

**Table 1: Department of Marketing Integrated Program Matrix**

Revised: August 17, 2009

| Florida Gulf Coast University<br>Vision & Goal Statements   | College of Business<br>Mission & Core Competencies<br>(Graduates of the Undergraduate<br>Program will:)   | Marketing Program<br>Mission & Learning Objectives  | Program<br>Courses<br>Addressing<br>Specific Goals   | Assessment Criteria and<br>Types of In-Class<br>Assessments Used  | Use of Assessment<br>Results for<br>Continuous Improvement |
|---|---|---|--|---|--|
| <p><b>Vision:</b> Florida Gulf Coast University is dedicated to providing a learning-centered environment that offers the highest quality educational opportunities for the development of the knowledge, insights, competencies, and skill necessary for success in life and work. To maintain this learning-centered environment, the university as a whole and its units and individuals will actively practice continuous planning and assessment leading to improvement and renewal.</p> | <p><b>Mission:</b> The College is dedicated to providing technologically progressive educational programs and services designed to enhance the skills and competencies of university students and working professionals in the five-county region in SW Florida. We achieve this through a variety of flexible partnerships, programs, and scholarship within a 'second circle' model that bridges the university and the domestic and international community in a technologically advanced and rapidly changing global economy.</p> | <p>The <b>Bachelor of Science in Marketing</b> prepares students for careers in marketing by developing their understanding of the social and economic forces at work in national and global markets. The marketing major focuses on enhancing the knowledge and skills that enable marketers to develop and maintain successful relationships with consumers and organizational customers.</p>                                   |  |   |  |
| <p><b>Aesthetic Sensibility:</b> know, understand, analyze, and evaluate the variety of aesthetic frameworks and principles at work; collaborate in projects involving aesthetic awareness/analysis.</p>  | <p><b>Creative and Analytical Thinking:</b> Graduates will be able to link data, knowledge, and insight together in order to make quality strategic decisions on a timely basis.</p>  | <p>Students completing the BS in Marketing will be provided with current and in-depth knowledge of marketing theories, principles, concepts, and techniques and their application within the context of business processes. Students will be prepared for and find employment in lower to mid-level marketing positions. Graduates from the undergraduate Marketing Program will be equipped with the following perspectives:</p> | <p>All of the following Marketing core courses ( C=core):<br/><br/>MAR 3023C<br/>MAR 3503C<br/>MAR 3613C<br/>MAR 4804C</p> | <p>All of the courses in the marketing curricula will have syllabi stating clear objectives and goals to be focused on throughout the course. In-class assignments, exercises, role-plays, case analyses and exams will be utilized to facilitate assessment. In addition, students will be measured by the ETS business exam administered to seniors, graduate school acceptance, and employer feedback.</p> |  |
| <p><b>Aesthetic Sensibility:</b> know, understand, analyze, and evaluate the variety of aesthetic frameworks and principles at work; collaborate in projects involving aesthetic awareness/analysis.</p>  |   | <p>1a. Understand the aesthetic issues related to marketing.</p>  | <p>ADV 3000<br/>ADV 3001<br/>ADV3300<br/>MAR 3503C<br/>MAR 4232<br/>MAR 4333</p>   | <p>1a: Class participation, class assignments, exercises, role-plays, case analyses and exams..</p>   |  |
| <p><b>Culturally Diverse Perspective:</b> know and understand diversity in local/global communities; analyze and evaluate the impact of cultural differences; and participate in projects involving interaction with diverse people, ideas, and values.</p>   | <p><b>Appreciation of the Diverse Environment of Business:</b> have a broad perspective of the diverse environment of business and of the issues and challenges encountered by profit and not-for-profit entities, entrepreneurial enterprises, and businesses functioning in a global economic environment.</p>  | <p>1b. Understand the effects of cross-cultural differences on the practice of marketing and develop marketing business opportunities and frame business challenges within a multicultural/global perspective. [ALC Core/Content Discipline LO #2]*</p>   | <p>ADV 3000<br/>ADV 3300<br/>MAR 3023<br/>MAR 3503C<br/>MAR 3613C<br/>MAR 4156<br/>MAR 4804C</p>                           | <p>1b: Class participation, class assignments, exercises, role-plays, case analyses, and exams.<br/><br/>Also, an annual exit exam is to be administered to graduating marketing seniors.</p>   | <p>See Note #1</p>   |

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| <b>Ecological Perspective:</b> know issues of ecological/economic sustainability; analyze and evaluate local & global ecological issues; participate in ecological/ environmental projects                                      |  | 1c. Understand sustainability issues involved in the marketing function and business decision-making and the effect of ecological issues on the practice of marketing in the domestic and global environment.                               | MAR 3023<br>MAR 4804C   | 1c: Class participation, class assignments, exercises, role-plays, case analyses, and exams.   |  |
| <b>Effective Communication:</b> know principles for effective communication; organize thoughts and compose ideas; and participate in collaborative communication projects.  | <b>Communication Skills:</b> be able to give and exchange information within meaningful contexts and with appropriate delivery and interpersonal skills.<br><br><b>Teamwork and Interpersonal Skills</b>   | 1d. Develop and effectively utilize multi-sensual communication skills using oral, written and media.   | All Marketing Courses   | 1d: Class participation, class assignments, exercises, role-plays, case analyses, presentations, reports, homework, and exams  | See Note #1  |
| <b>Ethical Responsibility:</b> know and understand ethical issues; analyze and evaluate ethical issues in a variety of contexts; and participate in collaborative projects involving ethical analysis and/or discussions.       | <b>Ethical Framework:</b> be aware of their general ethical responsibilities to clients, customers, employers, and the environment, as well as the specific of ethical standards of the profession.  | 1e. Recognize ethical issues affecting the marketing function and the implications of marketing related decisions and actions.  | MAR 3023<br>MAR 3503C<br>MAR 3613C<br>MAR 4804C<br>ADV 3000<br>ADV 3001<br>MAR 3400<br>MAR 3503C<br>MAR 4310<br>MAR 4333                                    | 1e: Class participation, class assignments, exercises, role-plays, case analyses, presentations, reports, homework, and exams  | See Note #1  |
| <b>Information Literacy:</b> identify and locate sources of information; analyze and evaluate information in a variety of contexts; and participate in collaborative analysis/application of information.                       | <b>Systems Orientation:</b> understand the inter-related nature of the various functional areas of business and the information needs and flows of various parts of an organization and be able to function within systems that are constantly adapting to changes in the internal and external environment. | 1f. Be able to locate, gather, evaluate, and employ business information to obtain and analyze data needed from diverse sources to solve marketing related problems.<br>[ALC Core/Content Discipline LO #1]                                 | MAR 3023<br>MAR 3503C<br>MAR 3613C<br>MAR 4804C<br>ADV 3000<br>ADV 3001<br>ADV 3300<br>MAR 4156<br>MAR 4203<br>MAR 4232<br>MAR 4333<br>MAR 4403<br>MAR 4841 | 1f: Class participation, class assignments, exercises, role-plays, case analyses, presentations, reports, homework, and exams.<br><br>Also, an annual exit exam is to be administered to graduating marketing seniors. | See Note #2  |
| <b>Problem-Solving Abilities:</b> Understand multi/interdisciplinary nature of knowledge; apply critical, analytical, creative and systems thinking; and work individually and collaboratively to recognize and solve problems. | <b>Creative and Analytical Thinking:</b> Graduates will be able to link data, knowledge, and insight together in order to make quality strategic decisions on a timely basis.  | 1g. Use multiple paradigms and frameworks to understand organizational processes, synthesize diverse information, and design appropriate marketing solutions.<br>[ALC Core/Content Discipline LO #4]<br>[ALC Core/Content Discipline LO #5] | All Marketing Courses   | 1g: Class participation, class assignments, exercises, role-plays, case analyses, presentations, reports, homework, and exams<br><br>Also, an annual exit exam is to be administered to graduating marketing seniors.  | See Note #1  |

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|---|--|---|---|--|--|
| <b>Technological Literacy:</b> Develop knowledge of modern technology; process information through use of technology; and collaborate with others using technology tools.   | <b>Technological Proficiency:</b> be able to use technology to facilitate life-long learning and professional development and to add value to clients, customers, and employers.   | 1h. Apply hardware and software tools to create solutions to marketing problems, including multimedia; storyboards; database, communication, web pages and media.   | ADV 3000<br>ADV 3001<br>ADV 3300<br>MAR 3235<br>MAR 3613C<br>MAR 4203<br>MAR 4645<br>MAR 4804C  | 1h: Class assignments, exercises case analyses, presentations, reports, and homework projects  | See Note #1  |
| <b>Community Awareness and Involvement:</b> Know and understand relationships between individuals and their communities; analyze, evaluate and assess human needs and practices; and participate collaboratively in community service projects. | <b>Appreciation of the Diverse Environment of Business:</b> have a broad perspective of the diverse environment of business and of the issues and challenges encountered by profit and not-for-profit entities, entrepreneurial enterprises, and businesses functioning in a global economic environment.    | 1i. Know and understand the major issues that affect the community; and become involved in developing effective solutions and strategies.   | ADV 3000<br>ADV 3001<br>MAR 3023<br>MAR 3235<br>MAR 3400<br>MAR 3503C<br>MAR 3613C<br>MAR 4203<br>MAR 4232<br>MAR 4310<br>MAR 4333<br>MAR 4645<br>MAR 4804C<br>MAR 4841 | 1i: Class participation, class assignments, exercises, role-plays, current event reports; case analyses, presentations, reports, homework, and exams   | See Note #1  |
|   | <b>Systems Orientation:</b> understand the inter-related nature of the various functional areas of business and the information needs and flows of various parts of an organization and be able to function within systems that are constantly adapting to changes in the internal and external environment. | 1j. Use multiple paradigms and frameworks to understand organizational and consumer processes and design appropriate marketing solutions.<br><br>[ALC Core/Content Discipline LO #3]  | All Marketing Courses   | 1j: Class participation, class assignments, exercises, role-plays, case analyses, presentation, reports, homework, and exams<br><br>Also, an annual exit exam is to be administered to marketing seniors.  | See Note #1  |
|   |  | 2. Baccalaureate graduates of the Marketing Program will find ready employment in entry and middle-management positions in the marketing field, or create their own enterprising opportunities.<br><br>3. Graduates and alumni will be knowledgeable in the foundation areas of all the key areas of the business degree. |   | 2. Over 90% of marketing graduates will find employment in the field, start a business of their own, or register in a graduate program within six months of graduation.<br><br>3. The average students score on the ETS benchmark examination of business competency will be over the 50 <sup>th</sup> percentile. |  |

\* LOs refer to Learning Outcomes that are expressed in the Marketing area's Academic Learning Compact (ALC)

#### Note 1

For each of the following marketing area goals, outcomes were assessed during the fall of 2007, the spring of 2008, the fall of 2008, and the spring of 2009.

Appreciation of the Diverse Environments of Business

Communication Skills

Teamwork and Interpersonal Skills

Ethical Framework

Systems Orientation

Creative and Analytical Thinking

Technological Proficiency

During the fall of 2007, the following courses were assessed as to outcomes: MAR 4804 Market Strategy, ADV 3000 Principles of Advertising, ADV 3300 Media Planning and MAR 3023 Introduction to Marketing.

For the spring of 2008, the following courses were assessed: MAR 3023 Introduction to Marketing (twice), and MAR 3613 Marketing Research.

During the fall of 2008 the following courses were assessed as to outcomes: MAR 3023 Introduction to Marketing, MAR 3400 Professional Selling, MAR 3503 Consumer Behavior, MAR 4804 Market Strategy, ADV 3008 Principles of Advertising, and ADV 3300 Advertising Media Planning.

For the spring of 2009, the following courses were assessed: MAR 3023 Introduction to Marketing, MAR 3503 Consumer Behavior, MAR 4804 Market Strategy and ADV 3008 Principles of Advertising.

The results of assessing course outcomes over the seven delineated goals revealed that the marketing area was in compliance. Outside of the provisions of normal feedback, no major corrective actions were necessary. The results of these course outcome assessments are electronically archived by semester and are available for review upon request.

Note #2

ETS exam scores are reported for the summer of 2006, the spring of 2007, the spring of 2008, and the spring of 2009.

Summer 2006 scores are as follows:

**Summer 2006**

| Indicators       |            | Accounting | Economics | Managements | Quant Analysis | Finance | Marketing | Legal *& Social | Int'l Issues |
|------------------|------------|------------|-----------|-------------|----------------|---------|-----------|-----------------|--------------|
| <b>Marketing</b> |            |            |           |             |                |         |           |                 |              |
| N=8              | % Correct  | 47.0       | 41.3      | 55.9        | 56.0           | 37.5    | 52.5      | 38.5            | 46.3         |
| 150.7(38.5)      | Percentile | 60.0       | 33.0      | 34.5        | 40.0           | 55.0    | 77.5      | 5.0             | 56.5         |

As can be discerned, marketing students scored well in marketing (77.5 percentile, accounting (60.0 percentile) and above the college's 50.0 percentile norm in international issues. Weaknesses are observed for economics, management, quantitative analysis, and the legal and social environments of business.

The spring of 2007 appears as follows:

**Spring 2007**

| Indicators       |            | Accounting | Economics | Management | Quant Analysis | Finance | Marketing | Legal & Social | Info Sys | Int'l Issues |
|------------------|------------|------------|-----------|------------|----------------|---------|-----------|----------------|----------|--------------|
| <b>Marketing</b> |            |            |           |            |                |         |           |                |          |              |
| N=40             | % Correct  | 48.0       | 39.0      | 52.0       | 48.0           | 49.0    | 52.0      | 41.0           | 59.0     | 44.0         |
| 148(20)          | Percentile | 25.0       | 5.0       | 25.0       | 50.0           | 15.0    | 35.0      | 13.3           | 40.0     | 5.0          |

These 2007 percentiles now note a decline in marketing (35.0 percentile) and weaknesses in all normed areas with the exception of quantitative analysis.

Spring 2008 data appear as follows:

**Spring 2008**

| Indicators       |            | Accounting | Economics | Management | Quant Analysis | Finance | Marketing | Legal/Social | Info Sys | Int'l Issues |
|------------------|------------|------------|-----------|------------|----------------|---------|-----------|--------------|----------|--------------|
| <b>Marketing</b> |            |            |           |            |                |         |           |              |          |              |
| N = 53           | % Correct  | 51.0       | 45.0      | 57.0       | 46.0           | 53.0    | 55.0      | 46.0         | 60.0     | 48.0         |
| 152 (40)         | Percentile | 45.0       | 30.0      | 55.0       | 40.0           | 30.0    | 55.0      | 40.0         | 50.0     | 17.5         |

Marketing now reveals an improvement (55.0 percentile) as well as improvements in management (55.0 percentile) and information systems (50.0 percentile).

Spring 2009 data appears as follows:

**Spring 2009**

| Indicators       |            | Accounting | Economics | Management | Quant Analysis | Finance | Marketing | Legal/Social | Info Sys | Int'l Issues |
|------------------|------------|------------|-----------|------------|----------------|---------|-----------|--------------|----------|--------------|
| <b>Marketing</b> |            |            |           |            |                |         |           |              |          |              |
| N = 68           | % Correct  | 51.0       | 45.0      | 55.0       | 42.0           | 51.0    | 55.0      | 45.0         | 58.0     | 51.0         |
| 151 (40)         | Percentile | 50.0       | 30.0      | 45.0       | 20.0           | 25.0    | 60.0      | 35.0         | 40.0     | 30.0         |

Marketing continues to edge upward (60.0 percentile) and improvements appear in accounting (50.0 percentile).

Overall, the results suggest weaknesses in other functional and measured areas. Marketing faculty have therefore been advised to stress cross-functional orientations and to beef up their attention to international issues, the legal and social environment of business, and finally analytics. The recent raising of the college's grade point average to 2.4, effective in the fall of 2011, should do much to increase the quality pool as the weakest students within the Lutgert College of Business have been majoring in management and marketing.