



MELVILLE SCHOOL OF BUSINESS
MARKETING DEPARTMENT
SELF-STUDY REPORT
APPENDICES

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Appendix A: Course Requirements for the Marketing Program

Diploma in Marketing Management (DMM):

Curricular Requirements

Students must complete 60 credits that include the following. The diploma program with Co-operative Education requires an additional 19 credits of Co-op Education credits.

Business Foundation Courses		
<u>BUSI 1215</u>	Organizational Behaviour	3
<u>BUSI 2390</u>	Business Law	3
<u>BUSI 2405</u>	Operations Management	3
<u>BUSI 2425</u>	Business Diploma Capstone	3
<u>MRKT 1199</u>	Introduction to Marketing	3
Select one of the following groups:		3-6
Group A		
<u>ACCT 2293</u>	Accelerated Introductory Financial Accounting	
Group B ¹		
<u>ACCT 1110</u>	Introductory Financial Accounting I	
<u>ACCT 1210</u>	Introductory Financial Accounting II	
Marketing Courses		
<u>MRKT 2111</u>	Introduction to Digital Marketing	3
<u>MRKT 2333</u>	Fundamentals of Strategic Marketing Management	3
<u>MRKT 2340</u>	Marketing Insights	3
<u>MRKT 2360</u>	Selling and Sales Management	3
<u>MRKT 2401</u>	Introduction to Integrated Marketing Communications	3
Select two electives from MRKT courses numbered 1100 or higher.		6

Curricular Requirements for the DMM continues on the next page.

Breadth Education Courses		
CMNS 1140	Introduction to Professional Communication	3
ECON 1150	Principles of Microeconomics	3
ENGL 1100	Introduction to University Writing	3
Select one of the following:		3
BUQU 1130	Business Mathematics	
MATH 1120	Differential Calculus	
MATH 1130	Calculus for Life Sciences I	
MATH 1140	Calculus I (Business Applications)	
Select one of the following:		3-4
BUQU 1230	Business Statistics	
CRIM 2103	Quantitative Data Analysis I	
MATH 1115	Statistics I	
MATH 2341	Introduction to Statistics for Business	
PSYC 2300	Applied Statistics	
SOCI 2365	Introduction to Social Research Statistics	
Select two electives from courses numbered 1100 or higher in any area of study except ACCT, BUSI, ENTR, HRMT or MRKT.		6
Total Credits		60-64

¹ Students who choose Group B may require more than 60 credits to graduate.

Bachelor of Business Administration in Marketing Management (BBAMM):

Curricular Requirements

The degree program requires a minimum of 120 credits of required courses and electives. The degree program with Co-operative Education requires an additional 28 credits of Co-op Education credits.

Business Foundation Courses		
BUSI 1215	Organizational Behaviour	3
BUSI 2390	Business Law	3
BUSI 2405	Operations Management	3
MRKT 1199	Introduction to Marketing	3
Select one of the following groups:		3-6
Group A		
ACCT 2293	Accelerated Introductory Financial Accounting	
Group B ¹		
ACCT 1110	Introductory Financial Accounting I	
ACCT 1210	Introductory Financial Accounting II	
ACCT 3380	Managerial Finance	3
ENTR 3100	Business Analysis and Decision Making	3
ENTR 3110	Advanced Organizational Behaviour	3
ENTR 3120	Managerial Accounting for Entrepreneurs	3
ENTR 4200	Business Strategy	3

Curricular Requirements for the BBAMM continues on the next page.

Marketing Courses

<u>MRKT 1299</u>	Consumer Behaviour	3
<u>MRKT 2111</u>	Introduction to Digital Marketing	3
<u>MRKT 3000</u>	Strategic Marketing Decision Making	3
<u>MRKT 3211</u>	Integrated Marketing Communications Management	3
<u>MRKT 3240</u>	Marketing Analytics and Information Management	3
<u>MRKT 3311</u>	Marketing in a Digital World	3
<u>MRKT 4160</u>	Business Development	3
Select one elective chosen from MRKT courses numbered 2000 or higher		3
Select two electives chosen from MRKT courses numbered 4200 or higher		6

Breadth Education Courses

<u>CMNS 1140</u>	Introduction to Professional Communication	3
<u>CMNS 3000</u>	Advanced Professional Business Communications	3
<u>ENGL 1100</u>	Introduction to University Writing	3
<u>ECON 1150</u>	Principles of Microeconomics	3
<u>ECON 1250</u>	Principles of Macroeconomics	3
<u>PHIL 3033</u>	Business Ethics	3

Curricular Requirements for the BBAMM continues on the next page.

Select one of the following:	3
<u>BUQU 1130</u> Business Mathematics	
<u>MATH 1120</u> Differential Calculus	
<u>MATH 1130</u> Calculus for Life Sciences I	
<u>MATH 1140</u> Calculus I (Business Applications)	
Select one of the following:	3-4
<u>BUQU 1230</u> Business Statistics	
<u>CRIM 2103</u> Quantitative Data Analysis I	
<u>MATH 1115</u> Statistics I	
<u>MATH 2341</u> Introduction to Statistics for Business	
<u>PSYC 2300</u> Applied Statistics	
<u>SOCI 2365</u> Introduction to Social Research Statistics	
Breadth Electives	
Select five courses numbered 1100 or higher in any area of study except ACCT, BUSI, ENTR, HRMT or MRKT.	15
General Electives	
Select seven courses numbered 1100 or higher in any area of study. It is highly recommended that the majority of these electives be chosen from MRKT courses numbered 2000 or higher.	21
Total Credits	120-124

¹ Students who choose Group B may count the additional Accounting course as a general elective.

Bachelor of Business Administration in Marketing Management with Co-Op Option (BBAMM-COOP):

In addition to the curricular requirements for the Bachelor of Business Administration in Marketing Management above, students wishing to graduate with the BBAMM, Co-Operative Education Option are also required to complete the courses below.

Co-op Course Requirements

The Co-operative Education designation requires successful completion of the following courses:

<u>COOP 1101</u>	Introduction to Professional and Career Readiness	1
<u>COOP 1150</u>	Co-op Work Semester 1	9
<u>COOP 2150</u>	Co-op Work Semester 2	9
<u>COOP 3150</u>	Co-op Work Semester 3	9
Optional:		
<u>COOP 4150</u>	Co-op Work Semester 4	
Total Credits		28

Note: COOP courses must be completed in ascending numerical order. Contact the Co-op office for information about the possibility of part-time work terms. COOP courses may be used only to satisfy the Co-op designation and cannot be used to satisfy other curricular requirements of the program.

Appendix B: KPU BBA Framework

The framework for a Bachelor of Business Administration from the Melville School of Business at KPU is incorporated into the curricular requirements for the BBA in Marketing Management above. The framework is represented by the Business Foundation and Breadth Education Courses listed. These Business Foundation and Breadth Education courses are required of all BBA students in addition to the courses required for their declared major.

Appendix C: Career Pathways Map

Appendix C1: Career streams for students with a Diploma or Degree in marketing

Research	Advertising	Digital Marketing	Sales	Events	Agency & Consulting
• Market Research • Data Visualization	• Brand Strategy & Management • Advertising	• Content Creation • Website Development • SEO • Social Media • E-mail Marketing	• Business Development • Sales • Customer Experience	• Event Planning • Sponsorship Marketing • Integrated Marketing Communications • Fundraising & Donations	• Marketing Strategy • Communications • Account Management

Marketing careers can be developed in various disciplines of marketing and sales.

Appendix C2: Examples of job opportunities within various marketing related business functions (split between DMM and BBAMM graduates)

It should be noted that the below job positions will vary greatly from industry to industry. For example, a DMM graduate may be offered a position as a social media manager in a sales organization, and a BBAMM graduate may be offered a position as social media manager in an agency or as a consultant. The BBAMM graduates potentially have a stronger possibility to advance their careers quicker due to their increased credentials and applied learning skills.

Examples of starting jobs/positions for a DMM graduate

Research	Advertising	Digital Marketing	Sales and Business Development	Events	Agency & Consulting
Research Assistant Research Coordinator In-field Researcher	Art Coordinator Creative Specialist Brand Assistant Advertising Coordinator Media Specialist	Social Media Coordinator Digital marketing Specialist Email marketing Coordinator	Sales Coordinator Retail Sales Associate Business Development Specialist	Events Coordinator Communications Coordinator Community Specialist	Account Coordinator Marketing Assistant Marketing Coordinator Client Specialist

Examples of starting jobs/positions for a BBAMM graduate

Research	Advertising	Digital Marketing	Sales and Business Development	Events	Agency & Consulting
Jr. Researcher Research Manager Research Specialist	Jr. Art Manager Creative Manager Brand Specialist Advertising Manager Media Manager	Social Media Manager Digital Marketing Manager Email Marketing Manager	Jr. Sales Manager Business Development Manager Territory Sales Manager-Retail Enterprise Account Director	Events Manager Events Director Community Manager Communications Specialist or Manager Communications Director	Account Manager Communications Specialist Account Executive Marketing Consultant Industry Manager

Appendix C3: Career Pathways for both DMM and BBAMM graduates

Below are several examples of specific career paths within various marketing disciplines. Please note that marketing is a diverse discipline with many possibilities for career paths. We are showing only a few possibilities below:



Appendix C4: Skills Development Map

The Skill Development Map for both the DMM and BBAMM program identifies how each of the Program Learning Outcomes (PLOs) develops a student's knowledge and capability in core marketing skill sets. The primary difference in essential skills between the DMM and BBAMM relates to the degree of the skill development. In the

	PLO#1	PLO#2	PLO#3	PLO#4	PLO#5	PLO#6	PLO#7	PLO#8	PLO#9
	Conduct an environmental scan, identifying stakeholders and contextual issues.	Formulate informed marketing decisions by assessing and evaluating quantitative and qualitative business information using contemporary research tools.	Formulate communications in a variety of formats that will reach target markets and achieve organizational goals.	Influence stakeholders through the delivery of persuasive written and verbal communications.	Formulate marketing resources that are strategic, effective and targeted to identify, address and deliver on client and organizational needs	Demonstrate effective marketing project and team management skills to develop and execute a marketing plan.	Justify marketing investment decisions to stakeholders by applying principles of financial accountability	Demonstrate the ability to apply key marketing concepts by successfully completing industry-based projects to professional standards.	Integrate ethical decision making by applying principles of corporate social responsibility to support long-term organizational success.
<i>Writing Clearly and Concisely</i>		Y	Y	Y	Y	Y	Y	Y	Y
<i>Speaking Effectively</i>			Y	Y	Y	Y	Y	Y	Y
<i>Reading and Comprehending Material</i>	Y	Y	Y	Y	Y		Y	Y	Y
<i>Working Effectively with Others</i>			Y	Y	Y	Y		Y	Y
<i>Analyzing and Thinking Critically</i>	Y	Y	Y	Y	Y	Y	Y	Y	Y
<i>Resolving Issues or Other Problems</i>			Y	Y	Y	Y		Y	Y
<i>Learning on Your Own</i>	Y	Y	Y		Y	Y	Y	Y	Y

DMM, essential skills development is introduced to students with some application. In the BBAMM, essential skills development is further developed and advanced through additional years of study. By completion of the program, BBAMM students will have strong essential skills that aid in their contribution to business/ society.

Appendix D: Curriculum Assessment

Appendix D1: Curriculum Map

Diploma in Marketing Management (DMM)

PROGRAM COURSES WITH COURSE LEARNING OUTCOMES	PROGRAM LEARNING OUTCOMES: Graduates of the Diploma in Marketing Management program will be able to...								
	PLO#1	PLO#2	PLO#3	PLO#4	PLO#5	PLO#6	PLO#7	PLO#8	PLO#9
	conduct an environmental scan, identifying stakeholders and contextual issues.	demonstrate informed marketing decisions by assessing and evaluating quantitative and qualitative business information using contemporary research tools.	recommend communications in a variety of formats that will reach target markets and achieve organizational goals.	inform stakeholders through the delivery of persuasive written and verbal communications.	identify marketing resources that are strategic, effective and targeted to identify, address and deliver on client and organizational needs.	develop effective marketing project and team management skills to execute a marketing plan.	articulate marketing investment decisions to stakeholders by applying principles of financial accountability.	demonstrate the ability to apply key marketing concepts by successfully completing industry-based cases.	integrate ethical decision making by applying principles of corporate social responsibility to support long-term organizational success.
Calendar link to Diploma in Marketing Management									
For each CLD, the PLO(s) it satisfies are indicated, and at which level. The three levels are:									
Introduced [I]: Course learning outcomes that concentrate on knowledge or skills related to the program outcomes at a basic level or skills at an entry-level of complexity.									
Developing [D]: Course level outcomes that demonstrate learning at an increasing level of proficiency of the program level outcome as well expanding complexity.									
Advanced [A]: Course level outcomes that demonstrate learning related to the program level outcome with an increasing level of independence, expertise and sophistication or integrate the use of content or skills in multiple levels of complexity.									
MMKT 1199 Introduction to Marketing									
Identify and effectively communicate the strategic role of marketing in a variety of organizations	I		I	I					I
Identify and effectively communicate the role of a strategic marketing plan in both for-profit and not-for-profit contemporary organizations	I		I	I					
Identify the components of a marketing plan and effectively communicate the purpose of each	I	I	I	I		I			
Identify the relative need for key marketing elements (such as situational analysis, segmentation, consumer behaviour, marketing research) to inform marketing decisions in a variety of organizations	I	I	I	I	I	I			I
Select and apply appropriate marketing theories and tools required to support marketing decisions	I	I	I	I		I	I		I
Apply fundamental marketing concepts to current marketing situations	I	I	I	I		I	I		I
Work as part of a marketing team	I	I	I	I	I	I			I
MMKT 2133 Introduction to Digital Marketing									
Identify and use various techniques for planning, testing and evaluating digital marketing activities	I	D	D		D	D	D		D
Evaluate various digital marketing strategies to identify, reach, convert and retain customers	D	D	D		D	D	D		D
Identify and compare content marketing strategies	D	I	D		I	I			
Analyze digital marketing data for decision making and planning	I	D	D		D	D	D		
MMKT 2333 Fundamentals of Strategic Marketing Management									
Compare marketing strategies and principles	D	D				D		D	D
Critically evaluate the place of marketing in the management process of an organization	D					D		D	
Review case studies to recognize and analyze marketing problems	D	D	D	D	D		D	D	D
Identify and analyze the marketing budget and its implications	D	D				D	D	D	
Analyze and compare the performance of different marketing strategies	D	D			D	D	D	D	D
Create and review a marketing plan	D	D	D	D	D	D	D	D	D
Practice and apply the skills required for a successful marketing professional	D	D	D	D	D	D	D	D	D
MMKT 2340 Marketing Insights									
Identify a marketing problem or opportunity	I			I					
Specify the decisions necessary to address the marketing problem or to exploit the marketing opportunity	I	I		I					I
Explain the information needed to answer the specified decisions, or formulate questions		I		I					
Identify gaps between available information vs. needed information		D		I					
Acquire and/or access relevant secondary information from reliable online and offline sources		I		I					
Generate needed or missing information using best practices in quantitative and qualitative data gathering		I		I					I
Analyze information collected using statistics and calculations to identify key insights or implications for a marketing decision		I							
MMKT 2360 Selling and Sales Management									
understand and use professional selling skills	D		D	D	D			D	D
apply basic and advanced selling skills through class room and field experience			D	D	D			D	D
identify, qualify and contact prospective leads	D							I	D
analyse the needs and present appropriate solutions to potential customers	D		D	D	D			D	D
examine and assess the role of the sales force in the overall marketing program	I							I	
identify and evaluate the key elements in the sales management function	I		D	D					
manage objections, close and service the account	D		D	D	D			D	D
MMKT 2402 Introduction to Integrated Marketing Communications									
Explain the interaction between corporate plans, marketing plans and advertising & marketing communication plans	D							D	
Describe the nature of relationships between clients and agencies								D	
Plan and budget an advertising campaign and present to a client		D		D	D	D	D	D	
Distinguish between communication objectives, creative strategies and media strategies and execution			D		D	D		D	
Select appropriate communication channels based on client needs		D	D	D				D	D
Illustrate how a unified synergistic approach to marketing communication is important to the organization								D	D
Calculate the financial return on marketing promotions		D		D		D	D	D	

Bachelor of Business Administration in Marketing Management (BBAMM)

PROGRAM COURSES WITH COURSE LEARNING OUTCOMES	PLO#1	PLO#2	PLO#3	PLO#4	PLO#5	PLO#6	PLO#7	PLO#8	PLO#9
	conduct an environmental scan, identifying stakeholders and contextual issues.	formulate informed marketing decisions by assessing and evaluating quantitative and qualitative business information using contemporary research tools.	formulate communications in a variety of formats that will reach target markets and achieve organizational goals.	influence stakeholders through the delivery of persuasive written and verbal communications.	formulate marketing resources that are strategic, effective and targeted to identify, address and deliver on client and organizational needs	demonstrate effective marketing project and team management skills to develop and execute a marketing plan.	justify marketing investment decisions to stakeholders by applying principles of financial accountability	demonstrate the ability to apply key marketing concepts by successfully completing industry-based projects to professional standards.	integrate ethical decision making by applying principles of corporate social responsibility to support long-term organizational success.
Calendar link to Bachelor of Business Administration in Marketing Management									
For each CLO, the PLO(s) it satisfies are indicated, and at which level. The three levels are:									
Introduced [I]: Course learning outcomes that concentrate on knowledge or skills related to the program outcomes at a basic level or skills at an entry-level of complexity.									
Developing [D]: Course level outcomes that demonstrate learning at an increasing level of proficiency of the program level outcome as well expanding complexity.									
Advanced [A]: Course level outcomes that demonstrate learning related to the program level outcome with an increasing level of independence, expertise and sophistication or integrate the use of content or skills in multiple levels of complexity.									
MRKT 1199 Introduction to Marketing									
Identify and effectively communicate the strategic role of marketing in a variety of organizations	I		I	I					I
Identify and effectively communicate the role of a strategic marketing plan in both for-profit and not-for-profit contemporary organizations	I		I	I					
Identify the components of a marketing plan and effectively communicate the purpose of each	I	I	I	I		I			
Identify the relative need for key marketing elements (such as situational analysis, segmentation, consumer behaviour, marketing research) to inform marketing decisions in a variety of organizations	I	I	I	I	I	I			I
Select and apply appropriate marketing theories and tools required to support marketing decisions	I	I	I	I		I	I		I
Apply fundamental marketing concepts to current marketing situations	I	I	I	I		I	I		I
Work as part of a marketing team	I	I	I	I	I	I			I
MRKT 1299 Consumer Behaviour									
examine people's consumer-related behaviour using tools of the social sciences	I	I			I	I			I
apply key concepts of behaviour to marketing situations					I	I			
critically analyze marketing strategies intended to influence those behaviours	I	I			I	I			I
MRKT 2111 Introduction to Digital Marketing									
Identify and use various techniques for planning, testing and evaluating digital marketing activities.	I	D	D		D	D	D		D
Evaluate various digital marketing strategies to identify, reach, convert and retain customers.	D	D	D		D	D	D		D
Identify and compare content marketing strategies.	D	I	D		I	I			
Analyze digital marketing data for decision making and planning.	I	D	D		D	D	D		
MRKT 3000 Strategic Marketing Decision Making									
present oneself professionally to an industry group			I	I				D	
assess a marketing environment to develop appropriate marketing strategies	D	D	D	D	D		D	D	I
evaluate the results of marketing decisions and adapt accordingly in subsequent decisions		I	D	D	D		D	D	I
apply key marketing concepts, principles and theories to a real client	D	D	D	D	D		D	I	I
perform a marketing audit on an existing client operation	D	D	D	D	D		D	D	I
dissect and analyze financial statements of a real client organization		D		I	I		I	I	
identify a viable marketing opportunity within a specific "real world" environment	D	D	D	D	D	D		D	I
conduct market research to explore a marketing opportunity	D	D		I	I	I		I	
create a detailed and comprehensive marketing plan	D		D	D	D	D	D	D	I
design workable solutions and strategies to exploit a marketing opportunity		D	D	D	D	D	D	D	I
develop strategic and tactical initiatives as they relate to a marketing plan		D	D	D	D	D	D	D	I
communicate a fully developed marketing plan in a clear, concise written format			D	D	D	D	D	D	
present the key elements of a marketing plan in writing and orally			D	D	D	D	D	D	

PROGRAM COURSES WITH COURSE LEARNING OUTCOMES	PL0#1	PL0#2	PL0#3	PL0#4	PL0#5	PL0#6	PL0#7	PL0#8	PL0#9
	conduct an environmental scan, identifying stakeholders and contextual issues.	formulate informed marketing decisions by assessing and evaluating quantitative and qualitative business information using contemporary research tools.	formulate communications in a variety of formats that will reach target markets and achieve organizational goals.	influence stakeholders through the delivery of persuasive written and verbal communications.	formulate marketing resources that are strategic, effective and targeted to identify, address and deliver on client and organizational needs.	demonstrate effective marketing project and team management skills to develop and execute a marketing plan.	justify marketing investment decisions to stakeholders by applying principles of financial accountability.	demonstrate the ability to apply key marketing concepts by successfully completing industry-based projects to professional standards.	integrate ethical decision making by applying principles of corporate social responsibility to support long-term organizational success.
Calendar link to Bachelor of Business Administration in Marketing Management for each CLD, the PLD(s) it satisfies are indicated, and at which level. The three levels are: introduced (I): Course learning outcomes that concentrate on knowledge or skills related to the program outcomes at a basic level or skills at an entry-level of complexity. Developing (D): Course level outcomes that demonstrate learning at an increasing level of proficiency of the program level outcome as well expanding complexity. Advanced (A): Course level outcomes that demonstrate learning related to the program level outcome with an increasing level of independence, expertise and application or integrate the use of content or skills in multiple levels of complexity.									
VRKT 3211 Integrated Marketing Communications Management									
translate research into communication strategies	D	D	D	D	D	D		D	D
apply the fundamentals of communication and design theory to a full range of contemporary marketing communication needs, demonstrating the differences driven by target audience, context and delivery method	D	D	D	D	D	D		D	D
apply branding and positioning strategies to ensure consistent graphic standards and messages across all delivery methods	I	D	D	D	D	D		D	
manage supplier relationships including selection, briefing, collaboration, evaluation and compensation	I		I						
manage media and stakeholder communications including community consultation and handling of public issues	I		I	I	I	I	D	D	D
understand the importance of diversity, equity and inclusion in marketing communications	D		D	D	D	D		D	D
develop professional skills for careers in marketing communications		D	D	D	D	D	D	D	D
VRKT 3240 Marketing Analytics and Information Management									
assess marketing issues or opportunities for a given organization by identifying appropriate marketing information needs for decision making	D	D		D	D	D	D		D
develop a research design by looking at quantitative, qualitative, secondary and primary research methods and data collection tools used by marketers	I	I	I	I	I	I	I		I
appraise the reliability and validity of data from a variety of sources internal and/or external to an organization	D	D			D	D	D		D
analyze data to support decision making by identifying and evaluating alternative solutions to address marketing issues of an organization	D	D	D	D	D	D	D		D
communicate findings and recommendations to decision makers of an organization to explain the best course of action	D	D	D	D	D	D	D		D
VRKT 3311 Marketing in a Digital World									
develop digital strategies that fulfill broader marketing and organizational objectives	D	D	D	D	D	D	D	I	D
plan and implement tactics to optimize online marketing efforts for increasing awareness, traffic, engagement, and contribution to profitability	D	D	D	D	D	D	D	I	D
measure, analyze and improve the performance of online marketing tactics		D			D	D	D	I	D
apply contextual, intercultural, and diversity considerations in explaining the role of digital marketing channels and their impact to the overall business	D	D	D	D	D	D		I	D
VRKT 4100 Business Development									
identify the multiple contexts in which new business development exists	A	A	A	A	A	A	A	A	A
examine advanced selling, negotiation and strategic account management abilities	A	A	A	A	A	A	A	A	A
develop profitable client relationships	A	A		A	A	A	A	A	A
construct models of Business Model Design, analyze client relationships through a variety of mathematical techniques with the degree of accuracy required to determine profitability in solving problems and making decisions (e.g. IRR - internal rate of return, NPV - net present value, ROI - return on investment, break-even, and ratio analysis)	D	D		A	D	A	A	A	A
manage the competitive landscape	A	A	A	A	A	A	A	A	A
recommend strategies for dealing with ethical challenges in a variety of sales contexts	A	A	A	A	A	A		A	
assess legal contracts	A	A		A		A			
VRKT 4201 Integrated Marketing Communications Capstone									
communicate to the organization's key stakeholders using a variety of current media options, platforms, and tools			A	A	A	A		A	A
design projects and deliver marketing programs, events and activities		A	A	A	A	A		A	A
develop media objectives, strategies and tactics - an integrated communication plan to reach specific target markets across all media and communication options and platforms		A	A	A	A	A	A	A	A
measure the monetary return on investment to the organization based upon the implementation of an integrated marketing communication plan		A		A	A	A	A	A	
manage public and media relations with the goal to support the company image and key brand message		A	A	A	A	A		A	A
create specific promotional messages designed to obtain optimal responsiveness from target audiences		A	A	A	A	A		A	A

PROGRAM COURSES WITH COURSE LEARNING OUTCOMES	PLO#1	PLO#2	PLO#3	PLO#4	PLO#5	PLO#6	PLO#7	PLO#8	PLO#9
	conduct an environmental scan, identifying stakeholders and contextual issues.	formulate informed marketing decisions by assessing and evaluating quantitative and qualitative business information using contemporary research tools.	formulate communications in a variety of formats that will reach target markets and achieve organizational goals.	Influence stakeholders through the delivery of persuasive written and verbal communications.	formulate marketing resources that are strategic, effective and targeted to identify, address and deliver on client and organizational needs	demonstrate effective marketing project and team management skills to develop and execute a marketing plan.	justify marketing investment decisions to stakeholders by applying principles of financial accountability	demonstrate the ability to apply key marketing concepts by successfully completing industry-based projects to professional standards.	integrate ethical decision making by applying principles of corporate social responsibility to support long-term organizational success.
Calendar link to Bachelor of Business Administration in Marketing Management									
For each CLO, the PLO(s) it satisfies are indicated, and at which level. The three levels are:									
Introduced [I]: Course learning outcomes that concentrate on knowledge or skills related to the program outcomes at a basic level or skills at an entry-level of complexity.									
Developing [D]: Course level outcomes that demonstrate learning at an increasing level of proficiency of the program level outcome as well expanding complexity.									
Advanced [A]: Course level outcomes that demonstrate learning related to the program level outcome with increasing level of independence, expertise and sophistication or integrate the use of content or skills in multiple levels of complexity.									
MRKT 4331 Individual Marketing Plan Capstone									
Formulate, manage, design, prepare and present a comprehensive multi-unit marketing plan that meets the requirements of a legal, product based online business launch subject to the regulations established by the Canadian Revenue Agency (CRA)	A	A	A	A	A		A	A	A
Synthesize and apply material learned throughout the BBA Marketing Management program in applying them to the marketing plan	A	A	A	A	A		A	A	A
Evaluate, design and develop a fully functional online product-based ecommerce website with appropriate links to social media and other platforms									
Evaluate and assess appropriate social media platforms to market effectively to the appropriate target market(s)	A	A	A	A	A		A	A	A
Formulate appropriate marketing strategies for the implementation of the marketing plan	A	A	A	A	A		A	A	A
Analyze and construct a detailed content calendar / schedule to operationalize strategies developed in the marketing plan	A	A	A	A	A		A	A	A
Prepare slide-based proposals and presentations	A	A	A	A	A		A	A	A
Comprehend, analyze, synthesize, and evaluate complex online product-based marketing challenges by applying marketing, financial and accounting concepts to provide a realistic launch ready online business that, if implemented, would achieve proposed goals and outcomes	A	A	A	A	A		A	A	A
MRKT 4332 Marketing Management Simulation Capstone									
Manage the business startup process	A	A	D			A	A	A	D
Act professionally to lead and work as part of a high-performance team				A	A	A		A	A
Work effectively in a demanding and time-sensitive business environment			D	A	A	A		A	
Apply material learned throughout the degree in solving marketing problems	A	A	D	A	A	A	A		D
Prepare proposals, interim and final reports		A		A	A	A	A	A	
Integrate the business skills and marketing concepts required to successfully complete a team-based competitive marketing simulation	A	A	A	A	A	A	A	A	A
Comprehend, analyze, synthesize, and evaluate complex business problems / opportunities through the application of marketing, financial and accounting concepts to achieve proposed goals and outcomes	A	A	A	A	A	A	A	A	A
Utilize a Balanced Scorecard to measure the firm's performance		A	D		A	A	A	A	
Develop and execute a complete marketing strategy	A	A	D	A	A	A	A	A	D

Bachelor of Business Administration in Marketing Management, Co-operate Education Option (BBAMM-COOP)

PROGRAM COURSES WITH COURSE LEARNING OUTCOMES	PROGRAM LEARNING OUTCOMES: Graduates of the Bachelor of Business Administration in Marketing Management program will be able to...								
	PLO#1	PLO#2	PLO#3	PLO#4	PLO#5	PLO#6	PLO#7	PLO#8	PLO#9
	conduct an environmental scan, identifying stakeholders and contextual issues.	formulate informed marketing decisions by assessing and evaluating quantitative and qualitative business information using contemporary research tools.	formulate communications in a variety of formats that will reach target markets and achieve organizational goals.	Influence stakeholders through the delivery of persuasive written and verbal communications.	formulate marketing resources that are strategic, effective and targeted to identify, address and deliver on client and organizational needs	demonstrate effective marketing project and team management skills to develop and execute a marketing plan.	justify marketing investment decisions to stakeholders by applying principles of financial accountability	demonstrate the ability to apply key marketing concepts by successfully completing industry-based projects to professional standards.	integrate ethical decision making by applying principles of corporate social responsibility to support long-term organizational success.
Calendar link to Bachelor of Business Administration in Marketing Management (COOP)									
For each CLO, the PLO(s) it satisfies are indicated, and at which level. The three levels are:									
Introduced [I]: Course learning outcomes that concentrate on knowledge or skills related to the program outcomes at a basic level or skills at an entry-level of complexity.									
Developing [D]: Course level outcomes that demonstrate learning at an increasing level of proficiency of the program level outcome as well expanding complexity.									
Advanced [A]: Course level outcomes that demonstrate learning related to the program level outcome with an increasing level of independence, expertise and sophistication or integrate the use of content or skills in multiple levels of complexity.									
COOP 1101 Introduction to Professional and Career Readiness									
Identify the philosophy and goals of Co-operative Education and WIL	I								
Describe the roles and responsibilities of the partners in Co-operative Education and WIL	I								
Locate and research specific organizations for potential employment opportunities	I								
Identify the personal qualities, knowledge and skills that meet job requirements				I					
Prepare an effective resume, cover letter and introduction to online portfolios				I					
Apply appropriate professional communication and job interview skills				I					
COOP 1150 Co-op Work Semester 1									
Set realistic and achievable personal learning objectives for their worksite				I					
Identify skills and knowledge that transfer to work from studies and prior life experience				I					
Identify skills and knowledge they acquire while at work, both in relation and addition to their personal learning objectives				I					
Behave professionally at their worksite								D	
Produce the quality and quantity of work to meet employer/client expectations for their given worksite									
Explain their working relationships and communications with others				D		D			
Report how their work contributes to their organization and their broader community				D					D
Assess their interests and aptitudes in relation to their chosen field of study and work	D								
Identify different sectors of the labour market relevant to their chosen field of study and work	D								
Identify leadership skills					D			D	D
COOP 2150 Co-op Work Semester 2									
set and achieve personal learning objectives related to more advanced courses than those set for their first worksite						D			
integrate skills and knowledge acquired on campus and from previous work experiences with those acquired in their workplace				D				D	
articulate the significance of personal behaviours and attitudes in their particular workplace				D					
produce, in a proactive manner, the quality and quantity of work which meets or exceeds employer/client expectations						D			
interpret their working relationship with others and the broader structure of working relationships in their workplace				D					
examine the significance of their work to their organization and their broader community									D
identify their career interests	D								
differentiate sectors of the labour market relevant to their chosen field of study and work	D								
exhibit leadership skills				D					

PROGRAM COURSES WITH COURSE LEARNING OUTCOMES	PROGRAM LEARNING OUTCOMES: Graduates of the Bachelor of Business Administration in Marketing Management program will be able to...								
	PLO#1	PLO#2	PLO#3	PLO#4	PLO#5	PLO#6	PLO#7	PLO#8	PLO#9
	conduct an environmental scan, identifying stakeholders and contextual issues.	formulate informed marketing decisions by assessing and evaluating quantitative and qualitative business information using contemporary research tools.	formulate communications in a variety of formats that will reach target markets and achieve organizational goals.	influence stakeholders through the delivery of persuasive written and verbal communications.	formulate marketing resources that are strategic, effective and targeted to identify, address and deliver on client and organizational needs	demonstrate effective marketing project and team management skills to develop and execute a marketing plan.	justify marketing investment decisions to stakeholders by applying principles of financial accountability	demonstrate the ability to apply key marketing concepts by successfully completing industry-based projects to professional standards.	integrate ethical decision making by applying principles of corporate social responsibility to support long-term organizational success.
Calendar link to Bachelor of Business Administration in Marketing Management [COOP]									
For each CLO, the PLO(s) it satisfies are indicated, and at which level. The three levels are:									
Introduced [I]: Course learning outcomes that concentrate on knowledge or skills related to the program outcomes at a basic level or skills at an entry-level of complexity.									
Developing [D]: Course level outcomes that demonstrate learning at an increasing level of proficiency of the program level outcome as well as expanding complexity.									
Advanced [A]: Course level outcomes that demonstrate learning related to the program level outcome with an increasing level of independence, expertise and sophistication or integrate the use of content or skills in multiple levels of complexity.									
COOP 3150 Co-op Work Semester 3									
set realistic and achievable personal learning objectives for their worksite that complement or surpass those for their previous worksite						A			
examine skills and knowledge they acquire while at work, both in relation and addition to their personal learning objectives				A					
exemplify professional behavior at their worksite				A					
proactively and efficiently produce the quality and quantity of work which meets or exceeds employer/client expectations								A	
analyze their working relationships and communications with others				A					
compare how their work contributes to their organization and their broader community with their work in prior work terms									A
reassess their interests and aptitudes in relation to their chosen field of study and work	A								
analyze sectors of the labour market for their chosen field of study and work	A								
analyze leadership skills				A					
Optional									
COOP 4150 Co-op Work Semester 4									
set realistic and achievable personal learning objectives for their worksite that complement or surpass those for their previous worksite						A			
critique skills and knowledge acquired on campus and from previous work experiences with those acquired in their workplace				A					
assess the significance of personal behaviours and attitudes in their particular workplace				A					
proactively and efficiently produce the quality and quantity of work which meets or exceeds employer/client expectations								A	
critique their working relationship with others and the broader structure of working relationships in their workplace									A
assess the significance of their work to organizations similar to that of their worksite and their broader community									
weigh specific areas of interest and aptitude within their chosen field of study/training	A								
evaluate sectors of the labour market	A								

Appendix D2: Bachelor of Marketing Management: Original PLO's Condensed into New Categories

PLO 1: Marketing Context (Stakeholders, Interests)

Graduates of the BBA in Marketing Management degree will be able to conduct an environmental scan, identifying stakeholders and contextual issues.

Graduates of the Diploma in Marketing Management will be able to conduct an environmental scan, identifying stakeholders and contextual issues.

Original PLO's related to the above:

- (7) Engage a variety of diverse, multi-cultural market segments.
- (17) Appreciate global business issues and their impact on the marketing function
- (19) Acquire a broad understanding of society to help the organization better relate to its environment

PLO 2: Analytical Skills

Graduates of the BBA in Marketing Management degree will be able to formulate informed marketing decisions by assessing and evaluating quantitative and qualitative business information using contemporary research tools.

Graduates of the Diploma in Marketing Management will be able to demonstrate informed marketing decisions by assessing and evaluating quantitative and qualitative business information using contemporary research tools.

Original PLO's related to the above:

- (2) Analyze quantitative and qualitative information using contemporary web tools to facilitate informed marketing decision making strategies
- (11) Evaluate and convey quantitative business information to aid decision making

PLO 3: Communications Strategy from Analysis

Graduates of the BBA in Marketing Management degree will be able to formulate communications in a variety of formats that will reach target markets and achieve organizational goals.

Graduates of the Diploma in Marketing Management will be able to recommend communications in a variety of formats that will reach target markets and achieve organizational goals.

Original PLO's related to the above:

- (1) Conduct business activities using contemporary social media applications
- (5) Ensure consistency with organizational strategies through integration of all promotional efforts, activities, initiatives, points of contact and IMC (Integrated Marketing Communications)
- (6) Develop creative media objectives, strategies and tactics to reach key target markets across all media and communication options and platforms

PLO_4: Interpersonal Skills

Graduates of the BBA in Marketing Management degree will be able to influence stakeholders through the delivery of persuasive written and verbal communications.

Graduates of the Diploma in Marketing Management will be able to inform stakeholders through the delivery of persuasive written and verbal communications.

Original PLO's related to the above:

(4)Communicate with the organization's stakeholders using current media options, platforms, tools & vehicles

(20)Demonstrate superior interpersonal and presentation communication skills

PLO 5: Strategic Marketing Planning

Graduates of a BBA in Marketing Management degree will formulate marketing resources that are strategic, effective and targeted to identify, address and deliver on client and organizational needs

Graduates of Diploma in Marketing Management will identify marketing resources that are strategic, effective and targeted to identify, address and deliver on client and organizational needs

Original PLO's related to the above:

(3)Create and implement marketing plans that achieve organizational goals

(15)Manage the strategic marketing planning process to achieve organizational goals

PLO 6 : Marketing Management

Graduates of a BBA in Marketing Management degree will demonstrate effective marketing project and team management skills to develop and execute a marketing plan.

Graduates of a Diploma in Marketing Management will develop effective marketing project and team management skills to execute a marketing plan.

Original PLO's related to the above:

(9)Manage projects and deliver marketing programs, events, & activities

(10)Demonstrate advanced selling, negotiation and strategic account management activities

(12)Cooperate with the complete range of functional departments within the organization through a sound understanding of business principles and realities

(13)Support organizational and departmental objectives

(22)Work effectively within a team and demonstrate leadership abilities

PLO 7: Accountability

Graduates of a BBA in Marketing Management degree will justify marketing investment decisions to stakeholders by applying principles of financial accountability.

Graduates of a Diploma in Marketing Management will articulate marketing investment decisions to stakeholders by applying principles of financial accountability.

Original PLO's related to the above:

(16) Demonstrate accountability for the return on marketing investment

(8) Develop and manage profitable client relationships

PLO 8: Application of Theoretical Knowledge (WIL)

Graduates of a BBA in Marketing Management degree will demonstrate the ability to apply key marketing concepts by successfully completing industry-based projects to professional standards.

Graduates of a Diploma in Marketing Management will demonstrate the ability to apply key marketing concepts by successfully completing industry-based cases.

Original PLO's related to the above:

(18) Experience opportunities to apply course concepts to practical working environments

(23) Develop a "Can Do" initiator attitude and strong work ethic

PLO 9: Ethics & Social Responsibility

Graduates of a BBA in Marketing Management degree will integrate ethical decision making by applying principles of corporate social responsibility to support long-term organizational success.

Graduates of a Diploma in Marketing Management will integrate ethical decision making by applying principles of corporate social responsibility to support long-term organizational success.

Original PLO's related to the above:

(21) Apply ethical and social responsibility in decision making

(14) Incorporate the principles of socially responsible marketing in their efforts to support the long-term success of the organization

Original BBAMM PLO'S (from BBAMM inception 2010):

1. Conduct business activities using contemporary social media applications
2. Analyze quantitative and qualitative information using contemporary web tools to facilitate informed marketing decision making strategies
3. Manage communication initiatives to create and implement marketing plans that achieve organizational goals
4. Communicate with the organizations stakeholders using current media options, platforms, tools & vehicles
5. Ensure consistency with organizational strategies through integration of all promotional efforts, activities, initiatives, points of contact and IMC (Integrated Marketing Communications)
6. Develop creative media objectives, strategies and tactics to reach key target markets across all media and communication options and platforms
7. Engage a variety of diverse, multi-cultural market segments
8. Develop and manage profitable client relationships
9. Manage projects and deliver marketing programs, events, & activities
10. Demonstrate advanced selling, negotiation and strategic account management abilities
11. Evaluate and convey quantitative business information to aid decision making
12. Cooperate with the complete range of functional departments within the organization through a sound understanding of business principles and realities
13. Support organizational and departmental objectives
14. Incorporate the principles of socially responsible marketing in their efforts to support the long-term success of the organization
15. Manage the strategic marketing planning process to achieve organizational goals
16. Demonstrate accountability for the return on marketing investment
17. Appreciate global business issues and their impact on the marketing function
18. Experience opportunities to apply course concepts to practical working environments
19. Acquire a broad understanding of society to help the organization better relate to its environment
20. Demonstrate superior interpersonal and presentation communication skills
21. Apply ethical and social responsibility in decision making
22. Work effectively within a team and demonstrate leadership abilities
23. Develop a "Can Do" initiator attitude and strong work ethic

Appendix E: Administrative Data Report

Administrative Data Report for Marketing Programs: Bachelor of Business Administration in Marketing Management (BBAMM) & Diploma in Marketing Management (DMM)

The chapter headings refer to the chapters in the Self-Study to which the data pertain.

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Glossary

Average Seats Offered: Maximum number of seats available in a department/Faculty divided by the count of classes offered by the department/Faculty.

Average Seats Filled: Number of seats taken in a department/Faculty divided by the count of classes offered by the department/Faculty.

BC Student Outcomes: Results of the three annual surveys of former post-secondary students in BC, one to two years after graduation, as a supplemental tool for assessing programs offered by KPU and comparing them to similar programs at other institutions. The three BC Student Outcomes surveys include the Diploma, Associate Degree, and Certificate Student Outcomes Survey (DAC), the Baccalaureate Graduates Survey (BGS), and the Trades Student Outcomes Survey (Trades). Note that while DAC covers all BC public post-secondary institutions, BGS does not report data from programs at research-intensive universities such as UBC and SFU.

Cumulative Grade Distribution: The number of students who receive a particular letter grade (A+ through F) plus those who receive a higher grade, as a percentage of the total number of students with a grade or a W/WE or DEF (Deferred). Useful for estimating the proportion of passing students based on any specific grade requirement.

DFW Rate: % of students who received a grade of D or F or withdrew from the course. Percentage is calculated based on number of students with a grade or a W/WE or DEF (Deferred).

Faculty Student Headcount: Count of all students enrolled in a Faculty, including undeclared students.

Fill Rate: Number of seats filled divided by the number of seats offered.

Grade Point Equivalent Mean: The average grade of students in the selected courses, based solely on the numerical grade point equivalent of a letter grade. A weighted average is used, such that larger classes have a larger influence on the computed mean. It is not an average of course-level grades weighted by course credits.

Intended of Undeclared: Students who identified the program under review as their intended major on their application. Note that not all of these students declare a major in the program under review.

Program Student Headcount: Count of declared and intended of undeclared students. Withdrawals are included. To avoid double counting students, the student headcount is a unique headcount for the year, not the sum of intended of undeclared and declared counts.

Repeat Rate: Students who repeat a course, that is, have taken the course previously. Percentage is calculated based on number of students with a grade or a W/WE or DEF.

Unmet Demand: Number of waitlist seats held by students unable to enroll in the same course, and have not dropped that course, within the same term. A student waitlisted in multiple sections of the same course in the same term is counted as one waitlist seat.

Seats Offered: Maximum number of seats available in a unit (section, course, department, faculty).

Seats Filled: Number of seats taken in the unit (section, course, department, faculty)

Chapter 3. Program Relevance and Demand

3.1 Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?¹

What percentage of the program graduates are satisfied with the education they received? What percentage of the graduates rate the quality of instruction they received as “very good”, “good”, or “adequate”? Do they find their program of study useful in their current position?

Exhibit 1: KPU Marketing Program Student Outcomes Data Compared with Ministry Targets

Measures	Student Outcome Data for KPU BBA in Marketing Management (2020-22)	Student Outcome Data for KPU Marketing Management Diploma (2020-22)	Ministry Target
Respondents	85	19	-
Satisfaction ²	94%	94%	≥ 90%
Quality ³	94%	100%	≥ 90%
Usefulness ⁴	86%	82%	≥ 90%

3.3 Student Demand

Who takes the program?⁵

Has the demographic profile of declared and intended students of Marketing programs changed over the last five years?

Exhibit 2: Demographic Profile of Marketing Bachelor's and Diploma Students by Academic Year

Total	2018/19	2019/20	2020/21	2021/22	2022/23
Student Headcount	779	800	855	857	831
% Women	45%	43%	43%	44%	43%
% 22 years or younger	59%	62%	63%	60%	61%
% International	31%	32%	37%	42%	40%

BBA in Marketing Management	2018/19	2019/20	2020/21	2021/22	2022/23
Student Headcount	410	426	484	459	422
% Women	50%	49%	47%	49%	48%
% 22 years or younger	46%	48%	51%	43%	43%
% International	23%	22%	26%	28%	28%

Diploma in Marketing Management	2018/19	2019/20	2020/21	2021/22	2022/23
Student Headcount	32	33	45	52	56
% Women	44%	48%	33%	44%	50%
% 22 years or younger	53%	64%	67%	73%	66%
% International	38%	33%	36%	42%	43%

¹ Data reported in this section was obtained from a dashboard that is under development.

² Respondents who are "very satisfied" or "satisfied" with the education or training they received in their program of study.

³ Respondents who rate the quality of instruction received from their program of study as "very good", "good" or "adequate".

⁴ Respondents who describe their program of study as "very" or "somewhat" useful in their current occupation.

⁵ Data reported in this section was obtained from a dashboard that is under development.

How does the demographic profile of declared and intended students of Marketing Programs compare with that of students at the same level for the School of Business as a whole over the same period?

Exhibit 3: Demographic Profile of School of Business Students by Academic Year

	2018/19	2019/20	2020/21	2021/22	2022/23
Student Headcount	7,687	7,680	7,945	8,980	9,138
% Women	43%	43%	44%	46%	46%
% 22 years or younger	66%	66%	65%	65%	64%
% International	42%	44%	49%	57%	59%

Is demand for the program sustainable?

Has demand for Marketing courses been changing over the last five years? Is the overall class size, in terms of filled seats, sustainable? How does demand for Marketing courses compare with demand for School of Business courses at the same level over the same period?

Exhibit 4: Student Headcount in Marketing Courses by Academic Year Compared with School of Business Courses

	2018/19	2019/20	2020/21	2021/22	2022/23	% 5-Year Change
Marketing	2,720	2,500	2,521	2,465	2,649	-3%
School of Business	10,037	9,924	9,939	11,005	11,330	13%

Has demand for the Marketing Programs changed over the last five years? How does it compare with demand for School of Business programs at the same level over the same period?

Exhibit 5: Student Headcount in Marketing Programs by Academic Year Compared with School of Business Programs

	2018/19	2019/20	2020/21	2021/22	2022/23	% 5-Year Change
Bachelor of Business Administration in Marketing Management	410	426	484	459	422	3%
Diploma in Marketing Management	32	33	45	52	56	75%
Intended of Undeclared	385	377	404	385	385	0%
School of Business Total Headcount	7,687	7,680	7,945	8,980	9,138	19%

How do enrolment trends in KPU's Marketing Programs compare with overall enrolment trends in similar programs in BC?

Exhibit 6: Number of Students Enrolled in Marketing Programs at BC Public Post-Secondary Institutions (excluding KPU students)⁶

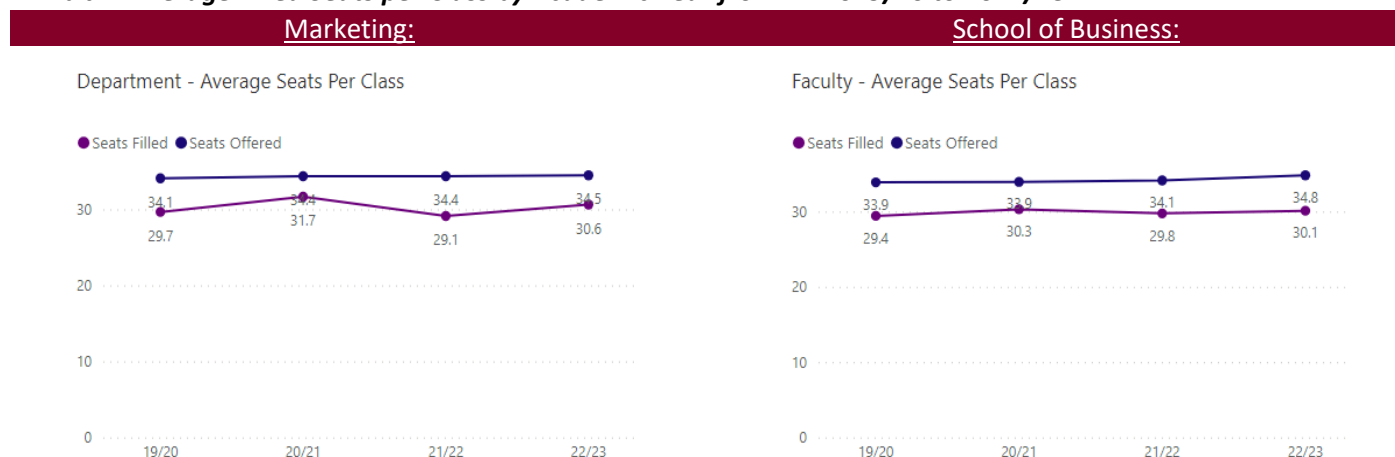
	2018/19	2019/20	Growth over previous period	2020/21	Growth over previous period	2021/22	Growth over previous period	5-year growth trend 2018-2022)
Total (excluding KPU)	3,374	3,524	4%	3,482	-1%	3,303	-5%	-2%
BCIT	1,245	1,295	4%	1,111	-14%	790	-29%	-37%
Diploma	335	348	4%	332	-5%	332	0%	-1%
Certificate	912	947	4%	782	-17%	462	-41%	-49%
CAM	126	108	-14%	89	-18%	-	N/A	N/A
Post-Degree Diploma	126	108	-14%	89	-18%	-	N/A	N/A
CAPU	7	3	-57%	1	-67%	-	N/A	N/A
Certificate	7	3	-57%	1	-67%	-	N/A	N/A
COTR	11	12	9%	8	-33%	11	38%	0%
Diploma	11	12	9%	8	-33%	11	38%	0%
DOUG	312	323	4%	372	15%	470	26%	51%
Post-Degree Diploma	138	128	-7%	140	9%	169	21%	22%
Bachelor's	-	-	N/A	18	N/A	81	350%	N/A
Diploma	156	179	15%	194	8%	206	6%	32%
Certificate	18	20	11%	25	25%	21	-16%	17%
LANG	479	461	-4%	507	10%	483	-5%	1%
Post-Degree Diploma	195	164	-16%	191	16%	172	-10%	-12%
Bachelor's	148	145	-2%	161	11%	154	-4%	4%
Diploma	139	155	12%	160	3%	159	-1%	14%
NIC	34	39	15%	49	26%	48	-2%	41%

⁶ Data reported in this section was obtained from a dashboard that is under development. Data are coded by Classification of Instructional Program (CIP). To identify Marketing programs, CIP code 52.1401 was used.

Post-Degree Diploma	3	3	0%	1	-67%	4	300%	33%
Bachelor's	21	20	-5%	28	40%	31	11%	48%
Diploma	10	17	70%	22	29%	16	-27%	60%
OKAN	137	163	19%	136	-17%	142	4%	4%
Post-Degree Diploma	137	163	19%	136	-17%	140	3%	2%
Advanced Certificate	-	-	N/A	-	N/A	2	N/A	N/A
SFU	138	137	-1%	144	5%	156	8%	13%
Bachelor's	138	137	-1%	144	5%	156	8%	13%
TRU	319	371	16%	363	-2%	433	19%	36%
Post-Degree Diploma	167	200	20%	175	-13%	246	41%	47%
Post-Degree Certificate	1	-	N/A	-	N/A	-	N/A	N/A
Bachelor's	146	161	10%	174	8%	174	0%	19%
Diploma	6	10	67%	14	40%	13	-7%	117%
UBC (V)	515	564	10%	655	16%	692	6%	34%
Doctorate	2	-	N/A	-	N/A	-	N/A	N/A
Bachelor's	513	564	10%	655	16%	692	6%	35%
UFV	10	7	-30%	7	0%	5	-29%	-50%
Certificate	10	7	-30%	7	0%	5	-29%	-50%
UNBC	42	42	0%	41	-2%	40	-2%	-5%
Bachelor's	42	42	0%	41	-2%	40	-2%	-5%
VCC	-	-	N/A	-	N/A	33	N/A	N/A
Diploma	-	-	N/A	-	N/A	33	N/A	N/A
KPU	436	454	4%	521	15%	507	-3%	16%
Bachelor's	408	425	4%	484	14%	457	-6%	12%
Diploma	30	32	7%	45	41%	52	16%	73%

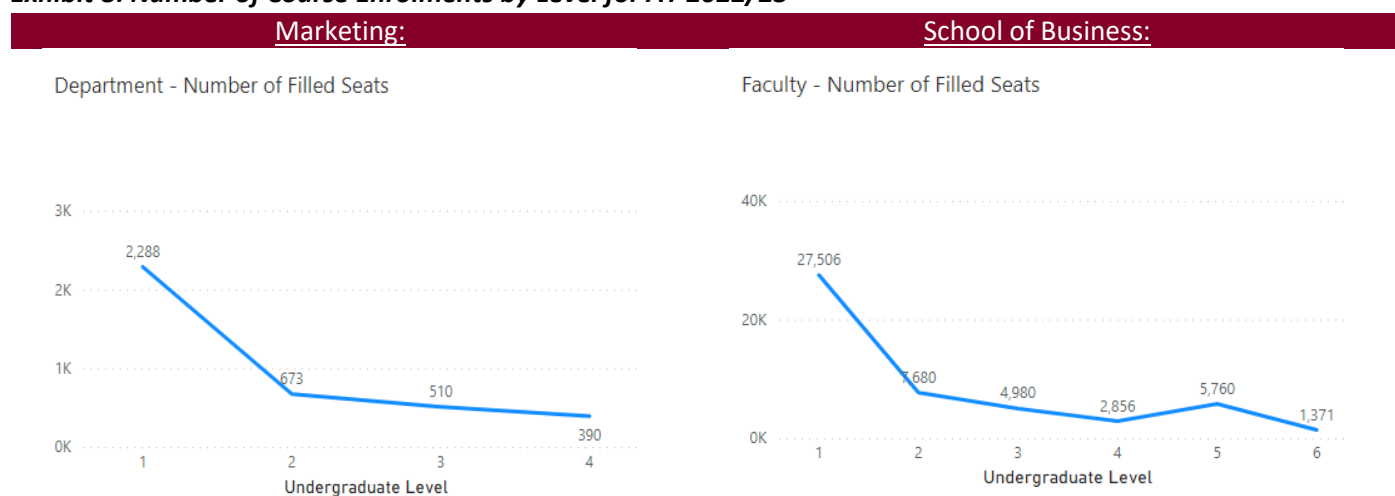
Has there been a change in average filled seats per class in Marketing courses? How do they compare with School of Business courses at the same level? Is demand steady, declining, or increasing?

Exhibit 7: Average Filled Seats per Class by Academic Year from AY 2019/20 to 2022/23⁷



How does demand for upper level courses (3rd and 4th year) compare with demand for lower level courses, where applicable? How does demand for upper level versus lower level courses compare with demand for School of Business upper level and lower level courses?

Exhibit 8: Number of Course Enrolments by Level for AY 2022/23⁸



⁷ Data reported in this section was obtained from a dashboard that is under development.

⁸ Data reported in this section was obtained from a dashboard that is under development.

How does tuition compare with instructional costs for the average class in your program?

A program's importance isn't gaged by the tuition revenue it brings in, as some programs will not be able to cover their costs, but all programs should be delivered efficiently. Part of assessing a program's sustainability is considering if it can be made more efficient without compromising student safety or success. The biggest driver of efficiency is class size in terms of filled seats. International enrolments, where relevant, can improve a program's sustainability.

Exhibit 9: Cost Structure of Average Class for Marketing, School of Business UG, and All KPU UG Courses for Academic Year 2022/23⁹

	Marketing	Business UG	All KPU UG Courses
Cost of Instruction	\$15,712.75	\$15,712.75	\$15,712.75
Average # of Seats Filled	30.6	29.5	25
Overall % filled by International	52%	61%	47%
Tuition Revenue	\$39,638.11	\$43,096.63	\$30,764.28
Average Net Revenue	\$23,925.36	\$27,383.88	\$15,051.53
Total # of Classes	126	1,654	4,837
Total Net Revenue	\$3,014,595.18	\$45,292,944.87	\$72,804,259.36

*Average Net Revenue = Cost of instruction - tuition revenue

Does the program have the capacity to meet demand?

Are there waitlists that limit students' ability to progress through the program in a timely manner? Are the waitlists for courses delivered by the program, or delivered by other departments?

Exhibit 10: Unmet Demand at the Stable Enrolment Date

	Unmet Demand	Fill Rate
Summer 2023	95	90%
Spring 2023	68	87%
Fall 2022	49	90%
Summer 2022	82	92%
Spring 2022	78	84%
Fall 2021	52	81%
Summer 2021	161	99%
Spring 2021	49	91%
Fall 2020	65	89%

	Course	Unmet Demand
Summer 2023	MRKT 1199	43
Summer 2022	MRKT 1199	39
Spring 2022	MRKT 1199	45
Summer 2021	MRKT 1199	65

Unmet demand by course is available in the [Enrolment Tracking Report dashboard](#) for each term.

⁹ Data reported in this section was obtained from a dashboard that is under development.
Marketing Management Program Self-Study Report Appendices

Chapter 4. Effectiveness of Instructional Delivery

4.1 Instructional Design and Delivery of Curriculum

*Are appropriate opportunities provided to help students acquire the essential skills?*¹⁰

Graduates are asked to indicate the extent to which the program helps them achieve the Ministry identified essential skills. Is the program achieving the Ministry's targets in skills development?

Exhibit 11: KPU Marketing Program Student Outcomes Essential Skills Data Compared with Ministry Targets

Measures	Student Outcome Data for KPU BBA Marketing Management (2020-22)	Student Outcome Data for KPU Marketing Management Diploma (2020-22)	Ministry Target
<i>Respondents</i>	85	19	
Skill Development ¹¹	89%	78%	≥ 85%
<i>Write Clearly and Concisely</i>	88%	83%	≥ 85%
<i>Speak Effectively</i>	90%	84%	≥ 85%
<i>Read and Comprehend Materials</i>	86%	83%	≥ 85%
<i>Work Effectively with Others</i>	89%	74%	≥ 85%
<i>Analyze and Think Critically</i>	92%	84%	≥ 85%
<i>Resolve Issues or Problems</i>	84%	53%	≥ 85%
<i>Learn on your Own</i>	94%	84%	≥ 85%

¹⁰ Data reported in this section was obtained from a dashboard that is under development.

¹¹ Program graduates' assessment of their skill development at KPU. An overall average for all skills is provided, plus the results for each skill.

4.2 Student Success

*Are students performing satisfactorily in courses?*¹²

Are an adequate number of students in Marketing courses receiving a grade of C and above? How do they compare with the students in School of Business courses at the same level?

Exhibit 12a: Cumulative Grade Distribution for Marketing Courses from AY 2018/19 to AY 2022/23

Cumulative Grade Distribution for Department Courses

Academic Year 18/19 19/20 20/21 21/22 22/23

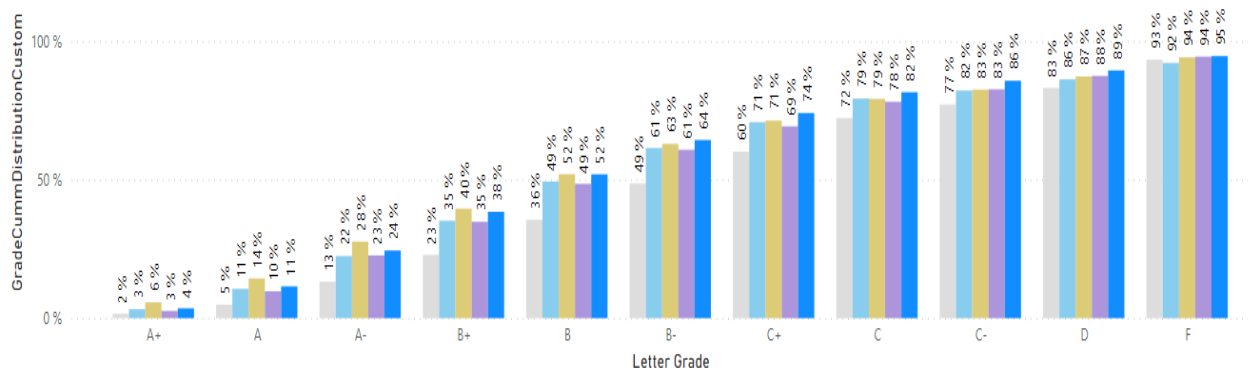
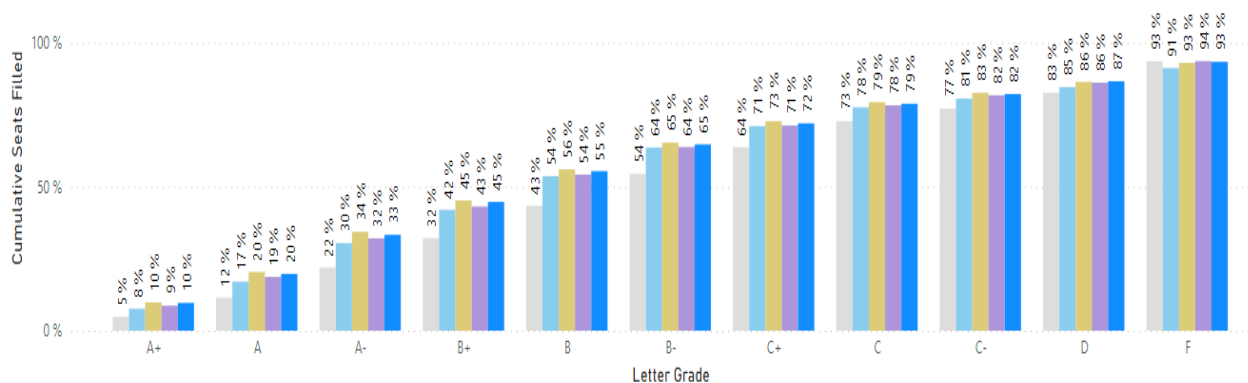


Exhibit 12b: Cumulative Grade Distribution for School of Business Courses from AY 2018/19 to AY 2022/23

Cumulative Grade Distribution for Faculty Courses

Academic Year 18/19 19/20 20/21 21/22 22/23



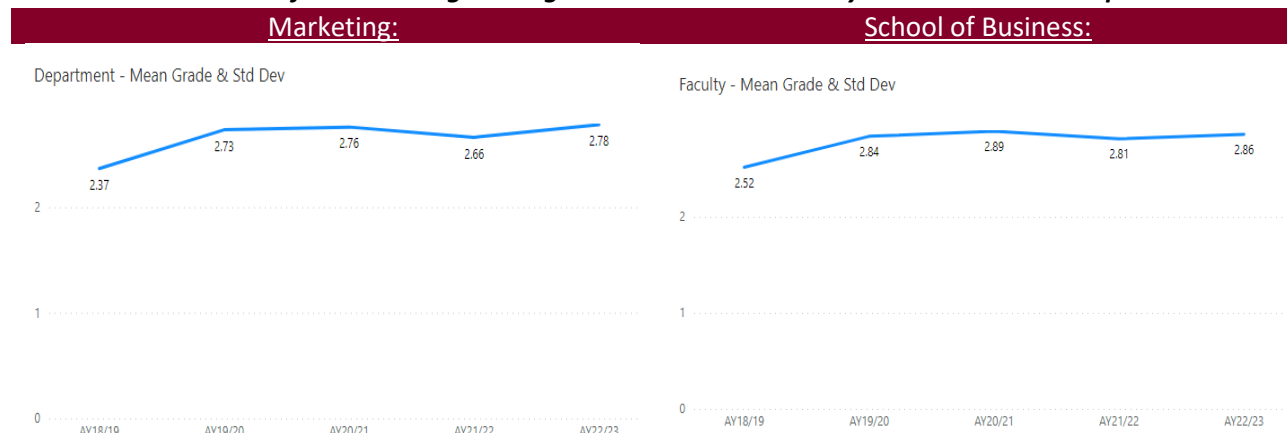
¹² Data reported in this section was obtained from the Grade Distribution Report, which is available at [DATA - Home \(sharepoint.com\)](#)
Marketing Management Program Self-Study Report Appendices

Exhibit 13. Cumulative Grade Distribution for Marketing Courses and School of Business Courses when looking at the 5 year average

Grade Level	Marketing 5 Year Average	School of Business 5 Year Average
A+	3.6%	8.4%
A	10.2%	17.6%
A-	22%	30.2%
B+	34.2%	41.4%
B	47.6%	52.4%
B-	59.6%	62.4%
C+	69%	70.2%
C	78%	77.4%
C-	82.2%	81%
D	86.6%	85.4%
F	93.6%	92.8%

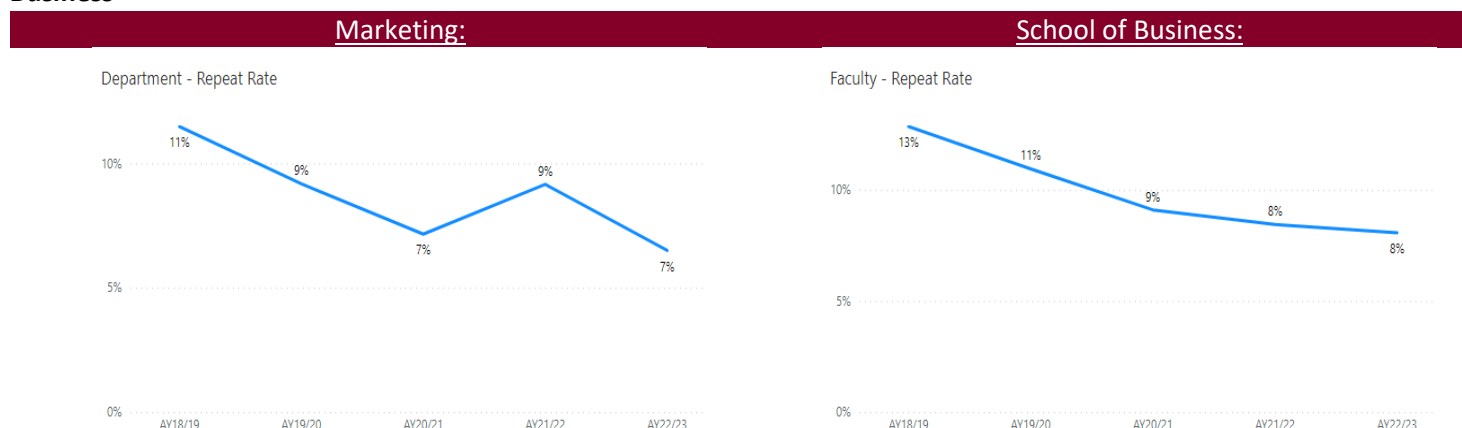
Do the overall grade trends for the Marketing courses indicate an issue? How do they compare with the overall grades for School of Business undergraduate courses?

Exhibit 14: Grade Data for Marketing Undergraduate Level Courses by Academic Year compared with School of Business



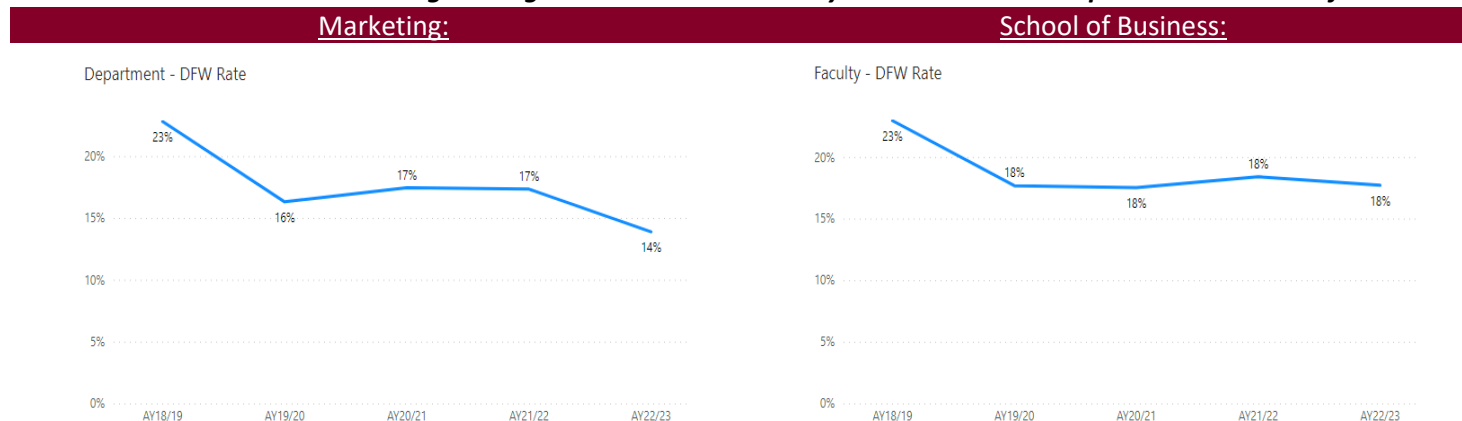
Do the repeat rate trends in Marketing courses indicate an issue? How does it compare with the repeat rate trends of School of Business undergraduate courses?

Exhibit 15: Repeat Rates in Marketing Undergraduate Level Courses by Academic Year Compared with School of Business



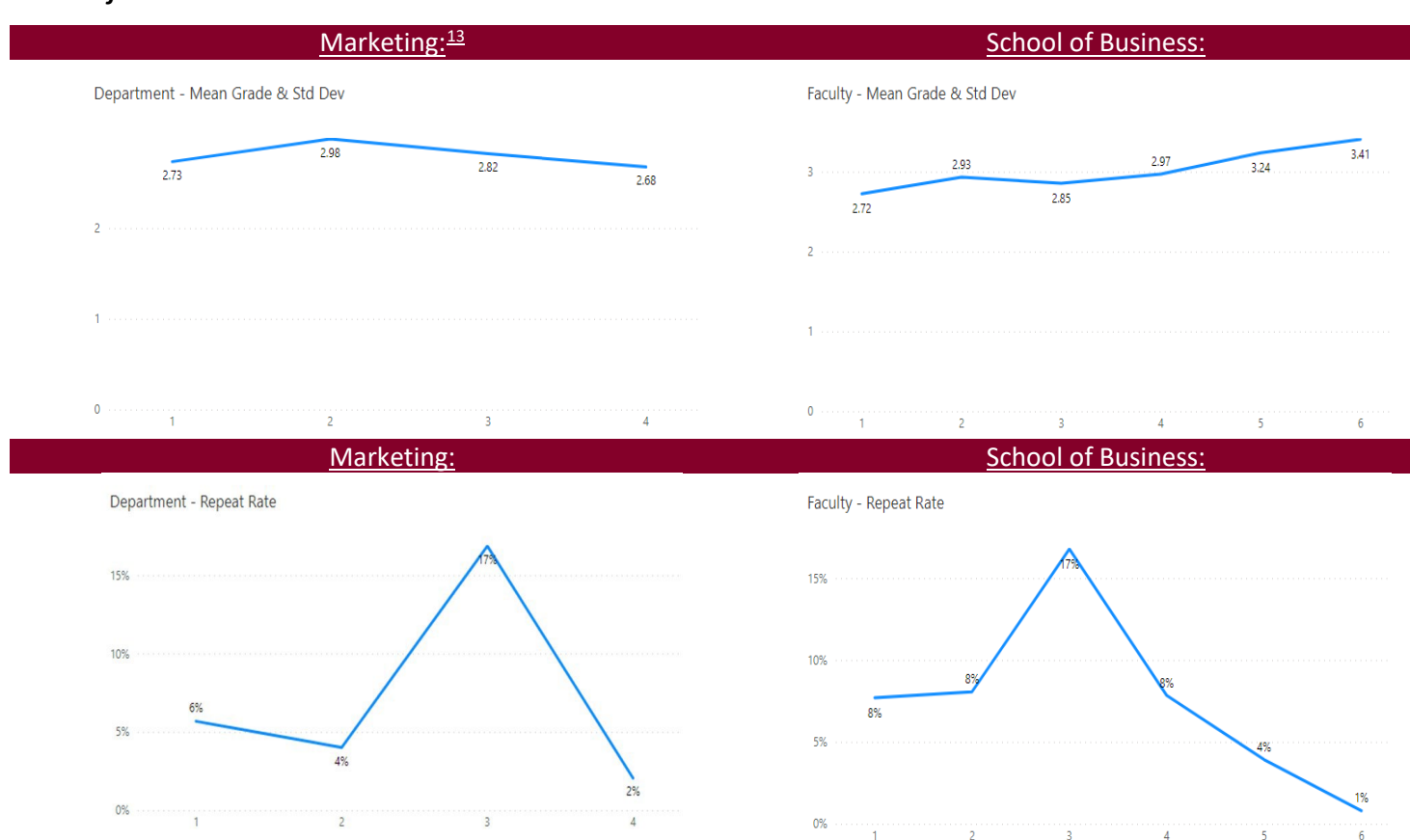
Does the DFW rate trends in Marketing courses indicate an issue? How does it compare with the DFW rate trends in School of Business undergraduate courses?

Exhibit 16: DFW Rates in Marketing Undergraduate Level Courses by Academic Year Compared with School of Business



Are there any issues with Marketing students' performance at each level? How do they compare with School of Business undergraduate courses?

Exhibit 17: Student Performance Data for Marketing Courses for AY 2022/23 by Undergraduate Levels Compared with School of Business



¹³ Note that variations in sample size can affect the Grade Point Equivalent Mean data.
Marketing Management Program Self-Study Report Appendices

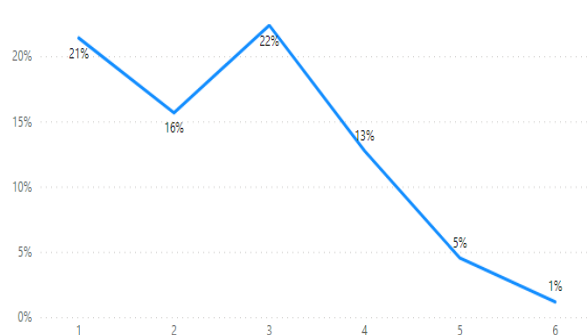
Marketing:

Department - DFW Rate



School of Business:

Faculty - DFW Rate



Are students making satisfactory progress in the program?¹⁴

Has there been a change in the number of Marketing Program graduates over time? How does it compare with School of Business in general?

Exhibit 18: Marketing Program Graduate Headcount¹⁵ by Credential and Academic Year

	2018/19	2019/20	2020/21	2021/22	2022/23	CAGR (Compound Annual Growth Rate)
Total ¹⁶	94	108	109	106	149	
Baccalaureate Degree	84	89	91	82	128	11.10%
Diploma	10	19	18	24	21	20.38%

Exhibit 19: Melville School of Business Graduate Headcount by Credential and Academic Year

	2018/19	2019/20	2020/21	2021/22	2022/23	CAGR
Total	967	1,244	1,100	1,157	1,555	
Associate Degree	1	3	1	1	-	
Bachelor's Degree	396	471	408	387	410	0.87%
Certificate	88	77	94	102	92	
Diploma	389	498	294	423	393	0.26%
Graduate Diploma	-	43	107	48	138	
Post-Baccalaureate Diploma	98	158	207	203	531	

¹⁴ Data reported in this section was obtained from the Credentials Report, which is available at [DATA - Home \(sharepoint.com\)](#)

¹⁵ Count of unique students who have earned a KPU credential. Breakdown values may not add up to total or 100% because a student can earn multiple credentials in different categories within the same academic year.

¹⁶ To avoid double counting students, total graduate headcounts presented in Exhibits 18 and 19 are unique headcounts of students for the year, not the sum of the credential counts.

Are graduates of the program successful?

Are the graduates getting jobs in a related field? Are the graduates pursuing further education?

Exhibit 22: KPU Marketing Program Student Outcomes Data Compared with Ministry Targets

Measures	Average Student Outcome Data for KPU BBA Marketing Management (2020-22)	Average Student Outcome Data for KPU Marketing Management Diploma (2020-22)	Ministry Target
<i>Respondents</i>	85	19	
Unemployment Rate ¹⁷	9.4%	5.3%	≤18.9%
Currently Employed ¹⁸	91%	95%	
In a Related Job ¹⁹	75%	65%	
Further Studies ²⁰	12%	5%	

¹⁷ Unemployment rate of KPU's graduates (of those in the labour market).

¹⁸ Respondents who were working at a job or business at the time of the survey, as a percentage of all respondents, regardless of whether they were in the labour force (see above).

¹⁹ Respondents who are currently employed in occupations that they describe as "very" or "somewhat" related to their studies, as a percentage of all employed respondents.

²⁰ Respondents who have taken further studies after taking the program, including those currently studying.

Appendix F: Student Survey

Marketing Program Review - Student Survey Results

The student survey was sent to 370 Marketing students. A total of 70 students responded. The response rate is 19%. Note: The data includes open-ended comments. In order to preserve integrity and objectivity, OPA does not do value-judgment editing (i.e. we do not fix spelling errors, syntax issues, punctuation, etc.). Comments are included verbatim – with one exception: if individuals or courses are named, OPA redacts the name of the instructor or course. This rule applies to whether the comment is good, bad or indifferent.

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Who takes the program?

Your Program

1. Which of the following credentials are you working towards at KPU? Please select all that apply.

#	Answer	%	Count
1	Bachelor of Business Administration in Marketing Management	81%	57
2	Marketing Management Diploma	20%	14
3	None of the above	0%	0
4	Don't know	0%	0
	Total number of respondents		70

2. How many credits have you completed in the Marketing program?

Bachelor's in Marketing Management

#	How many credits have you completed in the Marketing program?	Percentage
1	Less than 30 credits	2%
2	Between 30 and 60 credits	14%
3	More than 60 credits	84%
	Total number of respondents	56

3. How many credits have you completed in the Marketing program?

Too few responses to report

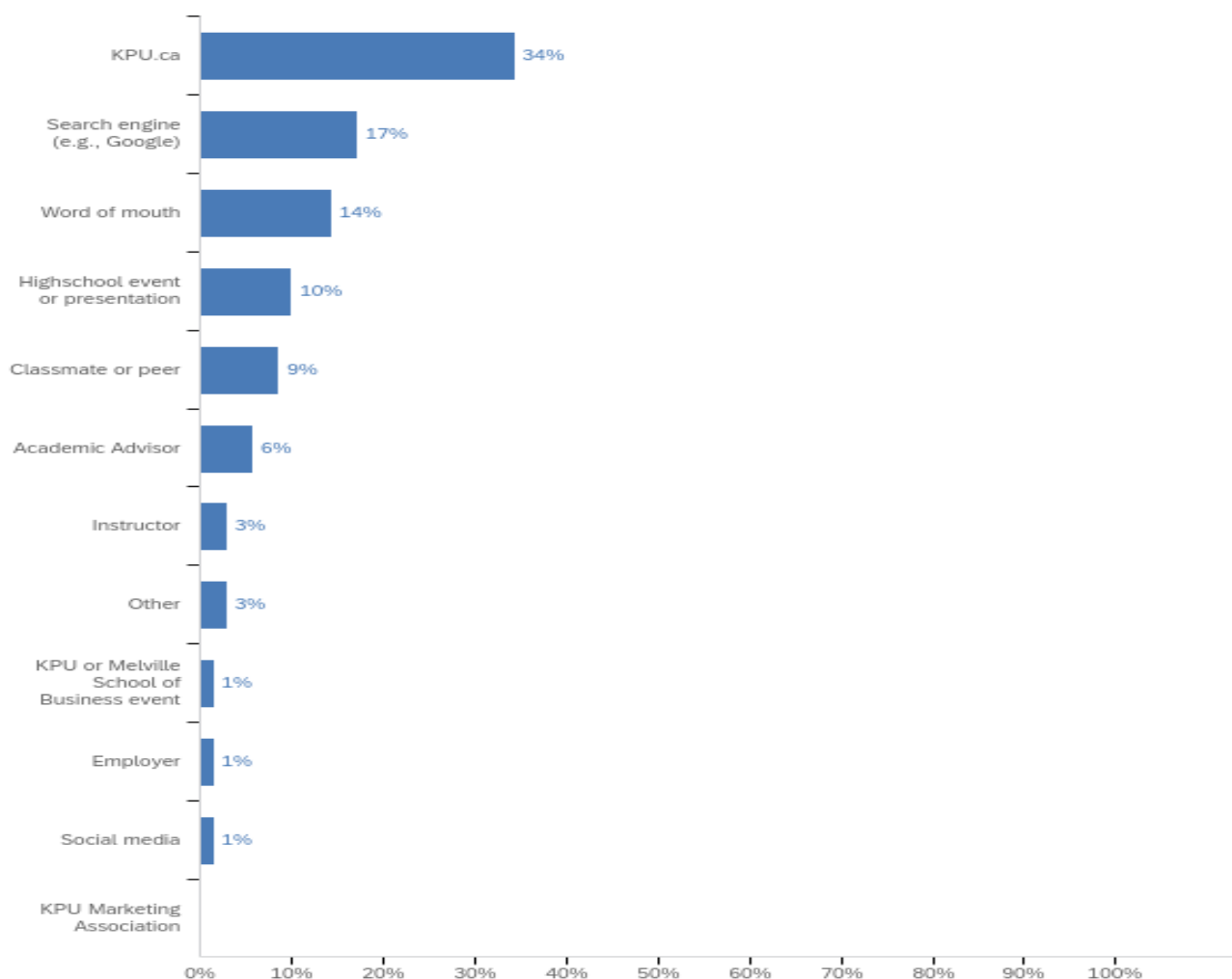
4. How many credits have you completed in the Marketing program?

Diploma in Marketing Management

#	How many credits have you completed in the Marketing program?	Percentage
1	Less than 15 credits	0%
2	Between 15 and 30 credits	23%
3	More than 30 credits	77%
	Total number of respondents	13

Reasons for Taking the Program

5. How did you first become aware of the Marketing Management Program at KPU's Melville School of Business?



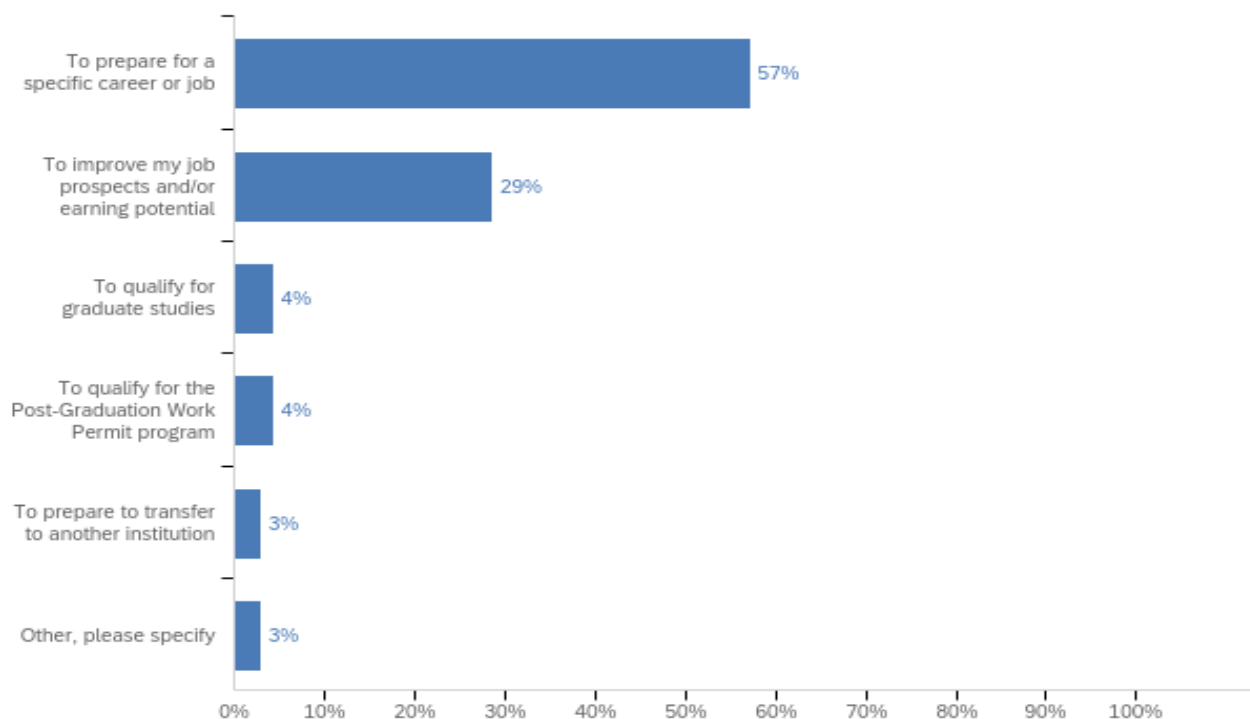
#	How did you first become aware of the Marketing Management Program at KPU's Melville School of Business? - Selected Choice	Percentage
1	Instructor	3%
2	Other	3%
4	Academic Advisor	6%
5	KPU or Melville School of Business event	1%
6	Highschool event or presentation	10%
7	Classmate or peer	9%
8	Employer	1%
9	KPU Marketing Association	0%
10	Word of mouth	14%
11	KPU.ca	34%
12	Search engine (e.g., Google)	17%
13	Social media	1%
	Total	70

Q39_2_TEXT - Other

I took the fashion marketing diploma first, and decided to get my full degree after

Finished KPU's WSD Fashion Marketing program, from there, I was advised of the different paths.

6. What was your main reason for enrolling in the Marketing program?



#	What was your main reason for enrolling in the Marketing program? - Selected Choice	Percentage
1	To prepare for a specific career or job	57%
2	To improve my job prospects and/or earning potential	29%
3	To prepare to transfer to another institution	3%
4	To qualify for graduate studies	4%

5	To qualify for the Post-Graduation Work Permit program	4%
6	Other, please specify	3%
	Total number of respondents	70

Other; please specify - text

CO-OP

Want to learn more about MRKT and have PGWP

Are the program learning outcomes relevant to the current needs of the discipline/sector?

Program Relevance

7. Thinking of KPU's Marketing program as a whole, to what extent do you agree that the program's curriculum is relevant to your career goals?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Thinking of KPU's Marketing program as a whole, to what extent do you agree that the program's curriculum is relevant to your career goals?	Percentage
1	Strongly disagree	1%
2	Somewhat disagree	14%
3	Neither agree nor disagree	6%
4	Somewhat agree	54%
5	Strongly agree	24%
	Total number of respondents	70

8. Overall, how satisfied are you with the curriculum of KPU's Marketing program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with the curriculum of KPU's Marketing program?	Percentage
1	Very dissatisfied	1%
2	Somewhat dissatisfied	14%
3	Neither satisfied nor dissatisfied	9%
4	Somewhat satisfied	61%
5	Very satisfied	14%
	Total number of respondents	69

9. Thinking of KPU's Marketing program's curriculum as a whole, please indicate the strengths of the program.

It brings on real life client cases which allows us to practice our skills prior to actual workplace

I think the strength of the program is when you get into your third and fourth year you start working with actual companies developing marketing plans, brand guides and strategies for them. Which I think is beneficial, I Friends I go to other schools and they do not do that.

great instructors who assign helpful assignments

Good classes

pretty good for a diploma.

Good at teaching how to identify basic concepts and how they can layer up to deliver an effective message

Overall, it's a good curriculum. Some of the professors are very passionate about teaching. The components which I like about the curriculum are in-class exercises on the topic covered in that class and the group discussions. These components enhance the skills of practicality and teamwork.

Strengths: while working for a larger company I can compare what we're learning in class. I've especially noticed the email marketing topics are on par with the company I work for.

The Marketing program as a whole strives in excelling their students overall knowledge of marketing and vastly integrates theories and common practices into their teaching.

While moving into upper level courses, I feel that the content of the courses is very thorough and helpful.

Digital marketing with [Instructor Name Redacted] is a very informative course.

getting you ready for the real world job

Good courses, good schedule selection/course availability, relevant learning material

let me know about marketing connect with real life

its very hands on and provides lots of current industry practices included in the lessons.

- Smaller size class - Zero textbook cost program - caring and knowledgeable instructors - co op and internship opportunities

- Good instructors who have great industry knowledge and experience. - Opportunities to gain and internship or practicum.

there are a lot of diverse course programs that are offered to students which is a good thing.

Good instructors and faculty Well built courses

Some of the courses do tell us how to apply the skills and knowledge in the real world setting which helps us to gain more insights into the knowledge that we gain.

The marketing classes themselves are great. They are very informative with hands-on experience which is great.

The instructors are well knowledgeable on the material and content

The strengths of this program pertain to the marketing courses themselves, as the instructors are always very passionate about the material and help you implement it in a way that is relevant to real-world scenarios. They are always staying up to date with new technologies and trends such as integrating chat gpt into your work and how to use it ethically, as using it at your workplace is a skill I have found to be very relevant. The course material has directly related to my marketing job i currently hold, which is a great example of how it has been structured well.

Lots of collaborations

Lots of group work to simulate hands on office experience.

Well laid out. The prerequisites very smoothly transition into higher level courses.

Available courses

There are some really good courses like e-marketing, consumer behaviour, etc that are quite relevant at least to me.

incorporated digital and online marketing courses recently

a lot of great professors with great skill sets to share with their students.

Some specific MRKT courses use the application of real-world scenarios including working with actual local businesses, which have helped me apply what I've learned to a real-world setting. I also really enjoy the online courses as they allow me to maintain a school/work/life balance (please don't remove the online courses).

small class sizes, being able to work with others and on a team.

It was nice taking a variety of courses that is inside and outside the field.

At the 3000 level the marketing courses are interesting

All the instructors are professionals with many years of experience in the marketing industry.

10. Thinking of KPU's Marketing program's curriculum as a whole, please provide suggestions you have for improvement.

Can incorporate cooperation work with marketing agencies

Definitely a few profs that know the profession, but don't know how to teach it to students or don't know how to explain what they're wanting properly.

not many opportunities to learn things hands on

Better instructors

since marketers main focus is not working with numbers I suggest that students take an easier accounting course. I believe there are other easier accounting courses that marketers will have a chance to grasp better understanding then **[Course Name Redacted]**.

More emphasis on quantitative studies and analysis. Prepare for the present and future of marketing by putting more emphasis on the digital aspect and different digital channels other than search engines and banner advertisements

Some of the professors just read out what's their on the slides and it becomes really monotonous for us to just listen to what's already there on the slides for around 3 hours.

Suggestions: My previous semester consisted of 3rd year courses. For some reason 2 of the students I was doing a project with had very weak researching, writing and bibliography skills. I wasn't sure how they were even admitted into the program because their writing level was equivalent to a child. I suffered through and had to do the project myself.

I believe that the KPU marketing program should integrate more real world/hands on practice such as class projects with a real client by partnering with a local marketing agency. This will give students the ability to envision themselves working at an agency or organization.

To implement marketing analysis tools earlier into the program.

Some courses are very similar in nature such as 3000 and **[Course Name Redacted]** (I forgot the number) I did these classes at the same time and the coursework was essentially the same. There are also way too many accounting courses for a marketing program, there are almost more math/accounting classes than there are marketing courses required

professors should be more creative. focus more on real world application rather than theories in the book

More communication involving which courses should be taken first, have had multiple teachers expect I finish courses that weren't pre-reqs or that aren't even required for my diploma

Most Marketing Professors get us to read the textbook and then use the whole 3 hours to give a lecture on it. All marketing teachers should be doing in-class activities every single class. **[Instructor Names Redacted]** are perfect examples of this. They do some lecture and then use a lot of the class time to do in class activities and give us feedback right away.

- **[Course Name Redacted]** Simulation feels a bit outdated, and the **[Course Name Redacted]** course does not feel thorough enough.

plz set more course in the afternoon, like 7pm or 5pm

provide more specialization options such as sales& marketing, It&marketing.

Can't think of any at the moment

More Marketing related courses, It's unfair for a fourth year marketing student to be required to take 3rd and 4th year accounting courses.

expand more on the digital side of marketing where professors can show students how to use digital; channels and tools to work. tools that can help students pursue a career in digital marketing rather than them spending more money to learn from other institutions or take extra courses through course era, edx, harvard.

Not enough courses for digital marketing No teaching related to real-life softwares such as Adobe

Some of the courses are really just based on theory. I believe the university should try to bring more practicum in practice so that students can see how the outside world actually works.

some of the required classes are completely useless and do nothing **[Course Names Redacted]** As well as have better evaluations of professors. I could take the same class with two different profs and get such different grades as well learn way more from one or the other.

More class options such as online classes

Taking into consideration when giving large amounts of group projects in each course, many students in the first to the third year do not complete the work, making it very challenging for those who do. There should be greater consideration for students in these scenarios as it is surprising to see in third-year courses that students are unable to perform basic writing skills etc.

Should have more sync online classes. Also, sometime a course is offered only once a year. Not good for planning.

They need better regulations for group project peer reviews as well as a way to escalate larger issues.

More hands-on courses and partnerships with real-life businesses

Have more than just introductions for sales, digital marketing, etc. Make hands-on experience mandatory like make students prepare a school event, etc. To make sure they get to exercise their creative juices

Lessen the required math courses such as **[Course Name Redacted]** because I almost gave up as a result. I understand it is technically a part of Marketing but maybe reduce it to **[Course Name Redacted]** for diploma students. I also hope for more competent professors which I know is hard to get.

Provide a wide range of digital marketing courses. Email marketing, partnerships, simple HTML and CSS. Digital analytics tools, content creation

emphasis on courses outside of marketing should be less grade-lenient

Honestly, the ACCT courses don't seem necessary in the Marketing program. Although it's nice exposure, I do not see myself using accounting in my career/what I'm aiming toward, therefore adding stress to my already busy schedule. Also, a particular ACCT instructor has spoken down on Marketing students "not being used to fast-paced" exams... which is very discouraging. Overall, I believe KPU should remove the ACCT courses from the program. Additionally, more courses should be transferable such as the ENTR courses. This will allow students to take courses at other schools and transfer the credits to KPU, in the case that KPU's offered courses and/or instructors do not align with a student's schedule/preference.

provide more guidance of how to start a marketing business, day in the life as a marketer activities through various positions, more marketing design (such as graphic design) classes and marketing psychology classes. More stuff about AI and marketing, and how we can use it.

I did not like how the economics courses was very difficult to pass with needing a C or higher. Prerequisites should be at least C- or higher for struggling students.

provide better 1st and 2nd year program

I do think the workload is a bit too much for students. Some of the courses are too intense. For those who need to work part time work, they can only go through all the material, but not depth understand more since they do not have time.

11.What topics, if any, are missing from the program?

Should speak about AI marketing and how to utilize that more.

none

More social media marketing classes

possibly look into social media courses? I feel like the tech world is changing, and learning more of it would be good. I did take digital marketing which was great.

Partnering with social media "influencers"

I don't think of any as of now.

Copy writing classes. I'm hoping to be copywriter once I've completed my degree. There aren't any specific classes on how to write good or effective copy or even practice writing it. I know it's a niche topic but it's definitely worth looking into.

Not so much as missing, however it would be great if they taught some more self promoting techniques that students can use for their own businesses that they may have going on the side.

Graphic design, web design, SEO specific work.

Sustainability in Marketing Social Media in Marketing

none so far

None that I can think of

- Social media - Marketing Analytics (Should be required for diploma)

nope

Finance breadth courses,

a practical advanced class for students who want to do digital marketing and learn in depth such as tools and guidance of how it works when working for a company. getting guidance to develop websites for a company can help marketing students setup their portfolio

Adobe (to a great extent) Marketing CRMs

I think the university should also start to focus on providing some certifications which prove to be really beneficial when apply for a job such as Hubspot, google analytics and so on.

Starting a business

Graphic design courses for marketing students is missing from this program. Graphic design using Adobe and canva is a huge part of marketing and in my opinion a very necessary skill for anyone pursuing a career in marketing in any specific field. As of now, this is possibly only offered to fashion design students, which is incredibly frustrating as I will now have to pay significant amount of money to complete an additional certificate in graphic design, when the basics could have easily been taught through this program.

Learning how to find marketing jobs in BC / or Canada as a whole

Non profit marketing

N/A

Events, project management, and negotiation/purchasing - for suppliers and partnership management

As of right now I can't think of much.

Experienced instructors with a digital marketing background like professors from BCIT. Lack of connections from the marketing industry itself such as NABBS foundation, so students don't really know anyone in the industry, what to expect, what jobs to get into.

more preparation for real-world training in courses would be nice. in this day and age, a lot of information is available online. offering real-world

work experience in classes would be extremely beneficial. potentially more help from the school to find co-op jobs would be nice as well for people under a 3.2 GPA (im 2.8 but still unable to apply even though the a knowledge difference between me and a 3.2 is virtually none)

Creative MRKT courses would be a fun and informative addition to the program. As a creative myself, this would help bring more fun into learning. These courses can be a deeper dive into website design, graphic design, or an overall Adobe course.

None.

the program lacks developing technical skills in education using industry standards tools like hubspot or adobe cloud apps

If there have more practical applications, like some software the company use nowadays. It can help the students looking for a job more easily.

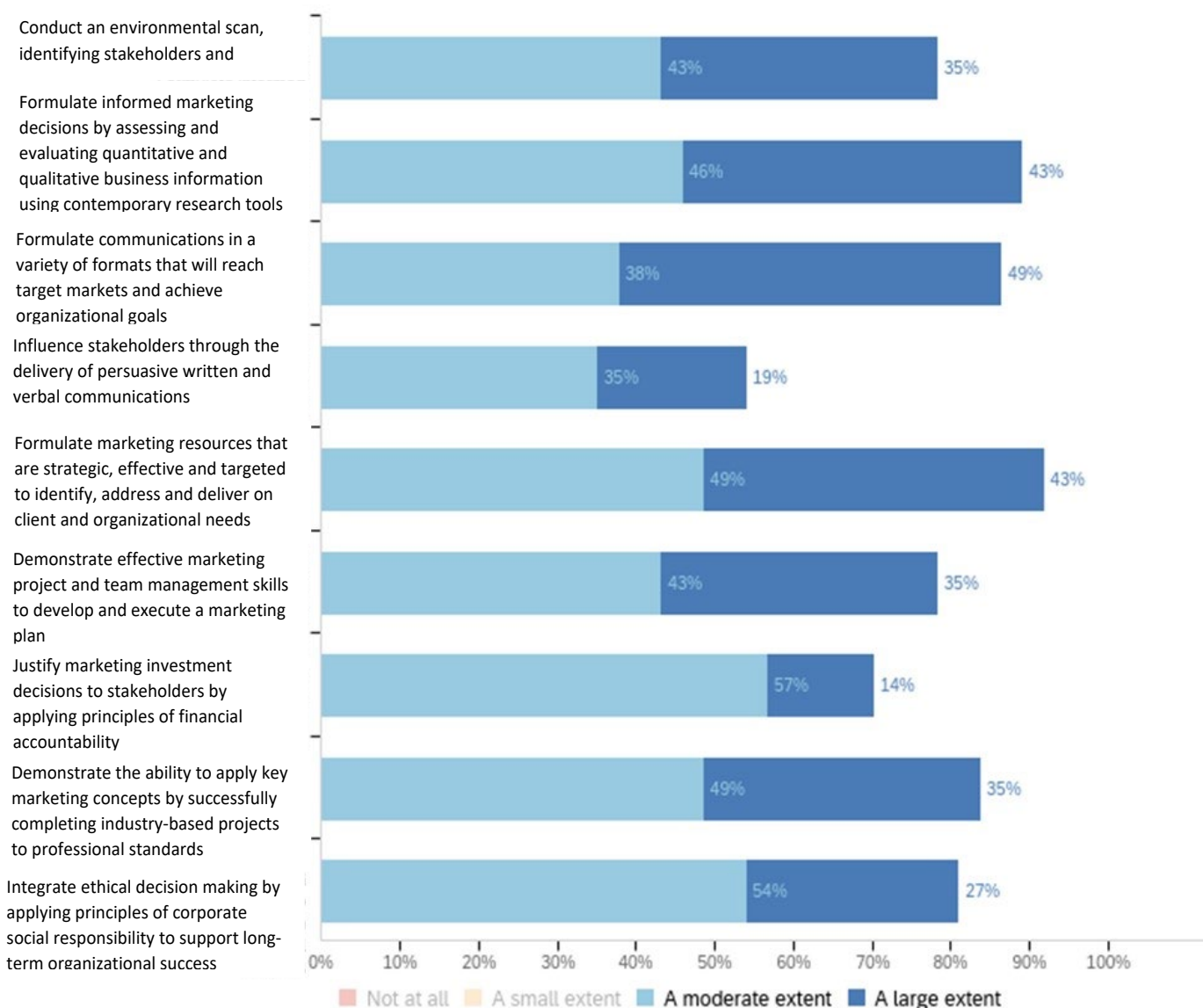
QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

Instructional Design and Delivery

Are appropriate opportunities provided to help students acquire the PLOs?

12. Program Learning Outcomes are statements that describe the knowledge and skills students will have upon completion of a program. To what extent are the courses you are taking for KPU's Marketing program helping you develop each of the following program learning outcomes?

BBA in Marketing Management

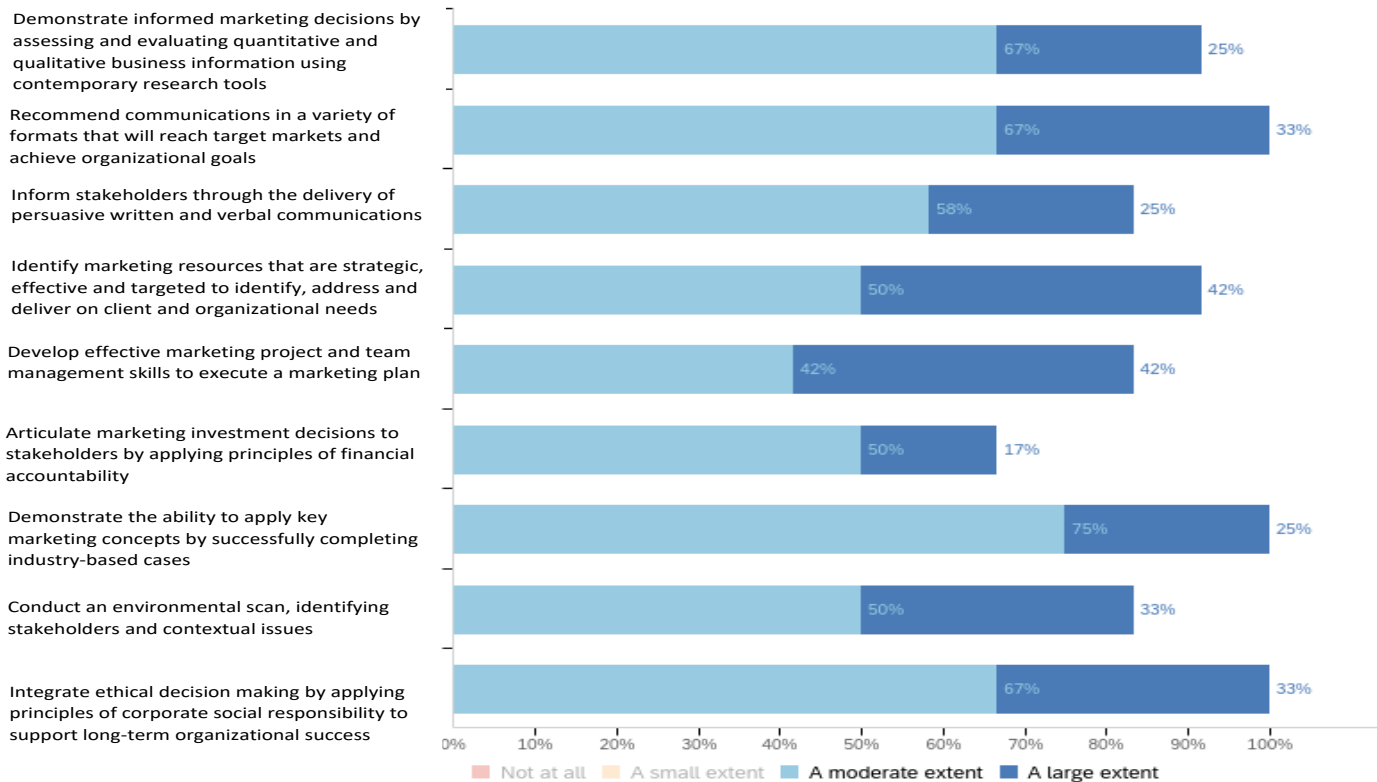


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Conduct an environmental scan, identifying stakeholders and contextual issues	3%	19%	43%	35%	37
2	Formulate informed marketing decisions by assessing and evaluating quantitative and qualitative business information using contemporary research tools	0%	11%	46%	43%	37

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
3	Formulate communications in a variety of formats that will reach target markets and achieve organizational goals	0%	14%	38%	49%	37
4	Influence stakeholders through the delivery of persuasive written and verbal communications	5%	41%	35%	19%	37
5	Formulate marketing resources that are strategic, effective and targeted to identify, address and deliver on client and organizational needs	0%	8%	49%	43%	37
6	Demonstrate effective marketing project and team management skills to develop and execute a marketing plan	3%	19%	43%	35%	37
7	Justify marketing investment decisions to stakeholders by applying principles of financial accountability	8%	22%	57%	14%	37
8	Demonstrate the ability to apply key marketing concepts by successfully completing industry-based projects to professional standards	0%	16%	49%	35%	37
9	Integrate ethical decision making by applying principles of corporate social responsibility to support long-term organizational success	3%	16%	54%	27%	37

Diploma in Marketing Management



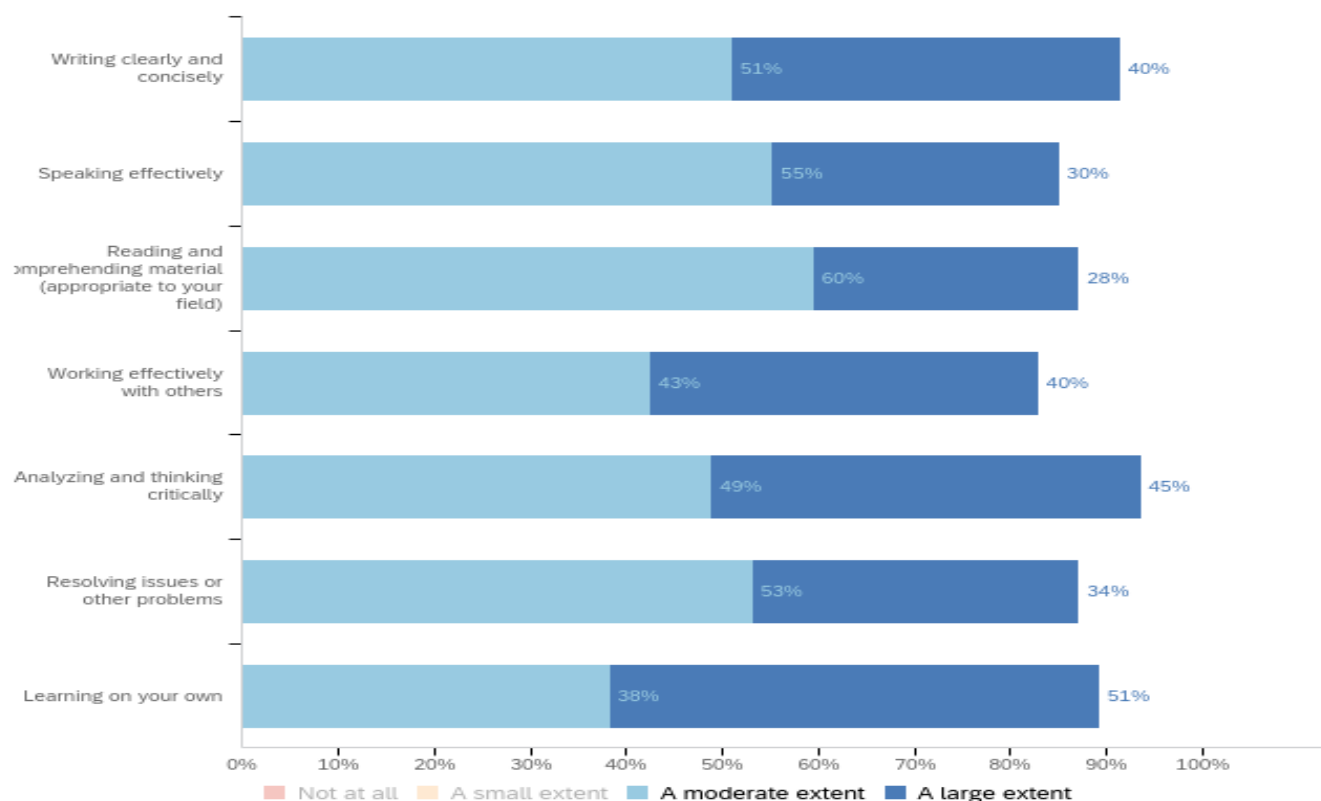
Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Demonstrate informed marketing decisions by assessing and evaluating quantitative and qualitative business information using contemporary research tools	0%	8%	67%	25%	12
2	Recommend communications in a variety of formats that will reach target markets and achieve organizational goals	0%	0%	67%	33%	12
3	Inform stakeholders through the delivery of persuasive written and verbal communications	0%	17%	58%	25%	12
4	Identify marketing resources that are strategic, effective and targeted to identify, address and deliver on client and organizational needs	0%	8%	50%	42%	12
5	Develop effective marketing project and team management skills to execute a marketing plan	0%	17%	42%	42%	12

6	Articulate marketing investment decisions to stakeholders by applying principles of financial accountability	0%	33%	50%	17%	12
7	Demonstrate the ability to apply key marketing concepts by successfully completing industry-based cases	0%	0%	75%	25%	12
8	Conduct an environmental scan, identifying stakeholders and contextual issues	0%	17%	50%	33%	12
9	Integrate ethical decision making by applying principles of corporate social responsibility to support long-term organizational success	0%	0%	67%	33%	12

Are appropriate opportunities provided to help students acquire the essential skills?

13.To what extent are the courses you are taking for KPU's Marketing program helping you develop each of the following essential skills?



Note that "not at all" and "a small extent" categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the "not at all" and "a small extent" categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Writing clearly and concisely	0%	9%	51%	40%	47
2	Speaking effectively	2%	13%	55%	30%	47
3	Reading and comprehending material (appropriate to your field)	2%	11%	60%	28%	47
4	Working effectively with others	2%	15%	43%	40%	47
5	Analyzing and thinking critically	0%	6%	49%	45%	47
6	Resolving issues or other problems	0%	13%	53%	34%	47
7	Learning on your own	0%	11%	38%	51%	47

Are appropriate work-integrated and/or community-engaged learning opportunities provided to help students acquire the learning outcomes?

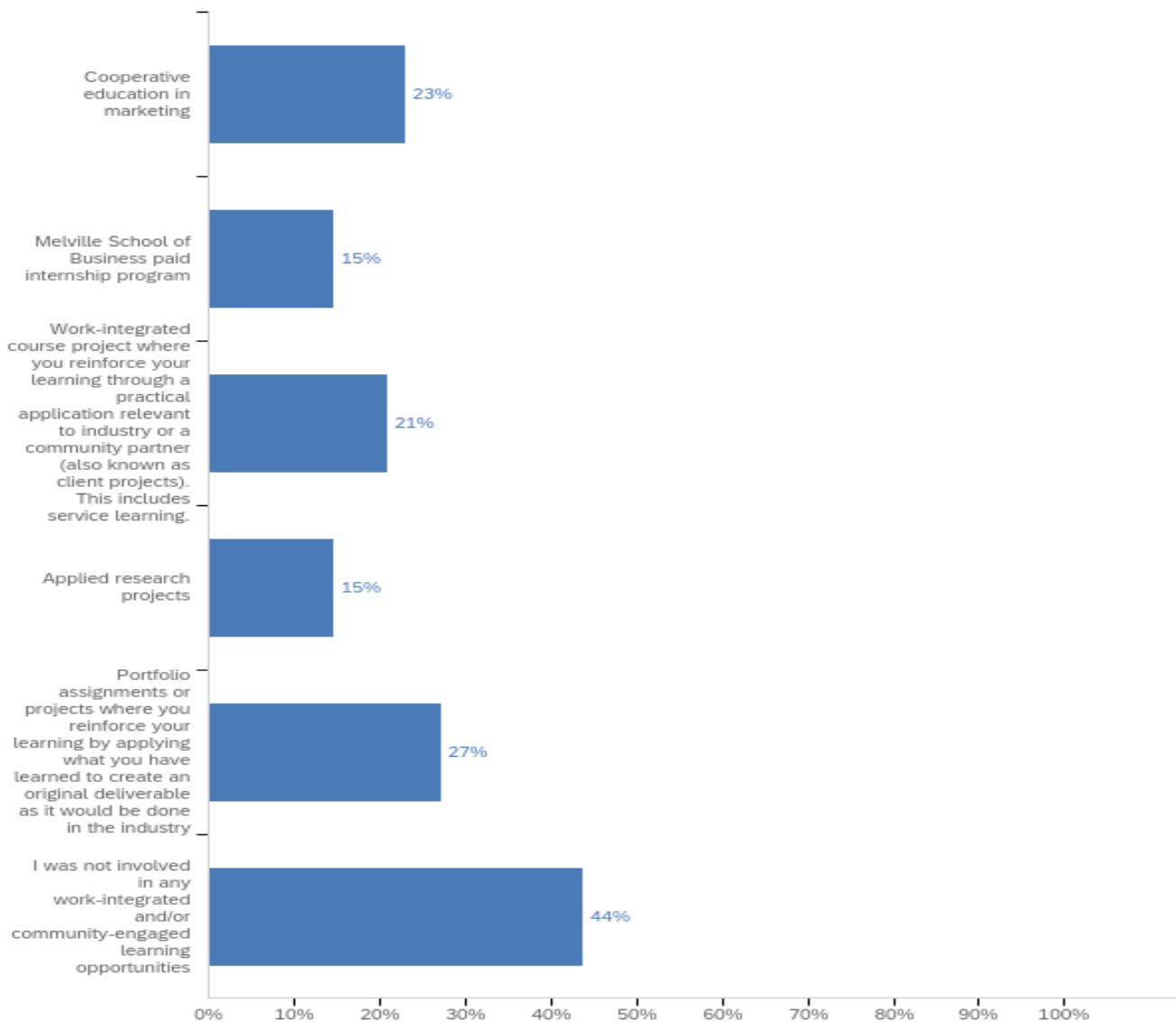
14.To what extent do you agree that you have sufficient opportunities in the program to reinforce your learning through practical application of this learning?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	To what extent do you agree that you have sufficient opportunities in the program to reinforce your learning through practical application of this learning?	Percentage
1	Strongly disagree	2%
2	Somewhat disagree	17%
3	Neither agree nor disagree	21%
4	Somewhat agree	40%
5	Strongly agree	21%
	Total number of respondents	48

15. Were you involved in any of the following work-integrated and/or community-engaged learning opportunities? Select all that apply.



#	Answer	%	Count
1	Cooperative education in marketing	23%	11
2	Melville School of Business paid internship program	15%	7
3	Work-integrated course project where you reinforce your learning through a practical application relevant to industry or a community partner (also known as client projects). This includes service learning.	21%	10
4	Applied research projects	15%	7
5	Portfolio assignments or projects where you reinforce your learning by applying what you have learned to create an original deliverable as it would be done in the industry	27%	13
6	I was not involved in any work-integrated and/or community-engaged learning opportunities	44%	21
	Total number of respondents		48

16. Please explain your reasons for not participating in work-integrated and/or community-engaged learning opportunities.

Grades too low

Didn't know about them

I was in the co op program but I unfortunately found out about it too late. When I was in the program a lot of the jobs either didn't seem relevant or were retail jobs. I think KPU should do a better job contacting marketing firms to create more co op opportunities for their students. Additionally they should filter which jobs are posted.

I hope to participate in the Business Strategy Internship program this summer.

Im not ready to participate but planning to apply for the internship program in the future.

I did not have sufficient time as I worked full-time. However, in my last year at KPU, that is something I want to take part in.

No time.

I really like the job I have and am fine with taking my courses and continuing to work there and don't find the need to take on more work.

I work a full time job and study full time. So i had no time to be involved in any of the extra activities

Do not know that

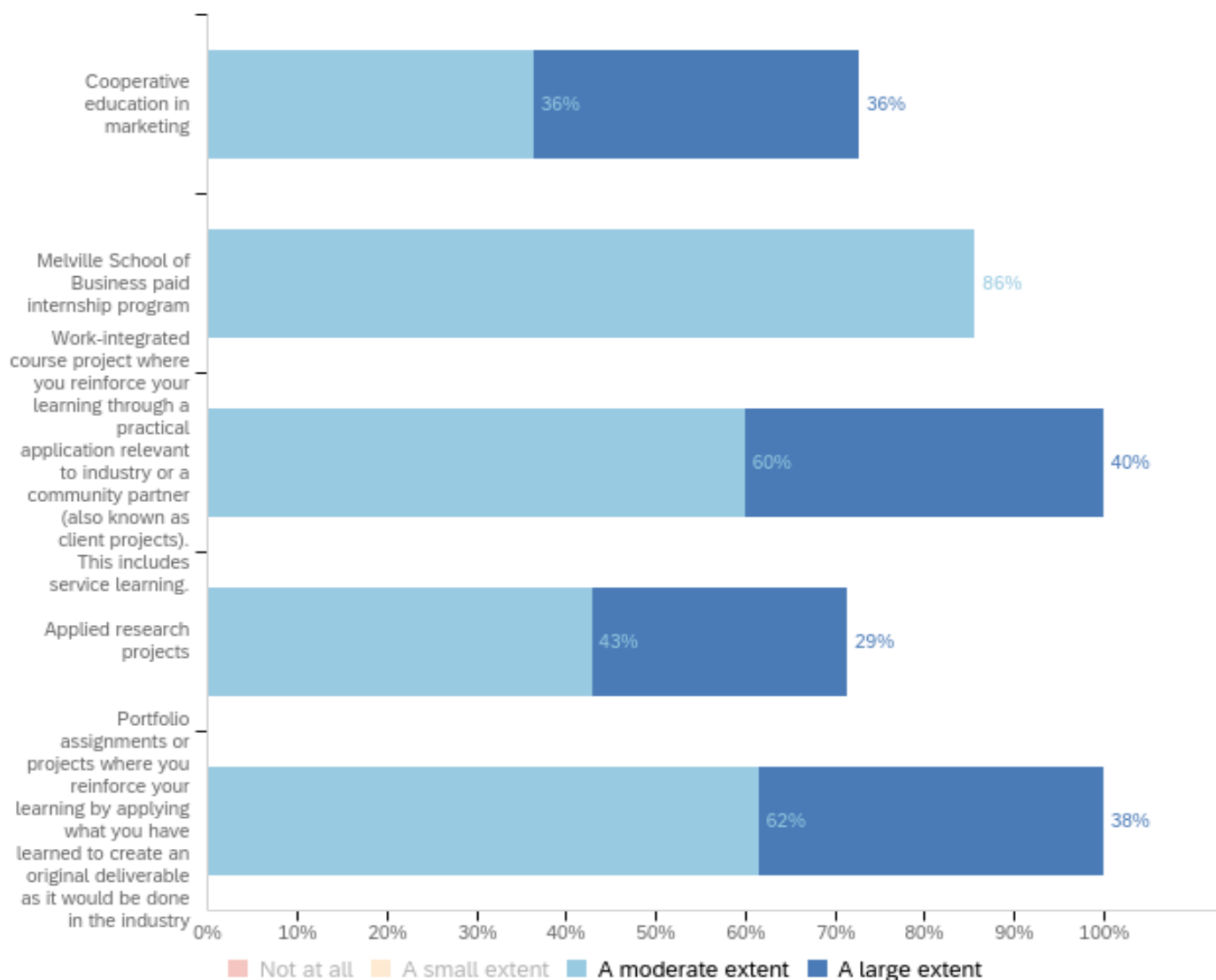
I was working part time already

Not mandatory with no incentives

i honestly was not aware of most of these until now

I have relevant experience as a marketer and the co-op programs had low quality employment prospects. I tried to apply for internship programs but was denied entry due to my GPA not meeting the 3.0 gpa. However, my gpa was improving but KPU administration was not very helpful in advising what are my available options in school resources I can improve or programs to take to get into work integrated programs

17. Indicate the extent the following learning opportunities contributed to your learning.

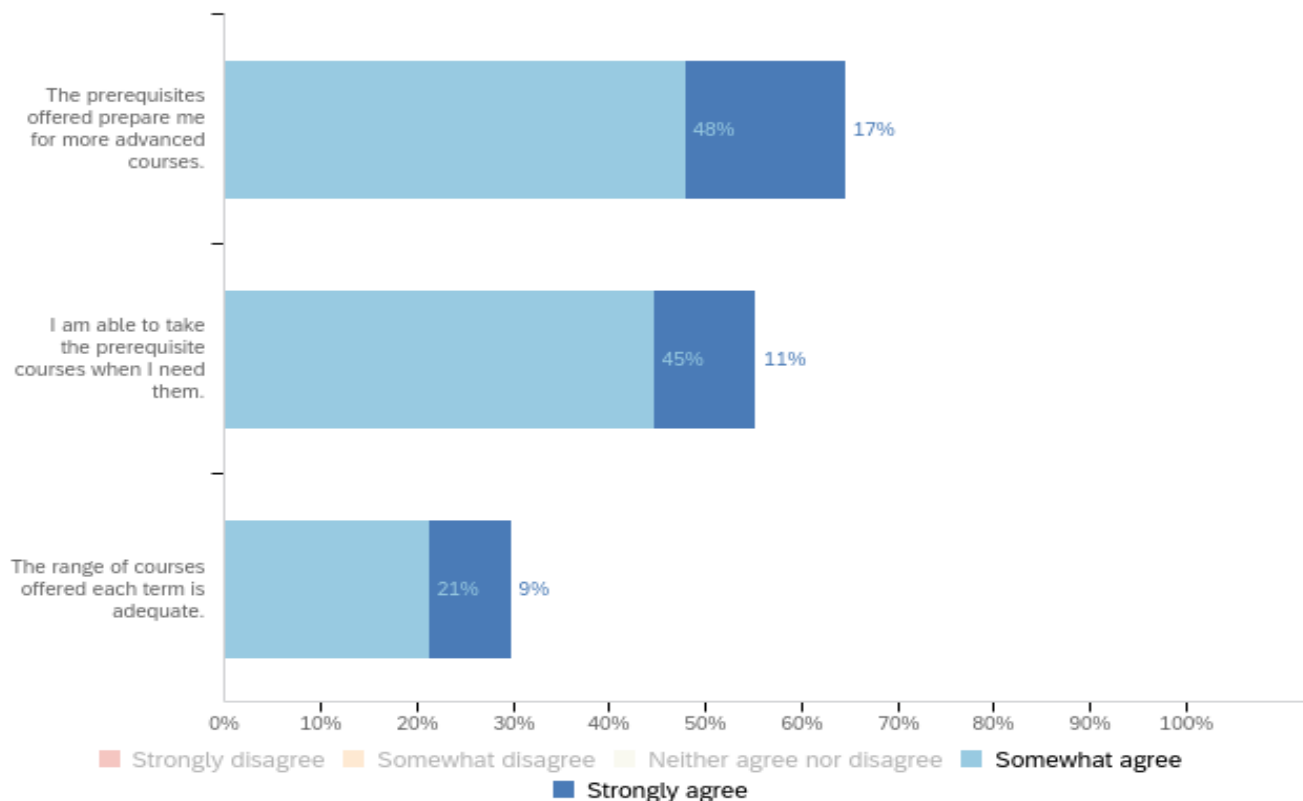


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Cooperative education in marketing	9%	18%	36%	36%	11
2	Melville School of Business paid internship program	0%	14%	86%	0%	7
3	Work-integrated course project where you reinforce your learning through a practical application relevant to industry or a community partner (also known as client projects). This includes service learning.	0%	0%	60%	40%	10
4	Applied research projects	0%	29%	43%	29%	7
5	Portfolio assignments or projects where you reinforce your learning by applying what you have learned to create an original deliverable as it would be done in the industry	0%	0%	62%	38%	13
6	I was not involved in any work-integrated and/or community-engaged learning opportunities	0%	0%	0%	0%	0

Does the program design ensure students are prepared for subsequent courses? / Are students making satisfactory progress in the program?

18. Thinking of KPU's Marketing program as a whole, please indicate your agreement with the following.

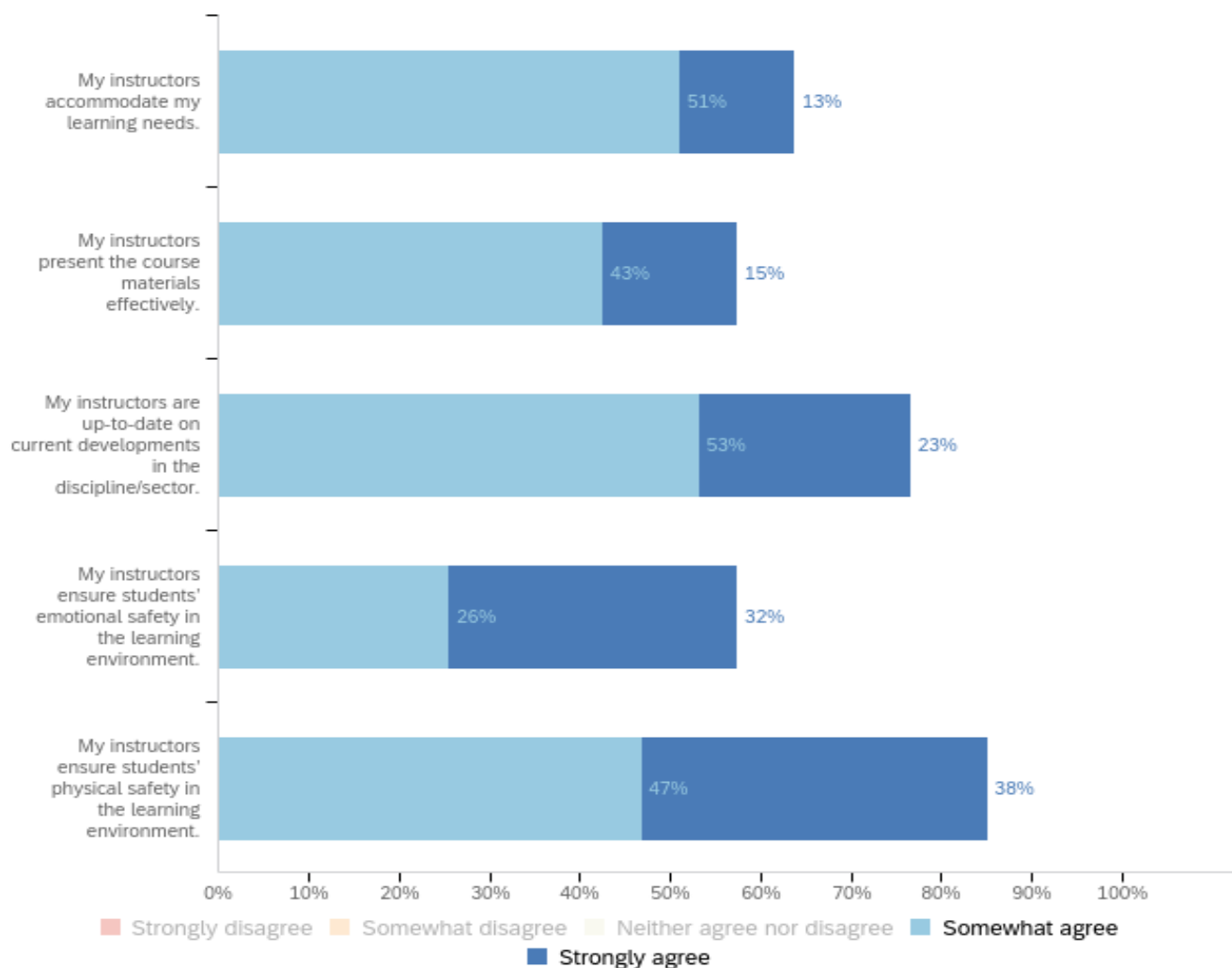


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	The prerequisites offered prepare me for more advanced courses.	4%	17%	15%	48%	17%	48
2	I am able to take the prerequisite courses when I need them.	9%	19%	17%	45%	11%	47
3	The range of courses offered each term is adequate.	26%	21%	23%	21%	9%	47

Does the instruction meet the needs of diverse learners?

19. Thinking of how the program is delivered, please indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	My instructors accommodate my learning needs.	0%	13%	23%	51%	13%	47
2	My instructors present the course materials effectively.	0%	21%	21%	43%	15%	47
3	My instructors are up-to-date on current developments in the discipline/sector.	4%	6%	13%	53%	23%	47
4	My instructors ensure students' emotional safety in the learning environment.	4%	9%	30%	26%	32%	47
5	My instructors ensure students' physical safety in the learning environment.	0%	0%	15%	47%	38%	47

20. Overall, how satisfied are you with the instruction you have received in KPU's Marketing program?



■ Somewhat satisfied ■ Very satisfied

Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with the instruction you have received in KPU's Marketing program?	Percentage
1	Very dissatisfied	2%
2	Somewhat dissatisfied	23%
3	Neither satisfied nor dissatisfied	4%
4	Somewhat satisfied	60%
5	Very satisfied	11%
	Total number of respondents	47

21. Thinking of how instruction is delivered across the program as a whole, please indicate the strengths of the program instruction.

Wide variety of backgrounds present between instructors

I really enjoy learning in a smaller classroom. The most enjoyable class I had consisted of 7 students and 1 teacher. Because of that it was a very open and judgement free environment. The teacher got to know us quite well and was able to make time and give us much more specific feedback when it came to projects or assignments allowing us to improve our skills throughout the course.

The method of teaching is great for in-class learning the traditional way.

The strengths are the in depth work that we do related to marketing and creating reports and projects based on real-life situations.

Some instructors are very invested in your education, care about you and want to see you succeed.

Lots of job related information

Some professors do in class activities

my instructors were working in the marketing area before, they provide clear instruction about marketing future

The information is concise and specific. But sometimes the professor confuses the class with their poor moodle sites and instructions.

Moodle and email have been a reliable source to receive information and updates from the school.

Good array of assignments that help prepare you for industry needs.

Enough flexibility provided Clear instructions

I believe that the program instruction is quite well structured. I gives us ample opportunities to work in a dynamic environment and put the skills and knowledge in for the projects.

It offers critical thinking

Online courses have been very useful and executed well for most courses (All of my marketing courses have been great). I understand the need to learn how to work with others in marketing as i currently work on a marketing team however, the amount of group project work can be a bit excessive at times.

quite experienced

Those professors who are good at communicating and organizing excelled in the online environment. The others were practically non existent and often made the process of discussions impossible.

Most professors are great. Classes include a lot of verbal lectures as well as real-life examples and projects. However, there are a few classes, where pre-posted slides are just read out in class, which adds no value.

They do have a wealth of information. I will give them that. I was lucky enough to have a small handful of fun instructors who made it fun to learn the material.

Instructors are able to provide real life samples from their career and the industry which was helpful

some professors in this program are extremely helpful and have great curriculums, some not so much.

I found it easier to learn when instructors taught us using real-world examples and ask the class questions for engagement, instead of just talking.

Having both online and in-person instructions are well delivered.

some of the content is irrelevant as it is constantly repeating itself

22.Thinking of how instruction is delivered across the program as a whole, please provide suggestions you have for improvement in program instruction.

Marketing instructors are pretty hit/miss. A handful are very strong while others miss the mark needed for adequate instruction, even if they are knowledgeable in the field. Provide more instructing-specific training for instructors

Suggestion: I felt quite unprepared for the **[Course Name Redacted]** course and quite a few students feel the same. The reason the fail rate is so high for that course is because we're so unprepared for it. Maybe there's a way to prepare students better for it in the first or second year courses.

To integrate more hands on application would be a positive step allowing students to thoroughly highlight their skills and knowledge. In addition, the marketing program as a whole has a lot of group projects for students, almost in every major marketing class. It would be beneficial to decrease the number of group projects and to force students to take on these projects individually allowing the students to complete the full marketing plan on their own, rather than just doing 1 section of it and being non-existent for the other parts of the plan.

For teachers to be more prepared with class material, and to have more upper-level classes available online.

Some instructors ramble on about nothing for the majority of class time or just seem like they don't care.

More in class examples, lower tolerance for class disruptions, provide more practice work/ make sure to go over answers or post answers after quizzes and assignemnts so we can actually learn from what we did wrong

As mentioned before, more Marketing Professors need to add real-life in-class activities to our classes.

Program could be more rigorous, and push students to read the material more. Often, a reading should be assigned along with the textbook, which includes first-hand material; research papers, marketing proofs, etc.

Nope

Have all the moodle sites made exactly the same for all classes. Essentially make it plug and play for the profs so avoid confusion for students.

I feel like maybe the program could utilize social media like Instagram more to deliver some of the messages

Less asynchronous classes

More real-life examples could be applied

Consider incorporating diverse teaching methods, such as interactive workshops, real-world projects, and collaborative discussions

In courses such as accounting, I find it very challenging as a marketing student to get through it. The professors of these courses typically have little understanding that marketing students will most likely not understand as well as the students taking an accounting degree. Furthermore, the delivery of online accounting without live lectures online is difficult to understand and somewhat lazy. Online courses are a great way for students who work full-time to manage their time with courses and work, however, when professors are uploading lecture videos rather than holding live lectures it creates a very difficult environment for those in marketing trying to learn about subjects that they are not likely as interested in. Offering more online courses would be beneficial but having a strict rule that you must hold live lectures online as the bare minimum.

some instructors not explaining marking scheme clearly. For courses with team works, instructors tended not to address "free-riders" issues. Not fair to those hard-working students.

There needs to be a wider range of time available to meet, or better response time for emails. If students are expected a quick turn around on projects, professors should be offering the same in the turn around for grades and replies.

More use of youtube videos or past projects to compare as a standard

More hands-on activities that are actually aligned to the course

A lot of them teach messily or not teach at all and it is essentially up to you to read the entire textbook and learn yourself. They hardly facilitate your learning.

provide opportunity to learn digital marketing tools that is used in today's world

lower pre-requisite requirements, offer more online/blended courses, encourage and offer more students real-life experience, whether within the campus or partnered companies.

Some instructors will simply re-use their previous teaching content, such as PPTs with voiceovers and call it a day, even though the course was listed as synchronous. For some courses that were on the easier level, this was fine. But for courses in which students were clearly struggling, teaching content did not suffice.

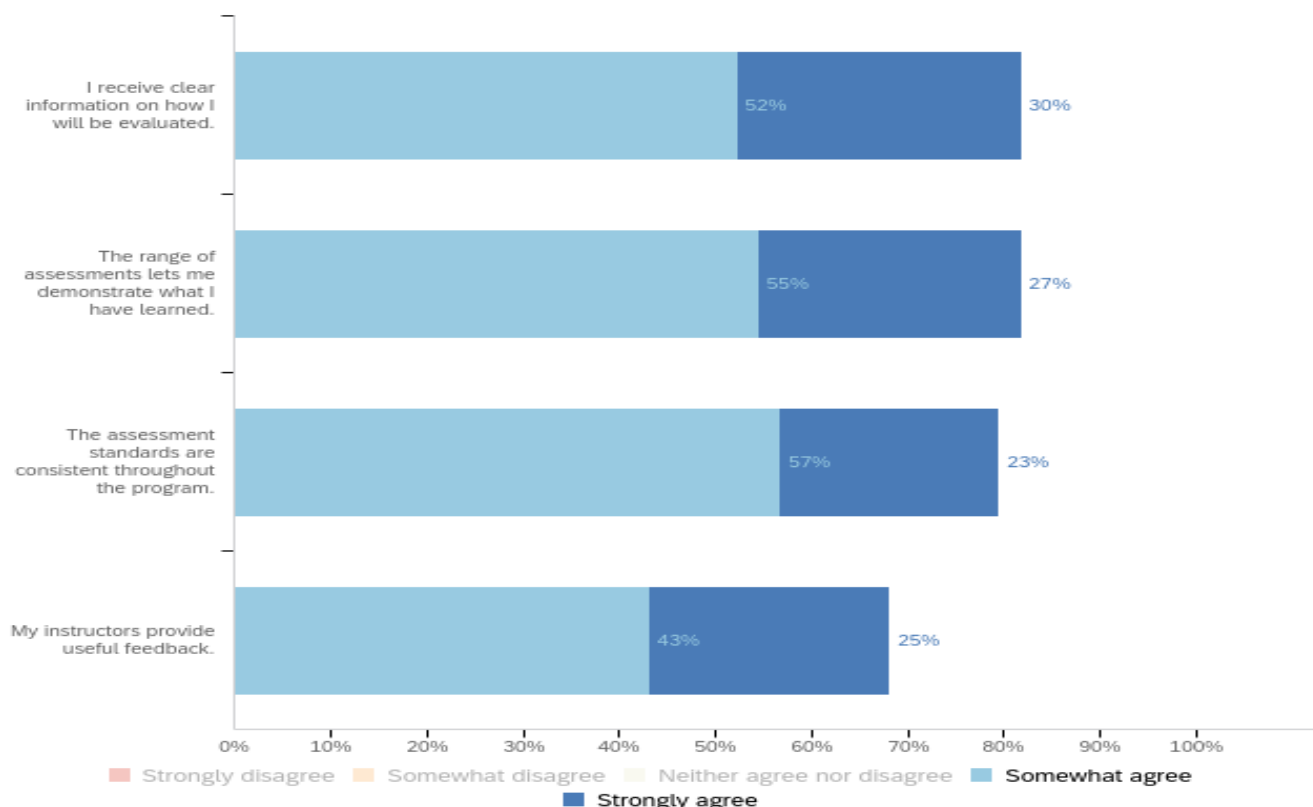
It is good.

the main pre-req courses are good but the optional marketing courses felt outdated

Less homework

Do the assessment methods allow students to demonstrate the extent to which they have achieved the learning outcomes?

23. Thinking of how learning is assessed in the program as a whole, indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

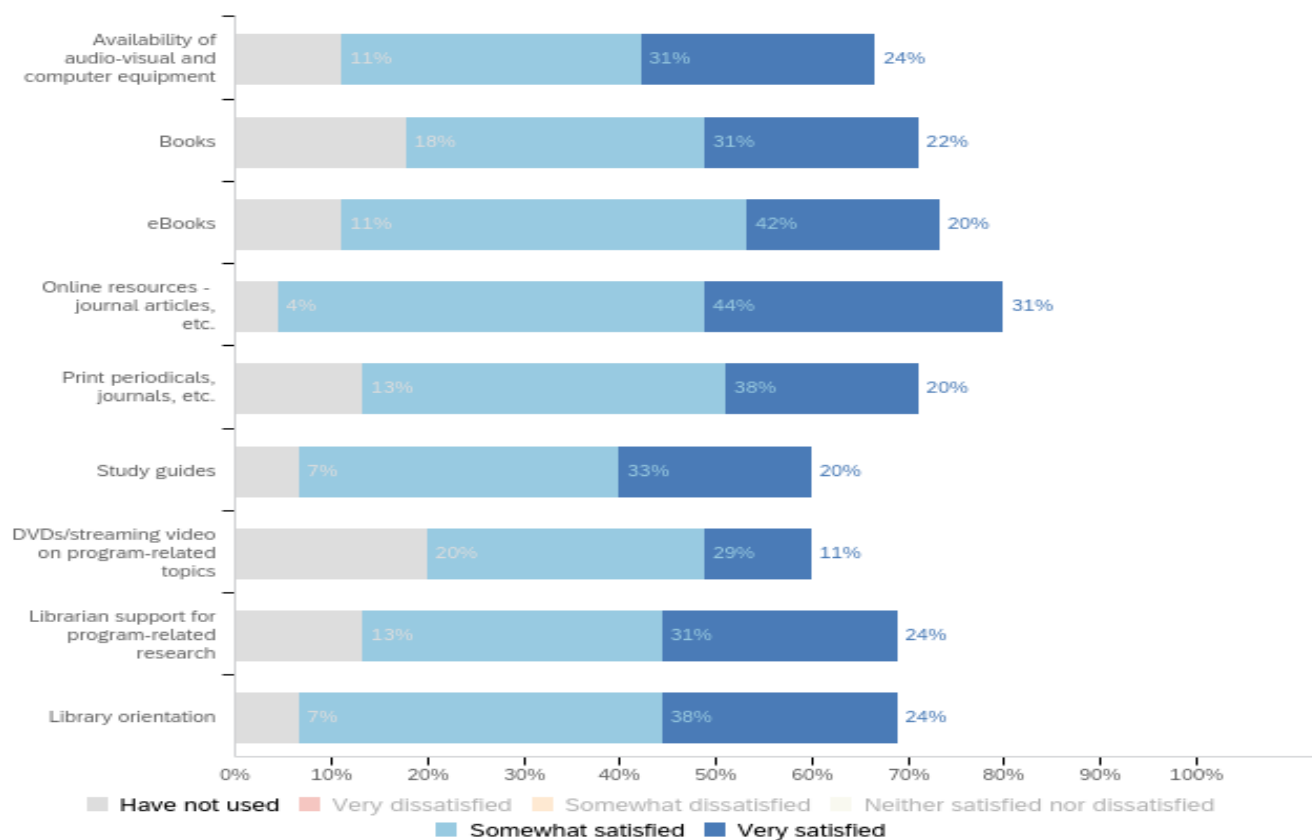
#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	I receive clear information on how I will be evaluated.	2%	7%	9%	52%	30%	44
2	The range of assessments lets me demonstrate what I have learned.	0%	5%	14%	55%	27%	44
3	The assessment standards are consistent throughout the program.	2%	7%	11%	57%	23%	44
4	My instructors provide useful feedback.	2%	7%	23%	43%	25%	44

QUESTIONS ON CHAPTER 5: RESOURCES, SERVICES AND FACILITIES

Program Resources, Services and Facilities

Does the program have the library and learning resources needed to deliver the curriculum?

24. How satisfied are you with the following library resources as they apply to KPU's Marketing program?

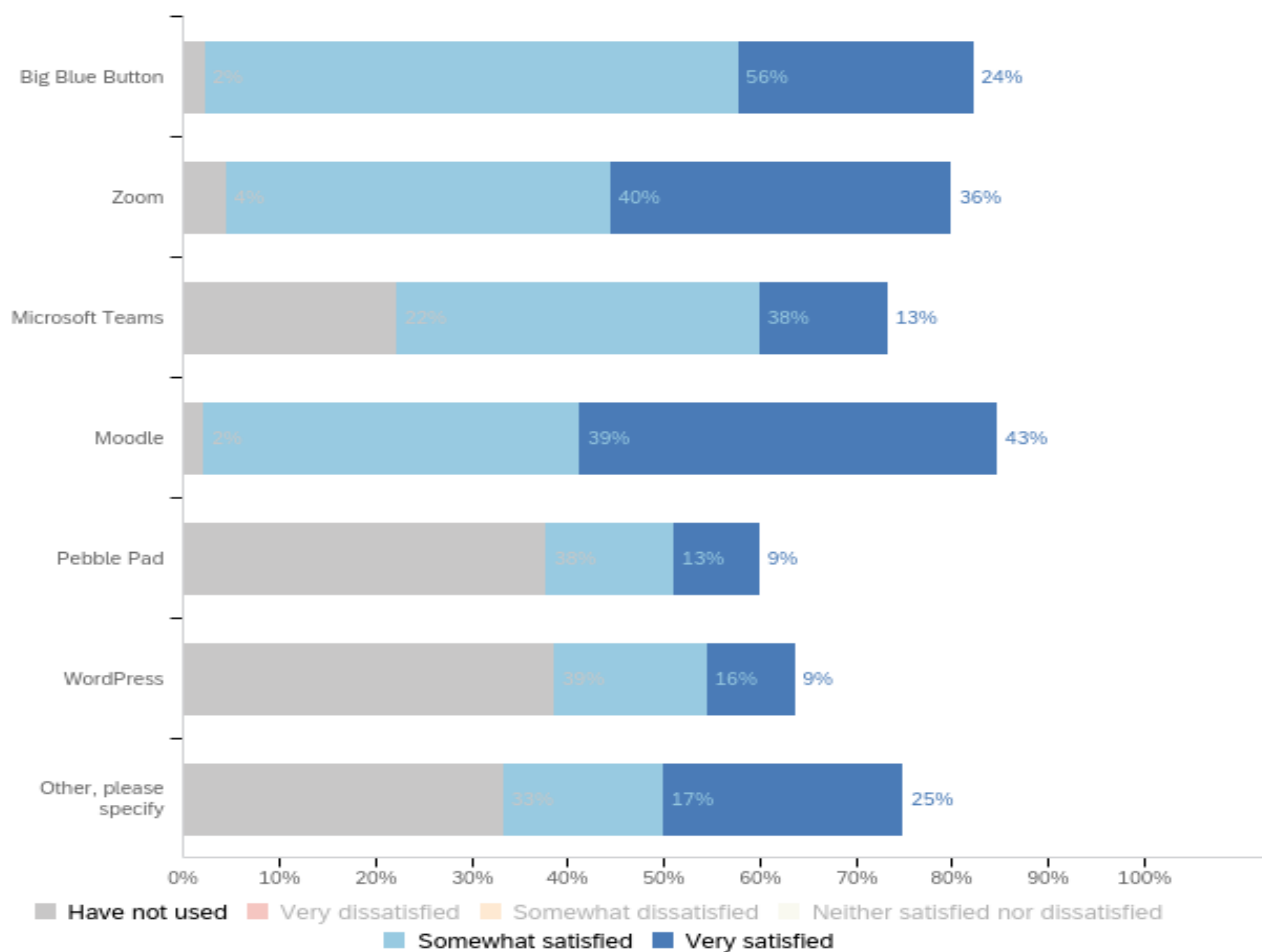


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Have not used	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total
1	Availability of audio-visual and computer equipment	11%	0%	2%	31%	31%	24%	45
2	Books	18%	4%	2%	22%	31%	22%	45
3	eBooks	11%	4%	2%	20%	42%	20%	45
4	Online resources - journal articles, etc.	4%	0%	2%	18%	44%	31%	45
5	Print periodicals, journals, etc.	13%	2%	2%	24%	38%	20%	45
6	Study guides	7%	0%	4%	36%	33%	20%	45
7	DVDs/streaming video on program-related topics	20%	0%	4%	36%	29%	11%	45
8	Librarian support for program-related research	13%	0%	4%	27%	31%	24%	45
9	Library orientation	7%	0%	0%	31%	38%	24%	45

Does the program have the specialized technology needed to deliver the curriculum?

25. How satisfied are you with the following specialized technology as they apply to KPU's Marketing program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Have not used	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total
1	Big Blue Button	2%	0%	7%	11%	56%	24%	45
2	Zoom	4%	2%	4%	13%	40%	36%	45
3	Microsoft Teams	22%	0%	9%	18%	38%	13%	45
4	Moodle	2%	4%	0%	11%	39%	43%	46
5	Pebble Pad	38%	4%	7%	29%	13%	9%	45
6	WordPress	39%	0%	7%	30%	16%	9%	44
7	Other, please specify	33%	0%	0%	25%	17%	25%	12

Other, please specify - Text

Wiley

n/a

None

Email

N/A

Discord

Na

yes

nothing

none

Na

Learning Centre

26.You rated your satisfaction with Big Blue Button as very/somewhat dissatisfied. Please explain your reason for this rating.

It is very confusing to use. I had a team meeting with my group and we couldn't figure out how to share the screen. Zoom is way better
cant see other students, its too restricted, doesn't have many features that zoom offer

27.You rated your satisfaction with Zoom as very/somewhat dissatisfied. Please explain your reason for this rating.

It's difficult to use. In my experience I had to open up multiple tabs and find the exact email message to log in. It's not as easy as BBB.

Zoom is not very user friendly, at times the links would not work which caused a lot of frustration.

Instructors dont record the lectures and i cannot refer back

28.You rated your satisfaction with Microsoft Teams as very/somewhat dissatisfied. Please explain your reason for this rating.

First had to use it in highschool and have no been a fan ever since. It sucks

I prefer Zoom - easier to use.

29.You rated your satisfaction with Moodle as very/somewhat dissatisfied. Please explain your reason for this rating.

Not user-friendly. Keep changing from semester-to-semester. Older courses were deleted without notifying. Never heard of how long would previous courses information kept. KPU should understand there are courses required to make references from previous courses.

double authentication is frustrating to work with

30.You rated your satisfaction with Pebble Pad as very/somewhat dissatisfied. Please explain your reason for this rating.

Not user friendly.

Very complicated platform which seems not very user-friendly. A lot of time is wasted just to navigate.

Never used it.

31.You rated your satisfaction with WordPress as very/somewhat dissatisfied. Please explain your reason for this rating.

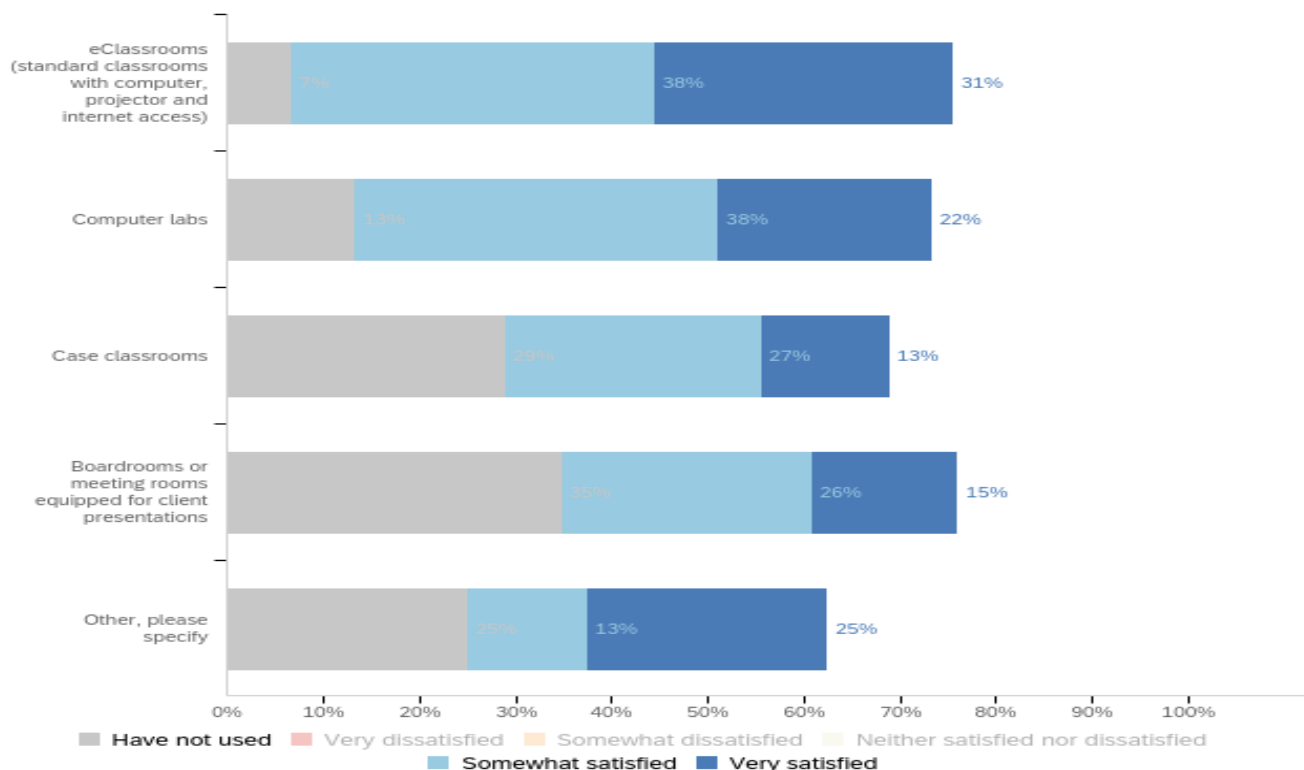
No responses to report.

32.You rated your satisfaction with [QID108-ChoiceTextEntryValue-23] as very/somewhat dissatisfied. Please explain your reason for this rating.

No responses to report.

Does the program have the facilities needed to deliver the curriculum?

33.How satisfied are you with the following facilities as they apply to KPU's Marketing program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Have not used	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total
1	eClassrooms (standard classrooms with computer, projector and internet access)	7%	0%	2%	22%	38%	31%	45
2	Computer labs	13%	0%	2%	24%	38%	22%	45
3	Case classrooms	29%	0%	7%	24%	27%	13%	45
4	Boardrooms or meeting rooms equipped for client presentations	35%	0%	2%	22%	26%	15%	46
5	Other, please specify	25%	0%	0%	38%	13%	25%	16

Other, please specify - Text

Like what

n/a

Online classes

None

Na

34.You rated your satisfaction with eClassrooms (standard classrooms with computer, projector and internet access) as very/somewhat dissatisfied. Please explain your reason for this rating.

No responses to report.

35.You rated your satisfaction with Computer labs as very/somewhat dissatisfied. Please explain your reason for this rating.

No responses to report.

36.You rated your satisfaction with Case classrooms as very/somewhat dissatisfied. Please explain your reason for this rating.

The seat can be more comfortable

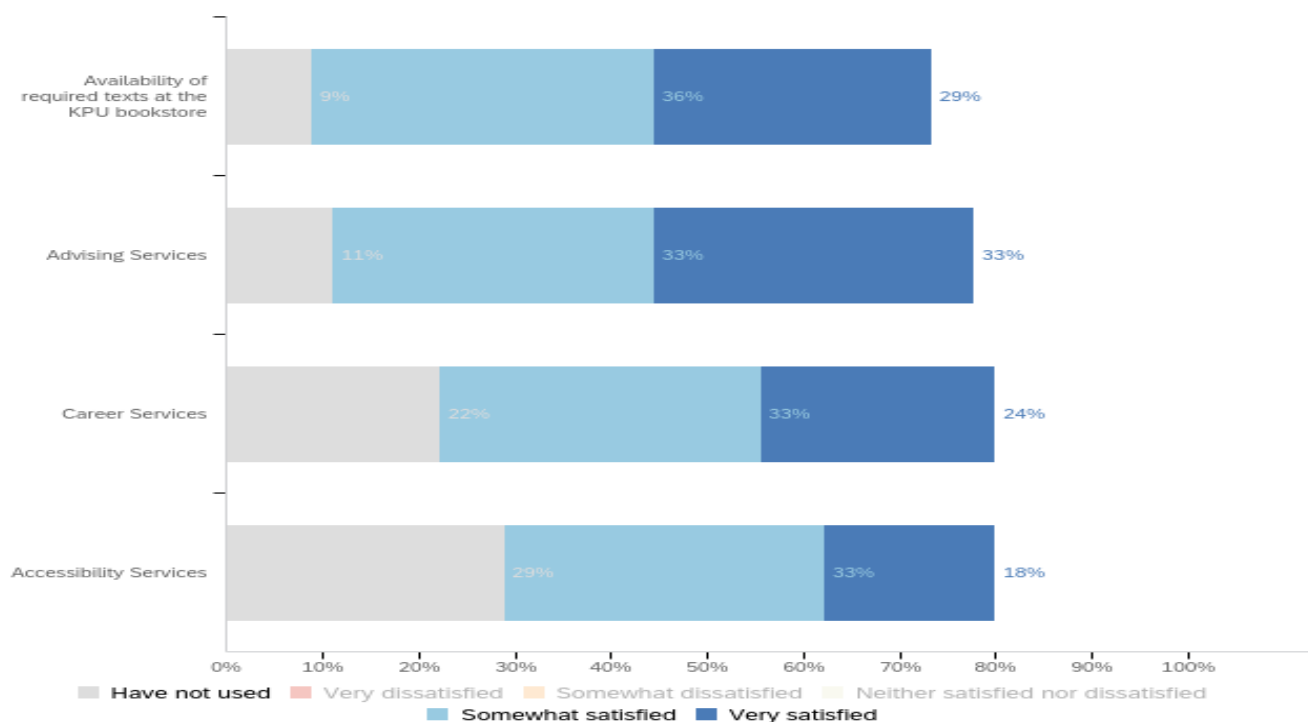
The chairs can be uncomfortable and not clean, the temperature is not always regulated, and the lighting can be harsh in some rooms.

37.You rated your satisfaction with Boardrooms or meeting rooms equipped for client presentations as very/somewhat dissatisfied. Please explain your reason for this rating.

No responses to report

Does the program have the support services needed to deliver the curriculum?]

38.How satisfied are you with the following as they apply to KPU's Marketing program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Have not used	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total
1	Availability of required texts at the KPU bookstore	9%	2%	4%	20%	36%	29%	45
2	Advising Services	11%	7%	7%	9%	33%	33%	45
3	Career Services	22%	0%	2%	18%	33%	24%	45
4	Accessibility Services	29%	0%	0%	20%	33%	18%	45

Appendix G: Alumni Survey

Marketing Program Review - Alumni Survey Results

The alumni survey was sent to 491 Marketing alumni. A total of 51 alumni responded. The response rate is 10%.

Note: The data includes open-ended comments. In order to preserve integrity and objectivity, OPA does not do value-judgment editing (i.e. we do not fix spelling errors, syntax issues, punctuation, etc.). Comments are included verbatim – with one exception: if individuals or courses are named, OPA redacts the name of the instructor or course. This rule applies to whether the comment is good, bad or indifferent.

1. What is the highest credential you have earned in KPU's Marketing Program?

#	What is the highest credential you have earned in KPU's Marketing Program?	Percentage
1	Bachelor of Business Administration in Marketing Management	86%
2	Marketing Management Diploma	14%
	Total number of respondents	51

2. When did you complete this credential?

#	When did you complete this credential?	Percentage
1	2023	25%
2	2022	37%
3	2021	14%
4	2020	20%
5	2019	4%
6	2018	0%
	Total number of respondents	51

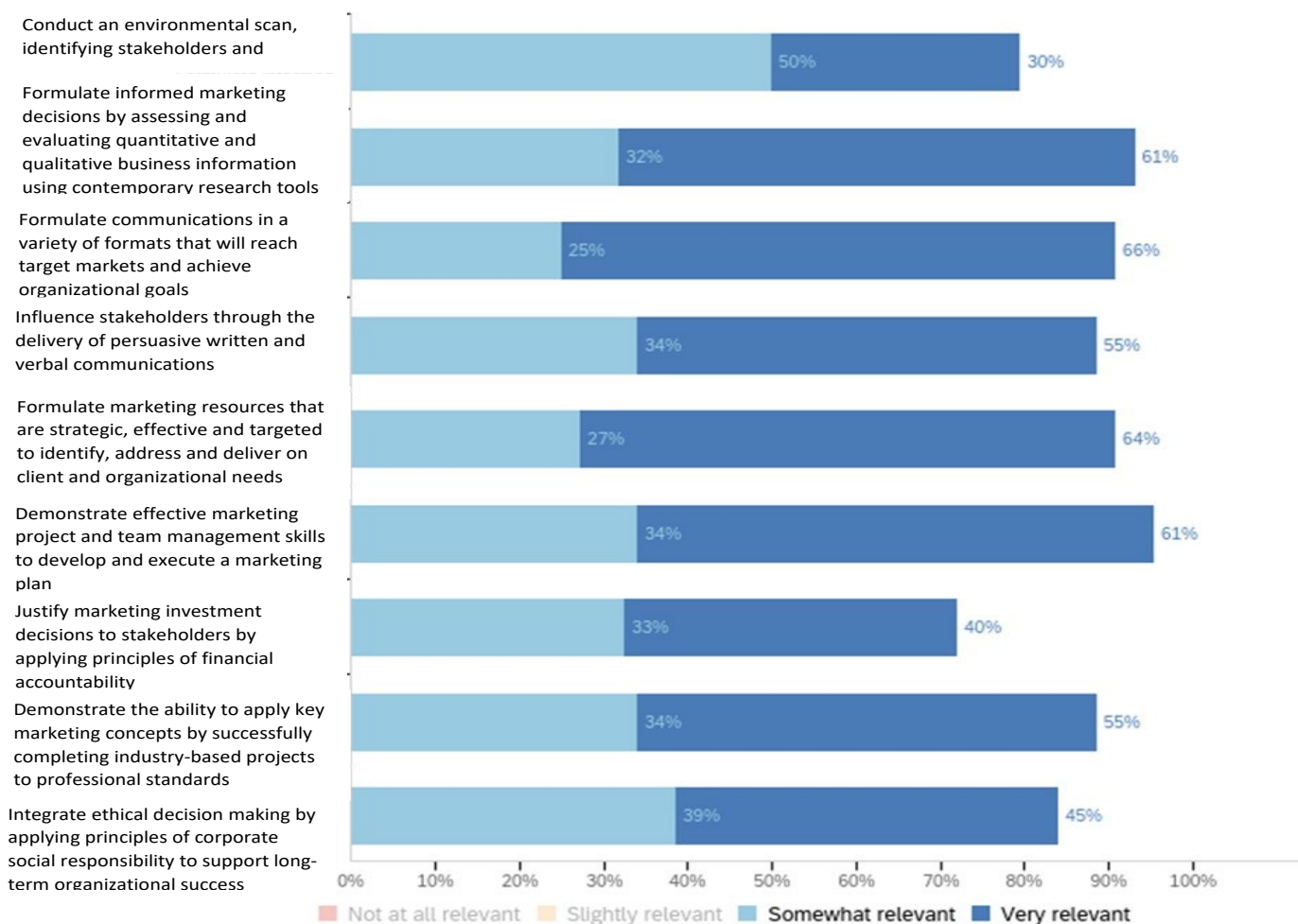
QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Program Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?

3. Program Learning Outcomes are statements that describe the knowledge and skills students will have upon completion of a program. Please indicate how relevant each of the following Program Learning Outcomes was to your career goals.

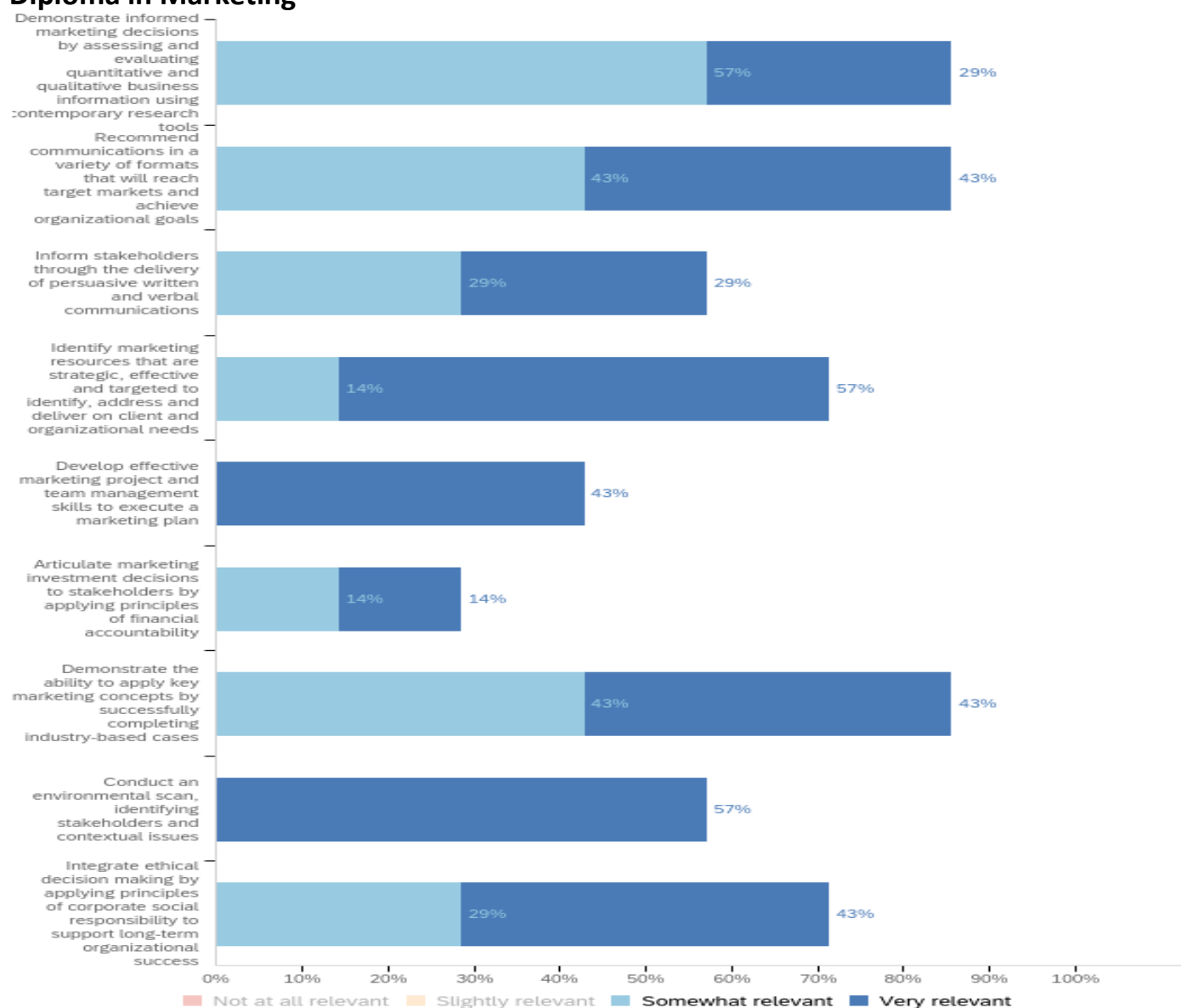
BBA in Marketing



Note that “not at all” and “slightly relevant” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all relevant” and “slightly relevant” categories.

#	Question	Not at all relevant	Slightly relevant	Somewhat relevant	Very relevant	Total
1	Conduct an environmental scan, identifying stakeholders and contextual issues	5%	16%	50%	30%	44
2	Formulate informed marketing decisions by assessing and evaluating quantitative and qualitative business information using contemporary research tools	0%	7%	32%	61%	44
3	Formulate communications in a variety of formats that will reach target markets and achieve organizational goals	0%	9%	25%	66%	44
4	Influence stakeholders through the delivery of persuasive written and verbal communications	5%	7%	34%	55%	44
5	Formulate marketing resources that are strategic, effective and targeted to identify, address and deliver on client and organizational needs	0%	9%	27%	64%	44
6	Demonstrate effective marketing project and team management skills to develop and execute a marketing plan	0%	5%	34%	61%	44
7	Justify marketing investment decisions to stakeholders by applying principles of financial accountability	2%	26%	33%	40%	43
8	Demonstrate the ability to apply key marketing concepts by successfully completing industry-based projects to professional standards	0%	11%	34%	55%	44
9	Integrate ethical decision making by applying principles of corporate social responsibility to support long-term organizational success	7%	9%	39%	45%	44

Diploma in Marketing



Note

that “not at all” and “slightly relevant” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all relevant” and “slightly relevant” categories.

#	Question	Not at all relevant	Slightly relevant	Somewhat relevant	Very relevant	Total
1	Demonstrate informed marketing decisions by assessing and evaluating quantitative and qualitative business information using contemporary research tools	14%	0%	57%	29%	7
2	Recommend communications in a variety of formats that will reach target markets and achieve organizational goals	14%	0%	43%	43%	7
3	Inform stakeholders through the delivery of persuasive written and verbal communications	29%	14%	29%	29%	7
4	Identify marketing resources that are strategic, effective and targeted to identify, address and deliver on client and organizational needs	29%	0%	14%	57%	7
5	Develop effective marketing project and team management skills to execute a marketing plan	14%	43%	0%	43%	7
6	Articulate marketing investment decisions to stakeholders by applying principles of financial accountability	29%	43%	14%	14%	7

7	Demonstrate the ability to apply key marketing concepts by successfully completing industry-based cases	14%	0%	43%	43%	7
8	Conduct an environmental scan, identifying stakeholders and contextual issues	29%	14%	0%	57%	7
9	Integrate ethical decision making by applying principles of corporate social responsibility to support long-term organizational success	14%	14%	29%	43%	7

4. The program curriculum is the academic content taught in a specific program. Overall, how satisfied are you with the curriculum of KPU's Marketing program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	The program curriculum is the academic content taught in a specific program. Overall, how satisfied are you with the curriculum of KPU's Marketing program?	Percentage
1	Very dissatisfied	4%
2	Somewhat dissatisfied	12%
3	Neither satisfied nor dissatisfied	14%
4	Somewhat satisfied	39%
5	Very satisfied	31%
	Total number of respondents	51

5. Thinking of KPU's Marketing program's curriculum as a whole, please indicate the strengths of the program.

I like how the program talked about which marketing tactics work best in certain fields
Some of the professors provided knowledge from their industry experience. There was an emphasis on deliverables which replicated some work that is done in corporate.
Good at teaching, helpful in office hours.
Market Assessment, Problem solving and Critical business assessment
Detailed, practical information and emphasis on team-building and real-world applications.
Industry / real life examples and projects
Hands on experience that I can reference when in the hiring process.
- Team
Working with live vendors
Real life case studies Working with real organizations
Hands on learning and the ability to practice real world skills. Critical thinking skills and communication.
Professors who have been within the Marketing field recently and can use Marketing theories in relevant real world cases.
The course content within last 2 years of the program is very interesting and helpful. There are bits of realistic projects which help apply course materials.
It taught me communication skills and how to draft a research paper over a crunch time period
KPU's Marketing program boasts strengths in practical application, offering hands-on learning and industry-aligned curriculum covering digital marketing, data analytics, and consumer behavior. Faculty expertise ensures students learn from industry professionals, while experiential opportunities like internships and projects provide real-world experience. Networking events and career preparation resources further enhance students' employability, with a focus on digital marketing skills meeting contemporary industry demands.

Applied learning. Dealing with real clients and real businesses is the best part of the program. Also the simulation in digital marketing classes.
KPUs Marketing program provides ample opportunities to work on real industry projects, uses relevant and modern examples in many of the classes (often professor dependent) to connect the theory to the real world practice and requires students to behave in a professional manner in regards to communication and ethics.
The strengths of the program include enhancing the leadership, problem solving, and creative thinking skills that are relevant to the industry.
Does great trying to implement the study rather than just learning
The professors that taught me were great. Online learning worked for me.
Instructors with significant experience on the industry provided quite valuable insight and advice
Projects in the 3rd and 4th level marketing courses that were for real-life clients.
Collaborative environments. Digital marketing courses.
I came from the Douglas College marketing management diploma. I found the quality of the Marketing instructors and content to be much higher there. The business and entrepreneurial courses of the program was better at KPU.
Strengths were the hands on real life cases, partnerships with real businesses and solving their real problems.
Instructed local student how not be a snitch and racist scum
I enjoyed the real life application of concepts that we had to do in 3/4 year courses. It was very hands on and putting those projects on my resume helped in securing interviews.
the critical thinking aspect required to make well rounded decisions and learning that in courses
Working with live companies to complete projects, One thing I have found to be helpful is working with a live company, this is important because I have felt like I have learned a lot of skills such as forecasting, identifying SWOT, and creating a marketing plan.
[Course Name Redacted] Is an important course that I have found insightful in assisting me understand organizational structure, locate problems and build attainable solutions. The other courses in the program are also well developed to suit practical needs. The program is well rounded and introduces students to key terms and concepts required to understand marketing in depth.
Well, I enjoyed taking marketing courses at KPU, especially in 3 and 4th grade. However, 3rd grade was intensely challenging compared to 1-2 years,, so it can be slightly level up the course materials. I felt it was too sudden and immediately jumped to practical marketing courses. Also, these are my thoughts and ideas. I know all marketing courses should be above 60% of the total Mark, but I am not sure whether it's helping while students study. Because I was in a rush to follow/ catch up on three major courses at once, some students might take a little bit slow to digest all the materials. It can be 55%, or some are lower than 60%, so students could take some time to digest materials. Because some materials I was unable to digest some necessary business materials..
Working with others and in a team as well as individual projects.
Small classes means that they force you to interact with other people which is important in any job/ business setting. Very good for improving communication skills.
curriculum objectives are fine, however i don't think that the course work adequately achieves these learning objectives
The strengths for this program include that the courses offered within this program allow for us to work with actual real life companies to develop marketing plans for them. We also get to present to these companies and it makes us get a feel for how it will be after we graduate and enter a marketing company as an employee. This program also allowed for a lot of group and team work which is how a lot of marketing companies work as it is a more collaborative work environment. This program allowed for us to create our own product and business and see how it would be to run your own online business and e-commerce which I found was the best part of this program. creating the marketing plans for your own business was really fun and interesting and we could actually start an e-commerce business based on the plans we created after graduation.
Real life projects Skills that help you in the real world
real life case study and coop opportunity
[Course Name Redacted] is the worst course that you have implemented in this program. this course is so subjective and all based on the instructor that is in the course if they want to pass you or not. This was the reason why I did not continue with my study for this Cours.e

6. Thinking of KPU’s Marketing program's curriculum as a whole, please provide any suggestions you have for improvement.

More online marketing
More industry experience and discussing newer marketing tools that have entered the market. Remove outdated courses (such as the course that requires students to get grants/donations from businesses). That course seemed to be unnecessary.
I wish there were more data courses that uses Excel to track big data and how data is being used in all organizations. In the courses do more simulation games.
Digital Marketing courses can be improvised to provide a better view of the real world practices.
More consistent support for individual students and lessened over-reliance on group projects.

I'd say more project / report than exams for practical work experience

A lot of concepts and marketing approaches were out-dated and almost archaic approaches in modern marketing. A lot of teachers were older and uninformed of current trends and I feel like there were a lot of aspects and nuances that were overlooked that may have been beneficial to learn about.

More practical needs to be required than theory

Various Industry/sectors approaches to marketing

I think more of an emphasis on digital marketing as part of the curriculum, specifically social media would be beneficial.

More use and learnings of software, tools, and materials that one would use on a day to day basis at work.

I do wish there are more explanation and clarification of how to best use knowledge in each projects or more project milestones integrated within the lecture.

Focus more on involving students in actual businesses. Be more practical than theory based.

To enhance KPU's Marketing program, closer industry partnerships for increased internship opportunities, a regularly updated curriculum reflecting evolving marketing trends, and greater integration of practical exercises and real-world projects are crucial. Incorporating emerging marketing technologies, fostering diversity and inclusion, and developing essential soft skills would better prepare students for industry demands. Strengthening alumni engagement and offering research opportunities would enrich the program, while integrating practical software design programs alongside industry partnerships and hands-on projects would equip students with valuable technical skills, aligning their education with digital marketing needs for successful career outcomes.

Networking, there needs to be more of an emphasis on networking with fellow KPU students and with industry professionals. I think the educational side of the degree does a good job in preparing students to be successful in business/marketing roles. However, networking is such an important part of business/marketing that needs to be better taught and developed

Some sort of adjustment to group work. Every single group project I participated in where I could not choose my teammates had someone doing next to nothing because they either didn't know how to do it or didn't want to do it. The option to inform the professor and have them nudge that student would lead them to meet the minimum passable requirements and bring down the overall grade of the group. Randomly generated groups should not be used as they only allow underperforming students to proceed when they should not.

The program is outdated, as it has very few courses on digital marketing and social media. Once you graduate, you realize that most employers are looking for digital marketing specialist, social media content creator and social media strategist.

Did not offer the final course needed as a pre requisite to 3rd and 4th year classes. Had to take a replacement for it that the school did not tell you about unless you see a councilor. Spent a year in one course limbo trying to figure out how to take this important pre requisite that wasn't even offered. If it wasn't for this I would have gone for a 4 year rather than just my diploma. It was very distracting only being able to take 1 course for 3 semesters because the rest needed a requisite course that was not offered. Realized then that university was wasting my time and money and decided to get out

Not within the program, but having international students in group projects was a challenge.

It would be better to work with larger organizations for group projects rather than small local ones that don't end up implementing suggestions anyways

More focus on digital marketing.

Could be more up-to-date with what is going on in the industry and apply that to courses. Ability to do more work with real businesses.

Increased WIL opportunities. I felt like I couldn't apply what I learned.

We never got how-to's on relevant tech or programs that companies are using to create content, CRM tools, data analysis, even basics in google analytics, or SEM Rush!! I had all the theoretical knowledge I could ask for but zero clue how to create things or use programs the industry was using.

I don't how you will improve. Especially your quality of student

I believe some instructors don't know how to teach and that made the program extremely difficult. When we would spend about 2 hrs of the 3 with the instructor going on a tangent that had nothing to do with the course material, it was very difficult to stay focused. Some other instructors lack explanation skills and give vague project instructions that make it difficult for students to succeed. Overall, I think there needs to an evaluation of the instructors that have been teaching for a long time and retrain them to be better. I also felt there was a big shift from 2nd year courses to 3rd year courses from b2c marketing to b2b marketing. I felt that that principles weren't taught very clearly and we sort of just had to learn as we went. At times, i even resorted to Google for answers on how to tailor marketing to b2b. We were asked to apply principles of b2c marketing to b2b marketing without being taught how to adjust.

it would be helpful to connect with businesses more as a student to know what problems they face to overcome those with strategies

N/A

I would suggest making co-op available for students that have already graduated and are struggling to find a career in their related industries.

Well, also its good to know finance knowledge and accounting information however I think it would be better focusing on digital marketing materials or web design / graphic design course / or even photoshop class. I graduated school and after I have been struggling to get into this marketing & Sale & communication field they don't value anymore traditional marketing knowledge it will be helpful to teach more practical skill set like Excel, adobe, wordprocess etc. Most of my accounting & financial courses are kinda useless while I am looking for a role in terms of marketing & communication.

To have more email marketing content. Have more social media content to learn, for example how Facebook and Instagram works. More information on influencer marketing and what is currently trending.

I think you get a solid foundation of what running a business is like and how to market it as well.

more in-depth projects about relevant material, clearer marking practices for some classes

As there is a lot of team work in the courses in this program, some courses could've strayed away from excessive team work as for majority of my teams I would have to carry the whole team as we were put into teams. A lot of the time I would do 75% of the work and had to communicate this to professors many times and there was really nothing else that was done about it.

For the last year, instead of weighing in on the accounting courses, try adding more hands on experience courses.

remove **[Course Name Redacted]**. This course is absolutely useless and absolutely unnecessary for this program. I have spoken to many grads from KPU's program and they all have said the same exact thing that this course is useless and it does absolutely nothing to improve their understanding of marketing or has helped them in the future.

7. What topics, if any, were missing from the program?

None but more online

Leveraging marketing data analytics and preparing long term and short term solutions for company goals.

Since data Analysis is being more used in jobs, I wish in KPU there is more data course to teach people how to not only track big data but also know how to interpret the data. For example a topic can be about linear regression.

Social media marketing. (The actual practices used in the market.)

How to network effectively at special events.

Project management. Lifecycle and automation marketing. Culture and team guide. Guide to paid marketing. Maybe even programmatic and back end marketing ops.

The vendor part and how to deal with them in marketing industry

Adapting to various work cultures, communications and work flows

Communication with departments outside your field. Understanding the work back process of how campaigns get accomplished from ideation to completion. Actual work on Paid Media, email marketing, and other digital marketing material.

Co-op or apprenticeship Case competition Consulting

influencer marketing, strategies that target executive level decision makers.

Some potential topics missing from KPU's Marketing program may include sustainability marketing, global marketing, ethical marketing practices, e-commerce, omnichannel marketing, marketing technology, automation, personal branding, career development, and real-world tools and software used by marketers. Incorporating these areas, along with keeping the curriculum up-to-date with industry-standard software and tools, could provide students with practical skills and knowledge essential for success in contemporary marketing roles.

-How to network -Communicating to real-life, at events/tradeshows

Specifics on regulatory requirements such as GDPR or CCPA on data privacy should be discussed at length. An entire course should be dedicated to data collection, privacy, responsibility, etc. Data is the most valuable and dangerous resource in this digital age and almost no one knows how to protect it. Pulling from **[Course Name Redacted]** may be an easy implementation strategy.

As mentioned in the previous question. Mostly digital marketing related and also if we can do the basic graphic design courses. Those will definitely help in the future.

The requisite course required for all third and 4th year courses, that's pretty important

I cannot think of any

More sales courses would be beneficial

When it came to digital marketing, which I specialize in, the content that I learned in school was extremely surface-level. Having courses that go deeper in to the learning of the different types of marketing would be really good. Maybe even a focus on marketing and sales funnels. Naturally, sales success is attached in some capacity to marketing success.

Practical social media content creation tips and tricks. Beyond designing a content calendar but more on how do you video edit on social media apps or how do you design an influencer program?

Excel should be mandatory! Photoshop and visual content creation should be mandatory! Social media tools and even the platforms themselves should be mandatory course subjects.

I'm speechless.

I think there needs to a bigger focus on digital marketing. This includes SEO, social media (especially social media), and influencer marketing. Digital overall i think has a lot of career opportunities for fresh grads but, as a fresh grad, I didn't feel confident enough in my digital marketing skills to pursue that path. I want to say the digital marketing course that **[Instructor Name Redacted]** taught was one of the best ones in the program. We need more like that. I also feel the financial distribution of budget should be taught because a lot of us are thrown into real life careers with real money having the responsibility to allocate said money to marketing needs. I feel this was a big component that either i missed

or wasn't taught well enough.

entrepreneurial aspect of marketing, how you can also start your own firm and what is needed to begin that.

N/A

Workplace ethics, a course that teaches students to understand ethics better in a diverse workplace is something that was not discussed in depth. I realize the importance of ethics in my current workplace and I am sure that in the future if courses were designed to introduce ethical decision making at an earlier stage it would benefit students and future grad.

I think it's also important to ask about the outcome after graduating from school. I have been struggling to find a position in terms of marketing and sales. I wish KPU had better alumni or service to help students to find a better career path.

PR would be great to have and additional digital marketing courses, for example, more email marketing.

Marketing does not have much HR involved, which would make sense if it is another program.

Nothing that I can think of.

More data analysis courses. 1 excel course is not enough. It is a key skill in the industry

may need some design work, I know its not actually business work, but in Canada there are any small business hiring marketing coordinator required entry level skills of design and vedio edit.

QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

Instructional Design and Delivery

Are appropriate opportunities provided to help students acquire the PLOs?

8. To what extent did KPU's Marketing program help you develop each of the following Program Learning Outcomes?

BBA in Marketing

Conduct an environmental scan, identifying stakeholders and

Formulate informed marketing decisions by assessing and evaluating quantitative and qualitative business information using contemporary research tools

Formulate communications in a variety of formats that will reach target markets and achieve organizational goals

Influence stakeholders through the delivery of persuasive written and verbal communications

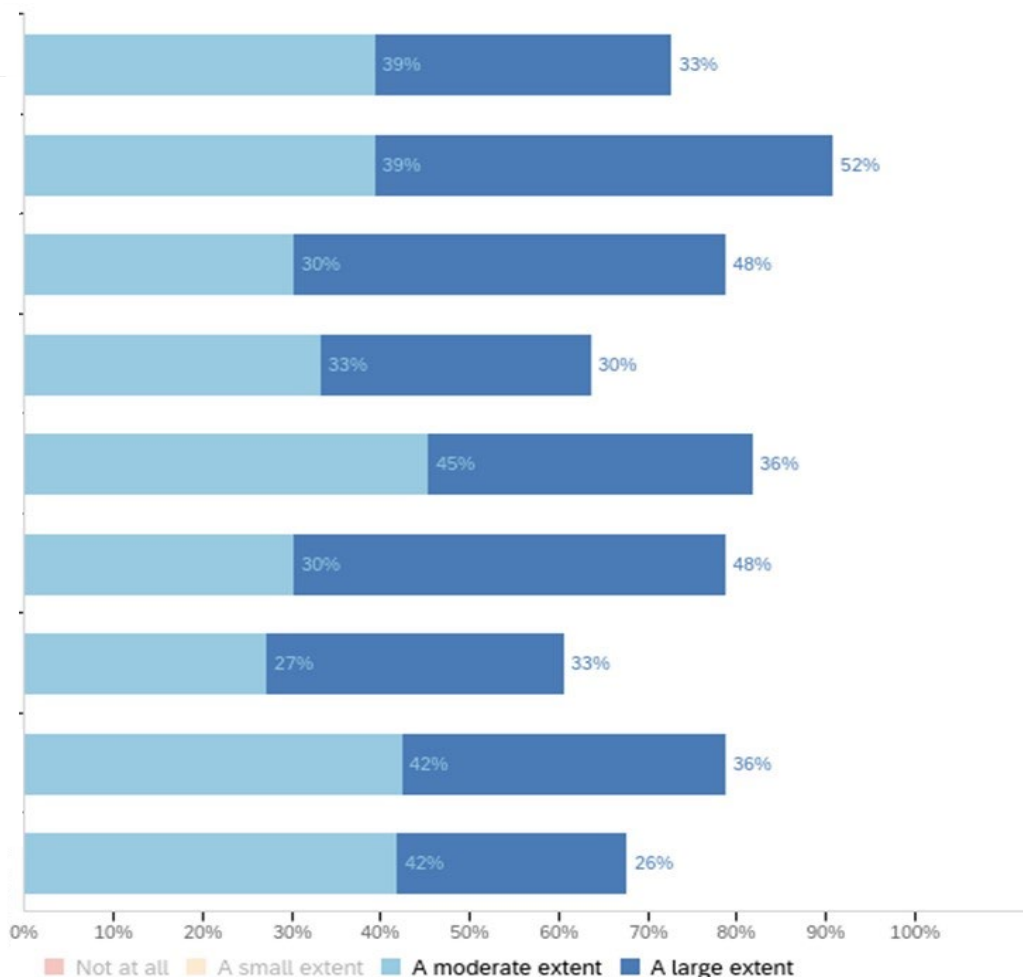
Formulate marketing resources that are strategic, effective and targeted to identify, address and deliver on client and organizational needs

Demonstrate effective marketing project and team management skills to develop and execute a marketing plan

Justify marketing investment decisions to stakeholders by applying principles of financial accountability

Demonstrate the ability to apply key marketing concepts by successfully completing industry-based projects to professional standards

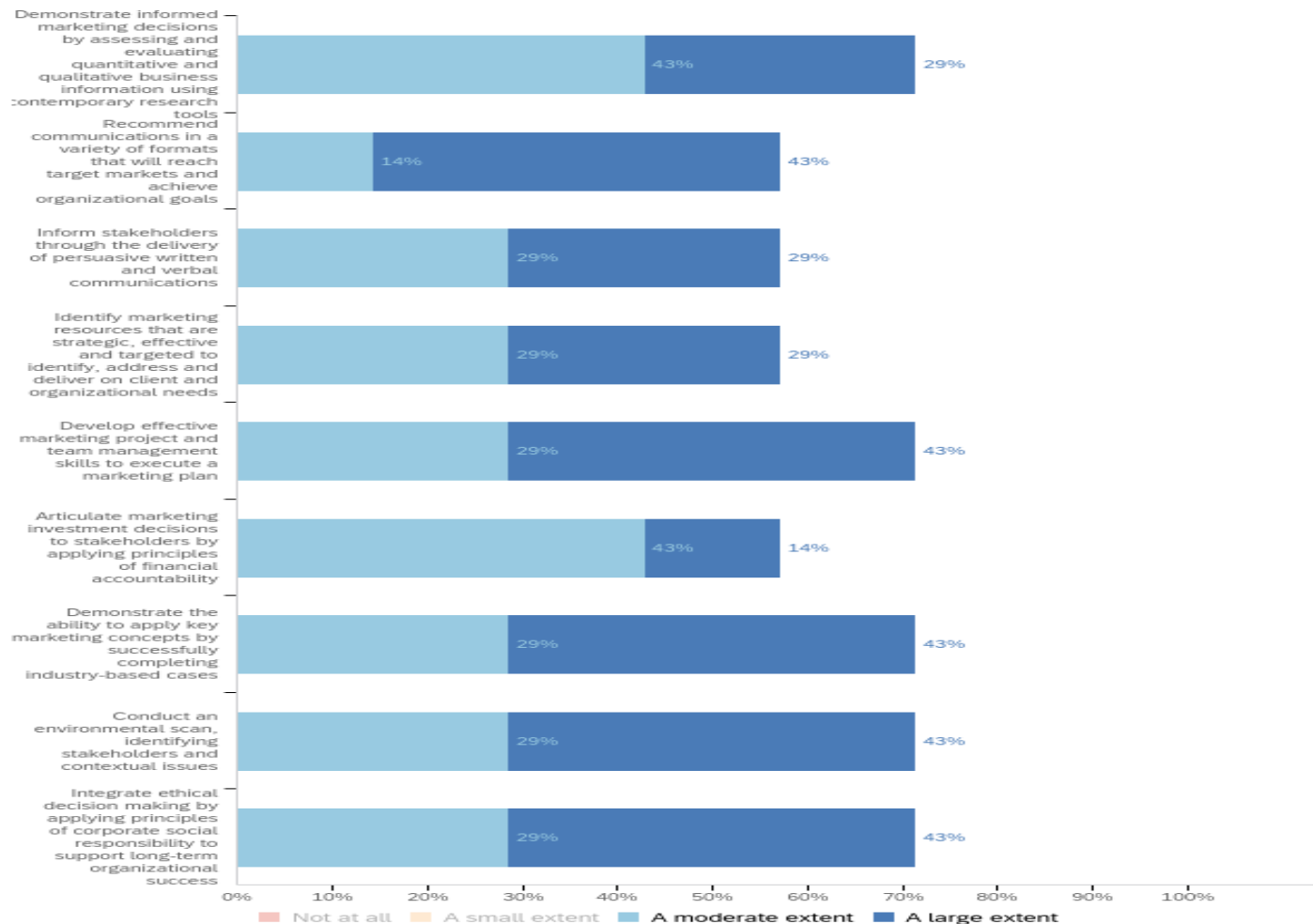
Integrate ethical decision making by applying principles of corporate social responsibility to support long-term organizational success



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Conduct an environmental scan, identifying stakeholders and contextual issues	6%	21%	39%	33%	33
2	Formulate informed marketing decisions by assessing and evaluating quantitative and qualitative business information using contemporary research tools	3%	6%	39%	52%	33
3	Formulate communications in a variety of formats that will reach target markets and achieve organizational goals	3%	18%	30%	48%	33
4	Influence stakeholders through the delivery of persuasive written and verbal communications	3%	33%	33%	30%	33
5	Formulate marketing resources that are strategic, effective and targeted to identify, address and deliver on client and organizational needs	0%	18%	45%	36%	33
6	Demonstrate effective marketing project and team management skills to develop and execute a marketing plan	3%	18%	30%	48%	33
7	Justify marketing investment decisions to stakeholders by applying principles of financial accountability	6%	33%	27%	33%	33
8	Demonstrate the ability to apply key marketing concepts by successfully completing industry-based projects to professional standards	6%	15%	42%	36%	33
9	Integrate ethical decision making by applying principles of corporate social responsibility to support long-term organizational success	6%	26%	42%	26%	31

Diploma in Marketing

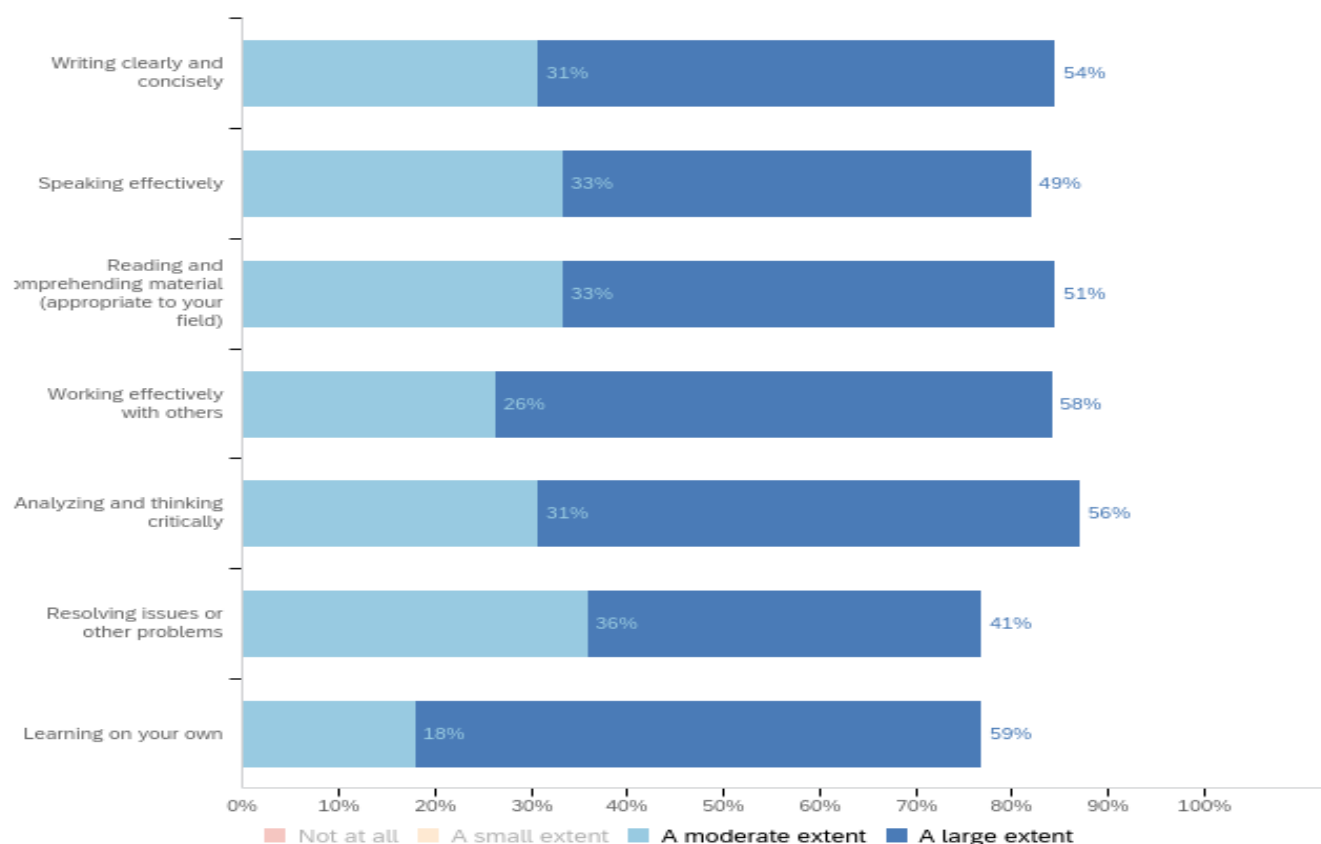


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Demonstrate informed marketing decisions by assessing and evaluating quantitative and qualitative business information using contemporary research tools	14%	14%	43%	29%	7
2	Recommend communications in a variety of formats that will reach target markets and achieve organizational goals	14%	29%	14%	43%	7
3	Inform stakeholders through the delivery of persuasive written and verbal communications	14%	29%	29%	29%	7
4	Identify marketing resources that are strategic, effective and targeted to identify, address and deliver on client and organizational needs	14%	29%	29%	29%	7
5	Develop effective marketing project and team management skills to execute a marketing plan	0%	29%	29%	43%	7
6	Articulate marketing investment decisions to stakeholders by applying principles of financial accountability	14%	29%	43%	14%	7
7	Demonstrate the ability to apply key marketing concepts by successfully completing industry-based cases	14%	14%	29%	43%	7
8	Conduct an environmental scan, identifying stakeholders and contextual issues	14%	14%	29%	43%	7
9	Integrate ethical decision making by applying principles of corporate social responsibility to support long-term organizational success	14%	14%	29%	43%	7

Are appropriate opportunities provided to help students acquire the essential skills?

9. To what extent did KPU's Marketing program help you develop each of the following essential skills?



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Writing clearly and concisely	5%	10%	31%	54%	39
2	Speaking effectively	8%	10%	33%	49%	39
3	Reading and comprehending material (appropriate to your field)	5%	10%	33%	51%	39
4	Working effectively with others	3%	13%	26%	58%	38
5	Analyzing and thinking critically	3%	10%	31%	56%	39
6	Resolving issues or other problems	10%	13%	36%	41%	39
7	Learning on your own	5%	18%	18%	59%	39

Are appropriate work-integrated and/or community-engaged learning opportunities provided to help students acquire the learning outcomes?

10.To what extent do you agree that you had sufficient opportunities in the program to reinforce your learning through practical application of this learning?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	To what extent do you agree that you had sufficient opportunities in the program to reinforce your learning through practical application of this learning?	Percentage
1	Strongly disagree	10%
2	Somewhat disagree	13%
3	Neither agree nor disagree	13%
4	Somewhat agree	36%
5	Strongly agree	28%
	Total number of respondents	39

11.Were you involved in any of the following work-integrated and/or community-engaged learning opportunities? Select all that apply.

#	Answer	%	Count
1	Cooperative education in marketing	18%	7
2	Melville School of Business paid internship program	13%	5
3	Work-integrated course project where you reinforce your learning through a practical application relevant to industry or a community partner (also known as client projects). This includes service learning.	39%	15
4	Applied research projects	24%	9
5	Portfolio assignments or projects where you reinforce your learning by applying what you have learned to create an original deliverable as it would be done in the industry	47%	18
6	I was not involved in any work-integrated and/or community-engaged learning opportunities.	24%	9
	Total number of respondents		38

The last row presents the total number of respondents. The total number of responses for this question is greater than the number of respondents. Therefore, the percentage total exceeds 100%.

12. Please explain your reasons for not participating in work-integrated and/or community-engaged learning opportunities.

Had my own job at the time

At the time, I was looking to graduate as fast as possible to get into the workforce quickly.

Nothing was clearly made available to me. Also I worked full time as a manager while going to school full time so I had zero free time for these extra opportunities

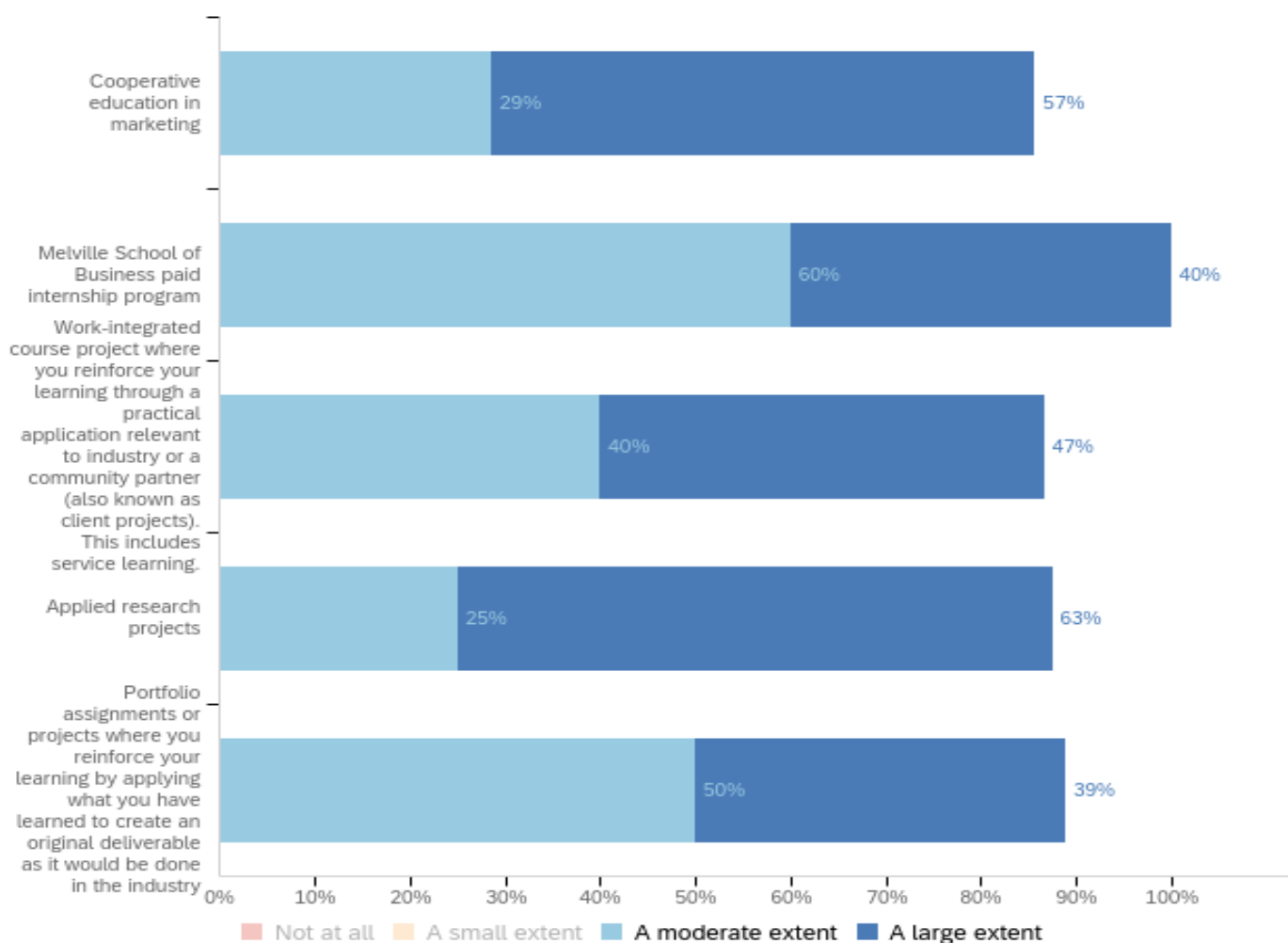
Student boycotted me

I had a part time job throughout my undergraduate years.

I was not aware of them I believe. I gave up on co-op as it did not fit my goals at the time.

i applied Melville school coop once and got the offer, however there was a huge layoff in market during that day, the company that i got the offer decided to freeze the hiring process.

13. Indicate the extent the work-integrated and/or community-engaged learning opportunities contributed to your learning.



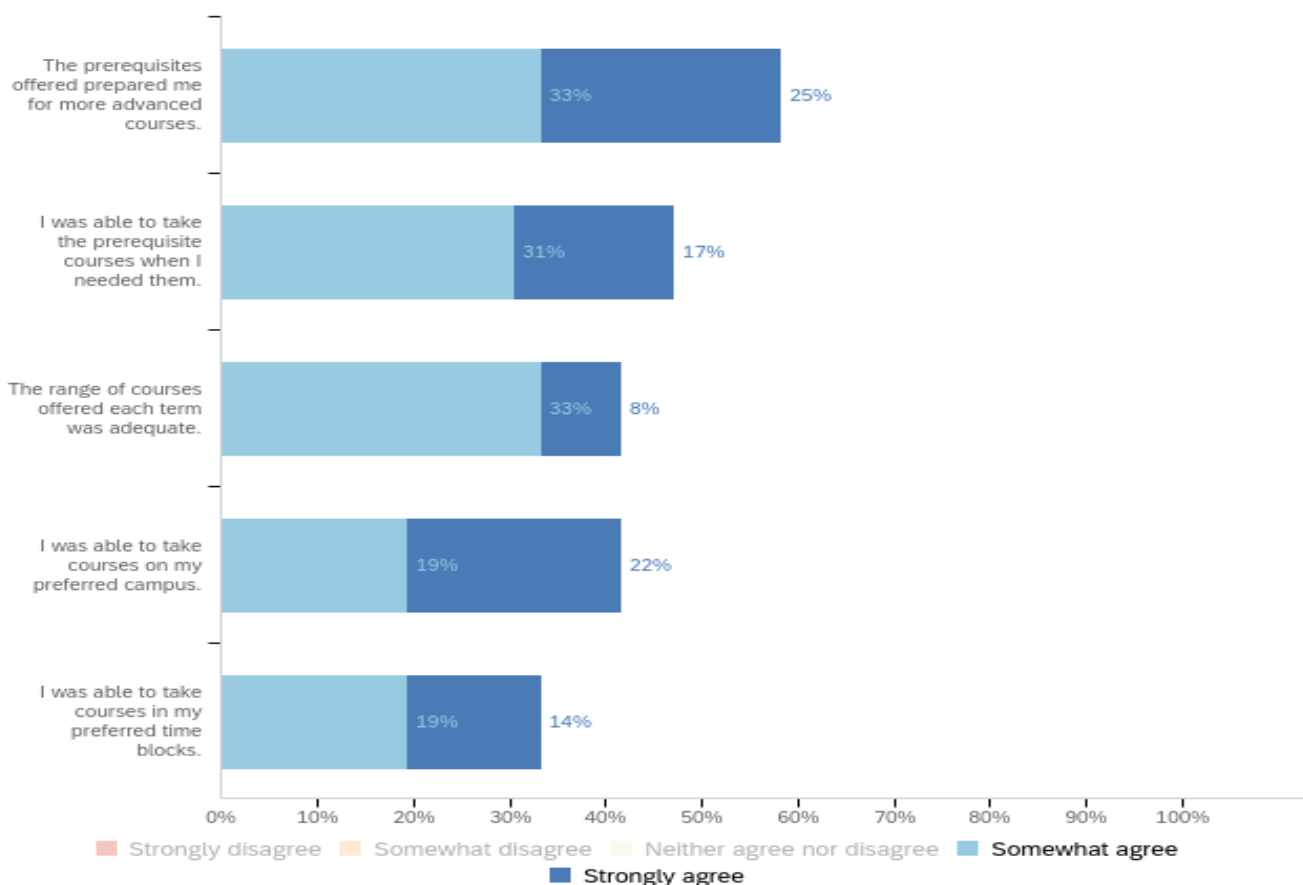
Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Cooperative education in marketing	0%	14%	29%	57%	7
2	Melville School of Business paid internship program	0%	0%	60%	40%	5

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
3	Work-integrated course project where you reinforce your learning through a practical application relevant to industry or a community partner (also known as client projects). This includes service learning.	7%	7%	40%	47%	15
4	Applied research projects	0%	13%	25%	63%	8
5	Portfolio assignments or projects where you reinforce your learning by applying what you have learned to create an original deliverable as it would be done in the industry	0%	11%	50%	39%	18
6	I was not involved in any work-integrated and/or community-engaged learning opportunities.	0%	0%	0%	0%	0

Does the program design ensure students are prepared for subsequent courses?/Are students making satisfactory progress in the program?

14. Thinking of KPU's Marketing program as a whole, please indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	The prerequisites offered prepared me for more advanced courses.	11%	14%	17%	33%	25%	36
2	I was able to take the prerequisite courses when I needed them.	25%	17%	11%	31%	17%	36

3	The range of courses offered each term was adequate.	19%	25%	14%	33%	8%	36
4	I was able to take courses on my preferred campus.	28%	19%	11%	19%	22%	36
5	I was able to take courses in my preferred time blocks.	17%	36%	14%	19%	14%	36

15. You indicated that you “strongly disagree” or “somewhat disagree” with "The prerequisites offered prepared me for more advanced courses". Please explain the reason for your rating.

Prerequisites were not needed to take other courses, only there to hold students back

I think work experience prepared me for 3000 and 4000 level, I do not think the pre reqs did.

We had to do nonsense courses like accounting and while that's fine for an entrepreneur or something, time would have been better spent learning industry related tools

There no reason. I just feel like you not doing good job. Adjust grading system.

I didn't feel that i needed to take the prereqs to understand the advanced courses.

I think the concept of prerequisites needs ro be redesigned as sometimes it causes student to extend their graduation date by an entire semester just because of reasons related to not havingn the correct prerequisites for the final course.

strongly disagree

16. You indicated that you “strongly disagree” or “somewhat disagree” with "I was able to take the prerequisite courses when I needed them". Please explain the reason for your rating.

I had issues transferring some of my credits and courses from other universities. This made it difficult to get some pre requisite courses at KPU.

Sometime i had to wait a whole semester to be able to finish the prerequisites i needed to move to the 3000 or 4000 courses since there are only 1-2 options and they are always full

it's been a long time but i know some courses weren't offered during certain times, such as during fall or spring seasons

There were limited prerequisites courses that were available and it was usually offered by 1-2 instructors. Especially, during the transition from 2nd year to 3rd year and also from 3rd year to 4th year. With such a high demand for the courses, I usually had to wait a semester or so before I can take them.

Had to bus from my home and job in Richmond to Surrey for almost all business courses

Not enough sections offered

There was a situation where I needed to take a higher level course and I was not able to due to needing to take the pre requisite that semester. It nearly made me have to do an extra semester before graduating and I had to go through a lot of headache to be able to do those courses together.

The popular course times filled up so fast. I had to extend my degree by an entire semester because I couldn't take the courses I needed

Some of them it's part of requirement am I wrong or am I right. Or am stupid

They were either full or not offered or the professor that was teaching had a really bad rating so I couldn't get into courses I needed.

the time and the days the courses were taught did not suit me and sometimes they would all be filled up to begin with

17. You indicated that you “strongly disagree” or “somewhat disagree” with "The range of courses offered each term was adequate". Please explain the reason for your rating.

The options are limited and the courses are always full

Not enough courses being offered

Courses offered each term had a very limited course selection and lacked variety. There were insufficient specialization courses. It would be great to see the program grow to include specialized courses and keeping up to date with relevant industry changes.

For 3000-4000 level courses, there may only be 2 sections, this does not provide enough flexibility in regard to time or campus location

Overall, in the BBA in Marketing Management there are very required courses and most of it was coming from the electives.

Prerequisite that were needed and important were not offered and we were not told or select on our own the replacement prerequisites. Only way to get passed was to speak with a councilor

Often found myself picking from 1 or 2 sections or not even getting on to a course because students with earlier registration already got in and filled up the classes

Often found that there were limited courses available.

There was times where I wanted to take a certain course but it was unavailable that semester. This resulted in me changing when I would take that course or I just had to take something different that I was not interested.

There would often be only 1 teacher teaching a course and it would be at like 8pm on a Friday at the Richmond campus. It was insane

That fact

As we got to higher level courses, this was absolutely not true. Majority of the time, there was were two classes offered for one course which would get filled up easily and you'll be waitlisted. Mind you, these were mandatory courses needed for graduation. Some weren't even offered during certain semester. There was also a time when I had to resort to taking a really low rated professor because it was the only class offered. That professor ruined my gpa and if I hadn't taken it, my graduation would've been delayed a semester. I do want to say first and second year courses were fine. This comment was more for third and fourth year courses.

there were not enough classes of some courses that were offered maybe due to staff shortage but then i would have to take them the following semester

18.You indicated that you “strongly disagree” or “somewhat disagree” with "I was able to take courses on my preferred campus". Please explain the reason for your rating.

Some of the required courses were only available at certain campuses.

There are not enough variety of courses in all campuses

had to go to richmond or langley and commute long hours just to get a course.

Many of the business and marketing courses are only offered at one campus. There was no ability to take courses marketing courses at other campuses. The main options available were the Surrey campus or online.

More courses should be offered in Richmond as it is more or an accessible campus than Surrey

For myself, the preferred campus is Surrey. However, these classes were booked up fairly frequently and therefore I had to commute to Richmond (most of the times) and Langley (sometimes).

Prefer Richmond

Had to drive from Langley to Richmond for a fair number of required courses

There were times where the courses I wanted were not offered at the richmond campus, but only surrey. This sometimes happened because courses would get full as a result of having not enough course selections.

There were often times where a prerequisite was only offered at one campus and it conflicted with another class I had to take at another campus. I spent several semesters driving between campuses on the same day. Paying for parking multiple times.

All course is full I was force to talk course far away. I so frustrated and mentally abused because of these

some courses were only offered on campuses away from my home and the commute would be difficult along with the timings that the course was offered at

19.You indicated that you “strongly disagree” or “somewhat disagree” with "I was able to take courses in my preferred time blocks". Please explain the reason for your rating.

Only a few courses available.

There were very few classes available so not giving the choice to choose the time block

Covid year made it difficult to find an appropriate time block. I remember lots of waitlists.

Some 3rd or 4th courses are in the evening which affect my ability to get home

sometimes i had to take late night courses just to get something in the books

Many times courses ran during the same day and time as other marketing courses students are required to take. Having courses that don't overlap should never be an issue since it is understood that marketing students will be taking these required courses.

I had to rework my personal schedule to make my 3000-4000 level courses work

Especially in the third and fourth year. Most of the courses were limited to one course and that would overlap with another course that I needed to take; due to this reasoning, I had to drop one of the courses and was forced to take it the next semester.

- Prefer outside of work hours
- Sometimes courses would only be available at certain times when I required a different time slot I.e only mornings when I was looking for an evening class
- Some courses only offered a couple of different times. This made it challenging for me to get my preferred times. I was working a job while going to school, so this was really important for me to have a flexible schedule.
- There were days where the only block of a course would be at 8am and then my next class would be at 10am at another campus. I struggled big time
- I need work and make money. I have other things that important on life
- Again, because there was limited classes offered the ideal time blocks would either get filled up quickly (before my registration date) or have a terrible professor. Wasn't left with much of a choice.
- i was not able to take classes on certain days and times when it suited me best and upon talking to other students they had the same problem
- Some classes were only offered at 7-9:50 pm as this time is great for working individuals 9-5, it was a late class when needed to complete homework or having a class early in the morning. For example [Course Name Redacted] was only offered at this time.

Does the instruction meet the needs of diverse learners?

20.Overall, how satisfied are you with the instruction you have received in KPU's Technical Management and Services program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with the instruction you have received in KPU's Marketing program?	Percentage
1	Very dissatisfied	3%
2	Somewhat dissatisfied	14%
3	Neither satisfied nor dissatisfied	19%
4	Somewhat satisfied	31%
5	Very satisfied	33%
	Total number of respondents	36

21.Thinking of how instruction is delivered across the program as a whole, please indicate the strengths of the program instruction.

- Personable instructors; dynamic learning environment; flexible scheduling; interesting content.
- Strengths include providing good research
- Consistency throughout courses on key approaches to marketing regardless of professor
- Knowledgeable instructors with office hours
- attentive instructors decent learning pace
- The program instruction in KPU's Marketing program excels in interactive teaching methods, leveraging experienced faculty and technology integration to provide practical application of concepts. With a flexible approach to instruction, students benefit from personalized feedback, networking opportunities, and hands-on learning experiences, ensuring they are well-prepared for the dynamic demands of the marketing industry.
- The mixture of online and in-person is a good idea.
- Many professors are amazing and have great teaching methods, others are rather archaic and do not offer related or engaging materials. This should be reflected in the professor feedback forms that are sent out each semester and secondarily via ratemyprofessor.com

The group assignments, the research projects (individual and group), the practical examples of working with different companies. I had to work with a craft brewery once and figure out the best strategy for them to market their business.

The instructors

Small class sizes is a benefit, as is the experienced instructors

Using real-life examples/projects

There were certain profs that did an excellent job of getting information accross and going beyond the textbook materials. Those are the classes I learned the most and grew as a student. I would also say, for the most part, profs were great at being available for extra help outside of classes. I utilized this quite a bit.

The strength was the real life experience I got with brands. Working on a marketing plan for a company was valuable. It wasn't enough or hands on enough (all theoretical, we didn't actually get to implement any of the stuff we planned) but it was a good start

Think about

Some instructors are excellent and really reinforce textual concepts with real life applications. The strongest part of the program is the real life projects we did like creating a marketing plan for a real company, rebranding for a real company, creating a real website and applying digital media concepts. Shoutout to **[Instructor Names Redacted]**!

the curriculum was good, the professors were knowledgeable and helpful when you needed help

In person classes with instructors giving everyone a fair chance to participate was the best part pf attending classes in person. I was not a big fan of online classes on the contrary to popular beliefs stating otherwise.

They only provide once-a-week classes, and it's not enough to learn from them. It would be better to divide up two days of classes so students could focus on study materials and engage with the class. Also, KPU has a deficient school culture, and I could not enjoy any school life at KPU. Kpu should have had a better culture of the school, and people engage with school activities and other events.

Diverse options and electives. Was able to work in groups and individually.

I disliked classes where the teachers were very rude, I had a few in all honesty. Some teachers also do not care about the students time and think that there class is the only one that matters so they don't mind giving unfair amounts of work.

small classes

The strengths include a lot of courses offered online which really helped with my personal and work schedule while completing my degree at KPU.

22. Thinking of how instruction is delivered across the program as a whole, please provide any suggestions you have for improvement in program instruction.

Perhaps instructors could take the time to incentivize out-of-the-box thinking and learning strategies.

Giving more practical internships because it's very hard to have big scope in the industry

Continuation on practically community client projects through multiple courses rather than just one class

Lecture integrated within project milestones. Enforce more collaborative teamwork between students since projects are normally done by 30% of the team.

focus on practicality over theory. Place a higher emphasis of getting students in the workplace. Educating is one thing but learning on the job is another

Improving program instruction in KPU's Marketing program could involve diversifying teaching strategies to cater to varied learning styles, providing ongoing professional development for faculty, and strengthening industry integration for practical exposure. Enhancing technology integration, implementing feedback mechanisms, fostering mentorship programs, emphasizing soft skills development, and refining assessment methods would further enhance instruction quality, ensuring students are well-equipped for success in the marketing field.

N/A

Lesson plans / course outlines should be reviewed by faculty each semester or whenever changes are made to ensure reasonable and more importantly consistent expectations are required. Many professors have quite different expectations and evaluation criteria within the same course levels.

Grading structure of international students

Offering a greater variety of classes

More digital marketing related courses

A lot of it was following along a textbook that can often be outdated.

Considering I had sexist professors, professors who tried to impose their religious/political views in their grading, the insane assignments, the lack of feedback, and the fact that some of them had zero clue of what tools we could use (still purporting Facebook as a social media standard). Honestly, the professors are out of touch, out of date, and lazy

Think about it

Like I've mentioned, some instructors get side tracked very easily and i will name one because I had an absolutely terrible experience in his class. **[Instructor Name Redacted]** business development class would without fail run over time (it was online in covid). He would talk about everything but the course material. His assignments needed to be decoded because there was no explanation provided. That's one I can say I learned nothing from.

i think including more contact with real businesses so that students can understand real life scenarios and solve them

Courses should be only in person and KPU should increase the number of sections for each course. Hiring more instructors would address this issue directly.

Some instructors are very arrogant, and they do not care about students at all. Some just put on "self-learning " and don't teach at all. As alumnus, I really wish my school will get better reputation and help to have a better networking otherwise international or local will not choose ourschool.

Already provided, more relevant materials to the current trends and help in creating a diverse portfolio when graduating to ensure a smooth transition into the workplace.

I enjoyed online classes as I am far from campus. I don't think they took away from the learning, but if you want to work on your communication skills with other peers, it is important to go in person.

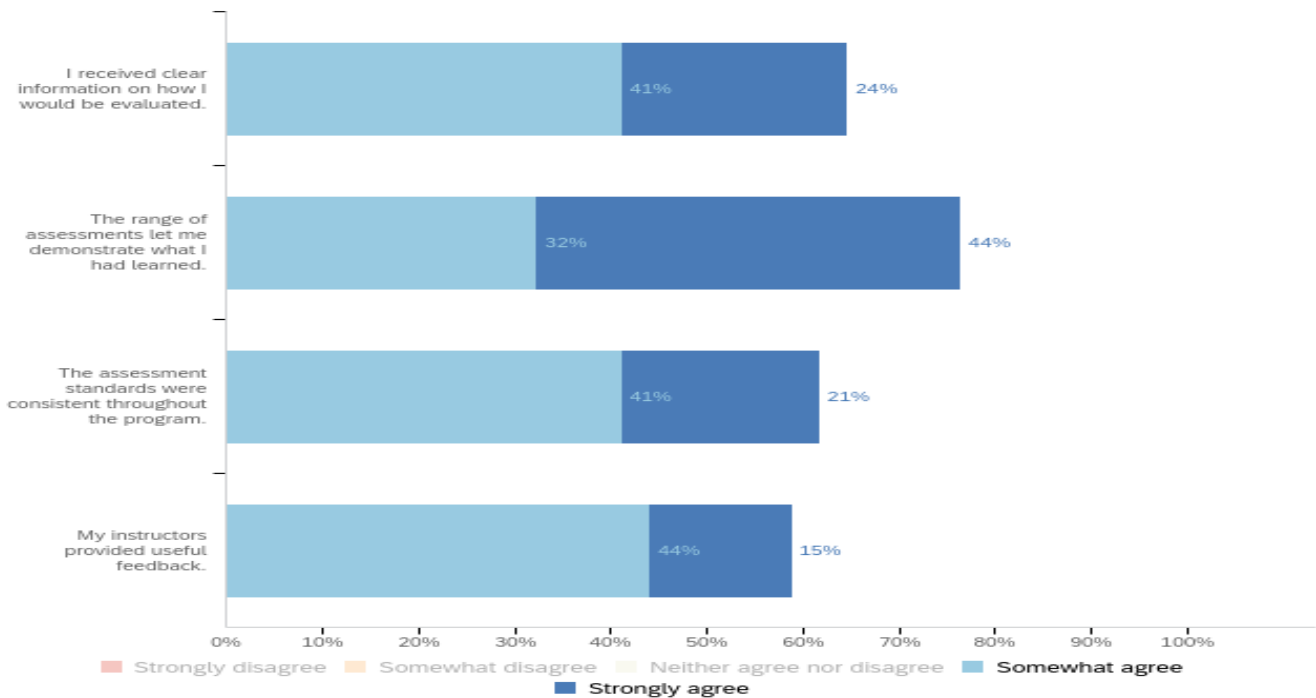
Reliance on group projects when it is clear there are individuals in the class not suited to working as a team and them detracting from the group's work

More online course sections can be offered to help limit the need for waitlists for those courses.

More digital marketing and data anlysis

Do the assessment methods allow students to demonstrate to what extent they have achieved the learning outcomes?

23.Thinking of how learning is assessed in the program as a whole, indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	I received clear information on how I would be evaluated.	6%	9%	21%	41%	24%	34
2	The range of assessments let me demonstrate what I had learned.	6%	3%	15%	32%	44%	34
3	The assessment standards were consistent throughout the program.	9%	9%	21%	41%	21%	34
4	My instructors provided useful feedback.	6%	9%	26%	44%	15%	34

Are graduates of the program successful?

Further Education

24. Have you pursued further education since completing KPU's Marketing program?

#	Have you pursued further education since completing KPU's Marketing program?	Percentage
1	Yes	21%
2	No	79%
	Total number of respondents	34

25. Please list the name of the program and the institution where you enrolled after completing KPU's Marketing program.

UBC SAUDER SCHOOL OF BUSINESS
Jelly Academy
Career Development practitioner program
Capilano University - Early Childhood Educator
Brainstation

26. What is the highest credential you have earned or are currently pursuing since completing KPU's Marketing program?

#	What is the highest credential you have earned or are currently pursuing since completing KPU's Marketing program? - Selected Choice	Percentage
1	Diploma	50%
2	Associate Degree	0%
3	Bachelor's Degree	17%
4	Master's Degree	0%
5	Doctorate	0%
6	Professional designation (Please specify)	0%
7	Other (Please specify)	33%
	Total number of respondents	6

Other (Please specify) - Text
LAW Program
Digital Marketing & PR Certification

27. To what extent do you agree that the KPU's Marketing program prepared you well for further education?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	To what extent do you agree that the KPU's Marketing program prepared you well for further education?	Percentage
1	Strongly disagree	14%
2	Somewhat disagree	0%
3	Neither agree nor disagree	14%

#	To what extent do you agree that the KPU's Marketing program prepared you well for further education?	Percentage
4	Somewhat agree	57%
5	Strongly agree	14%
	Total number of respondents	7

Employment

28.Are you currently employed in a field related to what you studied at KPU?

#	Are you currently employed in a field related to what you studied at KPU?	Percentage
1	Yes	48%
2	No	52%
	Total number of respondents	33

29.Were you previously employed in a field related to what you studied at KPU?

#	Were you previously employed in a field related to what you studied at KPU?	Percentage
1	Yes	33%
2	No	67%
	Total number of respondents	18

30.Which of the following best describes your current employment situation?

#	Which of the following best describes your current employment situation?	Percentage
1	Full-time regular position	81%
2	Part-time regular position	6%
3	Contract position	0%
4	Casual or temporary position	0%
5	Business owner or entrepreneur	13%
	Total number of respondents	16

31.What is your position/role/job title?

Marketing Account Strategist
Marketing Coordinator
Marketing Specialist
sales development representative
Account Executive, Membership Experience for the Vancouver Canucks
Marketing Manager
Assistant Sales Manager
Business owner
Sales Rep
Digital Advertising Specialist
Assistant Product Marketing Manager

Communications
marketing specialist

32.Could you specify the organization where you are currently employed? This information will help us better determine KPU graduates’ career trajectories.

OpenRoad Auto Group
Small to medium sized business
Boomi
Vancouver Canucks
Evan Strain Marketing
Rogers Communications
HC jewelers
Portland Tractor Inc Canada
KPU
WineDirect
Non-profit business association
The Oppenheimer group
NAVEG

33.Which of the following best describes your previous employment situation?

#	Which of the following best describes your previous employment situation?	Percentage
1	Full-time regular position	50%
2	Part-time regular position	0%
3	Contract position	50%
4	Casual or temporary position	0%
5	Business owner or entrepreneur	0%
	Total number of respondents	6

34.What was your position/role/job title?

Operations
Marketing and Administrative Assistant
Market coordinator
Digital Marketing Coordinator

35.Based on your experience since graduating, to what extent do you agree that the program prepared you well for an entry-level job in the industry?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Based on your experience since graduating, to what extent do you agree that the program prepared you well for an entry-level job in the industry?	Percentage
1	Strongly disagree	14%
2	Somewhat disagree	9%
3	Neither agree nor disagree	18%
4	Somewhat agree	45%
5	Strongly agree	14%
	Total number of respondents	22

36. Please identify the skills/knowledge area(s) you felt were missing for an entry-level job in your industry.

Graphic Design / Further digital advertising applications (More hands on with Google and Meta Ads, etc)

None

I had to do my own research to get into the job. I didn't know what i was signing up for until i got it. It also took me having to use my own contacts and referrals to get the job, KPU did nothing for me

Networking, business and marketing jobs are highly competitive nowadays and forming relationships and connections is the best way to secure employment within the field of marketing after graduating. The program should give students more networking opportunities to assist them in securing an entry-level job.

Copywriting and additional design principles (basics were covered but some additional is likely necessary)

Social media content creation and strategy.

As previously mentioned, more sales courses would have better prepared me

Working with different digital platforms I.e Google Ads/Analytics

I ended up getting a job in Digital Marketing. The course material really was not sufficient in giving me the tools that I needed to know. I really had to teach myself a lot of things with youtube and on the job experience.

Computer skill Which u did not offer

I've already answered this in previous comments.

Portfolio, email marketing, facebook and instagram ads, social media content, making content for businesses.

I don't really think this matters, jobs are usually unique and have their own systems in place. You just learn their way of doing things.

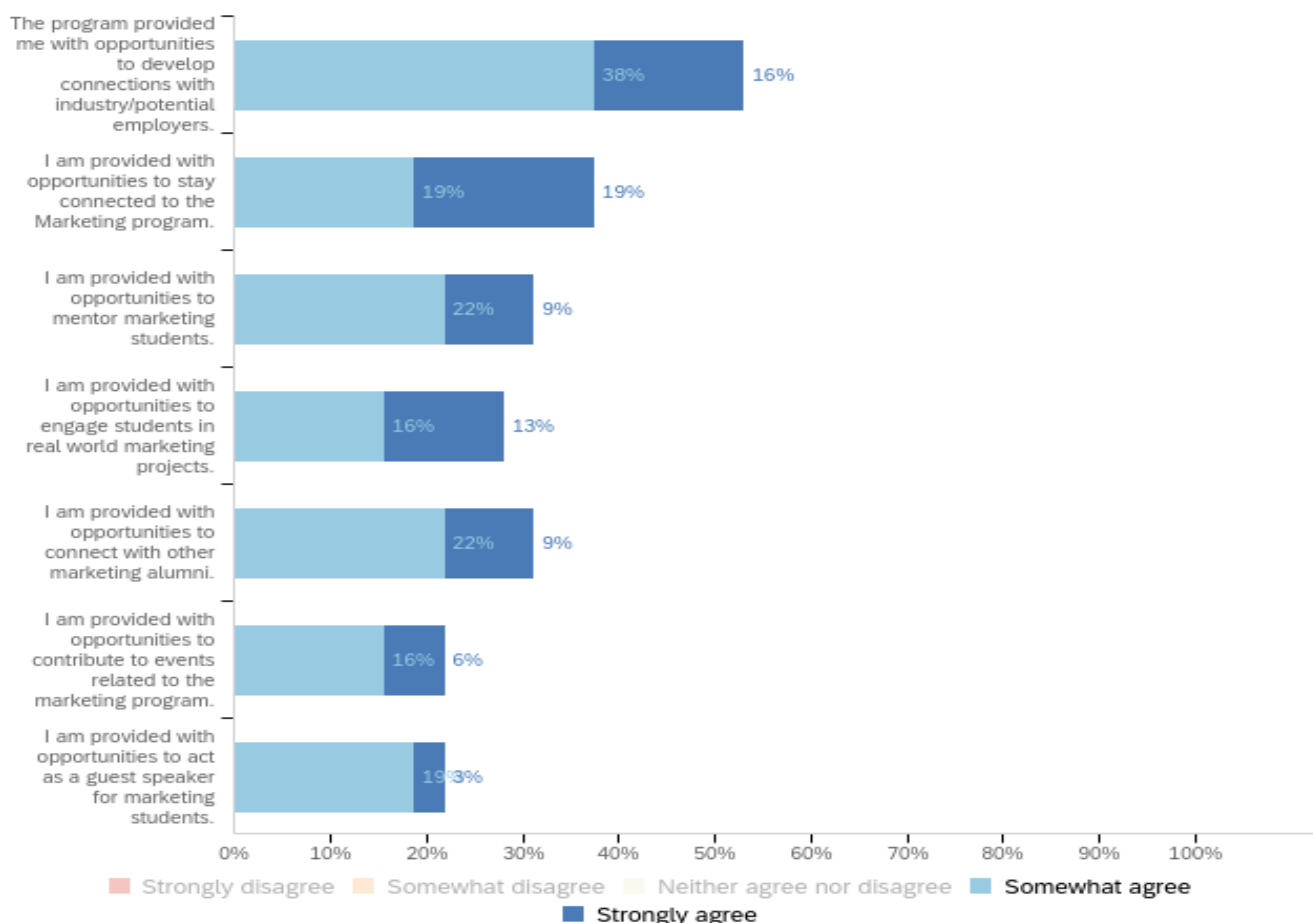
more applied projects in a range of areas

Advertising and budget

Does the program have the connections to the discipline/sector to remain current?

Alumni Connections

37. Please indicate the extent you agree with the following statements:



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	The program provided me with opportunities to develop connections with industry/potential employers.	19%	16%	13%	38%	16%	32
2	I am provided with opportunities to stay connected to the Marketing program.	13%	28%	22%	19%	19%	32
3	I am provided with opportunities to mentor marketing students.	19%	25%	25%	22%	9%	32
4	I am provided with opportunities to engage students in real world marketing projects.	9%	28%	34%	16%	13%	32
5	I am provided with opportunities to connect with other marketing alumni.	25%	25%	19%	22%	9%	32
6	I am provided with opportunities to contribute to events related to the marketing program.	19%	25%	34%	16%	6%	32
7	I am provided with opportunities to act as a guest speaker for marketing students.	22%	22%	34%	19%	3%	32

38.What can the program do to build better connections with alumni?

Have senior work companies that can guide better

More engaged touchpoints, events, someone to actively coordinate

Reach and connect with them more often. Marketing management is a big program and people can take different career paths. It would be nice to be able to connect with others in your graduating years but also those before and after. More networking and connecting would be beneficial for alumni.

The connection between alumni and students should be encouraged since the early on of the program. The marketing club event should recruit more students to help them gain more experience.

To build better connections with alumni, the program can organize alumni events, establish a mentorship program, maintain a database for communication, conduct regular outreach efforts, involve alumni in program activities, recognize alumni achievements, and establish an alumni advisory board. These initiatives aim to foster meaningful engagement, provide networking opportunities, and leverage alumni expertise to enhance the program's reputation and support current students' career development.

Hosting networking events for current students and alumni to connect. This was done once or twice pre-covid (2018-2019). However, nothing afterwards. This would be the best place for alumni to give back to the KPU community and for current students to build connections that can lead to job opportunities.

Many of the extra-curricular events during the program and with alumni feel like a LinkedIn Post, disingenuous and self-serving. Directing students and alumni to larger KPU-sponsored gatherings would elevate the quality of opportunities and the culture of the gathering.

Notify and host more networking events with alumni and marketing students.

Internships

Set up networking events between students and instructors, especially ones they learned from

I think having a marketing alumni group would be amazing. With networking events, speaking engagements, and connecting them with students.

Honestly, I was given zero support, job search help, and no opportunities whatsoever. I moved out of province now, though, so I don't want to "be connected"

I don't want to student that have or had relation to the school. Aka alumni. That none of my concern

have an in person alumni meet and greet with currently or new enrolments

Invite alumni members to career fairs at KPU.

Well I am really disappointed with the program of BBA at Kpu I already tired several times with career development or other options however its very weak alums and small netwoking opportunities.

I think the emails are enough.

The program can offer industry connections for alumni to look into after graduating.

Appendix H: Discipline Sector Survey

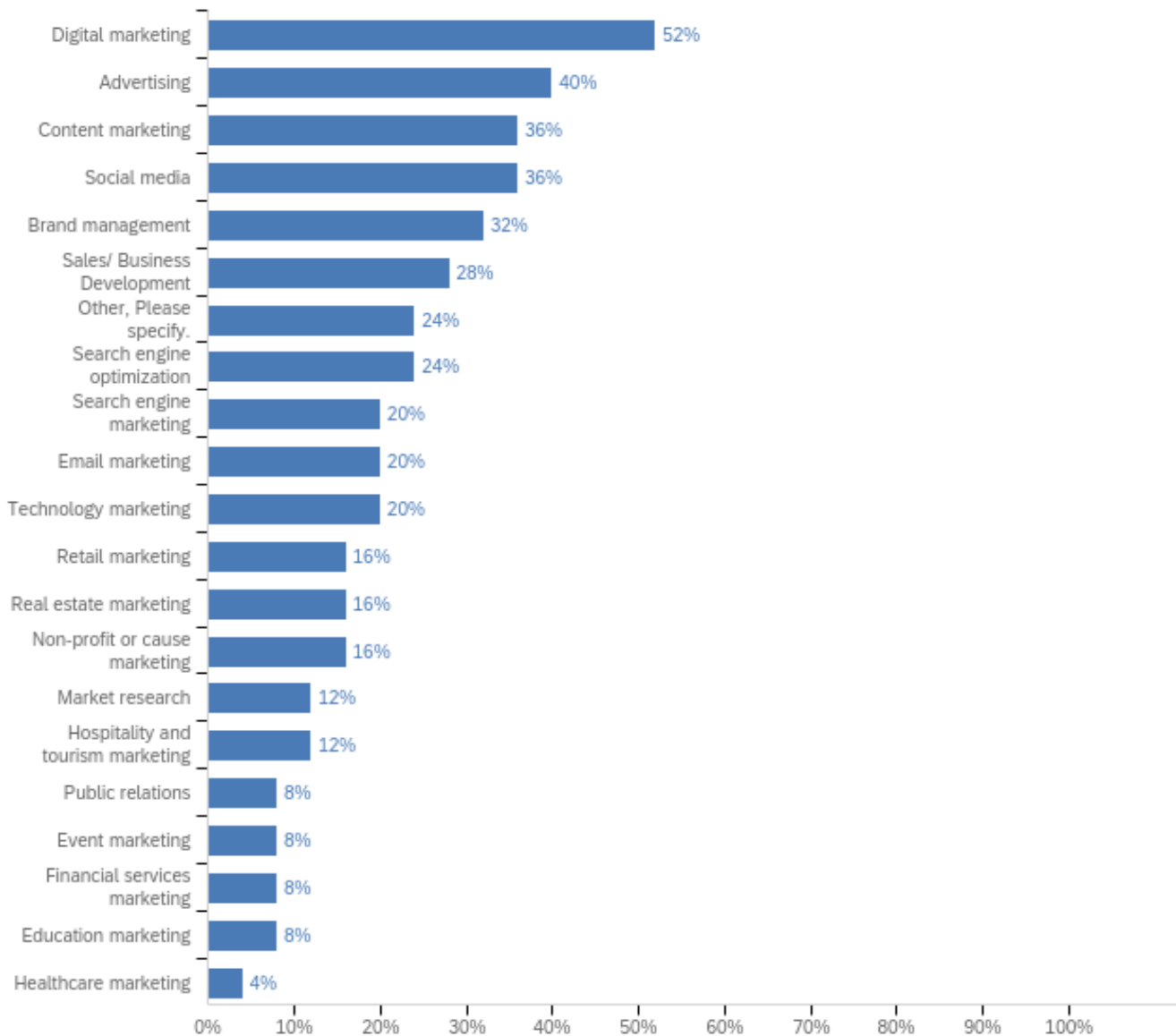
Marketing Program Review – Discipline/Sector Survey Results

The discipline/sector survey was sent to 52 Marketing discipline/sector representatives. A total of 25 representatives responded. The response rate is 48%.

Note: The data includes open-ended comments. In order to preserve integrity and objectivity, OPA does not do value-judgment editing (i.e. we do not fix spelling errors, syntax issues, punctuation, etc.). Comments are included verbatim – with one exception: if individuals or courses are named, OPA redacts the name of the instructor or course. This rule applies to whether the comment is good, bad or indifferent.

About Your Organization/Role

1. Which sector best describes your organization/business? Select all that apply.



#	Answer	%	Count
1	Digital marketing	52%	13
2	Advertising	40%	10

3		Social media	36%	9
4		Content marketing	36%	9
5		Brand management	32%	8
6		Sales/ Business Development	28%	7
7		Search engine optimization	24%	6
8		Other, Please specify.	24%	6
9		Technology marketing	20%	5
10		Email marketing	20%	5
11		Search engine marketing	20%	5
12		Non-profit or cause marketing	16%	4
13		Real estate marketing	16%	4
14		Retail marketing	16%	4
15		Hospitality and tourism marketing	12%	3
16		Market research	12%	3
17		Education marketing	8%	2
18		Financial services marketing	8%	2
19		Event marketing	8%	2
20		Public relations	8%	2
21		Healthcare marketing	4%	1
		Total number of respondents		25

Note: The last row presents the total number of respondents. The total number of responses for this question is greater than the number of respondents. Therefore, the percentage total exceeds 100%.

1-21 – Text Other, Please specify. - Text

Public Sector marketing and communications

Creative agency

Property management

Utility

information technology

I work in Private Equity

2. What is your current job title/role?

When I was working with KPU, my role was Marketing Coordinator at MONOVA: Museum and Archives of North Vancouver. I've since onto to step into the role of Communications Manager at the Vancouver Board of Parks and Recreation.

Vice President of Marketing

VP of Operations though I will become COO in the next 2-3 months

VP Client Services

Sr. Manager Supply Chain

Senior manager, brand, marketing and digital experience

Product Support Manager, Customer Experience

President

National Director, Strategic Marketing

Marketing Manager

Marketing Director

Manager, Marketing and Communications - Vancouver Public Library

Head of Customer Insights & Marketing Solutions
General Manager
Freelance/contractor - Advertising sales and marketing
Founder/CEO
Executive Brand Director - lead client services team, project delivery and new business development
Director of Communications
Director Partner Marketing
Chief Operating Officer
CEO and Principal
CEO
Business Development
Account Executive - Corus Entertainment

3. How familiar are you with KPU’s Marketing program?



Note that “not at all familiar” and “slightly familiar” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all familiar” and “slightly familiar” categories

#	How familiar are you with KPU’s Marketing program?	Percentage
1	Not at all familiar	20%
2	Slightly familiar	32%
3	Moderately familiar	40%
4	Very familiar	8%
	Total number of respondents	25

4. When you think about KPU’s Marketing program, what are the top three characteristics that come to mind?

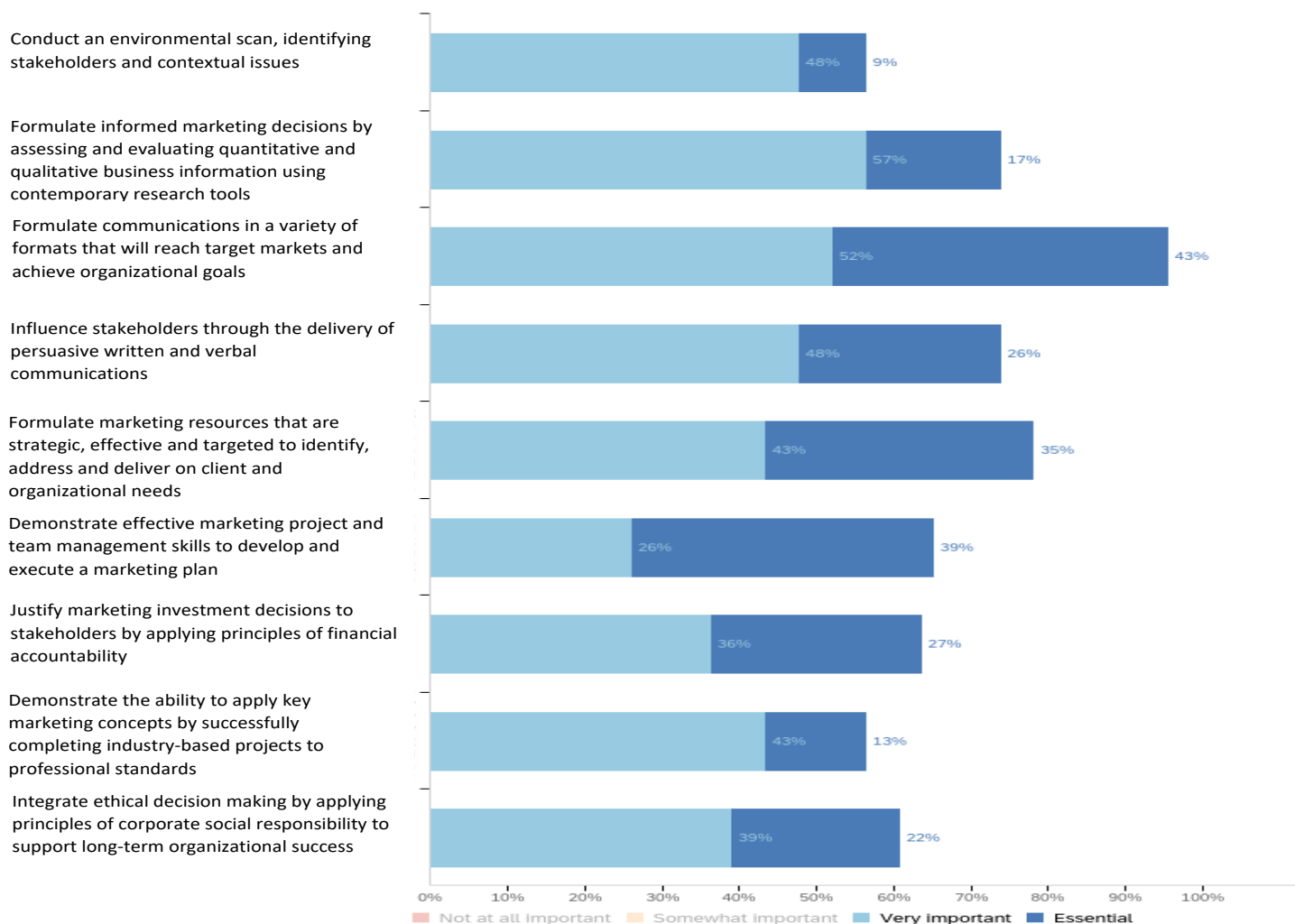
Characteristic #1	Characteristic #2	Characteristic #3
Collaborative	Innovative	Comprehensive
specialized	local	comprehensive
ROI	Reach	information
Practical	Comprehensive	Diverse
Practical	Professional	Community
Small classes	Industry led	New
Applied skills	Partnership with industry	Professional readiness
hands on	relevant	
Diversity	Good Leadership/program	under recognized
Comprehensive	Well thought out	competitive
5 P	Teamwork	KPI and A/B testing
Practical	Intuitive	Engaging

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Program Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?

5. Considering the needs and expectations of your organization, how important is it for an entry-level employee to be able to demonstrate the following?

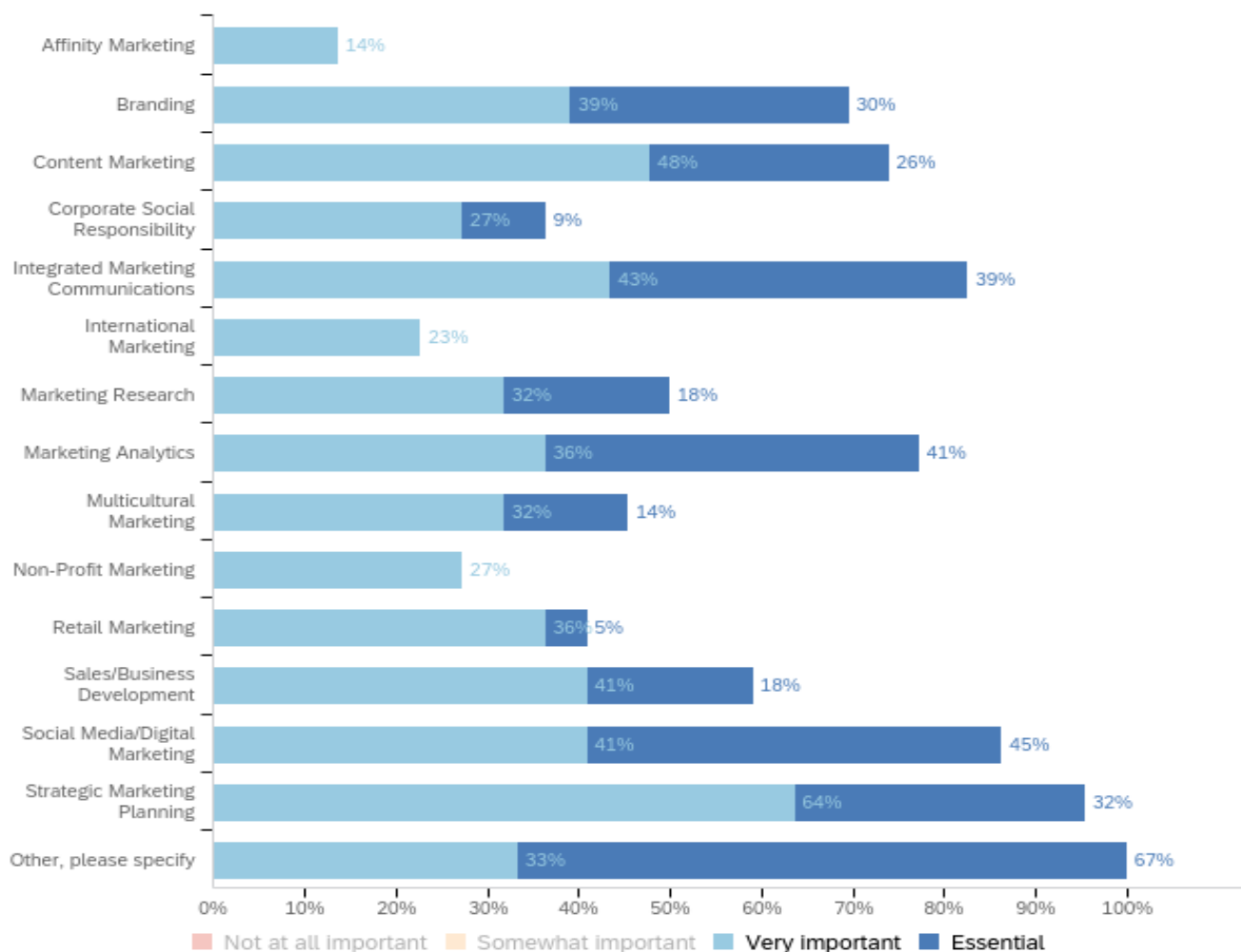


Note that 'Not at all important' and 'Somewhat important' categories are excluded from the chart. Use the frequency table below to review the proportion of 'Not at all important' versus 'Somewhat important' responses.

#	Question	Not at all important	Somewhat important	Very important	Essential	Total
1	Conduct an environmental scan, identifying stakeholders and contextual issues	4%	39%	48%	9%	23
2	Formulate informed marketing decisions by assessing and evaluating quantitative and qualitative business information using contemporary research tools	0%	26%	57%	17%	23
3	Formulate communications in a variety of formats that will reach target markets and achieve organizational goals	0%	4%	52%	43%	23
4	Influence stakeholders through the delivery of persuasive written and verbal communications	4%	22%	48%	26%	23
5	Formulate marketing resources that are strategic, effective and targeted to identify, address and deliver on client and organizational needs	4%	17%	43%	35%	23
6	Demonstrate effective marketing project and team management skills to develop and execute a marketing plan	4%	30%	26%	39%	23

#	Question	Not at all important	Somewhat important	Very important	Essential	Total
7	Justify marketing investment decisions to stakeholders by applying principles of financial accountability	0%	36%	36%	27%	22
8	Demonstrate the ability to apply key marketing concepts by successfully completing industry-based projects to professional standards	9%	35%	43%	13%	23
9	Integrate ethical decision making by applying principles of corporate social responsibility to support long-term organizational success	0%	39%	39%	22%	23

6. How important do you consider the following specializations when hiring a marketing graduate?



Note that 'Not at all important' and 'Somewhat important' categories are excluded from the chart. Use the frequency table below to review the proportion of 'Not at all important' versus 'Somewhat important' responses.

#	Question	Not at all important	Somewhat important	Very important	Essential	Total
1	Affinity Marketing	41%	45%	14%	0%	22
2	Branding	4%	26%	39%	30%	23
3	Content Marketing	0%	26%	48%	26%	23
4	Corporate Social Responsibility	14%	50%	27%	9%	22
5	Integrated Marketing Communications	4%	13%	43%	39%	23
6	International Marketing	45%	32%	23%	0%	22
7	Marketing Research	0%	50%	32%	18%	22

8	Marketing Analytics	0%	23%	36%	41%	22
9	Multicultural Marketing	9%	45%	32%	14%	22
10	Non-Profit Marketing	32%	41%	27%	0%	22
11	Retail Marketing	23%	36%	36%	5%	22
12	Sales/Business Development	14%	27%	41%	18%	22
13	Social Media/Digital Marketing	0%	14%	41%	45%	22
14	Strategic Marketing Planning	0%	5%	64%	32%	22
15	Other, please specify	0%	0%	33%	67%	3

6-15-Other, please specify - Text

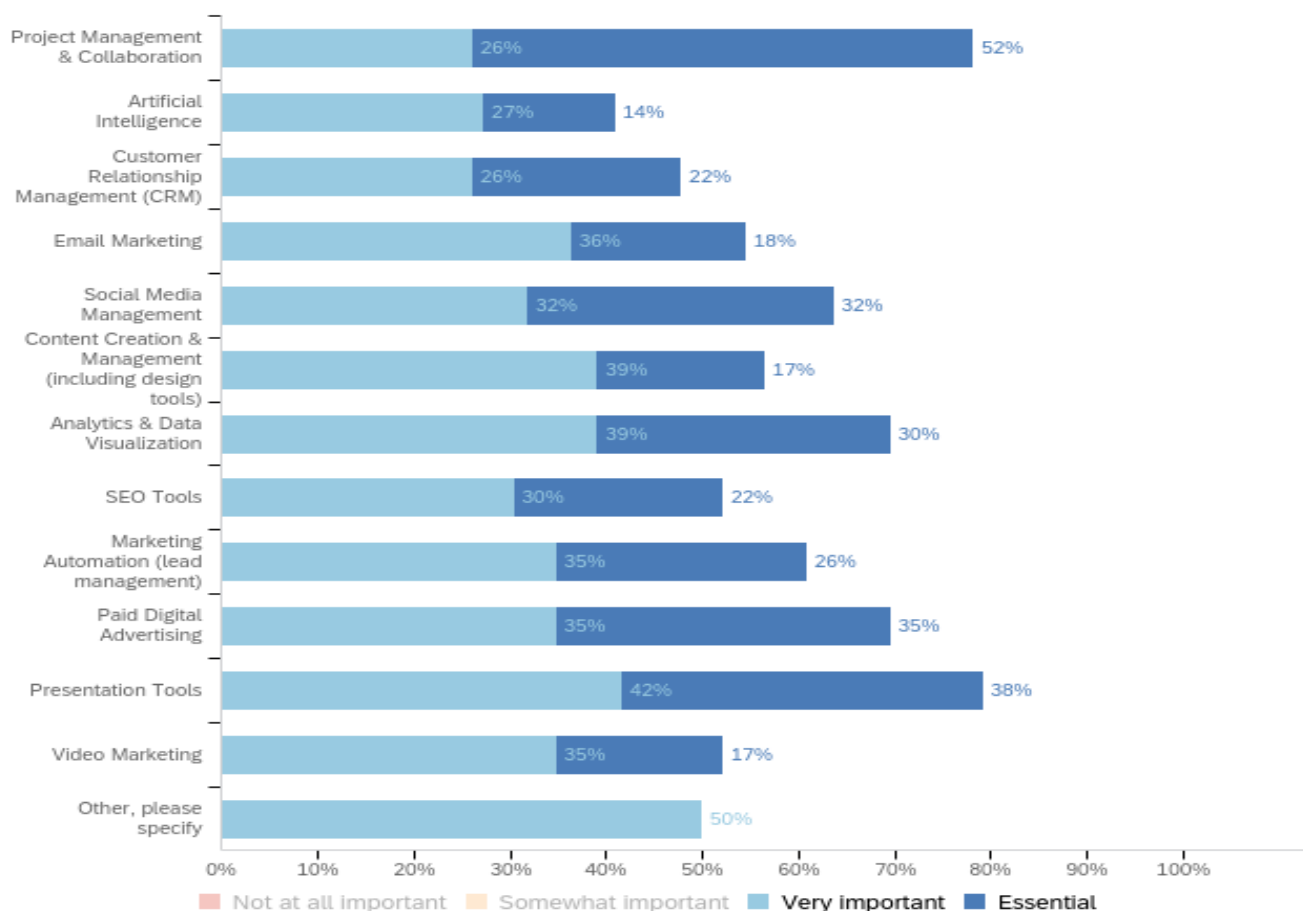
Understanding of Media (channels, strategy, tactical uses)

Operations alignment

I wouldn't expect a graduate to have extensive knowledge in all these areas. In an agency we have a broad knowledge base and the key in entry level positions is a keenness to learn

Product Marketing

7. How important is it for marketing graduates to have a working knowledge of the following types of industry tools?



Note that 'Not at all important' and 'Somewhat important' categories are excluded from the chart. Use the frequency table below to review the proportion of 'Not at all important' versus 'Somewhat important' responses.

#	Question	Not at all important	Somewhat important	Very important	Essential	Total
1	Project Management & Collaboration	4%	17%	26%	52%	23

2	Artificial Intelligence	14%	45%	27%	14%	22
3	Customer Relationship Management (CRM)	4%	48%	26%	22%	23
4	Email Marketing	5%	41%	36%	18%	22
5	Social Media Management	0%	36%	32%	32%	22
6	Content Creation & Management (including design tools)	4%	39%	39%	17%	23
7	Analytics & Data Visualization	0%	30%	39%	30%	23
8	SEO Tools	9%	39%	30%	22%	23
9	Marketing Automation (lead management)	13%	26%	35%	26%	23
10	Paid Digital Advertising	0%	30%	35%	35%	23
11	Presentation Tools	4%	17%	42%	38%	24
12	Video Marketing	0%	48%	35%	17%	23
13	Other, please specify	50%	0%	50%	0%	2

7-13-Other, please specify - Text

n/a

Figma

8. What other skills, training or knowledge should an entry-level applicant have to be hired into your organization?

Soft skills are really important, but hard to teach. But in my experience, the interpersonal component of how applicants show up in the work place and work collaboratively with others is so essential.

Entry-level roles are typically project management and support for strategy and account management. A solid level of understanding of brand, research and advertising is crucial but we'll then teach them our tools and processes on the job.

Communication skills, basic understanding of the pros and cons of different advertising tactics, and a basic understanding of the media landscape. Foundational media knowledge around: Reach, CPMs. CPAs. Video Completion Rate, Halo Effect, Broad Reach Awareness vs Performance Marketing etc.

For our organization it's less about the specific skills and more about their ability to think, communicate, collaborate and problem-solve. I can teach someone how to do the job if they excel at these fundamental traits. I am not looking for a text book learner who needs to follow a linear path just like they were taught. Our business is fluid so every challenge is a little different. I need an individual who can assess what is being asked for and apply critical thinking to figure out the best solution. And who knows how to ask for help and apply the information that is provided to them. And they also just need to be a great person. If they don't have great character then I don't really care how talented they are.

As an agency, time and budget management

An understanding of corporate human interaction: How to understand how to be a proactive net contributor to the organization while at the same time understanding their place within the organization.

Industry knowledge, and by extension industry-specific marketing tools (i.e. Internet Listing Sites)

Public speaking and professional mannerism (dress, eye contact, punctuality)

show and display curiosity, and accountability

Presentation skills - whether small or large group - ability to engage with others.

Having specific skills like (digital marketing, analytics, etc) is nice, but not realistic to expect real knowledge here. That can be learned on the job, what's more important are decision making skills (using data to measure & guide decisions), collaboration skills to work with team members, communication skills to communicate ideas, and a sense of responsibility and ownership of your work. In short, more soft skills than hard skills.

As an account executive, entry-level positions are given a lot of training so the skills and knowledge are built on the job. A good grounding in marketing theory is always beneficial but each of our clients is different so their needs are unique. (Obviously creative/copywriting/design positions need to have specific skills)

They need to know how to get best ROI when spending money on marketing campaign. They need to be to articulate the KPI and what we need to improve on it. They need what the industry and market and competitors KPI and marketing spend and how we can able to stand out from it. Also plan how to manage the marketing campaigns

Written and verbal communication skills, time management, presentation skills, ability to manage through competing and conflicting priorities.

The demonstration of constant learning, and the ability to see ahead. Not reliant on current trends to inform future success

Building strategy, project management, stakeholder engagement/communications, identifying marketing risks and mitigations are the top 5
It's not so much about learning all the types of marketing, it's understanding how to meet customers and where to meet them. The channel is irrelevant, the content should speak on it's own

9. What are the emerging trends in the sector that KPU Marketing students should be prepared for? These trends might include technology, sustainability, and innovation. Please be as specific as you are able to.

n/a

Working in software and internet businesses its essential that students know how to measure what they do. Tools in this industry are changing quickly and becoming more complicated & specialized.

The importance of brand strategy aligned to corporate strategy. How A.I. can improve the job we do, rather than replace the people doing the job.

Media innovations and new policies such as the removal of cookies from websites, the introduction of new social media channels etc. New technologies such AI tools and how to harness value from them. Equity, diversity and inclusion is now a mandatory consideration for marketers in terms of representation etc.

Measurement challenges due to increased awareness of privacy and stricter privacy compliance laws. Students should understand that the underlying metrics in dashboards provided by FAANG companies are often estimates rather than fact.

Knowledge of the impact of sustainability on businesses and consumer sentiment. Understand terms such as sustainability web development, ESG, UNSDG, eco-friendly, planet-conscious, and circular economy. Understand terms such as WCAG, DEI, etc. General understanding of AI and formulate an opinion on the use of ChatGPT, etc. Familiar with general social media trends, platforms, and tools.

Interpersonal communications. AI can create as good of content faster and cheaper, so if the person-to-person communication and delivery is missing, there is no room for people in marketing

Generative Artificial Intelligence (AI), Large Language Models (LLM), Machine Learning (ML)

Continuous learning. Every student should be aware that their degree/diploma is only one step in a learning journey. Technology is continuously evolving and affecting how people do jobs such as marketing. This year it is "AI", next year it will be something new. They should be planning their next educational/training moves the moment they step out your door.

Certainly AI comes to mind.

AI, video and emerging platforms

AI's impact on how our prospective residents find us online, and it's impact on our tools and marketing stack overall.

AI is obviously a trend that is exploding. Students who have a solid understanding of AI, how to use AI and some of the risks and dangers of using AI in the marketing field will be a valuable asset.

AI - how to be 2x-3x more productive with it

AI (how can we do things more efficiently and optimize the way we work), Sustainability (authenticity in marketing materials reflecting values and purpose of the company to showcase how we support, what customers value to know), SEO (how to get around cookies and tracking), ability to translate marketing investments into bottom line value.

- AI - 5 P - A/B testing - ROI - Effective and efficient marketing spending - KPI - Market research on target market, competitors and industry trend. Especially how to figure what the competitors are doing with their marketing and sales

QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

Career and Further Education Preparedness

Are graduates of the program successful?

10. Which of the following best describes your previous experience with students and/or alumni in KPU's Marketing program? Please select all that apply.

#	Answer	%	Count
1	I have hosted KPU Marketing co-op, practicum or internship students.	17%	4
2	I have worked with KPU students on class projects.	21%	5
3	I have worked with KPU Marketing alumni.	8%	2
4	None of the above	58%	14

Note: The last row presents the total number of respondents. The total number of responses for this question is greater than the number of respondents. Therefore, the percentage total exceeds 100%.

11. Based on your experience, how prepared were KPU's Marketing co-op, practicum or internship students to work in your organization?

100%
Very well prepared

Very well prepared Extremely well prepared

Note that "not at all prepared" and "somewhat prepared" categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the "not at all prepared" and "somewhat prepared" categories

#	Based on your experience, how prepared were KPU's Marketing co-op, practicum or internship students to work in your organization?	Percentage
1	Not at all prepared	0%
2	Somewhat prepared	0%
3	Very well prepared	100%
4	Extremely well prepared	0%
	Total number of respondents	4

12. Based on your experience, how prepared were the KPU Marketing students you worked with on class projects?

40%
Very well prepared

Very well prepared Extremely well prepared

Note that "not at all prepared" and "somewhat prepared" categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the "not at all prepared" and "somewhat prepared" categories

#	Based on your experience, how prepared were the KPU Marketing students you worked with on class projects?	Percentage
1	Not at all prepared	0%
2	Somewhat prepared	60%
3	Very well prepared	40%
4	Extremely well prepared	0%
	Total number of respondents	5

13. Based on your experience, how prepared were KPU's Marketing alumni to work in your organization?

Too few responses to report

14. Please comment on how well the program is preparing students for work.

Was really impressed with the students at KPU. Had a good experience and would work with these folks again.

Very good

I think the program is doing a great job. However, it has been several years (pre-COVID) since I worked directly with the students so I can't speak as strongly to how they are prepared for today's evolving landscape in marketing. If they are prepared to be critical thinkers, have a strong work ethic and be great people then they will be well prepared to adapt to any environment or organization.

I think it gives them broad strokes of foundational understanding, but they are lacking severely in the interpersonal relationships required to actually do something.

I don't really know how well the program is as a whole as I have not spent a lot of time looking at all elements of the program.

From my interaction they appeared to be well prepared. However, my interaction was limited to a smaller group that was voluntary participation.

- Teamwork - Communication - Somewhat knowledge on theory but not very practical

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Program's Connections

Does the program have the connections to the discipline/sector to remain current?

15. How satisfied are you with the opportunities you have to stay connected to KPU's Marketing program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	How satisfied are you with the opportunities you have to stay connected to KPU's Marketing program?	Percentage
1	Very dissatisfied	9%
2	Somewhat dissatisfied	9%
3	Neither satisfied nor dissatisfied	32%
4	Somewhat satisfied	32%
5	Very satisfied	18%
	Total number of respondents	22

16. What can KPU's Marketing program do to build better connections with the discipline/sector?

Support students participating in industry events - BCAMA, etc. It's easier to they come to our events as opposed to us having to carve out time to spend with each post-secondary school program.

Provide a better understanding of what internship or other engagements KPU students could have within the industry. Currently BCIT runs a very robust internship with the Advertising community in Vancouver. So they are top of mind, as are their students. I find that KPU is a bit unknown and not present in the Vancouver ad circles.

I'm very new to the KPU family, so don't feel equipped to answer this.

I'm not aware of any outreach efforts, perhaps these are happening in different geographies closer to campus? My office is downtown Vancouver.

Surveys like this are a great start

Expand visibility

n/a

My agency has worked with KPU but we I don't have any connections with the marketing program.

- They need to reach out to previous alumni to see what job offer they can help them with and also check in on them to see what they can do to help to the alumni after graduation

Commodity, retail, B2B, B2C - there's value in outside speakers connecting with students. I would like to help and assist the growth of the next generation of marketers, I don't know who or how to get involved.

- align project work with industry to gain experience. I.e. project for firms/companies in need of support

Your business alumni program has been absolute abysmal at staying connected with individuals. It's been a decade since I've graduated from the ENTR program and there has been zero outreach, we no longer have access to our KPU emails, and the reason I'm filling out this survey is my old Communications Professor reached out to me through LinkedIn.

Bring alumni together for entire faculty, not just for marketing, all business majors are relative

17. Please rate your level of interest in participating in projects that connect program students with the discipline/sector.

#	Please rate your level of interest in participating in projects that connect program students with the discipline/sector.	Percentage
1	Not at all interested	13%
2	Somewhat interested	61%
3	Very interested	26%
	Total number of respondents	23

18. Please share any project ideas you have to connect program students with the industry.

BCIT runs a great connecting event for their internship placements. It includes speed interviews and a mingling opportunity for students to approach representatives from the agencies that participate (which is most of the bigger ones). They then have an application process where the students apply to the agencies they are interested in for their internship. If interested in breaking into the advertising community I think some sort of engagement with the key agencies is critical to get on the students on the radar would be very valuable.

None at the moment, I'm just happy to support students if/as my schedule allows.

Customer segmentation, market research, competitor scoping

Associate Product Marketing Manager internships

Get them to pitch new ideas for businesses to consider but under a specific budget threshold. Eg. come up with a \$50k ad campaign for Y vertical

Appendix I: Faculty Survey

Marketing Program Review - Faculty Survey Results

The faculty survey was sent to 25 Marketing faculty members. A total of 17 faculty members responded. The response rate is 68%.

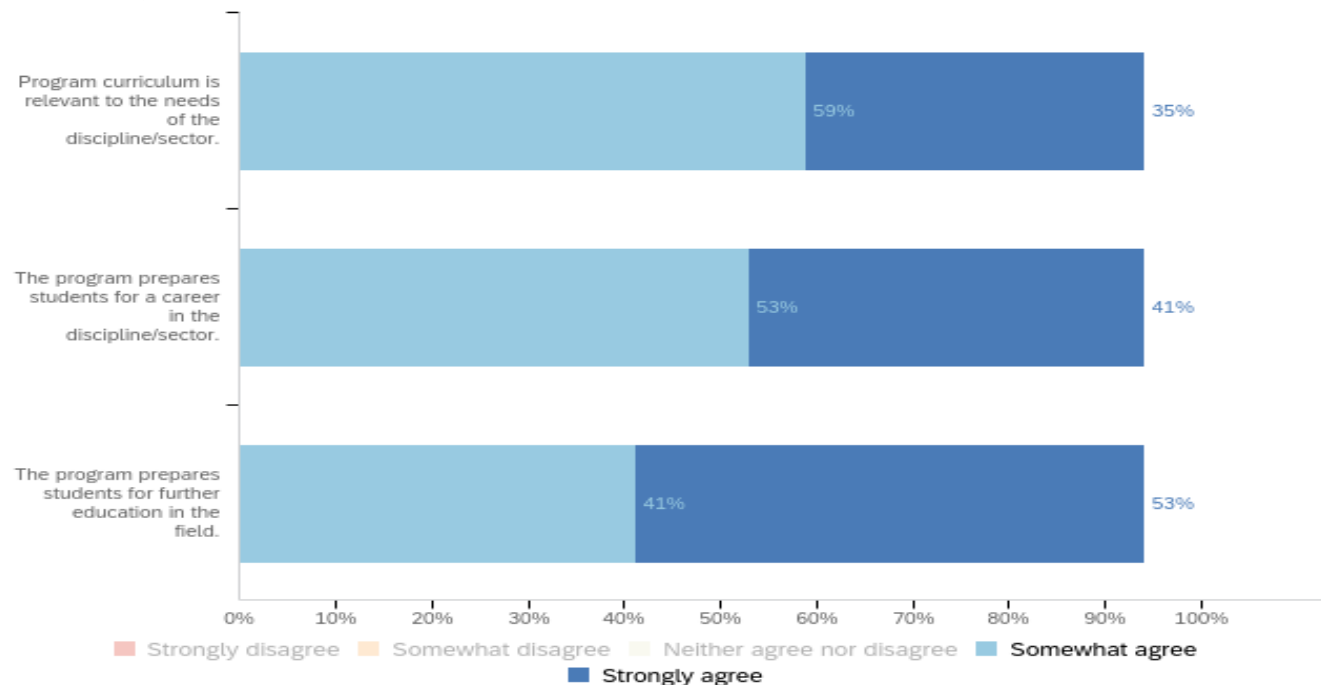
Note: The data includes open-ended comments. In order to preserve integrity and objectivity, OPA does not do value-judgment editing (i.e. we do not fix spelling errors, syntax issues, punctuation, etc.). Comments are included verbatim – with one exception: if individuals or courses are named, OPA redacts the name of the instructor or course. This rule applies to whether the comment is good, bad or indifferent.

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Program Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?

1. Thinking of KPU's Marketing program as a whole, indicate the extent you agree with the following.

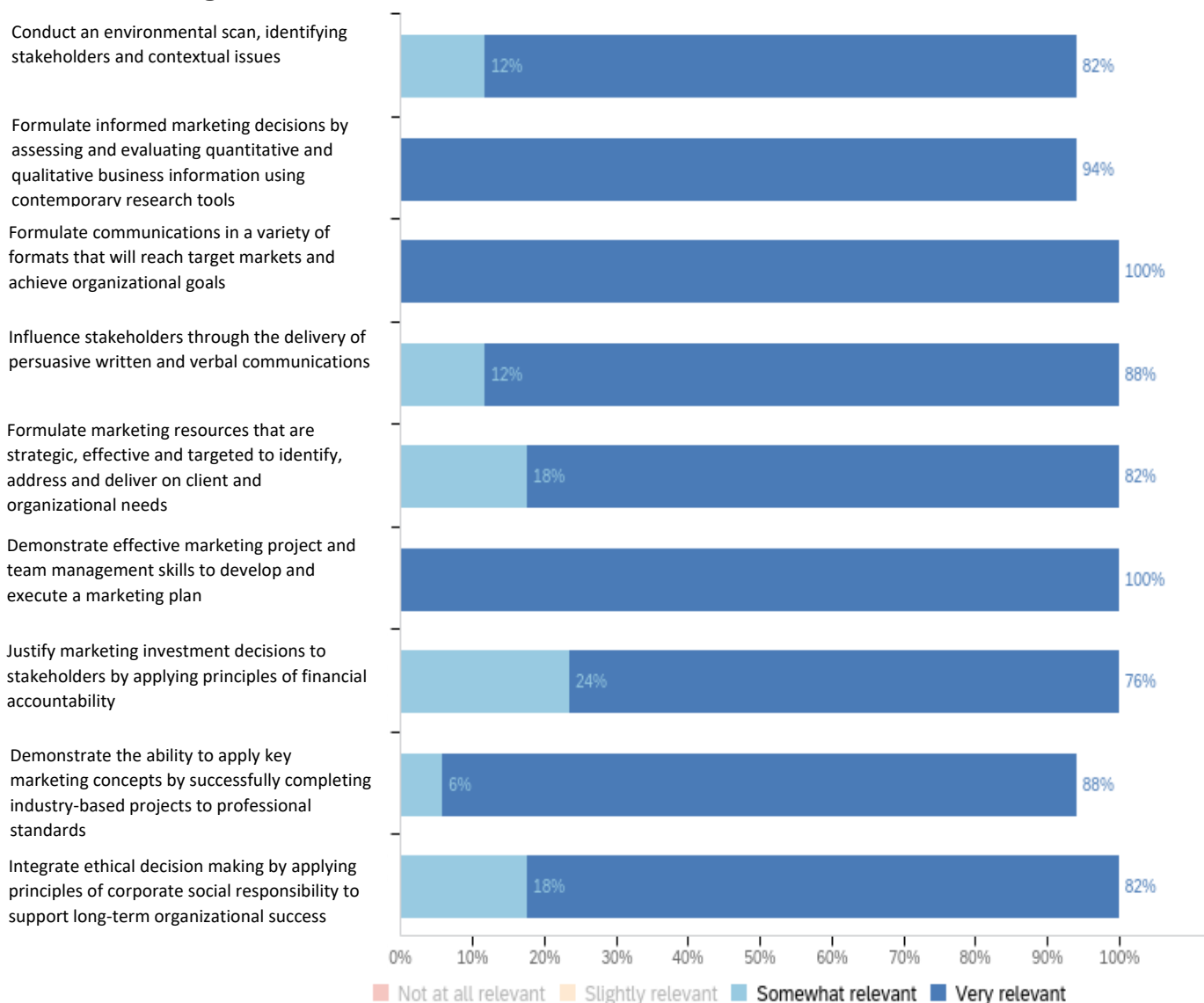


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	Program curriculum is relevant to the needs of the discipline/sector.	0%	6%	0%	59%	35%	17
2	The program prepares students for a career in the discipline/sector.	6%	0%	0%	53%	41%	17
3	The program prepares students for further education in the field.	6%	0%	0%	41%	53%	17

2. Please indicate how relevant each of the following Program Learning Outcomes is to the current needs of the discipline/sector.

BBA in Marketing



Note that “not at all relevant” and “slightly relevant” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all relevant” and “slightly relevant” categories.

#	Question	Not at all relevant	Slightly relevant	Somewhat relevant	Very relevant	Total
1	Conduct an environmental scan, identifying stakeholders and contextual issues	0%	6%	12%	82%	17
2	Formulate informed marketing decisions by assessing and evaluating quantitative and qualitative business information using contemporary research tools	0%	6%	0%	94%	17
3	Formulate communications in a variety of formats that will reach target markets and achieve organizational goals	0%	0%	0%	100%	17
4	Influence stakeholders through the delivery of persuasive written and verbal communications	0%	0%	12%	88%	17
5	Formulate marketing resources that are strategic, effective and targeted to identify, address and deliver on client and organizational needs	0%	0%	18%	82%	17
6	Demonstrate effective marketing project and team management skills to develop and execute a marketing plan	0%	0%	0%	100%	17
7	Justify marketing investment decisions to stakeholders by applying principles of financial accountability	0%	0%	24%	76%	17

#	Question	Not at all relevant	Slightly relevant	Somewhat relevant	Very relevant	Total
8	Demonstrate the ability to apply key marketing concepts by successfully completing industry-based projects to professional standards	0%	6%	6%	88%	17
9	Integrate ethical decision making by applying principles of corporate social responsibility to support long-term organizational success	0%	0%	18%	82%	17

Diploma in Marketing Management

Demonstrate informed marketing decisions by assessing and evaluating quantitative and qualitative business information using contemporary research tools

Recommend communications in a variety of formats that will reach target markets and achieve organizational goals

Inform stakeholders through the delivery of persuasive written and verbal communications

Identify marketing resources that are strategic, effective and targeted to identify, address and deliver on client and organizational needs

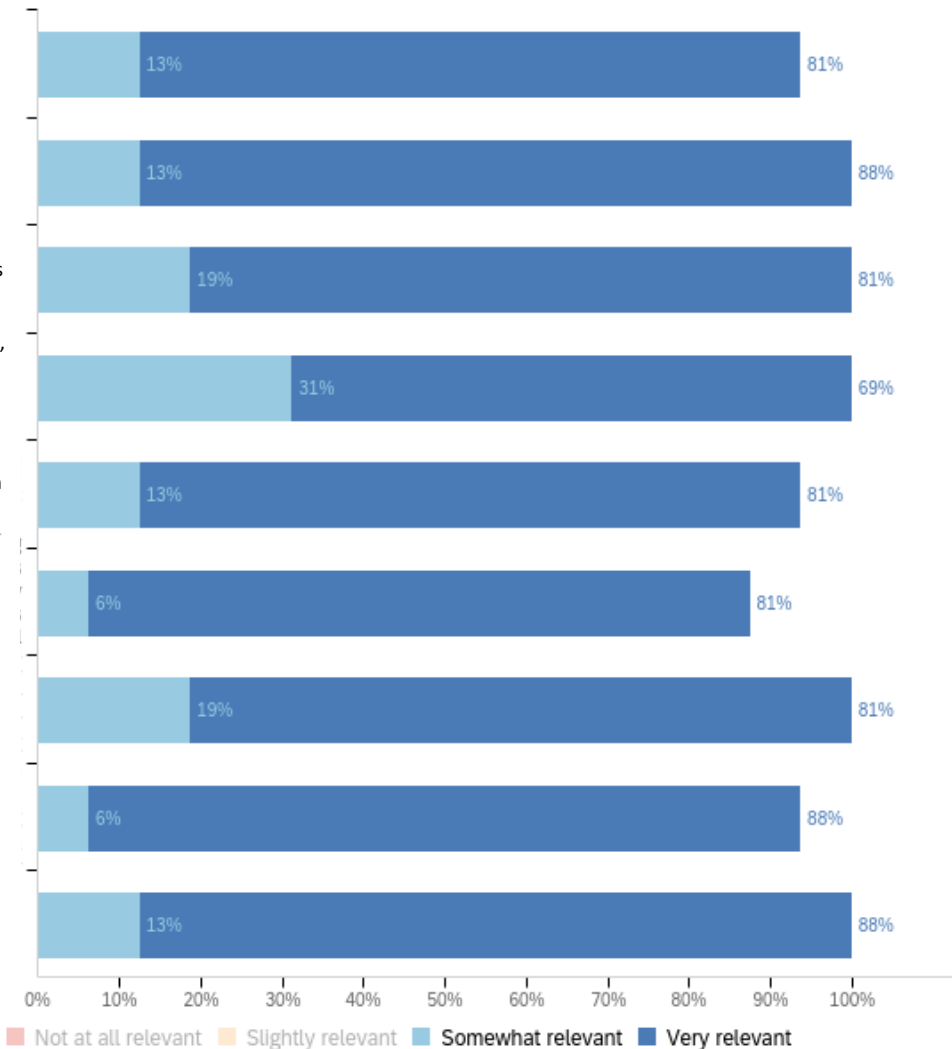
Develop effective marketing project and team management skills to execute a marketing plan

Articulate marketing investment decisions to stakeholders by applying principles of financial accountability

Demonstrate the ability to apply key marketing concepts by successfully completing industry-based cases

Conduct an environmental scan, identifying stakeholders and contextual issues

Integrate ethical decision making by applying principles of corporate social responsibility to support long-term organizational success

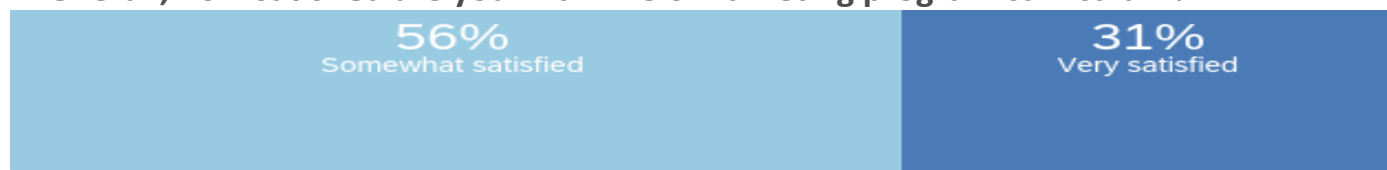


Note that “not at all relevant” and “slightly relevant” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all relevant” and “slightly relevant” categories.

#	Question	Not at all relevant	Slightly relevant	Somewhat relevant	Very relevant	Total
1	Demonstrate informed marketing decisions by assessing and evaluating quantitative and qualitative business information using contemporary research tools	0%	6%	13%	81%	16
2	Recommend communications in a variety of formats that will reach target markets and achieve organizational goals	0%	0%	13%	88%	16
3	Inform stakeholders through the delivery of persuasive written and verbal communications	0%	0%	19%	81%	16
4	Identify marketing resources that are strategic, effective and targeted to identify, address and deliver on client and organizational needs	0%	0%	31%	69%	16
5	Develop effective marketing project and team management skills to execute a marketing plan	0%	6%	13%	81%	16
6	Articulate marketing investment decisions to stakeholders by applying principles of financial accountability	0%	13%	6%	81%	16

7	Demonstrate the ability to apply key marketing concepts by successfully completing industry-based cases	0%	0%	19%	81%	16
8	Conduct an environmental scan, identifying stakeholders and contextual issues	0%	6%	6%	88%	16
9	Integrate ethical decision making by applying principles of corporate social responsibility to support long-term organizational success	0%	0%	13%	88%	16

4. Overall, how satisfied are you with KPU's Marketing program curriculum?



■ Somewhat satisfied ■ Very satisfied

Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with KPU's Marketing program curriculum?	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	6%
3	Neither satisfied nor dissatisfied	6%
4	Somewhat satisfied	56%
5	Very satisfied	31%
	Total number of respondents	16

5. Thinking of KPU's Marketing program's curriculum as a whole, please indicate the strengths of the program.

We have faculty with strong industry backgrounds; we have faculty that are passionate about marketing and teaching; we have strong courses that will support students in a marketing career
Industry experienced faculty. Company project based work in most courses. Dedicated and committed faculty focused on student success.
Strong focus on the basic concepts and skills for an overall understanding of the discipline.
Practical; industry-relevant; rigour
- Hands-on experience - Real world applicable projects
It's a strong program but it's missing some critical components such as branding and tech such as AI
Many "real world" hands on experiences for students.
- Qualified instructors with diverse professional backgrounds - Opportunity to take courses that allow students to work on real-world projects
Industry practitioners as instructors Allied industry based projects Opportunities for students to learn real skills such as tools, technologies, creation of content and presentation delivery that will be expected by industry employers.
Applied learning, simulations or client-based projects
good mix of courses
smaller class size
Good overall curriculum which provides well-rounded education in marketing which touches on the main areas of marketing as a profession. Many good instructors in the program who bring a strong industry background. Also, there are some courses with good work integrated learning.
Experienced Industry Instructors Real Client work Case studies based on current business issues Simulations
Dedicated instructors with extensive and various industry background
Group work (development of soft skills); Practical skills preparing students for the demands of the market; instructors have practical experience in marketing at a senior level; wide variety of viewpoints within the department, teaching teams established, good collegiality among instructors, sharing of resources - a win for our students as well

6. Thinking of KPU's Marketing program's curriculum as a whole, please provide any suggestions you have for improvement.

more variants as choices for students at the 3rd and 4th year so as to allow the students to be more developed and prepared in their variant-specific interest for (i) career pursuit and (ii) post-graduate studies

digital marketing certification

We should make it as easy as possible for students in the diploma program to upgrade into the degree program and reduce any barriers. While the program has good curriculum, there are some areas that require updating because of change in the industry. Certifications for digital marketing need to be coordinated within the program. Also, it would be useful to have students learn how to work with collaboration tools, similar to what is happening in industry. There could be better inclusion of design thinking in the program. With respect to work integrated learning, the program should be revisited to see what other additional opportunities can be provided, or how the program could be made even stronger

We need to map out potential career paths and then identify the courses that students need to be successful in those career paths as well as identify gaps in our courses for those career paths; we need not only teaching teams but teaching pathways to meet regularly to make sure that the skill laddering is successful; we need to have continuing education to support our alumni in continued professional growth considering we don't have a professional credential that requires marketing professionals to maintain their knowledge/skills; market research needs to be a required course

Updating curriculum in areas such as international marketing(multicultural marketing) and digital, social media. Increasing focus in digital areas.

Students are not prepared for the rigors of research - not for professional or academic applications. Students should be REQUIRED to take research methods as part of their academic journey, and not consider this course as an elective. Also, too much emphasis on team work, individual work must also be recognized and assessed.

Still require development of a marketing plan individually - e.g. [Course Name Redacted]

Specialization in specific marketing disciplines - Digital - Integrated Communications - Sustainability

None at this time

More tactical and practical approach prioritizing alternative and authentic assessments for students to learn, practice, and apply skills they would need in their entry level position, especially in highly demanded B2B Sales.

More inclusion of industry tools, design skills and further development of marketing research skills. Consider reimplementing gateway course in third year to ensure strong foundational knowledge of marketing planning process before proceeding to remaining 3rd year and capstone upper level courses.

More cases included in courses. Guest speakers invited to classes, as well as to bigger events. Article presentations in class, on current marketing trends.

Might need more quant-related courses for students to develop strong digital marketing analytics skills and research analysis skills .

In addition to the degree, students should be able to pursue micro credentials that are shorter in length and a lot more focused.

1. More digital and social media to be added 2. Learning about and using marketing based AI tools 3. Consistent approach to course rigour that is supported by the Dean / Management

- There is room for more electives on topics like Global Marketing, Branding, Developing Content Strategies for Digital Marketing, Marketing for Events, Not-for-profit Marketing Management

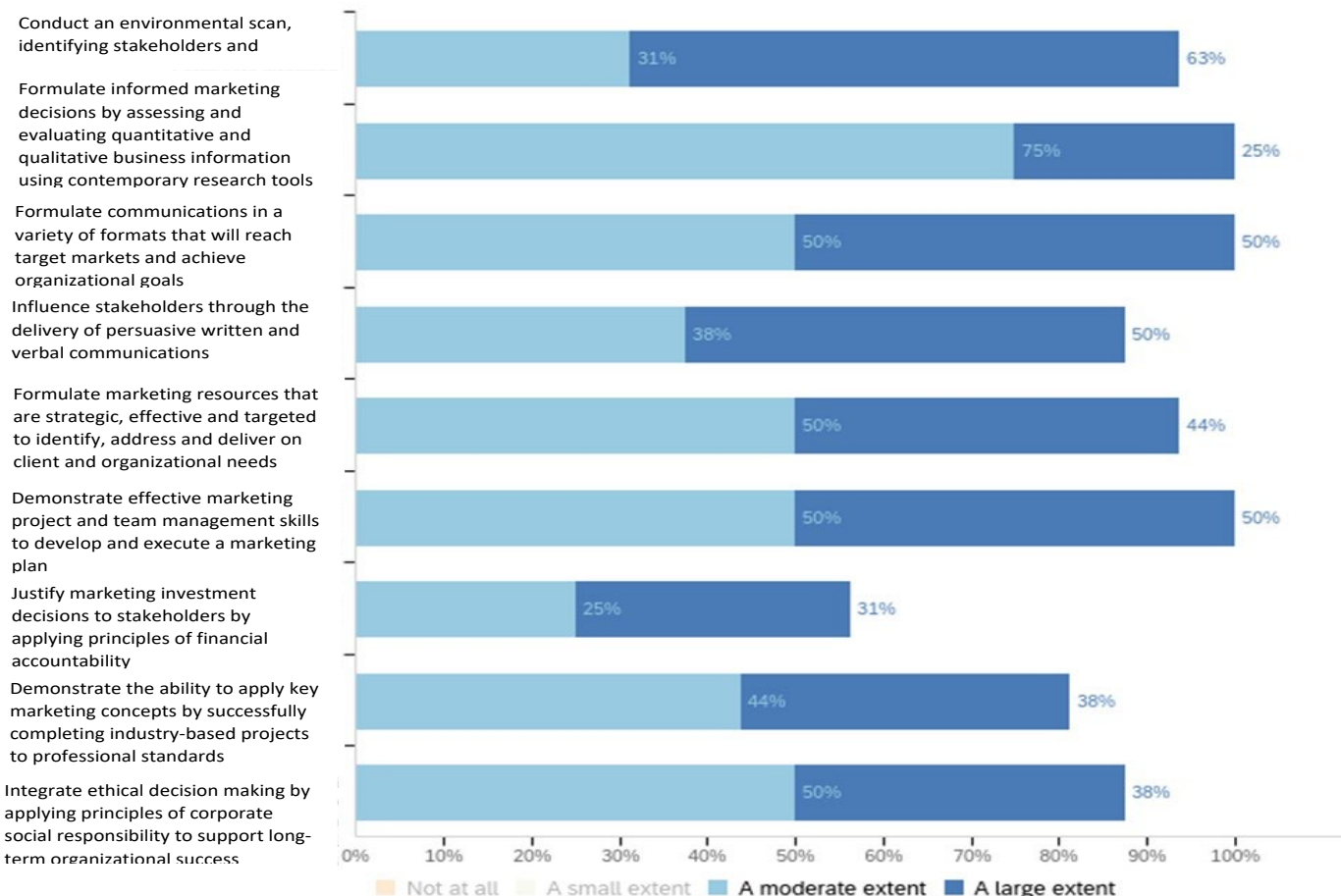
QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

Instructional Design and Delivery

Are appropriate opportunities provided to help students acquire the PLOs?

7. To what extent is KPU's Marketing program helping students develop the following Program Learning Outcomes?

BBA in Marketing



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Conduct an environmental scan, identifying stakeholders and contextual issues	0%	6%	31%	63%	16
2	Formulate informed marketing decisions by assessing and evaluating quantitative and qualitative business information using contemporary research tools	0%	0%	75%	25%	16
3	Formulate communications in a variety of formats that will reach target markets and achieve organizational goals	0%	0%	50%	50%	16
4	Influence stakeholders through the delivery of persuasive written and verbal communications	0%	13%	38%	50%	16
5	Formulate marketing resources that are strategic, effective and targeted to identify, address and deliver on client and organizational needs	0%	6%	50%	44%	16
6	Demonstrate effective marketing project and team management skills to develop and execute a marketing plan	0%	0%	50%	50%	16
7	Justify marketing investment decisions to stakeholders by applying principles of financial accountability	0%	44%	25%	31%	16
8	Demonstrate the ability to apply key marketing concepts by successfully completing industry-based projects to professional standards	6%	13%	44%	38%	16
9	Integrate ethical decision making by applying principles of corporate social responsibility to support long-term organizational success	0%	13%	50%	38%	16

Diploma in Marketing Management

Demonstrate informed marketing decisions by assessing and evaluating quantitative and qualitative business information using contemporary research tools

Recommend communications in a variety of formats that will reach target markets and achieve organizational goals

Inform stakeholders through the delivery of persuasive written and verbal communications

Identify marketing resources that are strategic, effective and targeted to identify, address and deliver on client and organizational needs

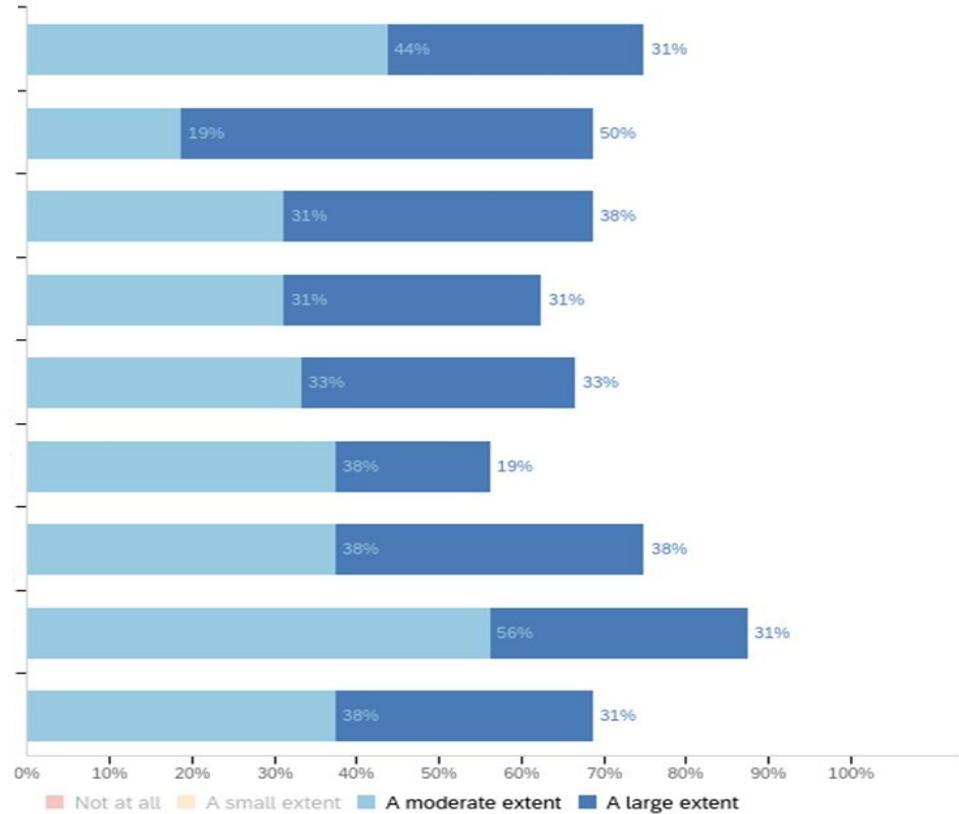
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Articulate marketing investment decisions to stakeholders by applying principles of financial accountability

Demonstrate the ability to apply key marketing concepts by successfully completing industry-based cases

Conduct an environmental scan, identifying stakeholders and contextual issues

Integrate ethical decision making by applying principles of corporate social responsibility to support long-term organizational success

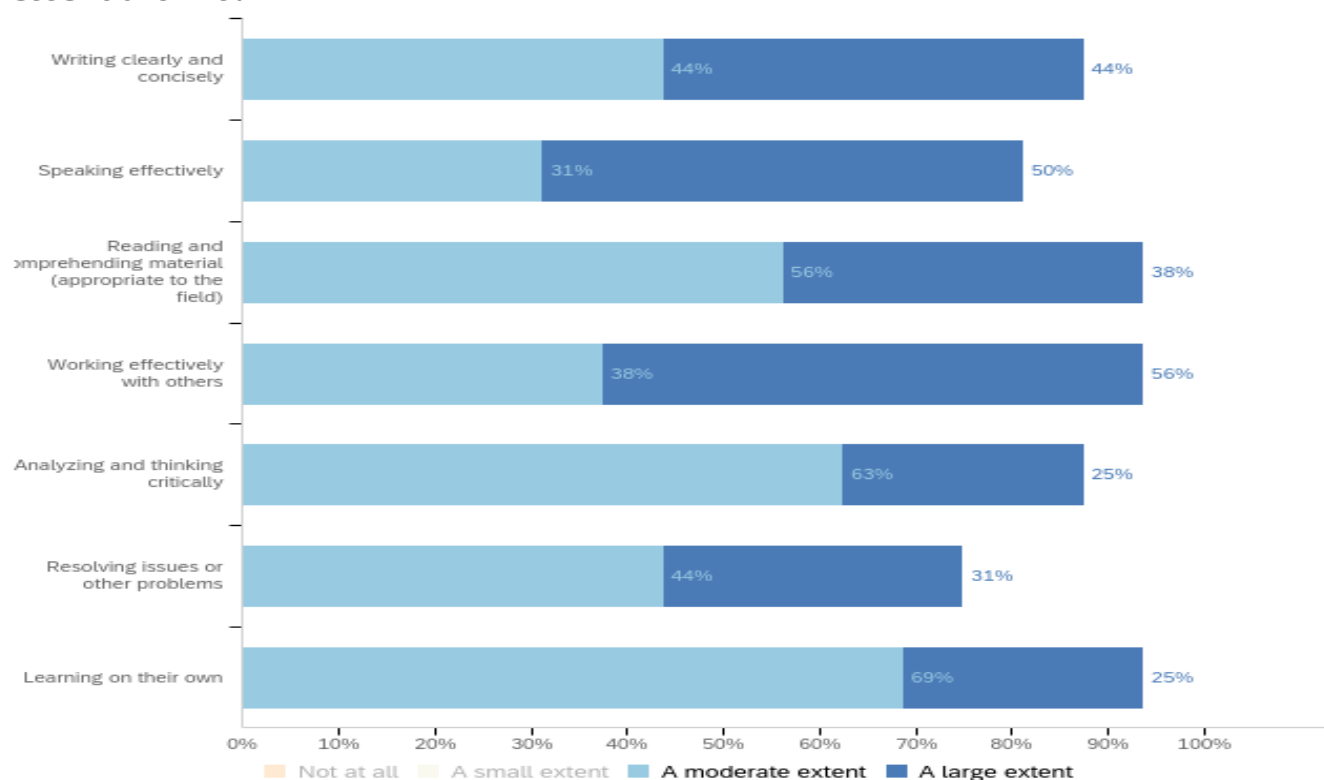


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Demonstrate informed marketing decisions by assessing and evaluating quantitative and qualitative business information using contemporary research tools	13%	13%	44%	31%	16
2	Recommend communications in a variety of formats that will reach target markets and achieve organizational goals	0%	31%	19%	50%	16
3	Inform stakeholders through the delivery of persuasive written and verbal communications	0%	31%	31%	38%	16
4	Identify marketing resources that are strategic, effective and targeted to identify, address and deliver on client and organizational needs	0%	38%	31%	31%	16
5	Develop effective marketing project and team management skills to execute a marketing plan	7%	27%	33%	33%	15
6	Articulate marketing investment decisions to stakeholders by applying principles of financial accountability	6%	38%	38%	19%	16
7	Demonstrate the ability to apply key marketing concepts by successfully completing industry-based cases	0%	25%	38%	38%	16
8	Conduct an environmental scan, identifying stakeholders and contextual issues	0%	13%	56%	31%	16
9	Integrate ethical decision making by applying principles of corporate social responsibility to support long-term organizational success	0%	31%	38%	31%	16

Are appropriate opportunities provided to help students acquire the essential skills?

9. To what extent is KPU's Marketing program helping students develop the following essential skills?



Note that "not at all" and "a small extent" categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the "not at all" and "a small extent" categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Writing clearly and concisely	0%	13%	44%	44%	16
2	Speaking effectively	0%	19%	31%	50%	16
3	Reading and comprehending material (appropriate to the field)	0%	6%	56%	38%	16
4	Working effectively with others	0%	6%	38%	56%	16
5	Analyzing and thinking critically	0%	13%	63%	25%	16
6	Resolving issues or other problems	0%	25%	44%	31%	16
7	Learning on their own	0%	6%	69%	25%	16

Does the program design ensure students are prepared for subsequent courses?

10. Thinking of KPU's Marketing program as a whole, to what extent do you agree that the prerequisites offered prepare students for more advanced courses?

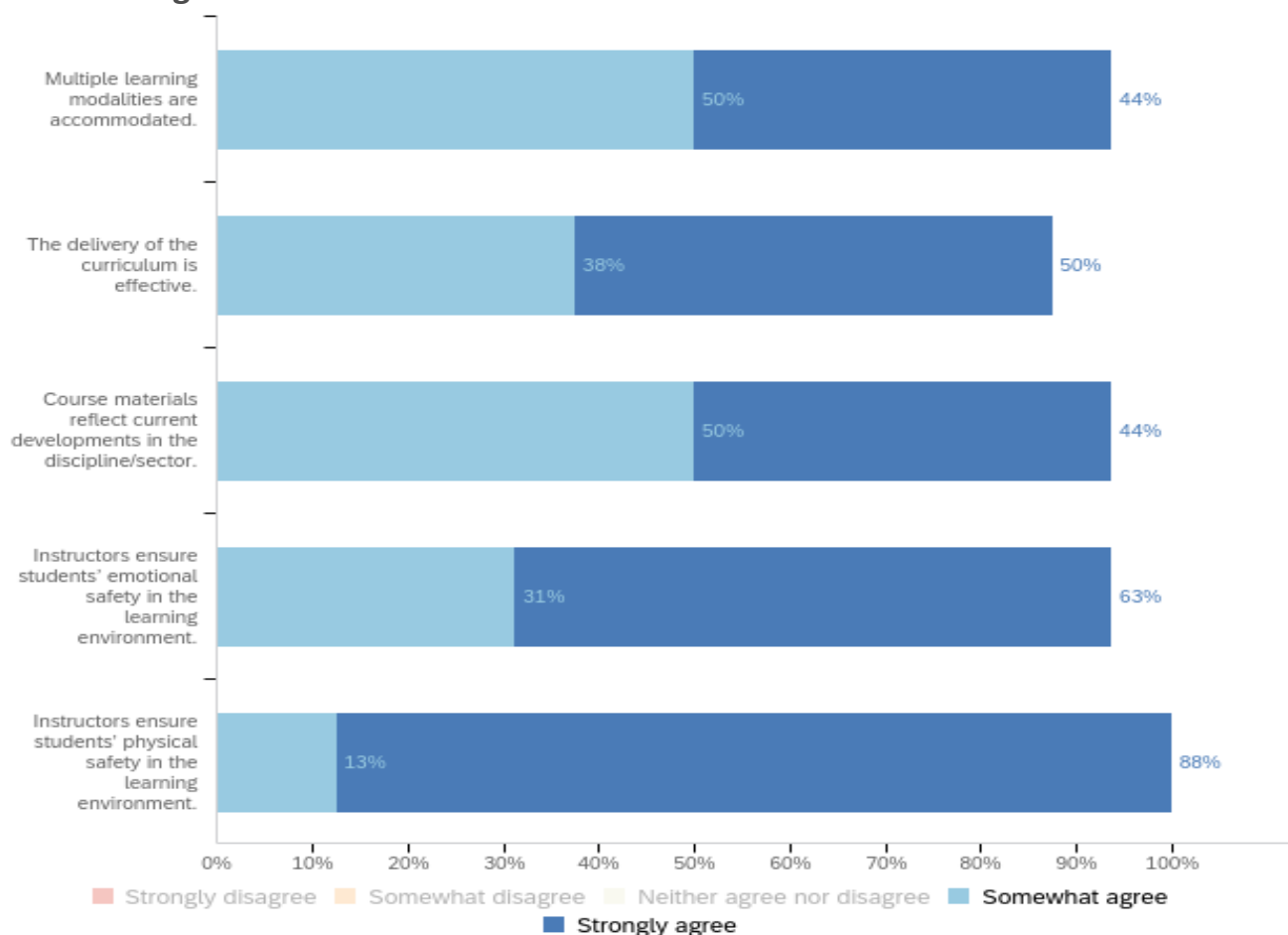


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Thinking of KPU's Marketing program as a whole, to what extent do you agree that the prerequisites offered prepare students for more advanced courses?	Percentage
1	Strongly disagree	0%
2	Somewhat disagree	13%
3	Neither agree nor disagree	6%
4	Somewhat agree	69%
5	Strongly agree	13%
	Total number of respondents	16

Does the instruction meet the needs of diverse learners?

11. Thinking of how the program's courses are delivered, please indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	Multiple learning modalities are accommodated.	0%	0%	6%	50%	44%	16
2	The delivery of the curriculum is effective.	0%	0%	13%	38%	50%	16
3	Course materials reflect current developments in the discipline/sector.	0%	6%	0%	50%	44%	16
4	Instructors ensure students' emotional safety in the learning environment.	0%	6%	0%	31%	63%	16
5	Instructors ensure students' physical safety in the learning environment.	0%	0%	0%	13%	88%	16

12. Overall, how satisfied are you with the quality of instruction across the program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with the quality of instruction across the program?	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	6%
3	Neither satisfied nor dissatisfied	6%
4	Somewhat satisfied	31%
5	Very satisfied	56%
	Total number of respondents	16

13. Thinking of how instruction is delivered across the program as a whole, please indicate the strengths of the program instruction.

The faculty are passionate and engaged on being current in the field. There are numerous pathways for MRKT students to take in order to fulfill their career goals in MRKT. The teaching teams are strong and the courses are reviewed to make sure they are teaching students skills and knowledge they will need in their career. The student marketing association is very active.

Dedicated and Industry experienced faculty. Faculty genuinely care about student learning.

Most instructors seem focused on improving their skills to better support students' learning.

multiple modalities; accommodations provided to students as per their vetted needs; instructions delivered by instructors with relevant industrial/business background

Instructors are accommodating, motivating and positive.

Strong focus on developing presentation skills Practical application of marketing concepts Ability to accommodate different needs and backgrounds

Small class sizes allow for better interaction with students. Faculty are knowledgeable and invested in students' success. Having Online and Hybrid options are valuable for students who are working full time/ part time.

Program is internally organized into discipline streams and teaching teams to support collaboration and consistency. All instructors are focused on helping students learn (knowledge and skills) what will be in demand and expected of them in industry.

Small classes, industry knowledge of instructors

Flexible

The content that is incorporated into the program is relevant but needs to expand to include current industry marketing tools and applications.

Good delivery of program instruction by modality. There may need to be more options for online courses at higher year levels

Instructors' professional experience is valued at KPU and is fundamental to the success of our students (ie they learn from experienced professionals - practical skills). Variety of viewpoints. Collegiality and teaching teams - consistency and concern in program delivery.

14. Thinking of how instruction is delivered across the program as a whole, please provide any suggestions you have for improvements in program instruction.

We need to review the courses we are requiring versus options. We also need to look beyond our department for courses that would benefit our students. We need to have an annual PD day to keep our knowledge and skills up to date. We need to have stronger ties to our alumni and our industry.

Faculty keep upto date with current trends and changes in the field. Bring in outside industry speakers.

A few instructors do not demonstrate enough interest on upgrading/updating their skills or effectively supporting students' success.

Further alignment of pre-requisites in support of upper-level courses; more second- and third-year scaffolding courses in support of final year courses; and; expand to include wider variant streams

It would be great to offer more online course options, or even the option to hold a few online classes during an in-class course.

Hybrid learning Self-studying - students are very reliant on instructor delivery Micro credentials Inclusion of topics such as AI and Branding

Go back to more regular course team meetings to ensure consistency and alignment with course and program learning outcomes. More active connection and interaction between new and established instructors for same purpose above. Covid made it a challenge to onboard new faculty at the time and effectively share department culture and vision.

Consistent focus on 'applied learning', better tools to support multiple course delivery formats (ie. more classrooms like in Fir building), Better connections, events with industry people, associations.

None

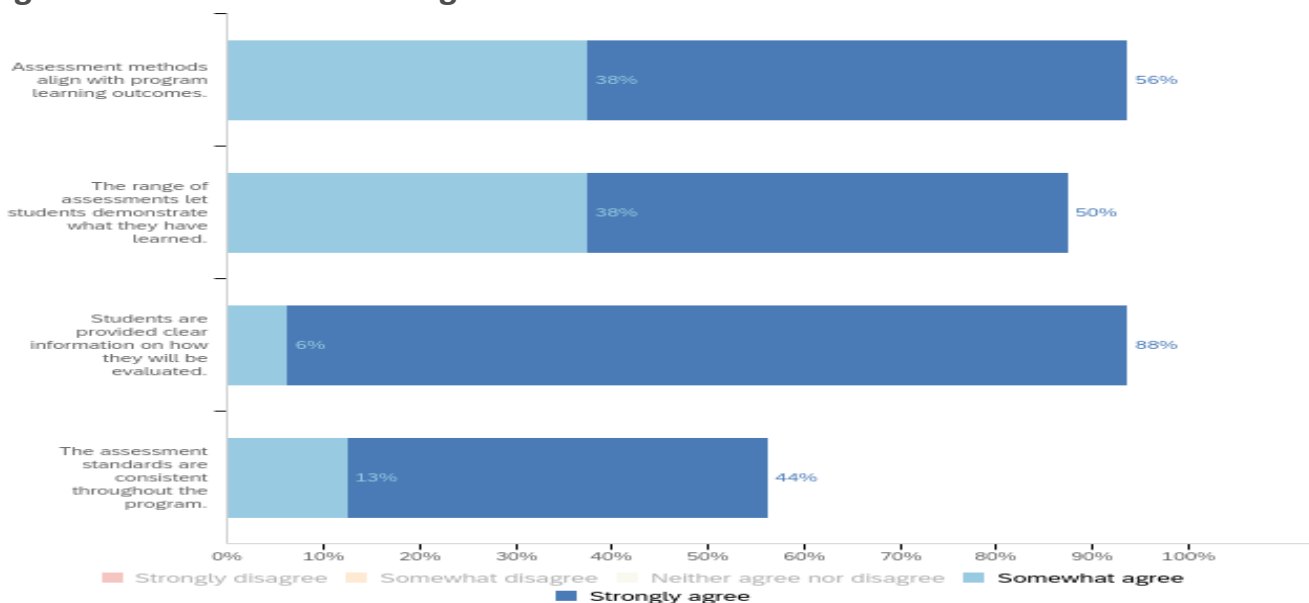
Provide more PD training for the entire marketing department that includes learning about and the use of new marketing tools employed by the marketing industry. Make sure the instructors leave the PD with effective, easy to use applied tools for implementation of these learning outcomes into the courses.

It would help if there was more coordination within teaching teams, and between teaching teams. Within teaching teams, some faculty members are quiet and don't say much, so it's hard to know what's happening in their courses and how their courses are evolving. There also needs to be better communication between teaching teams so that everyone knows what everyone is doing, and there is no duplication of content and better coordination among courses. For some courses, I personally have little understanding of what is happening in them.

Some core aspects of marketing have been pushed to elective status and need to be brought (back) to Required status. Research methods is one such course, but students also need more opportunities to hone their writing and presentation skills (soft skills)

Do the assessment methods allow students to demonstrate to what extent they have achieved the learning outcomes?

15. Thinking of how learning is assessed in the program courses you teach, indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	Assessment methods align with program learning outcomes.	0%	6%	0%	38%	56%	16
2	The range of assessments let students demonstrate what they have learned.	0%	6%	6%	38%	50%	16

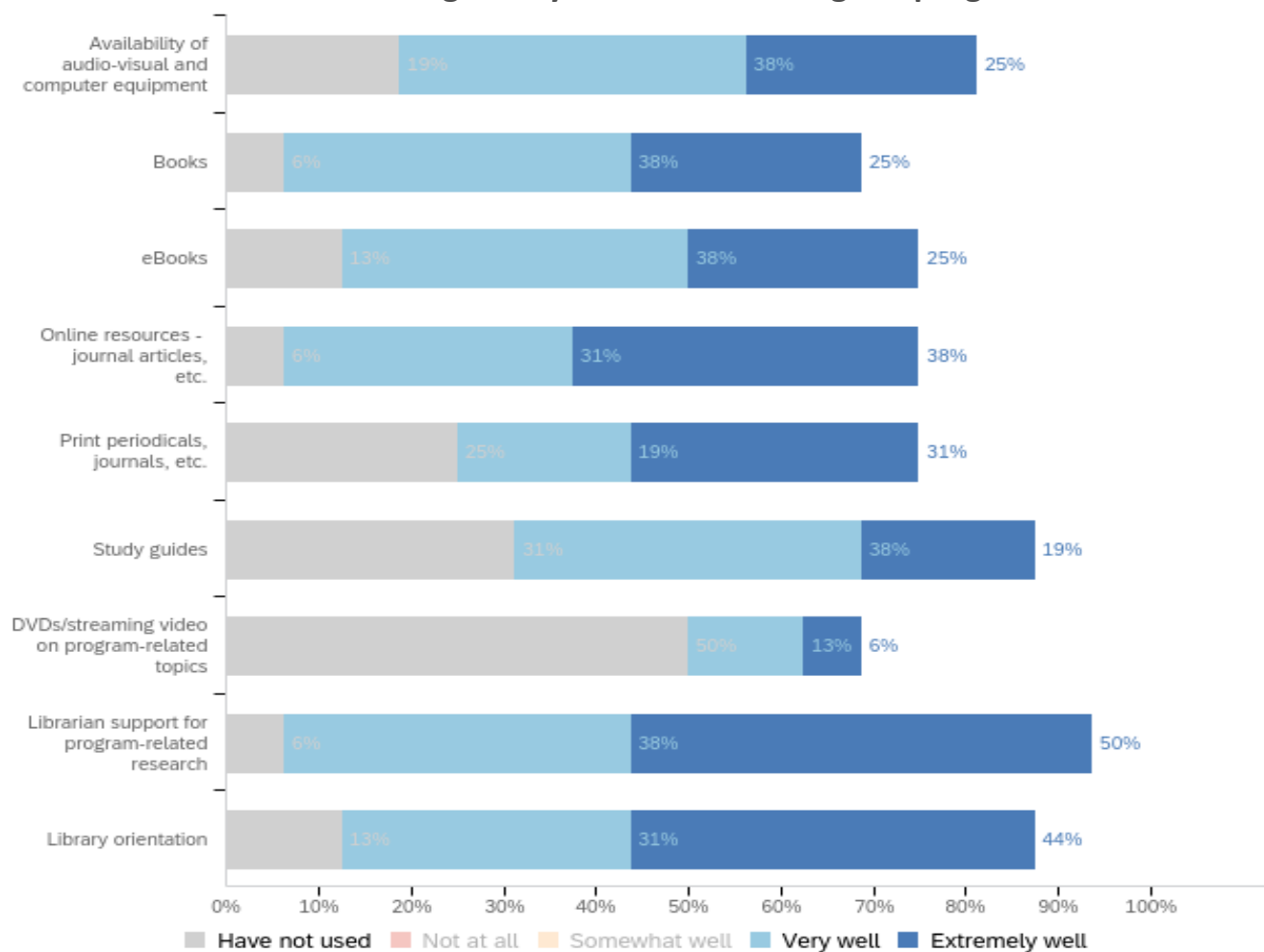
3	Students are provided clear information on how they will be evaluated.	0%	0%	6%	6%	88%	16
4	The assessment standards are consistent throughout the program.	6%	25%	13%	13%	44%	16

QUESTIONS ON CHAPTER 5: RESOURCES, SERVICES AND FACILITIES

Program Resources, Services and Facilities

Does the program have the library and learning resources needed to deliver the curriculum?

16. How well are the following library resources meeting the program's needs?

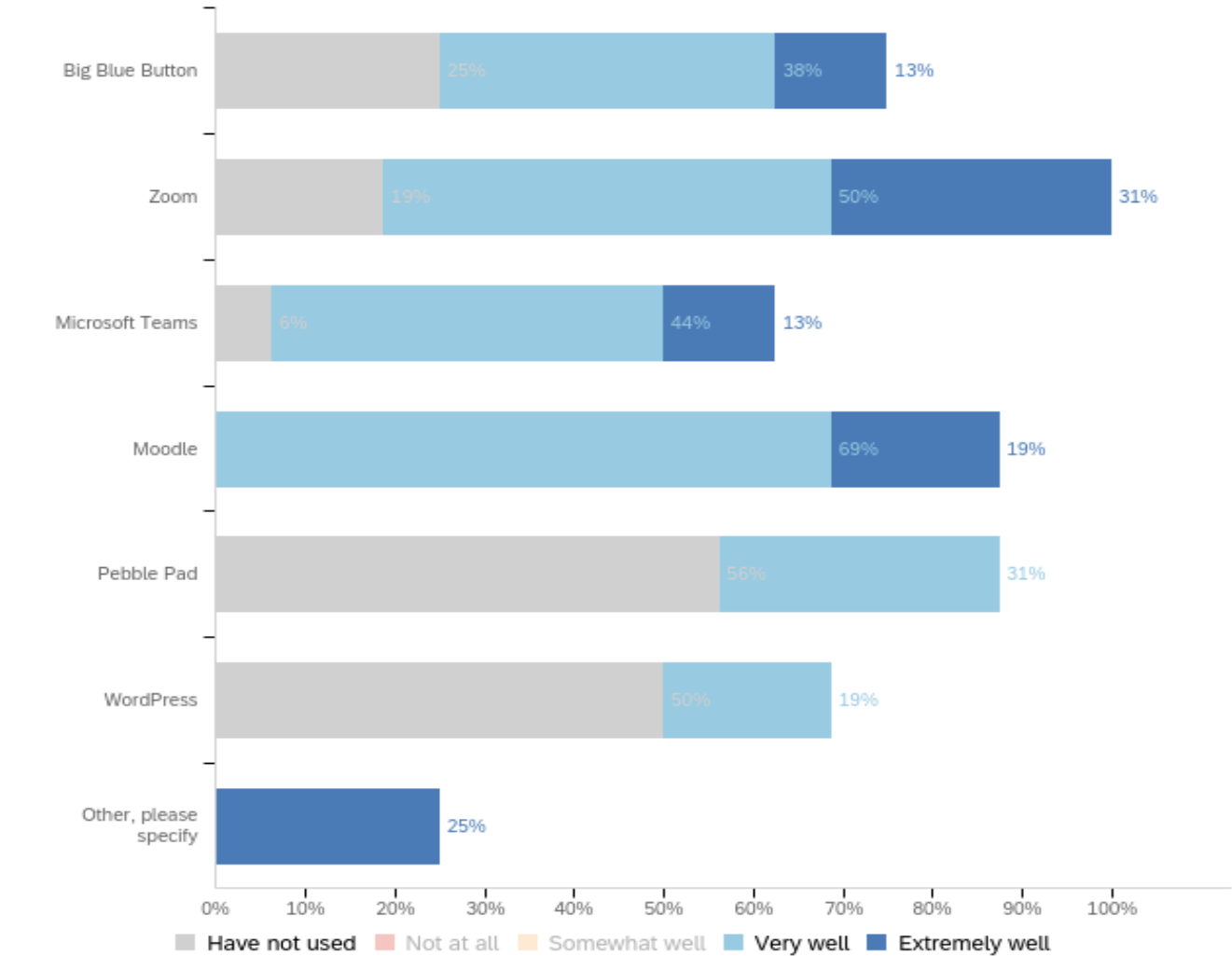


Note that "not at all" and "somewhat well" categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the "not at all" and "somewhat well" categories.

#	Question	Have not used	Not at all	Somewhat well	Very well	Extremely well	Total
1	Availability of audio-visual and computer equipment	19%	0%	19%	38%	25%	16
2	Books	6%	0%	31%	38%	25%	16
3	eBooks	13%	0%	25%	38%	25%	16
4	Online resources - journal articles, etc.	6%	6%	19%	31%	38%	16
5	Print periodicals, journals, etc.	25%	6%	19%	19%	31%	16
6	Study guides	31%	0%	13%	38%	19%	16
7	DVDs/streaming video on program-related topics	50%	0%	31%	13%	6%	16
8	Librarian support for program-related research	6%	0%	6%	38%	50%	16

Does the program have the specialized technologies needed to deliver the curriculum?

17. How well are the following specialized technologies meeting the program’s needs?



Note that “not at all” and “somewhat well” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “somewhat well” categories.

#	Question	Have not used	Not at all	Somewhat well	Very well	Extremely well	Total
1	Big Blue Button	25%	13%	13%	38%	13%	16
2	Zoom	19%	0%	0%	50%	31%	16
3	Microsoft Teams	6%	0%	38%	44%	13%	16
4	Moodle	0%	0%	13%	69%	19%	16
5	Pebble Pad	56%	0%	13%	31%	0%	16
6	WordPress	50%	0%	31%	19%	0%	16
7	Other, please specify	0%	25%	50%	0%	25%	4

17-7-Other, please specify - Text

- marketing analytics software
- Personal wordpress blog.
- Microsoft Office
- Need to expand technologies to providers such as MentiMeter and other engagement tools
- laptops

18. You rated Big Blue Button meeting the program's needs as not at all or somewhat well. Please explain your reason for this rating.

It's very deficient compared to Zoom. It's not a real issue since Zoom is also available

It is easy for students to access within moodle, but functionality is limited or does not perform consistently. I would prefer my students use a web conferencing tool that will be used in industry to further develop their technological knowledge.

Had issues when we were forced to use it during covid teaching, and as soon as Teams and Zoom became available, did not see the utility so stopped using it.

It is a basic tool, ideally more integration with file share and collaboration

19. You rated Zoom meeting the program's needs as not at all or somewhat well. Please explain your reason for this rating.

No responses to report

20. You rated Microsoft Teams meeting the program's needs as not at all or somewhat well. Please explain your reason for this rating.

Do not use for students.

It's more important as an internal tool and less relevant for students

Not intuitive and in any KPU event that uses Teams, there is always at least 1 complaint about logging in, finding it and staying on etc. Also, inability to see everyone that is on the call.

Not as user-friendly as Zoom. Many issues with Teams. Insufficient training could be the problem.

Teams can be funky. It can drop out randomly. It has a lot of resources but the file structure and sharing gets complicated

poor integration to communicate with students. poor integration with sharepoint

21. You rated Moodle meeting the program's needs as not at all or somewhat well. Please explain your reason for this rating.

Not the most intuitive user interface and many features require manual intervention and are laborious for instructors. Class lists are not aligned with Banner, not easy to create email lists, no notification of students added or dropped, file size limits for uploading, etc.

Hard to format for easy use by the instructor and the student. Other LMS systems such as Brightspace are better. Recording of grades and ease of access by students is poor in Moodle.

22. You rated Pebble Pad meeting the program's needs as not at all or somewhat well. Please explain your reason for this rating.

I have not used this too much.

not integrated, produces massive files when saving to own computer, a different solution might be a better fit for what we use it for

23. You rated Word Press meeting the program's needs as not at all or somewhat well. Please explain your reason for this rating.

Use my own wordpress blog.

I have not used this too much.

Would like to see more options/ features (or access to them) that mimick industry packages.

Many templates not available for KPU version

use case to integrate with moodle, bbb, teams and others not well defined. up to each instructor to use it, perhaps?

24. You rated "Others, please specify" meeting the program's needs as not at all or somewhat well. Please explain your reason for this rating.

Marketing analytics software: We don't have access to the necessary digital tools that our students need. These need to be funded by KPU to support our students.

Microsoft Office: Suite of applications is adequate.

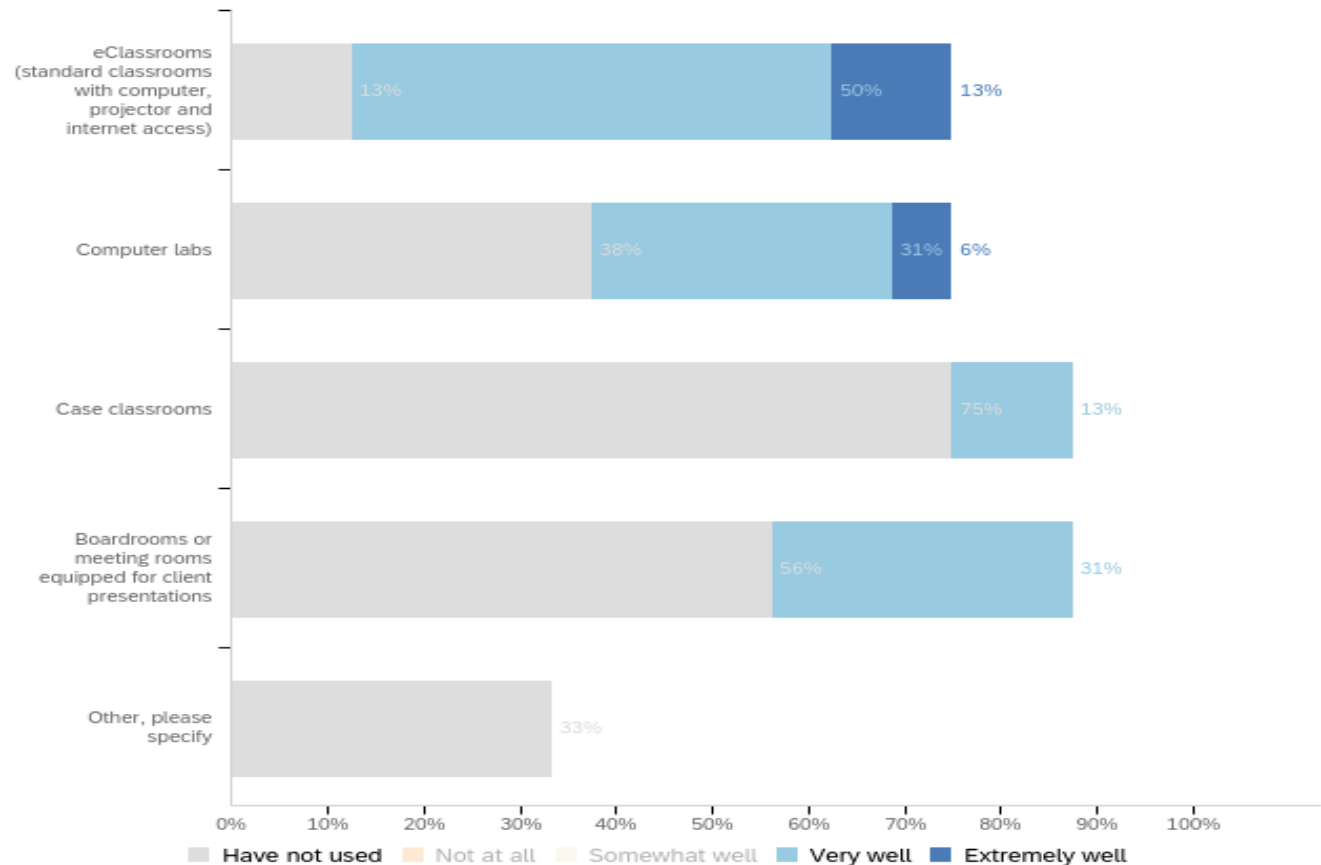
Laptops: Laptops are a basic set up overall, but completely locked down. There is no option to install additional software such as logitech camera software to make an external webcam work better. Powerpoint will not allow me to play a video within the PPT slide, which is a common

Marketing Management Program Self-Study Report Appendices

practice.

Does the program have the facilities needed to deliver the curriculum?

25. How well are the following facilities meeting the program’s needs?



Note that “not at all” and “somewhat well” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “somewhat well” categories.

#	Question	Have not used	Not at all	Somewhat well	Very well	Extremely well	Total
1	eClassrooms (standard classrooms with computer, projector and internet access)	13%	0%	25%	50%	13%	16
2	Computer labs	38%	6%	19%	31%	6%	16
3	Case classrooms	75%	13%	0%	13%	0%	16
4	Boardrooms or meeting rooms equipped for client presentations	56%	6%	6%	31%	0%	16
5	Other, please specify	33%	67%	0%	0%	0%	3

25-5-Other, please specify - Text

NA

Food services in Richmond

Not sure why you have "case classrooms" as none exist at KPU! This has been an issue for decades and KPU is not interested in having them. It is extremely difficult to schedule a computer lab for exams or any other assessment. KPU needs far more computer labs to accommodate the needs for online exams or access to the internet. We should MANDATE that all BBAMM student purchase a laptop.

MRKT student meet up areas

26. You rated eClassrooms (standard classrooms with computer, projector and internet access) meeting the program's needs as not at all or somewhat well. Please explain your reason for this rating.

We have the capacity to have eClassrooms but KPU has not focused on ensuring that all students have access to the necessary digital equipment to learn online.

Some classrooms still use a chalk board. The ones that are equipped with tech are good

The fixed location of the screen and monitor means inability to move around, and sometimes in some classrooms, it is impossible to change the lighting so that the light right above the screen turns off. That would allow the screen to be visible without plunging the entire classroom into darkness. Also, in one classroom (Richmond 1270), when the screen is pulled down, it blocks the entire whiteboard.

It would be a better learning experience for the students if they could cast their ideas/projects from their laptops to a screen in the room. This way they can use their laptop more and create a more interactive learning environment.

27. You rated Computer labs meeting the program's needs as not at all or somewhat well.

Please explain your reason for this rating.

Not enough space for students' materials on tables with monitors, instructor terminal at front varies with some (Richmond) so low that instructors cannot see students. Projector screens in some richmond labs could be bigger for better visibility for students.

The Richmond computer labs all of the desks/monitors facing the front (instructor), which means that the student are all 'hidden' behind monitors. Unless the instructor is 6' tall, it is hard to see the instructor. The Surrey computer labs, the students are sideways to the front of the room (which also isn't ideal but helps a bit). Also, in many Richmond computer labs, when the screen is pulled down, it blocks 80% of the whiteboard.

It is near impossible to book a computer lab when needed for a course. I have tried booking these BEFORE the term starts and have had challenges as all reservations go through the MSB adding another delay and layer to the process. The number of computer labs is unacceptably insufficient - far more labs are needed, as instructors are forced to find other options due to the lack of computer lab availability. Sometimes the equipment in the labs are broken and not working. It seems that no one in IT is checking the computers daily to see if they are working. Secondly, there is NO support from IT after regular business hours - very frustrating when an instructors or students have issues and need support in the evenings or Saturdays as some classes are scheduled on the weekends.

VERY difficult to obtain time in these labs. More labs needed

28. You rated Case classrooms meeting the program's needs as not at all or somewhat well.

Please explain your reason for this rating.

We do not have a case classroom and we desperately need it.

This is a JOKE! KPU does not support business Case classrooms -period. The department has been asking for this capital investment for DECADES and nothing.

29. You rated Boardrooms or meeting rooms equipped for client presentations meeting the program's needs as not at all or somewhat well. Please explain your reason for this rating.

Most presentations happen in the classroom and although okay do not project professionalism to industry attending presentations.

For many reasons, the number of real client facing presentations have been reduced significantly. This may not be an issue given this trend.

30. You rated “Others, please specify” meeting the program's needs as not at all or somewhat well. Please explain your reason for this rating.

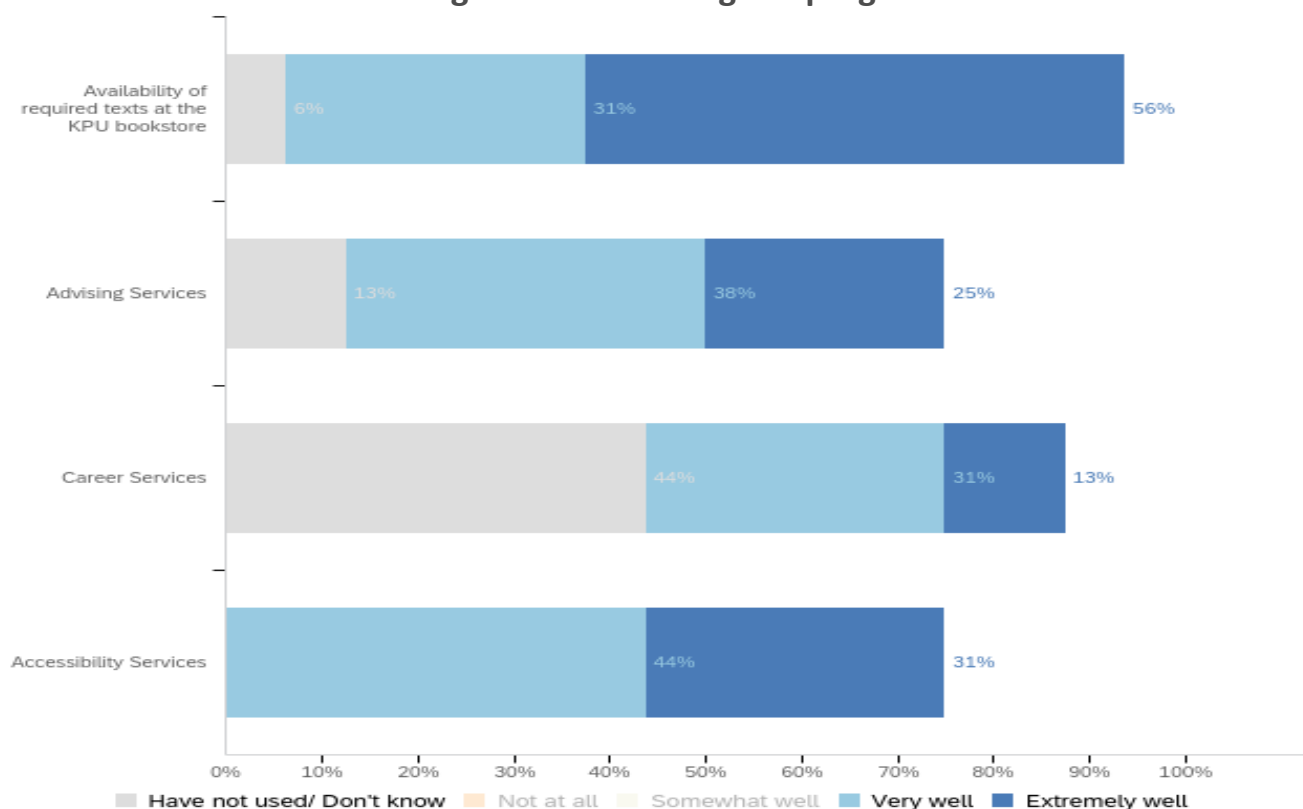
Food services in Richmond: With the cafeteria closures last year, only Tim Hortons is available for coffee and hot food. The hours do not serve any classes operating after 4pm, which is unfair to students and instructors who teach 4pm and 7pm classes. It also causes a huge bottleneck/lineup during break times. It's even worse during the last week of classes (Dec), as the early closures (3pm) mean that students don't have anything available during their most stressful times of the year.

MRKT student meet up areas: One big complaint from MRKT students is that they dont have a dedicated place or common place to hang out, exchange ideas or collaborate with instructors. Everything is formalized with office hours only.



Does the program have the support services needed to deliver the curriculum?

31. How well are the following services meeting the program's needs?



Note that “not at all” and “somewhat well” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “somewhat well” categories.

#	Question	Have not used/ Don't know	Not at all	Somewhat well	Very well	Extremely well	Total
1	Availability of required texts at the KPU bookstore	6%	0%	6%	31%	56%	16
2	Advising Services	13%	0%	25%	38%	25%	16
3	Career Services	44%	0%	13%	31%	13%	16
4	Accessibility Services	0%	0%	25%	44%	31%	16

Appendix J: Faculty Work Experience Across Industry Sectors

The following chart maps faculty work experience across various industry sectors, demonstrating the strength of industry experience within the department.

Banking & Finance	Education & Nonprofit	Government & Healthcare	Travel & Transportation	Technology & Communications	Other
CIBC	ACETECH	3M Healthcare	Air Canada	AT&T	Honda Canada
Morgan Stanley	University of British Columbia	Vancouver Coastal Health	Cathay Pacific	IBM	Kraft
VISA	Vancouver Career College	BC Hydro	Dubai Ports World	Best Buy	Stockhouse.com
	University of the Fraser Valley	Canada Post	OOCL	Electronic Arts	Petro Canada
	SUCCESS		Seaspan Corporation	Lucent	Bentall Greenoak
			SwissAir	Bell Canada	QuadReal Property Group
			Golden Peak Navigations Intl.	TELUS	American Tobacco
				MacDonald, Dettwiler and Associates Ltd	Exxon
					KIKA Marketing
					DDB