

# University of Louisiana at Lafayette

## Detailed Assessment Report 2015-2016 Marketing BSBA

As of: 11/04/2016 11:01 AM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

### Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

---

#### **O/O 1: Teamwork and Total Business Performance**

Students will work in teams to effectively manage a company that is charged with opening sales offices, developing products, developing advertisements, pricing products, hiring salespeople, and managing an advertising program.

The Cumulative Balanced Scorecard is a quantitative measure of the executive team's ability to effectively manage the resources of the firm. It considers both the historical performance of the firm as well as how well the firm is positioned to compete in the future. While the game involves 8 quarters (decision rounds), the cumulative balanced scorecard only includes quarters 5-8. As such, it measures the action potential of the firm.

Total Business Performance = Financial Performance \* Market Performance \* Marketing Effectiveness \* Investment in Future \* Wealth

Assessment Goal: No more than 20% of the student teams will produce a Balanced Scorecard which is less than zero in any one performance category. Over the span of the final four quarters, effective executive teams, on average, should show positive performance in each category.

#### **Connected Documents**

[BS in Marketing Assessment 09-10](#)

[BS in Marketing Assessment 13-14](#)

[BS in Marketing Assessment 15-16](#)

#### **Related Measures**

##### **M 1: Teamwork and Total Business Performance**

Marketing 480 utilizes the "Strategic Marketing Version of the Marketplace Business Simulation" to create a context for strategic market management, decision making, and control. The Marketplace Simulation is played on the internet and will be played as groups which compete against one another in an emerging marketplace. The simulation requires students to use information technology when evaluating marketing research and when subsequently making decision that will guide their organization. The evaluation of each team's decisions over the course of its last 4 decision rounds (Quarters 5-8) will determine if the students can effectively work in teams to manage total business performance.

##### **Assessment:**

To assess each team's ability to manage total business performance, the instructor will evaluate each team's cumulative balanced scorecard. This statistic will be evaluated to determine what percentage of student teams failed to produce a Cumulative Balanced Scorecard which is less than zero in any one performance category.

Number of students assessed = 44

Source of Evidence: Performance (recital, exhibit, science project)

#### **Connected Documents**

[BS in Marketing Assessment 09-10](#)  
[BS in Marketing Assessment 13-14](#)

**Target:**

No more than 20% of the student teams will produce a Balanced Scorecard which is less than zero in any one performance category. Over the span of the final four quarters, effective executive teams, on average, should show positive performance in each category.

**Connected Documents**

[BS in Marketing Assessment 09-10](#)  
[BS in Marketing Assessment 13-14](#)

**Finding (2015-2016) - Target: Met**

Target Achieved: None (0%) of the student teams produced a Balanced Scorecard which is less than zero in any one performance category. The number of students assessed is 15.

**Related Action Plans (by Established cycle, then alpha):**

**Return on Investment**

Explanation: To address the shortcomings on the ROI aspect of the Marketplace simulation game, the faculty reviewed the performance of the underperforming teams. Collectively, the underachieving teams all fell short on the financial performance scorecard criteria.

Given this shortcoming, the faculty agreed that teachers in MKTG 480 should spend more time each quarter of the game reviewing the requisite financial statements involved in the game and should focus their discussion on the importance of marketing managers to understand the relationships between marketing decisions and financial performance.

Additionally, the analysis of time spent on playing the simulation game reflects that the teams spending the least amount of time typically perform poorly. Specific attention will be paid to identifying teams early in the semester that are exhibiting laggard type behavior. Instructors will be asked to highlight the time spent on decisions in class as a way of communicating the importance of investing the necessary effort to perform well as a team.

**Established in Cycle:** 2009-2010

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Impact of Marketing Decisions on Return on Investment |

**Outcome/Objective:** Impact of Marketing Decisions on Return on Investment

**Measure:** Teamwork and Total Business Performance |

**Outcome/Objective:** Teamwork and Total Business Performance

**Projected Completion Date:** 01/2011

**Responsible Person/Group:** MKTG 480 professor(s), assessment coordinator, and department head

**Connected Document**

[BS in Marketing Assessment 09-10](#)

**Targeting and Positioning**

The Fall 2009 assessment clearly indicates that the achievement standard for marketing effectiveness is attainable by the overwhelming majority of teams. In this course, specific attention has been given to the importance of segmentation, targeting and market positioning. The pedagogy used appears to be effective and should be continued.

Explanation: In previous semesters, the MKTG 480 faculty have stressed the importance of market segmentation, targeting, and positioning. Through previous assessments of this goal, it was determined that the “success” criteria should be raised from 70% to 75%. Based on the current assessment, the faculty feels it is appropriate to raise the “success” criteria once again (75% to 80%) and to lower the acceptable number of students that fall short of the success threshold (25% to 20%). Going forward, Assessment Goal #2 will read as follows:

No more than 20% of the student teams competing in the Marketplace Game will produce less than a score of 80% on Marketing Effectiveness in Quarter 8 of the simulation. Marketing effectiveness is the average of a team’s brand and ad judgments in their top two targeted segments.

**Established in Cycle:** 2009-2010

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Targeting and Positioning | **Outcome/Objective:** Targeting and Positioning

**Measure:** Teamwork and Total Business Performance |

**Outcome/Objective:** Teamwork and Total Business Performance

**Projected Completion Date:** 01/2011

**Responsible Person/Group:** MKTG 480 professor(s), assessment coordinator, and department head

**Connected Document**

[BS in Marketing Assessment 09-10](#)

### **Total business performance action plan**

Explanation: To address the shortcomings on the Total Business Performance aspect of the Marketplace simulation game, the faculty reviewed the cumulative balanced scorecards of the underperforming teams. Collectively, the underachieving teams all fell short on the financial performance scorecard criteria.

**Established in Cycle:** 2009-2010

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Teamwork and Total Business Performance |

**Outcome/Objective:** Teamwork and Total Business Performance

**Implementation Description:** Given this shortcoming, the faculty agreed that teachers in MKTG 480 should spend more time each quarter of the game reviewing the requisite financial statements involved in the game and should focus their discussion on the importance of marketing managers to understand the relationships between marketing decisions and financial performance.

**Projected Completion Date:** 01/2011

**Responsible Person/Group:** MKTG 480 professor(s), assessment coordinator, and department head

**Connected Document**

[BS in Marketing Assessment 09-10](#)

### **Balanced Scorecard Underperformance 2013-2014**

Code(s) \_C\_. Explanation: **To address the shortcomings on the Balanced Scorecard aspect of the Marketplace simulation game, the faculty reviewed the cumulative balanced scorecards of the underperforming teams.**

**The faculty agreed that teachers in MKTG 480 should spend more time each quarter of the game reviewing the requisite financial statements involved in the game and should focus their discussion on the importance of marketing managers to understand the relationships between marketing decisions and financial performance.**

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Teamwork and Total Business Performance |

**Outcome/Objective:** Teamwork and Total Business Performance

**Implementation Description:** Importance of reviewing financial data each quarter.

**Projected Completion Date:** 05/2016

**Responsible Person/Group:** Assessment Coordinator and Marketing Professor

### **O/O 2: Targeting and Positioning**

Teams will be able to effectively target customer segments and effectively position brand(s) within these respective segments.

Assessment Goal: No more than 20% of the students competing in the Marketplace Game will produce less than a score of 80% on Marketing Effectiveness in Quarter 8 of the simulation. Marketing effectiveness is the average of a team's brand and ad judgments in their top two targeted segments.

#### **Connected Documents**

[BS in Marketing Assessment 09-10](#)

[BS in Marketing Assessment 13-14](#)

[BS in Marketing Assessment 15-16](#)

#### **Relevant Associations:**

##### **General Education/Core Curriculum Associations**

- 6.1 Search electronic sources for information.
- 6.2 Collect, evaluate and utilize retrieved data to advance arguments.

#### **Related Measures**

##### **M 2: Targeting and Positioning**

Marketing 480 utilizes the "Strategic Marketing Version of the Marketplace Business Simulation" to create a context for strategic market management, decision making, and control. The Marketplace Simulation is played on the internet and will be played as groups which compete against one another in an emerging marketplace. The simulation requires students to use information technology when evaluating marketing research and when subsequently making decision that will guide their organization. The evaluation of each team's decisions at the end of Quarter 8 will determine if the students can effectively work in teams to effectively target customer segments and effectively position brand(s) within these respective segments.

Assessment: To assess each team's ability to target customer segments and effectively position brand(s) within these respective segments, the instructor will evaluate each team's performance in the area of marketing effectiveness (performance metric included in the Balanced Scorecard). Marketing effectiveness is the average of a team's brand and ad judgments in their top two targeted segments. This statistic will be evaluated to determine what percentage of student teams who could effectively develop brands which fulfilled customer needs and could develop advertisements which effectively communicate this value within their respective target markets.

Number of students assessed = 44

Source of Evidence: Performance (recital, exhibit, science project)

**Connected Documents**

[BS in Marketing Assessment 09-10](#)

[BS in Marketing Assessment 13-14](#)

**Target:**

No more than 25% of the student teams competing in the Marketplace Game will produce less than a score of 75% on Marketing Effectiveness in Quarter 8 of the simulation.

Marketing effectiveness is the average of a team's brand and ad judgments in their top two targeted segments.

**Connected Documents**

[BS in Marketing Assessment 09-10](#)

[BS in Marketing Assessment 13-14](#)

**Finding (2015-2016) - Target: Not Met**

40% of the students teams produced less than 80% on Marketing Effectiveness in Quarter 8 of the simulation.

**Related Action Plans (by Established cycle, then alpha):**

**Targeting and Positioning**

The Fall 2009 assessment clearly indicates that the achievement standard for marketing effectiveness is attainable by the overwhelming majority of teams. In this course, specific attention has been given to the importance of segmentation, targeting and market positioning. The pedagogy used appears to be effective and should be continued.

Explanation: In previous semesters, the MKTG 480 faculty have stressed the importance of market segmentation, targeting, and positioning. Through previous assessments of this goal, it was determined that the "success" criteria should be raised from 70% to 75%. Based on the current assessment, the faculty feels it is appropriate to raise the "success" criteria once again (75% to 80%) and to lower the acceptable number of students that fall short of the success threshold (25% to 20%). Going forward, Assessment Goal #2 will read as follows:

No more than 20% of the student teams competing in the Marketplace Game will produce less than a score of 80% on Marketing Effectiveness in Quarter 8 of the simulation. Marketing effectiveness is the average of a team's brand and ad judgments in their top two targeted segments.

**Established in Cycle:** 2009-2010

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Targeting and Positioning | **Outcome/Objective:**

Targeting and Positioning

**Measure:** Teamwork and Total Business Performance |

**Outcome/Objective:** Teamwork and Total Business Performance

**Projected Completion Date:** 01/2011

**Responsible Person/Group:** MKTG 480 professor(s), assessment coordinator, and department head

**Connected Document**

[BS in Marketing Assessment 09-10](#)

### **Plan to Increase Marketing Effectiveness Performance**

Marketing effectiveness is the average of a team's brand and ad judgments in their top two targeted segments. Instructors will review principles of effective marketing communication early in the semester in an attempt to improve performance.

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Targeting and Positioning | **Outcome/Objective:** Targeting and Positioning

**Implementation Description:** MKTG 480 instructors will include a section on effective marketing communication.

**Projected Completion Date:** 05/2016

**Responsible Person/Group:** All MKTG 480 instructors will participate.

### **Targeting and Positioning 2015-2016**

Explanation: To address shortcomings on the Marketing Effectiveness aspect of the Marketplace simulation game, the faculty agreed that teachers in MKTG 480 should spend more time to the importance of segmentation, targeting and market positioning. Additionally, the analysis of time spent on playing the simulation game reflects that the teams spending the least amount of time typically perform poorly. Specific attention will be paid to identifying teams early in the semester that are exhibiting laggard type behavior. Instructors will be asked to highlight the time spent on decisions in class as a way of communicating the importance of investing the necessary effort to perform well as a team.

**Established in Cycle:** 2015-2016

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Targeting and Positioning | **Outcome/Objective:** Targeting and Positioning

**Projected Completion Date:** 09/2017

**Responsible Person/Group:** MKTG 480 professor(s), assessment coordinator, and department head

### **O/O 3: Impact of Marketing Decisions on Return on Investment**

Students will work in teams to make marketing decisions which produce a positive return on investment.

Assessment Goal: No more than 30% of the student teams competing in the Marketplace Game will produce less than 100% ROI at the end of the eight (8) quarter simulation.

#### **Connected Documents**

[BS in Marketing Assessment 09-10](#)

[BS in Marketing Assessment 13-14](#)

[BS in Marketing Assessment 15-16](#)

#### **Relevant Associations:**

##### **General Education/Core Curriculum Associations**

6.2 Collect, evaluate and utilize retrieved data to advance arguments.

#### **Related Measures**

##### **M 3: Impact of Marketing Decisions on Return on Investment**

Marketing 480 utilizes the “Strategic Marketing Version of the Marketplace Business Simulation” to create a context for strategic market management, decision making, and control. The Marketplace Simulation is played on the internet and will be played as groups which compete against one another in an emerging marketplace. The simulation requires students to use information technology when evaluating marketing research and when subsequently making decision that will guide their organization. The evaluation of each team’s decisions at the end of Quarter 8 will determine if the students can effectively work in teams to develop and implement marketing strategy that will produce a positive return on their financial investment.

Assessment: To assess each team’s ability to create a positive return on investment over the course of 8 business quarters, the instructor will evaluate each team’s return on investment percentage. This statistic will be evaluated to determine what percentage of student teams could produce a ROI that was more than 100% of their financial investment.

Number of students assessed = 44

Source of Evidence: Performance (recital, exhibit, science project)

#### **Connected Documents**

[BS in Marketing Assessment 09-10](#)

[BS in Marketing Assessment 13-14](#)

#### **Target:**

No more than 30% of the student teams competing in the Marketplace Game will produce less than 100% ROI at the end of the eight (8) quarter simulation.

#### **Connected Documents**

[BS in Marketing Assessment 09-10](#)

[BS in Marketing Assessment 13-14](#)

#### **Finding (2015-2016) - Target: Met**

Target Achieved: None (0%) of the student teams achieved less than 100% ROI at the end of the Quarter 8 simulation.

#### **Related Action Plans (by Established cycle, then alpha):**

##### **Return on Investment**

Explanation: To address the shortcomings on the ROI aspect of the Marketplace simulation game, the faculty reviewed the performance of the underperforming teams. Collectively, the underachieving teams all fell short on the financial performance scorecard criteria.

Given this shortcoming, the faculty agreed that teachers in MKTG 480 should spend more time each quarter of the game reviewing the requisite financial statements involved in the game and should focus their discussion on the importance of marketing managers to understand the relationships between marketing decisions and financial performance.

Additionally, the analysis of time spent on playing the simulation game reflects that the teams spending the least amount of time typically perform poorly. Specific attention will be paid to identifying teams early in the semester that are exhibiting laggard type behavior. Instructors will be asked to highlight the time spent on decisions in class as a way of communicating the importance of investing the necessary effort to perform well as a team.

**Established in Cycle:** 2009-2010

**Implementation Status:** Finished

**Priority:** High

#### **Relationships (Measure | Outcome/Objective):**

**Measure:** Impact of Marketing Decisions on Return on Investment |

**Outcome/Objective:** Impact of Marketing Decisions on Return on



Investment

**Measure:** Teamwork and Total Business Performance |

**Outcome/Objective:** Teamwork and Total Business Performance

**Projected Completion Date:** 01/2011

**Responsible Person/Group:** MKTG 480 professor(s), assessment coordinator, and department head

**Connected Document**

[BS in Marketing Assessment 09-10](#)

### Return on Investment 2015-2016

Proposed Action Plan:

The Spring 2016 assessment clearly indicates that the achievement standard for ROI is attainable by the overwhelming majority of teams. In this course, specific attention has been given to the importance of reviewing the requisite financial statements involved in the game and should focus their discussion on the importance of marketing managers to understand the relationships between marketing decisions and financial performance. The pedagogy used appears to be effective and should be continued.

Explanation: In previous semesters, the MKTG 480 faculty have stressed the importance of financial statements involved in the game and the relationships between marketing decisions and financial performance. Based on the current assessment, the faculty feels it is appropriate to raise the "success" criteria (70% to 80%) and to lower the acceptable number of students that fall short of the success threshold (30% to 20%). Going forward, Assessment Goal #2 will read as follows:

No more than 20% of the student teams competing in the Marketplace Game will produce less than 100% ROI at the end of the eight (8) quarter simulation.

**Established in Cycle:** 2015-2016

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Impact of Marketing Decisions on Return on Investment |

**Outcome/Objective:** Impact of Marketing Decisions on Return on Investment

**Projected Completion Date:** 09/2017

**Responsible Person/Group:** MKTG 480 professor(s), assessment coordinator, and department head

## Analysis Questions and Analysis Answers

---

### How were assessment results shared and evaluated within the unit?

Assessment results were shared with the Marketing 480 instructors and discussed. Instructors spoke about new potential ways to evaluate students. They also discussed how to improve the results if we continue to use the current assessment tool (Marketplace Simulation Game).

### Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?

The action plan of focusing on ROI was implemented in the 2015-2016 cycle. Students improved the ROI and 100% of students met the goal. Targeting and Positioning standards were raised over



the 2015-2016 cycle which made us not meet our target. Overall, it can be concluded that students improved one area at the expense of another area of the Marketplace Simulation Game.

**What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?**

It is a benefit to analyze student performance year to year. Emphasizing one area to achieve desired results, shows an increase in student learning about that subject and improved results.