Impact

Innovative

Approach & Findings

Key Marketing Concept Gaps

Approach

- Input from faculty subject matter experts to create outline of key marketing concepts
- Identified potential gaps through external and internal review process

Findings

- External Review:
  - PAC direction: enhance foundational understanding of key marketing content early in program
  - Focus on building digital media content & skills
- Canadian Marketing Association trends:
  - Growth in digital, social media & mobile marketing strategies
  - Content marketing
  - Data management analytics

- Internal Review:
  - Core Course Textbook Review:
    - Emerging areas of marketing focus & interest:
      - Designing/managing services
      - B2B marketing
      - Consumer behaviour
      - Customer Relationship Marketing
      - Financial Analytics

Core Marketing Course Alignment

Approach

- Detailed review of textbooks, lesson plans & content delivery focus
- Reviewed each of the X number of identified Key Marketing Concepts

Findings

- Some key marketing concepts are modeled differently across courses

- Environmental Forces
- SWOT Analysis
- Segmentation/Targeting
- New Product Development Model

- This has potential to create student confusion and instructor inconsistency in delivery

Core Course Learning Outcome Scaffolding

Approach

- Reviewed each level of Learning Outcomes with identified Key Marketing Concepts:
  - Ministry Program Standards
  - Sheridan Pilon School of Business Core Marketing Courses
  - Weekly Lesson Plans

Findings

- Good coverage from holistic view
- Questions to focus on the same course
- Sequencing opportunity across 2 & 3 year program

Recommendations

- RELEVANT

1. Drive deeper foundational concept delivery and incorporate in core course Learning Outcomes
2. Increase focus on digital and mobile marketing content & skills
3. Evaluate potential emerging concept gaps & address across core marketing course redesigns. Specifically:
   - Marketing Services
   - Consumer Behaviour
   - Integrated Marketing Communication

4. Incorporate CRM, Big Data & Financial Analytics within current course design & Learning Outcomes

- CONSISTENT

1. Leverage specific currently employed Models of key marketing concepts across all core courses. Specifically:
   - Marketing & Macro-Environmental Factors
   - IAP Micro-Environmental Actors
   - New Product Development Process

2. Create suite of Sheridan Pilon School of Business branded templates for the following key marketing concepts:

   a. Environmental Scan
   - Macro & Micro
   - SWOT
   - Segmentation
   - Positioning & Positioning Maps
   - New Product Development Process
   - Market Research Process

- PROGRESSIVE

1. Employ holistic approach to learning outcomes, designed backward from:
   - Program Foundation
   - Course Level 1: Core Content
   - Course Level 2: Advanced Theory & Application

2. Build Learning Outcomes forward by decreasing holistically across Core Courses focused on broad directional gaps at Year 2 & 3:
   - Foundation
   - Core & Honors Foundation
   - Year 2 & 3: Advanced Theory & Application

3. Create a communication plan outlining the scaffolded approach to program learning outcomes and key marketing concept delivery over the 2 & 3 year Program

- QUALITY IMPACT

- Innovative

- Sustainable

- Addressing potential gaps in the key marketing concepts offered, allows Sheridan to remain both relevant and differentiated in the business community and with current and prospective students

- Creating a suite of Sheridan Pilon School of Business branded templates enables students to access key marketing models throughout their Sheridan academic life and into their individual career choices

- Housing these key marketing templates in the Sheridan Business library, provides centralized access for instructors and students, and can be continuously updated for enhanced relevancy.