

AN ASSESSMENT CASE STUDY: IMPLEMENTING DIRECT ASSESSMENT IN AN ADVANCED MBA MARKETING COURSE

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ABSTRACT

AACSB is requiring schools to implement direct

The Marketing Analysis course was selected to

ADDRESSING AACSB GLOBAL AND TECHNOLOGY REQUIREMENTS: AN ASSESSED MARKETING MANAGEMENT ASSIGNMENT

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ABSTRACT

Businesses competing in the global arena seek new hires with knowledge of international markets, along with technology skills. AACSB standards mandate coverage of global and technological issues. Simultaneously, organizations hiring business school graduates and taxpayers supporting public universities expect accountability for what students learn. This article's assessment of an international, Internet assignment distinguishes this pedagogical tool by accounting for skills improvement among students completing the assignment. For consistency, all possible questions employed 10-point bipolar or semantic differential scales. These self-assessment measures essentially estimated the assignment's skills improvement in seven areas, most of which focus on two required areas of coverage by the AACSB, global issues and technological issues. The instrument additionally determined four areas of perceived complexity or sophistication and general satisfaction with the assignment.

Specifically, the **skills improvement** items measured:

1. increased familiarity with electronic information sources,
2. increased familiarity with foreign market research using electronic information sources,
3. increased awareness of the amount of valuable information on the targeted country available through electronic information sources,
4. increased awareness of situational facts about the targeted country,
5. increased understanding of applying the concepts of segmenting and targeting the global marketplace,
6. increased knowledge of how to do business (at a fundamental level) with a foreign market,
7. increased interest in further study of or a career in international business.

Plus, for credibility purposes for item 2 (above), another question measured increase of electronic information research skills on foreign markets (Churchill 1999, p. 408).

The four areas of **perceived complexity or sophistication and general satisfaction** specifically measured:

1. diversity of information sources,
2. hours spent on the assignment,
3. search hours invested on the Internet,
4. degree of general satisfaction with the assignment.

All skills areas assessed demonstrated meaningful improvement, with some showing remarkable enhancement. Sophistication measures indicated significant student effort on the assignment, considering its focus on only a few concepts and skills in the context of such a comprehensive course. All students consulted the Internet extensively, plus a majority utilized at least one other source. Over 80% were at least somewhat satisfied with their return on effort.

Although some measures may be suspect due to being self-assessments, they strongly corroborate instructors' learning quality assessments from tests and from overall assignment evaluations. The assessment offers valuable insight into specific skills, knowledge and awareness learned, along with sophistication, extent of student effort and satisfaction with the assignment. As a result, faculty may feel more confident that knowledge of and interest in international business desired by firms engaged in that arena, and student skills including technology proficiency mandated by the AACSB, improve significantly from utilizing this type of assignment in a comprehensive marketing management class.