MARKETING COMMUNICATIONS SITUATION ANALYSIS (NOV. 2016-PRESENT):

- 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, etc.) 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 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. He has been assigned Marketing Communication program administrative duties on a nine-month basis for the 2017-2018 term. In addition, he is 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 being rolled 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 one dedicated IAS professionals. 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 what they have.

This REPORT will now address the approved format as listed in the UWRF Assessment Resources webpage. Responses are based on available information.
I. ASSESSMENT ACTIVITIES

A) Identify the assessment time frame covered in the report.

September, 2014-May, 2017

B) Discuss by learning outcomes for the major and different options in the major the assessment activities that the program has engaged in during the time period covered by the report.

Marketing Communications Program: Academic Goals:
1. Students will demonstrate the ability to effectively use written, oral, and visual modes of communication.
2. Students will demonstrate the ability to use application technology in Marketing Communications professions.
3. Students will demonstrate knowledge of theory and practices used in key Marketing Communications professions.
4. Students will demonstrate critical thinking skills that transcend current workplace and technology requirements in Marketing Communications professions.
5. Students will demonstrate knowledge of ethical standards and be able to apply those standards to various Marketing Communications situations.
6. Students will recognize the role that diversity plays in Marketing Communications.
7. 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’ Learner Outcomes by Course; Outcomes and Assessment Measures for Courses:

The Marketing Communications program includes a set of seven required core courses. The remainder of the major consists of elective categories or experiential requirements. Consequently, the seven core courses constitute the common basis of the program and will be the ones assessed by the Program’s Steering Committee.
MARC 100 – A basic writing class that covers various promotional styles. The intent by giving it a 100-level classification is that students will take it early and use it to improve their writing, to the benefit of their later class work.

MARC 200 – A survey course introducing basic concepts and including lab sessions that teach techniques and applications of a variety of computer programs (e.g., Excel, Word, PowerPoint).

ART 121 – Design Foundation, a basic graphic arts course.

MKTG 311 – An equivalent to CBE’s Marketing course, MKTG 310, with a different number designation to specify it for Marketing Communications students. This course is a prerequisite for MKTG 312.

MKTG 312 – CBE’s Consumer Behavior course.

MARC 311 – Persuasion is a basic theoretical course that supplies the groundwork for the courses in the program that consider persuasive communication in many specific areas.

MARC 480 – Senior Seminar, a review and continuation of topics covered in the major, including the development of a physical and electronic portfolio of work and a formal presentation that summarizes the portfolio.

Faculty in these seven required core courses will be asked to provide their assessment measures for the courses they teach, in addition to the syllabus and course outline.

Key additional requirements include:

**Internship** – one is required of each student to graduate and may be taken as MARC 279, MARC 379, or any CAFES department 270/370 internship. Students determine this according to their career goals, drawing from opportunities presented in frequent departmental emails, posters on the department bulletin boards, consultation with advisors, or through contacts they develop that provide an opportunity to attain a special knowledge.

**Electives** – Students enroll in a Writing Elective, a Visual Elective, an Oral Communication Elective, a Promotional Elective, and two additional elective courses that enable them to delve more deeply into a specific area of interest in Marketing Communications and Marketing. Courses from Art, Journalism, English, Communication Studies and Business are represented here.

**Special Topics** classes specific to Marketing Communications are occasionally offered, focusing on emerging areas of interest in the field. Several current offerings in the elective categories were first offered as Special Topics courses. Recently offered special topics courses included:

- Public Relations Consulting
- Advanced Social Media Marketing Communications
- Marketing Communications for Start-Ups

The supporting requirements are as follows:

**COMS 116** – Business and Professional Communication

**JOUR 101** – Intro to Mass Communication
C) Describe the assessment activities the program has engaged in during the time period covered by the report.

Course outcomes and how they are measured

As noted, this interdisciplinary major that draws heavily on courses offered in other participating departments and programs. Many courses are taught and evaluated according to the expectations of their specific departments and programs. Below is a summary of Marketing Communications-specific courses and the way in which each is assessed.

Please note: The below comments came from the 2013 assessment plan. To the best of our knowledge, no formal assessment procedures or results were collected.

**MARC 100 – Mass Media Writing**: Students are expected to write in a variety of styles including fact-based (news releases and other communications to journalists) and sales-based – brochure copy, direct mail, and advertising. They are expected to use proper spelling, punctuation, and grammar, and to exercise critical thinking in understanding their role in the scenario the assignment depicts – for instance that they are writing a news release to announce the opening of a store, or a direct mail letter to solicit funds for a charity.

**Artifacts produced**: News releases, direct marketing correspondences suitable for their professional portfolio or professional writing example.

**Assessment techniques utilized**: A first-day quiz points to incoming grammar issues students may need to deal with. The average score is 50%. A weekly, ungraded practice in class provides an opportunity for feedback in all of the areas addressed (spelling, style, format and critical thinking) before writing the graded assignment outside of class, for which a full range of feedback is again provided.

A comprehensive final exam addresses key elements from each style of writing covered in the semester and includes two pieces of writing in addition to a 10-question online quiz. This course has been continually revised and reworked each semester to reflect what students get, or don’t, about their relation to the world. An example is the difficulty many have in grasping that they are in a role different than that of journalists when they write a news release, or the importance of using the correct word, for instance ‘news article’ vs. ‘ad,’ or ‘speech’ vs. ‘commercial.’

In an effort to further drive home these key distinctions, a weekly, in-class writing assignment allows students to summarize key points, and to answer questions (probing their familiarity with these issues). When examples of misunderstanding occur, the instructor sends an email clarifying the distinction, or if there are several such cases, it is addressed in class, and notations are made to the lecture material to address these issues more fully in the future.

**How does assessment vary across the 3 levels of material covered (I, R, E)?**

As a freshman-level course, most material is introductory, except the basics of proper writing and critical thinking, which are expected to have been developed in high school. It has consistently been found that there is a wide divergence in the levels of preparation across the course, from some students who really don’t need it to many who seem incapable or unwilling to benefit from it, due to lack of preparation or interest. Notable is that some who do exceptionally well in one area of the material do poorly in another.
Most assessment of writing and critical thinking is subjective, and extensive feedback to weekly writing assignments deposited in D2L seeks to point out gaps and lapses and, where they are extensive and continuing, to point to possible remedies, such as a self-paced grammar CD available in the textbook library, or use of the Writing Center, Academic Success Center, and other services.

With the focus on basics, areas such as diversity, globalization and ethics aren’t assessed, but merely introduced through assignments that utilize references to other cultures and backgrounds, and that refer to the ethics of journalists, for instance that one should never bribe or lie to them.

**MARC 200 – Intro to Marketing Communications:** This sophomore-level class addresses basics of the career in a twice-weekly lecture format, while teaching computer applications in a once-weekly lab. Students are expected to gain an understanding of the various options for careers in this major, as well as to develop, or expand, their skill in a variety of computer applications.

**Artifacts produced:** Personal brand website, professional resume perfect for procuring an internship position, business card, an infographic suitable for their professional portfolio. In addition, students create an infographic that combines graphic design/layout and data interpretation.

**Assessment techniques utilized:** Three exams each covering seven chapters address material covered in the lecture. They complete projects in the lab and in outside assignments that shows their proficiency in the computer application—Word, PowerPoint, Excel, Demographics Now (demographic software platform from the UWRF Library), secondary marketing research tools—IBIS World, Reference USA and article databases, infographic composition and online advertising.

**How does assessment vary across the 3 levels of material covered (I, R, E)?** As an entry-level course, most concepts are introduced. Technology is in some cases introduced, for instance in the creation of one’s personal brand website, Davee Library secondary marketing research tools and infographic creation platforms. In half of the assignments, the programs used are those to which most students have been exposed (Word, PowerPoint, Excel). The material assumes a basic familiarity and takes students to a higher level of proficiency.

**MARC 311 – Persuasion:** Since all the communication engaged in by MarComm students is persuasive, this course is a preliminary one for more specialized persuasion courses (including Advertising, Public Relations, and Branding). As such, it follows a theory-application format. Textbook material provides explanations of various persuasion theories, and classroom discussion illuminates those theories with historical and current examples, ripped from the morning’s headlines. Classroom technology allows the use of illustrative material drawn from the Internet and other electronic sources.

**Assessment techniques utilized:** Students take two mid-term exams in class periods 10 and 20, as well as a final exam. These exams consist of four essay questions in the theory-application format. After the mid-term exams are graded and returned to the students, the questions are discussed in class for clarification and explanation. Each student completes a mid-term analytic and evaluative paper, using theories studied in class, focused on a persuasive campaign conducted by others on a product or issue for which he or she is a target audience member. Each student is assigned to a five- or six-member group which designs and executes a persuasive campaign during the course of the semester, using a real topic with real audience members; groups do a mid-term oral status report and
an oral final report in class, and each group member prepares a final analytical and evaluative paper, using theories studied in class.

**How does assessment vary across the 3 levels of material covered (I, R, E)?** At this level, core competencies are in the higher range of expectations. Theories are introduced and studied, and competency is expected in their application. Errors in spelling, grammar, and punctuation are noted in feedback, as well as are gaps in logic and completeness.

Critical thinking is expected, to logically ascertain what research will lead to a solid understanding of a target audience and to present that effectively. Inherent in the process of audience analysis is cultural sensitivity and understanding, as well as appreciation for the persuasive implications of a multitude of demographic differences. Gaps in these areas of competence are noted and discussed.

Expectations are high for critical thinking – what is important to know for this assignment, which questions to ask of a client to get needed material – and students receive feedback as to where they are succeeding, or falling short, in this area, in written response to submitted documents on D2L.

Ethics, along with law, are the topics of a section within the course, for which there is an accompanying quiz to measure understanding of key elements. Business applications of public relations techniques are the topic of much of the semester, and measured in a quiz, as well. Questions related to both topics are introduced in a pre-quiz, and repeated in a post-quiz, which enables one to assess the degree of learning in these areas.

Diversity and globalization are addressed in readings; examples from the instructor’s past, managing public relations in a multi-cultural environment; and in examples drawn from other cultures in the world, since research (understanding your target audience) is a key concept to preparing a communications campaign and there are case studies of disastrous circumstances when this step was missed. Familiarity with these topics in this course is not independently assessed.

**MARC 379 – Internship:** Students complete 45 hours per one credit in an internship for which they apply and register online. They produce a highly experiential reflection paper at the close of this activity and procure a letter from their supervisor who reviews the work they did.

**MARC 480 – Senior Seminar:** This capstone class combines lecture, discussion, and the development of both a physical portfolio and an electronic version, with a presentation that is then given, utilizing the portfolio material and summarizing the program’s teaching and experiences.

**Assessment techniques utilized:** An oral presentation highlighting the student’s experiences in the Marketing Communications program, and the physical and online portfolio, which are measured according to an established rubric, are key measures not only of this course but the entire program. In addition, an exit survey completed by each student provides valuable insight as to what is working and what needs to be examined.

**How does assessment vary across the 3 levels of material covered (I, R, E)?** As a capstone course, every topic is a review or is expanded upon. The rubric for assessing the presentation and portfolio, together with indirect measures such as the exit interview, indicate the student’s familiarity with the course material.
Assessment of courses taught by other departments and programs:

Courses taught by other departments assess their specific programs.

D) Discuss how the program engaged in assessment across different modes of delivery, locations, and course timeframes.

Online Course Offerings:

**MARC 100 – Introduction to Media Writing:** In an effort to meet the needs of all stakeholders, the program began offering MARC 100 online. 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).

Of note: MARC 100 began regularly being offered as an online option the fall of 2016. Our newly crafted program assessment plan will address this concern.

**E. Discuss any engagement with internal and external stakeholders regarding assessment processes, out-of-classroom learning experiences, or learning outcome currency/relevance.**

Alumni Advisory Board

The Marketing Communications faculty is in touch with the industry for which it is preparing students. Through speakers in classes, networking with current and former colleagues in corporate, government and non-profit settings, service work in relevant organizations, and through contact with students who are in the workplace completing internships, this information is tracked and kept current.

The Marketing Communications Alumni Advisory Board meets annually, in spring, and maintains contact via e-mail throughout the year. The annual meeting provides an opportunity for the members to review current and proposed program practices and content, to provide insight and commentary from their professional marketing communication experience, and to renew their synergistic relationships with program faculty. Alumni Advisory Board members, and other program alumni, serve frequently as guest speakers and professional resources for our students and faculty. Board members, and other alumni, also provide networking, internship, and employment information. Program faculty members maintain a LinkedIn network of alumni so that interactions are frequent and ongoing. The Program also maintains a Facebook page and a web page on the UWRF website to facilitate interaction with alumni, students, prospective students, and the general public.

**F. Discuss the role of out-of-classroom learning experiences and how they were assessed relative to the learning outcomes/option outcomes that were measured.**

**MARC 480 – Senior Seminar:** From site visits to large organizations in the Twin Cities (Minnesota Vikings) and a variety of public relations, advertising and digital agencies to guest speakers who are...
experts in their fields, students experience hands-on learning that combines classroom examples, themes and concepts to real-world opportunities. Students are assessed on these experiences through exam questions and class discussion.

**G. Discuss any changes to program learning outcomes, evaluation methods, or changes in linkage to UWRF strategic goals and initiatives that have occurred since the approved assessment plan was implemented. Attach a new assessment plan to the report.**

The biggest change will be made in actually capturing the data and communicating our findings. Please see our updated assessment plan as to how that process will take place.

**H. Discuss the status of the action plans presented in the prior assessment reports.**

Due to events experienced within the program between November 2016 and now, Marketing Communications Program members are unaware of the status of the action plans presented in prior assessments.
II. Assessment Activity Results

A. Clearly present the direct assessment performance/evaluation findings related to each program/option learning outcome. This is not the detailed reports that may be developed by faculty at the course level but rather summary findings across selections/course.

Marketing Communications Program Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>Written, Oral or Visual Communication Proficiency</th>
<th>Technology Applications</th>
<th>Business Applications</th>
<th>Critical Thinking</th>
<th>Ethics</th>
<th>Diversity</th>
<th>Understanding World Cultures</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 121-Intro to 2D Design</td>
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<td>I</td>
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<td>I</td>
<td>I</td>
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<tr>
<td>MARC 100 * Media Writing</td>
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<td>I</td>
<td>E</td>
<td>I</td>
<td>I</td>
<td>R</td>
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<tr>
<td>MARC 200 * Intro to MARC</td>
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<td>I</td>
<td>I</td>
<td>I</td>
<td>R</td>
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<td>MKTG 311 * Prin. of Mktg.</td>
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<td>I</td>
<td>R</td>
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<td>MKTG 312 * Cons. Behavior</td>
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<td>E</td>
<td>R</td>
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<tr>
<td>MARC 311 * Persuasion</td>
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<td>R</td>
<td>E</td>
<td>E</td>
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<td>E</td>
<td>R</td>
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<tr>
<td>MARC 480* Sr. Seminar</td>
<td>E</td>
<td>E</td>
<td>R</td>
<td>E</td>
<td>R</td>
<td>R</td>
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MARC Student Assessment Exam

Early in the term, MARC 200 students are given an assessment exam of 65 questions that covers the field’s basic terms, concepts, models and applications. Students are then given the same exam in MARC 480, Senior Seminar. Note: Students do not study for this quiz. The questions were composed by Dave Bonko in the fall of 2013 and approved by then Chair Dr. Stephen Olsen and tenured faculty member Professor Tracy O’Connell.

Results to date (Spring 2014-Spring 2017):

For all students who took the assessment exam:

<table>
<thead>
<tr>
<th></th>
<th>MARC 200 (n=318)</th>
<th>MARC 480 (n=248)</th>
<th>Avg. Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Percent Correct:</td>
<td>55.7</td>
<td>66.4</td>
<td>19.2%</td>
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</table>

For students who took the assessment exam in MARC 200 and MARC 480:

<table>
<thead>
<tr>
<th></th>
<th>MARC 200</th>
<th>MARC 480</th>
<th>Avg. Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same Student-Average Percent Correct: (n=132)</td>
<td>54.6</td>
<td>66.9</td>
<td>22.5%</td>
</tr>
</tbody>
</table>

See Appendix A for exam questions.

B. Clearly present direct assessment results/findings by modes of delivery, locations, course time frames.
After reviewing an extensive collection of program files, documents and paperwork, there apparently were no official mechanisms in place to present direct assessment results/findings by modes of delivery, locations and course time frames over the time covered by this report. This scenario will change with future assessment plans.

C. Clearly present the indirect findings from student, alumni, employer and/or other external stakeholders. [Note: This could replicate the data that chairs collect from graduating seniors each semester. For assessment reports, this should be presented as trend data].

MARC 480 Senior Seminar Survey

Graduating seniors are asked the following questions.

1- How well do you believe your Marketing Communications major prepared you for the work world?
   Extremely well ----- 6------5------4------3------2------1----- Not at all well

2- How satisfied are you with the quality of education you received for the price at UW-RF?
   Extremely satisfied ----- 6------5------4------3------2------1----- Not at all satisfied

3- How would you rate the quality of each of these in your major?
   • Teaching
     o Extremely high -----6------5------4------3------2------1---- Not at all high
   • Advising
     o Extremely high -----6------5------4------3------2------1---- Not at all high
   • Course selection/availability
     o Extremely high ---- 6------5------4------3------2------1---- Not at all high
   • Course material/educational opportunities
     o Extremely high ---- 6------5------4------3------2------1---- Not at all high
   • Educational facilities (classrooms, technology labs)
     o Extremely high ---- 6------5------4------3------2------1---- Not at all high

4- How satisfied are you with your choice of education?
   • Marketing Communications major
     o Extremely satisfied ---- 6------5------4------3------2------1---- Not at all satisfied
   • Chosen minor
     o Extremely satisfied ---- 6------5------4------3------2------1---- Not at all satisfied
   • General education program overall
     o Extremely satisfied ---- 6------5------4------3------2------1---- Not at all satisfied
   • University overall
     o Extremely satisfied ---- 6------5------4------3------2------1---- Not at all satisfied

5- Did you study abroad? Y /N

If so, how beneficial to you was it?
   Extremely beneficial ----- 6------5------4------3------2------1---- Not at all beneficial
6- How many hours/week do you work in a paid job/internship?  
Under 5-10  11-15  15-20  21-25  26-30  31-35  36-40  Over 40

7- What is your GPA?  
3.5 and over  3.0-3.4  2.5-2.9  2.0-2.4  Under 2.0

8- What is your age?  
Under 21  21  22  23  24 or over

9- Your sex?  
M  F

10- Comments? Please use the other side. Thank you for your time and input!

Senior Exit Survey Results (F13-Sp17)

1. My Marketing Communications major prepared me for the work world.
   Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree
   4  5  18  103  59
   2% 3% 10% 54% 31%

2. I was satisfied with the quality of my education that I received for the price of my education at UW-River Falls.
   Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree
   1  4  16  91  77
   1% 2% 8% 48% 41%

3. On a scale of 1 (not at all high) to 5 (extremely high), I would rate the quality of teaching in my major as:
   Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree
   0  4  15  87  85
   0% 2% 8% 46% 45%

4. On a scale of 1 (not at all high) to 5 (extremely high), I would rate the quality of advising in my major as:
   Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree
   2  10  19  46  110
   1% 5% 10% 25% 59%

5. On a scale of 1 (not at all high) to 5 (extremely high), I would rate the quality of course selection/availability in my major as:
   Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree
   2  9  35  89  54
   1% 5% 19% 47% 29%
6. On a scale of 1 (not at all high) to 5 (extremely high), I would rate the quality of course material/educational opportunities in my major as:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>0%</td>
<td>3%</td>
<td>14%</td>
<td>49%</td>
<td>34%</td>
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7. On a scale of 1 (not at all high) to 5 (extremely high), I would rate the quality of educational facilities (classrooms, technology labs) in my major as:

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<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<td>1%</td>
<td>2%</td>
<td>22%</td>
<td>46%</td>
<td>30%</td>
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8. I was satisfied with my Marketing Communications Major.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tr>
<td>1%</td>
<td>2%</td>
<td>3%</td>
<td>41%</td>
<td>54%</td>
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9. I was satisfied with my chosen minor.

<table>
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<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<td>5%</td>
<td>13%</td>
<td>46%</td>
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10. I was satisfied with my General Education program overall.

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<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>2%</td>
<td>5%</td>
<td>34%</td>
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<td>10%</td>
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11. I was satisfied with the University of Wisconsin-River Falls education program overall.

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<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>0%</td>
<td>1%</td>
<td>11%</td>
<td>60%</td>
<td>28%</td>
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</table>

12. Was the study abroad program beneficial to you?

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
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<tr>
<td>5%</td>
<td>6%</td>
<td>9%</td>
<td>3%</td>
<td>23%</td>
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13. How many hours a week do you work in a paid job/internship? 1=Under 5; 2=5-10; 3=11-15; 4=16-20; 5=21-25; 6=26-30; 7=31-35; 8=36-40

<table>
<thead>
<tr>
<th>Under 5</th>
<th>5 to 10</th>
<th>11 to 15</th>
<th>16-20</th>
<th>21-25</th>
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What is your GPA? 1=Under 2.0; 2=2.0-2.4; 3=2.5-2.9; 4=3.0-3.4; 5=3.5-4.0

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What is your age? 1=Under 21; 2=21; 3=22; 4=23; 5=24 & over

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What is your gender? 1=Male; 2=Female

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Question 17 Student Comments:

- If I were to recommend any major to an incoming freshman, I would definitely point them towards the Marcomn Major! The professors are completely relatable, down to earth, and friendly. I am proud to have a Marketing Communications major-- and I am even more proud to say that I learned it all from these wise folks! So, a gigantic thanks is in order! THANK YOU!
- n/a
- I thoroughly enjoyed my time at UWRF.
- Would have liked more opportunists for digital design and digital marketing classes would be very beneficial
- The Senior Seminar course was not worth my time with the exception of portfolio development. I don't feel I would be prepared for the work world if I did not have a double major.
- Thank you for all your help!
- I enjoyed this major so much. However, I do think that more graphic design should be required and taught WAY more in depth as it's such an important aspect of this major.
- One thing I did not like is that it was hard to get into some classes because of the demand of students who wanted to get into that class. Like art 225 for instance.
- N/A
- My advisers are very knowledgeable in helping me make the best class decisions and ways to improve my chances of getting a job out of college.
- I really enjoyed my time at UW-River Falls and the experiences I have had here.
- I enjoyed my time in River Falls, the only set back I had was being told I was graduating early by my advisor and finding out from someone else that I was not. A graduation date is a very sensitive/emotional topic that should not be taken lightly.
- I had a relatively positive experience in the MARC program. However, I think that ART 225 needs to have more offerings. It is not fair that not all MARC students are able to get into the class when it better teaches graphic design than the substitute ART 121. Also, I noticed while in the class that there were at least 8 open computers, which means this class size should be increased. Next, I also think that it may be a good idea to make MARC a full major, with no minor required. There are so many different classes within MARC that I think would be beneficial for all MARC students to take. I think making it a full major and then making classes such as Branding, Advertising, PR, Social Media, etc. would make it a much stronger program with a better chance for a successful, well-rounded education.
I was very pleased with all the faculty in the Marketing Communications program! Professor Bonko was also my advisor and truly helped me with what classes to take, internships jobs, etc. I cannot say enough about this university and truly glad I will be graduating from this program and university.

I would just like to say that I really enjoyed working with Mr. Pratt & Bonko. They are very smart individuals who teach well and relate to the students just as well. Mr. Pratt has helped me with my personal struggles and was very understanding and I appreciate that so much, it truly means a lot to me. The Marcomm department I think, and I have heard from others, has the best set of teachers and I am glad I got to know some great professors over my time here. Thanks.

I enjoyed my experience.

Thank you for making the Marketing Communications major a welcoming community that prepares us with ideas and knowledge we will use in the future. I feel that what I learned directly links to what I want to go in to, and I found more areas of interest by studying MarComm that has broadened my job search so that it is not so limiting. The teachers were incredibly knowledgeable and helpful. Perhaps what I appreciated most was their genuine care for their students and understanding that we have other things going on just as they do. Not often did going to class seem like a chore, as I knew I would be learning about something interesting that day. Perhaps that's how I knew I chose the right major. Thank you, from the bottom of my heart, for believing in me, pushing me, and encouraging me even during the times when I didn't believe in myself. My education from UWRF and the Marketing Communications department is one I'm very proud of. Thank you again, you have impacted students in ways that we can't even describe.

I would like to thank all the people that have helped me to this point in my education. Bonko and Pratt you guys were terrific with guiding me through the right classes and getting me out in 4 years. Unfortunately I will be taking my degree to the financial industry when I graduate but, I will take some key writing techniques away from my major. Thank you for being such a wonderful professor!

I really enjoyed advertising design with Dan Paulus, and Visual Rhetoric with Kenneth Price; I feel these were two of the most useful courses during my college career. I also really enjoyed learning Mandarin, but wish the program went beyond two years. Overall, my experience at UWRF was a a wonderful growing experience for me, but some of the classes required for my major seemed pointless and did not challenge me as much as the classes mentioned above. The teachers need higher expectations for students to provide more accountability, and I feel that tests could be improved, as they are not an accurate way to measure learning. I feel like I have learned more from courses that had more projects vs. tests, and then I came out of the class with work that I was proud of. Thank you

My hometown is five hours away. I came to this university because of this program, and I am glad that I did.

The MarComm department makes you feel like you are at home. They work their hardest to get the very best opportunities for their students and actually really care about their futures. I am so glad that I decided to switch my major to Marketing Communications. These professors and this department far exceed any other department on campus in my opinion.

Having a more variety of courses (that are in-depth and provide real-world experience would be most beneficial to students. Having the MarComm club supported by all MarComm faculty
and staff would also be very beneficial. Promoting AdFed events and offering transportation services or car pooling would be incredibly helpful. Teach students how to network, I end up going to events alone and is intimidating since I never learned how to network. The portfolio! Great project, BUT, it NEEDS to be mentioned in every class (several times) before taking senior seminar. I didn't have as many marketing projects (or known to fine tune them for a portfolio) to include in my portfolio. It also would have been nice to have been told what to expect for my portfolio/how to build it, since nothing was ever covered in Senior Seminar on how to put together a portfolio print book, PDF version OR website. VERY ridiculous in my opinion AND unprofessional.

- N/A
- Nothing
- Thanks for everything.
- Honestly I really enjoyed my time here at school, I transferred here second semester freshman year and I think it was the best decision I have made. I was extremely happy I switched my major to MarcComm I loved the teachers and the courses I actually enjoyed my major courses and all the teachers. The strong suit truly was the teachers, all my major and minor teachers have been great I really was impressed how good the teaching was I truly became close to most of my teachers. The only notch I have to be honest about the whole school is not with my courses at all, it has to do with the library. Not being open 24/7 really blows my mind, the switched that in recent years and I thought that was a bad choice. Everyone knows college students are up at the early hours of the night trying to finish homework and it would be nice to have a place to go at this time. I get it you have to pay someone to stay there but I promise that people would actually be in the library at early hours of the da.
- Great program.
- I enjoyed the marketing communications program very much, i'm only sad that during my team at school there are classes I did not have time to take.
- I love this major! My first two years at this school I had no idea what I wanted to do with my life, and changed majors so many times. I then heard about this major. I love all of the professors that have learned who I am as a student, and person. Not only did we build a school relationship, we also developed a personal relationship!!!
- N/A
- Was a good major and really helped me become more personable with people in whom I worked with. Very please with the people I met and look forward to my last semester.
- I enjoyed my time at UWRF and with the Marcomm staff. I look forward to continuing my growth and education as well as staying in touch with some of the Marcomm professors.
- For the love of all that is glorious and beautiful, UWRF needs an actual agricultural communications program. I gained all of my experience out of the classroom instead of inside the classroom, and I always felt like an odd duck in mar comm classes because I didn't want to go into PR. I didn't want to go into advertising or marketing. I wanted to write and tell stories about the American farmer. I wish I had more classes where I could have done that.
- n/a
- N/A
- No comments
- I just want to thank my teachers for doing an incredible job! I loved my experience here at UWRF and wouldn’t trade it for the world. Big shout out to my major Marketing Communication I had a blast discovering myself and finding my passion and none of that would have been possibly with out my amazing professors.
- What I like best about the University of Wisconsin- River Falls is that they have rental textbooks which makes it very convenient for students.
- I really enjoyed my time at UWRF!
I was VERY satisfied with my educational experience at UWRF. If I had to pick one great thing about the university, it would be the hard working and caring teachers and advisers. They always had time to speak to me, answer questions I may have, and took the time out to recognize my efforts.

I feel confident in myself as a person and as a skilled marketing communications student thanks to the professors I had. I couldn't have asked for a better overall college experience.

N/A

I love this major, and every professor i've had made me extremely prepared for my future. I would recommend this university and major to everyone!

I wish there were more agriculture marketing communications classes offered on campus. There was only one and I really think that would draw a lot more students to our campus having a stronger program in that sense. What I have learned from the industry thus far is that marketing in general is very different from marketing in agriculture. I enjoyed the program, but I wish I would have had more opportunity in agriculture marketing classes.

I absolutely loved the MarComm program and I am sad to be leaving! Thank you to all of the MarComm faculty for four great years! :-)

Courses for this major were sometimes a hit and miss. Most of them provided applicable teaching and gave me concrete examples of what I am capable of doing in the workplace. Others simply reinforced what I had already learned in previous courses. For example, persuasion was a course that presented nothing new and only served as a third public speaking course for me. As much as I love public speaking, taking it a third time and not leaving with anything new to show for it feels like a waste of time and money. Additionally, the marketing seminar course felt like a recap of marketing 311. Many of the topics discussed were basic marketing concepts that we had already covered at least once before. Though that course did well in prepping me for finding a job, and giving me valuable tools for interviewing. All in all, I am satisfied with the program and what it has taught me and I look forward to moving on into the professional world.

N/A

I am going to miss your criticism and positive attitudes towards my life endeavors very much. I hope I can stay in contact with everyone, after all I wouldn't be quite as far as I am in my career if it were not for you! Take care!

None.

I was overall prepared with the working world with a marketing communications degree. I loved all of the professors, they were amazing! I couldn’t ask for better teachers or program. I loved being a Marcomm major!

This school is okay I guess

Good job!

Thanks to the help of Amelia Reigstad, David Bonko, Jim Pratt, and McKenna Pfeiffer, I feel prepared and ready to enter the field of Marketing Communications. I have been given the education and tools to be successful and am confident that I will do well because of that. Without a doubt, my college experience was excellent because of these people and their support. Without them, I wouldn't be where I am today.

Great facility and great program!

I loved my journey at River Falls. I think River Falls offered me a major that allowed me to find myself.

Thanks!

I loved my Marketing Communications major and would suggest it to all those who seem creative and interested in the field. I think it may improve the program to be more selective on who is in our program. Some people just didn't care and it became frustrating working with
them. Overall I enjoyed my studies and the faculty/staff that helped me learn about the Marketing Communications world!

- After talking to people from different colleges that have gone into marketing I feel like my education was more beneficial and helped with real life experiences.
- I think the Ag Marcomm program should be given more ag related courses.
- I enjoyed my time here at the University. I will miss college but I am ready for the next part of my life with new challenges and opportunities.
- Bring back the social media class. Don't give it to Amelia. She's a great teacher, but Kristen Pechacek works in that industry. She knows what she is talking about. And teaching marketing communications and not having social media, is like having pizza with no cheese. You can still have the pizza, but there is a crucial part missing. You need to have that class, but you need to have someone that knows that industry first hand. IT’S AN IMPORTANT TOOL TO HAVE
- The marketing communications program at UW-River Falls has truly prepared me for the real world in any marketing job and has made me a very marketable person to a lot of companies. I am graduating a year early and accepted a position early last December with Thrivent Financial. I know that without this program I wouldn't be where I am today. Thank you to the amazing staff and professors that have really gone above and beyond to help shape my, and countless other students', futures.

- My last two years here have been amazing. Thank you all for everything you have done for me to get me where I am today.
- None (2)
- Thank you to everyone in the Marcomm department for a wonderful four years. Without you, the hands on projects, and encouragement to accomplish everything I have today, my future wouldn't be the same.
- Teachers are underappreciated, but to me, you changed my whole outlook on life. For that, you are some of my biggest mentors. Thanks again.
- I liked it
- I think it would be beneficial for the Marcomm students to understand where they can stay up-to-date with industry trends and events.
- Can't wait to graduate!
- Throughout my four years here, I always felt that UWRF had a great marketing communications program.
- The professors are great, and I loved how much experiential work that we got to do in classes. I learned SO much in MARC for Nonprofits class with Bonko! I also appreciate the variety within the classes and within the major in general. However, in my opinion, the program requirements for the major need to be tweaked a little in order to keep up with the changes in the industry and the market. As a senior applying for jobs, I am noticing that employers are increasingly looking for strong skills in Google AdWords, digital marketing, and Adobe programs, such as InDesign - and I, along with many of my peers, do not have those skills. Although we could learn these things on our own, I still believe that classes to learn these skills should be offered and should be required for future MarComm graduates. The second item that I would suggest would be to potentially require students to complete more internship hours. I cannot overestimate the value of getting experience working in the field, and as a senior, I can tell you that the more experience you can get, the better it will be when you are job-searching.
- I can't thank the department enough for getting me connected with industry professionals through my courses. I now have connections with people in the industry that will help build my network. I really enjoyed my time at UWRF as a MarComm Major, it has well prepared me for the industry I am going into and I have never felt more confident and excited!
The program was great but also wish there was more classes related to advertising because I want to go into the ad agency world.

Classes gave a wide variety of information that was informative but I still don't have a clear idea of what an industry job looks like.

I really enjoyed the courses within marketing communications and I learned a lot. I've really enjoyed my time in the MARCOM major. When I transferred here, I was kind of lost and Amelia helped me kind of find my way along with others that were in the major. Working in groups for large scale communication based projects such as the MN State Fair for Advertising and The City of Brooklyn Park for Public Relations was a great experience and having the opportunity to show these projects to potential employers will make me look good and show employers that this is a strong point of mine.

No further comments

I am very happy with the overall experience and education I received at UWRF. The teaching staff and peers have given me a very good experience in the Marketing Communications major. I'm thankful for the opportunities, involvements, and memories it has provided me with.

I felt that Marketing Communications helped me communicate, present, and interview for a position better than any other major. However, I feel as if I'm still not qualified to take on an entry-level position in marketing.

In order to feel more confident when going into this industry I would love to have done the following: Taken basic design or photography classes. Due to budget cuts, I had to take a course about designing instruction manuals for my visual requirement. It was not the same. Taken entrepreneurship style classes. Creating a campaign selling t-shirts to raise awareness (ex: Love your Mellon) would have been a great addition to my resume or portfolio. I've seen numerous friends do simple campaigns like this and land great jobs. I was a part of plenty of them in high school. Digital Marketing 35%-50% of marketing budgets in business are in the realm of digital marketing. This program should invest in paying for students to be certified in Google analytics. Students should have advanced abilities to analyze marketing data from places like Facebook pages, demographics now, and other sources. Students should also learn more and be more familiar with content writing. These things are learned through internship experience, but a class would be very valuable. Research Project A semester long project researching a topic and presenting it to a seminar would have been a real valuable experience. I plan on doing this next semester. An awards ceremony at the end of every year. College of Business and Economics prides its award ceremony at the end of the spring semester. I've event managed every one of them, and regret not choosing to be in that department because of all the award opportunities. They give all sorts of awards that are a great addition to any resume. This is just an example, but I'd love to be rewarded for the events I played a roll in. To be able to say something like: “We had this many people attend our event, the chancellor gave us recognition, and the event received the “Favorite Event of the Year” by the marketing communication program.” during an interview would give me a much better chance of getting that dream job.

I'm content with my career choice, however, a lot of graduates I have talked to from the Marketing

Communications program still are having a hard time landing jobs. I’ve also had a very hard time landing internships. I’m very worried that if I can’t land an internship, I might not land an entry level job. I’ve been involved with the program for over four years now and I want to make sure that I’m overly qualified to take on a position in the marketing field.
**D. Discuss the significance of the findings relative to program and/or external stakeholder expectations. Program are to be specific in discussing were performance is or is not meeting program expectations and clearly identify actions that will be taken to close performance gaps.**

“Dave. Regarding your assessment exam results, don’t expect too much improvement in test scores.” --UWRF Faculty Member

Well, program members *proudly* beg to differ. Keeping in mind students do not prepare/study for the assessment exam, one has to believe a 19% increase MARC 200 vs. MARC 480 and 22.5% increase between those who took the exam twice is significant. Furthermore, approximately 40% of those who took the exam twice (in MARC 200 and 480) witnessed a 35+% increase.

Three UWRF Marketing Communications Alumni Advisory Board meetings have taken place over the course of the past three years. Key takeaways from these sessions include:

- The big one…The need for a dramatic increase in digital based courses. 2016 marked the first time in the industry’s history that digital expenditures surpassed traditional advertising and promotional expenditures. The program currently offers two courses, MARC 230-Introduction to Social Media Marketing Communications and MARC 389-Advanced Social Media Marketing Communications. To be blunt, this simply is not enough. To meet the needs of our students as well as of those in the profession, the Marketing Communications Program *needs the resources and support to dramatically increase* our digitally based course offerings. Again, we are a program with 200+ majors (depending on the day) that is manned by a solo tenured faculty member and very dedicated, overworked and highly valued IAS professional.

- How one writes is a direct reflection on their attention to detail and self-pride. Numerous advisory board members commented on the increase in the number of grammar and sentence structure issues from UWRF Marketing Communications majors who worked in an internship capacity as well as the average college junior or senior. Our program’s response to this observation is to continuously pound home (both instructors and guest speakers/local professionals) the concept that even one typo is not acceptable, especially on self-reflection and professional documents such as resumes or cover letters.

Senior exit surveys echo the sentiment that the program needs to offer additional digital based and application-based design software courses. Over the course of the next year, stakeholders will be evaluating how these two concepts can be added to the program’s offerings.

Very few MarComm students take part in a study abroad session. On one hand, this is tragic because for the most part, the students who do participate in an overseas trip speak very highly about their experience. On the flipside, 55% of our graduating seniors indicated they work 30+ hours a week. One can assume that our students have to work to pay for their education and a one- to three-week or more study abroad session would be a barrier to their fiscal equilibrium.

**E. Identify specific actions with change/implementation time frames, accountability assignments, and review time frames.**

- The program’s newly composed assessment plan will address these concerns.
In addition to direct course-embedded and indirect assessment, actions should also address out-of-classroom learning, links to UWRF strategic goals and initiatives, and addressing external professional stakeholder needs as relevant.

- Specific actions with change/implementation time frames, accountability assignments and review time frames: NA. The program’s newly composed assessment plan will address these concerns.
- Out of classroom learning: As stated, exam questions are administered regarding out-of-classroom learning and instructors will continue to do as such.
- External professional stakeholder needs: Both program instructors work in the industry and are highly networked with a vast array of area marketing communications professionals. They are in constant discussion (at minimum on a weekly basis…we’re talking qualitative, now the industry standard! vs. quantitative research) with industry members as to how the Marketing Communications Program can improve to meet the needs and expectations of the profession. The outcomes of said discussions are continuously implemented in course content. Bottom line: This is a continuous and evolving occurrence within the program.

F. Clearly state how internal and external stakeholders can obtain assessment report findings and action initiatives.

Internal and external stakeholders can obtain assessment report findings on the Marketing Communications webpage.
Appendix A: MARC Assessment Test

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

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.

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

Question 4 (1 point)

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

Question 4 options:

- Demographic 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:
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

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

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

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

Question 13 (1 point)

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

Question 14 (1 point)

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

Question 15 (1 point)

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

Save

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

Save

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

Save

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.

Save

Question 20 (1 point)

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

Question 21 (1 point)

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

Question 22 (1 point)

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.

Question 23 (1 point)

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

Save

Question 25 (1 point)

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

Save

Question 26 (1 point)

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

Save

Question 27 (1 point)

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

Question 27 options:
- Product
- Price
- Promotion
- Distribution

Save

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
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

Save

Question 36 (1 point)
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
________ is the process of collecting, analyzing, and interpreting data about customers, competitors, and the business environment to improve marketing effectiveness.

<table>
<thead>
<tr>
<th>Question 44 options:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing research</td>
</tr>
<tr>
<td>Marketing management</td>
</tr>
<tr>
<td>Competitive intelligence</td>
</tr>
<tr>
<td>Marketing intelligence</td>
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</tbody>
</table>

Question 44 (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.

<table>
<thead>
<tr>
<th>Question 45 options:</th>
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</thead>
<tbody>
<tr>
<td>Market segment</td>
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<tr>
<td>Popular culture</td>
</tr>
<tr>
<td>Mass market</td>
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<tr>
<td>Market position</td>
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</tbody>
</table>

Question 45 (1 point)

Which of the listed choices is NOT a positioning task?

<table>
<thead>
<tr>
<th>Question 46 options:</th>
</tr>
</thead>
<tbody>
<tr>
<td>identifying a set of possible competitive advantages</td>
</tr>
<tr>
<td>surveying frequent uses of the product</td>
</tr>
<tr>
<td>analyzing competitors' positions</td>
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<tr>
<td>finalizing the marketing mix</td>
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</tbody>
</table>

Question 46 (1 point)

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?

<table>
<thead>
<tr>
<th>Question 47 options:</th>
</tr>
</thead>
<tbody>
<tr>
<td>the consumer decision-making process</td>
</tr>
<tr>
<td>the family life cycle</td>
</tr>
<tr>
<td>cognitive dissonance</td>
</tr>
<tr>
<td>consumer behavior</td>
</tr>
</tbody>
</table>

Question 47 (1 point)

Question 48 (1 point)
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

Question 49 (1 point)

What is the first step in the consumer decision process?

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

Question 50 (1 point)

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
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

An opinion differs from an attitude because an opinion is:

**Question 53 options:**
- Difficult to change
- Learned
- Truthful
- Public

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

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

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

- 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

The cognitive dissonance theory of persuasion asserts that:

- 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

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

- Contrast
- Proximity
- Repetition
- Texture

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

- One is used for electronic viewing and one is used for print
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

The inverted pyramid is used when writing what?

**Question 61 options:**
- Backgrounder
- Pitch Letter
- Press Release
- Fact Sheet

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.

Question 64 (1 point)

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

Question 65 (1 point)

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.