



Marketing Management Quality Assurance Plan

Date Self-Study Report approved by SSCPR: June 19, 2024

Date of External Review: November 25 & 26, 2024

Date Quality Assurance Plan is submitted: September 11, 2025

SUMMARY OF PROGRAM STRENGTHS, CHALLENGES AND OPPORTUNITIES FOR IMPROVEMENT

Strengths of the Marketing Management Program:

The Marketing Management program at Kwantlen Polytechnic University's (KPU) Melville School of Business was and continues to be built upon the six key values of exploration, inclusiveness, excellence, integrity, community, and accountability. The Marketing Management program has many strengths, as noted in the Self-Study Report:

- **Applied Learning:** Student and alumni comments consistently cite knowledgeable and passionate instructors with strong industry backgrounds, applied learning projects, hands-on approach to learning, and the development of critical thinking skills among its strengths.
- **Diverse & Knowledgeable Faculty:** The marketing faculty is diverse and bring a wide range of professional experience from various private and public sector organizations to the classroom.
- **Industry Connections:** Faculty make active efforts to establish and maintain connections to the industry sector (for profit and not-for-profit) to build KPU's marketing community such as contacts with nabsWest and BC Tech.
- **Variety of Work Integrated Learning (WIL) Opportunities:** Student and alumni feedback is overwhelmingly positive on the Program's multiple approaches to work integrated learning and community-engaged projects.
- **Courses Support Range of Marketing Career Paths:** The department offers a variety of courses in different marketing streams to meet the needs of students who want to pursue different career paths in marketing.
- **Internal & External Working Groups:** The department has developed and organized supporting internal and external structures to engage stakeholders to fulfill the Program's purpose including a Program Advisory Committee (PAC), internal program streams, teaching teams and course mentors, and both internal and external working groups. The department also offers scholarships and endowments to provide long-term support for marketing students.

At the time of completing the Self-Study Report, the Program's growing enrolment, high course fill rates, and low failure/withdrawal rates demonstrate robust performance and relevance. Its success aligns with institutional goals of career-focused education, experiential learning, and community engagement, making it a strong and well-established program in the Melville School of Business.

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Program Challenges and Threats

While the Program celebrates its successes, there are also several factors that may challenge the effectiveness of its delivery. A critical success factor will be the Program's ability to keep up to date with an industry sector which is rapidly evolving in practice and applied technologies. A summary of key challenges and threats are presented below:

- **Curricular Responsiveness vs. Capacity:** The discipline's rapid evolution (e.g., digital tools, AI, social media marketing, etc.) demands constant curriculum updates. Faculty face limited time and resources, making it more difficult to maintain curriculum currency while meeting departmental responsibilities.
- **Competing Programs:** marketing programs offered at other comparable institutions, professional development and training offered by industry, and accessible self-directed online learning and credentials (e.g., Google, Hootsuite, Sales Force, etc.).
- **Skill Gaps in Emerging Technology & Financial Analysis:** Industry and alumni feedback highlight the need for enhanced training in emerging marketing technologies, financial analysis (PLO 7), and problem-solving in real-world contexts.
- **Structural Barriers in Program:** Course misalignment (e.g., MRKT 1299 not required in DMM but required in BBAMM) hinders upward mobility for diploma students towards BBAMM.
- **Faculty Communication & Engagement:** Shifts to remote operations during the COVID-19 pandemic had an impact on regular faculty collaboration and disrupted established processes to onboard new faculty; greater effort is needed to reconnect and support new instructors to facilitate more consistent delivery of curriculum and feedback on assessments.
- **Infrastructure & Support:** Rapid evolution of the marketing discipline is translating to an increased need for technologies (software), technical support and discipline related materials and resources. Additional advocacy for responsive support is needed to avoid limiting student access to necessary tools and environments for success.

Opportunities for Improvement

The Program acknowledges several opportunities to further enhance the learning environment and experience for marketing students. In summary, these opportunities include:

- **Curriculum Innovation & Industry Alignment:** Introduce new brand management course, industry standard technologies, tools, and frameworks (e.g., AI, social media, sustainability, EDI) to align program with industry practice. Incorporate a more coordinated approach to indigenization and sustainability to align with broader institutional goals (e.g., PRME, UN SDGs).
- **Credential Expansion:** Explore adding new credentials in Marketing to attract non-marketing students and working professionals seeking to upskill; additional credentials can help broaden program reach, support continued enrolment, and introduce flexibility for students with different academic goals.
- **Industry Connections to Enhance Experiential Learning:** Strengthen connection with marketing professionals including alumni for guidance and collaboration on WIL to expand experiential learning, support program relevance, and enhance student employability.
- **Dedicated Faculty for Program Outreach:** Strengthen program awareness and enrolment by communicating updated and practical information to current, prospective, and graduated students.
- **Faculty Development & Support:** Advocate for faculty time release or dedicated resources to support curriculum renewal, professional development, and department initiatives to strengthen the learning environment for marketing students.

LIST OF RECOMMENDATIONS FROM SELF-STUDY REPORT AND EXTERNAL REVIEW REPORT

The list of recommendations from the Self-Study Report and External Review Report are provided below.

Self-Study Report (SSR) Recommendations	Page Number
Continue to work with the Office of the Provost and SSCC governance to acquire Senate approval of new PLO structure.	27
Explore strategies to better introduce skills and build proper scaffolding for PLO #7 (Justify marketing investment decisions to stakeholders by applying principles of financial accountability), as well as how to better support students with financial analysis related to marketing-based contexts.	27
Explore strategies to better introduce skills and build proper scaffolding for PLO #8 (Demonstrate the ability to apply key marketing concepts by successfully completing industry-based projects to professional standards), as well as how to better prepare students for third- and fourth-year industry-based projects.	27
For each upcoming course outline review, teaching teams for each course to revisit the Course Mapping Summary Form and identify opportunities to address gaps and areas of improvement that were identified when mapping CLOs to PLOs during the curriculum mapping process.	27
Explore opportunities to provide greater direction to marketing students on the different career paths and streams within marketing. Marketing is multi-disciplinary with multiple pathways for careers. While the department has developed streams internally, the streams and required courses need to be communicated to students to provide better direction, so that students can achieve individual goals based on their personal interests in marketing.	37
Investigate ways to strengthen and improve curriculum by incorporating the demand for increased practical and strategic skills in areas such as digital marketing, social media marketing, marketing data analysis, marketing technology, graphic design, branding, AI for marketing, as well as the demand for industry recognized certifications and professional learning academies within courses.	37
Develop a coordinated and evolving approach to Indigenization within the department, including the identification of marketing-based resources for faculty and students. The KPU Pathway to Systemic Transformation may be a useful guide to aid in these conversations and the development of an approach. Also investigate opportunities for additional PD for faculty, including a collective education and discussions on indigenization within the department.	37
Develop a coordinated and evolving approach to corporate social responsibility (EDI and PRME linked to UN SDGs) within the department. For EDI, use the course outline review process to identify opportunities to better incorporate EDI into marketing courses. For the UN SDGs, explore which marketing courses can better support the PRME framework, as well as opportunities for increased content and potential course assignments for both DMM and BBAMM students.	37
Encourage diversity in professional marketing experience when conducting future searches for new faculty. This will not only benefit marketing students with broader perspectives, but also better prepare them for various marketing career paths upon graduation.	40
Encourage EDI among our faculty in the search process. Continuing to hire diverse marketing faculty members that are reflective of the broader KPU community will help foster a sense of belonging and inclusion among students from various backgrounds. Having a diverse faculty brings multiple perspectives and better prepares students to navigate diverse cultural and global business environments, equipping them with essential skills required for the workforce.	40

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Self-Study Report (SSR) Recommendations	Page Number
Identify opportunities for both individual and team PD activities. Ongoing PD is critical to keep faculty up-to-date with emerging practices and tools (e.g., digital marketing, generative AI for marketing) and deliver curriculum that is relevant and will make our graduates work ready.	40
Explore ways to continue building capacity for delivering courses in the different teaching streams to allow for adequate course offerings each semester, as well as to help with succession planning. This could be accomplished through mentorship of existing faculty to teach new courses or by conducting new searches as required.	40
Provide feedback to KPU Marketing on the need for updates to the website to improve the online experience for future students, current students, and other visitors to our program webpages.	44
Explore the opportunity for a Minor in Marketing or Citation in Marketing for students in other faculties and departments who do not want a degree or diploma in marketing but want some foundational courses in marketing based on personal interests or relevance to their academic programs. Request a time release from the Dean's Office for a marketing faculty member to explore this area.	44
Review the laddering of courses between the DMM and BBAMM. Investigate the inclusion of MRKT 1299 as a required course in the DMM to remove the structural barrier for DMM students who are upgrading to complete the BBAMM.	44
Explore opportunities to address the gap in PLO 7 (Justify marketing investment decisions to stakeholders by applying principles of financial accountability) by revisiting the scaffolding of financial analysis skills related to marketing-based contexts.	53
Identify opportunities to expand experiential learning in the department. Investigate ways to better inform and educate students about the MBSI Program and co-operative education program earlier in the first two years of study. Provide feedback to the Dean's Office to support the expansion of MBSI Program to marketing diploma students. Investigate how to further integrate different types of work integrated and or/community-engaged projects into other marketing courses where they are not currently being offered.	53
For the essential skills, encourage faculty discussion on how to address the gap on resolving issues or other problems, as well as how to better help students create and defend recommendations for projects. Explore the laddering of skills, leading up to third- and fourth-year level courses which often incorporate experiential learning projects.	54
Encourage the reestablishment of a departmental connection in the post-pandemic phase to foster greater faculty communication and collaboration. Encourage faculty to hold regular teaching team meetings for individual courses and teaching streams to discuss common issues that impact both faculty and students with the goal of creating the best learning environment for our students.	54
Encourage faculty discussion on the feedback process to students on assessments. Encourage faculty to have greater discussion and collaboration on the types of feedback, quality, and usefulness of feedback.	54
Provide feedback to KPU Library on the types of additional online resources and online databases that can benefit our students. This feedback will vary based on the individual course and will be influenced by industry practice. Encourage more interaction between teaching teams and librarians to explore resource availability for students and faculty at the KPU library.	62

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Self-Study Report (SSR) Recommendations	Page Number
Provide feedback to IT on current issues that instructors are experiencing with e-Classrooms, computer labs and institutional technology, including after-hours IT support for e-Classrooms.	62
Provide feedback to the MSB on the need for regular and guaranteed access to computer labs or alternatives for digital marketing courses.	62

External Review Report (ERR) Recommendations	Page Number
It is recommended that more current evidence on marketing job displacement be collected and reflected in the career pathways for graduation.	5
It is recommended that the evidence for Skill Development be expanded from KPU Policy AC9 to include the Canadian Marketing Association recommendations at minimum and recommendations from several subsectors marketing associations such as digital marketing, ecommerce, retail, etc. Furthermore, this section needs to include a discussion on how AI will be addressed in the curriculum going forward. As how students receive and the demand for education changes – it is recommended to provide more flexible learning options with online modules, boot camps, and micro-credentials that relate to industry software being used (i.e. Salesforce, Marketo, HubSpot, Google Ads, etc.). This will allow students to gain industry-relevant knowledge outside the classroom. The review team understands the issue with privacy as mentioned in discussions, but staying true to the spirit of the polytechnic, KPU should be strategizing how to develop an education plan around tools & software being used daily in industry.	5
It is recommended that KPU develop a brand management course or remove it from the Career Path Map.	5
It is recommended to expedite the course review process and define the difference between major & minor changes with a focus on higher-level courses first due to their importance. By implementing a structured internal review cycle yearly or every two years, KPU's marketing program can remain competitive and better prepare students for the evolving job market. With the planning of the new curriculum, it's recommended the marketing program create an AI literacy framework to provide ethical and relevant teachings to students.	5
It is recommended that the program relevancy be assessed by PAC members and / or a discipline sector survey to collaborate faculty feedback.	8
It is recommended that the Market Research Pathway be removed from Appendix C1 or KPU develop a consumer research course wherein student design and execute a consumer research plan whereby students use qualitative and quantitative consumer research techniques, design questionnaires (on/offline), tabulate the results and write a research report.	8
KPU should provide campus-wide curriculum indigenization resources to the MSB faculty. Furthermore, BBAMM faculty should focus on internationalizing its curriculum to meet the standards of excellence in marketing communication practices.	8
It is recommended that a formal process be developed to ensure that teaching focused faculty possess a master's relevant credential and a minimum number of years work experience in the subject area of the courses they are hired to teach.	8

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External Review Report (ERR) Recommendations	Page Number
It is recommended to incorporate more live consulting projects where students solve business challenges for real companies that might be experiencing the lack of software/AI marketing expertise for students to experiment with lower stakes.	8
It is recommended that students be required to complete their first-year math course before they can take a second-year course. Industry heavily relies on data-driven decision-making, which involves understanding a certain minimum standard of quantitative & analytical skills. In a recent study, 97% of marketing leaders consider data analysis a crucial skill for students entering the workforce (Forbes 2023). With our discussions, we learned that many students lack the confidence in making decisions based on marketing math and have difficulties leading and applying the knowledge in budget creation, or proving marketing spend. Furthermore, it is recommended a dedicated marketing framework be implemented throughout the whole curriculum. This will better the student comprehension and retention after graduation, where they will need it most. The continuous reinforcement will better prepare them for growth/performance marketing, analytics, managerial responsibilities and so much more – this is where typically higher compensation is earned. It is recommended to integrate math across existing courses, rather than stand-alone ones.	9
WIL It is recommended that the Wil program explore having employers of existing students become WIL eligible. This would allow students to achieve the benefits of WIL without giving up their permanent position.	9
It is recommended that KPU create a dedicated computer lab for MSB. This would allow all business classes to access technology tools. Furthermore, it is recommended that KPU create a classroom planning committee that is comprised of 50% faculty members so that classroom layout and furnishing choices enhance student and instructor learning environments.	11
It is recommended that KPU provide adequate budget to MSB to facilitate the purchase of licenses for key marketing tech tools to be used in the delivery of course curriculum to ensure students are work ready.	11
Ideally, more funds should be made available to support faculty PD. However, current circumstances make that challenging. To stretch existing PD funds, faculty could be encouraged to attend virtual conferences when possible. Many professional bodies are now offering free seminars and presentations. Faculty could be encouraged to take advantage of these too. Faculty could also be encouraged to share their findings from conferences/ seminars/ meetings with other faculty members.	11

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RECOMMENDATIONS THE QUALITY ASSURANCE PLAN DOES NOT ADDRESS

The Recommendations from the Self-Study Report and External Review Report that this Quality Assurance Plan does not address are identified below, with a brief rationale for why these Recommendations cannot be addressed.

Recommendations	Indicate Self-Study Report (SSR) or External Review Report (ERR) and page number	Rationale for Not Addressing
EXTREV.2.1 It is recommended that more current evidence on marketing job displacement be collected and reflected in the career pathways for graduation.	ER, p.5	This recommendation suggests edits to the already approved/ finalized Self-Study Report. The Marketing Department is currently collecting additional evidence as part of on-going program enhancements, but it was not communicated to the External Review Team.
EXTREV.3.1.B It is recommended that the Market Research Pathway be removed from Appendix C1 or KPU develop a consumer research course wherein student design and execute a consumer research plan whereby students use qualitative and quantitative consumer research techniques, design questionnaires (on/offline), tabulate the results and write a research report	ER, p.8	MRKT 2340 Marketing Insights (formerly named Market Research) and MRKT 3240 Marketing Analytics & Information Management cover consumer research, research design and related methodologies identified by the ERT. It is possible that the scope of these courses was missed by the ERT. Market research is a fundamental career pathway for marketing graduates.
EXTREV.3.1.C KPU should provide campus-wide curriculum indigenization resources to the MSB faculty. Furthermore, BBAMM faculty should focus on internationalizing its curriculum to meet the standards of excellence in marketing communication practices.	ER, p.8	As the recommendation states, this is a directive for KPU, not the Marketing Department.
EXTREV.3.2 It is recommended that a formal process be developed to ensure that teaching focused faculty possess a master’s relevant credential and a minimum number of years work experience in the subject area of the courses they are hired to teach.	ER, p.8	The Marketing Department is currently doing this, but it was not communicated to the External Review Team. Can be addressed within faculty with AC13 (applied program wide).

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Recommendations	Indicate Self-Study Report (SSR) or External Review Report (ERR) and page number	Rationale for Not Addressing
EXTREV.5.1.A It is recommended that KPU create a dedicated computer lab for MSB. This would allow all business classes to access technology tools. Furthermore, it is recommended that KPU create a classroom planning committee that is comprised of 50% faculty members so that classroom layout and furnishing choices enhance student and instructor learning environments.	ER, p.11	Acquisition of space and the formation of a KPU-wide classroom planning committee is deemed outside of the direct control of faculty. The budget restrictions imposed on the Marketing Department by KPU do not allow for expenditures of this size at this time.
EXTREV.5.1.B It is recommended that KPU provide adequate budget to MSB to facilitate the purchase of licenses for key marketing tech tools to be used in the delivery of course curriculum to ensure students are work ready.	ER, p.11	Acquisition of funding is deemed outside of the direct control of faculty. However, Faculty will advocate for the inclusion of marketing technology and related tools into the program.

QUALITY ASSURANCE FIVE-YEAR ACTION PLAN

The Quality Assurance **Goals** for improving or maintaining program quality over the next five years are:

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGINS: Estimated Fall 2025

GOAL 1: Improve communication and collaboration among faculty to support the consistent delivery of a high-quality and relevant program.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
SS.PR.3. Develop a coordinated and evolving approach to Indigenization within the department, including the identification of marketing-based resources for faculty and students. The KPU Pathway to Systemic Transformation may be a useful guide to aid in these conversations and the development of an approach. Also investigate opportunities for additional PD for faculty, including a collective education and discussions on indigenization within the department.	SSR, p.67
SS.PR.7. Identify opportunities for both individual and team PD activities. Ongoing PD is critical to keep faculty up to date with emerging practices and tools (e.g., digital marketing, generative AI for marketing) and deliver curriculum that is relevant and will make our graduates work ready.	SSR, p.67
SS.PR.8. Explore ways to continue building capacity for delivering courses in the different teaching streams to allow for adequate course offerings each semester, as well as to help with succession planning. This could be accomplished through mentorship of existing faculty to teach new courses or by conducting new searches as required.	SSR, p.67
SS.ID.4. Encourage the reestablishment of a departmental connection in the post-pandemic phase to foster greater faculty communication and collaboration. Encourage faculty to hold regular teaching team meetings for individual courses and teaching streams to discuss common issues that impact both faculty and students with the goal of creating the best learning environment for our students.	SSR, p.68
SS.ID.5. Encourage faculty discussion on the feedback process to students on assessments. Encourage faculty to have greater discussion and collaboration on the types of feedback, quality, and usefulness of feedback.	SSR, p.69

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Actions(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Revisit structure of the teaching streams and the course teaching teams and confirm a team lead for each course to ensure active collaboration is routine between faculty members to enable discussion of and priority issues related to the courses.	Department Chair	11/ 2025	12/ 2025	Ensure teaching streams reflect current industry sectors; explore ways to have active and regular review of courses to manage shared expectations.
Identify potential areas for improvement related to the delivery of the program as intended and strategies to remedy them to maintain program quality.	Course Teaching Teams	01/ 2026	03/ 2026	This may be related but not limited to ensuring consistency and quality in course format, curriculum, assessments, technologies/ tools and/ or PD opportunities.
Explore opportunities to engage constructively with Indigenous communities with the assistance of KPU's Indigenous Services for Students and Office of the AVP Indigenous Leadership and Innovation to build relationships and knowledge base to enhance the program.	Department Chair	09/ 2029	09/ 2030	Efforts with Indigenization have been made, however, this action reflects a more formal and coordinated approach to evaluating and improving efforts.

Resource Requirements (if applicable)
Resources required to achieve this Goal: Program teaching teams and streams, KPU Indigenous Services for Students, Office of the AVP Indigenous Leadership and Innovation, and Office of Equity & Inclusive Communities
When resources will be required: Estimated Fall 2029
Faculty and/or Institutional support required: Program teaching teams and streams, KPU Indigenous Services for Students, Office of the AVP Indigenous Leadership and Innovation, and Office of Equity & Inclusive Communities

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GOAL 2: Attract faculty members from diverse cultural, ethnic, and professional backgrounds using targeted recruitment strategies to foster a more inclusive academic environment.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
SS.PR.5. Encourage diversity in professional marketing experience when conducting future searches for new faculty. This will not only benefit marketing students with broader perspectives, but also better prepare them for various marketing career paths upon graduation.	SSR, p.67
SS.PR.6. Encourage EDI among our faculty in the search process. Continuing to hire diverse marketing faculty members that are reflective of the broader KPU community will help foster a sense of belonging and inclusion among students from various backgrounds. Having a diverse faculty brings multiple perspectives and better prepares students to navigate diverse cultural and global business environments, equipping them with essential skills required for the workforce.	SSR, p.67

Actions(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Identify course level vetting criteria to establish minimum qualifications to teach marketing management courses	Dept. Search Committee.	09/ 2025	09/ 2026	Course level vetting criteria will strengthen the Program’s ability to manage quality of course content and delivery related to specific disciplines within the marketing practice (e.g., sales, digital marketing, analytics, etc.).
Liaise with KPU Human Resources to explore opportunities to update marketing faculty job postings and refine interview questions to reflect the program’s need for diversity and qualified faculty candidates.	Dept. Search Committee	09/ 2029	09/ 2030	Under current situation of reduced enrolment and layoff notices, providing adequate coverage for all courses across semesters will be a challenge. However, this action item will continue to be relevant should search be required in the future.

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Actions(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Identify and advocate for additional channels to reach a more diverse candidate pool for new marketing faculty postings. For example, additional industry channels may be explored to reach senior marketing practitioners/ professionals or those with UN SDG and/ or PRME backgrounds.	Dept. Search Committee	09/ 2029	09/ 2030	Under current situation of reduced enrolment and layoff notices, providing adequate coverage for all courses across semesters will be a challenge. This action item will be relevant should search be required in the future.

Resource Requirements (if applicable)
Resources required to achieve this Goal: Department Chair, Program Search Committee and Dean's office and Human Resources to ensure program's need for EDI is considered in context of fast-moving world of marketing.
When resources will be required: Ongoing and when a search is required. Estimated 2028 based on current enrolment challenges and layoffs.
Faculty and/or Institutional support required: Department Chair, Program Search Committee and Dean's office and Human Resources to ensure program's need for EDI is considered in context of fast-moving world of marketing.

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GOAL 3: Improve the program structure by building proper scaffolding for PLO's and exploring opportunities for credentials to better prepare students for success.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
SS.CR.1. Continue to work with the Office of the Provost and SSCC governance to acquire Senate approval of the new PLO structure.	SSR, p.66
SS.CR.2. Explore strategies to better introduce skills and build proper scaffolding for PLO #7 (Justify marketing investment decisions to stakeholders by applying principles of financial accountability), as well as how to better support students with financial analysis related to marketing-based contexts.	SSR, p. 66
SS.CR.3. Explore strategies to better introduce skills and build proper scaffolding for PLO #8 (Demonstrate the ability to apply key marketing concepts by successfully completing industry-based projects to professional standards), as well as how to better prepare students for third- and fourth-year industry-based projects.	SSR, p.66
SS.PR.10. Explore the opportunity for a Minor in Marketing or Citation in Marketing for students in other faculties and departments who do not want a degree or diploma in marketing but want some foundational courses in marketing based on personal interests or relevance to their academic programs. Request a time release from the Dean's Office for a marketing faculty member to explore this area.	SSR, p.68
SS.PR.11. Review the laddering of courses between the DMM and BBAMM. Investigate the inclusion of MRKT 1299 as a required course in the DMM to remove the structural barrier for DMM students who are upgrading to complete the BBAMM.	SSR, p.68
EXTREV.2.3 It is recommended to expedite the course review process and define the difference between major & minor changes with a focus on higher-level courses first due to their importance. By implementing a structured internal review cycle yearly or every two years, KPU's marketing program can remain competitive and better prepare students for the evolving job market. With the planning of the new curriculum, it's recommended the marketing program create an AI literacy framework to provide ethical and relevant teachings to students.	ER, p.5

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Confirm requirements and approval process for the new Marketing Program PLO structure and obtain approval.	Department Chair	05/2025	09/2026	PLO's were reviewed as part of this Program Review and reduced from 23 PLO's to 9 PLO's that better reflect the connection between current marketing practice and education.

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Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
To address the gap in PLO 7, identify opportunities to strengthen marketing maths skills and scaffolding of these skills by reviewing math skill development in first-, second- and third-year courses, leading up to capstone and fourth-year level marketing courses.	Rajinder Singh, Neil Tracey, Jaime Mah	09/2028	07/ 2030	Preliminary work has begun to solicit feedback from faculty regarding type of marketing math skills covered in first, second- and third-year courses.
To address gap in PLO 8, identify opportunities to scaffold skills related to industry-based projects to better prepare students for third-year courses by exploring a framework to provide earlier exposure to industry-based projects.	Vida Morkunas, Philip Ho	09/2028	07/ 2030	Program seeks to explore additional/ meaningful ways to expose students to real life applications of course learnings at the appropriate level of study to strengthen scaffolding into third- and fourth-year courses.
Explore credentialing options in marketing to meet the future needs of marketing students, employers and those who seek to build their marketing knowledge.	Jaime Mah, Gustavo Arruda, Wayne Tebb	09/2025	9/2028	A time release would enable dedicated effort towards this action. If time release is not obtained, resources will be constrained for the next few years due to current circumstances related to enrolment and layoffs to address this item.
Review the laddering of courses between the DMM and BBAMM to investigate the inclusion of MRKT 1299 as a required course in the DMM to remove the structural barrier for DMM students who are upgrading to complete the BBAMM.	Paul Leigh	09/2026	09/2027	Approach to this action item may be dependent on the current review of the Business Education Framework.

Resource Requirements (if applicable)
Resources required to achieve this Goal: Faculty Leads, Faculty Working Teams, Teaching & Learning Commons, KPU Learning Centre, time release to explore credentials (critical/ dedicated resource needed).

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Resource Requirements (if applicable)
When resources will be required: Estimated 2025 – 2030.
Faculty and/or Institutional support required: Faculty Leads and/ or Faculty Working Teams, Teaching & Learning Commons, KPU Learning Centre, Dean's Office (for time release)

GOAL 4: Update courses to maintain program relevance according to industry demands and standards for knowledge and practical skills in marketing.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
SS.CR.4. For each upcoming course outline review, teaching teams for each course to revisit the Course Mapping Summary Form and identify opportunities to address gaps and areas of improvement that were identified when mapping CLOs to PLOs during the curriculum mapping process.	SSR, p.66
SS.PR.2. Investigate ways to strengthen and improve curriculum by incorporating the demand for increased practical and strategic skills in areas such as digital marketing, social media marketing, marketing data analysis, marketing technology, graphic design, branding, AI for marketing, as well as the demand for industry recognized certifications and professional learning academies within courses.	SSR, p.67
SS.PR.4. Develop a coordinated and evolving approach to corporate social responsibility (EDI and PRME framework linked to UN SDGs) within the department. For EDI, use the course outline review process to identify opportunities to better incorporate EDI into marketing courses. For the UN SDGs, explore which marketing courses can better support the PRME framework, as well as opportunities for increased content and potential course assignments for both DMM and BBAMM students.	SSR, p.67
SS.ID.1. Explore opportunities to address the gap in PLO 7 (Justify marketing investment decisions to stakeholders by applying principles of financial accountability) by revisiting the scaffolding of financial analysis skills related to marketing-based contexts.	SSR, p.68
EXTREV.3.1.A It is recommended that the program relevancy be assessed by PAC members and / or a discipline sector survey to collaborate faculty feedback.	ER, p.8
EXTREV.4.1.A It is recommended that students be required to complete their first-year math course before they can take a second-year course. Industry heavily relies on data-driven decision-making, which involves understanding a certain minimum standard of quantitative & analytical skills. In a recent study, 97% of marketing leaders consider data analysis a crucial skill for students entering the workforce (Forbes 2023). With our discussions, we learned that many students lack the confidence in making decisions based on marketing math and have difficulties leading and applying the knowledge in budget creation, or proving marketing spend. Furthermore, it is recommended a dedicated marketing framework be implemented throughout the whole curriculum. This will better the student comprehension	ER, p.9

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Recommendation(s) this Goal Addresses	Indicate Report & Page Number
and retention after graduation, where they will need it most. The continuous reinforcement will better prepare them for growth/performance marketing, analytics, managerial responsibilities and so much more – this is where typically higher compensation is earned. It is recommended to integrate math across existing courses, rather than stand-alone ones.	
EXTREV.5.1.C Ideally, more funds should be made available to support faculty PD. However, current circumstances make that challenging. To stretch existing PD funds, faculty could be encouraged to attend virtual conferences when possible. Many professional bodies are now offering free seminars and presentations. Faculty could be encouraged to take advantage of these too. Faculty could also be encouraged to share their findings from conferences/ seminars/ meetings with other faculty members.	ER, p. 11

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Solicit feedback from program advisory committee (PAC) to monitor current and emerging industry standards and trends and distribute findings to teaching teams for review and implementation in courses.	Faculty PAC Lead	11/ 2025	04/ 2026	This is a regular exercise within the department. Scope of feedback sought moving forward will include marketing industry demands associated with skillsets listed above in recommendations from the SSR and EXTREV. Note: this is an ongoing activity. Our PAC convenes 2-3 times a year.
Identify relevant professional development (PD) opportunities for faculty that reflect the program streams and/ or sectors within marketing where currency is critical to keep curriculum and learning tools up to date.	Faculty PD Rep.	11/ 2025	04/ 2028	Conferences, webinars, and participation in industry associations are examples of PD activities for faculty to update industry knowledge and strengthen understanding of how EDI and corporate social responsibility is applied in marketing.
Initiate process to incorporate the most prevalent marketing industry tools and technologies into course outlines (where applicable), course learning outcomes and program messaging so that students can be prepared and equipped for applied learning.	Department Chair, Curriculum Committee	09/ 2027	09/ 2030	Use of industry standard software and technologies unique to the marketing profession is needed to prepare students for real world marketing positions. This is

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Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
	Rep., Course Teaching Teams			<p>essential to keep the Program competitive, relevant and current (similar to the equipment/ software requirements communicated by the Wilson School of Design to its students).</p> <p>This action item will consider reviewing the viability of the technologies in consultation with internal stakeholders, where applicable.</p>

Resource Requirements (if applicable)
Resources required to achieve this Goal: Dean’s Office, Divisional Business Manager and Faculty PD Representative. Funding would be required to support faculty participation in relevant PD activities (including industry memberships) and to integrate relevant tools and technologies (licences) into curriculum as identified as required.
When resources will be required: In timely manner as required when needs are identified through professional development and industry feedback. Timeliness is critical due to rapid advancement of tools and technologies.
Faculty and/or Institutional support required: Dean’s Office, Divisional Business Manager, PAC, Faculty PAC Lead, Faculty PD Representative, Department Chair, Department Curriculum Committee Representative, Department Faculty Council representative, KPU IT, KPU Teaching & Learning Commons, Dean’s Office support for new industry memberships, technologies and / or tools.

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GOAL 5: Strengthen partnerships with industry, community, and employers to provide students with meaningful work-integrated learning experiences.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
SS.ID.2. Identify opportunities to expand experiential learning in the department. Investigate ways to better inform and educate students about the MBSI Program and co-operative education program earlier in the first two years of study. Provide feedback to the Dean's Office to support the expansion of MBSI Program to marketing diploma students. Investigate how to further integrate different types of work integrated and or/community-engaged projects into other marketing courses where they are not currently being offered.	SSR, p.68
SS.ID.3. For the essential skills, encourage faculty discussion on how to address the gap on resolving issues or other problems, as well as how to better help students create and defend recommendations for projects. Explore the laddering of skills, leading up to third- and fourth-year level courses which often incorporate experiential learning projects.	SSR, p.68
EXTREV.3.3 It is recommended to incorporate more live consulting projects where students solve business challenges for real companies that might be experiencing the lack of software/AI marketing expertise for students to experiment with lower stakes.	ER, p.8
EXTREV.4.1.B WIL It is recommended that the WIL program explore having employers of existing students become WIL eligible. This would allow students to achieve the benefits of WIL without giving up their permanent position.	ER, p.9

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Review and recommend ways to increase awareness and opportunity for marketing students to participate in and excel in the Melville Business Strategy Internship (MBSI) program.	Anita Sangha	09/ 2025	09/ 2030	Preliminary efforts are being made to examine how the MBSI program is promoted to marketing students and the process involved for students to apply. Note: this is an ongoing activity.
Continue incorporating more experiential learning opportunities for courses.	Course Teaching Teams	09/ 2025	09/ 2030	This action item also supports those actions related to Goal #3 (related to PLO 8). Includes continued participation in KPU WIL initiatives and the Practicum Meeting Group. Efforts to

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Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
				expand alumni connections will also be made. Note: this is an ongoing activity.

Resource Requirements (if applicable)
Resources required to achieve this Goal: Support of Dean’s Office, Library, Teaching & Learning Commons and KPU IT to access and use the tools and resources related to experiential learning as needed (e.g., technology, information/ data resources, cases, etc.). Funding would be required for resources such as but not limited to industry memberships, technology (licenses) and relevant academic materials/ resources to support effective experiential learning. Resources available through KPU WIL initiatives (KPU WIL Lead Advisor), the Practicum Meeting Group, and KPU Alumni Association.
When resources will be required: As needed when identified through execution of action items identified and described above.
Faculty and/or Institutional support required: Dean’s office support for MBSI resources, KPU Alumni Association, industry association memberships, technology, etc. Support from Teaching & Learning Commons and KPU IT may also be needed to execute on the actions identified above.

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GOAL 6: Engage and inform existing and potential marketing students to maintain and grow enrolment more effectively.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
SS.PR.1. Explore opportunities to provide greater direction to marketing students on the different career paths and streams within marketing. Marketing is multi-disciplinary with multiple pathways for careers. While the department has developed streams internally, the streams and required courses need to be communicated to students to provide better direction, so that students can achieve individual goals based on their personal interests in marketing.	SSR, p.66
SS.PR.9. Provide feedback to KPU Marketing on the need for updates to the website to improve the online experience for future students, current students, and other visitors to our program webpages.	SSR, p.68

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Develop accurate and standardized approach to communicating curriculum and program progression to marketing students.	Department Chair, Faculty Working Group (Outreach), KPUMA	11/ 2025	11/ 2026	Program Chair will work with the Dean's office and communicate pertinent program information to ensure effective communication about program to current and aspiring marketing students including a clearer path for studies and improved awareness of program. Note: this will be an ongoing effort and discussion with advising. Complete date reflects first reporting period.
Explore ways to support and encourage student leaders to keep the KPU Marketing Association (KPUMA) active and engage volunteers.	Rajinder Singh, Faculty Working Group (Outreach)	11/ 2025	9/ 2026	KPUMA can connect students with industry to further develop marketing knowledge, build community, and generate awareness of the marketing program and discipline. Access is open to all KPU students which may also help grow individual course enrolments (electives). Note: this will be an ongoing effort and discussion with

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Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
				KPUMA student leaders. Complete date reflects first reporting period.
Establish an active working group to manage and initiate program outreach by working with relevant stakeholders.	Faculty Working Group (Outreach), Jaime Mah	11/ 2025	04/ 2028	<p>To maintain and grow student enrolments, a dedicated working group is needed to coordinate outreach initiatives designed to engage current marketing students, potential marketing students, and alumni.</p> <p>Alumni will also represent an important segment to engage to expand program awareness and enhance program credibility.</p>

Resource Requirements (if applicable)
Resources required to achieve this Goal: Faculty Outreach Working Group, Program Chair, Alumni, Dean’s Office, KPU Marketing Services, program materials (digital or physical), access to technology/ platforms to support and communicate program content for outreach purposes as required.
When resources will be required: Will be requested during the 2025-2030 period as action items are executed above.
Faculty and/or Institutional support required: Faculty Outreach Working Group, Program Chair, Dean’s Office, KPU Marketing Services to help facilitate delivery of program messaging and content.

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GOAL 7: Identify and address resource gaps related to academic resources, classroom support and technologies which have an impact on program delivery.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
SS.R.1. Provide feedback to KPU Library on the types of additional online resources and online databases that can benefit our students. This feedback will vary based on the individual course and will be influenced by industry practice. Encourage more interaction between teaching teams and librarians to explore resource availability for students and faculty at the KPU library.	SSR, p.69
SS.R.2. Provide feedback to IT on current issues that instructors are experiencing with e-Classrooms, computer labs and institutional technology, including after-hours IT support for e-Classrooms.	SSR, p.69
SS.R.3. Provide feedback to the MSB on the need for regular and guaranteed access to computer labs or alternatives for digital marketing courses.	SSR, p.69

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Develop process to solicit feedback from faculty regarding needed technology and library resources to effectively support program delivery.	Department Chair	09/ 2027	04/ 2028	Resources will be sought based on the support needed to prepare industry-ready graduates while considering the need for accessibility for students.
Provide feedback on technology and library resources required on an as needed basis to support the marketing management program.	Course Teaching Teams	04/ 2028	04/ 2029	Teaching teams to consider this as part of routine course reviews and collaborations as referenced in action items under Goal #1.
Advocate for enhanced program support by sharing the program's needs for academic resources, classroom support and/ or technology/ tools with relevant institutional stakeholders.	Department Chair	09/ 2028	04/ 2029	

Resource Requirements (if applicable)
Resources required to achieve this Goal: Survey tools, relevant technology, information resources and academic material as needed. Funding would be required for some of these resources such as software licensing or subscriptions for information.

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Resource Requirements (if applicable)
When resources will be required: Estimated by 2028, or as needed when identified through execution of action items identified and described above.
Faculty and/or Institutional support required: Dean’s Office support for program resources required, KPU IT, KPU Teaching & Learning Commons, Library Services.

GOAL 8: Integrate current and emerging A.I. driven tools and industry standard software into course curricula to enhance student employability

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
EXTREV.2.2.A It is recommended that the evidence for Skill Development be expanded from KPU Policy AC9 to include the Canadian Marketing Association recommendations at minimum and recommendations from several sub sectors marketing associations such as digital marketing, ecommerce, retail, etc. Furthermore, this section needs to include a discussion on how AI will be addressed in the curriculum going forward. As how students receive and the demand for education changes – it is recommended to provide more flexible learning options with online modules, boot camps, and micro-credentials that relate to industry software being used (i.e. Salesforce, Marketo, HubSpot, Google Ads, etc.). This will allow students to gain industry-relevant knowledge outside the classroom. The review team understands the issue with privacy as mentioned in discussions, but staying true to the spirit of the polytechnic, KPU should be strategizing how to develop an education plan around tools & software being used daily in industry.	ER, p.5
EXTREV.2.3 It is recommended to expedite the course review process and define the difference between major & minor changes with a focus on higher-level courses first due to their importance. By implementing a structured internal review cycle yearly or every two years, KPU’s marketing program can remain competitive and better prepare students for the evolving job market. With the planning of the new curriculum, it’s recommended the marketing program create an AI literacy framework to provide ethical and relevant teachings to students.	ER, p.5

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Apply for Canadian Marketing Association (CMA) membership to help bring marketing faculty up to the latest in A.I. marketing and marketing technology.	Phaedra Burke, Paul Leigh, Wayne Tebb	03/ 2025	11/ 2025	Submitted to Dean’s office for funding; awaiting approval for funding. Encourage marketing faculty to complete relevant CMA courses or designations (or

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Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
				<p>equivalent) to maintain currency with support from the MSOB as is the ACCT designation and its associated memberships.</p> <p>Note that KPU is mandated by the provincial government to focus on the skills listed in Policy AC9. However, the action items within this goal are intended to further support faculty knowledge of discipline specific skills in demand (to complement KPU Policy AC9).</p>
Identify how industry-standard tools and software can be used and applied in existing courses.	Paul Leigh, Nav Sidhu, Gustavo Arruda	03/ 2025	04/ 2026	<p>Explore integration of A.I. and other industry relevant technologies in conjunction with teaching teams to prepare students and faculty with essential knowledge of these marketing technologies and the ethical considerations related to their use.</p> <p>This action item will also consider the incorporation of online learning modules and digital certifications offered by industry tools and platforms.</p> <p>Note: this is an ongoing activity necessary to ensure program relevance.</p>
Initiate process to incorporate the most prevalent marketing industry tools and technologies into course outlines (where applicable), course learning outcomes and program messaging so that marketing students can be prepared and equipped for applied learning.	Department Chair, Curriculum Committee Rep.,	09/ 2027	09/ 2030	<p>Use of industry standard software and technologies unique to the marketing profession is needed to prepare students for real world marketing positions. This is essential to keep the Program competitive, relevant and current (similar to the</p>

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Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
	Course Teaching Teams			<p>equipment/ software requirements communicated by the Wilson School of Design to its students).</p> <p>This action item will consider reviewing the viability of the technologies in consultation with internal stakeholders, where applicable.</p>

Resource Requirements (if applicable)
<p>Resources required to achieve this Goal: Support from Dean’s office for essential industry memberships and professional development for faculty. Funding would be required for resources such as but not limited to:</p> <ul style="list-style-type: none"> A) CMA membership B) Ongoing professional development (e.g., courses, workshops, events, etc.) offered by the CMA or equivalent marketing industry source C) Software licensing to support curriculum and course delivery where required
<p>When resources will be required: When CMA membership is approved. Licenses for required technology may have implications for KPU Teaching & Learning or KPU IT.</p>
<p>Faculty and/or Institutional support required: Faculty Leads for CMA membership, Faculty PD Representative, Department Chair, Department Curriculum Committee Representative, Department Faculty Council Representative, Dean’s Office support for industry memberships and ongoing PD, KPU Teaching & Learning or KPU IT for licensing and integration of required technologies.</p>

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GOAL 9: Design a comprehensive Brand Management course that integrates foundational branding principles with current marketing tools and technologies.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
Explore opportunities to provide greater direction to marketing students on the different career paths and streams within marketing. Marketing is multi-disciplinary with multiple pathways for careers. While the department has developed streams internally, the streams and required courses need to be communicated to students to provide better direction, so that students can achieve individual goals based on their personal interests in marketing.	SSR, p.37
Investigate ways to strengthen and improve curriculum by incorporating the demand for increased practical and strategic skills in areas such as digital marketing, social media marketing, marketing data analysis, marketing technology, graphic design, branding, AI for marketing, as well as the demand for industry recognized certifications and professional learning academies within courses.	SSR, p.37
EXTREV.2.2B It is recommended that KPU develop a brand management course or remove it from the Career Path Map.	ER, p.5
Additional & Relevant Findings from Self-Study Report	
Typical positions BBAMM graduates may find themselves in include the list of examples in Appendix C2. Within that list includes the role of a Marketing Coordinator which requires advanced knowledge and skills in brand management.	SSR, p.18
When looking at topics that are missing from the program, student survey comments indicate the need for more exposure and coverage of topics such as social media marketing, web design, industry certifications, graphic design, copywriting, and AI for marketing. Alumni survey comments on missing topics indicate the need for more exposure to content areas such as marketing data analysis, marketing technology, digital marketing, social media marketing, email marketing, influencer marketing, graphic design, branding, and networking skills.	SSR, p.31
In the discipline sector survey (see Appendix H), respondents were asked questions on which marketing specializations they consider the most important when hiring a marketing graduate. Respondents ranked the following marketing specializations the highest, as either essential or very important: strategic marketing planning (96%), social media/digital marketing (86%), integrated marketing communications (82%), marketing analytics (77%), content marketing (74%) and branding (69%).	SSR, p.32

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Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Determine learning objectives related to brand marketing strategy and brand management skills that align with current industry demands.	Rajinder Singh, Phaedra Burke, Gustavo Arruda, Anita Sangha	11/2025	11/2028	The scope of this action item may also include exploring current tools and technologies required to support the brand marketing practice; working knowledge of these tools and technologies reflect additional and relevant skills sets for students to develop related to this topic.
Assess the structure and progression of the current IMC courses to identify the most effective ways to integrate branding into the marketing program.	Rajinder Singh, Phaedra Burke, Gustavo Arruda, Anita Sangha	11/2025	11/2028	
Address gaps based on the findings by introducing and developing skills earlier in the program, ensuring a strong foundation for capstone courses.	Rajinder Singh, Phaedra Burke, Gustavo Arruda, Anita Sangha	11/2025	11/2028	

Resource Requirements (if applicable)
Resources required to achieve this Goal: Faculty leads or working groups. Funding would be required for relevant technology licenses for industry branding-based software/ applications
When resources will be required: Estimated 2026-2027 as action items are executed and findings help identify and confirm needed resources.
Faculty and/or Institutional support required: Faculty, Dean's Office, KPU IT and Teaching and Learning Commons (for licensing of software, if applicable), Curriculum Committee, Faculty Council and Senate support for new course and technologies as required.



Marketing Management Quality Assurance Plan

PLAN SUPPORTED BY: *The Provost and Dean recommend the Marketing Management program's Quality Assurance Plan for consideration by the SSCPR.*

Diane Purvey

Provost's Name

A handwritten signature in black ink, appearing to read 'Diane Purvey', written over a horizontal line.

Provost's Signature

October 27, 2025

Date

Alia Somji

Dean's Name

A handwritten signature in black ink, appearing to read 'Alia Somji', written over a horizontal line.

Dean's Signature

October 22, 2025

Date

Fergal Callaghan

Name of SSCPR Chair/Vice Chair

A handwritten signature in black ink, appearing to read 'Fergal Callaghan', written over a horizontal line.

SSCPR Chair/Vice Chair Signature

October 18th, 2025

Date approved by SSCPR: