

Marketing B.S.B.A.

Expanded Statement of Institutional Purpose

Institutional Mission Reference

The Marketing B.S.B.A. Program offers undergraduate students a high quality degree program in marketing that meets national standards of excellence. Program faculty are committed to quality teaching and the discovery of new knowledge. The faculty support the institutional mission to serve a diverse student body and provide opportunities for lifelong learning. To that end, the program offers courses through both the Weekend College and TELETECHNET.

Institutional Goal(s) Supported

The Marketing B.S.B.A. Program supports the University goals of (a) quality undergraduate academic programs, (b) quality teaching, (c) discovery of new knowledge, (d) lifelong learning, and (e) distance education (Old Dominion University Catalog 2000-2002, pp. 3-4, or Strategic Plan 2000-2005, pp. 8-9). The Marketing B.S.B.A. Program also supports Strategic Initiative 1 (High Quality, Distinctive Undergraduate Programs) and Strategic Initiative 5 (Distance Education) (Strategic Plan 2000-2005, pp. 22, 48).

Intended Educational (Student) Outcomes, Methods for Assessment, Criteria for Success, Assessment Results, and Use of Results

Intended Outcome 1

Students will demonstrate knowledge of appropriate theories or concepts in their analyses of consumer behavior.

Method for Assessing Outcome 1 and Criterion for Success: All students will earn scores of Satisfactory or higher on the Consumer Analysis sub-section of the senior capstone project. Note that this method was not used (an alternate method was used, see below).

Alternate Method for Assessing Outcome 1 and Criterion for Success: All marketing majors in the Marketing capstone course (MKTG 490) will earn scores of 75 or higher on a locally-developed examination. (Comparisons will be made among traditional on-campus students, Weekend College students, and TELETECHNET students.)

Summary of Assessment Data Collected, Alternate Method for Outcome 1: Demonstration of appropriate consumer behavior theory was exemplified by the scores on the Consumer Behavior section of the take home exam based upon the case, Tyler Pet Foods, from Strategic Marketing Problems: Cases and Comments, Ninth Edition, Roger A. Kerin and Robert A. Peterson, Prentice Hall, 2000 (see Appendix A for detail). It should be noted that this case also succinctly illustrates the challenge of developing a comprehensive marketing program.

The students were asked to respond to the following question: Analyze why people would buy Show Circuit dog food by using different perspectives (theories or models) as their frame of reference. 1) For a complete answer, the students will need to provide appropriate detail and supporting concept(s) or theory(s) to help them better understand potential consumer behavior. 2) Based on their analyses, the students will need to propose appropriate changes for positioning Show Circuit and/ or the promotion program.

The mean grade for the on-campus students was 93%

The mean grade for the students at the TELETECHNET sites was also 93%.

As such, the Intended Outcome 1 was satisfactorily reached during this semester (Spring 2001).



Intended Outcome 2
Students will use systematic selection, collection, and interpretation of internal and external marketing information leading to the development of both marketing mix and corporate strategies.

Method for Assessing Outcome 2 and Criterion for Success: All students will earn scores of Satisfactory or higher on the Situation Analysis, Problems Identification, and Strategic Alternatives sub-sections of the senior capstone project. Note that this method was not used (an alternate method was used, see p. 4).

Alternate Method for Assessing Outcome 2 and Criterion for Success: All marketing majors in the Marketing capstone course (MKTG 490) will earn scores of 75 or higher on a locally-developed examination. (Comparisons will be made among traditional on-campus students, Weekend College students, and TELETECHNET students.)

Summary of Assessment Data Collected, Alternate Method for Outcome 2: Demonstration of systematic selection, collection, and interpretation of internal and external marketing information leading to the development of strategies was exemplified by the scores on the first four sections of the take home exam based upon the case, Tyler Pet Foods, from Strategic Marketing Problems: Cases and Comments, Ninth Edition. Roger A. Kerin and Robert A. Peterson, Prentice Hall, 2000 (see Appendix A for detail). This case succinctly illustrates the challenge of developing comprehensive strategies.

The students were asked to respond to the following four questions representing 70 points:

1. (5%) Describe the target market for Show Circuit dog food and its potential.
2. (20%) 1) How might Show Circuit be positioned in the dog food market? Positioning has direct implications for PRICING. 2) What do you recommend for pricing?
3. (20%) 1) Calculate a Breakeven analysis— using as a basis your pricing strategy and target market for the introductory year. (The Excel worksheet probably has figures included in the worksheet that are inappropriate for your strategy. Input your own figures by "Unprotecting" the worksheet. Tools drop-down menu.) 2) Evaluate the results. 3) What level of sales must be generated for Tyler to have a 15% return on sales for the next year beyond the introduction?
4. (25%) Evaluate the introductory promotion program (as proposed by Marketing Ventures Unlimited) in respect to your positioning strategy. What additions, deletions, or modifications to this program would you make?

The mean grade for the on-campus students was 86%
The mean grade for the students at the TELETECHNET sites was also 86%.
As such, the Intended Outcome 2 was satisfactorily reached during this semester (Spring 2001).

Method for Assessing Outcome 3 and Criterion for Success: All marketing majors in the Marketing capstone course (MKTG 490) will earn scores of 75 or higher on a locally-developed examination. (Comparisons will be made among traditional on-campus students, Weekend College students, and TELETECHNET students.) Note: This method was not used (an alternate method was used, see below).

Alternate Method for Assessing Outcome 3 and Criterion for Success: All marketing majors will earn scores of 75% or higher on their team case projects (see detail below).

Summary of Assessment Data Collected, Alternate Method for Outcome 3: Assessment for demonstration of the students' ability to effectively design a total marketing system and strategy was exemplified in the Team Case Projects (see Appendix B for detail included in the course syllabus). The requirement from the syllabus was as follows:

The Presentation portion of the Case Project (5%) is an important aspect and should be rehearsed. The team can use all the technology that is available in the mediated classroom, i.e. handouts, transparencies, electronic slides, or other visual aids. The presentation should be appropriately planned and time sensitive, possibly 20 to 25 minutes in length. Remember that you are consultants and want to succinctly and adequately present your thoughts and creatively make your case.

The case analysis written portion is due at the class presentation and comprises 25% of your grade. The text part of the analysis can not exceed five (5) pages plus a maximum of five (5) pages of exhibits. Again, remember that you are consultants and this analysis is your proposal to solicit work from the company. Therefore you should—properly select your words, succinctly establish your arguments for the selected alternative, and provide support for your decisions and statements.

The case analysis should follow the DECIDE format as outlined in the text:

1. Define the problem (15%)

Well defined problem outlines the framework within which the solution is derived.

2. Enumerate decision factors (30%)

Include 1) alternative courses of action, 2) uncertainties, and 3) context.

3. Consider relevant information (5%)

The validity and quantity of information can be a problem.

4. Identify the best alternative (30%)

Not a matter of choosing between options, but EVALUATING.

5. Develop plan for implementation of best alternative (10%)

Strategy formulation and implementation are not necessarily separate processes.

6. Evaluate the decision (10%)

Answer the questions—was a decision made and was it an appropriate decision? as a conclusion/summary.

The mean grade for the on-campus students was 89.9%

The mean grade for the students at the TELETECHNET sites was also 87.6%.

As such, the Intended Outcome 3 was satisfactorily reached during this semester.