

**LONG ISLAND UNIVERSITY
BROOKLYN CAMPUS**

Teaching and Learning Initiative

Instructional Innovation Grant Proposal

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When teaching business strategy, decision making and control, the case method is often used in advanced undergraduate as well as graduate classes. Professors usually use prepared cases, and the students are required to read, analyze, provide a solution and present their analysis and recommendations in class. Preparing a case allows students to practice the strategic management process of analyzing the situation, formulating a strategy, and implementing it. The building blocks of this process are clear, and cases usually come with case notes which provide the analysis and solution to the case for the benefit of the instructor. This is mostly an outcome-based approach, graded and evaluated subjectively by the instructor.

While using cases is a valuable method of teaching the strategic management process elements, it also provides ample additional pedagogical opportunities which this proposal seeks to explore. We suggest the use of outcomes assessment methodologies such as evaluation rubrics, process feedback and peer evaluation to enhance the academic rigorousness of using cases in strategic management classes. In addition to the usual advantages of the case methodology, students in this study benefit in various ways, including: a deeper understanding of the subject matter, improved presentation and team work skills, higher level of involvement in the course, learning to align efforts to instructor requirements, assessment that is more transparent and impartial, and a more comprehensive view of management as a whole.

This is a preliminary study, and if successful in showing improvement and student satisfaction, aims at redesigning this course, to include the proposed methods as an integral part of this and perhaps other case-based courses. Results from this study may direct us towards a more comprehensive investigation of the effectiveness of the proposed pedagogy.

Rationale

The case method is an extremely rich pedagogical instrument. It usually takes place in a team situation, where 3-5 students prepare and present their work. Its value is in seeing how strategic planning and strategic management techniques actually work in the real world. This aids the learner in mastering the subject matter in various ways. First, through the study of actual business practices, learners are able to see how many of the theoretical underpinnings of the discipline work in affecting the course of organizational growth, prosperity, and survival. Second, it takes theory and tests it in practice. The result is often the basis for further introspection and analysis. Third, the

case study approach provides the learner with the opportunity to answer such questions as “What would I do in these circumstances? What kinds of decisions would I make to affect a positive difference? How would I know if I was doing the right thing or not?” Second-guessing real-world decision makers is not only an interesting process; it is also an important educational process. Finally, case studies bring the subject matter to life. Most case studies are real, and the study of what actually happened makes it more meaningful for the learner. This active learning approach has many benefits over other methods of learning the subject matter (such as pure lecturing), and gives learners the opportunity to engage the studies on a first-person basis¹.

These advantages brought the case method to the forefront of business education all over the world. Notwithstanding these important strengths, however, this proposal wishes to add outcomes assessment as well as a behavioral focus, which goes beyond the solution of the case and explores the challenging process of achieving it. In addition, it aims to test the use of performance and evaluation rubrics as a pedagogical tool in improving students’ learning and skill development. This is a viable enhancement to teaching cases, which could be easily adopted by any instructor. It has value not only to our students and university, but to the business education community as a whole, which uses cases so readily.

Methodology

This proposal involves an educational experiment that has already commenced, as part of the business school’s outcomes assessment initiative. MAN 151 “Managerial Planning and Control” is an advanced undergraduate class, which uses case analyses to teach the strategic management process. The students have been divided into teams of 4-5 students each, which will analyze and present three cases throughout the semester. All teams present the same cases. The students need to use PowerPoint slides as a visual aid, as well as hand in a written outline of their presentation.

We have devised three performance evaluation rubrics (see Appendix A): one assesses the content of the presentation, and corresponds to an outline given to the students as a tool to assist with the case analysis preparation. The second rubric assesses the presentation as a whole: non-verbal and vocal skills, time, visual aids, professionalism and more. The third rubric is designed to assess the written component of the presentation.

Each presentation will be assessed and graded with the use of the rubrics as follows: All students in the audience complete the first two rubrics for each presentation they observe, as “peer evaluators”. Besides the instructor, two additional evaluators will grade the presentations and written outlines: one professor and one graduate student. Both professors are full-time employees of LIU, hold a Ph.D. in Management, and have over 10 years experience teaching and grading case presentations. The graduate student is a high-performing MBA student with some experience in grading and in case analysis.

This data will be collected at two points during the semester, namely: at the first and the third presentations. After each presentation, the students will receive the usual feedback relating to the content of the presentation. In addition, this proposal suggests to provide content training as well. Each group will have feedback sessions with each of the

¹ William Naumes and Margaret J. Naumes (1999). *The Art & Craft of Case Writing*. Thousand Oaks, Ca.: Sage Publications.

participating professors. These sessions will focus on the group's process: how well did they perform as a group, how much cohesiveness and unity of performance have they achieved, how well they used verbal and non-verbal communications, how were their slides, and so on. The instructor will also provide as much assistance and additional training as each group requires.

At the end of the semester, the students will complete a survey, asking them to evaluate their experience in the class. How much do they perceive their performance and skill level to have improved, and which elements have been most useful to them.

Timeline

First case evaluation (data already collected): February 21, 2008.

Second case evaluation: April 29, 2008.

Students' outcomes assessment questionnaires: May 6, 2008.

Resources

Our budget is divided into three resource areas: First is data collection, input and analysis. We have attained the services of a Graduate Assistant who is currently inputting data. Considering the size of our sample (7 groups, 35 students, 3 evaluators, 2 cases, each with multiple forms, comes out to almost 900 forms, with multiple data points for each form – for the input stage alone), we evaluate 65 hours for the GA, or \$780 at \$12 an hour.

Second, we wish to provide the students with a token compensation for participating in this study not only as presenters but also as evaluators. The added stress and requirement of having their class chosen for this study could hopefully be offset by a token incentive – which will also enhance their ability to perform. We suggest a budget of \$22 per student, which could cover a gift such as a flash drive, which they would require for their presentation. Many students do not own one, and as they work in teams, required to share files, and required to have their presentation on a flash drive – providing them with one seems adequate. 35 students, each \$22 = \$770².

In addition, the primary author of this proposal is aiming to enhance her exposure to case-based methodologies and pedagogies, as well as other business strategy teaching innovations. Such faculty development is not usually covered by the Business School, and would allow her to continue and innovate in the classroom. The EOM Annual Meeting in Washington DC, taking place in May 2008, is a great opportunity to attend case faculty development sessions, listen to the latest developments and innovations in case instructions, and meet other faculty members who share the same enthusiasm for case pedagogy. Registration \$220, round trip travel \$250 by train, lodging \$169x3, total \$977.

<u>Budget</u>	
Data input & analysis	\$ 780
Students' flash drive	\$ 770
Faculty development	\$ 977
<u>Total</u>	<u>\$ 2527</u>

² In case we can purchase the flash drives for less than \$22 each, available funds from this portion of the budget will be used to provide in-class refreshments.

Outcomes

This teaching initiative hopes to accomplish various outcomes, first of which is enhancing teaching outcomes for our students. Rather than sufficing with teaching the strategic management process, we also provide valuable management skills: team work, presentation skills, giving and receiving feedback, maintaining working relationships with peers, and seeing the big picture of case analysis: process as well as outcome. We believe that providing our students with such skills would assist them not only in succeeding with their future courses, but also in the corporate world, where such skills are crucial and sought-after.

Second, this initiative incorporates outcomes assessment as part of the teaching methodology in the classroom. This is an innovative pedagogy, which we are very excited about. It enhances an educational tool that is widely used in business schools, and as such would be relevant and valuable to hundreds of instructors worldwide.

Third, we develop, utilize and test evaluation rubrics. As popular as cases are in business schools, rubrics are seldom used. This teaching initiative develops as well as tests rubrics that, with the publication of this study, could be widely used as another enhancement to the case pedagogy. More importantly for our students, developing and testing such rubrics is an important step towards a more transparent, unbiased student evaluation process. Due to the elusive nature of case teaching, students often complain of the vagueness of assessment tools and processes. The more students know of the evaluation tool, the better they can prepare. This study takes an important step towards proving that the use of such rubrics is instrumental in aligning performance and evaluation, as well as providing students with a less frustrating and more fulfilling learning experience.

Fourth, this initiative provides outcomes assessment for employing such teaching methodologies: both objective and subjective. Objectively, we hope to see an improvement in students' performance between February 21 and April 29. Subjectively, we will measure the students' perception of their advancement during the semester: to what degree they value these teaching methodologies.

Finally, this research strives to be a first step in a more comprehensive investigation of the case methodology. While this initiative is innovative and fresh, it lacks empirical elements such as a control group, larger sample size, and a more comprehensive model, hypotheses and so fourth. We have begun with this modest design, which we could hopefully fund through your generosity. Once the results show performance enhancement, student satisfaction, and skill development, we would be able to proceed with a newly designed course as well as a larger study.

Assessment

To assess the achievement of our goals, of building students skills, providing better evaluation tools, testing rubrics and assessing students' satisfaction, we will evaluate students' progress as well as perception. First, we assess students' case analysis, presentation and written report on their first and third course presentations. As the complexity of the cases increases and the extent of the material grows throughout the semester, demands from the students increase as well. We hope that despite that, students' performance will improve. By measuring performance in various ways (peer,

professor, outside evaluator, graduate student) we hope to achieve satisfactory validity for this preliminary investigation. Analysis, public speaking, writing, team cooperation, coordination and leadership are but a few of the skills this initiative seeks to enhance in students.

Second, we will evaluate students' progress via self-assessment questionnaires at the conclusion of the semester. We would inquire on their perceived progress, as well as the specific elements of the course that helped them most in achieving progress.

In addition, we have conducted preliminary outcomes assessment questionnaire to students in MKT 133 (see Appendix B). This was conducted at the conclusion of Fall 2007 semester, as a precursor to this learning initiative. While the MKT 133 questionnaire collected data on various possible outcomes assessment goals, this current initiatives focuses on goal 3: "students will develop good communication skills and able to convey their ideas through speaking and writing", and objectives 3.1 and 3.2, as detailed in Appendix B. While this can not be used as a pure control group, it still may provide a general benchmark reference.

We have collected the initial data from students' first presentation (see Appendix C). An examination of the descriptive statistics indicates that, in general, students scored average to above average (between 3-4 on a 5 point scale) in the content areas of analysis (goals to recommendations) but scored slightly lower (average to below average; between 2-3) in the presentation area. Students seemed to do quite well with industry analysis, internal analysis and SWOT Table and were least successful in vocalization and facial expression. Chi-squares and correlation analysis indicates that the evaluators (instructor, graduate assistant, outside evaluator, and students) in general had statistically significantly agreement in evaluations in the content areas but slightly less agreement in the presentation areas, most notably with facial expressions, vocal skills, and time frame.

In conclusion, we believe that this initiative already provide value to our students. We enhance the standard case teaching pedagogy, by providing more process training and feedback, by clarifying evaluation scheme, by utilizing outcomes evaluation tools such as peer evaluations and by providing repeated team experiential exercises. Obtaining TLI support will allow us to further enhance the benefits of our learning initiative: incentives to students, data collection and analysis and faculty development. We hope that this is a first step in a groundbreaking educational advancement both within LIU and in business education everywhere.

Attached:

Appendix A: Evaluation Rubrics

Appendix B: Pilot Outcomes Assessment Study

Appendix C: Preliminary Data Analysis

Authorization:

Mohammed Ghriga, the Dean of the Business School, has approved this project.

Appendix A: Evaluation Rubrics

1. Case evaluating form: evaluating content
2. Oral presentation rubric: evaluating presentation
3. Written assignment evaluation: evaluating written presentation outline

LONG ISLAND UNIVERSITY

School of Business, Public Administration & Information Sciences
Spring 2008

MAN 151 – Managerial Planning & Control
Case Evaluation Form: Strategic Analysis

For each element, assess the content of the presentation between 1-5:

1	2	3	4	5
Non-existent	Poor	Acceptable	Good	Excellent

1. Strategic Direction: Goals and objectives **1 2 3 4 5**
2. Macro Environment: list opportunities and threats **1 2 3 4 5**
(Political/legal, Economic, Technological, Social, International)
3. Industry Environment (5 force analysis) **1 2 3 4 5**

How attractive is the industry? What are the main threats/opportunities there?
4. Internal Environment: **1 2 3 4 5**
(Finance, Marketing, Operations, Human Resources, Other areas in the value chain)
5. What is Cognex’s distinctive competence & competitive advantage? **1 2 3 4 5**
6. What is the central problem? **1 2 3 4 5**
7. Summarize your findings in a SWOT table **1 2 3 4 5**
8. What are the strategic options you can see? (pros and cons for each) **1 2 3 4 5**
9. Provide your final strategic recommendation. What are some actions they need to take to implement it? **1 2 3 4 5**

Oral Presentation Rubric

Criteria	1 (Poor)	2 (Fair)	3 (Good)	4 (Excellent)
<i>Nonverbal Skills</i>				
<i>Eye Contact</i>	Does not attempt to look at audience at all, reads notes the entire time	Only focuses attention to one particular part of the class, does not scan audience	Occasionally looks at someone or some groups during presentation	Constantly looks at someone or some groups at all times
<i>Facial Expressions</i>	Has either a deadpan expression or shows a conflicting expression during entire presentation	Occasionally displays both a deadpan and conflicting expression during presentation	Occasionally demonstrates either a deadpan OR conflicting expression during presentation	Gives audience clues to what the content of speech is about; Appropriate expression, never notice a deadpan or conflicting expression
<i>Gestures</i>	No gestures are noticed			Natural hand gestures are demonstrated
<i>Posture</i>	Sits during presentation or slumps		Occasionally slumps during presentation	Stands up straight with both feet on the ground.
<i>Vocal Skills</i>				
<i>Enthusiasm</i>	Shows absolutely no interest in topic presented	Shows some negativity toward topic presented	Occasionally shows positive feelings about topic	Demonstrates a strong positive feeling about topic during entire presentation
<i>Vocalized Pauses (uh, well uh, um)</i>	10 or more are noticed	6-9 are noticed	1-5 are noticed	No vocalized pauses noticed
<i>Content</i>				
<i>Topic Announced</i>	Audience has no idea what the report is on		Vaguely tells audience what report is over	Clearly explains what the report is covering
<i>Time frame</i>	Presentation is less than minimum time	Presentation is more than maximum time		Presentation falls within required time frame
<i>Visual Aid</i>	Poor, distracts audience and is hard to read	Adds nothing to presentation	Thoughts articulated clearly, but not engaging	Visual aid enhances presentation, all thoughts articulated and keeps interest
<i>Completeness of Content</i>	One or more points left out	Majority of points glossed over	Majority of points covered in depth, some points glossed over	Thoroughly explains all points
<i>Professionalism of Presentation</i>	Mumbles, audience has difficulty hearing, confusing	Thoughts don't flow, not clear, does not engage audience	Thoughts articulated clearly, though does not engage audience	Presentation is organized and the interest level of the audience is maintained

Written Assignment Evaluation

Name _____

Date _____

Class _____

Assignment _____

	A	B	C	D
Content	An abundance of material Clearly related to topic; Points are clear and all Evidence supports the discussion	Sufficient information that Relates to topic; many good points but uneven balance or little variation	There is a great deal of information not clearly related to the topic	Topic not clearly stated; information insufficient or superfluous
Organization	The assignment is well constructed; it is succinct and provides even transitions; headings and sub-headings are well constructed	Most information in logical sequence but transitions or flow is difficult	Concept and ideas are loosely connected; lacks clear transitions, choppy	Presentation is choppy or disjointed; development of topic is vague; lacks order
Materials	Balanced use of outside sources or graphical material; selection of references adds to the discussion	Sources and graphical material adequate, but not varied or compelling	Sources or graphical material present but do not fully connect to the topic	Few or no outside references or graphical material that add to the topic
Mechanics	Presentation captures the reader's attention; no grammatical or spelling errors; sources are cited correctly	Presentation adequate; few grammatical or spelling errors; style errors in citation	Presentation uninteresting; several grammatical or spelling errors; citation style not correct	Presentation bland; pervasive grammatical or spelling errors; style and citation errors numerous

Evaluation

	A	B	C	D
Content				
Organization				
Materials				
Mechanics				

ASSIGNMENT GRADE _____

Appendix B: Outcomes assessment pilot study

Conducted towards the end of Fall 2007 semester. This current proposal focuses on Goal 3 and Objective 3.1 and 3.2.

This study was the precursor to the current proposal, and would be used, whenever possible, as a benchmark.

MKT133 Advertising and Promotion Assessment
Preliminary Report
December 19, 2007
Prepared by Kuan Chiang

MKT133 Advertising and Promotion is an advanced marketing elective that focuses on marketing communications including advertising, sales promotion, public relations and personal selling. The objectives of this course are (1) to develop a comprehensive knowledge of the various elements of effective marketing communications programs, their individual characteristics, the synergistic relationships among them and their place in the larger context of the business decision-making process, and (2) to refine critical thinking and communication skills about marketing communication problems through preparation for and class discussions of case studies, readings, individual assignments, and group project.

This course can be a rich source of assessment information for outcomes outlined in the Undergraduate Business Programs. Given the objectives of this course, they relate to the goals of undergraduate business programs as follow and can be assessed to assure students' learning. Below are the goals related to this course.

Goal 1. Students will demonstrate a core understanding of basic business practices in Accounting, Business Law, Management, Marketing and Finance.

Objective 1.5 - students will understand the importance of integration and coordination of marketing activities that may lead to an effective operation.

Goal 2. Students will demonstrate computer and technological competencies.

Objective 2.1 students will understand how to locate and access business-oriented databases

Objective 2.2 students will be able to prepare word documents, use spreadsheets, and access the Internet.

Goal 3. Students will develop good communication skills and able to convey their ideas through speaking and writing.

Objective 3.1 Students will be able to read critically, evaluate information, present evidence to support conclusions and make recommendations in an effective writing style.

Objective 3.2 students will be able to communicate effectively and deliver PowerPoint business presentations.

Goal 4. Students will demonstrate the ability to think critically and analytically in creating business solution and apply quantitative measures appropriate to business analysis.

Objective 4.2 – students will demonstrate problem-solving capabilities in analyzing business cases.

Goal 6. Students will be able to work cooperatively and in teams within a multicultural group.

Objective 6 - students will be able to support their teamwork through interdependent relationship skills to achieve common goal, by leading, following, managing conflict, and attempting to individual differences in their groups.

Goal 7. Students will gain expertise and competencies in their specialized areas of business major.

Objective 7.3 - marketing major students will be able to conduct market research and analyze consumer behavior by completing a marketing plan.

To assess students' learning, a survey instrument (see Appendix) was designed and used to gather both quantitative and qualitative data related to the course. For quantitative measure, students were asked to indicate the degree of agreement on twelve statements using 5-point scale. Two essay questions directly related to course objectives were formulated for qualitative insights. The statements and corresponding goals that are measured are listed below.

1. I am confident in my abilities to develop an advertising campaign systematically **(Objective 7.3)**
2. I am confident in my abilities to apply my knowledge acquired from this course to solve marketing problems. **(Objective 4.2)**
3. I am confident in my abilities to analyze a complex marketing problem. **(Objective 4.2)**
4. I am confident in my abilities to function on a team. **(Objective 6)**
5. I am aware of team process and dynamics for good team performance. **(Objective 6)**
6. I have difficulty to negotiate agreements and handle conflict. **(Objective 6)**
7. I have difficulty to work for and accept consensus or compromise. **(Objective 6)**
8. This course helped me to improve my communication skills. **(Objective 3.2)**

9. I have gained expertise and competency in marketing by completing this course. **(Objective 1.5)**
10. This course helped me to think critically on marketing problems. **(Objective 3.1)**
11. This course helped me to develop technological skills such as gathering data on the Internet and prepare Word documents. **(Objective 2.1 & 2.2)**
12. This course helped me to understand the importance of advertising and promotion as part of integration and coordination and their impacts on the effectiveness of marketing activities. **(Objective 1.5)**

Preliminary Results

The survey was conducted on December 18, 2007, the last session of semester. A total of 28 responses were collected.

Means of twelve statements

	Mean*
Confident in abilities to develop an advertising campaign systematically	4.11
Confident in abilities to apply knowledge acquired from course to solve marketing problems	4.21
Confident in abilities to analyze a complex marketing problem	4.04
Confident in abilities to function on a team	4.36
Aware of team process and dynamics for good team performance	4.46
Difficulty to negotiate agreements and handle conflict	2.11
Difficulty to work for and accept consensus or compromise	1.96
This course helped me to improve my communication skills	3.93
Gain expertise and competency in marketing by completing this course	3.93
This course helped me to think critically on marketing problems	4.07
This course helped me to develop technological skills	4.11
This course helped me to understand the importance of advertising and promotion	4.39

* Based on a 5-point scale, 5 = strongly agree and 1= strongly disagree.

am confident in my abilities to develop an advertising campaign systematically

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	3	10.7	10.7	10.7
agree	19	67.9	67.9	78.6
strongly agree	6	21.4	21.4	100.0
Total	28	100.0	100.0	

I am confident in my abilities to apply my knowledge acquired from this course to solve marketing problems

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	2	7.1	7.1	7.1
agree	18	64.3	64.3	71.4
strongly agree	8	28.6	28.6	100.0
Total	28	100.0	100.0	

I am confident in my abilities to analyze a complex marketing problem.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	9	32.1	32.1	32.1
agree	9	32.1	32.1	64.3
strongly agree	10	35.7	35.7	100.0
Total	28	100.0	100.0	

I am confident in my abilities to function on a team

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	5	17.9	17.9	17.9
agree	8	28.6	28.6	46.4
strongly agree	15	53.6	53.6	100.0
Total	28	100.0	100.0	

I am aware of team process and dynamics for good team performance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	2	7.1	7.1	7.1
agree	11	39.3	39.3	46.4
strongly agree	15	53.6	53.6	100.0
Total	28	100.0	100.0	

I have difficulty to negotiate agreements and handle conflict

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	10	35.7	35.7	35.7
disagree	10	35.7	35.7	71.4
neutral	3	10.7	10.7	82.1
agree	5	17.9	17.9	100.0
Total	28	100.0	100.0	

I have difficulty to work for and accept consensus or compromise

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	9	32.1	32.1	32.1
disagree	13	46.4	46.4	78.6
neutral	4	14.3	14.3	92.9
agree	2	7.1	7.1	100.0
Total	28	100.0	100.0	

This course helped me to improve my communication skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	8	28.6	28.6	28.6
agree	14	50.0	50.0	78.6
strongly agree	6	21.4	21.4	100.0
Total	28	100.0	100.0	

have gained expertise and competency in marketing by completing this course

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	6	21.4	21.4	21.4
agree	18	64.3	64.3	85.7
strongly agree	4	14.3	14.3	100.0
Total	28	100.0	100.0	

This course helped me to think critically on marketing problems

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	5	17.9	17.9	17.9
agree	16	57.1	57.1	75.0
strongly agree	7	25.0	25.0	100.0
Total	28	100.0	100.0	

his course helped me to develop technological skills such as gathering data or the Internet and prepare Word documents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	6	21.4	21.4	21.4
agree	13	46.4	46.4	67.9
strongly agree	9	32.1	32.1	100.0
Total	28	100.0	100.0	

This course helped me to understand the importance of advertising and promotion as part of integration and coordinations and their impacts on the effectiveness of marketing activities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid neutral	1	3.6	3.6	3.6
agree	15	53.6	53.6	57.1
strongly agree	12	42.9	42.9	100.0
Total	28	100.0	100.0	

Essay Reponses

Which of the objectives do you have accomplished as a result of taking this course? Identify specific assignments, readings, and activities to which you can attribute the accomplishment of objectives

1. I have obtained both objectives through Kleen Wheels project. It showed me how to enhance critical thinking and communication by presenting a formal marketing plan. The material rated was some source of assisting.
2. The group project as a whole came out well because I believe that the material covered in class was mainly about how to go about putting together a marketing proposal.
3. Both objectives were accomplished because we as a class knew what it was like to market a product as though we worked for a marketing company. The Kleen Wheels project really helped reach objectives.
4. This course has been very helpful to me because I have developed a comprehensive knowledge of an effective marketing communication program. I had to do critical thinking as well as working on communication skills in order to find our target market for our project. This does not only help me to become more knowledgeable in marketing concept also gave the opportunity to work as a team with my classmates. During this course my critical thinking had been developed because when we had to do our project, we had to analyze the company and think a strategy that will make customer buy the product.
5. As a group for our group project, we were all able to dig deep and bring up some good ideas on how to research and promote our products.
6. I have obtained both of the objectives as a result of taking this course. All of the Kleen Wheels assignments helped me accomplish these objectives.
7. Although there were certain parts of the group project I did not like, I feel that it had helped me accomplish both objectives. It was a lot more constructive then the text.

8. I believe I have accomplished both objectives because I had a chance to work on a real project for a real company. Although the product was not the most exciting, I think it was the best part of the lecture material. We had both individual and group assignments that allowed us to be free in opinions and creative execution. It was fun and very useful to have worked in a team because each of us brought something different to discuss about. I think that the materials from books is boring by itself and we would probably have not grasped it if it wasn't for Kleen Wheels. All that we covered in the project was part of the course, so I would encourage doing it in the future.
9. Improving critical thinking
10. I think I improved my critical thinking skills and communication skills while taking this course while working on the group assignment. Being in a group with 6 other people was difficult and we were lacking communication but through emails and phone conversation we were able communication effectively.
11. I agree with number 2. What helped was being the executive of my agency, helped me communicate things to my team.
12. I have accomplished many skills within Mr. Chiang at advertising and marketing class. One of these skills that were especially introduced was working with people that have completely different objectives and completely different attitudes. Mr. Chiang assigned us a group project and he chose with them whom we would be working with for the rest of the semester. Here I learned patience, and how to deal with other people feelings on all situations and projects that were given throughout the semester.
13. To my knowledge and understanding, this course show me how important team work is because if one member would screw up every body would pay the consequences. So when you move as a unit and have communication and work on achieving it's the greatest that's what I learn. My professor is a great teacher.
14. I developed a comprehensive knowledge of an effective marketing communication program. Because this course I had some basic idea of what must be done to communicate a program, but through this course I have a better understanding and how much work is needed research and understanding the critical areas.
15. I have achieved both objectives. I have developed a comprehensive knowledge of advertising and promotion. I have a through understanding of this course and all of its contents.

16. I feel that I have accomplished both objectives. The final project of Kleen Wheels taught me the lesson of using marketing as a way of life. I learned how to conduct a survey and analyze the difference in bad positive and bad negative responses.
17. Improve critical thinking and communication skills through class materials, individual assignments and group project. The research of the project was the most influential aspect to me because it brought out many creative ideas.
18. I believe that I accomplished both objectives as a result of taking this course, however, I think that I have improved my critical thinking skills and communication skills a lot more. I did this greatly through my participation in the group project. I normally did not work well with others but this project helped me to do that.
19. The individual assignments helped me to develop a comprehensive knowledge of an effective marketing communication programs. Specifically developing the key objectives helped me understand necessary steps in a marketing campaign.
20. The group project has helped me to improve critical thinking
21. The objective that I have accomplished as a result of taking this course is to improve critical thinking and communication skills through class materials, individual assignments and group project. The way to accomplish this is by reading the Kleen Wheels and seeing what they are about and working on the project with the group to come up with a better campaign for Kleen Wheels.
22. Developing a comprehensive knowledge of an effective marketing communication programs is the one area I improved to make a better marketer of myself. It is important as a budding marketer that I developed this skill and hope that it helps my future endeavors.
23. I have accomplished the ability to think outside of the box and to take others advice + suggestion. As long as there conducive to my progress + overall contributions. I understand better that not all people will agree with your suggestions and you should be strong and open minded no matter what the situation may be. I also learned that I can be put off if I don't feel comfortable with others.
24. The objective in which I have accomplished as a result of taking this course would be improving critical thinking and communication skills through class materials, individual assignments and group project. The Kleen Wheels project was a challenging project which allowed me to use all my skills learned in the classroom. Also working with new people that I did not know prior to coming into this class helped me improve communication skills.

What do you understand better or think about differently now than when you began this course when you think of advertising? To what specific components (assignment, group project, presentation, discussion, etc) do you attribute this change?

1. Advertising is not as easy as it seems. It takes time and lots of thinking. It needs research and good communication because it helped toward the final touches of the presentation. The group presentation and project was difficult but helpful because it makes me realize that not all products we will be familiar with and that all advertisement requires that same effort and time.
2. Somewhat because I am a MKT major so this improves slightly more of my knowledge.
3. I never got to see first hand how a product can be on the market for many years and never give knowledge or exists of their product. I learn that advertising is the key to a product due to the fact that it creates an awareness. I never know that there was such as product that did that job. Word of mouth always seemed to be the key to me because it was first hand a friend telling another. But without the right promotion a product can do exactly what Kleen Wheels did stand still.
4. This course helped me to improve the way I look at TV, billboards, magazine or any other media brand advertising. I notice the objectives of the products.
5. Now when I think about advertising, I think not only of a product but about the consumer and how the product image is being delivered to them. In this way, I believe I comprehend more of the whole aspect of advertising than just a commercial.
6. Advertising is harder than you think. It is fun to advertise.
7. When I am driving on the road now and pay more attention to billboards. Also look for advertisements on cabs and buses. I know the process to go through to be able to place my product on that billboard.
8. I better understand the extent of research that goes into the 30 second commercials we see on TV.
9. The most effective item that helped me is seeing how to separate the different parts of marketing – research, media, creative, etc. The group project as well as the text helped in this area.
10. Effectiveness of media choices through discussion. I didn't think it really mattered I assumed. Television would be the most effective (which it is) but that depends on your budget.

11. I think from this course I learn about the important factors that go into advertising. For example, the creative strategy, research and production. These all equal to making a good advertising message.
12. The group project for sure. I mean that was the whole course. Of course that was I attribute most of my learning too.
13. I know understand how important marketing is to all companies. I appreciate the intense work and effort it takes to put out a small ad or 30 second commercial. Through research I found that companies contribute months of investigation to putting out the right ad, and millions of dollars. Now when I am out on the street I look at all billboards and at home I appreciate commercials and I try to analyze them to see how much work may have been put out for each advertisement.
14. I am able to realize how important it is to get the thinking process together. I am more aware of what is expected and follow the thought process with an objective.
15. I definitely know what Kleen Wheels is from the beginning of the semester. I know realize the importance of the media part of a marketing advertising group.
16. The blue print of an ad is what I didn't know was extensive (assignments and the group project)
17. I understand that I have to accept others and understand that I have work with them. The group project really helped me with that. I still do not particularly like group projects but I learned some ways to cope and deal with others to have a successful outcome. I realize working with others is a vital part of life and in this class I improved my communication and team working skills.
18. I understand better how to develop a marketing campaign. Marketing is not my major so it was very interesting to me as well as a learning experience.
19. From taking this course I better understand how advertising works as well as the importance of it. I have learned this through the project in which we worked on.
20. What I understand more is before you do a campaign you should do research about the company before starting the project to get a better idea about the company and see where you are going with the project.
21. I understand what it takes at least. Partly in a group for coming up with a campaign for those companies that have creative advertising ads.

APPENDIX

MKT133 Fall 2007 Student Survey

Please respond to each of the following statements by writing a number (at left) from 1 to 5 corresponding to your degree of agreement with the statement using the scale below.

(Note: your responses are anonymous and will not affect your grade in this course)

5	4	3	2	1
Strongly agree	agree	neutral	disagree	Strongly disagree

Based on my experience in this course:

- ___ 1. I am confident in my abilities to develop an advertising campaign systematically.
- ___ 2. I am confident in my abilities to apply my knowledge acquired from this course to solve marketing problems.
- ___ 3. I am confident in my abilities to analyze a complex marketing problem.
- ___ 4. I am confident in my abilities to function on a team.
- ___ 5. I am aware of team process and dynamics for good team performance.
- ___ 6. I have difficulty to negotiate agreements and handle conflict.
- ___ 7. I have difficulty to work for and accept consensus or compromise.
- ___ 8. This course helped me to improve my communication skills.
- ___ 9. I have gained expertise and competency in marketing by completing this course.
- ___ 10. This course helped me to think critically on marketing problems.
- ___ 11. This course helped me to develop technological skills such as gathering data on the Internet and prepare Word documents.
- ___ 12. This course helped me to understand the importance of advertising and promotion as part of integration and coordination and their impacts on the effectiveness of marketing activities.

II. A brief essay answering **two** questions.

The course syllabus states two objectives to be accomplished. They are:

- Develop a comprehensive knowledge of an effective marketing communication programs.
- Improve critical thinking and communication skills through class materials, individual assignments and group project.

Please review the objectives above and respond to the following two questions.

1. Which of the objectives do you have accomplished as a result of taking this course? Identify specific assignments, readings, and activities to which you can attribute the accomplishment of objectives
2. What do you understand better or think about differently now than when you began this course when you think of advertising? To what specific components (assignment, group project, presentation, discussion, etc) do you attribute this change?

Appendix C: Preliminary Data Analysis

This study includes a comparison between two sets of data: one collected during the first presentation (out of three during the semester), and one collecting during the third and last presentation. The first presentation already took place, on February 21, and data were collected with rubrics 1 and 2 from Appendix A above. We have conducted preliminary descriptive statistics:

1. Min, Max, Mean, Std.
2. Cross tabulations of valuator and survey variables.
3. Pearson correlations of all variables

SPSS files are electronically attached to this proposal