MARKETING COMMUNICATIONS MAJOR ASSESSMENT PLAN

MARKETING COMMUNICATIONS PROGRAM OVERVIEW

The Marketing Communications Program’s (MarComm) mission, vision, values, academic goals and learning outcomes, developed after consulting with cooperating deans and the Marketing Communications Advisory Committee, are:

**Mission:**
The Marketing Communications program at the University of Wisconsin-River Falls develops students with knowledge and skills in oral, written, and visual modes of communication. Graduates will have the technical and critical thinking skills necessary to compete effectively in the global marketplace. The program instills an appreciation of ethical behavior and cultural diversity while providing a solid framework of academic preparation leading to communications careers in for-profit and non-profit industries promoting products, services and causes.

**Vision:**
As the first interdisciplinary undergraduate program of its type in the country (and currently the largest), Marketing Communications seeks to maintain its current size while continually expanding and enhancing the educational and professional opportunities of its students. The program will continue to be distinctive and will strive to enhance its reputation among employers locally, regionally, nationally, and internationally. The Marketing Communications program will need to draw more heavily upon university resources to expand personnel and facilities to the extent needed to provide a high-quality academic experience.

**Values:**
- Treat others with honesty, trust, and respect.
- Recognize and honor each person’s talents and unique qualities.
- Foster relationships individually and in teams that promote enthusiasm, unity, motivation, and encouragement.
- Be committed to excellence as we continuously seek to improve the quality of what we do.
- Promote each other’s development and engagement in the learning process.
- Support an environment that nurtures students, one another, and other members of our community.
- Be leaders and role models in the educational process.
- Share our expertise and resources across the campus and community.
- Instill an appreciation for cultural diversity.
- Enhance awareness of the impact of globalization.

**Marketing Communications Program-Academic Goals:**

**Goal One.** Students will demonstrate the ability to effectively use written, oral, and visual modes of communication.

**Goal Two.** Students will demonstrate the ability to use application technology in Marketing Communications professions.
Goal Three. Students will demonstrate knowledge of theory and practices used in key Marketing Communications professions.

Goal Four. Students will demonstrate critical thinking skills that transcend current workplace and technology requirements in Marketing Communications professions.

Goal Five. Students will demonstrate knowledge of ethical standards and be able to apply those standards to various Marketing Communications situations.

Goal Six. Students will recognize the role that diversity plays in Marketing Communications.

Goal Seven. Students will expand their awareness of world cultures and business practices through study or international travel.

Learning Outcomes:
A graduate of Marketing Communications will be able to:

1. Demonstrate the ability to communicate effectively using written, oral, and visual modes of communication.
2. Demonstrate the ability to use application technology in Marketing Communications professions.
3. Demonstrate knowledge of theory and practices used in key Marketing Communications professions.
4. Demonstrate critical thinking skills that transcend current workplace and technology requirements in Marketing Communications' professions.
5. Demonstrate knowledge about sources of ethical standards and be able to apply those standards to various Marketing Communications’ situations.
6. Recognize the role that diversity plays in Marketing Communications.
7. Demonstrate an enhanced understanding of world cultures.

Marketing Communications Program Situation Analysis (November 2016-September 1, 2017):

- In November 2016, former Program Director, Dr. James Pratt took a leave of absence.
- From mid-November 2016 through the beginning of the fall-17 term, David Bonko unofficially managed the vast majority of the position’s administration duties (HLC, program prioritization and review, getting seniors graduated, course scheduling and more…) while instructing four courses, managing the program’s internship program and advising eighty-plus students.
- Lecturer Amelia Reigstad also greatly contributed to program’s stability through what were uncertain times by providing strategic guidance and fall-17 term scheduling insights; a role not required by her position. In addition, Ms. Reigstad’s student advising duties greatly increased.
- The program declined to offer a former lecturer/student adviser a position for the fall-17 term. His advisees as well as Dr. Pratt’s, were divided between Professor Bonko and Lecturer Reigstad.
- Fall-17:
  - Professor Bonko is again instructing four classes and managing the internship program. In addition, he has been assigned Marketing Communication program administrative duties on a nine-month basis for the 2017-2018 term as well as advising 90+ students.
  - Lecturer Reigstad is instructing five classes. She also has nearly 90 advisees, depending on the day.
  - Between the end of the spring-17 term and 9/30/17, the Marketing Communications Program gained 15+ students through major changes as well as witnessed a larger than average incoming freshman class.
  - The Marketing Communications Program is in the process of melding into the Communication and Media Studies Department.
**Bottom Line:** The Marketing Communications Program has nearly 200 majors and is currently staffed by one tenured faculty member and a beyond-dedicated IAS professional. Along with and under the strong guidance of Communications and Mass Media Studies Department Chair Professor Sandy Ellis, Bonko and Reigstad are doing the best they can with the limited resources available to them.

This **PLAN** will now address the approved format as listed in the UWRF Assessment Resources webpage.

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**LEARNING OUTCOMES AND EXTERNAL STAKEHOLDERS**

**Job Market Relevance**
The American Marketing Association (AMA) defines integrated marketing communications (IMC) as the "planning process designed to assure that all brand contacts received by a customer or prospect for a product, service, or organization are relevant to that person and consistent over time."

IMC attempts to unify all pieces of marketing communications (advertising, public relations, publicity, direct marketing, personal selling, social media/Internet marketing and sales promotions) with the objective of creating a unified message. In addition, the field requires its employees to be well versed in additional subjects including branding, consumer behavior and communications.

**Goal One:** The number one skill being sought within the marketing communications industry is the ability to tell a persuasive and meaningful story via visual, written, oral and/or digital channels.

--Terry Macko  
Senior Vice President, Marketing and Communications,  
World Wildlife Fund  
American Marketing Association's 2015 Nonprofit Marketing Conference

Through being an interdisciplinary program, our students are indeed learning how to convey persuasive and meaningful stories from experienced and talented instructors who are well-versed in their specific areas of study. Besides program offerings, MarComm students can take and apply classes from Communication Studies, Journalism, Digital Film, Psychology, Art, English and Business towards procuring their major.

**Goal Two:** You look at marketing: everything that's happening in marketing is digitized. So pretty much every industry, every function in every industry, has a huge element that's driven by information technology. It's no longer discrete. If you don't jump on the new, you don't survive.

-Satya Nadella  
Chief Executive Officer  
Microsoft Corporation

Marketing Communications faculty and instructors understand that big data, marketing intelligence, digital and social media metrics is now the norm that guides decisions within the field.

- MARC 230-Introduciton to Social Media Marketing Communications provides students with the opportunity to become Hootsuite Certified Professional Certification which lists the student in the organization's professional directory.
• MARC 389-Advanced Social Media Marketing Communications gives students the opportunity to take part in the best Google AdWords simulation in the market.
• MARC 100-Writing for the Mass Media students work towards earning Cisionpoint accreditation, the public relations industry’s leading provider of comprehensive PR and social software solutions.
• Students are required to engage with and use a number of marketing intelligence platforms and databases including:
  ▪ Demographics Now
  ▪ Infographic Publishing
  ▪ Simmons OneView
  ▪ IBIS World
  ▪ Reference USA
  ▪ ABI/Inform
  ▪ Business Source Premier
  ▪ MOSAIC USA

To stay relevant within the minds of prospective employers, it is imperative the program updates and expands student access to technology through new course offerings and additional content in existing classes.

**Goal Three and Four:** *Academic skills from your degree, such as the ability to interpret complex information, solve problems and work to deadlines will help open doors into a marketing career.*

--The Fulbright Commission

Upper level courses (students take an average of two and as many as five or more 300-level MARC electives) provide majors with the opportunity to apply what they have learned in class to develop and experience the above skills in a real world and application-based manner. Examples include:

<table>
<thead>
<tr>
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<th>Activity/Artifacts</th>
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<tr>
<td>MARC 330-Nonprofit Marketing Communications</td>
<td>Students create, manage, promote and present a fundraising event on behalf of a charity. To date, students from these two classes have raised well over $20,000 in cash and goods on behalf of their clients.</td>
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<td>MARC 335-Sales Promotions and Event Planning</td>
<td>Student groups compose a market analysis, branding &amp; merchandise strategy and sales/promotional plan for a fictitious Midwestern minor league baseball club.</td>
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<td>MARC 340-Sports Marketing Communications</td>
<td>Groups of three play the role of an advertising and promotional agency whose goal is to solve their client’s branding and promotional issues. On average, each group presents their solutions to five real-world organizations over the course of the term. Groups also play the role of the client two times during the term.</td>
</tr>
<tr>
<td>MARC 350-MARC Branding</td>
<td>Student groups compose and present an advertising plan to an organization. Past clients include Dunn Brothers Coffee, Explore Minnesota/MN Dept. of Tourism, Minnesota State Fair and Reigstad Golf</td>
</tr>
<tr>
<td>MARC 360-Advertising Principles</td>
<td>Groups compose and present a public relations plan to an organization. Past clients include Studio BV Architecture, City of Brooklyn Park and Sticking with Family Books</td>
</tr>
</tbody>
</table>
A successful internship experience is imperative to procuring a job within the profession. It’s as much about what you did as what you learned. We only look at new hires who have had a solid internship history.

--President, CEO of a major Twin Cities advertising and promotional agency

Marketing Communication majors are required to complete one internship during their college career. Changes in College of Arts and Sciences graduation requirements now provide the opportunity for students to complete multiple internship positions, all of which provide a more compelling job candidate. In fact, program advisers regularly emphasize this fact during student advising sessions.

I am very excited about my new position and thankful that your classes gave me REAL life experiences out of the classroom. Those experiences really made me stand out during my job searching process and helped me land a great job.

-2014 UW-RF Marketing Communications Graduate who is now employed with the 2018 Super Bowl Host Committee

Goal Five: Never write an advertisement which you wouldn’t want your family to read. You wouldn’t tell lies to your own wife. Don’t tell them to mine.

-David Ogilvy
The Father of Modern Advertising

PR nightmares for General Motors, BP, Volkswagen and a host of professional sports teams...

Poorly crafted ad campaigns from Anheuser Bush, American Apparel and Dove...

Keeping these and other poor ethical decisions made by marketers over the past ten years, the marketing communications world is in dire need of ethical leaders; people who will select to do the right thing ahead of profits, sales and personal gain.

Platforms for ethical decision-making are introduced in MARC 200 and applied in virtually each class thereafter (both current and landmark instances--Nestlé’s infant baby formula in third world nations for example).

Goal Six: To contend with diversity, managers must drastically alter how they design, manufacture, market, and sell their products. Marketing in the age of diversity means intensified competition, with promotional efforts sounding more and more alike, approaching “white noise” in the marketplace, newly minted meanings for words and phrases as marketers try to “invent” differentiation and disposable information as consumers try to cope with information deluge from print, television, computer terminal, telephone, fax, satellite dish.

-Regis McKenna
Harvard Business Review

It is obviously imperative for today’s organizations to be able to market and communicate with the individuals to whom they are attempting to persuade. The challenge for today’s professionals: Gone are the days of simple demographic and/or geographic segmentation. The ever-increasing number of consumer segments.

UW-RF Marketing Communication majors are educated on diversity’s role within the profession through the presentation of current campaigns (Cheerio’s multi-cultural family campaign, Dannon Yogurt’s same
sex couple ad for example). Of more importance, MarComm majors are very aware that the term diversity is composed of many additional components than simplistic race and ethnicity characteristics.

**Goal Seven: Think globally, act locally.**

- There is no consensus as to the originator of this quote. Some say Friends of the Earth founder David Brower, others say former United Nations Adviser Rene Dubos. Poets and dreamers say it came from none other than Paul McCartney

Technology allows today’s marketing professional to communicate with the entire world. The keys: What should your message say? How should it be delivered? What messaging (rational versus emotional) strategy is accepted per individual cultures?

MarCommers are made aware of accepted and innovative global marketing communications as well as how message strategies differ per cultures throughout the courses within their major.

**LEARNING OUTCOMES AND UWRF STRATEGIC GOALS**

**Distinctive Academic Excellence**

Strategically, MARC 100 and MARC 200 are used to introduce and provide a foundation of the practices and standards that guide the industry. Upper-level courses feature a vast amount of “application-based” activities and assignments where industry practices are used to resolve real-world issues.

As outlined in the prior section:

**Outcome One** - Demonstrate the ability to communicate effectively using written, oral, and visual modes of communication.

As the nation’s first (and to the best of our knowledge, only) interdisciplinary marketing communications program, our students take classes in other departments where the instructors are experts and practitioners within their particular field of study.

**Outcome Two** - Demonstrate the ability to use application technology in Marketing Communications professions.

Marketing Communication classes utilize the marketing intelligence applications and technological platforms available through the Davee Library (Demographics Now, IBIS World, Reference USA) and online (Wix, Weebly, Hootsuite, Google Adwords, Facebook advertising, Cisionpoint). To be honest, Other UWRF professors have asked our students, “Where did you get this information?” It appears as if many do not know these resources exist.

**Outcome Three** - Demonstrate knowledge of theory and practices used in key Marketing Communications professions.
Lower-level courses introduce and reinforce theories and practices that are actually used by members of the profession. In addition and because program instructors are active practitioners within the field, they continuously reinforce how theories and practices are applied in their work. Industry theories and practices are further developed in upper-level courses through projects that provide marketing communication solutions for real-world organizations.

**Outcome Four**-Demonstrate critical thinking skills that transcend current workplace and technology requirements in Marketing Communications’ professions.

Application based projects on behalf of real-world clients provide students numerous opportunities to develop critical thinking skills as well as apply the technological skills covered in program course offerings.

**Outcome Five**-Demonstrate knowledge about sources of ethical standards and be able to apply those standards to various Marketing Communications’ situations.

The industry’s ethical standards are introduced in MARC 200 Introduction to Marketing Communications. Upper-level offerings discuss and apply the industry’s standards to actual and current events—BP, Volkswagen, General Motors to name a few.

**Global Education and Engagement**

**Outcome Six**-Recognize the role that diversity plays in Marketing Communications.

Diversity-oriented campaigns are regularly discussed in class. For example in MARC 200’s 10/11/17 session, the class discussed the thought process, message strategy and outcomes of a recent Dove tweet that depicted an African American woman morphing into a Caucasian woman.

**Outcome Seven**-Demonstrate an enhanced understanding of world cultures.

The international side of the profession is addressed in courses via class discussion of topical events as well as through demonstrations of global marketing communications activities and campaigns. In addition, class discussion is used to compare and contrast international and United States industry practices.

**Innovation and Partnerships**

**Outcome One**-Demonstrate the ability to communicate effectively using written, oral, and visual modes of communication.

A key strength of the Marketing Communications Program is its eight-year tradition of partnering with real-world organizations to provide solutions to their entity’s marketing communication needs and problems. Furthermore, the program’s internship program has developed a strong reputation for providing quality interns that add value to an organization’s marketing communications efforts.
**Outcome Two**-Demonstrate the ability to use application technology in Marketing Communications professions.

Program students use UWRF technological resources to create solutions for their client’s marketing communication issues. Case in point: A Nonprofit Marketing Communications student group created a highly segmented mailing list via Reference USA—a consumer database available at the Davee Library. Outcome: A 2,000+ member list that saved their nonprofit client hundreds of dollars.
LEARNING PROFILE

The Marketing Communications Program achieves its learning goals and outcomes through a blend of classroom, application-based (group projects) and experiential-based (internships) activities.

**Course Work:** This course map serves as a demonstration between learning outcomes, courses and assessment artifacts. All Marketing Communications students take the same core set of courses to earn their undergraduate degree and assessment artifacts are embedded in all courses.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Course</th>
<th>Artifact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal One:</strong> Students will demonstrate the ability to effectively use written, oral, and visual modes of communication.</td>
<td>Written: MARC 100-Writing for Mass Media</td>
<td>Written: MARC 100 news release assignment</td>
</tr>
<tr>
<td></td>
<td>Oral: MARC 489-Senior Seminar</td>
<td>Oral: MARC 480-TED Talk</td>
</tr>
<tr>
<td></td>
<td>Visual: MARC 200-Introduction to Marketing Communications</td>
<td>Visual: MARC 200 infographic assignment</td>
</tr>
<tr>
<td><strong>Goal Two:</strong> Students will demonstrate the ability to use application technology in Marketing Communications professions.</td>
<td>MARC 200-Introduction to Marketing Communications</td>
<td>Results of Demographics Now quiz</td>
</tr>
<tr>
<td><strong>Goal Three:</strong> Students will demonstrate knowledge of theory and practices used in key Marketing Communications professions.</td>
<td>MKTG 312 –Consumer Behavior</td>
<td>Marketing plan</td>
</tr>
<tr>
<td><strong>Goal Four:</strong> Students will demonstrate critical thinking skills that transcend current workplace and technology requirements in Marketing Communications professions.</td>
<td>MARC 480-Senior Seminar</td>
<td>Networking assignment.</td>
</tr>
<tr>
<td><strong>Goal Five:</strong> Students will demonstrate knowledge of ethical standards and be able to apply those standards to various Marketing Communications situations.</td>
<td>MARC 200-Introduction to Marketing Communications</td>
<td>Results of MARC 200 exam III questions that cover the industry’s ethical standards; MARC 200 exam I-III questions that address current ethical issues faced within the industry.</td>
</tr>
<tr>
<td><strong>Goal Six:</strong> Students will recognize the role that diversity plays in Marketing Communications.</td>
<td>MARC 200-Introduction to Marketing Communications</td>
<td>Results of MARC 200 exam I-III questions that deal with a current diversity-related topic introduced and discussed in class.</td>
</tr>
<tr>
<td><strong>Goal Seven:</strong> Students will expand their awareness of world cultures &amp; business practices through study or int. travel.</td>
<td>MARC 200-Introduction to Marketing Communication</td>
<td>Results of MARC 200 exam III international marketing communications-based questions.</td>
</tr>
</tbody>
</table>

Please see Appendix A for rubrics.
ASSESSMENT VENUES

Direct Assessment:

**MARC Assessment Exam:** In the first two weeks of the term, MARC 200 students are given a 65-question exam that covers the basic principles and terms common within the profession. MARC 480 students are given the same exam the last week of their senior term. Results are compared as follows:

- Cumulative average growth between MARC 200 and MARC 480 students
- Average growth per individual student

The 65 questions are provided in Appendix B.

**MARC Internships:** An internship requirement is for a student’s employer to submit a letter of completion once the student’s positional duties have been completed. Totally unaided in nature, submitted letters are reviewed and rated based on the “intensity” of the document. Please see Appendix C for an evaluation rubric.

**MARC 480-Senior Seminar:** A key component of this session is the creation of a professional looking online portfolio that encapsulates a student’s college highlights. Please see Appendix D for an evaluation rubric.

Indirect Assessment:

1. **Student Learning Outcome Feedback Survey:** Students in MARC 480-Senior Seminar will complete the following survey.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Question:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>
   One              | In terms of developing my **writing skills**, my Marketing Communications major prepared me to effectively communicate. | 6              | 5     | 4              | 3                 | 2        | 1                |

   | One              | In terms of my developing **my oral and presentation skills**, my Marketing Communications major prepared me to effectively communicate. | 6              | 5     | 4              | 3                 | 2        | 1                |

   | One              | In terms of developing my **visual communication skills**, my Marketing Communications major prepared me to effectively communicate. | 6              | 5     | 4              | 3                 | 2        | 1                |
Two  
My Marketing Communications major increased my ability to use application technology in Marketing Communications professions.

Three  
My Marketing Communications major provided me with knowledge of the theories and practices used in key Marketing Communications professions.

Four  
My Marketing Communications major introduced and developed the critical thinking skills that transcend current workplace and technology requirements in Marketing Communications’ professions.

Five  
My Marketing Communications major provided me with knowledge about sources of ethical standards and be able to apply those standards to various Marketing Communications’ situations.

Six  
My Marketing Communications major allowed me to recognize the role that diversity plays in Marketing Communications.

Seven  
My Marketing Communications major gave me an enhanced understanding of world cultures.
Of note: The scale (strongly agree on the left, strongly disagree on the right) was mandated by UWRF administration...an interesting methodology.

2. Graduating Student Satisfaction Survey: Students in MARC 480-Senior Seminar will also complete a survey that measures their satisfaction with the major.

1. How well do you believe your Marketing Communications major prepared you for the real world? Extremely Well 6 5 4 3 2 1

2. How satisfied are you with the quality of education you received for the price at UWRF? Extremely Satisfied 6 5 4 3 2 1

3. How would you rate the quality of teaching within your major? Extremely High 6 5 4 3 2 1

4. How would you rate the quality of advising within your major? Extremely High 6 5 4 3 2 1

5. How would you rate the quality of course selection/availability within your major? Extremely High 6 5 4 3 2 1

6. How would you rate the quality of the course material/educational opportunities in your major? Extremely High 6 5 4 3 2 1

7. How would you rate the quality of the educational facilities (classrooms/labs, etc.) Extremely High 6 5 4 3 2 1

8. How satisfied are you in regards to your choice to become a MarComm Major? Extremely Satisfied 6 5 4 3 2 1

9. How satisfied are you in regards to your minor? Extremely Satisfied 6 5 4 3 2 1

10. How satisfied are you with your general education requirements? Extremely Satisfied 6 5 4 3 2 1

11. How satisfied are you with your overall university experience? Extremely Satisfied 6 5 4 3 2 1

12. Did you study abroad? Yes No

If no, please move on to question 14.
If you did study abroad, how beneficial was it?

<table>
<thead>
<tr>
<th>Extremely Beneficial</th>
<th>Not Beneficial At All</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

How many hours/week do you work in a paid job/internship?

<table>
<thead>
<tr>
<th>Under 5</th>
<th>5-10</th>
<th>11-15</th>
<th>16-20</th>
<th>21-25</th>
<th>26-30</th>
<th>31-35</th>
<th>36-40</th>
<th>40+</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00-2.50</td>
<td>2.75</td>
<td>3.00</td>
<td>3.25</td>
<td>3.50</td>
<td>3.75</td>
<td>4.00</td>
<td>2.51-</td>
<td>2.76-</td>
</tr>
</tbody>
</table>

What is your GPA?

<table>
<thead>
<tr>
<th>20</th>
<th>21</th>
<th>22</th>
<th>23</th>
<th>24</th>
<th>25+</th>
</tr>
</thead>
</table>

What is your age?

<table>
<thead>
<tr>
<th>M</th>
<th>F</th>
</tr>
</thead>
</table>

Open ended: If you had a magic wand, what one thing within the marketing communications program would you change?

Open ended: Any final comments?

**Annual Alumni Advisory Committee Meeting:** In the spring of each school term, the Marketing Communications Program invites members of its Alumni Advisory Committee to a formal meeting. Questions discussed include but are not limited to:

1. Please identify the major trends you see emerging within the marketing communications profession.
2. How can the Marketing Communications Program best prepare its students for success in the profession?
3. What specific skills would put our majors ahead of those entering the profession?
4. What are the major weaknesses you see from new college graduates who are seeking their first job?
5. What courses or content do you recommend the Marketing Communications Program offer its students?
6. Looking back at your education, how could the Marketing Communications Program better prepared you for success within the profession?
PROCESS FOR ASSESSMENT

- The Marketing Communications major does not have a professional accreditation status.

- The primary stakeholders of the Marketing Communications Program are its students/faculty and the College of Arts and Sciences. Secondary stakeholders of the program include the companies who employ our graduates, the regional business community, internship employers and the Marketing Communications profession.

- The program uses a three-year assessment cycle with a “year” equating to a nine-month (approximate) academic calendar (usually September through the following May). Assessment plans and reports are submitted to the UWRF Assessment Committee as a part of this three-year cycle.

- The Marketing Communications Program’s assessment plan will be included on the program’s webpage. In addition, key assessment findings will also be included.

- All tenured track program faculty are involved in the program’s assessment process. The MarComm Assessment Coordinator is responsible for gathering all data (which includes but is not limited to rubrics, assessment exam scores, stakeholder feedback, etc.) and for generating aggregate reports.
  - Faculty members teaching a course that is part of the assessment process will prepare an assessment report each semester the course is offered. The report will summarize the artifact(s) used to measure the learning outcomes addressed in assessment and present findings. These reports are submitted electronically to the program chair and to the department program assistant no later than January 31st (fall numbers) and July 1st (spring numbers) of each year. Reports will be made available to all faculty members via Falcon Share.
  - No later than October 1st of each year, the Assessment Coordinator will prepare an aggregate report of performance based on the various reports submitted by faculty teaching courses in the program from the prior academic year. The report will be shared with all faculty and will be part of the material used at the annual assessment meeting. The full report will be housed on Falcon Share and made available to all faculty members.
  - Members of the MarComm faculty will hold an assessment meeting no later than October 15th. At this meeting faculty will review the status of action plans from the prior year’s meeting. The central focus will be for faculty to discuss the assessment findings and recommendations from the prior year, as well as the data (through both direct and indirect assessments) gathered in the assessment process.
  - Based on this data, the faculty will identify areas of strength and areas that need improvement. An action plan will be prepared outlining actions that need to be taken, as well as a timetable attached to those actions.

- Out-of-Class Learning Opportunities: MARC 480-Senior Seminar’s networking assignment will be assessed. A rubric for this assignment is featured in Appendix D.
  - This assignment is in direct alignment with UWRF’s Innovation and Partnership and Distinctive Academic Excellence initiative. IAS member Amelia Reigstad leverages her professional group memberships to provide students the opportunity to engage with
heavy-hitters within the marketing communications industry once each term. Unlike many colleges and university networking events which take place in a very controlled environment, our students are prepared, then sent to take part in an actual networking session. The result: MarComm students experience all the emotions (fear, doubt and hopefully success) that take place from being placed in an uncertain environment; the outcome being a more confident entrant into the working world.

- A complete review of the Marketing Communications Program is completed every six years. Chronologically, this process will include:
  - Program Assessment (Cycle One-Years One Through Three; Cycle Two-Years Four Through Six): Data from direct (MARC 200/480 65-question assessment exam, internship completion letter analysis, senior portfolio results) and indirect (senior satisfaction survey, senior learning outcome survey, alumni board meeting analysis) assessment vehicles are collected at the end of each semester. Prior to the beginning of the new school term, program faculty will meet to review the data from the prior year and make comparisons to data previously gathered.
  - Year Five: Tenured/tenured-track faculty design curricular changes for the program as a whole as well as changes to individual courses based on assessment data findings.
  - Year Six: The Marketing Communication's Assessment Coordinator will submit curricular changes to the appropriate program, department, college and university committees for approval.

- Mode Analysis: Comparability and Assessment of Learning Opportunities
  - The only required course that regularly offers an in-class and online option is MARC 100-Writing for the Mass Media. Students are assessed through online discussions and activities, quizzes, final exam and writing activities as well as their involvement in receiving accreditation through Cisionpoint (an online media database platform used in media relations). Online course assignment results are compared to the face-to-face sessions. Past comparisons between the course’s hybrid and face-to-face modes have rendered the following conclusion: Grades across the two courses are approximately equal each semester. The online class has a tighter cluster around the mean, perhaps reflecting the greater comfort they feel in writing, which led them to take the more independent avenue, while the in-person class has a greater grade spread, but a similar overall average.

- Many of the program’s electives are taught as hybrids and require an in-depth semester-long or bi-weekly projects.

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<td>MARC 335-Sales Promotions and Event Planning</td>
<td>Each student is expected to spend a minimum of 35 hours on the event project.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------</td>
</tr>
</tbody>
</table>
| MARC 340    | Sports Marketing Communications | Student groups compose a market analysis, branding & merchandise strategy and sales/promotional plan for a fictitious Midwestern minor league baseball club.  
Survey results indicate that student groups of three to four spend between 240 and as many as 350 hours to complete this assignment. |
| MARC 350    | MARC Branding                 | Groups of three play the role of an advertising and promotional agency whose goal is to solve their client's branding and promotional issues. Each group, on average, presents (pitches) their solutions to five real-world organizations over the course of the term. In addition, groups also twice play the role of the client.  
Each pitch (five) requires a minimum of 25 hours per three-person group (125 total hours/group per term); the client role-play assignment requires a minimum of 10 hours/group (20 total hours/group per term). |
| MARC 360    | Advertising Principles        | Student groups compose and present an advertising plan to an organization. Past clients include Dunn Brothers Coffee, Explore Minnesota/MN Dept. of Tourism, Minnesota State Fair and Reigstad Golf. |
| MARC 370    | Public Relations              | Groups compose and present a public relations plan to an organization. Past clients include Studio BV Architecture, City of Brooklyn Park and Sticking with Family Books. |
APPENDIX A-LEARNING PROFILE RUBRICS

GOAL ONE: *Students will demonstrate the ability to effectively use written, oral, and visual modes of communication.*

**MARC 100-Writing for Mass Media: News Release Assignment**

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<thead>
<tr>
<th>CRITERIA</th>
<th>EXCEEDS the Standards</th>
<th>MEETS Standards</th>
<th>DOES NOT MEET Standards</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>-Follows typical formatting for a press release</td>
<td>-Follows the majority of press release formatting rules</td>
<td>-Does not follow typical press release formatting</td>
</tr>
<tr>
<td></td>
<td>-Develops engaging and newsworthy content that will catch the eye of a media editor/reporter and be certain of publication</td>
<td>-Develops some newsworthy/engaging elements</td>
<td>-Newsworthy and engaging content is not developed</td>
</tr>
<tr>
<td></td>
<td>-Writes in inverted pyramid style Includes quotes for credibility</td>
<td>-Attempts at writing in inverted pyramid style</td>
<td>-Does not write in inverted pyramid style</td>
</tr>
<tr>
<td></td>
<td>-Contains no typos or grammatical errors</td>
<td>-Contains minimal typos and grammatical errors</td>
<td>-Contains numerous typos and grammatical errors</td>
</tr>
<tr>
<td>CRITERIA</td>
<td><strong>EXCEEDS the Standards</strong></td>
<td><strong>MEETS Standards</strong></td>
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<td></td>
<td>- Is developed within industry standards</td>
<td>- Attempts to include a differentiating factor that positions the student for job opportunities</td>
<td>- Student is not engaged and does not create a persuasive TED Talk video to be used on LinkedIn and in their online portfolio</td>
</tr>
<tr>
<td></td>
<td>- Follows criteria and contains an interesting angle/ differentiating factor</td>
<td>- Lighting and sound is taken into consideration and applied while filming</td>
<td>- Poor lighting/sound</td>
</tr>
<tr>
<td></td>
<td>- Takes creative initiative</td>
<td>- Student attempts to be engaged</td>
<td>- Transcript is not included</td>
</tr>
<tr>
<td></td>
<td>Lighting and sound is utilized when filming</td>
<td>- An outline of the transcript is submitted</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Is professional in nature</td>
<td>- If overlays/text are used, it is error free</td>
<td></td>
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<tr>
<td></td>
<td>TED Talk positions the student and persuades the audience that he/she is right for the job</td>
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<td></td>
<td>- Student is engaged and interesting to watch/listen to</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- An outline of the transcript is submitted</td>
<td></td>
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<tr>
<td></td>
<td>- TED Talk is posted to YouTube for easy access</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- If overlays/text are used, it is error free</td>
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</table>
MARC 200-Introduction to Marketing Communications: Infographic Assignment

Information graphics or infographics are graphic visual representations of information, data or knowledge intended to present information quickly and clearly. They can improve cognition by utilizing graphics to enhance the human visual system’s ability to see patterns and trends.

<table>
<thead>
<tr>
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</thead>
</table>
| Data Researched and Used                  | -Collected and utilized their own data findings. Examples: How they spent their time for the work-week, hours spent on digital electronic media, etc. | -Utilized research from a trusted and applicable secondary source. | -Student used highly simplistic data that told a very macro/not in-depth story.  
-One simple data set is used (for example, wins and losses of a sports team, temperatures for the prior week, etc. Bottom line: Not a lot of thought or research was used. Their objective-get it done and who cares what it looks like) |
| Visual Elements: Telling the story of their data |                                                                                 |                                                                                |                                                                                       |
| Visual Elements: Graphic design-color, fonts, layout |                                                                                 |                                                                                |                                                                                       |
| Writing                                   | -Zero grammar issues                                                                   | -One minor questionable grammar issue (Mis-capped word, missing punctuation ...minor in nature) | -More than one minor/major grammar issue, submission looks rushed and not proofed      |
Goal Two: *Students will demonstrate the ability to use application technology in Marketing Communications professions.*

MARC 200-Introduction to Marketing Communications: Demographics Now Quiz

**Question 1** (0.3 points)

FOR ALL DEMOGRAPHICS NOW QUESTIONS, PLEASE USE A 2-MILE RADIUS AROUND THE UWRF CAMPUS--410 SO. THIRD STREET, RIVER FALLS, WI, 54022. **NOTE: THE TOWN MAY COME UP CLIFTON...THAT'S FINE.** TO ENSURE YOU'RE LOOKING AT THE CORRECT GEOGRAPHIC AREA, PLEASE TAKE A LOOK AT THE MAPS TAB. IN ADDITION, SELECT THE ANSWER THAT IS CLOSEST (OR SPOT ON) TO YOUR RESPONSE.

Demos Now-What is the estimated total population (2017A) of American Indians/Alaskan Natives within our target market?

Question 1 options:
- 62
- 46
- 75
- 874

**Question 2** (0.3 points)

Demos Now-Which Mosaic **sub-cluster** group makes up the LARGEST percentage of **households** within the assignment's geographic target market? **NOTE: Please remember/write down** your answer to this question for it is used to answer the next three questions.

Question 2 options:
- No Place Like Home
- Colleges and Cafes
- Family Fun-Tastic
- Aging of Aquarius

**Question 3** (0.3 points)

Demos Now-You'll need to refer to the HELP link--upper right, then pull the Experian MOSAIC Report that matches your answer to the last question (remember, I told you to write it down).

In terms of key lifestyle features, which of the following DOES NOT describe your selected MOSAIC cluster/answer in question two?

Question 3 options:
- Single
Politically active
- They are risk takers
- Well-educated

Save

**Question 4 (0.3 points)**

Demos Now (Mosaic)-Your selected group from two previous questions ago also:

Question 4 options:
- Watches *Family Guy*
- Prefers full-service restaurants
- Primarily uses the Internet as an entertainment channel for downloading music and gaming
- All of the above are common behaviors of your selected MOSAIC group.

Save

**Question 5 (0.3 points)**

Again from your pulled report...

**Approximately** what percentage of your selected MOSAIC sub-cluster owns a car?

Question 5 options:
- 10%
- 55%
- 40%
- 23%

Save

**Question 6 (0.3 points)**

What is the number of TOTAL HOUSEHOLDS: 2017A Estimate (closest)?

Question 6 options:
- 15,811
- 5,598
- 4,683
- 5,936

Save

**Question 7 (0.3 points)**

What is the percent of total households whose income is **greater than** $74,999, **2022 Projections**?

Question 7 options:
- 50.7%
Question 8 (0.3 points)
What percentage of the population is estimated to have achieved their Bachelor's Degree in 2017A?

Question 8 options:
- 11.5%
- 26.6%
- 25.6%
- 14.6%

Question 9 (0.3 points)
In 2022, in which of the following product sub-categories are households within your selected geographic market is forecast to spend significantly more than the avg. US household? (Hint: Think index)

Question 9 options:
- Food away from home
- Sports, recreation, exercise equipment
- Books, Supplies, Equipment for College
- Infant apparel

Question 10 (0.3 points)
In 2017A, how much does the avg. HH within your geographic target market annually spend on lunch away from home?

Question 10 options:
- $749.71
- $839.86
- $754.48
- $246.00

Question 11 (0.3 points)
In 2017A, how much did the avg. HH within your geographic target market spend on canned fruits?

Question 11 options:
- $99.21
Question 12 (0.3 points)

In 2022, what is the estimated annual amount the average HH within your geographic target market is forecast to spend on electricity?

Question 12 options:
- $655.07
- $1,291.65
- $39.72
- $1,485.25

Question 13 (0.3 points)

Simmons Lifestyle Demographics and Statements Summary Report:
Which of the following beliefs, perceptions and/or personal views is **most prominent** within your defined marketplace when compared to US averages?

Question 13 options:
- Eating fast food helps me stay in budget
- I like to drive faster than normal
- My budget allows me to buy designer clothes
- SUV matches my active lifestyle

Question 14 (0.3 points)

Though a bit dated in terms of when the data was collected, one could make the assumption the most common foreign language spoke at home within your geographic target is:

Question 14 options:
- French
- Spanish or Spanish Creole
- Hmong
- German

Question 15 (0.3 points)

Simmons Travel Summary Report:
When compared to the average US household, which of the following travel destinations is the most popular within your defined geographic market?

Question 15 options:
- Any Trip - Other Countries India
- Any Trip - central or So. America Brazil
- Any Trip - Europe Greece
- Any Trip - Other Countries African Countries

Question 16 (0.5 points)

What is the market potential (ie. annual total purchases made by all HH’s within the entire market) for potato chips, nuts and other snack purchases made at convenience stores (2017A)?

Question 16 options:
- $221.62
- $878K
- $1.24M
- $1.35M
Goal Four: **Students will demonstrate critical thinking skills that transcend current workplace and technology requirements in Marketing Communications professions.**

**MARC 480-Senior Seminar: Networking Assignment:**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th><strong>EXCEEDS the Standards</strong></th>
<th><strong>MEETS Standards</strong></th>
<th><strong>DOES NOT MEET Standards</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-Research professional associations and determine event to attend</td>
<td>-Research professional associations and determine event to attend</td>
<td>-Does not attend a networking event</td>
</tr>
<tr>
<td></td>
<td>-Attend networking event and interact with industry professionals in order to build network</td>
<td>-Attend networking event and interact with industry professionals in order to build network</td>
<td>-Details are not complete and typos/grammatical errors present</td>
</tr>
<tr>
<td></td>
<td>-An overview of the selected association and event is included</td>
<td>-Brief details about association and event are included</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Details are provided pertaining to the students experience</td>
<td>-Brief description of event and student's experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Description about student's experience at event</td>
<td>Some minor errors/typos</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Well-written</td>
<td>-Formatting is ok</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Grammatical/ error free Professional formatting</td>
<td></td>
<td></td>
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</tbody>
</table>
APPENDIX B-MARC 200/MARC 480 ASSESSMENT EXAM

Question 1 (1 point)
Which of the following is not an element of the promotional mix?

Question 1 options:

A) Price  
B) Advertising  
C) Personal selling  
D) Sales promotion

Save

Question 2 (1 point)

Advertising may be defined as:

Question 2 options:

- Paid forms of non personal communication about a product, service or company.  
- Any communication about a product, service or company.  
- Multi-level marketing  
- Personal communication from a company representative to prospective buyers.

Save

Question 3 (1 point)

The promotional mix element that allows for the most immediate and precise feedback from the customer is:

Question 3 options:

- Advertising  
- Sales promotion  
- Public relations/publicity  
- Personal Selling

Save

Question 4 (1 point)

Division of the market based on age, sex, family size and income is known as:

Question 4 options:

- Demographic segmentation
Psychographic segmentation
Demographic aggregation
Behavioral segmentation

Question 5 (1 point)

Dividing a market on the basis of lifestyles is referred to as:

Question 5 options:
- Leisure marketing
- Psychographic segmentation
- Spot targeting
- Demographic segmentation

Question 6 (1 point)

Which of the following is correct regarding awards for advertising creativity?

Question 6 options:
- Ads that win creative awards almost always have a positive impact on sales
- Many advertising and marketing people are critical of advertising awards because they feel that creative people are more concerned with winning awards than creating advertising that sells their client's products
- Some advertising people believe awards are an appropriate way of recognizing advertising creativity that often does help sell a client's products
- All except A are correct

Question 7 (1 point)

A qualitative research method where 10 to 12 consumers from a target market are led through a discussion regarding a topic is:

Question 7 options:
- Focus group research
- Problem detection research
- Psychographic research
- Preparation research

Question 8 (1 point)

______________ is the measure of the number of different audience members exposed at least once to a media vehicle.
Question 8 options:
- Frequency
- Reach
- Viewer number
- Coverage
Save

Question 9 (1 point)

When trying to attain maximum coverage of the US market, which form of advertising would be most effective?

Question 9 options:
- Radio
- Television
- Newspaper
- Outdoor
Save

Question 10 (1 point)

The number of times a receiver is exposed to a message in a given time period is referred to as:

Question 10 options:
- Potency
- Reach
- Coverage
- Frequency
Save

Question 11 (1 point)

One of the primary advantages of using magazines as an advertising medium is:

Question 11 options:
- Their selectivity
- Their low clutter level
- Their limited reach and frequency
- Their low absolute costs
Save

Question 12 (1 point)


The cost to an organization to display a billboard is primarily based on:

Question 12 options:
- Traffic count that passes by the billboard site each day
- Population of the city in which it is displayed
- The type of product or service being sold by the company
- Print and production fees

Wide coverage of local markets and high levels of frequency are advantages shared by which two forms of support media?

Question 13 options:
- Outdoor and newspaper
- Newspaper and radio
- Transit and radio
- Transit and outdoor

Promoting a product by having it used in a movie is known as:

Question 14 options:
- Out-of-home advertising
- Product placement
- Direct response promotions
- Publicity

All of the following are advantages of direct marketing except:

Question 15 options:
- Frequency
- Image
- Segmentation capabilities
- Flexibility

Question 16 (1 point)
Which of the following website metrics has the highest monetary value?

Question 16 options:

- Hits
- Page visits
- Unique visitors
- Time spent per page

Question 17 (1 point)

Consumer-oriented sales promotions are part of a promotional ______________ strategy while trade-oriented promotions are part of a ______________ strategy.

Question 17 options:

- Push; pull
- Pull; push
- Trade show; price off
- Premium; trade allowance

Question 18 (1 point)

The consumer sale promotion technique used the most by package-goods companies is:

Question 18 options:

- Coupons
- Cash refunds
- Sampling
- Premium offers

Question 19 (1 point)

International markets are important to many U.S. companies because:

Question 19 options:

- The domestic market for their products many times is saturated
- The industries or markets in which they compete may face unfavorable environmental, legal and/or political trends.
- They are facing intense competition from imports in domestic markets and must aggressively pursue international markets.
- All of the above.
Which of the following international marketing strategies have traditionally provided companies with the best results?

**Question 20 options:**
- Ethnocentric
- Global
- Think global, act local
- Homogeneous centrist

The product life cycle curve of a fad would look like:

**Question 21 options:**
- An S
- An upside down U
- A straight horizontal line
- A straight vertical line

In comparison to a sales lead, a prospective customer has all of the following characteristics EXCEPT:

**Question 22 options:**
- The need for the product.
- They are approachable.
- They are the purchasing decision maker
- The prospect has full knowledge of a competitor's offering.

Great salespeople accomplish all of the following EXCEPT:

**Question 23 options:**
- Focus on their personal economic gain.
- Serve as their customer's "consultant."
- Work to create long-term relationships based on trust.
All of the above are characteristics of great salespeople. There are no exceptions listed.

Question 24 (1 point)

Which of the following best defines the concept of “value?”

Question 24 options:
- Value = price / benefits
- Value = features / benefits
- Value = benefits / price
- Value = marginal costs / marginal revenues

The two-way flow of communication between message sender(s) and message receiver(s), often in a face-to-face encounter, designed to influence a receiver(s) purchase decision is called:

Question 25 options:
- Cross selling
- Direct marketing
- Creative selling
- Personal selling

When a new product is being introduced and reaching as many persons in the target market as quickly and as cost effectively as possible is an objective, personal selling combined with _____________ is likely to be most effective.

Question 26 options:
- public relations/publicity efforts
- advertising
- direct marketing
- speciality advertising

The marketing mix variable that deals with what a consumer must give up to purchase a product or service is:

Question 27 options:
- Product
Question 28 (1 point)

Given the objective of comprehension of the message, the strategy should be to maximize ______________ at the expense of __________.

Question 28 options:
- Frequency; reach
- Reach; frequency
- Reach; GRP's
- GRP's; CPM

Question 29 (1 point)

In the development of an advertising campaign or message, creative ______________ involves determining what the message will say or communicate, while ______________ deal with how the message will be implemented or executed.

Question 29 options:
- Strategy/tactics
- Tactics/strategy
- Goals/strategy
- Tactics/idea

Question 30 (1 point)

_______________________ is best defined as “the place where a product sits in the mind of a consumer.”

Question 30 options:
- Positioning
- Branding
- Perceived benefit
- Value

Question 31 (1 point)

When a company sells their products to the end user, they are using a ______________ distribution strategy.
Question 31 options:
- Two-level
- Cooperative
- Direct
- Multi-modal

Save

Question 32 (1 point)

The time of broadcasting day when radio audiences are at their maximum are called:

Question 32 options:
- Drive times
- Primetimes
- Rating times
- Sweeps week

Save

Question 33 (1 point)

All of the following are traditional components of an ongoing public relations process EXCEPT?

Question 33 options:
- Fundraising
- Client accounting and financial management
- Promoting events
- Lobbying

Save

Question 34 (1 point)

The specific goal of advertising is to ________ consumers to act or think a particular way.

Question 34 options:
- Divert
- Influence
- Persuade
- Inform

Save

Question 35 (1 point)
Arbitron measures which of the following mediums?

Question 35 options:
- Radio listeners
- Newspapers readers
- Television viewers
- Visits to specific web sites

Which of the following provides the best definition for the term brand?

Question 36 options:
- The intrinsic value held by a company within their market.
- The relationship between sales revenues over time.
- The logo or trademark used by a specific company.
- The promise of an experience

Brand equity means:

Question 37 options:
- The value that a brand has within the marketplace in comparison to its competition
- The annual sales revenues achieved by a product
- The value of a company’s assets—plants, land, equipment, etc.
- The combined sales of a company’s branded product lines

A product entering a market dominated by a major competitor should:

Question 38 options:
- Utilize a prestige pricing model
- Work to discredit the major competitor through using a negative advertising campaign
- Attempt to initiate trial via implementing a promotional pricing strategy
- Implement a promotional campaign that features a high degree of mass marketing newspaper print advertising
________ appeal advertising messages have a direct impact on sales; whereas ____________ appeal advertising messages have a higher impact on recall and awareness.

Question 39 options:
- Rational/emotional
- Emotional/rational
- Cognitive/subjective
- Humorous/direct

Question 40 (1 point)

The MOST IMPORTANT step in the marketing research process is:

Question 40 options:
- determining the best secondary research sources.
- properly defining the problem statement that ID’s exactly what the research is attempting to find out
- defining the methodology that will be used to solve the problem
- determining the make-up of the research subjects

Question 41 (1 point)

____________________ marketing attempts to change behaviors.

Question 41 options:
- Nonprofit
- Social
- For profit
- Stealth

Question 42 (1 point)

________ is the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.

Question 42 options:
- Demand satisfaction
- Competitive advantage building
- Marketing
Value chain management

Question 43 (1 point)

_______ is the managerial decision process that matches the organization's resources and capabilities to its market opportunities for long-term growth.

Question 43 options:
- Strategic planning
- Portfolio analysis
- SWOT analysis
- Corporate culture

Question 44 (1 point)

_______ is the process of collecting, analyzing, and interpreting data about customers, competitors, and the business environment to improve marketing effectiveness.

Question 44 options:
- Marketing research
- Marketing management
- Competitive intelligence
- Marketing intelligence

Question 45 (1 point)

_______ is a distinctive group of customers within a larger market who are similar to one another in some way and whose needs differ from other customers in the larger market.

Question 45 options:
- Market segment
- Popular culture
- Mass market
- Market position

Question 46 (1 point)

Which of the listed choices is NOT a positioning task?

Question 46 options:
- identifying a set of possible competitive advantages
Which of the following is the process individuals or groups go through to select, purchase, use, and dispose of goods, services, ideas, or experience to satisfy their needs and desires?

**Question 47 options:**
- the consumer decision-making process
- the family life cycle
- cognitive dissonance
- consumer behavior

Teresa is trying to understand her customers better. She is examining the external influences that shape her customers' self-concepts and lifestyles. Which of the following is a possible external influence Teresa could examine?

**Question 48 options:**
- motives
- personality
- attitudes
- culture

What is the first step in the consumer decision process?

**Question 49 options:**
- problem recognition
- budget setting
- information search
- outlet selection

The persuasive techniques of humor and “straw man” arguments are examples of the downplay tactic of:
Question 50 options:
- Diversion
- Confusion
- Omission
- Euphemism

Question 51 (1 point)

In a television ad for a breakfast cereal, family members are shown eating the cereal in a spacious and well-equipped kitchen. This is an example of the intensification tactic of:

Question 51 options:
- Association
- Composition
- Repetition
- Endorsement

Question 52 (1 point)

An attractive and athletic 28-year old female is shown in a television ad; we are told by an announcer that she is wearing an adult diaper under her dress while dancing with a male partner. This is an example of the intensification tactic of:

Question 52 options:
- Association
- Composition
- Repetition
- Endorsement

Question 53 (1 point)

An opinion differs from an attitude because an opinion is:

Question 53 options:
- Difficult to change
- Learned
- Truthful
- Public
**Question 54 (1 point)**

The concept of source credibility is based on the classical concept of:

**Question 54 options:**
- Logos
- Pathos
- Ethos
- Non sequitur

**Question 55 (1 point)**

According to the narrative theory of persuasion, the “birther” conspiracy that argues that President Obama is not qualified to be President of the U.S. because he is not a natural-born citizen fails the criterion of:

**Question 55 options:**
- Dramatism
- Coherence
- Fidelity
- Pragmatism

**Question 56 (1 point)**

An example of peripheral processing in the Elaboration Likelihood Model of persuasion is:

**Question 56 options:**
- Asking a real estate agent to show you new houses
- Deciding what clothing to wear to a job interview
- Buying a candy bar at the check-out counter of a grocery store
- Comparing features of two laptop computers

**Question 57 (1 point)**

The cognitive dissonance theory of persuasion asserts that:

**Question 57 options:**
- the decision to transfer from one university to another is frivolous
- small annoyances build until a person decides to file for divorce
- the best way to keep employees productive is to micromanage their work
a good response to a failed job interview is anger

Question 58 (1 point)

Of the following, which is not one of the four design principles?

Question 58 options:
- Contrast
- Proximity
- Repetition
- Texture

Question 59 (1 point)

Identifying the difference between RGB and CMYK is important in design because:

Question 59 options:
- One is used for electronic viewing and one is used for print
- CMYK is a four color mode and RGB is three color mode and is used differently
- CMYK is the only color mode printers print color onto paper with
- All of the above

Question 60 (1 point)

When sending a press release to the media, what grabs the media’s attention and makes them want to open the email?

Question 60 options:
- Who is the email coming from
- The email subject line
- The headline within the body of the email
- Whether or not there are attachments

Question 61 (1 point)

The inverted pyramid is used when writing what?

Question 61 options:
- Backgrounder
- Pitch Letter
Moral principles and values that govern the actions and decisions of an individual or group are known as:

Question 62 options:
- Regulations
- Guidelines
- Ethics
- Concerns

Which of the following would not be considered an argument against advertising to children?

Question 63 options:
- Preschool children cannot discriminate between commercials and television programs.
- Children lack an understanding of how advertising works and thus cannot effectively use cognitive defenses against it.
- Children do not perceive the selling or persuasive intent of commercials.
- Advertising is a part of life and children must learn to deal with it as a part of the consumer socialization process.

Critics who argue that advertising makes people buy things they don't really need would probably be opposed to all of the following forms of advertising except:

Question 64 options:
- Fear appeals that create anxiety among consumers
- Advertising on objective factors such as price, performance and product or service characteristics
- Advertising that uses fear of social rejection to sell a product
- Advertising that encourages consumption

Which of the following statements of the relationship between law and ethics is true?

Question 65 options:
All ethical actions are legal whereas all legal actions are not ethical.

All legal actions are ethical whereas all ethical actions are not legal

Legal actions are typically not treated as ethical actions.

An action may be within the law and still not be ethical.
Each internship enrollee is to submit a letter of completion from their supervisor with the content totally being of the supervisor’s perceptions and experiences. Because the MarComm Internship Program is **highly experiential** in nature, no instructions are provided. The theory here is that an engaged intern who provided value to their employer will receive stellar reviews and accolades at the conclusion of their positional duties. Seven-plus years of history and analysis will demonstrate that marginal to sub-par performers...well, a solid letter simply isn’t worth their supervisor’s time.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>EXCEEDS the Standards</th>
<th>MEETS Standards</th>
<th>DOES NOT MEET Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship highlights</td>
<td>- A clear and defined list of student accomplishments is listed</td>
<td>- A list of positional duties is presented</td>
<td>- A simple &quot;Insert name here has completed their internship duties&quot; is submitted</td>
</tr>
<tr>
<td></td>
<td>- Obstacles and issues that the intern overcame are highlighted</td>
<td>- No highlights are featured.</td>
<td></td>
</tr>
<tr>
<td>Completion letter is</td>
<td>Letter is submitted on company/organizational letterhead; many times features hand-written accolades or notes</td>
<td>Letter is submitted on company/organizational letterhead</td>
<td>Letter is hand-written on a sheet of paper or submitted via e-mail</td>
</tr>
<tr>
<td>composed on company/</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>organizational letterhead</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employer’s writing/</td>
<td>- Letter is a perfect addition to the student’s digital and bound professional portfolio; mimics that of a strong letter of recommendation</td>
<td>- Emotionless and business-like</td>
<td>- A simple &quot;Insert name here has completed their internship duties&quot; is submitted</td>
</tr>
<tr>
<td>communication style</td>
<td>- Energetic in tone; contains phrases such as:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>--- &quot;We’ll miss...&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>--- &quot;We would keep (name) if we had a job.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>--- &quot;I/we recommend (name) to any employer seeking a (insert positive personal characteristics).&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>--- &quot;We wish (name) nothing but success in the future.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Length: Full page or longer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Marketing Communications Major Assessment Plan

October, 2017
A digital professional portfolio is a must for a graduating senior.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>EXCEEDS the Standards</th>
<th>MEETS Standards</th>
<th>DOES NOT MEET Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARC 480 Online Portfolio</td>
<td>- Visually appealing online website with colors, graphics, professional photos, etc.</td>
<td>- Somewhat visually appealing; contains design elements that assist the student to stand out</td>
<td>- Website is not visually appealing and up to industry standards</td>
</tr>
<tr>
<td></td>
<td>- Well-written</td>
<td>- Contains the majority of requested information</td>
<td>- Does not contain requested information</td>
</tr>
<tr>
<td></td>
<td>- Grammatical/error free</td>
<td>- Some grammatical errors</td>
<td>- Typos and grammatical errors throughout</td>
</tr>
<tr>
<td></td>
<td>- Contains an About Me section, TED talk video, resume, course work, special projects, achievements, reference letters, work samples, internship info, contact information and links to social media platforms</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>