degree outcomes listed below. After discussions with our assessment coach we decided to focus on assessing only the outcomes highlighted in red.*

***Students who successfully complete the AAS in Marketing degree will develop skills and knowledge appropriate for entry-level sales and marketing positions. Upon successful completion of this AAS-Marketing degree, students should be able to:***

- a) Communicate effectively with customers, suppliers, employees, and other stakeholders, using standard business terminology.*
- b) Analyze market situations and evaluate possible marketing solutions in the context of the business setting.*
- c) Identify situations unique to the global environment and evaluate possible marketing solutions in the context of that business setting.*
- d) Work effectively in a team or group setting.*
- e) Develop marketing plans including elements of an environmental analysis, strategic marketing analysis, and marketing mix.*
- f) Use computer applications for appropriate marketing analysis, presentations, and reports.*
- g) Practice within the legal, ethical, and economic standards of the business environment. 2.2011*

*This is a degree that involves curriculum that is changing rapidly due to the powerful effect that technology and social media play in the area of marketing. The AAS degree is one of three primary degrees offered by the Business Department. Figure 1 below highlights the relative number of graduates for this degree compared to the department's other primary degrees in accounting, management, and our transfer degree in business. Due to the low number of graduates, the BA faculty is undertaking a comprehensive evaluation of the degree. The degree outcomes assessment this year played an important role in this comprehensive evaluation.*

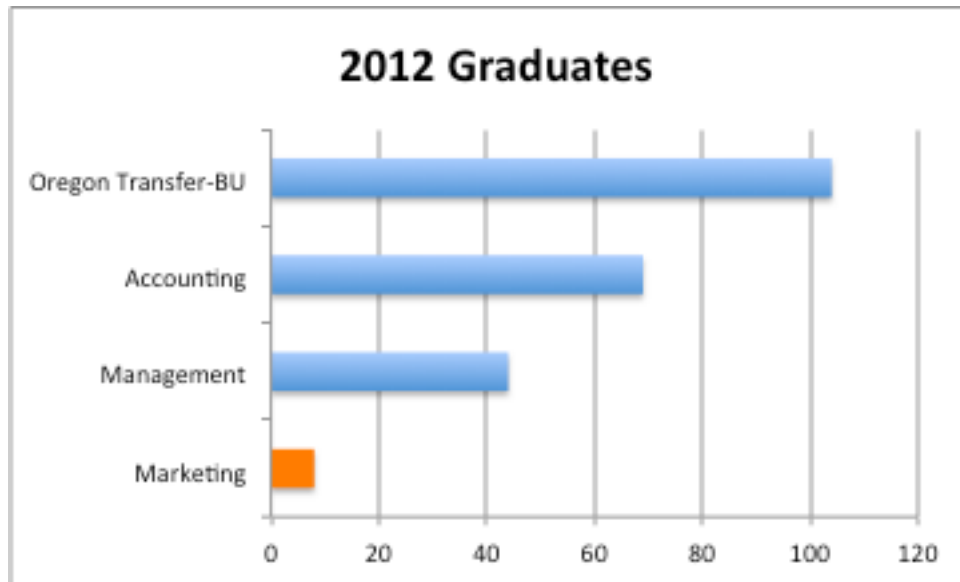


Figure 1

*Our plan this year consisted of doing a direct assessment of students identified as seeking an AAS in Marketing. Since the AAS Marketing degree does not have a capstone class, and since most 200 level marketing classes do not have pre-requisites beyond RD/WR 115 there is not a convenient “end point” for which to assess students. Our approach consisted of working with Institutional Effectiveness to identify students in Banner that are coded as “Marketing” degree seeking and having completed 70 credit hours of courses. The intended outcome of this approach was to select students “close” to completing their degree. This data extract provided a list of 35 students from which a review of each student’s transcript was undertaken to identify students that have completed a core curriculum of marketing including such classes as BA 223 Principles of Marketing, BA 205 Business Communications, BA 101 Introduction to Business, and BA 131 Computers in Business. From this population 18 students were selected for the assessment that were deemed to be on a near-term path to earn an AAS in Marketing.*

*The assessment tool consisted of an online test for students to complete.*

*Of the seven AAS degree outcomes, the assessment questions were designed to measure how well students met the following degree outcomes: a) Communicate effectively with customers, suppliers, employees, and other stakeholders, using standard business terminology, b) Analyze market situations and evaluate possible marketing solutions in the context of the business setting, e) Develop marketing plans including elements of an environmental analysis, strategic marketing analysis, and marketing mix, and f) Use computer applications for appropriate marketing analysis, presentations, and reports .*

*To measure this a six-part series of questions were created by faculty that teach a variety of marketing courses. See Appendix A for a copy of the assessment tool.*

To measure **Objective A: Communicate Effectively Using Business Terminology** three questions were posed to students. They included one set of matching questions (match term to proper definition), and two questions to identify like terms.

To demonstrate an understanding of **Objective B: Analyzing Marketing Data**, students were presented with two mini-cases. These cases required students to understand important business terminology, use math skills to analyze marketing data, and interpret the results. There were a total of nine questions related to the two cases.

To measure **Objective E: Developing Marketing Plans**, students were presented a list of essential components of a marketing plan and were asked to rank them in order of preparation when developing and implementing a marketing plan.

Finally, to measure **Objective F: Using Computer Applications for Market Analysis**, students were asked to identify a useful tool for data analysis given a common business situation. Student scores were objectively evaluated on their response.

The assessment was available to students from May 16 to June 9. Students were notified of the assessment via MyPCC email on May 16 and follow-up emails were sent on three different occasions. Please see Appendix B for a copy of the email sent to students.

Results of the survey were analyzed on a point basis with each question equally weighted. For multi-part responses (matching definitions), a student's score was based on the percentage of correct scores. For example, if a student correctly identified six out of eight terms, they were awarded .75 [75 percent of a point]. Totals were tallied for each student.

**3. Provide information about the results (i.e., what did you learn about how well students are meeting the outcomes)?**

- If scored (e.g., if a rubric or other scaled tool is used), please report the data, and relate to any appropriate benchmarks.
- Results should be broken down in a way that is meaningful and useful for making improvements to teaching/learning. Please show those specific results.

The overall results of the assessment are highlighted in Figure 2 below. Based on our assessment tool, students performed reasonably well on Objective F (using computer applications for market analysis). Scores were lowest for Objective E (developing marketing plans). Due to the small response rate on our assessment, there are limitations in using this data. This is further discussed in section 4 below.

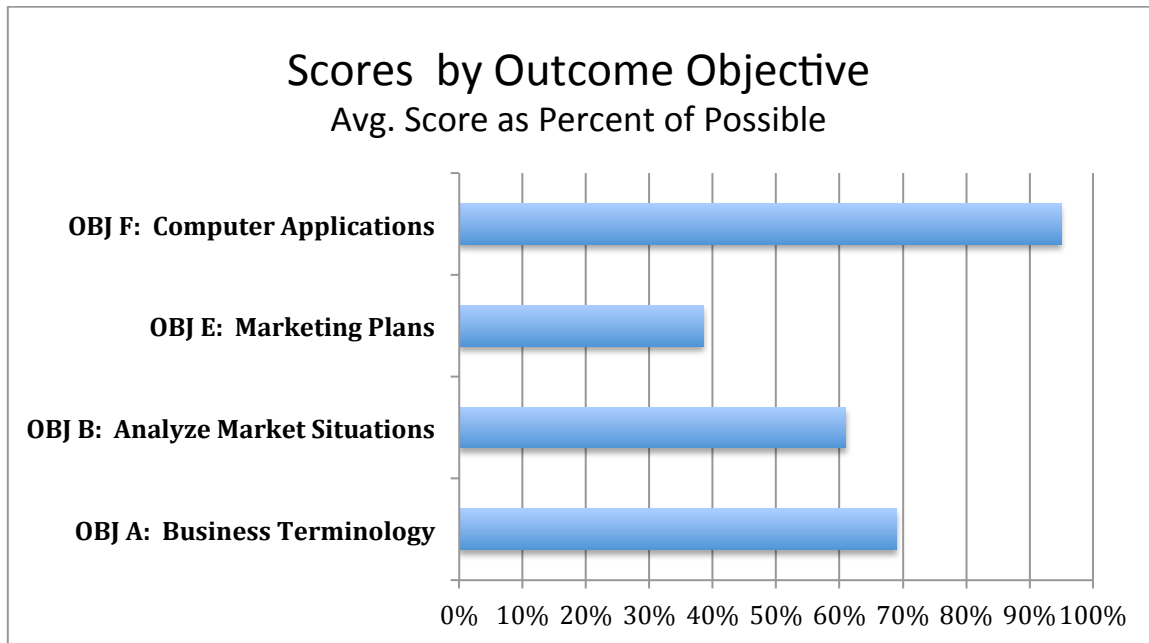


Figure 2

- 4. Identify any changes that should, as a result of this assessment, be implemented to help improve students' attainment of outcomes. (These may include, but are not limited to, changes in curriculum, content, materials, instruction, pedagogy etc).**

Due to the low response rate (2 complete assessments), it's difficult to suggest significant changes to the program to help students attain the outcomes. The results do suggest a need to reinforce to all business faculty that the core degree outcomes are important components of their instruction and that they should provide ample opportunity through tests, homework, discussion, etc. for students to improve these skills.

Although not entirely borne out of the assessment results, the assessment does reinforce to the faculty involved that there is a strong need to incorporate quantitative skills into the curriculum. The two case studies involved in this assessment highlighted the need for students to feel comfortable analyzing business data.

Students scored lowest on Objective E: Developing Marketing Plans. This should be a discussion topic for BA faculty, and possible ways to reinforce this essential skill is to require marketing plan writing in several of our classes, rather than just one class.

- 5. Reflect on the effectiveness of this assessment tool and assessment process. Please describe any changes to assessment methodology that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome). Is there a different kind of assessment tool or process that the SAC would like to use for this outcome in the future? If the assessment tool and processes does not need to be revised, please indicate this.**

This assessment process was a good project for the BA faculty. With nearly one thousand students taking business classes for both transfer and CTE it is difficult to distinguish those students pursuing a CTE degree from transfer students. The process of identifying our AAS Marketing students by name and reviewing their transcripts in itself was a valuable process. It was interesting to see the variety of paths students take to complete their degree. Comparing the GPAs of these students, their proximity to completing degree requirements, and typical schedules gave us greater visibility of these students and any particular assistance they may need in terms of both academic and career counseling. In the future, I can see using such data to target mailings to students to offer special services that may be of interest to them.

We look forward to refining our process for this assessment so that we may obtain even more valuable information in the next assessment cycles. It was important for our assessment team to develop an assessment tool that was repeatable, and that would provide meaningful results. I expect that the assessment tool will be expanded in future iterations to include a broader scope of questions, and will

likely include an additional case study. While the questions included all measured knowledge of critical information, one could argue that that assessment was not broad enough in scope.

The biggest change will be to utilize a different assessment medium. D2L was used for this assessment after careful consideration of SurveyMonkey. D2L provided more robust question-type tools to incorporate. Question types such as matching and rank ordering could more easily be incorporated into D2L, compared to other survey/assessment tools.

The problem we encountered was the lack of responses. Given that students were asked to complete this assessment outside of their scheduled classes, there must have been no strong motivation to participate – despite what we felt to be attractive incentives (\$50 gift card to randomly drawn completer and gift package of books to student with the highest overall score). In the future, it will be important to fully consider alternative ways to ensure higher response rates. One method is to make this assessment part of one of their Spring term courses. This will require some additional logistical issues such as informing and involving additional faculty, but an increase in participation will provide more valuable data. This process overall has provided a workable framework going forward to assess our AAS Marketing students on an annual basis.

## APPENDIX A: ASSESSMENT TOOL (Pages 8 – 15)

## Quiz

**Note:** It is recommended that you save your response as you complete each question.

**Question 1 (0.01 points)**

Please provide feedback on what you see as the strengths of the PCC marketing degree. Please consider the faculty, advising, facilities, etc.

**Question 2 (0.01 points)**

Please describe areas for improvement in the PCC marketing degree program. Please consider the curriculum, advising, facilities, etc.

**Question 3 (1 point)**

Please match the marketing term with the description that best matches the marketing term.



- |  |   |
|--|---|
| <input type="text" value="product strategy"/>    | 1. the process of dividing a market into meaningful, relatively similar, and identifiable groups            |
| <input type="text" value="primary research"/>    | 2. a set of tools the marketing team can adjust to create more exchanges                                    |
| <input type="text" value="the economy"/>         | 3. the set of customers that the firm directs its marketing efforts   |
| <input type="text" value="target market"/>       | 4. an example of marketing environment variable (or force) that marketers must factor into their strategies |
| <input type="text" value="market segmentation"/> | 5. helps marketers better understand the buying process and buyer motivations                               |
| <input type="text" value="secondary research"/>  | 6. surveys and mall intercepts are prime examples   |
| <input type="text" value="marketing mix"/>       | 7. analyzing sales reports is prime example   |
| <input type="text" value="consumer behaviour"/>  | 8. packaging is an important element  |

**Question 4 (1 point)**



Number the following items in the correct order of completion (1 - 6) when preparing a marketing plan. Number 1 is the first step.

- 
- 
- 
- 
- 
-

Please mark **all** appropriate responses.

Advertising includes the following activities:

- a) publicity generated from a press conference held by the company president
- b) a 30 second radio spot
- c) a display ad in Outside magazine
- d) a brochure produced by the company

Save

**Question 6 (1 point)**



Please mark **all** appropriate responses.

The primary promotional tools available to the marketer are:

- public relations
- sales promotions
- pricing strategies
- advertising
- personal selling
- product warranties

Save

**Question 7 (1 point)**



Mark each group that is part of a traditional distribution channel.

- a) government
- b) international buyers
- c) manufacturers
- d) wholesalers
- e) consumers
- f) retailers

Save

**Question 8 (1 point)**



As a newly hired marketing analyst for Nike you are asked to prepare a report comparing local store sales results for your leading accounts - Dicks Sporting Goods and Footlocker. Your IT liason has provided a raw computer data file with rows and columns of data for over 1,250 stores. Describe in one word or sentence, the tool(s) you might use to complete and simplify your task.

Save

**Question 9 (1 point)**



**Chandler Power Boats Case:**

Chandler Power Boats is a leading dealer of powerboats and boating supplies in the Puget Sound area. Chandler has four main competitors, the largest two being Puget Sound Watercraft and Sun Fun Boating. Total sales and revenue for each is shown below.

Company	Unit Sales (boats)	Total Revenue (million)	GrossProfit(million)
Chandler	750	\$7.30	\$1.5
Puget Sound	130	\$12.35	\$2.5
Sun Fun	1500	\$6.75	\$0.8
Other	2500	\$18.5	\$3.5

Based on the Chandler Power Boats case, the total market share in terms of units for Chandler's market is:

- 5300
- 4880
- 750
- 2500

Save

**Question 10 (1 point)**



Based on the Chandler Power Boats case, Chandler's share of the total market in terms of unit sales is approximately:

- 50%
- 33%
- 15%
- 25%
- there is insufficient data to determine the share

Save

**Question 11 (1 point)**



Based on the Chandler Power Boats case, Chandler's market share in terms of revenue is:

- Larger than their share in terms of unit sales
- Smaller than their share in terms of unit sales
- Exactly the same as their share in terms of unit sales
- Not calculable

Save

**Question 12 (1 point)**



Based on the Chandler Power Boats case, the company with the largest average sales price is:

[https://online.pcc.edu/d2l/lms/quizzing/user/attempt/quiz\\_attempt...v=1&drc=0&impcf=&pg=1&qj=190799&aj=1536997&dep=0&d2l\\_body\\_type=1](https://online.pcc.edu/d2l/lms/quizzing/user/attempt/quiz_attempt...v=1&drc=0&impcf=&pg=1&qj=190799&aj=1536997&dep=0&d2l_body_type=1)

Based on the Chandler Power Boats case, which company had the highest average sales price per unit?

- Chandler
- Puget Sound
- Sun Fun
- Other

Save

**Question 13 (1 point)**



Based on the Chandler Power Boats case, Chandler's gross profit per unit sold is:

- \$2,000
- \$.02
- \$1,125
- \$112,500,000

Save

**Question 14 (1 point)**



**Bullhorn Inc. Case**

Sandra Bullhorn had a dilemma. Her company Bullhorn, Inc. manufactured a specialty bike light specifically designed to use in the fog. While the company had favorable early press and had moved product into distribution across the country, sales were actually disappointing. The lights had sold briskly in Boston, San Francisco and Seattle, but had sold poorly in San Diego, Phoenix, Chicago and Dallas.

Sandra came from an engineering background and had little experience with marketing. Her original choice of markets was based solely on sales contacts she made at a national trade show. You have been hired by Sandra to advise her on how to best market her product.

Based on the information above, you would tell Sandra that:

- She has done poor target marketing
- She needs to demographically segment her market
- Her SWOT analysis must be improved
- More research data is needed to analyze the situation
- Both A and D are correct

Save

**Question 15 (1 point)**



Referring to the Bullhorn case, if more research were to be performed, the following would be most helpful:

- Secondary data on each of the markets served including geographically, climate and bike-usage data
- Primary focus group research from potential new users in Florida
- Secondary data on bike exports
- Primary mall intercept surveys from across the country
- Any primary data will be useful

Save

**Question 16 (1 point)**



Referring to the Bullhorn Case:

Based only on the above description, Bullhorn's target market strategy within the market of bike riders is probably:

- Concentrated
- Undifferentiated
- Multi-segment
- Industry Segmentation

**Question 17 (1 point)**



Referring to the Bullhorn case, a segmentation study for Bullhorn might reveal that their market is (choose the most likely):

- Segmented by psychographics
- Geographically segmented
- Segmented by race
- Segmented by gender

Save

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Save All Responses

Go to Submit Quiz

## **APPENDIX B: EMAIL TO STUDENTS**

### **EMAIL SENT TO 18 AAS MARKETING STUDENTS**

Congratulations on your good work towards your Marketing degree!

You have been selected through enrollment data as one of 18 business students that is significantly along in completing an AAS Marketing degree or certificate. The business faculty at PCC are very interested to learn about your experiences in the business program. We would greatly appreciate your participation in a short 15 minute survey and assessment of the AAS marketing degree.

Our goal in this survey is to hear your thoughts about strengths and weaknesses in our Marketing program, and to measure how well we are teaching the degree's core outcomes. The business program will award a \$50 gift certificate to one student through a random draw of students that complete the survey. The student that posts the highest score on the marketing questions will be eligible for a gift packet (marketing books) and recognition from the business department.

The survey consists of several marketing related questions that may have been covered in one of your many business courses. In total we expect the survey to take about 15 minutes on average. We would like your responses to be top of mind; we don't expect students to research any of the material presented in the survey. A calculator will help with a few questions.

The survey will be set up in Desire2Learn and will open for you to complete at any time from now until Sunday, June 9. If you would prefer, we will be happy to administer the survey to you on any of our campuses. Please email and I will be happy to arrange this.

Please know that this survey is not tied to any of your classes and will not affect your course grades in any way. Rather, your efforts will provide valuable insights to the BA program to make positive changes for future marketing students.

Again, the business faculty will greatly appreciate your participation in this survey. If there are any questions, please don't hesitate to contact me.

Best Regards,

Greg Rapp, BA Faculty  
AAS Marketing Outcomes Assessment Coordinator