**MS in Marketing Research and Analysis (MSMRA) Program**

**Curriculum**

Curriculum Review Process

The MSMRA Program was recently launched. The first semester of students enrolled Fall 2019. The program curriculum was initially developed by examining industry needs and evaluating the curriculum of similar programs throughout the country. In understanding industry needs both secondary and primary research was conducted. Secondary data involved examining industry reports and the U.S. Bureau of Labor Statistics to understand the skills and knowledge needed for marketing managers, market research analysts, and survey researchers. Also, for five months, current job postings for market research analyst, marketing manager and other similar positions that indicated that a master’s degree was preferred or required were identified. A qualitative analysis was conducted of these postings to identify the skills and knowledge desired by the companies hiring for these positions. Further curriculum was examined of similar MS programs across the country; these were AACSB accredited universities. After reviewing the information, the program proposal committee worked together to formulate the mission of the program as well as program goals. Further, classes that should be included in the program were identified as well as what topics should be taught in each course. All recommendations were shared with all marketing department faculty members so feedback could be provided. Marketing faculty voted in support of the program and the curriculum.

Since the establishment of the program, marketing graduate faculty within the department meet once a year to review the curriculum. Feedback from graduating students and current students is considered. Further feedback from the Marketing Department Advisory Board is reviewed. Graduating students provide feedback in exit surveys. Also, there is an ongoing analysis of job postings for positions related to the degree. These posting are analyzed to understand the skills and knowledge required for these jobs so we can make sure our curriculum is providing the needed skills and knowledge in our classes.

Since the program is relatively new, learning goals have not yet been revised although they are revisited every year so the faculty can make sure any curriculum change is consistent with our goals. Every five years the MSMRA graduate faculty will revisit and revise the learning goals as appropriate.

Curriculum was last reviewed by the Marketing Department Graduate Faculty during Summer 2020; after one year of existence. BA 5352 is a required class that use to be a combination of finance and accounting. It was recently changed to be just a finance class. As a result, it was decided that it was okay for students to take either ACC 5361 (an accounting class) or the BA 5352 class. In addition, after analyzing job postings and feedback from the Marketing Department Advisory Board, it was decided to add an Artificial Intelligence and Data Visualization elective.

Any curriculum changes are proposed and discussed at the Marketing Department Graduate Faculty meeting. They are voted on. If approved, then the curriculum change goes to the Graduate Policies Committee for discussion and approval. If approved there, then the change follows the University Curriculum Change Process.

Curriculum Requirements

MSMRA – 30 Hours (non-thesis and thesis option)

BA 5352 Developing the Financial Perspective of the Firm or ACC 5361: Accounting Analysis for
 Managerial Decision Making

MKT 5321: Marketing Management

MKT 5322: Marketing Research Methods

MKT 5323: Qualitative Research in Marketing

MKT 5340: Digital Marketing

MKT 5345: Marketing Analytics

MKT 5350: Strategic Marketing Analysis and Planning

QMST 5334: Statistical Methods for Business

6 hours of graduate electives for nonthesis option/ 6 hours of thesis for thesis option

Curriculum learning experiences relevant to:

* Business theories and practices

Business theory and practice permeates throughout the curriculum. Many faculty participate in industry conferences and webinars so they can bring real world examples into their lectures. For example, several faculty participated in the Quirk’s Conferences. It is an event for marketing research and insights professionals. In addition, faculty regular attend company sponsored online events so they can be aware of the latest techniques and tools being used in the research industry. For example, several faculty attended the Remesh Live Event which was an online session where representatives from Remesh narrated how the Remesh platform worked while watching a real online use of the platform where consumers discussed home goods. Participation in these events allowed for “real world” examples to be brought into the classroom.

* Engagement with business practitioners
Guest speakers in class and at professional development events allow for students to engage with practitioners. Internships also give students the opportunity to engage in busines activity outside of the classroom. The Marketing Department is planning an Industry Panel Discussion for faculty, current and former students where members of the Marketing Department Advisory Board will current issues in the field of marketing.
* Cultural norms

All classes emphasize that the opinions from all consumers segments matter. When marketers can gleam such insights, it allows for more effective strategy. Also, the Qualitative Research in Marketing course (MKT 5323) discusses understanding different cultures using ethnographic research. In the Artificial Intelligence and Data Visualization elective course (MKT 5397G), there is discussion of how AI software and bots can become racist, biased against minorities and suppress opportunity and civil rights. That course then discusses what features in data and humans in the loop exacerbate these biases and how such biases can be identified and prevented.

* Life-long learning
Students are encouraged to become life-long learners. The professional development requirement helps students to realize the important of learning outside of the classroom. In addition, former students will be invited to attend the Industry Panel featuring members of the Marketing Department Advisory Board. In addition, students complete several industry certifications in their classes, such as, Analyzing Data in Tableau (Data Camp), Google Ads – Search, Google Analytics, Hubpot Inbound Marketing and HubSpot Social Media. Finally, the Marketing Department is currently working to utilize social media and the website to highlight research of faculty so it might be shared with both current and former students and other interested parties.
* Societal impact
Given the program is very focused on using data, there is discussion of the importance of security of information and using data in an ethical manner. Also, the Qualitative Research in Marketing class (MKT 5323) is designated as a service-learning class. *Thus, there is a team project component of the course that requires* community engagement. Students are required to work on a team project for a community partner. Projects have been conducted for Bobcat Bounty, a campus foodbank for students, and for the Director of the Student Health Center.

Information technology

Important technologies for students to understand are identified by examining the industry job posting, secondary data, and feedback from the Marketing Department Advisory Board and MSMRA alumni and graduating students. Software such as SPSS, R, Evaluative Lexicon, XLSTAT, and Excel are utilized in our classes. The Qualtrics survey platform, blogger.com, Wix (website development), and MimicPro (pay-per-click advertising simulation) are also utilized. For example, in the MKT 5340 class, students use Weebly or Wix to develop personal websites. They also complete a pay-per-click advertising simulation called MimicPro for which they receive a certificate. In addition, Tableau and other data visualization software are utilized. An AI tool will be used in the AI and Data Visualization elective course. Technology is important part of the degree and it will continue to be utilized where appropriate. New technologies will be incorporated as they are identified appropriate based on our ongoing research.

**Assurance of Learning**

Process for review of learning goals

A review of the learning goals is a part of the overall review process. Changes to the learning goals are voted on by all marketing faculty who teach in the MSMRA Program.

Learning goals

1. Students will apply marketing research and analysis techniques in a strategic
 marketing program to inform effective managerial decisions in a dynamic business
 environment.

2. Students will evaluate marketing data and information for decision making in a variety of marketing
 contexts, including digital marketing, marketing analytics, and marketing strategy development.

3. Students will design and execute marketing research projects tailored to the needs of strategic
 marketing programs.

4. Students will analyze data, interpret information, and make marketing recommendations while
 utilizing analytical skills and critical thinking.

5. Students will author effective reports and presentations to communicate research findings and
 recommendations.

How often are learning goals reviewed

Every five years the MSMRA graduate faculty will revisit and revise the learning goals as appropriate.

Process for assessment of learning goals

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Learning Goal | Performance Target | How Assessed | Where Assessed | When Assessed | Results | Improvement Identify whether process (P) or Curriculum (C) (Date changes were made) |
| Direct Measures |
| 1 | \*See Below | \*\* See Below | MKT 5322MKT 5345 | Every long semestertaught | No results to report yet since this our first year assessing | No changes since this is our first year of assessment |
| 2 | \*See Below | \*\* See Below | MKT 5322MKT 5350 | Every long semestertaught/summer for MKT 5350 | No results to report yet since this our first year assessing | No changes since this is our first year of assessment |
| 3 | \*See Below | \*\* See Below | MKT 5323MKT 5340 | Every long semestertaught | No results to report yet since this our first year assessing | No changes since this is our first year of assessment |
| 4 | \*See Below | \*\* See Below | MKT 5345MKT 5350 | Every long semestertaught/summer for MKT 5350 | No results to report yet since this our first year assessing | No changes since this is our first year of assessment |
| 5 | \*See Below | \*\* See Below | MKT 5323MKT 5340 | Every long semestertaught | No results to report yet since this our first year assessing | No changes since this is our first year of assessment |
| Indirect Measures |
| MSMRA exit survey | \*\*\*See below |  |  |  |  |  |
| MSMRA faculty survey | In process |  |  |  |  |  |

**\* The standards of performance are:**

* Scores of 90% correct or better will indicate that the student exceeds expectations
* Scores greater than 80% correct but less than 90% correct will indicate that the student meets expectations
* Scores less than 80% correct will indicate that the student failed to meet expectations.

It is expected, by each professor, that 80% of students enrolled in the course during the academic year will meet or exceed the standards on each learning outcome

**\*\* How Learning Outcomes Are Assessed**

Learning Outcome 1: Apply marketing research and analysis techniques in a strategic marketing program to inform effective managerial decisions in a dynamic business environment.

In MKT 5322-Marketing Research, the assessment technique for rubric for outcome 1 is as follows. A team project will be used for assessment. The team project will be assessed using a rubric, which includes students’ ability to (1) identify a company-related research problem, (2) develop a research design that will effectively address this problem, (3) construct a questionnaire, (4) analyze the data collected using various quantitative analyses, and (5) appropriately interpret the results and draw meaningful implications of these results to influence managerial decision-making. Peer evaluations will be conducted that may result in a lower score for a student. The weight of the team project will be 20-30% of the student’s grade in the course.

In MKT 5345, Marketing Analytics, the assessment technique/rubric for outcome 1 is as follows. For assessing learning outcome 1, an assignment will be utilized. In the assignment, an analytical technique will be applied to survey data to group respondents based on similarity in the attributes they consider important. This results in a form of "benefit segmentation" whereby consumers within a segment seek similar benefits from the product or service, because they place high importance on the same attributes. A sample data will be shared with students from consumers who are in the market to purchase a product. The data shows the average importance placed by consumers on different attributes of the product. Students should complete the following steps: 1) group customers using a clustering method, 2) match each cluster to a label that most appropriately describes it, and 3) recommend strategies to specify which clusters should be targeted and what positioning strategies should be developed. In evaluating student responses, these three steps will be used as dimensions of a scoring rubric to determine each student’s grade. Exceptional answers will demonstrate a thorough understanding of the steps and reflect knowledge of the implications of or application to businesses. Acceptable answers will prove sufficient knowledge of the subject. Unacceptable answers will fail to display an understanding of the subject. In MKT 5345, the data gathered from the assessment for outcome 1 comprises 5% of the overall course grade. That is, the weight of this assignment is 5% of the final student’s grade in the course.

Learning Outcome 2: Evaluate marketing data and information for decision making in a variety of marketing contexts, including digital marketing, marketing analytics, and marketing strategy development.

In MKT 5322, Marketing Research Methods, the assessment technique/rubric for outcome 2 is as follows. A final exam will be used to evaluate whether students have learned the ability to comprehend and interpret marketing data in a variety of contexts. The final exam will include questions which includes assess students’ ability to effectively interpret statistical output and marketing data in various forms, which may include SPSS, R, Excel, Tableau, and PowerBI. The weight of the final exam will be 20-30% of the student’s grade in the class.

In MKT 5350, Strategic Marketing Analysis and Planning, the assessment technique/rubric for outcome 2 is as follows. A case study on the data-driven analysis of a marketing problem will be utilized. The case study will draw attention to strategic marketing problems, alternatives confronting the decision maker, available data, analytical tools, and presentation of recommendations to aid the decision maker. To conduct the case analysis, students need to have a theoretical understanding of strategic marketing topics, knowledge about data analytical techniques, the ability to identify alternative decisions based on the situation, the ability to present specific recommendations to the decision maker. The scoring rubric to determine each student’s grade will be based on the following: (1) understanding of the strategic marketing topics, (2) application of data analytical techniques, (3) identification of recommendations, and (4) quality of written responses. The weight of the case analysis will be 5-10% of the student’s grade in the class.

Learning Outcome 3: Design and execute marketing research projects tailored to the needs of strategic marketing programs.

In MKT 5323, Qualitative Research in Marketing, the assessment technique/rubric for outcome 3 is as follows. A team project will be used. Each team will be responsible for completing a qualitative research project for a local partner. The research project will require primary and secondary data. The project will require a written submission and an oral presentation. The full portion with the research findings and recommendation will be used for the assessment of outcome 3. Individual student’s grades may be adjusted based on peer evaluations. The total project will be worth 40 - 50% of the course grade. The written portion of the project will account for 90% of the project grade making this assessment worth 36% - 45% of the course grade.

In MKT 5340, Digital Marketing, the assessment technique/rubric for outcome 3 is as follows.Students will complete an individual assignment that involves analyzing Twitter data from an organization’s Twitter account using Excel. After completing an analysis of the data, students prepare a brief report and provide recommendations for tactics the organization might employ in the future when using Twitter for marketing purposes. Students are scored on a scale of 1-100 points based on the accuracy of their analysis of the data (up to 50 points) and quality of their recommendations (up to 50 points). This assessment counts as one assignment. Assignments scores are averaged together to comprise 10% of the student’s final grade in the course.

Learning Outcome 4: Analyze data, interpret information, and make marketing recommendations while utilizing analytical skills and critical thinking.

In MKT 5345, Marketing Analytics, the assessment technique/rubric for outcome 4 is as follows.For assessing learning outcome 4, an assignment will be utilized. The goal of this assignment is to analyze a transactional dataset and offer specific strategies to increase customer engagement and improve sales performance. A sample transactional database will be shared with students. The data contains the items purchased by different customers over a period of time. Students should complete the following steps: 1) find the frequent itemsets (i.e., products that are frequently sold together), 2) use association rules for extracting patterns in transactions, and 3) offer specific marketing plans based on the output of the analysis to increase customer engagement and to improve sales. In evaluating student responses, these three steps will be used as dimensions of a scoring rubric to determine each student’s grade. Exceptional answers will demonstrate a thorough understanding of the steps and reflect knowledge of the implications of or application to businesses. Acceptable answers will prove sufficient knowledge of the subject. Unacceptable answers will fail to display an understanding of the subject. In MKT 5345, the data gathered from the assessment for outcome 4 comprises 5% of the overall course grade. That is, the weight of this assignment is 5% of the final student’s grade in the course.

In MKT 5350, Strategic Marketing Analysis and Planning, the assessment technique/rubric for outcome 4 is as follows. Two embedded short answer/essay exam questions on specific aspects of marketing research and analysis will be used to assess students’ ability use critical and analytical thinking to make recommendations. Exceptional answers will demonstrate a thorough understanding of the subject and the implications of marketing research and analysis to businesses. Acceptable answers will demonstrate sufficient understanding of the subject and the implications of marketing research and analysis to businesses. Unacceptable answers will fail to demonstrate understanding of the subject and the implications of marketing research and analysis to businesses. The weight of the assessment will be 5-10% of the student’s grade in the class.

Learning Outcome 5: Students will author effective reports and presentations to communicate research findings and recommendations.

In MKT 5323, Qualitative Research in Marketing, the assessment technique/rubric for outcome 5 is as follows. An individual assignment will be used for the writing portion of outcome 5. Students will be responsible for conducting and transcribing two depth interviews using a provided interview protocol. Also, each student will be required to write a memo summarizing the results and make recommendations based on the two depth interviews. The writing portion of the assignment will be assessed based on: topic development/content, clarity, layout/formatting, organization and grammar. Exceptional answers will offer a well-developed, organized, easy-to-read memo that is properly formatted with no or very few grammar errors. Acceptable answers will prove sufficient content but will have a few issues with clarity, layout/formatting, organization, and/or grammar. Unacceptable answers will provide poorly developed responses with numerous issues regarding formatting, clarity, and/or grammar. The total assignment will be worth 10% - 15% of the final course grade. The memo part of the assignment will be worth 20% percent of the assignment, making it worth 2% - 3% of the student’s final grade in the course.

In MKT 5340, Digital Marketing, the assessment technique/rubric for outcome 5 is as follows. A case-study style presentation of digital marketing articles will be used for assessment of the oral portion of outcome 5. The presentations will be conducted by small group of 3 students. The group will work together to select articles related to an assigned digital marketing topic and to create a presentation. The group will deliver a 10-15-minute presentation of the articles during class. Subsequently, the group will lead a class discussion on the articles and 3 open-ended discussion questions they prepare in advance of their presentation. Each student in the group will be individually assessed on their oral communication skills during the presentation and subsequent discussion. Specifically, students will receive an overall score between 1 and 40 points based on the following communication criteria: professionalism, eye contact, poise/body language, appropriate volume, clear speech, and speed. The weight of the individual assessment of oral communication skills is equal to 4% of the student’s final grade in the course.

\*\*\* MSMR Fall 2020 Exit Survey

**MSMRA Exit Survey Report**

This report is intended to summarize the results of the MSMRA Exit Survey, which was given to students graduating from the TXST MSMRA Program in Dec. 2020.

**Please rate your overall satisfaction with the program.**

Answer Choice Scale:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Extremely satisfied(7) | Moderately satisfied(6) | Slightly satisfied(5) | Neither satisfied nor dissatisfied(4) | Slightly dissatisfied(3) | Moderately dissatisfied(2) | Extremely dissatisfied(1) |

Mean Answer Choice: 6.2

All survey participants were satisfied with the program overall, with 80% being moderately satisfied and 20% extremely satisfied.

**How likely are you to recommend the MSMRA Program to others?**

Answer Choice Scale:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Extremely likely(7) | Moderately likely(6) | Slightly likely(5) | Neither likely nor likely(4) | Slightly unlikely(3) | Moderately unlikely(2) | Extremely unlikely(1) |

Mean Answer Choice: 6.6

All survey participants stated they are likely to recommend the program to others, with 60% being extremely likely and 40% moderately likely to recommend the program.

**Thinking back to your expectations of the program when you started, how did the program meet your expectations?**

Answer Choice Scale:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Far exceeded expectations(5) | Exceeded expectations(4) | Equaled expectations(3) | Short of expectations(2) | Far short of expectations(1) |

Mean Answer Choice: 3.8

80% of survey participants stated the program exceeded their expectations from when they started, while 20% of survey participants stated that the program equaled their expectations.

**Which class or classes did you find most beneficial during your time in the MSMRA Program? Why?**

Open-ended Responses:

* I found Marketing Analytics and Advanced Business Statistics to be the most beneficial classes in the program. This is because these classes represent the essence of why I decided to enroll in the program. I finished both classes with a feeling that I learned something new and attained skills that would help me succeed in the future.
* Digital Marketing, the course and certifications that came along with it helped me attain my correct job as an SEO Specialist type of position.
* Digital marketing, the stats class with Dr. Musal, both quantitative and qualitative classes with Dr. Sierra and Dr. Rayburn, and Dr. Moradi's data course. These courses I feel gave me skills that translate well to the real world and what is expected from me from future employers. Each of the professors for these courses went above and beyond to ensure that we understood the content we were being taught.
* Marketing Analysis with Dr. Moradi and Digital Marketing with Dr. Syrdal
* Digital marketing, social media marketing because those classes helped improve my resume (marketing certifications) and best helped prepare me for a career

**Which class or classes did you find least beneficial during your time in the MSMRA Program? Why?**

Open-ended Responses:

* I disliked Marketing Management and the Financial perspective of the firm the most. I also did not really enjoy contemporary analysis topics because I felt the professor was unprepared and I already learned some of the topics in that class, but most of my dissatisfaction was related to circumstances that were created because of COVID so the program really isn’t at fault. My dislike of marketing management is due to the fact that we (undergrad marketing majors) had already taken a class that was a carbon copy of this class. Why are we taking a management class that incorporates theory when that was what undergrad was for? I feel like all classes in the program should be centered around skills for marketing analytics and marketing research because that's what I paid tuition for. My dislike for the finance class is similar to the reason I was upset about the marketing management class. We are marketing students, not MBA level finance students. I had only taken one finance class in undergrad and was underprepared for this course. I understand that as students we need to be well-rounded in all facets of business, but once again I enrolled in this program to gain experience and learn skills related to marketing analytics.
* Marketing Management, mainly because I don't apply it to my current job.
* Dr. Tanner's finance course. Nothing is wrong with the professor, but I fail to find the relevance in the course. This is a marketing program and this finance course was stressful and difficult, especially since I hadn't learned the material since junior year. This course expected you to know these concepts from a couple years ago and that was not the case.
* Finance/Accounting. Wish the class was more focused.
* BA 5352. We aren't finance majors.

**What recommendations do you have to improve the MSMRA Program?**

Open-ended Responses:

* My recommendations are mostly laid out in the previous section. I understand that this program was brand new and some classes were needed to fill the gaps because we most likely did not have enough new courses or professors to fill the program with only marketing analytics based courses. Also, COVID disrupted a large portion of my experience with the program so no one is at fault for that.
* I like the certifications, it really helps out finding a job prospect, so maybe implementing more certifications when taking courses. Also, somehow setup a way to meet potential employers like a showcase.
* If possible, please move the capstone to a fall or spring semester. With the way the project is structured, only having five weeks was a really stressful timeline. Having the course be ten weeks instead of five would improve the learning experience, helping students to retain more information instead of having to quickly learn material and regurgitate it into a project quickly.
* I had a great time. I think that being the first cohort during a pandemic, it went as best it could.

Faculty involvement in the process

The entire review process is faculty driven. Together the MSMRA Graduate Faculty determine the learning goals for the program and which learning goals will be assessed in which classes. Faculty that teach a particular required MSMRA course meet annually to discuss the assessment results, and make any necessary adjustments.

**Learner Development**

Admission requirements

The MSMRA Admissions Committee takes a holistic approach when reviewing applications. If an applicant has a below average last 60 hours GPA, they will look for something to offset it, like an above average GMAT or GRE. Relevant work experience and recommendations are also considered. Essays are evaluated to gauge interest in the program as well as ability the write and develop thoughts. The Admissions Committee is attempting to determine whether they think an individual will be successful in the program.

Advising

The coordinator of the program is also the advisor to the MSRA students. The advisor meets with students individual before they begin the program. In addition, the advisor hosts group advising sessions as well as individual sessions to help current student register. In addition, the advisor is available to meet with any MSMRA student to visit about relevant issues such as declaring the thesis option or career options.

Student intervention process

If a student’s GPA falls below 3.0, they are automatically put on academic probation by the Graduate College. The Graduate College requires that they student’s GPA equal or exceed 3.0 by the end of the next semester. When this occurs, the MSMRA advisor meets with the student to design a plan to get the student back on track. In some cases, this may require retaking one or more courses. In other cases, it may be the student takes fewer hours. In all cases, it is made clear to the student what they must do to avoid academic suspension and return to good academic standing. The Associate Dean for Graduate Programs generally reviews each probationary student’s plan.

When was the program last updated?

Curriculum was last reviewed by the Marketing Department Graduate faculty during Summer 2020; after the first year of the program’s existence.

What changes were made?

BA 5352 is a required class that use to be a combination of accounting and finance. It as recently changed to be just a finance class (FIN 52352). As a result, it was decided that it was okay for students to take either ACC 5361 or FIN 5352. In addition, after analyzing job postings and feedback from the Marketing Department Advisory Board, it was decided to add an Artificial Intelligence and Data Visualization elective.

Describe where changes to the curriculum were due to the AoL process.

This will be our first semester assessing learning outcomes so no changes have been made yet.

What curricular changes are planned for the future?

There is current consideration whether the department should develop its own course to replace the BA 5352 course. The thought is that this would give the department control over content and it would let us better tailor the course to the needs of the MSMRA students. BA 5352 use to be a mix of accounting and finance and now it is strictly finance and we do not think it any longer meets the needs of our students.

How does the program take action when learners have not met competency goals?

We will be assessing learning goals for the first time this year. If goals are not met, the faculty teaching the courses where the goals were not met will meet and discuss the issue and corrective action will be taken. This may be in the form of revising how the material is taught or a revision in the assessment method.