Form E-1-A for Boston College Undergraduate Programs

Program: MARKETING

1) Have formal learning outcomes been developed? What are they? (What specific sets of skills and knowledge does the department expect its majors to have acquired before they graduate?)

   1. Understand and be able to apply the key building blocks of marketing: marketing research and analysis, consumer behavior analysis, segmentation and targeting, developing marketing strategy (product strategy, promotion strategy, pricing strategy, distribution strategy, budgeting and ROI projections, implementation and assessment.

   2. Possess the necessary knowledge, skills and tools needed to make informed strategic marketing decisions in a rapidly changing, highly uncertain marketplace,

   3. Understand how to promote more effective use of marketing in organizations, taking into how marketing aligns with an organization's strategic focus, culture, competencies, business processes, etc.

   4. Make marketing decisions that take into account the broader ethical and societal implications marketing strategies.

   Where are these learning outcomes published? Be specific. (Where are the department’s learning expectations accessible to potential majors: on the web or in the catalog or in your department’s major handouts?)

   1. Posted on the Department Website

   2. In the Department brochure. This is distributed at events about the Marketing concentration such as the Marketing In-Gathering (evening for Marketing majors), Admitted Students Days, Marketing Career Night.

   3. In the University course catalog

2) Other than GPA, what data/evidence is used to determine whether graduates have achieved the stated outcomes for the degree? (What evidence and analytical approaches do you use to assess which of the student learning outcomes are being achieved more or less well?)

   1. MFAT Senior Assessment scores

   2. Marketing Department specific questions included on the common Senior Survey

   3. Annual Senior Marketing Major Survey

   4. Survey of recent Marketing alumni
5. Course evaluation questions from the concentration’s senior capstone course, Applied Marketing Management.

3) **Who interprets the evidence? What is the process?** *(Who in the department is responsible for interpreting the data and making recommendations for curriculum or assignment changes if appropriate? When does this occur?)*

After the results of the surveys are available (summer), the Department Chair and 2-3 others in the department review and make recommendations for changes.

4) **What changes have been made as a result of using the data/evidence?** *(Have there been any recent changes to your curriculum or program? Why were they made?)*

Our previous assessment process was not as formal, but guided us towards the following recent changes:

1. Introduced an elective on Marketing Planning and Implementation to improve student skills in developing and implementing a marketing program

2. Began a new initiative to re-engineer the introductory Marketing course (Principles of Marketing) and to strengthen the rigor of the course

3. Hired an additional full-time lecturer (beginning Fall 2012) with strong capabilities in all four of the key outcomes outlined in Question 1.

4. Improved the undergraduate Marketing Analytics course to strengthen our undergraduate coverage of objectives 1 and 2 in question 1.

5. Added content to our undergraduate core class and a refresher of that content in our Applied Marketing course to link more strongly to MFAT topics.