Marketing Management Program Review Self-Study Report

Report Submission Date: May 23, 2024

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Marketing Management Program Self-Study Report

List of Acronyms

AI: Artificial Intelligence

BBAMM: Bachelor of Business Administration in Marketing Management

BBAMM-COOP: Bachelor of Business Administration in Marketing Management, Co-operative Education Option

BCAMA: BC Association of Integrated Marketers

CAGR: Compound Annual Growth Rate

CM: Chartered Marketer Designation

CLO: Course Learning Outcomes

CSR: Corporate Social Responsibility

DMM: Diploma in Marketing Management

DFW: Drop, Fail, Withdraw Rate

EDI: Equity, Diversity and Inclusion

KPU: Kwantlen Polytechnic University

MBSI: Melville Business Strategy Internship Program

MBA: Master of Business Administration

MSB: Melville School of Business

OPA: Office of Planning & Accountability

PAC: Program Advisory Committee

PD: Professional Development

PIDP: Provincial Instructor Diploma Program

PLO: Program Learning Outcomes

PRME: Principles for Responsible Management Education

SSCPR: Senate Standing Committee on Program Review

UN SDG: United Nations Sustainable Development Goals

WIL: Work Integrated Learning

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MEMORANDUM

TO:	Senate Standing Committee on Program Review
CC:	Diane Purvey, Vice President, Academic Wayne Tebb, Chair, Marketing Rajinder Singh, Marketing Faculty and Self-Study Author
FROM:	Stephanie Howes, Dean, Melville School of Business
DATE:	May 21, 2024
SUBJECT:	Marketing, Melville School of Business - Self-Study Dean's Response

I would like to acknowledge the detailed and comprehensive self-study submitted by the Marketing (MRKT) department of the Melville School of Business (MSB). The reflective and honest assessment and subsequent critique of current courses and curriculum demonstrates a dedication to ensuring quality curriculum and alignment with industry for the betterment and success of their graduates. The MRKT self-study precisely identifies barriers of progression, possible new credentials, and where additional certifications will provide students with a well-rounded learning experience in the discipline of marketing. I would like to highlight my support for their focus on Indigenization and Corporate Social Responsibility which meets the MSB Academic and Strategic plan as well as KPU's Vision 2026.

I fully support the department's direction to include artificial intelligence learning within the program to meet industry expectations for graduates to be familiar with the tool's use in marketing today. I commend their attention to the humane and responsible use of AI in their learning outcomes, which will provide a solid and fundamental understanding of AI, both as a useful tool and the potential risks of this increasingly more utilized tool across industry sectors. I appreciate the importance the department has put on the need for an increase in work integrated learning opportunities that aligns well with the certifications and inclusion of AI in the curriculum. The application of such learning is integral in preparing the students for the work world upon graduation.

MEMORANDUM

In addition, I support the creation of a small credential through a citation. Not only will this perhaps attract mid-career professionals, but, this will also provide another choice for students across KPU to attain marketing knowledge, no matter the career or discipline they are pursuing, especially with the program's emphasis on AI use in the marketing realm.

I want to thank the MRKT department for their ingenuity and consistent engagement within the MSB. The faculty members are an extremely creative group. They are passionate about student learning and deeply connected to the marketing profession. It has been my observation they are significant influencers within the business school regarding the use of AI, certifications embedment in curriculum and thinking outside the box in their teaching and work integrated learning opportunities. I believe their self-review has captured the needed curricular changes that will have them reach their quality education goals for all the MRKT credentials.

At this stage of the review, resourcing any supports for the elements proposed in the self-study review is dependent on the outcome of the external review feedback and any additional or different resource allocation requests as set out in the MRKT quality assurance plan.

Sincerely,

Stephanie Howes, Dean, Melville School of Business

1. Introduction

1.1. Overview of the Program(s)

Program(s) Under Review

Program Name	Marketing Management
Program Level	Undergraduate
Credential	Diploma (DMM)
Credits Required	60 credits
Discipline and specializations if applicable	Marketing Management
Date established and last revision	Diploma Established: The diploma was the earliest credential established and offered for Marketing Management. This credential was launched prior to Kwantlen becoming a university. Last Revision: • Program Review: 2017 • Establishment of Business Education Framework (BEF): 2014

Program Name	Marketing Management
Program Level	Undergraduate
Credential	Bachelor of Business Administration (BBAMM)
Credits Required	120 credits
Discipline and specializations if applicable	Marketing Management
Date established and last revision	BBAMM Established: 2010 Last Revision: • D7 form approved by Curriculum Committee: 2021 (changes to 3000 and 4000 level pre-requisites) • Program Review: 2017 • Establishment of Business Education Framework (BEF): 2014

Program Name	Marketing Management
Program Level	Undergraduate
Credential	Bachelor of Business Administration with Co-operative Education (BBAMM-COOP)
Credits Required	BBAMM-COOP: 148 credits
Discipline and specializations if applicable	Marketing Management
Date established and last revision	BBAMM-COOP Established: 2010

Last Revision:

- D7 form approved by Curriculum Committee: 2021 (changes to 3000 and 4000 level pre-requisites)
- Program Review 2017
- Establishment of Business Education Framework (BEF): 2014 |

Program Under Review

The discipline of marketing emphasizes competitive advantages of for-profit and not-for-profit organizations and examines the inter-relationships that exist among its customers or members, the competition and internal resources. A key part of marketing consists of gaining insights into customer needs, creating value through products and services, and developing effective marketing strategies to serve those needs. Foundational to marketing is the development and evaluation of the marketing mix which entails responsible and strategic decisions around product, price, place and promotion.

Students enrolled in the Melville School of Business (MSB) have the option of pursuing a Bachelor of Business Administration in Marketing Management (BBAMM), the BBAMM with a Co-operative Education option (BBAMM-COOP), or the Diploma in Marketing Management (DMM). The following report is a review and self-study of the Marketing Management program which covers each of these credentials.

- **The Bachelor of Business Administration in Marketing Management program (BBAMM)**
  The BBAMM provides full-time and part-time intensive study for BBA students. The BBAMM degree produces graduates who bring contemporary applied marketing skills and sound business management acumen to their organizations, helping them to succeed in a dynamic global economy. The program includes intensive applied business training with

an emphasis on marketing management, as well as new and emerging media and marketing analytics. The practical learning outcomes are grounded in curriculum that is accountable, global, team-based and uses contemporary quantitative and qualitative tools. Course content is industry driven and was developed in consultation with industry experts to ensure BBAMM graduates are ready to work and are prepared to pursue leadership positions in marketing.

- **BBAMM with a Co-operative Education option (BBAMM-COOP).**
  Co-operative Education gives a student the opportunity to apply the skills gained during academic study in paid, practical work experience semesters. Degree students can complete a minimum of three work terms while completing their degree. Work terms generally occur full-time in separate 4-month work semesters. Work semesters alternate with academic study.

- **Diploma in Marketing Management (DMM)**
  The Diploma in Marketing Management provides a solid, general foundation in marketing fundamentals. Study begins with an emphasis on basic business knowledge and skills, and then explores the discipline of marketing, with an emphasis on the job skills and experience that industry demands. Students may choose specialized marketing elective courses in advertising, retailing, international marketing, selling and sales management, consumer behaviour, digital marketing, and marketing research.

Program History

Six key values were used as a guide for planning the new degree programs at KPU, and these were at the forefront in the development of the BBAMM in 2010. These values are exploration, inclusiveness, excellence, integrity, community and accountability. Additionally, KPU's mandate to offer relevant, sustainable, timely, leading edge and applied interdisciplinary business degrees provided further guidance and direction. Students will learn in, with, and about the various business communities that make up KPU's region, and apply their skills and knowledge to local, regional, national and international business settings. In the integrated Marketing Management program, students will develop a broad range of knowledge, attitudes and skills to be effective leaders in their careers and communities.

Credential and Curricular Requirements

Please see Appendix A for a full list of the course requirements for the BBAMM and DMM programs. Please see Appendix B for KPU's BBA Framework.

Admission Requirements and Laddering:

The MSB Admission Requirements, which include KPU's undergraduate English Proficiency Requirement, apply to the DMM and BBAMM.

Students intending to graduate with a DMM or BBAMM from the MSB must declare the credential. At the time of declaration (diploma or degree), the student must be in good academic standing with the University and must have completed a minimum of 15 credits of undergraduate coursework.

Students wishing to graduate with a BBAMM-COOP must declare into the BBAMM and declare the BBAMM-COOP option prior to completing 90 credits for the BBAMM. Entrance requirements for this option require students to have a minimum program GPA of 2.7. Students accepted into this program must adhere to continuance requirements that include the successful completion of COOP 1101 prior to the completion of 90 credits for the BBAMM and instructor permission. Co-op students are advised to consult kpu.ca/co-op for information about course enrollment and work term placements.

Students who successfully complete the DMM are generally poised to continue and pursue their BBAMM. Laddering between the DMM and BBAMM is such that DMM graduates will have met most of the prerequisite courses needed to enroll in third-year marketing management courses (assuming that students achieve a final course grade of a C or higher in the prerequisite courses). However, there is an opportunity to make this transition even more seamless with a closer look at the inclusion of MRKT 1299 Consumer Behaviour in the DMM. While MRKT 1299 is not required for the DMM, it is however required for the BBAMM and BBAMM-COOP as a prerequisite for third-year marketing courses. Aside from this one course, all other courses such as prescribed breadth courses and the successful completion of MRKT 1199 and MRKT 2111 are foundational for entry into all third-year marketing management courses (see Appendix A: Course Requirements for the Marketing Program). The Marketing Management program would like to explore how to better support laddering between the DMM and BBAMM by investigating opportunities to make the requirement for MRKT 1299 consistent between the programs.

1.2. Program Department

The Marketing Management program is primarily delivered on the Richmond and Surrey campuses with a small number of introductory level courses offered on the Langley campus. The Marketing Management department consists of a total of 25 faculty, 6 of which are shared with other departments and as a result, these faculty are not available to teach a full marketing course

load. One faculty member is the designated Program Chair who is given a 50% time release, serves a three-year term and may be re-elected for a second three-year term.

Marketing Management courses are delivered in a variety of formats including in-person classes, online synchronous, online asynchronous and blended delivery. To align with the MSB guidelines, the program aims to follow an approximate distribution of 70% in-person and 30% online course delivery per semester. The program has been emphasizing more in-person delivery for our introductory level courses to support new students and those still adapting to post-secondary education. It is believed that regular face-to-face instruction at the first- and second-year levels offers a more effective means to support student learning by establishing routine contact with instructors and peers. Online formats are more frequently offered in the third- and fourth-year courses to accommodate students who are working and may benefit from a more flexible means to attend class. It is also believed that students in the upper-level courses may be better prepared to manage online formats that require more self-direction and independent learning.

All faculty members are current and/or former marketing professionals who have held senior level marketing positions in major private and public sector organizations such as Cathay Pacific, BC Hydro, Canada Post, The British Columbia Lottery Corporation, Honda Canada, Future Shop Canada and Proctor & Gamble. Several faculty members are also self-established entrepreneurs, marketing consultants or have worked in start-up ventures that service both domestic and international markets. All instructors have related master's level credentials, two faculty members hold a doctorate degree, and two others are working towards a doctorate degree in a related field. The program's faculty profile demonstrates both breadth and depth in marketing expertise that aligns well with the goal of delivering a practical and experiential learning experience for students. However, the emerging importance and presence of digital marketing and growing demands for analytical skill sets has put pressure on the program to develop and/ or seek additional qualified instructors who are prepared to deliver related courses.

The Marketing Management department leverages both internal and external discipline specific expertise to keep curriculum current, competitive and relevant to what the industry demands of new marketing graduates. An internal working group structure also aims to support program initiatives from a pedagogical, academic and practical learning perspective. The department leverages the following supporting internal and external structures to engage relevant stakeholders to fulfill the program's purpose:

- **Program Advisory Committee (PAC):** The Marketing Management department solicits feedback from a PAC composed of 8-10 marketing professionals from various sectors and with a range of specializations. Meetings with the PAC occur two times a year with an

agenda designed to keep abreast of industry trends, understand demands for specific marketing skill sets, and to collect feedback on proposed program changes. Feedback from the PAC has been and continues to be invaluable in keeping the program curriculum relevant and preparing graduates for a successful career path.

- **Internal Program Streams:** Courses in the DMM and BBAMM programs cover a range of discipline specific topics that represent common areas of specialization or streams within the practice of marketing. These streams have been identified internally by the Marketing Management department as the following: introduction to marketing, digital marketing, marketing communications, business development, data analysis, marketing management and other marketing practices (e.g., retail marketing, marketing environmental sustainability, international marketing, etc.).

- **Teaching Teams and Course Mentors:** Faculty also collaborate within teaching teams for a given course to ensure consistency in course delivery and to work on evolving and updating course curriculum and pedagogy. Each teaching team has a designated course mentor: an instructor who is regularly active in delivering the course, assists with the onboarding of new instructors, and coordinates the course teaching team to update course outlines and evaluate course materials.

- **Internal Working Groups:** The Marketing Management department is further organized into internal working groups designed to advance specific program initiatives. These internal service committees lead the department in projects related to program curriculum, alternative delivery formats, industry certifications, open education, faculty/ professional development, program outreach and stakeholder engagement, and program review.

- **External Working Groups:** Faculty members are also active participants in external groups belonging to the MSB and KPU community at large such as the MSB Curriculum Committee, MSB Faculty Council, KPU Work Integrated Learning Committee, Principles for Responsible Management Education (PRME) linked to United Nations Sustainable Development Goals (UN SDGs) Open Pedagogy Fellowship, Senate Standing Committee on Academic Planning & Priorities, and the MSB Industry Insiders Series. Faculty involvement in external initiatives continues to keep the program aligned with institutional strategies.

- **Scholarships and Endowments**: The department has a dedicated faculty member who is the liaison with the Office of Advancement. One of the strengths of our program is that

we have scholarships and endowments for marketing students. We have specific funds that are allocated for endowments that are ongoing and will provide long-term student support to pursue an education in marketing. Additionally, we have scholarships for other marketing students that will help reduce student costs for completing their education.

1.3. Program Purpose

The Marketing Management program at the MSB aims to develop the next generation of creative and insights-driven leaders through an experiential marketing education.

When the BBAMM was launched, the research clearly demonstrated that a disparity existed between what educational institutions offered students in the way of required training for marketing management positions and what employers required of new graduates to succeed in the highly competitive and technologically dominated global world of trade and commerce. With the evolution of various post-secondary marketing programs and the emergence of industry-led marketing training programs, the demand for applied marketing skills and education continues to be high given the constant and fast-paced change of marketing as a discipline. The goal of the Marketing Management program at the MSB continues to be that of filling the gap in the Lower Mainland for an applied degree in Marketing Management but also to actively align curriculum as closely as possible to industry standards and take the lead in experiential marketing education in the post-secondary market.

Equally as important, the Marketing Management program aspires to develop global citizens and professionals who recognize the importance of corporate social responsibility (CSR) and the pursuit of socially just business practices. The active inclusion of new courses (e.g. MRKT 2500 Environmental Sustainability in Marketing), updated curriculum, and assessments aligned with KPU's membership in the UN SDG Accord and PRME framework represent ongoing efforts to reinforce the importance of marketing's impact on the triple bottom line of people, planet and profit. Work integrated learning (WIL) projects often expose students to profit and not-for-profit organizations that require marketing to advance social causes. Finally, marketing as a discipline lends itself naturally to ongoing discussions around equity, diversity and inclusion (EDI) through a close and deliberate study of consumers, diverse population segments and shifting societal expectations and demands. Understanding EDI is fundamental to practicing both effective and ethical marketing. The program's vision of developing socially responsible professionals is further articulated in the Program Learning Outcomes outlined in section 2.3 Curriculum Assessment.

1.4. Issues for Program Review

The Program Review will examine the following major issues:

- **Curriculum: Removal of Barriers and Bottlenecks**

  Program review provides an opportunity to review prerequisite and program progression barriers for all students interested in taking marketing courses. The department has actively looked in the last several years at barriers within the Marketing Management program. In 2021, revisions were made to the BBAMM program progression to remove barriers and bottlenecks for third- and fourth-year students. Revisions were made because the pathway for BBAMM students was too rigid, causing them to take longer to graduate due to complex prerequisite structures. In 2021, we de-laddered our courses and some prerequisites were removed (e.g. MRKT 3000 Strategic Marketing Decision Making and MRKT 4331 Individual Marketing Plan) to allow for more flexibility and multiple pathways for students to complete the program. While preliminary feedback from students is positive, program progression should again be assessed to ensure students have benefitted from the changes made to the program.

- **Program Progression: Laddering between DMM and BBAMM**

  Many marketing students opt to complete the two-year DMM and then upgrade and complete the BBAMM. Program review provides an opportunity for the Marketing Management department to explore the laddering between the DMM and BBAMM and identify any potential barriers in the progression for students.

- **Program Alignment with Industry Standards**

  Marketing is a discipline that is evolving at a lightning speed pace due to technological change and the program must be kept current to stay relevant and competitive. Despite offering a wide selection of marketing courses, we recognize a need to strengthen several dimensions of our curriculum. Today's marketing practices demand a strong understanding of research, analytics, and the effective use of digital and advanced technological tools (e.g., e-commerce platforms, digital marketing applications, artificial intelligence (AI) for marketing, etc.). While efforts are being made to incorporate related course content and training in new marketing technologies, much more work needs to be done. For instance, some of the existing marketing courses provide students with an opportunity and option to achieve industry recognized marketing certifications on platforms such as or equivalent to Google Analytics, Hootsuite, HubSpot, Salesforce, etc. These certifications which are free and offered at no additional cost to the students, provide students with additional skills required by industry prior to graduation. However, the department's approach to certifications is not well coordinated among the different courses and an opportunity exists for a coordinated strategy that provides a clear pathway for students to complete a series of related certifications before they graduate. In addition, new graduates from marketing programs are increasingly required to have

skills in design programs. Currently, students get exposed to design skills in their third- and fourth-year integrated marketing communications courses. However, there may be a need to strengthen foundational skills in design earlier in the program.

- **Opportunities for Additional Marketing Credentials**

  The Marketing Management department has historically provided three programs: BBAMM, BBAMM-COOP and DMM. However, as student needs evolve along with workplace requirements and responsibilities, the department may need to explore additional possibilities for credentials.

- **Curriculum for Indigenization and Corporate Social Responsibility (CSR)**
  Program review provides an opportunity to review Indigenization in the Marketing Management program and how to better incorporate it in the curriculum. Program review also provides an opportunity to review CSR in the program, as the department aspires to develop socially conscious marketing professionals who will balance profit-driven goals with those that benefit people and the planet. While the active development of new elective courses, such as MRKT 2500 Environmental Sustainability in Marketing, helps support the inclusion of content related to sustainability and the PRME framework, the program review provides an opportunity to assess how to best incorporate content on this important topic and whether to make MRKT 2500 mandatory for diploma and degree students. This program review provides an opportunity to reflect on these efforts and determine what more can be done to support Indigenization, sustainability, EDI, as well as opportunities to better incorporate the PRME framework within the Marketing Management program.

- **Work Integrated Learning/ Experiential Learning**

  With a healthy job environment for marketing professionals in the greater Vancouver region, there is an opportunity for the Marketing Management department to provide work integrated learning (WIL) opportunities for marketing students. Historically, BBAMM-COOP had been the main channel for providing such opportunities. However, the department has leveraged many new initiatives to provide additional WIL opportunities for marketing students, including Curriculum-Based Projects with Faculty Involvement. Many third- and fourth-year level marketing courses have students complete client projects with industry partners and community organizations. In addition, a fourth-year level practicum option exists with MRKT 4201 IMC Practicum. In these courses, students work on real marketing problems with industry partners, meet and

interact with the client sites, develop solutions for marketing problems, and present solutions to the client sites. In addition, members of the marketing faculty regularly engage with the Lead Advisor of Work-Integrated Learning, Office of the Provost & Vice-Academic, Academic.

The department also includes opportunities for students to develop networking and professional skills. In MRKT 3000 Strategic Marketing Decision Making, students complete a networking project where they attend a professional networking event. The department has also revamped one of its second-year courses, MRKT 2444 Interpersonal and Professional Development in Marketing, to focus on the real-world interpersonal skills required by a marketing professional in the workplace.

In addition, the Marketing Management department collaborated with the first group of students in a successful and flexible internship opportunity with the Melville Business Strategy Internship (MBSI) Program. Starting in fall 2020, marketing students in MRKT 4160 Business Development participated in the MBSI Program as a part of their regular course studies with a faculty member managing their class learning and while being in contact with the employer to assist student to meet their needs. Both domestic and international students participated in the paid internship program either on a part-time or full-time basis. In particular, international students heavily benefitted from the internship program because they could obtain paid Canadian work experience while completing the course, allowing them to stay on their trajectory for graduation. Due to the massive success of the MBSI Program, Marketing faculty members continue to actively promote the MSBI Program which currently provides a flexible paid internship program for third- and fourth-year marketing students. Many domestic and international students in the Marketing Management program continue to leverage this program to obtain professional marketing work experience before they graduate.

In summary, the Marketing Management department needs to assess the current effectiveness of WIL in its programs and the extent to which it is introduced at the various course levels. Due to the fast-paced change of the marketing industry and the demand for contemporary marketing skills, the department will need to continue to explore additional opportunities for students to obtain WIL and the marketing skills needed before they graduate.

- **The Marketing Program Community**

Since our last program review, there has been an active attempt to build a KPU marketing community that fosters connections between students, alumni and the marketing industry. Building a marketing community is an ongoing task. Multiple initiatives have

taken place including the formation of the KPU Marketing Association (KPUMA). Founded in 2012, marketing students have the benefit of joining the KPUMA, a student-created and student-run marketing club that connects marketing students to one another and industry professionals. With a focus on, "connecting students professionally, mentally, and socially", the KPUMA organizes events on an annual basis such as industry tours, alumni/speaker events, social events, and community outreach projects.

The Marketing Management department has also developed a partnership with nabsWest, a charity focused on supporting marketing professionals in the media, marketing and communications industry in Canada. As a result of this partnership, annual speed mentoring events have been held in the past five years linking students in the Marketing Management program with professionals in the regional marketing industry. In addition, the Marketing Management department has built a relationship with BC Tech Association, a nonprofit organization focused on technology growth in British Columbia.

The department has also started performing outreach through new social media accounts. In 2023, the Marketing Management program officially launched KPU branded social media accounts for the department on LinkedIn and Instagram, with the goal of ongoing posts to build and engage a marketing community consisting of KPU marketing students, alumni, faculty, and marketing professionals. A presence on social media was deemed essential to reflect a program that practices what it teaches.

Despite these many accomplishments, there still exists a need to further assess the different kinds of industry networks the department fosters and the different kinds of professional and mentoring opportunities students are provided with.

2. Curriculum Review

2.1. Pathways for Graduates

Pathways to Employment.

The British Columbia Labour Market Outlook:2023 Edition provided by Work BC identifies marketing as a high opportunity occupation for British Columbia in the next 10 years. According to Work BC, high opportunity occupations are those expected to experience higher demand and higher pay compared to other occupations. Specifically, there is expected to be 5590 new job openings in marketing related managerial positions leading up to 2033 (Work BC, 2024). Thus, the job outlook for graduates in marketing programs is very positive in the coming years since marketing has been identified as a high opportunity occupation for British Columbia.

A marketing diploma or degree can lead to careers in the following industries (see Appendix C1 – Career streams for Students with a Diploma or Degree in Marketing for more details):

Advertising, Marketing Communications and related services	Restaurants/Food Service
	Not-for-profit Marketing
Marketing Research	Software and Online Tools Development
Social Media Marketing	Business-to-Business Marketing
Data Analytics Marketing	Government/Utilities
E-commerce Marketing	Real Estate Marketing
Digital Marketing	Manufacturing
Marketing Consulting	Retail/Wholesale Marketing
Sports/Entertainment Marketing	Data Processing, Hosting and related services
Finance, Insurance	Publishing via Online, Print, Audio, or Broadcast
Tourism and Hotels	Education, Health or Social Services

Source: LinkedIn Canada (2023)

With respect to the BBAMM program, graduates are prepared for jobs in traditional and emerging marketing roles such as sales, marketing communications and advertising, social media marketing, e-commerce and online/digital marketing (see Appendix C1). They can also find employment in general business, research, consulting and business development. Graduates seeking further study will be able to apply for certifications, MBA programs and other Post-Baccalaureate and Graduate Diplomas. Typical positions BBAMM graduates may find themselves in include the following: (see Appendix C2 – Examples of Job Opportunities within Various Marketing related Business Functions for further details).

Account Executive/Manager	E-commerce Marketing Specialist
Data and Research Marketing Analyst	Enterprise Media Manager
	Marketing and Event Coordinator

Customer Service Representative/ Member Relations Coordinator	Social Media Marketing Coordinator
	Marketing Automation Specialist
Commercial Business Development Manager	Small Business Owner
Community Specialist, Regional Marketing	Product Marketing Coordinator
Corporate Partnership Manager	Sales Analyst/Sales Manager
Digital Marketing Coordinator	Business Development Specialist/Manager
Social Media Marketing Specialist	Integrated Marketing Communications (IMC)
Online Marketing Specialist	Coordinator or Manager
Scheduling Coordinator, Operations Manager	

Source: Indeed Canada (2023)

With respect to the DMM program, graduates are prepared for entry level marketing positions typically in retail and marketing support services, giving them the foundation to either pursue additional education to specialize or advance in marketing. Typical positions DMM graduates may find themselves in include the following (see Appendix C2 – Examples of Job Opportunities within Various Marketing related Business Functions for further details):

Account Coordinator	Retail Coordinator/Supervisor
Marketing Admin Associate/Assistant	Food Service Coordinator/Associate
Social Media Marketing Coordinator	Sales Associate
E-commerce Marketing Coordinator	Merchant Sales Administrator
Event Marketing Coordinator	Customer Service Agent
Small Business Supervisor	Data Centre Coordinator/Supervisor

Source: Indeed Canada (2023)

Pathways to Further Study

The DMM is a comprehensive program designed to provide a solid, general foundation in this exciting field. Graduates of this program may be eligible to continue their business studies by pursuing a BBAMM or related business discipline. Many of the courses required for the DMM are also requirements for the BBAMM degree and the potential exists for laddering between the programs.

It's important to note that marketing is a comprehensive business field, hence, a successful career in marketing requires multiple competencies, skills, education, and training. The fast pace of change in marketing is a catalyst for marketing professionals to pursue continuing education and professional development opportunities in diverse areas such as social media marketing, content marketing, data analytics, etc. When upgrading their skills and education, it provides marketing professionals the opportunity to increase their potential for career advancement through advanced promotions and increased pay.

Certifications for BBAMM, BBAMM-COOP and DMM graduates

A BBAMM, BBAMM-COOP and DMM graduate can pursue marketing certifications to become more competitive and employable. These certifications focus on mastering specific skill sets related to using marketing industry applications, platforms or technologies that are in high demand. These certifications can also be undertaken concurrently, while pursuing the program or upon graduating. Some options related to certifications in Digital Marketing include Google Ads Certification, Google Analytics Individual Qualification (GAIQ), YouTube Asset Monetization Certification, HubSpot Content Marketing Certification, SEMRUSH Certification, AMA Professional Certified Marketer (PCM), etc. Most of the certification courses are taught online or in a hybrid format, and many online certifications are free of cost; for instance, Semrush certification is free making it a very lucrative and flexible option for students. Many marketing certifications are offered by global companies such as Microsoft, Google and Salesforce. In addition, a range of vocational certificate and diplomas in marketing are provided by the Chartered Institute of Marketing (CIM) and marketing associations such as the American Marketing Association and Canadian Marketing Association. Additional marketing certifications options for BBAMM, BBAMM-COOP and DMM students are identified below:

- Microsoft Advertising Professional certification
- Dynamics 365 Marketing Functional Consultant Associate certification
- Certified Sales Associate certification (CSA)
- Certified Sales Development Representative (CSDR)
- Salesforce Consultant

Designations for BBAMM, BBAMM-COOP and DMM graduates
Marketing graduates from an accredited Canadian University or college with a 2- or 3-year diploma or degree are eligible to undertake the Chartered Marketer (CM) designation, offered by the Canadian Marketing Association. CM is a professional designation for a marketing professional that is recognized by employers across the country. CM acts as a stepping stone for many marketing graduates to advance their career in marketing.

Master's Degree and Doctoral Degree for BBAMM and BBAMM-COOP graduates
BBAMM and BBAMM-COOP graduates interested in advancing their professional career in marketing can pursue a Master of Business Administration (MBA) degree with a concentration in marketing or related supplementary field.

BBAMM and BBAMM-COOP program graduates interested in research and academia can pursue a doctoral degree in marketing. Earning a Doctorate is a significant academic achievement that involves rigorous coursework, research and the completion of a doctoral dissertation. A master's degree in business administration or a related field is a prerequisite for a Doctoral degree. Many Doctoral programs prefer candidates with significant work experience, often ranging from 5 to

10 years. Options for graduate marketing degrees at this level include the Doctor of Business Administration (DBA) or Doctor of Philosophy (PhD) in Marketing.

Pathways to an Enriched Civic and Personal Life

Students in the Marketing Management program have an opportunity to play a positive role in their communities through work and volunteer opportunities. Students learn in their marketing courses the principles of CSR and ethical decision making and have opportunities to incorporate them in their professional and personal lives. Concepts of ethical decision making, corporate social responsibility and sustainability are integrated throughout various courses in the Marketing Management program starting with MRKT 1199 Introduction to Marketing. Students are also introduced to principles of EDI and topics in Indigenous Relations across various courses.

The Marketing Management department has developed an elective course, MRKT 2500 Environmental Sustainability in Marketing, to address topics in marketing and sustainability, as this important topic continues to gain attention in the global business landscape. As students take higher-level courses, they can apply these principles to industry projects and case studies via class projects and co-operative education placements. Many instructors who deliver higher-level marketing courses are consciously choosing to work with industry partners who represent the non-profit sector or community organizations such as SOS Children's Village BC, Ocean Wise, the KPU Foundation, and Surrey Cares. Further, some instructors assign students renewable projects such as the development of cause-based websites to advocate for their choice of a UN SDG connected to the PRME framework. Providing these learning opportunities further reinforces to students the versatility of marketing skill sets and how marketing can be leveraged to do good.

Students are also encouraged to volunteer their time with student-led organizations at KPU (i.e. KPUMA, Cultural Associations, KPU Art Collective, KPU Pride Society) to gain meaningful experience and engage with the community both within and outside of KPU.

There is also an abundance of opportunities for graduates of the Marketing Management program in the non-profit sector, as there are over 170,000 charitable and non-profit organizations in Canada that require marketing to draw attention to their causes and drive support. This sector contributes $192 billion dollars in economic activity to Canada annually and accounts for more than 8% of the country's GDP. Non-profit organizations employ more than 2 million full-time and 200,000 part-time workers. Graduates from post-secondary institutions with a diploma or degree account for more than 60% of these workers. B.C. alone is home to over 29,000 non-profit organizations, employing over 86,000 people in diverse areas such as health,

education, social services, business and professional associations, arts and culture, and recreation (Statistics Canada, 2022).

In addition to employment, graduates from the Marketing Management program are also encouraged to contribute their knowledge and time in meaningful ways by volunteering, fundraising, serving on boards, and advocating as community leaders on important social and environmental causes. When finding employment becomes a challenge, students are encouraged to support their communities in volunteer marketing positions as a way of giving back while continuing on a path to develop their marketing skills.

Career Pathways Map

The Career Pathways Map of the Marketing Management program provides a typical career progression of a DMM and/or BBAMM graduate. For several examples of career pathways for marketing graduates, see Appendix C3-Career Pathways for both DMM and BBAMM graduates.

2.2. Skill Development

As outlined in KPU Policy AC9 (Skills and Outcomes), the Marketing Management program is designed to help students develop the following list of skills. The primary difference in essential skills between the DMM and BBAMM relates to the degree of the development of the skills. In the 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 the completion of the program, BBAMM students should have strong essential skills that aid in their contribution to business and society. See Appendix C4 for the Skills Development Map.

Writing Clearly and Concisely
Our marketing courses are designed to help students develop writing skills. Writing and communication skills are developed when students analyze research, campaign data, financials and consumer behaviour to develop written summaries and reports with a focus on prioritizing key insights and opportunities for assignments and client-based projects.

Speaking Effectively
Our marketing courses develop speaking/oral skills in both the classroom and through client presentations. Students are encouraged to interact with other students, instructors, mentors and project clients and present their key ideas and recommendations in both a face-to-face and online or remote environment. At times students are required to debate or defend their key marketing recommendations.

Reading and Comprehending Material

Students in marketing courses are required to learn how to seek out information and then read and simulate large amounts of reports and academic research papers from various sources. Sources can include business publications, academic research, marketing newsletters, journals and industry expert opinions that provide key insights on consumer segments, business trends, and micro and macroeconomic factors. Students are required to comprehend the material and summarize key observations, insights and often develop recommendations after reviewing the materials.

Working Effectively with Others

Marketing courses emphasize collaboration and teamwork. Socialization and adaptability are practiced even within first-year marketing courses. Most marketing courses require that students establish and work together in teams. This may include the development of a team charter to identify team member skills and responsibilities, as well as connecting with team members during and outside of class to complete deliverables for projects. The program's online courses provide students with online projects and opportunities to collaborate in a remote working environment.

Analyzing and Thinking Critically

Students in marketing courses learn how to review and analyze complex financial, marketing and industry data for the purpose of recommending next steps and identifying business opportunities. As students progress throughout the program, they increasingly develop and use critical thinking skills in assignments to develop persuasive business solutions. They are often challenged to solve real world problems that may not always reflect textbook cases or textbook solutions.

Resolving Issues or Other Problems

Through the process of reviewing and analyzing case studies and working with client-based projects, students in marketing courses learn to identify key issues in marketing and are encouraged to develop and recommend key steps to resolving the issues. Students learn and interact in a multicultural, diverse and inclusive classroom environment which encourages the skills and attitudes of acceptance and embracing other viewpoints when developing steps to resolve issues.

Learning on Your Own

In our marketing courses, there are diverse opportunities that foster individual learning, continual learning and personal growth. Such opportunities include individual assignments, individual learning activities and team exercises which help develop independent learners.

2.3. Curriculum Assessment

The full curriculum map is provided in Appendix D1.

Program Learning Outcomes (PLO)

The previous PLOs developed by the Marketing Management program appear to have been less clearly focused. When the BBAMM program was first conceived in 2010, the department identified 23 PLOs. However, upon detailed review, the program review team identified redundancies and inefficiencies in the construction of the 23 PLOs. Further, there was no differentiation of PLOs for each of the three credentials: BBAMM, BBAMM-COOP and DMM. The DMM also did not previously have PLOs documented.

In preparation for the program review, PLOs for BBAMM and BBAMM-COOP have been condensed and revised to nine overarching PLOs that better reflect the context of the professional marketing world and are flexible to align with evolving industry expectations and practices. The nine PLOs have also been constructed using the current PLO format recommended by Teaching and Learning Commons. In addition, the nine new PLOs drafted for the BBAMM and BBAMM-COOP have been further adapted for the DMM to reflect diploma level achievement and to align with expectations for a diploma graduate. The program review team leveraged Bloom's Taxonomy of Educational Objectives when adapting the PLOs and to align with expectations for a diploma graduate.

The nine new PLOs for the BBAMM/BBAMM-COOP and DMM, along with rationale, were reviewed by the Teaching and Learning Commons and with the Office of the Provost (curriculum) in Fall of 2023 for alignment. The new PLOs were supported by both parties with no concerns raised at the time. The department will need to continue to work with the Office of the Provost and SSCC governance to acquire Senate approval of the new PLO structure. With a more carefully constructed PLO structure and a more manageable number of PLOs, the department is more readily able to complete curriculum maps for all three programs for the program review.

The charts below illustrate the original PLO structure in 2010, as well as the updated PLO structure for the current program review. Appendix D2 provides further insight into how the 23 original PLOs were condensed into nine new and updated PLOs to reflect common themes.

Please find below the original PLO structure of 23 PLOs when the program was first developed in 2010:

MARKETING MANAGEMENT PROGRAM PLOs: AN UPDATE
BBAMM Original PLOs: 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, multicultural 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

Please find below the list of 9 new overarching PLOs for the BBAMM and BBAMM-COOP:

BBAMM Updated (Condensed) PLOs: 2023 / 24
A student who successfully completes the **Bachelor of Business Administration in Marketing Management program** or **Bachelor of Business Administration in Marketing Management program with Co-operative Education** will have reliably demonstrated the ability to:

1. Conduct an environmental scan, identifying stakeholders and contextual issues.
2. Formulate informed marketing decisions by assessing and evaluating quantitative and qualitative business information using contemporary research tools.
3. Formulate communications in a variety of formats that will reach target markets and achieve organizational goals.
4. Influence stakeholders through the delivery of persuasive written and verbal communications.
5. Formulate marketing resources that are strategic, effective and targeted to identify, address and deliver on client and organizational needs.
6. Demonstrate effective marketing project and team management skills to develop and execute a marketing plan.
7. Justify marketing investment decisions to stakeholders by applying principles of financial accountability.
8. Apply key marketing concepts by successfully completing industry-based projects to professional standards.
9. Integrate ethical decision making by applying principles of corporate social responsibility to support long-term organizational success.

Please find below the list of 9 new overarching PLOs for the DMM:

DMM New PLOs: 2023/ 2024
A student who successfully completes the **Diploma in Marketing Management** will have reliably demonstrated the ability to: 1. Conduct an environmental scan, identifying stakeholders and contextual issues. 2. Demonstrate informed marketing decisions by assessing and evaluating quantitative and qualitative business information using contemporary research tools. 3. Recommend communications in a variety of formats that will reach target markets and achieve organizational goals. 4. Inform stakeholders through the delivery of persuasive written and verbal communications. 5. Identify marketing resources that are strategic, effective and targeted to identify, address and deliver on client and organizational needs. 6. Develop effective marketing project and team management skills to execute a marketing plan. 7. Articulate marketing investment decisions to stakeholders by applying principles of financial accountability. 8. Demonstrate the ability to apply key marketing concepts by successfully completing industry-based cases. 9. Integrate ethical decision making by applying principles of corporate social responsibility to support long-term organizational success.

Results of Curriculum Assessment

The analysis of the curriculum map (see Appendix D1) reveals that our PLOs are well-matched with the skills that are taught in marketing courses at all levels, and that the Marketing Management department provides a wide array of courses that cover a wide range of skills. This list of PLOs was created collaboratively by faculty and is reflected in how widely employed the majority of our PLOs are across courses.

There is a clear scaffolding of skill levels according to the IDA framework, from introduced to developing to advanced, which corresponds to the levels of the courses being taught. The 1000-level courses introduce and start to develop skills, the 2000-level courses develop them further, the 3000-level courses work with both developing and advanced skills, and the 4000-level courses cover advanced skills. This is consistent throughout the courses delivered and shows a progression of the skills taught in the courses of the Marketing Management program.

Gap Analysis

One apparent gap in analyzing the curriculum map is that some of the PLOs could be better represented in some courses. The analysis below shows the number of times teaching teams have assigned I (Introduced), D (Developed) or A (Advanced) for each PLO as they conducted the curriculum mapping.

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
I	15	10	11	11	10	12	4	7	14
D	19	24	29	21	27	21	21	13	18
A	19	26	18	28	27	23	22	28	20
TOTAL	53	60	58	60	64	56	47	48	52

Lower values are shown in red, middle values in yellow and greater values in green.

We can clearly see that PLO #7 (Justify marketing investment decisions to stakeholders by applying principles of financial accountability) and PLO #8 (Demonstrate the ability to apply key marketing concepts by successfully completing industry-based projects to professional standards) are not adequately introduced to marketing students before the concepts are developed and advanced. These two PLOs focus on critical skills that a marketing student must be able to demonstrate, but the scaffolding of these skills could be stronger. Program review provides an opportunity to explore how these skills could be better introduced for these two PLOs. Across all the other PLOs, the analysis shows clear progression and proper scaffolding.

The analysis also shows that PLO #1 (Conduct an environmental scan, identifying stakeholders and contextual issues) and PLO#9 (Integrate ethical decision making by applying principles of corporate social responsibility to support long-term organizational success) may be overrepresented at the introduction stage. However, both skills are critical for achieving success in the marketing field and should be emphasized as context within which marketing should be practiced and advanced.

Another issue identified by teaching teams as they conducted the curriculum mapping is that some of the Course Learning Outcomes (CLOs) may need to be revisited for specific courses. When conducting the curriculum mapping for each course, many teaching teams found potential areas of improvement for CLOs such as reducing repetition or overlapping CLOs, ensuring clear alignment with PLOs, and updating CLOs to reflect refinements to course curriculum. Improvements to CLOs for these courses can be addressed as part of the course outline review process. When completing the curriculum mapping, the department created a standardized form, the Course Mapping Summary Form, for each teaching team to complete that would summarize and document key gaps and redundancies when mapping course CLOs to PLOs. The purpose of this exercise was to identify gaps and refinements for each course that will be reviewed at subsequent course outline reviews upon completion of the program review process.

Recommendations

- Continue to work with the Office of the Provost and SSCC governance to acquire Senate approval of new PLO structure.

- Explore strategies to better introduce skills and build proper scaffolding for PLO #7 (Justify marketing investment decisions to stakeholders by applying principles of financial accountability), as well as how to better support students with financial analysis related to marketing-based contexts.

- Explore strategies to better introduce skills and build proper scaffolding for PLO #8 (Demonstrate the ability to apply key marketing concepts by successfully completing industry-based projects to professional standards), as well as how to better prepare students for third- and fourth-year industry-based projects.

- For each upcoming course outline review, teaching teams for each course to revisit the Course Mapping Summary Form and identify opportunities to address gaps and areas of improvement that were identified when mapping CLOs to PLOs during the curriculum mapping process.

3. Program Relevance and Demand

3.1. Relevance

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

The Marketing Management program at KPU helps prepare students for a variety of possible career pathways upon graduation. BC Student Outcome Data for KPU's Marketing Management program (see Appendix E for the Administrative Data Report), demonstrates that both the satisfaction and quality scores of the DMM and BBAMM programs well surpass the ministry targets of 90%, indicating positive levels of satisfaction with the educational training and quality of instruction across the DMM and BBAMM programs. However, respondents indicate that the usefulness of the program for their current occupation is lower at 86% for the BBAMM and 82% for the DMM. The results of the usefulness score may potentially be attributed to the necessity for ongoing curriculum enhancements in addressing relevant and current topics in marketing. The dynamic nature of the marketing discipline with evolving platforms, media, and tools impacting business practices every 12-18 months, underscores the importance of refining course content on an ongoing basis and having the needed tools and technologies included to prepare students for industry application. Swift changes in the marketing landscape will continue to require faculty to update learning outcomes to encompass emerging subjects such as digital marketing, social media marketing, marketing technology, AI for marketing, and marketing sustainability.

The following subsections provide a detailed breakout of program relevance based on feedback from four critical stakeholder groups: students, alumni, discipline sector, and faculty. Given the high rate of change in the marketing discipline, it's important to assess feedback by each stakeholder group.

Overall program relevance to career goals

In the student survey (see Appendix F), a majority of 78% of respondents agree that our program curriculum as a whole is relevant to their career goals. Results show that 54% of respondents somewhat agree and 24% of respondents strongly agree that the program curriculum is relevant to their career goals. When looking at satisfaction with the curriculum of our program, a majority of 75% of respondents are satisfied with the curriculum, with 61% of respondents being somewhat satisfied and 14% being very satisfied. Similarly, in the alumni survey (see Appendix G), a majority of 70% of respondents are satisfied with the curriculum of the program, with 39% of respondents somewhat satisfied and 31% very satisfied. The alumni survey results

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

demonstrate that at approximately of alumni are very satisfied, which is slightly stronger than the student survey results.

The student and alumni results can be partly attributed to the need for ongoing curriculum enhancements in relevant and current topics in marketing, as previously discussed. In addition, the student and alumni results can be partly attributed to the multidisciplinary nature of marketing. It's critical to note that career paths in marketing are not linear and evolve over time. It is common to experience lateral movement in a marketing career that may see professionals transition into new industries where marketing skill sets need to be adapted to extremely different customer, competitor and stakeholder environments. While still enrolled at KPU, some students may lack internal direction as they are still navigating their own career ambitions in marketing while trying to understand the multiple stream options and pathways available for a marketing career. These results highlight the need to explore opportunities to provide greater direction to students on career paths within marketing, as well as the need to highlight different marketing stream pathways in our program to help students achieve their individualized goals.

Results from the faculty survey (see Appendix I) are stronger and a majority of 90% of respondents agree that the program curriculum is relevant to the needs of the discipline/sector, the program prepares students for a career in the discipline/sector, and the program prepares students for further education in the field. When looking at satisfaction with the program curriculum, a majority of 87% of faculty are satisfied, with 56% satisfied and only 31% very satisfied. While these results are positive, only approximately 1/3 again were very satisfied. These results are not surprising, as there has been long-standing sentiment in the department that there needs to be a greater emphasis on certain skills (i.e. marketing research, strategic thinking, marketing math) earlier in the program, as well as the incorporation of new and emerging skill sets (e.g. digital marketing, social media marketing, graphic design, AI for marketing, etc.).

Relevance of PLOs to career goals: BBAMM and DMM

When looking at how relevant the PLOs are to their career goals, over 80% of alumni indicate that the BBAMM program is very relevant or somewhat relevant for the majority of the PLOs (see Appendix G). When looking across the PLOs, marketing communication and analytical skills are the main drivers of the positive results. The positive results from alumni on the relevancy of the PLOs is quite encouraging as it demonstrates that the curriculum of the program is meeting the overall needs of recent graduates. The results also highlight the need for faculty to continue their focus on updating curriculum, as well as ongoing professional development (PD) for faculty to stay relevant in the discipline. However, the lowest performing result is for PLO 7 (Justify marketing investment decisions to stakeholders by applying principles of financial accountability), reflecting a need to strengthen curriculum in this one area.

In the discipline sector survey (see Appendix H), when looking at how important it is for entry level employees to demonstrate each of the PLOs related to the BBAMM, the results indicate that all of the PLOs score well with 56% to 95% of respondents ranking the PLOs as essential or very important. When looking across the PLOs, the main driver was marketing communication skills, with 95% of respondents ranking it as essential or very important. These results are not surprising as employers expect marketing graduates to be able to communicate effectively with target audiences. At the same time, it highlights the need for the program to continue its focus on the development of marketing communication skills.

In the faculty survey (see Appendix I), over 90% of faculty believe that each of the PLOs in the BBAMM are individually relevant to the current needs of the discipline/sector. This is encouraging feedback, as the majority of faculty are marketing professionals who have worked professionally in marketing management prior to teaching at KPU. When looking at the individual PLO results, there is good consistency between faculty and discipline sector feedback on the importance of marketing communication skills, as well as project management and team skills to create a marketing plan. Interestingly, there is a discrepancy in PLO 1 (Conduct an environmental scan, identifying stakeholders and contextual issues), with 94% of faculty agreeing that it is relevant, with only 57% of discipline sector representatives agreeing that it is relevant. The latter results may be due to a discrepancy in emphasis, as faculty often focus on environmental scanning to help students understand the contextual business environment, whereas for new hires and junior employees in an organization environmental scanning may not be as critical for day-to-day tasks since organizations are naturally immersed in their respective industries in markets with established systems for knowledge sharing.

When looking at the DMM and how relevant each of the PLOs are to career goals, we see a similar pattern for alumni from the DMM program and overall general satisfaction with the relevance of the PLOs (see Appendix G). However, PLO 7 (Articulate marketing investment decisions to stakeholders by applying principles of financial accountability) demonstrates a similar gap. It's worth noting that the sample size for the DMM is quite small with only 7 respondents, which may impact the generalizability of these results.

Strengths of the program and areas of improvement

Student, alumni and faculty survey comments are consistent and provide very positive overall feedback on the Marketing Management program (see Appendix F, G, I). When looking at strengths of the program, student and alumni comments note that the program has passionate, knowledgeable and experienced instructors. Students and alumni feel the program is very applicable to the real-world with a hands-on approach to learning. Another strength of the

program is working with real-world clients and WIL projects in third- and fourth-year classes. Student comments indicate that they feel ready for the real world and that small class sizes are a positive. In addition, alumni commend the critical thinking skills fostered by the program, as well as the emphasis on teamwork and communication skills.

When looking at suggestions for improvement, student comments indicate concerns over the heavy requirement of accounting courses, especially at the third- and fourth-year levels, as well as the need for real-world engagement earlier in the program. Alumni comments on areas of improvement include the need for increased content within the program in areas such as digital marketing, social media marketing, web development, email marketing content and graphic design skills. Faculty comments on areas of improvement include the need for increased content in areas such as digital marketing, social media marketing, graphic design, research skills and industry certifications. Faculty also highlight the need to better help students map out potential career paths in marketing.

When looking at topics that are missing from the program, student survey comments indicate the need for more exposure and coverage of topics such as social media marketing, web design, industry certifications, graphic design, copywriting and AI for marketing. Alumni survey comments on missing topics indicate the need for more exposure to content areas such as marketing data analysis, marketing technology, digital marketing, social media marketing, email marketing, influencer marketing, graphic design, branding and networking skills. With respect to the comments on networking skills, the department offers a course, MRKT 3000 Strategic Marketing Decision Making, which includes a networking assignment where students physically attend a networking event and then write a reflective report afterwards. However, due to the impact of COVID-19, the assignment was put on pause for several years, but is now being reintroduced by instructors in the post-pandemic period.

Overall, there are some clear common trends arising from the student, alumni and faculty survey comments on specific content areas that need to be strengthened in the program, such as digital marketing, social media marketing, graphic design and AI for marketing. Since marketing has been deemed as a high opportunity occupation by Work BC, it's critical that the department assess and review these content gaps to ensure we are best preparing our students for the needs of the industry. For new and emerging topics such as AI for marketing, it's important to recognize the need for a humane, ethical and thoughtful approach for using AI, aligned with the commitment to PRME framework. Since marketing professionals are at the forefront of

integrating AI into business, there is an opportunity to teach and emphasize the critical thinking skills associated with a responsible and humane approach to working with AI.

Lastly, when examining the feedback on missing topics, it's important to note that marketing as a discipline has always been rapidly evolving and it has become increasing challenging for instructors to integrate new marketing concepts into the classroom without abandoning the foundational elements of marketing. As a result, the department has often introduced new elective marketing courses to ensure students are exposed to newer ideas and tools.

Specializations, tools and skill sets required by marketing graduates

In the discipline sector survey (see Appendix H), respondents were asked questions on which marketing specializations they consider the most important when hiring a marketing graduate. Respondents ranked the following marketing specializations the highest, as either essential or very important: strategic marketing planning (96%), social media/digital marketing (86%), integrated marketing communications (82%), marketing analytics (77%), content marketing (74%) and branding (69%). The results from this question are encouraging because the department has created courses that specialize in many of these topics. In the near term, the department has just received approval to launch MRKT3333 Social Media Marketing Strategy in Fall 2024, which will help address the need for increased social media marketing, strategic marketing planning and content marketing skills within the program. The lowest results from the respondents are for the following areas: affinity marketing (14%), international marketing (23%), and not-for-profit marketing (27%). The lower scores for these areas may be the result of our respondent base or these specializations being too industry specific and not having the same appeal and requirements across diverse marketing streams. Nonetheless, these areas may be important topics to some students depending on their personal interests and chosen career path in marketing.

Further, in the discipline sector survey, respondents were asked which tools are the most important for marketing graduates to have a working knowledge of. Respondents ranked the following tools the highest, as either essential or very important: presentation (80%), project management and collaboration (78%), and analytics and data visualization (69%). These results are not surprising given the highly collaborative nature of marketing and the team environment that marketing professionals operate in, particularly with the globalization of business and stronger presence of remote work environments. The importance of presentation tools connects well with the need for marketers to effectively communicate through both written and oral means.

In the discipline sector survey, several open-ended questions were also asked to probe further into the skill sets required by marketing graduates. When survey respondents were asked what other skills, training or knowledge an entry-level marketing graduate would need to have to be hired into their organization, the following skill sets repeatedly emerged: written and verbal communication skills, time management skills, presentation skills and the ability to manage through competing and conflicting priorities. This skill set aligns well with the focus of the BBAMM program on creating marketing managers by the completion of the program. Further, a second open-ended question was asked to discipline sector survey respondents, asking them to identify what emerging trends in the sector marketing graduates should be prepared for. AI for marketing was overwhelmingly the main response. Respondents also emphasized continuous learning, sustainability, critical thinking/analytical skills, and ever-changing technical know-how. Given that AI is a recent technological development, there will be a need for marketing faculty to engage in PD on this topic and plan for its inclusion in program courses.

Overall Summary

Overall, the results across the surveys and accompanying comments indicate that the majority of respondents feel that the PLOs are relevant and that the program is meeting or exceeding expectations of students and the marketing industry. However, the marketing landscape changes quickly with major shifts in marketing technology and channels appearing every 12-18 months. As a result, faculty need to maintain their currency in marketing through regular PD and make ongoing changes to curriculum. In doing so, students will have the skill set required for when they graduate and be "market ready."

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

Faculty members in the department demonstrate a commitment to maintaining strong connections to the discipline. The department has built relationships with different marketing-based organizations in the greater Vancouver region such as BC Tech and nabsWest. In addition, the department holds regular meetings twice a year with its Program Advisory Committee (PAC), which is comprised mainly of marketing industry professionals in the greater Vancouver region. The PAC meetings provide the department with valuable guidance on courses, learning outcomes, insights on changes in the industry and required competencies, and the future direction of marketing.

In recent years, the department has launched some new initiatives to foster relationships with both alumni and discipline/sector representatives. In 2023, the department launched LinkedIn and Instagram sites and consequently has an increased social media presence that allows alumni and marketing professionals to connect directly with faculty and current students. A social media

presence for the program was deemed essential not only to foster community and relationships with program stakeholders, but also to reflect the relevance of the program and best practices in marketing communications. Since the account was launched only in the last year, it will take time for this community to develop, but the department is engaging in an active posting strategy. In addition, the department has hosted speed mentoring events with nabsWest, a non-profit organization that supports marketing professionals, for the last five years. The networking events connect marketing industry representatives with third- and fourth-year students in the marketing program. When organizing the events, there has been an active attempt to include KPU marketing alumni as industry mentors.

When reviewing the alumni survey feedback (see Appendix G), it is very clear that alumni want to give back and be engaged with the KPU marketing community, but feel they are not finding enough opportunities to do so. Alumni in their comments indicate that they would like to have more touchpoints, student/alumni engagement opportunities, and networking events that build connections between marketing organizations and students. It's important to note that the Marketing Management department has little control over the KPU alumni program, as it operates independently and maintains its own distribution lists.

When looking at discipline sector feedback (see Appendix H), 50% of respondents are satisfied with the opportunities they have to stay connected to KPU's Marketing program. Comments from respondents indicate that the KPU Marketing program could be more engaged with the marketing community and there is a need to increase the visibility of the program. Suggestions include sponsorship of the BCAMA (BC Chapter of the American Marketing Association), where students would be able to attend and participate in industry events, as well as volunteer and get exposure to marketing issues. In addition, 87% of discipline sector respondents are interested in participating in projects that connect students with the discipline/sector. With the new MBSI Program, there's an opportunity to bring increased awareness of the program to both alumni and local marketing organizations. In addition, there's also an opportunity to further engage with industry on WIL projects.

In summary, the marketing faculty has made efforts to build connections and relationships with the discipline/sector to stay current and provide opportunities to our students. However, there are additional opportunities to build connections with the discipline/sector. It's important to encourage faculty to pursue increased participation with alumni to help foster those connections. In addition, we need to encourage greater awareness of the MBSI Program that connects marketing employers with marketing students for paid internships, as well as greater awareness of experiential learning opportunities with WIL projects.

Does the program include appropriate Indigenous content?

The Marketing Management program has not had a well-coordinated approach to Indigenous content. Marketing, with its focus on understanding consumer behavior, provides opportunities for exploration of Indigenous cultures. Several faculty members have participated in online and in-person workshops related to indigenization. Some instructors are exploring content within their courses such as decolonization, but there needs to be a better coordinated strategy. One course, MRKT 1299 Consumer Behaviour, includes some content related to Indigenous cultures and some instructors have adopted a cultural examination assignment where students have the option of selecting a First Nations group as a topic of study. Some instructors have also taken the initiative to update assignments to include the requirement for consideration of Indigenous needs and business partnerships. At the same time, other courses have had little to no exploration of Indigenous content.

As a department, there is an opportunity to enhance how marketing content aligns with and supports Indigenous cultural needs. The growing recognition and engagement with Indigenous businesses and cultural requirements by various enterprises underline the importance of addressing this aspect. It's also important to help students understand the opportunities and constraints of marketing when working with Indigenous businesses, including resource-based communities. It's also critical to understand the inherent value structures of Indigenous communities with an understanding of sustainability and sustainable marketing, as well as how to effectively engage with Indigenous communities and businesses. To foster greater awareness and acknowledgement among the student body, it would be beneficial to incorporate case studies and projects related to Indigenous cultures. This proactive approach can contribute to a more inclusive and culturally aware educational environment. Exploring how to implement Indigenous ways of knowing in the program's delivery will also further complement culturally specific content while aligning with KPU's Pathway to Systemic Transformation.

In sum, there needs to be much greater consultation with respect to the development of Indigenous content within the program. The KPU Pathway to Systemic Transformation may be a useful guide for the marketing faculty to aid in these conversations and the development of an approach. In addition, there is also a need to investigate opportunities for additional PD for faculty, including a collective education and discussions on indigenization within the department.

Does the program include content related to corporate social responsibility?

Modern marketing as a profession plays an integral role in corporate social responsibility. This section will focus on three areas of corporate social responsibility: environmental sustainability, EDI, and the PRME framework linked to the UN SDGs.

With respect to environmental sustainability, this topic has gained increased attention by the public, business sector, and governmental policy makers. Marketing plays a critical role in addressing environmental sustainability issues, as marketers are largely responsible for creating and distributing products and services that impact the natural environment. In response to this important topic, the Marketing Management department launched its first course in environmental sustainability, MRKT 2500 Environmental Sustainability in Marketing, in Spring 2024. The department will be carefully monitoring enrollment levels, as well as student feedback on this course to guide future curriculum development in this important area. Since this course is currently an elective, the department will also need to assess how to ensure content related to sustainability in marketing is mandatory for both DMM and BBAMM students.

Marketing, with its emphasis on understanding consumer behavior, target markets and changes in demographics, aligns well with EDI. Some marketing courses (e.g. integrated marketing communications, digital marketing), already include topics related to EDI. Several instructors in the department have actively seized the opportunity to update course outlines to include EDI as part of the CLOs. Specifically, course outlines for MRKT 3211 IMC Management, MRKT 3311 Marketing in a Digital World, and MRKT 1299 Consumer Behaviour now include revised CLOs that specifically address topics related to EDI. However, it's important to note that the strategy has not been fully coordinated with all instructors in the department. Instead, individual instructors have taken the initiative to either update course content and/or their course outlines. One recommendation would be to formalize a process where EDI is reviewed as part of the ongoing course outline review process, where courses get reviewed every five years. In addition, it would be useful to have greater discussion among the teaching teams on this important topic.

With respect to the PRME framework linked to UN SDGs, some inroads on this topic have been made by a few instructors, but more work needs to be done to better incorporate the PRME framework into the program. Some instructors have included either content or assignments related to the PRME framework. In MRKT 3311 Marketing in a Digital World, students create an informational and education-based website and digital marketing strategy to advocate for a cause related to PRME. In MRKT 2500 Environmental Sustainability in Marketing, the course uses the PRME framework as a baseline for examining marketing sustainability within an organization. At the same time, some instructors have assignments that align well with PRME, even though a direct connection was not made at the time of the inception of the assignments. Thus, the department needs a better coordinated strategy with respect to the PRME framework. As a starting point, the department needs to explore which courses can better support the principles of PRME. There also needs to be much greater awareness and discussion among the teaching teams about the PRME framework.

Recommendations

- Explore opportunities to provide greater direction to marketing students on the different career paths and streams within marketing. Marketing is multi-disciplinary with multiple pathways for careers. While the department has developed streams internally, the streams and required courses need to be communicated to students to provide better direction, so that students can achieve individual goals based on their personal interests in marketing.

- Investigate ways to strengthen and improve curriculum by incorporating the demand for increased practical and strategic skills in areas such as digital marketing, social media marketing, marketing data analysis, marketing technology, graphic design, branding, AI for marketing, as well as the demand for industry recognized certifications and professional learning academies within courses.

- Develop a coordinated and evolving approach to Indigenization within the department, including the identification of marketing-based resources for faculty and students. The KPU Pathway to Systemic Transformation may be a useful guide to aid in these conversations and the development of an approach. Also investigate opportunities for additional PD for faculty, including a collective education and discussions on indigenization within the department.

- Develop a coordinated and evolving approach to corporate social responsibility (EDI and PRME linked to UN SDGs) within the department. For EDI, use the course outline review process to identify opportunities to better incorporate EDI into marketing courses. For the UN SDGs, explore which marketing courses can better support the PRME framework, as well as opportunities for increased content and potential course assignments for both DMM and BBAMM students.

3.2. Faculty Qualifications and Currency

What is the collective expertise available to deliver the program?

As discussed in section 1.2., with respect to size, the Marketing Management department currently has 25 faculty, 6 of which are shared with other departments and one faculty member which is the designated Chair. The breadth and depth of our collective expertise represents a solid foundation from which to deliver our curriculum from varied and important perspectives such as private vs. public sector, domestic vs. international markets and traditional employment

vs. entrepreneurial ventures. Our program takes pride in not only the diversity of our faculty experience, but also in the cultural diversity and representation of our faculty members.

The academic qualifications of the department are also clearly aligned with our discipline. All faculty members have a master's degree in a related area (e.g., MBA). Four faculty members currently have or are near completing a doctorate degree related to marketing.

As mentioned earlier, the department has organized itself into marketing streams to help support the different career pathways within marketing. The chart below indicates the number of instructors available to teach within each of the different teaching streams. Overall, the department currently has multiple instructors available to teach within each of the different teaching streams. The department has made a concentrated effort to increase resources in the digital marketing and data analytics streams, due to increased requirements for experienced instructors in those areas. However, the department will have to continually monitor the needs within each stream, as the discipline evolves and course demands change.

Number or Faculty Available per Course Stream

Introduction to marketing	25
Digital marketing	8
Marketing management	8
Marketing communications	6
Data analysis	6
Business development	3

Collectively, does the department have the expertise needed to deliver the curriculum?

Discipline Specific Expertise

All faculty members are current and/or former marketing professionals who have held senior level marketing positions in major private and public sector organizations (see Appendix J that maps the faculty's work experience across various industry sectors). Key industry sectors represented within the department include marketing agencies, technology, healthcare, consumer goods, not-for-profit, transportation, automotive, consulting, real estate, finance and healthcare. This breadth of experience allows the program to bring both private and public sector perspectives to the practice of marketing along with the nuances of the discipline in various environments as it relates to industry-specific stakeholders, policies and best practices. Faculty members are also able to enrich the classroom learning environment with examples from their diverse domestic and international industry experience.

Several faculty members are also self-established entrepreneurs, marketing consultants or have worked in start-up ventures. Marketing requires an entrepreneurial spirit and ability to adapt to unique organizations and challenges. Our faculty's entrepreneurial expertise is critical to supporting the many marketing students who wish to pursue their own business ideas or those who may wish to work in a consulting or contract role with local small and medium-sized businesses.

Academic Qualifications

The Marketing Management department has a robust faculty roster who bring a wide range of academic qualifications and professional experience to the classroom. All instructors have related master's level credentials, two faculty members hold a doctorate degree, and two others are working towards a doctorate degree in a related field. Some faculty members have also pursued other relevant industry credentials such as CM designation, Digital Marketing Certifications and Provincial Instructor Diploma Program (PIDP). The discipline of marketing is also rapidly evolving and many members engage in PD to keep up-to-date with recent developments in marketing including sustainability, digital marketing, social media marketing, AI for marketing, and PRME. However, PD is an ongoing requirement and faculty will need to continually identify opportunities to keep up-to-date with recent developments in marketing and emerging technologies.

Faculty Research

Several faculty members are also actively engaged in research activities in diverse areas such as the impact of the introduction of blockchain technology on relationships between vendors in supply chains, the modelling of consumer decision-making for new technology product/service forecasting, and PRME framework. Faculty members who are completing their PhDs have been proactive in sharing their research work with the department.

Opportunities for Growing Our Expertise

The program's faculty profile as discussed above clearly aligns with the goal of delivering a practical and experiential learning experience for students. However, the emerging importance and presence of digital marketing, new technology (e.g., AI for marketing), growing demand for marketing analysis skill sets, and accelerated requirement for CSR has put pressure on the program to develop and/or seek qualified instructors who are prepared to deliver related courses.

There has been an ongoing need for faculty to teach courses in our data analytics and digital marketing streams to ensure adequate course offerings each semester. Enhanced digital marketing knowledge across all faculty will be important due to 1) the acceleration of digital marketing practices and tools (e.g., marketing technology and AI for marketing), 2) the

intersection of digital and traditional marketing practices and 3) popular use of digital platforms by consumers. The marketing industry currently and actively uses various generative AI tools to support marketing planning and content creation. The use of AI in marketing will only grow and the technology has a large potential to be disruptive within the industry.

While several instructors actively include the PRME framework as part of their courses and learning environment, there is an opportunity to assess our collective efforts to integrate CSR and PRME framework values more consistently across courses. Further, an active assessment of the program's reconciliation efforts and infusion of Indigenous content and ways of knowing should also be pursued. Leveraging the opportunities discussed above will keep curriculum current, competitive and relevant to what the industry demands of new marketing graduates.

Recommendations

- Encourage diversity in professional marketing experience when conducting future searches for new faculty. This will not only benefit marketing students with broader perspectives, but also better prepare them for various marketing career paths upon graduation.

- Encourage EDI among our faculty in the search process. Continuing to hire diverse marketing faculty members that are reflective of the broader KPU community will help foster a sense of belonging and inclusion among students from various backgrounds. Having a diverse faculty brings multiple perspectives and better prepares students to navigate diverse cultural and global business environments, equipping them with essential skills required for the workforce.

- Identify opportunities for both individual and team PD activities. Ongoing PD is critical to keep faculty up-to-date with emerging practices and tools (e.g., digital marketing, generative AI for marketing) and deliver curriculum that is relevant and will make our graduates work-ready.

- Explore ways to continue building capacity for delivering courses in the different teaching streams to allow for adequate course offerings each semester, as well as to help with succession planning. This could be accomplished through mentorship of existing faculty to teach new courses or by conducting new searches as required.

3.3. Student Demand

Who takes the program?[2]

According to the Administrative Data Report (see Appendix E), over the past five years, the Marketing Management program has experienced a strong 16% increase in enrollment, demonstrating a positive growth trend as compared to other programs. However, a notable observation is the lower percentage of international students in both the DMM and BBAMM programs, compared to the overall MSB. This discrepancy may stem from the perceived intricate nature of marketing, requiring a deeper understanding of Canadian cultural and customer norms along with proficient English language skills and strong presentation/communication abilities. In addition, there may be a strong cultural or family preference for certain desired occupations as accounting, law, etc., with a lesser-known understanding and appreciation of marketing.

While the impressive 5-year increase in the DMM program is noteworthy, it's crucial to acknowledge the comparatively smaller number of students in this program compared to the BBAMM program. International students are also driving the DMM increase, with enrollment levels now being high risk due to international student caps by both the federal and provincial governments.

One factor that can also be influencing enrollment patterns is the availability of courses for third- and fourth-year students. In 2021, the department recognized the risk of bottlenecks due to complex prerequisite structures. To mitigate this issue, the department implemented a realignment of third- and fourth-year course enrollment requirements in 2021 that simplified the prerequisite structure, aiming to alleviate overall bottlenecks and improve the student experience and progression within the program.

It is important to note that some students taking marketing courses may not necessarily pursue a marketing degree or diploma; instead, many students of diverse backgrounds have an interest in marketing-related topics and opt for individual courses as electives. Faculty in the Marketing Management program see students from different faculties and disciplines in the early stages of the program, in courses such as MRKT1199 Introduction to Marketing, MRK1299 Consumer Behaviour and our second-year elective courses. In particular, students from the Wilson School of Design often take marketing elective courses to obtain a business foundation in marketing to complement their main area of study. In addition, some mid-career professionals also have an interest in marketing courses. However, the department does not currently provide any pathway or credential for these individuals. One possible opportunity that has been considered by the department, as well as suggested by the MSB, is to explore the opportunity of a Minor in

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[2] Data reported in this section was obtained from a dashboard that is under development.

Marketing or Citation in Marketing. It would be beneficial for the department to request a time release from the Dean's Office for a marketing faculty member to explore this area.

The department recognizes that given the breadth and depth of requirements for a professional career in marketing, we need to get as many students enrolled into the BBAMM program. However, for a variety of reasons, there are many students who opt to complete the two-year DMM first and then upgrade to complete the BBAMM at a later date. For instance, many international students are opting to complete the DMM until they have a high probability of receiving their PR card, which makes them eligible for domestic tuition rates. Similarly, some domestic students are opting to complete the DMM first while they are working, and then later upgrade to the BBAMM to obtain enhanced prospects for employment. Given that some students are clearly upgrading from the DMM to the BBAMM, it's critical for the department to ensure that a seamless pathway exists for students who wish to upgrade. When examining the current laddering structure between the DMM and BBAMM, the structure is quite seamless with only one barrier that could impede the progression for students. While MRKT 1299 Consumer Behaviour is a required course for the BBAMM and critical prerequisite for third- and fourth-year marketing courses, MRKT 1299 is not required for the DMM. This creates a barrier for students who have completed the DMM and wish to pursue the BBAMM but are unable to take third-year level marketing courses until MRKT 1299 has been completed. There is an opportunity for the department to revisit the structure of the DMM and investigate the inclusion of MRKT 1299 as a required course to remove this structural barrier.

How do students learn about the program?

The majority of students (51%) learn about the Marketing Management program through KPU.ca or search engine (see Appendix F). Domestic students are primarily using digital tools and international students also often learn about the program through agents. While many students are using digital tools such as the website to learn about the program, it's important to note that the marketing of KPU and all of its programs are outside of the department's control. The department strongly feels that an updated landing page for the Marketing Management program on KPU.ca is essential and critical given the nature of our discipline and to effectively represent a contemporary and experiential marketing education. How the program is presented online (digital marketing channels) is important for a professional positioning and portrayal of the BBAMM and DMM among future students, current students and fellow marketing industry professionals.

In addition, what's noteworthy is that few students are learning about the program through other means such as social media and student engagement. The website may not be the only or best way to engage students. There may be a need for more interactive online content through

regularly updated social media channels. The department may want to consider more frequent social media updates for posting on MSB social media channels.

Lastly, the main reason students join the Marketing Management program is for a career (see Appendix F). 57% of students enroll in the program to prepare for a specific job or career and 29% enroll in the program to improve their job prospects and/or earning potential. As a result, the Marketing Management program has a responsibility to serve these needs by keeping courses up-to-date and incorporating current and topical content, such as addressing digital marketing, social media marketing, AI for marketing, and sustainability trends.

Is demand for the program sustainable?

As per the Administrative Data Report (see Appendix E), over the past five years the Marketing Management program has exhibited consistent growth. The BBAMM has grown 12% and the DMM has grown 73%, outpacing the growth in many other universities. Noteworthy competitors for the DMM program include BCIT and Langara, while UBC and SFU emerge as direct rivals for the BBAMM program. Both UBC and SFU have witnessed substantial growth possibly attributed to a strategic shift in student enrollment criteria. UBC has witnessed a 35% growth in their bachelor's program, possibly due to the new Okanagan campus. It is important to acknowledge the emergence of new competitors, such as VCC in the diploma category and Douglas College in the bachelor degree segment, adding to the competitive landscape. Douglas College, in particular, is experiencing fast growth in their bachelor degree program.

Another trend worth pointing out is that while the entire segment (excluding KPU) has witnessed a decline of 2% over the past 5 years, KPU has seen a growth of 16% when we look at the DMM and BBAMM combined.

When looking at the average filled seats per class in KPU Marketing courses, there is a steady fill rate in marketing classes (approximately 86% fill rate) which is on par with the MSB. First-year filled seats show higher numbers, particularly for the mandatory MRKT 1199 course which is a requirement for all business diplomas and BBAs. In terms of trends, there is a comparable trajectory with the MSB for filled rates for marketing across all four years of the program.

Tuition for the marketing program also seems to be on par with other courses offered by the MSB and KPU.

Does the program have the capacity to meet demand?

As per the Administrative Data Report (see Appendix E), MRKT 1199 represents a large percentage of unmet demand for marketing courses. Given that MRKT 1199 is a required course for all business diplomas and BBAs, the department may need to consider new ways to meet this

unmet demand. The department has run increased sections, up to at least 65 sections annually. However, we will have to monitor the number of sections due to the changing demand of international student enrollments.

Summers also seem to have a higher-than-average unmet demand and the explanation may partially lie in faculty retirements. We have had at least 4 retirements from instructors in recent years, with several of those instructors having summer as one of their teaching terms. We have been engaging in strategic recruitment to address these retirements and hire new faculty to teach in fields such as digital marketing, with summer being one of their required teaching terms as a condition of their employment.

The Marketing Management department also implemented a realignment of third-year course enrollment requirements in 2021, aiming to alleviate overall bottlenecks and improve the student experience. The data shows that the realignment has had a positive impact on reducing unmet demand. Furthermore, the department started offering all of its fourth-year capstone courses in every semester to help alleviate bottlenecks for students who were waiting to graduate.

Does the program have effective outreach to ensure demand?

The KPU website is the main tool that is gauging student interest for domestic students. International students rely on agents and the website, but note that changes in legislation with international student caps may impact some interest in the program from international students. There is a need for much stronger outreach beyond the website. Outreach needs to be more extensive and should be more focused on engagement with prospective students.

Recommendations

- Provide feedback to KPU Marketing on the need for updates to the website to improve the online experience for future students, current students and other visitors to our program webpages.

- Explore the opportunity for a Minor in Marketing or Citation in Marketing for students in other faculties and departments who do not want a degree or diploma in marketing, but want some foundational courses in marketing based on personal interests or relevance to their academic programs. Request a time release from the Dean's Office for a marketing faculty member to explore this area.

- Review the laddering of courses between the DMM and BBAMM. Investigate the inclusion of MRKT 1299 as a required course in the DMM to remove the structural barrier for DMM students who are upgrading to complete the BBAMM.

4. Effectiveness of Instructional Delivery

4.1. Instructional Design and Delivery of Curriculum

Are appropriate opportunities provided to help students acquire the PLOs?

The survey results from students, alumni and faculty demonstrate that overall students in the BBAMM and DMM are receiving the appropriate opportunities to acquire the PLOs, with a few specific areas of improvement (see Appendix F, G, I). Results will be broken out by the BBAMM and DMM programs respectively.

BBAMM Program

When looking at the surveys for students, alumni and faculty, results are overall positive with respondents ranking the following areas the strongest for opportunities for students to acquire the PLOs:

- PLO 2 (Formulate informed marketing decisions by assessing and evaluating quantitative and qualitative business information using contemporary research tools): 89% of students, 91% of alumni and 100% of faculty agree to a large or moderate extent.
- PLO 5 (Formulate marketing resources that are strategic, effective and targeted to identify, address and deliver on client and organizational needs): 92% of students and 81% of alumni agree to a large or moderate extent.
- PLO 3 (Formulate communications in a variety of formats that will reach target markets and achieve organizational goals): 100% of faculty agree to a large or moderate extent.
- PLO 6 (Demonstrate effective marketing project and team management skills to develop and execute a marketing plan): 100% of faculty agree to a large extent or moderate extent.

The consistency of the positive results for students, alumni and faculty on PLO 2, as well as the consistency of students and alumni on PLO 5, highlight strengths of the BBAMM program in our use of WIL projects in higher-level courses where students learn to assess data, use research tools and engage in strategic marketing planning for client-based projects. The extra inclusion of PLO 3 and PLO 6 by faculty may once again reflect the focus on WIL projects where students are expected to communicate with target audiences and work in teams to manage client-based projects.

When looking at survey responses for opportunities to acquire the PLOs, the results are very consistent on the weakest areas for students to acquire them. Specifically, results are consistent among students, alumni and faculty for PLO 7 and consistent among students and alumni for PLO 4:

- PLO 7 (Justify marketing investment decisions to stakeholders by applying principles of financial accountability): 71% of students, 60% of alumni and 56% of faculty agree to a large or moderate extent.

- PLO 4 (Influence stakeholders through the delivery of persuasive written and verbal communications): 54% of students and 63% of alumni agree to a large or moderate extent.

The results indicate that students may not have sufficient opportunity to develop math-based marketing skills and communication skills as they progress throughout the program. When reviewing student comments to better understand the underlying issues, students clearly indicate that they do not want more math courses and feel they have to take too many math courses in the program. Student comments indicate that what they want is better integration, contextualizing and application of financial analysis to marketing specific contexts and situations. In light of these findings, faculty may want to survey fourth-year marketing students for additional feedback to better understand the gap. It's important to recognize that there is no math entry requirement into KPU. Knowing that is the case, there needs to be a clear plan for financial analysis connected to marketing-based contexts when students enter into the program. While there is a focus on marketing math in the first year of the program, there may be a gap between the first year and higher-level courses within the program which require more advanced skills in financial analysis connected to marketing-based contexts. Hence, the department may need to revisit the laddering of math skills connected to marketing-based contexts to better prepare students for higher-level courses. Based on the student, alumni and faculty surveys which identified competency gaps in math-based marketing skills, the marketing department anticipates having discussions with other departments in the MSB which provide mandatory courses to the marketing degree (e.g. accounting).

DMM Program
Overall, when looking at the surveys for students, alumni and faculty, results are very positive among all groups. Respondents indicate the following areas are the strongest in opportunities for students to acquire the PLOs:

- PLO 8 (Demonstrate the ability to apply key marketing concepts by successfully completing industry-based cases): 100% of students and 72% of alumni agree to a large or moderate extent.

- PLO 9 (Integrate ethical decision making by applying principles of corporate social responsibility to support long-term organizational success): 100% of students and 72% of alumni agree to a large or moderate extent.

- PLO 3 (Recommend communications in a variety of formats that will reach target markets and achieve organizational goals): 100% of students agree to a large or moderate extent.

- PLO 1 (Conduct an environmental scan, identifying stakeholders and contextual issues): 87% of faculty and 72% of alumni agree to a large or moderate extent.

These positive results across the different PLOs indicate that by the end of the DMM program, students are obtaining the required competencies in marketing case analysis, situational analysis, marketing communications and ethical decision making.

When looking at survey responses for opportunities to acquire the PLOs, the results are very consistent on the weakest area for students to acquire them. Specifically, results are consistent among students, alumni and faculty for PLO 7:

- PLO 7 (Articulate marketing investment decisions to stakeholders by applying principles of financial accountability): 67% of students and 57% of both alumni and faculty agree to a large or moderate extent.

Similar to the results found with BBAMM students, DMM students are not appearing to receive sufficient preparation for math-based marketing skills. Once again, the department may want to revisit the laddering of math-based marketing skills within the program and also survey students in the program to better understand the specific gap they are experiencing.

Are appropriate experiential learning opportunities provided to help student acquire the learning outcomes?

As discussed earlier in the report, the Marketing Management program provides multiple ways for students to obtain experiential learning to achieve learning outcomes. While co-operative education was the main historical channel for experiential learning in the program, the department has made conscious efforts to incorporate other approaches including curriculum-based projects with faculty involvement, networking and professional skills development, portfolio assignments, applied research class projects, and MBSI Program opportunities. Examples of these initiatives within the department include the following:

- Curriculum-based projects with industry partners: MRKT 3000 (development of a marketing plan), MRKT 3211 (development of a marketing communications audit), MRKT 4201 (development of a comprehensive integrated marketing communications plan), MRKT 4331 (development of individual marketing plan for launch-ready e-commerce website)
- Applied research projects: MRKT 2340 (development of a marketing research plan)
- Portfolio Assignments: MRKT 3311 (design a website based on PRME framework)

- Internships: MRKT 4160 (development of marketing internship program). Current promotion of MBSI Program to third- and fourth-year marketing students for marketing internships with local business partners

The survey results from students and alumni demonstrate that students in the Marketing Management program are obtaining the appropriate work-integrated and or community-engaged learning opportunities to acquire the learning outcomes (see Appendix F, G). Survey results indicate that 61% of students and 64% of alumni agree that the Marketing Management program reinforces learning through WIL and community-engaged learning opportunities. When looking at the breakout of opportunities for both students and alumni, respondents indicate that they have participated in a wide assortment of WIL and/or community-engaged learning opportunities across their courses, including co-operative education, WIL course-based projects, MBSI Program, portfolio assignments and applied research projects.

However, 44% of students and 24% of alumni indicate that they have not participated in any WIL and/or community-engaged learning opportunities. There are multiple possible drivers of these results. Some student comments indicate that they already have jobs and are not interested in internships or co-operative education programs. Some students indicate they are also unaware of the MBSI Program and co-operative education programs. Alumni comments indicate that some alumni already had jobs when they were students and were not interested in internships or co-operative education programs. Some alumni are also unaware of the MBSI Program and co-operative education programs. In addition, some alumni indicated that they wanted to fast track and complete the program and thus did not pursue co-operative education or internship opportunities. It's also important to note that the original internship program started in 2021 and may not have existed at the time when some alumni respondents were actively enrolled in the program.

When looking at the survey feedback, both student and alumni feedback is very positive on the extent to which work-integrated learning and/or community-engaged learning opportunities contributed to their learning:

- WIL course-based learning: 100% of students and 87% of alumni agree to a large or moderate percent.
- Portfolio projects: 100% of students and 89% of alumni agree to a large or moderate percent.
- MBSI Program: 86% of students and 100% of alumni agree to a large or moderate percent.
- Applied research projects: 72% of students and 88% of alumni agree to a large or moderate percent.

- Co-operative education: 72% of students and 86% of alumni agree to a large or moderate percent.

These positive results support not only continuing the focus of the department on WIL and community-engaged activities, but also investigating how WIL can be further expanded within the program.

In sum, the department offers multiple options for experiential learning which have received very positive feedback from both students and alumni. However, there is still more that can be done in this area. The department may want to look at how it can inform and educate students better about the MBSI Program and co-operative education program earlier in the program in the first two years of study. Since the MBSI Program can be leveraged by international students to obtain Canadian work experience, it's important that the department also focus on bringing greater awareness of this program specifically to international students. Since the current MBSI Program only applies to third- and fourth-year degree students, the department would support the expansion of the MBSI Program to diploma students in the marketing program and should provide this feedback to the Dean's Office. Lastly, the department could look at how it can further integrate work integrated and or/community-engaged projects into other marketing courses where it is not currently being offered.

Are appropriate opportunities provided to help students acquire the essential skills?[3]

When looking across the various data sources, it is very clear that there are multiple opportunities for students to acquire and develop the essential skills across the programs. However, there are some areas of improvement as discussed below.

When looking at the Administrative Data Report (see Appendix E), student outcome data for the BBAMM is higher than the ministry target (85%) for most areas of skill development. The higher scoring may reflect the department's focus on continued skill development in upper-level courses that have a focus on experiential learning and applied projects. Only in one area, resolving issues or problems (84%), is there a slightly lower score than the ministry target.

With respect to the DMM, student outcome data is slightly below the ministry target (85%) for most skill development areas. While there is a slight gap for many of the skill development areas, the largest gap is in resolving issues and problems (53%). In order to address the gap, the department may want to revisit MRKT 2333 Marketing Management, which is a course designed to be a capstone for the DMM. In MRKT 2333 students complete a marketing plan project for a business with recommendations, as well as complete case studies. It may be useful to engage students who are taking the course for further feedback on this gap.

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[3] Data reported in this section was obtained from a dashboard that is under development.

When looking at the student survey results (see Appendix F), the majority of areas are meeting or exceeding the ministry threshold of 85%. The one area that is slightly below is working effectively with others (83%), which could be due to high levels of group work in applied courses at third- and fourth-year or it could be simply an anomaly due to the sample size.

When looking at the alumni survey results (see Appendix G), the majority of areas are meeting the ministry threshold of 85%. The two areas that are the lowest below the threshold are resolving issue or other problems (77%) and learning on your own (77%). The lower score for resolving issues and other problems could be due to the challenging nature of applied courses at third- and fourth-year where students have to develop and defend recommendations for client-based projects. The lower score for learning on your own may be due to the sudden impact of COVID-19, where many students were forced into new learning modalities such as asynchronous and synchronous online learning. With the recent return to face-to-face teaching in the post-pandemic phase, we would expect learning on its own to naturally rebound.

When looking at the faculty survey results (see Appendix I), the majority of areas are meeting or exceeding the ministry threshold of 85%. The two areas that are slightly below are resolving issue or other problems (75%) and speaking effectively (81%).   Interestingly, there is a mismatch between faculty views on independent learning, as faculty ranked learning on their own at 94%, whereas alumni ranked it at only 77%. Once again, the lower score on learning on your own may be due to abrupt changes in modality of learning as a result of COVID-19.

In summary, there are appropriate opportunities for students to acquire the majority of essential skills in both the BBAMM and DMM. However, one important area of improvement is in resolving issues and other problems. The department may want to explore how it can better help students identify recommendations and defend solutions for projects. It may be useful to get additional feedback from students in capstone courses, as well as look at how the department approaches this skill across different courses.

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

The majority of students, alumni and faculty feel that the program design does ensure students are prepared for subsequent courses (see Appendix F, G, I). According to the surveys, 65% of students, 58% of alumni and 82% of faculty indicate that prerequisite courses prepare students for more advanced courses. However, 21% of students indicate that prerequisite courses do not prepare students for more advanced courses. While some of this variance may be related to higher levels of preparation required for courses with WIL projects, there may be further investigation required to understand the drivers behind this trend. It should be noted that the

variance may be connected to the skills gap of resolving issues or other problems identified earlier in the report.

According to the student survey, 56% of students are able to take prerequisite courses when needed and only 30% of students feel the range of courses offered each term is adequate. According to the alumni survey, only 48% of alumni were able to take prerequisite courses when needed, 41% of alumni stated that the range of courses offered each term was adequate, and 33% of alumni stated they were able to take their courses in their preferred time blocks. Scheduling courses can be a challenging task when considering the multicampus structure of KPU, as well as the different requirements of students who are often working professionally as well as studying. Student expectations are often high due to other stresses which results in the need for higher flexibility. On the other hand, due to the small, fixed size classes and multicampus structure, we can't be as flexible with course scheduling as we don't have sufficient student body to offer courses on all campuses at all preferred times.

The department's scheduling committee is making conscious efforts to improve the scheduling and availability of courses. Capstone courses in previous years were only offered in two semesters, with waitlists regularly appearing for students to graduate. Since 2022, the scheduling committee is now offering all capstone courses every semester to alleviate the waitlists. Waitlists are also being monitored carefully every semester to review opportunities for additional sections to alleviate any unexpected demand. We are also now offering multiple sections of 3000-level courses to help address this gap, with sections of the same course being offered at different campuses and/or different modality (face-to-face/online learning) whenever possible. We are also scheduling third- and fourth-year level courses in the evening, based on feedback from students who are working professionally and require evening options for classes. It should also be noted that in 2021, the department removed unnecessary prerequisites that were creating barriers for students at the third- and fourth-year levels, thus creating multiple pathways for students to complete their degree. The impact of all of these changes may not yet be reflected in the survey results. Lastly, faculty retirements may also have impacted some courses and time of offering, particularly in the summer term. However, the problem is now remedied with recent new hires who have summer as a scheduled teaching term.

Does instruction meet the needs of diverse learners?

Overall, when looking at the results from the student, alumni and faculty surveys (see Appendix F, G, I), instruction in the program does meet the needs of diverse learners and students are generally satisfied. According to the student surveys, instructors perform very well in some areas such as ensuring students' physical safety in the learning environment, as well as staying up-to-date on current developments in the discipline/sector. However, there are some areas that require further discussion within the department. One issue that could be explored further is

emotional safety in the classroom, where 58% agree with the statement. As this is an important topic for faculty, it would be useful if OPA can provide any additional insights and information on this matter.

One opportunity within the department would be to revisit how we teach working with others and within groups, so that there are shared expectations of standards of engagement in the classroom learning environment. In addition, it's important to consider the impact COVID-19 has had on both faculty and students in the last few years, where during lockdown periods students and faculty had to suddenly shift into new modalities of online learning, as well as operate much more independently. In the post-pandemic phase, faculty need to start connecting again, similar to the pre-pandemic period, where regular in-person discussions took place on students and how to enhance the learning environment.

In addition, 71% of students are satisfied with the instruction they receive in the Marketing Management program. Student comments highlight positives such as the small in-person classes that create a judgment free space, more individualized feedback, instructors with good industry experience that they bring to the classroom, instructors who care about their students, applied WIL projects, organized Moodle sites from some instructors, and both good online and in-person learning options. However, 25% of students are dissatisfied with the instruction they receive in the program. Student comments cite the need for more real-life examples and hands-on learning. Students also indicate the need for a consistent Moodle site structure among instructors, the need for higher-year level classes online/blended, less asynchronous materials, more flexible office hours, and some second-year electives feeling outdated.

According to the alumni surveys, 64% of alumni are satisfied with the instruction they have received in the program. Alumni comments indicate that they like the personalized learning approach, approachable instructors, flexible scheduling, small classes, applied projects and examples, WIL, and strong teaching instructors. However, 17% of alumni are dissatisfied with the instruction they have received in the program. Alumni indicate in their comments that students require more hands-on learning and WIL projects, portfolio projects, more options for electives in scheduling, more digital marketing courses, and more mentoring opportunities.

When looking at the faculty surveys, faculty scored high on all areas. According to the faculty surveys, 87% of faculty are satisfied. Faculty noted factors such as small class sizes, engaged instructors, good industry experience and caring instructors. However, 13% of faculty are dissatisfied. Faculty noted issues such as the need for more PD, outside speakers, better coordination among teaching teams and courses, and the need for marketing research to be mandatory within the program.

In summary, there is lots of positive feedback on meeting the needs of diverse learners. At the same time, there are opportunities within the department to have more conversations on common issues that impact our students.

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

Overall, the student, alumni and faculty surveys (Appendix F, G, I) provide positive feedback that the assessment methods allow students to demonstrate the achievement of learning outcomes. In marketing, both formative and summative assessments are commonly used to assess the learning outcomes of individual courses. Marking rubrics are used regularly by instructors and communicated to students in advance of project deadlines. The different assessment methods ultimately have the goal of allowing students to demonstrate growth within their courses, as well as throughout the program.

Student survey results are overall positive with a minimum of 80% of respondents indicating that students receive clear information on how they are evaluated, the range of assessments allows students to demonstrate what they have learned, and that assessment standards are consistent across the program. Alumni also feel positively that the range of assessments allows them to demonstrate what they have learned. Faculty results are also positive, with a minimum of 85% of respondents indicating that students receive clear information on how they will be evaluated, the range of assessments lets students demonstrate what they have learned, and assessment methods align with program learning outcomes.

The area that ranked lowest by both students and alumni is that instructors provide useful feedback. 68% of students and 55% of alumni indicate that instructors provide useful feedback. When looking at the faculty survey results, only 57% of faculty feel that standards are consistent throughout the program. Based on this collective feedback, there may be a need for faculty to have greater discussion on the types of feedback, quality and usefulness of feedback.

Recommendations

- Explore opportunities to address the gap in PLO 7 (Justify marketing investment decisions to stakeholders by applying principles of financial accountability) by revisiting the scaffolding of financial analysis skills related to marketing-based contexts.

- Identify opportunities to expand experiential learning in the department. Investigate ways to better inform and educate students about the MBSI Program and co-operative

education program earlier in the first two years of study. Provide feedback to the Dean's Office to support the expansion of **MBSI Program** to marketing diploma students. Investigate how to further integrate different types of work integrated and or/community-engaged projects into other marketing courses where they are not currently being offered.

- For the essential skills, encourage faculty discussion on how to address the gap on resolving issues or other problems, as well as how to better help students create and defend recommendations for projects. Explore the laddering of skills, leading up to third- and fourth-year level courses which often incorporate experiential learning projects.

- Encourage the reestablishment of a departmental connection in the post-pandemic phase to foster greater faculty communication and collaboration. Encourage faculty to hold regular teaching team meetings for individual courses and teaching streams to discuss common issues that impact both faculty and students with the goal of creating the best learning environment for our students.

- Encourage faculty discussion on the feedback process to students on assessments. Encourage faculty to have greater discussion and collaboration on the types of feedback, quality and usefulness of feedback.

4.2. Student Success

Are students performing satisfactorily in courses?[4]

Data from the Administrative Data Report (see Appendix E) illustrates the grade distribution of Marketing Management students and MSB students respectively. Note that a satisfactory grade is defined as a C or above. When looking at the results, a lower percentage of Marketing Management students are achieving a grade of C+ or higher, as compared to MSB students overall. This trend is consistent across all 5 years and when looking at the 5-year average. When looking at the remaining grades (C through F), Marketing Management students seem to perform at a similar level to MSB students. These results can best be explained by the fact that there is no curving of grades in the Marketing Management program. In addition, higher-year level marketing courses also often involve challenging experiential projects and industry-based projects with client sites, which may help explain the lower scoring of grades (C+ or higher).

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[4] Data reported in this section was obtained from the Grade Distribution Report, which is available at DATA - Home (sharepoint.com)

When looking at overall grade data trends, the mean grade for marketing undergraduate level courses is lower for each of the past 5 academic years, as compared to MSB courses overall. This trend is consistent across all 5 academic years and when looking at the 5-year average. The lower mean grades for marketing undergraduate level courses can best be explained by the highly experiential nature of the marketing program, whereby students have the opportunity to participate in experiential learning projects and applied industry projects with real client sites which can be much more challenging than traditional lecture-based courses.

Repeat rates in marketing undergraduate level courses do not appear to be an issue. For most years, marketing undergraduate level course repeat rates are lower than the MSB repeat rates for undergraduate courses.

DFW rates (the rate for the students to receive a grade of D, F, or who Withdraw from the course) for marketing undergraduate level courses also do not appear to be an issue. For most years, marketing undergraduate level course DFW rates are lower than the MSB DFW rates for undergraduate courses.

When looking at the mean grade data for marketing undergraduate courses at each level, there appears to be no major issues for marketing courses at levels 1 and 2, as marketing students are achieving a higher mean grade than the MSB mean grade for business undergraduate courses. However, for levels 3 and 4, marketing students have lower mean grades for marketing courses when compared to the MSB mean grade for business undergraduate courses. Note that a larger gap exists for year 4. There are several possible reasons for this trend. The lower mean grades for marketing undergraduate courses at levels 3 and 4 can best be explained by the higher demands of experiential projects with client sites. In addition, marketing is undergoing rapid change as a profession and a highly changeable context exists in marketing, impacting marketing students significantly in their final years of the program as their assignments become much more complex and challenging.

When looking at the repeat rate data for marketing undergraduate courses at each level, there appears to no major issues for marketing courses at all levels. Repeat rates for marketing undergraduate courses are either lower or equivalent to MSB repeat rates for business undergraduate courses.

When looking at the DFW rate data for marketing undergraduate courses at each level, there appears to no major issues for marketing courses at all levels. DFW rates for marketing undergraduate courses are lower than MSB DFW rates for business undergraduate courses.

Are students making satisfactory progress in the program?[5]

There has been an increase in Marketing Management graduates for both the BBAMM and DMM programs over time (see Appendix E). When looking at the compound annual growth rate (CAGR) over the last 5 years, the Marketing Program growth rate is significantly higher at 11.10% for BBAMM graduates and 20.38% for DMM graduates, when compared to the MSB growth rate of 0.87% for bachelor's degrees and 0.26% for diplomas.

There may be multiple contributing factors when looking at the high growth rate of the DMM. First, some students in the Marketing Management program complete the BBAMM, but also register and complete the DMM first. In addition, high enrollments in international students in the last few years may also have contributed to the growth rate.

When looking at the positive growth rate of the BBAMM, there may be multiple contributing factors. First, a healthy job market for marketing students may give rise to higher enrollment rates in the program. Second, there may have been an impact of COVID-19 with some students choosing to pursue higher education due to an unstable job market during lockdown periods. Third, changes in course scheduling in the Marketing Management program may have contributed to the increase in graduating students. The Marketing Management program started offering all of its capstone courses in 3 semesters, instead of two semesters due to a buildup of waitlists in the program. Finally, the Marketing Management program simplified prerequisite structures for third- and fourth-year courses, which has made it easier for students to move through the program.

Are graduates of the program successful?

The success of KPU Marketing Management graduates can be measured in different ways (see Appendix E). When compared to the ministry target for unemployment rates (less than 18.9%), outcome data shows that KPU Marketing Management program graduates have significantly lower unemployment rates. BBAMM graduates have a 9.4% unemployment rate and DMM graduates have a 5.3% unemployment rate. In addition, when looking at the number of currently employed students from the KPU Marketing Management program, 9.1/10 BBAMM graduates and 9.5/10 DMM graduates are currently employed. This may reflect both the strength of the job market for Marketing Management students upon graduation in the lower mainland, as well as the employability of the Marketing Management students as they exit the BBAMM and DMM programs.

Further, employment data from the Administrative Data Report indicates that the majority of BBAMM graduates (75%) and DMM graduates (65%) are also working in a related field (see

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

Appendix E). Feedback regarding employment of program graduates from the alumni surveys (see Appendix G) shows a slight contrast, but this may be due to the limited sample size in both studies. According to alumni feedback, about 50% are employed in a field related to their studies. About 80% of alumni are employed in full-time positions with 13% identified as "business owner or entrepreneur". Positions currently held by respondents clearly align with the career pathways identified earlier in the report in Section 2.1, such as marketing coordinator, digital marketing specialist and marketing manager. Graduates are employed in a diverse range of industries including consumer, industrial, entertainment and not-for-profit. Lastly, it's important to note that the job market may have been more volatile for students upon graduation between 2020 and 2022 due to the impact of COVID-19.

When looking at further studies, results from the Administrative Data Report shows that only 12% of BBAMM graduates and 5% of DMM graduates are pursuing further studies (see Appendix E). These results are consistent with alumni survey results (see appendix G), which indicate that the majority of the respondents have not pursued further education in marketing. Note that results from the alumni survey are directional at best due to the low response rate. Of those respondents who shared the programs they enrolled in after completing the Marketing Management program at KPU, half of the respondents identified industry-based certifications such as those found in digital marketing. The highest credential earned by those who pursued further education was most frequently identified as "diploma", followed by bachelor's degree and "other". The "other" category again identified a digital marketing certification. Responses from alumni suggest that KPU BBAMM and DMM graduates tend to pursue industry practice as opposed to traditional academic post-graduate work or education.

When assessing the overall findings, it's important to note the nature of the marketing industry, as marketing is a highly fluid career that evolves in steps. Marketing post-secondary programs, such as the KPU Marketing Management program, provide an educational foundation for students, upon which graduates who work professionally in marketing then seek incremental skills to increase employability and job promotions. Multiple pathways exist for seeking those incremental skills, depending on the objective of the graduate. Some graduates will choose a pathway for advanced post-secondary education, such as master's and doctoral degrees. Other graduates will choose alternative pathways that include short term credentials, such as certifications and LinkedIn learning, to obtain those incremental skills. Shorter term credentials will most likely not be factored into the survey results for further studies. The Marketing Management program could explore providing a list of possible options to students in their final year of the program to guide them on further study options once they graduate.

When looking further at the alumni survey results (see Appendix G), 71% of respondents agree that the program prepared them well for further education. Nearly 60% of respondents believe that the program prepared them well for an entry-level job. Skills that alumni feel are missing in the program include first drafts of content creation, design, more extensive knowledge of digital marketing platforms, research and networking skills. Much of this feedback has already been discussed earlier in the report, with recommendations for increased content in many of these areas.

Discipline sector survey feedback (see Appendix H) indicates that nearly 60% of discipline sector respondents indicate not having previous experience with or exposure to KPU marketing students or alumni. This suggests an opportunity to generate more awareness and connections with marketing industry employers. In addition, all discipline sector respondents who have had experience with KPU marketing students indicate that co-operative education, practicum and/ or internship students were "very well prepared" to work in their organizations. These results are quite encouraging given the department's diversified approach to experiential learning and WIL projects. Overall comments indicate that discipline sector respondents feel that the program is doing a good job preparing students for employment with foundational marketing knowledge and they have also had positive experiences working with marketing students as part of course work. Some respondents had apprehension around whether students are prepared for the "evolving landscape in marketing" post-Covid which demands adaptability, strong critical thinking and communication skills. While this apprehension is also shared by many faculty members, it may also be an opportunity for increased discussion on how to better prepare our students to changes in the working business world post-Covid.

5. Resources, Services, and Facilities

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

Overall, the broad consensus is that the majority of students and faculty are satisfied with the library and learning resources needed to deliver the curriculum. Student surveys indicate that over 50% of respondents are satisfied with all listed library resources, with the exception of "DVD/ Streaming Video on Program Related Topics" (see Appendix F). It is possible that the term "DVD" may need to be removed to reflect more current technologies and be more relatable to the respondents. "Online resources – journals, articles, etc." scored particularly high levels of satisfaction with a majority of 75% of respondents satisfied with this resource.

Faculty surveys indicate that the majority of respondents are satisfied with "Library Orientation" and "Library Support", each achieving over 75% in meeting the program's needs (see Appendix I). "DVD/ Streaming Video on Program Related Topics" is again ranked as least likely to meet the needs of the program, which may once again be related to the relevance of DVD resources through the KPU Library.

Overall, there does seem to be an adequate level of current resources based on faculty feedback. However, with the rapid acceleration of online digital resources, there is an opportunity for faculty to explore additional online resources and databases that could be provided through the KPU library to benefit the student learning experience.

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

When looking at student survey results (see Appendix F), over 75% of student respondents are satisfied with Zoom and Big Blue Button as web conferencing tools. There is a higher level of satisfaction with Zoom, but also a good level of satisfaction with using Big Blue Button. Only 51% of student respondents are satisfied with Microsoft Teams as a web conferencing tool, with student comments noting a negative experience using the tool in high school during the pandemic. When asked about Pebble Pad, only 22% of respondents are satisfied. However, Pebble Pad is not as well known in industry and 38% of students indicated they have not used it and another 29% of students indicated they were neither satisfied nor dissatisfied with it. The results for Pebble Pad may also reflect unfamiliarity with the technology, since it has only been recently introduced to KPU. When asked about WordPress, only 25% of respondents are satisfied with it, with 39% of respondents indicating they have not used it and another 30% respondents indicating they are neither satisfied nor dissatisfied with it. The results for WordPress are not surprising given that typically only specific digital marketing courses incorporate the tool. However, given that WordPress is a highly relevant marketing application that is used in industry,

primarily for blogging and the creation of websites, there is an opportunity to provide greater exposure to the tool in the marketing program.

When looking at faculty survey results (see Appendix I), Zoom is considered by 81% of respondents as the strongest web conferencing tool that meets the program's needs. Zoom is considered by faculty to be the most relevant web conferencing tool to the marketing industry and the best tool to prepare students for entry into the workplace. Microsoft Teams also performed well with 57% of respondents indicating that it meets the program's needs as a web conferencing tool, but comments indicate that Microsoft Teams is used primarily for internal meetings and not as much with student classes. Big Blue Button scored the lowest with only 51% of respondents indicating that it meets the program's needs as a web conferencing tool, with comments indicating limited functionality compared to other web conferencing tools. Faculty also indicate that they stopped using Big Blue Button once Zoom and Microsoft Teams became available to them. Faculty results are the lowest for Pebble Pad and WordPress as specialized technologies that meet the program's needs, with at least 50% of respondents indicating that they have not used them. In the case of Pebble Pad, the technology is relatively new to KPU, so there may currently be a lack of familiarity with the tool. WordPress, however, is a specialized tool that is used in specific digital marketing courses in the program. Faculty comments indicate that the version of WordPress available at KPU is restrictive and not fully reflective of the tool that professionals in industry have access to. Thus, working with WordPress can be a frustrating and limiting experience for faculty. There may be a need for additional workshops and training to better understand the version of WordPress available at KPU. In addition, other comments from faculty indicate the need for specialized technology related to other areas such as marketing analytics/research.

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

The results indicate that students are generally satisfied with the facilities needed to deliver the curriculum (see Appendix F), with over 60% of students satisfied with e-Classrooms and computer labs. Other facilities, such as case classrooms and boardrooms, show lack of exposure or experience with over 50% of respondents indicating that they have not used or are neither satisfied nor dissatisfied. The lower response rate for boardrooms for client presentations may be related to the use of these facilities for only specific courses with client-based projects. Also, the lower response rate for case classrooms is not surprising since the program does not have access to case classrooms.

The results from the faculty surveys (see Appendix I) indicate that 63% of respondents are satisfied with e-Classrooms and that they meet the program's needs. However, faculty comments indicate some concerns with e-Classrooms, such as some rooms having persistent layout issues

(e.g., projector covering white board, chalkboards instead of whiteboards, students needing the ability to project from their laptops, etc).

Only 37% of faculty are satisfied with the computer labs meeting the program's needs. There are consistent concerns with computer labs including the lack of availability for teaching courses. Digital marketing is a critical component of our discipline and there is a need for regular access to computer labs and software for teaching purposes on an ongoing basis. However, there is a challenge at KPU with the availability of computer labs due to the high demand from IT programs that make extensive use of computer labs. However, one possible solution to this problem would be a requirement for second year and higher-level students to have access to a laptop with basic apps and internet access/ browser that they could bring to regular e-Classrooms to enable the effective delivery of courses that previously required computer lab access. The main reason marketing requires a lab is due to the limited licenses available for programs such as SPSS and Tableau. If students are able to remotely on their own device download and get licenses, this would alleviate the demand for computer labs. The main challenge with the solution would be the mandated requirement for laptops for students, as there may be some access issues.

In addition, there are concerns from faculty with the room layout and setup being difficult for instructors to effectively teach and interact with students. Faculty indicate concerns with broken equipment in the computer labs, with equipment not being checked regularly or fixed. Some faculty also have complaints about the lack of IT support after 5pm on teaching days.

Other facilities such as case classrooms and boardrooms, showed similar results to the student surveys, with over 65% of faculty respondents indicating they have not used or do not meet the program's needs. Faculty comments on case classrooms are not surprising as they indicated there is no access to case classrooms and indicate a lack of investment in this area over the years.

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

Feedback from students indicate general satisfaction with other support services needed to deliver the curriculum (see Appendix F). Over 65% of students are satisfied with the availability of required textbooks at the KPU bookstore and advising services. Career services and accessibility services are accessed less frequently and score slightly lower levels of satisfaction between 50% to 60%.

Similarly, the majority of faculty are satisfied with the other support services needed to deliver the curriculum (see Appendix I). When looking at faculty responses, 87% are satisfied with the availability of required textbooks at KPU bookstore, 75% are satisfied with accessibility services, 63% are satisfied with advising services and 57% are satisfied with Career services.

Recommendations

- Provide feedback to KPU Library on the types of additional online resources and online databases that can benefit our students. This feedback will vary based on the individual course and will be influenced by industry practice. Encourage more interaction between teaching teams and librarians to explore resource availability for students and faculty at the KPU library.

- Provide feedback to IT on current issues that instructors are experiencing with e-Classrooms, computer labs and institutional technology, including after-hours IT support for e-Classrooms.

- Provide feedback to the MSB on the need for regular and guaranteed access to computer labs or alternatives for digital marketing courses.

6. Conclusions and Recommendations

6.1. Summary of Program's strengths, weaknesses, opportunities, and challenges

Strengths

The Marketing Management program has many strengths, as noted in previous sections of the report. Student and alumni comments consistently cite knowledgeable and passionate instructors with strong industry backgrounds, applied learning projects, hands-on approach to learning, and the development of critical thinking skills among its strengths. The marketing faculty is also quite diverse and bring a wide range of professional experience from various private and public sector organizations to the classroom.

The quality of our program, courses and instructors is also demonstrated in the consistent growth rate of the BBAMM and DMM programs, steady fill rates of our courses, and lower repeat rates and DFW rates when compared to other courses across the MSB.

The department has developed and organized supporting internal and external structures to engage stakeholders to fulfill the program's purpose including PAC, internal program streams, teaching teams and course mentors, and both internal and external working groups. The department also offers scholarships and endowments to provide long-term support for marketing students.

The department offers a variety of courses in different marketing teaching streams to meet the needs of students who want to pursue different career paths in marketing. The department is constantly evolving its curriculum to meet the requirements of new marketing graduates, as demonstrated by the department's recent approvals to launch new courses in marketing sustainability and social media marketing.

Overall, our courses broadly support the acquirement of the PLOs and essential skills, although we have some areas of improvement. The majority of student and alumni respondents feel that the PLOs are relevant and that the program is meeting or exceeding expectations of students and the marketing industry.

The marketing faculty has made active efforts to build connections and relationships with the discipline/sector, including building relationships with external organizations such as nabsWest and BC Tech, along with launching LinkedIn and Instagram social media accounts to support the building of a KPU marketing community.

Student and alumni feedback is overwhelmingly positive on the multiple approaches to WIL and community-engaged projects that the program provides. Students and alumni comments

highlight the positive contribution to the student learning experience from course-based learning projects, the MBSI Program, co-operative education, applied research projects and portfolio projects.

In summary, the department is achieving most of its objectives. Graduates of our program are also highly successful, with significantly lower unemployment rates compared to the ministry target.

Weaknesses

One of the weaknesses of the Marketing Management program is the need for greater content in new and emerging skill sets required by marketing graduates. Students, alumni, discipline sector and faculty survey respondents indicate the need for enhanced skills in topics such as digital marketing, social media marketing, graphic design, and AI for marketing. Further, there is a need to better communicate career paths in marketing to students and align them with the corresponding course streams.

While the majority of our courses support the acquirement of the PLOs, a consistent weakness appears in student, alumni and faculty surveys related to PLO 7 (Justify marketing investment decisions to stakeholders by applying principles of financial accountability). Student comments indicate that they require greater support when it comes to connecting financial analysis to marketing-based contexts.

While the program overall provides opportunities to acquire the essential skills, one consistent gap that appears is resolving issues or other problems. This gap may be connected to client-based projects where students have to develop and defend recommendations.

While there was overall positive feedback from survey respondents on the value of assessments, one weakness that appears is the usefulness of feedback. In order to address this gap, it's critical that faculty have ongoing communications within their teaching teams on common issues related to student assessment.

Another weakness is the laddering of courses for students who want to upgrade the DMM to the BBAMM. A minor structural barrier exists where MRKT 1299 is required for the BBAMM, but not the DMM, creating a roadblock for DMM students who wish to upgrade.

Another gap is the lack of availability of computer labs, the quality of experience in the computer labs, and availability of IT support for evening classes. There is an opportunity to provide feedback on these issues to various stakeholders including IT and MSB.

Lastly, when looking across the different survey results, it becomes apparent that there needs to be much greater communication among faculty on topics that impact our students. During the

pandemic, most communications moved online. In the post-pandemic phase, there is a need for faculty to reconnect on a much greater frequency and ongoing basis, as well to better engage new faculty who have joined the department.

Opportunities

There are multiple opportunities that the Marketing Management department can leverage to grow our department and better support our students. Marketing has been identified by Work BC as a high opportunity profession. There is expected to be 5590 new job openings in marketing related managerial positions leading up to 2033 (Work BC, 2024). Thus, the job outlook for graduates in marketing programs is very positive in the coming years.

Another key opportunity is to tap into the fast rate of change in marketing as a discipline. As mentioned previously in the report, marketing is a dynamic profession undergoing constant change. There's an opportunity for marketing faculty to introduce new and exciting concepts, tools, technologies and industry practices into the curriculum on an ongoing basis.

Another one of the opportunities that exists is the Indigenization of content. As a department, there is an opportunity to enhance how marketing content aligns with and supports Indigenous cultural needs. In addition, there is an opportunity to explore how we can enhance corporate social responsibility in the curriculum related to topics such as sustainability, EDI, and the PRME framework. As more businesses and non-profit organizations align their business strategies to meet goals related to sustainability, EDI and the PRME framework linked to UN SDGs, there's also an opportunity for the department to revisit course content, as well as the potential for increased WIL and community-engaged learning projects.

One of the strengths of the program is the experiential learning connected to WIL and community-engaged projects. There is an opportunity to integrate experiential learning earlier into the program and identifying additional courses where it can be included.

There is also an opportunity to explore a new credential for a minor in marketing or citation in marketing that provides a pathway for those students who do not want a marketing degree or diploma, but want some foundational marketing knowledge that will complement their education.

There are also some opportunities to engage better with industry and alumni, including course-engaged projects with students. In addition, there's an opportunity to revisit library resources and have teaching teams identify new online resources that can benefit our students.

Challenges

Our main challenge for the department is the fast rate of change in marketing coupled with the need for constant updates to curriculum. There is a need for foundational knowledge in marketing to be taught, while at the same time adding in new and/or updated content on an ongoing basis. As a result, faculty need to engage in regular PD to maintain their currency in marketing. Lack of time and resources can also be a major challenge within the department. In addition to teaching and curriculum updates, faculty also engage in regular departmental work including committee work and other departmental related duties. With multiple competing priorities, it may be necessary to consider and request time releases for faculty to help accelerate the completion of important projects that will benefit our students.

6.2. Recommendations

Curriculum Review
- Continue to work with the Office of the Provost and SSCC governance to acquire Senate approval of new PLO structure.

- Explore strategies to better introduce skills and build proper scaffolding for PLO #7 (Justify marketing investment decisions to stakeholders by applying principles of financial accountability), as well as how to better support students with financial analysis related to marketing-based contexts.

- Explore strategies to better introduce skills and build proper scaffolding for PLO #8 (Demonstrate the ability to apply key marketing concepts by successfully completing industry-based projects to professional standards), as well as how to better prepare students for third- and fourth-year industry-based projects.

- For each upcoming course outline review, teaching teams for each course to revisit the Course Mapping Summary Form and identify opportunities to address gaps and areas of improvement that were identified when mapping CLOs to PLOs during the curriculum mapping process.

Program Relevance and Student Demand

- Explore opportunities to provide greater direction to marketing students on the different career paths and streams within marketing. Marketing is multi-disciplinary with multiple pathways for careers. While the department has developed streams internally, the streams and required courses need to be communicated to students to provide better direction, so that students can achieve individual goals based on their personal interests in marketing.

Investigate ways to strengthen and improve curriculum by incorporating the demand for increased practical and strategic skills in areas such as digital marketing, social media marketing, marketing data analysis, marketing technology, graphic design, branding, AI for marketing, as well as the demand for industry recognized certifications and professional learning academies within courses.

- Develop a coordinated and evolving approach to Indigenization within the department, including the identification of marketing-based resources for faculty and students. The KPU Pathway to Systemic Transformation may be a useful guide to aid in these conversations and the development of an approach. Also investigate opportunities for additional PD for faculty, including a collective education and discussions on indigenization within the department.

- Develop a coordinated and evolving approach to corporate social responsibility (EDI and PRME framework linked to UN SDGs) within the department. For EDI, use the course outline review process to identify opportunities to better incorporate EDI into marketing courses. For the UN SDGs, explore which marketing courses can better support the PRME framework, as well as opportunities for increased content and potential course assignments for both DMM and BBAMM students.

- Encourage diversity in professional marketing experience when conducting future searches for new faculty. This will not only benefit marketing students with broader perspectives, but also better prepare them for various marketing career paths upon graduation.

- Encourage EDI among our faculty in the search process. Continuing to hire diverse marketing faculty members that are reflective of the broader KPU community will help foster a sense of belonging and inclusion among students from various backgrounds. Having a diverse faculty brings multiple perspectives and better prepares students to navigate diverse cultural and global business environments, equipping them with essential skills required for the workforce.

- Identify opportunities for both individual and team PD activities. Ongoing PD is critical to keep faculty up-to-date with emerging practices and tools (e.g., digital marketing, generative AI for marketing) and deliver curriculum that is relevant and will make our graduates work-ready.

- Explore ways to continue building capacity for delivering courses in the different teaching streams to allow for adequate course offerings each semester, as well as to help with succession planning. This could be accomplished through mentorship of existing faculty to teach new courses or by conducting new searches as required.

- Provide feedback to KPU Marketing on the need for updates to the website to improve the online experience for future students, current students and other visitors to our program webpages.

- Explore the opportunity for a Minor in Marketing or Citation in Marketing for students in other faculties and departments who do not want a degree or diploma in marketing, but want some foundational courses in marketing based on personal interests or relevance to their academic programs. Request a time release from the Dean's Office for a marketing faculty member to explore this area.

- Review the laddering of courses between the DMM and BBAMM. Investigate the inclusion of MRKT 1299 as a required course in the DMM to remove the structural barrier for DMM students who are upgrading to complete the BBAMM.

Effectiveness of Instructional Delivery

- Explore opportunities to address the gap in PLO 7 (Justify marketing investment decisions to stakeholders by applying principles of financial accountability) by revisiting the scaffolding of financial analysis skills related to marketing-based contexts.

- Identify opportunities to expand experiential learning in the department. Investigate ways to better inform and educate students about the MBSI Program and co-operative education program earlier in the first two years of study. Provide feedback to the Dean's Office to support the expansion of MBSI Program to marketing diploma students. Investigate how to further integrate different types of work integrated and or/community-engaged projects into other marketing courses where they are not currently being offered.

- For the essential skills, encourage faculty discussion on how to address the gap on resolving issues or other problems, as well as how to better help students create and defend recommendations for projects. Explore the laddering of skills, leading up to third- and fourth-year level courses which often incorporate experiential learning projects.

- Encourage the reestablishment of a departmental connection in the post-pandemic phase to foster greater faculty communication and collaboration. Encourage faculty to hold regular teaching team meetings for individual courses and teaching streams to discuss common

issues that impact both faculty and students with the goal of creating the best learning environment for our students.

- Encourage faculty discussion on the feedback process to students on assessments. Encourage faculty to have greater discussion and collaboration on the types of feedback, quality and usefulness of feedback.

Resources, Services and Facilities

- Provide feedback to KPU Library on the types of additional online resources and online databases that can benefit our students. This feedback will vary based on the individual course and will be influenced by industry practice. Encourage more interaction between teaching teams and librarians to explore resource availability for students and faculty at the KPU library.

- Provide feedback to IT on current issues that instructors are experiencing with e-Classrooms, computer labs and institutional technology, including after-hours IT support for e-Classrooms.

- Provide feedback to the MSB on the need for regular and guaranteed access to computer labs or alternatives for digital marketing courses.

7. Appendices

Appendices are provided in separate document.