

LEARNING OUTCOMES OF EACH MARKETING COURSE MAPPED TO LEARNING OUTCOMES OF PROGRAM

Principles of Marketing 216-360

1. Overview and Introduction to marketing principles and concepts
2. Identification and use of public business information and data sources to conduct a basic product/company information search
3. To develop basic oral presentation skills, analytical thinking and creativity, and working in teams

Relationship between Learning Outcomes of the Course and Learning outcomes of the Program:

This course introduces the student to marketing theory and concepts. Application of the concepts and theory occur via a series of team projects. The projects provide a vehicle to assess the student's ability to analyze secondary company/product data in describing the current market position of a product and new opportunities. These base skills provide a foundation for later coursework and are base knowledge and skills required by potential employers.

Consumer Behavior 216-461

1. To analyze critically the task of marketing under contemporary conditions from a behavioral perspective.
2. To examine the major functions that comprise the marketing task and their interactions with consumer behavior.
3. To develop an awareness of the major types of marketing and consumer behavior problems faced by organizations.

Relationship between Learning Outcomes of the Course and Learning outcomes of the Program:

This course provides students a thorough understanding of consumer behavior and relates these consumer behavior concepts to marketing theory and practice. The course is structured to enable students to develop critical thinking and decision-making skills in consumer behavior and marketing. By working through consumer behavior problems, cases and exercises, the students get a chance to experience some of the professional challenges, issues, and decisions that face marketers and to develop their marketing knowledge and skills.

Marketing Research
216-462

1. Conceptualize problem formulation and decision making.
2. Implement the process of research design through collection of data.
3. Analyze the data through fundamental statistical techniques
4. Gain adequate experience in executing marketing research projects.

Relationship between Learning Outcomes of the Course and Learning outcomes of the Program:

This course introduces students to the concepts and practice of marketing research. The course provides students with hands on knowledge of conducting a research study and writing a research report, which enhances their knowledge, skills, and abilities as marketing practitioners. The course achieves this by involving students in marketing research exercises and a real life marketing research project, which also develops students' ability to work in teams.

Marketing Management
216-463

1. This is a capstone course in the marketing major. The key learning outcome, therefore, is for students to be able to take a joint view of different marketing decisions, i.e., product and brand, pricing, promotions and distribution (placing) and understand how they are interlinked.
 2. A second objective is to understand how marketing decisions need to be continuously adapted to changes in the micro and macro environments that businesses operate in. Specifically,
 - a. adapting products to changing market and competitive conditions
 - b. fine-tuning pricing decisions in response to, as well as, to affect, competitive conditions
 - c. developing and adapting the promotion mix for products over time
 - d. revising distribution strategies and managing channels of distribution to support product, pricing and promotion decisions
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1. To develop a theoretical understanding of the forces facing marketers in the market place.
 2. To achieve hands-on experience by making decisions in a dynamic (interactive) strategic simulation game (Stratsim).
 3. To develop insights into the step-by-step processes involved in the development of marketing plan, ensuring the successful future positioning and launch of new products/services in the market place.

4. Have industry representative present on topics related to running a business (strategic issues, consumer retention, positioning, etc.)

Learning Goals

1. We expect the students in 463 to graduate from the class with a good understanding of the principles in taking the four major marketing decisions. i.e., product, price, promotion and placing as well as those in taking an integrated view of these four decisions. Currently, we are using Roger Best, *Market Based Management* 4th edition) in one section of the class and *Marketing Management: Analysis, Planning, Implementation and Control* by Philip Kotler published by Prentice-Hall in another section.
2. The marketing faculty would like to provide the students with as close to a hands-on experience as possible to reinforce the above learning outcomes. Towards this end, we have set the following learning goals for students taking 463:
 - a. We expect the students to learn a marketing simulation game which provides experience in taking and adapting marketing decisions. Currently, we use the game StratSim for this goal.
 - b. The course will also include an exercise involving the development of a strategic and tactical marketing plan for handing over the products/firms - that student teams manage as part of StratSim - to a new management team after they graduate from the class. This exercise will help students gain some skills in short-term (tactical) and long-term (strategic) marketing planning.
 - c. The course will also include ongoing analyses of current, real-world, marketing problems by students, organized as teams, in the class. This exercise is also expected to build skills related to working as part of a marketing team as is typically the case in many organizations.
 - d. Whenever feasible, the course will also include guest lectures by practitioners of marketing to enhance students' appreciation of how decisions are made in different marketing contexts.
2. This part of the course is meant to integrate and activate the horizon of general knowledge students have accumulated throughout their undergraduate program. Being a cap-stone course the goal with the simulation game is to help student see the "Big" picture, that is, how management, accounting, financing, operations, and marketing decisions are highly interrelated and their integration required for any type of profit and non-profit entity to operate optimally. Moreover, the simulation game provides the students with the opportunity to execute their plan and receive immediate feedback on their decisions, providing continuous feedback loops that both engage and help the students adjust their understanding of the dynamics factors involved in strategic marketing.
3. This part focuses on the specific sequence of task necessary to gather information, analyze it, develop a strategic decision plan (including marketing mix, budget and time line), and finally determine the means with which to evaluate and compare the outcome with the forecasted one (benchmarking and identification of trouble spots). The goal is to have students develop their

analytical, creative, and organizational skills during the execution of this structured forecasting activity.

4. This part focuses on having the students acquire a sense of real-world issues and moreover, realize that the simulation game and real-world issues are relative similar, providing them with confidence and focus when applying for their first job.

Relationship between Learning Outcomes of the Course and Learning outcomes of the Program:

This is the capstone course in the undergraduate marketing major. A key learning outcome, therefore, is to for students to be able to take a joint view of the 4 P's of the marketing mix (this point is also made by one of the respondents to our survey). This, in turns, helps students to think critically about the role that each element of the marketing mix does/should play in different product and market situations and, in the process, also develops their decision making skills. The targeted program outcome of translating theory and research into practice is achieved through the simulation game which involves hands-on decision making. Additionally, the analyses of real-world cases also help in achieving this goal.

International Marketing

216-465

1. Understanding of the Global External Market Environment and its application in an in-depth industry specific global analysis
2. Exposure to evaluating and selecting a foreign market and appropriate market entry with integrated marketing strategic decisions encompassing choice of target market and all product mix decisions.
3. Identification and use of public business information and international data sources to conduct advanced product/company and international/global market information search.

Relationship between Learning Outcomes of the Course and Learning outcomes of the Program:

This course exposes students to the international marketing theory and concepts. Industry differences, corporate strategy and product category differences will provide comparative frameworks for applying the theory. Critical consideration points are highlighted in making marketing decisions including cultural, language, legal/political, and technological differences. Discussion of current theory and trends provide the student with useful working knowledge. Identifying information sources for global industry and product/market information is the basis for the first part of the course. These skills transfer well to industry. The second part of the course requires the students to analyze secondary data and then apply the theoretical knowledge in creating an international marketing plan for a specific product and market, including choice of market and all marketing mix decisions. This team project builds analytical thinking and presentation skills, as the students must present their work and then defend their decisions.