TO INFLUENCE IS TO IMPACT
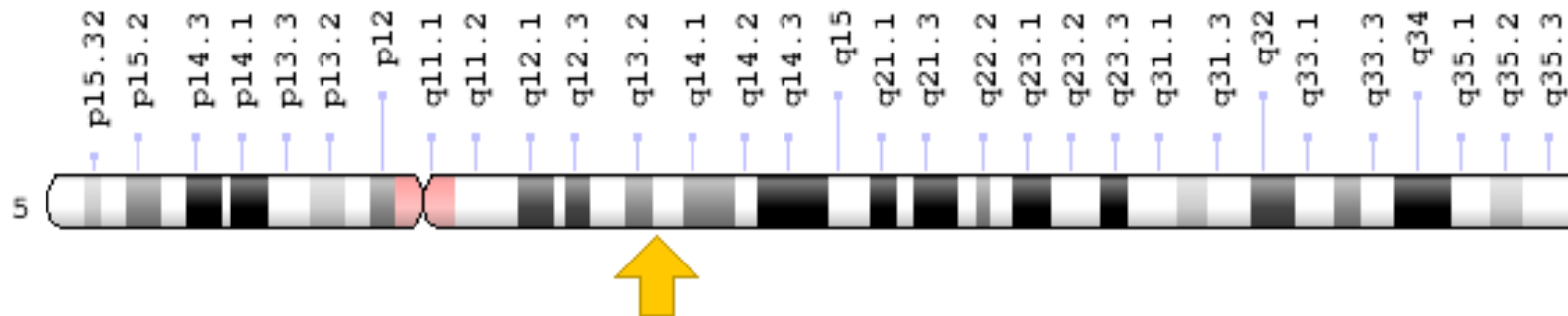
ASSESSMENT AND

MARKETING 101

LEARNING OUTCOMES

1. Understand the foundational concepts of marketing.

2. Identify several descriptive methods that can be used to summarize a data.

3. Learn how assessment and marketing can be an alliance in higher education.

WHO ARE THOSE GUYS?

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Graduate Assistant, Assessment & Research
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Associate Director, Marketing & Strategic Communication
Student Development | Transitions | Marketing

BUT REALLY THOUGH...

ASSESSMENT

- Not be afraid of assessment.
  - Be Brave about Numbers
- Make it a part of everyday practice.

MARKETING

- Just because marketing is not in your title doesn't mean you can't or shouldn't.
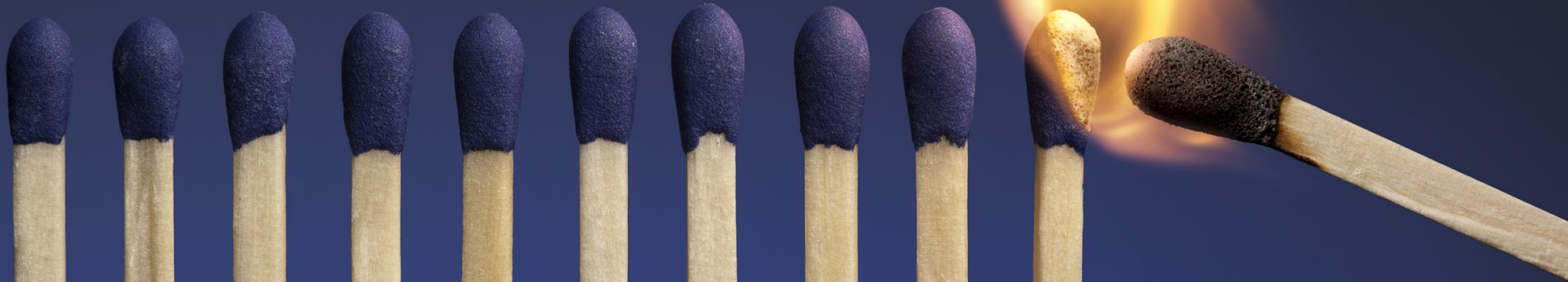- Make it a part of everyday practice.

INFLUENCE

The capacity to have an effect on the character, development, or behavior of someone or something, or the effect itself.

What will you learn?

What did you learn?

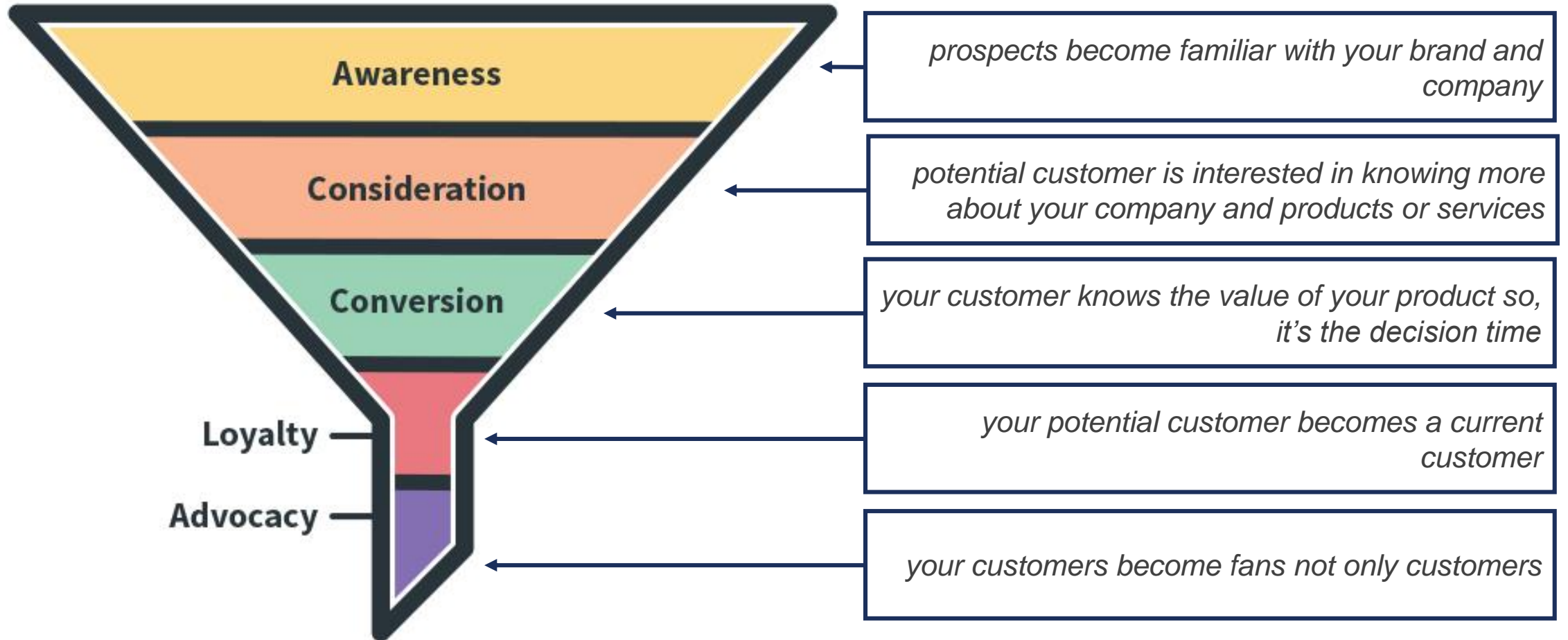# IT'S KIND OF MAGIC...

...WITHOUT THE TRICKS

MARKETING

COLLIDE

MAGIC

ASSESSMENT

WE'LL LEAVE THE LIGHT ON.

Where the heck are my COOKIES?

MARKETING FUNNEL

Awareness

Consideration

Conversion

Loyalty

Advocacy

prospects become familiar with your brand and company

potential customer is interested in knowing more about your company and products or services

your customer knows the value of your product so, it's the decision time

your potential customer becomes a current customer

your customers become fans not only customers

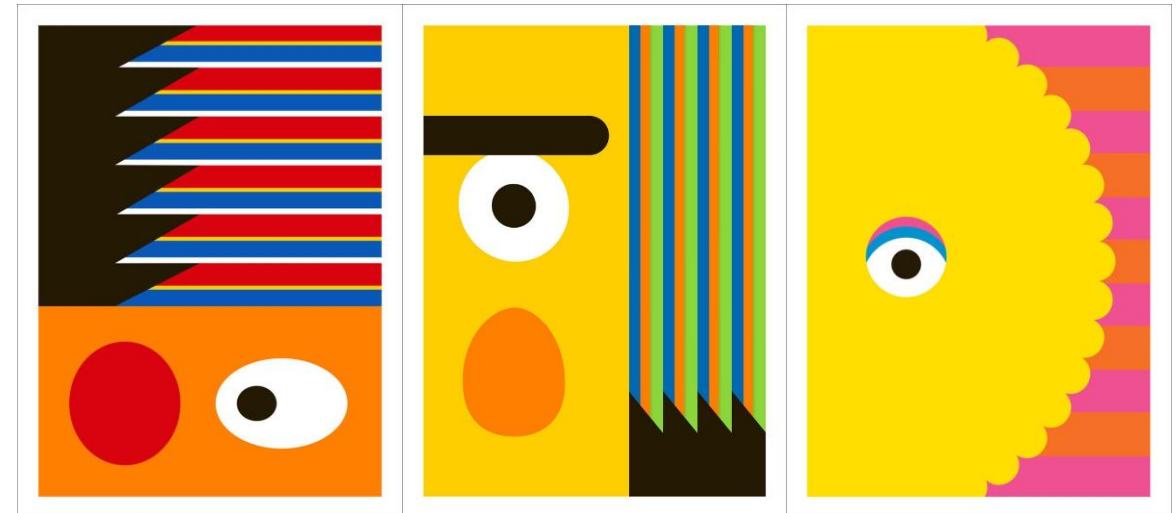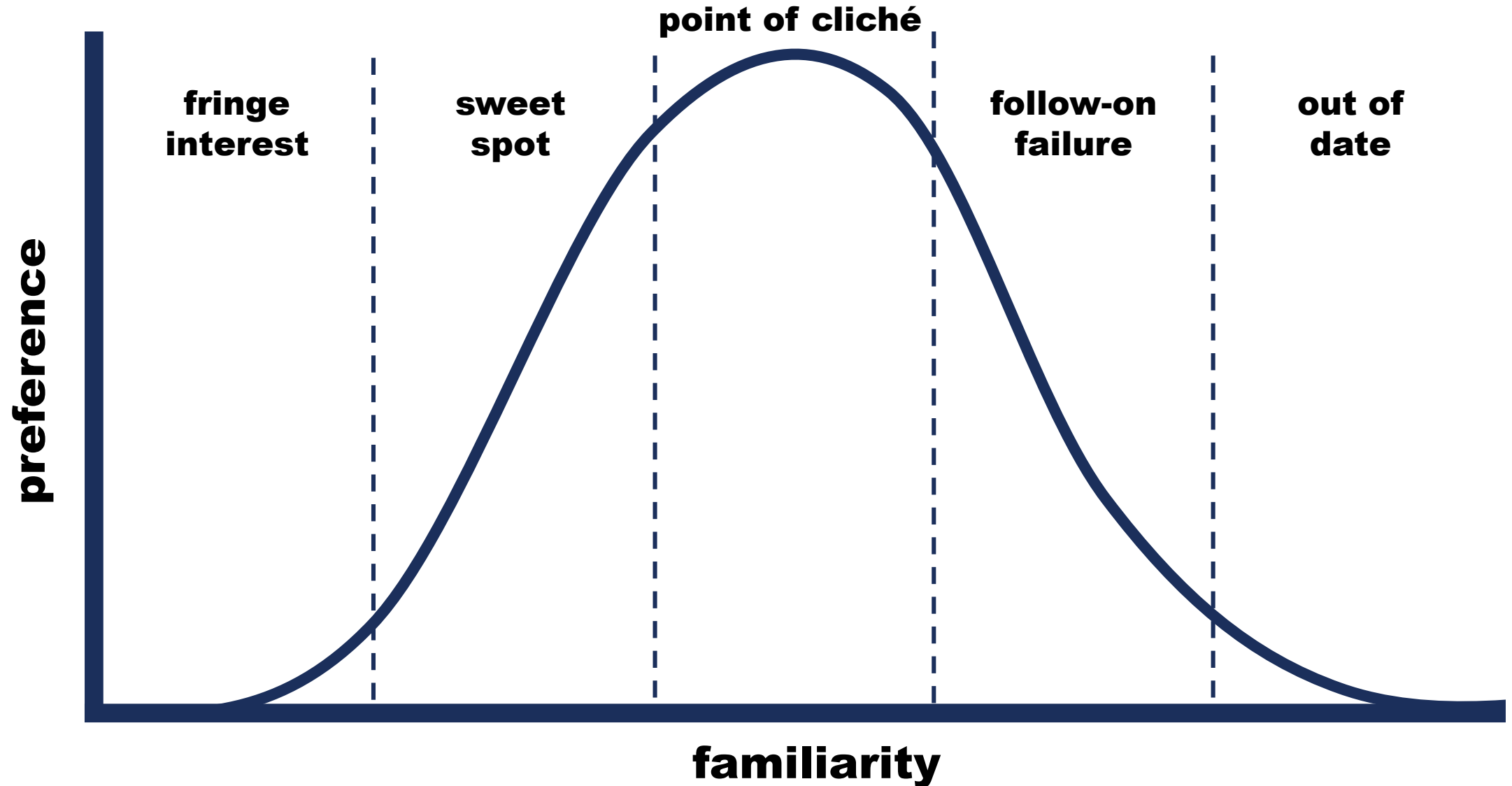Marketing funnel in 5 steps to improve your sales. (n.d.). Retrieved from https://code95.com/blog/marketing-funnel-5-steps/

1. Start with the behavior and then cultivate message
   • User/ Audience First

2. Balance Familiarity with Novelty

THE CREATIVE CURVE

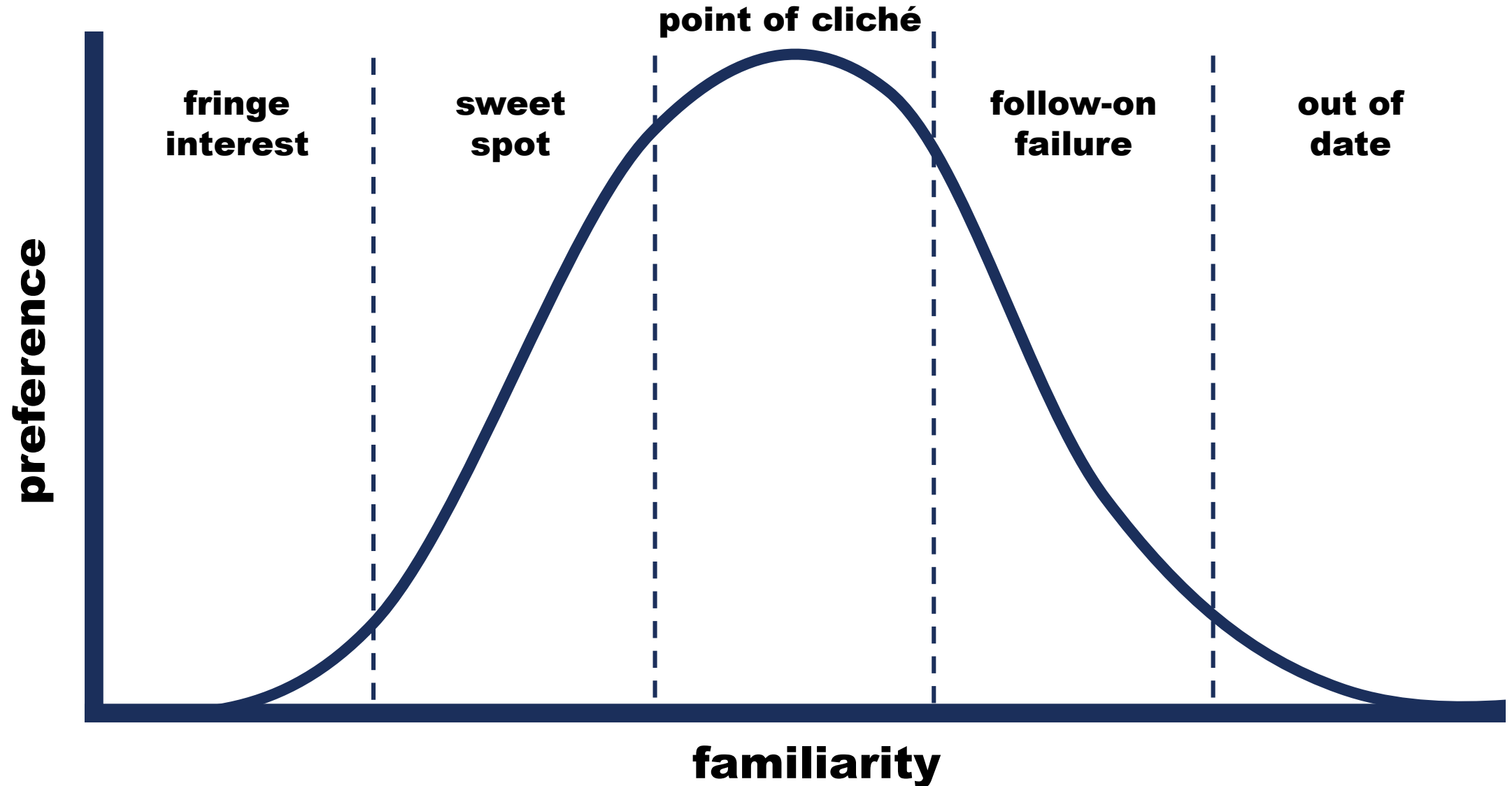*(Gannett, 2018)*

point of cliché

fringe interest

sweet spot

follow-on failure

out of date

preference

familiarity

THE CREATIVE CURVE

(Gannett, 2018)

point of cliché

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FOUR STEP ITERATE PROCESS

(Gannett, 2018)

1. Conceptualization – Big List of Ideas (Trend Tracking)
2. Reduction – How likely would you to use it?
3. Curation – Constraints and Testing
4. Feedback – Listen to Consumers (Students)

WHAT'S NEXT

1. Journey Map it – Everything is an experience
2. Design Moments – Get it, don't mess with it
3. Measure Memories
4. People vs Consumers – Change language to view the world differently
5. Heck with Convenience – Commodity vision of an experience
   1. Give them something to work for
   2. Time is worth something
   3. Need to make others think

(Keller, Marino, & Wallace, 2016)

IT IS TIME TO TAKE OUT THE GARBAGE.

"There are three kinds of people in the world: Those who can count and those who cannot."
~Unknown

IMPORTANCE OF ASSESSMENT

Why it is important?

- According to NASPA good assessment;
  - Support the success of students, programs, and institutions
  - By clearly communicated learning outcomes, solid methodology, and the informed used of data.
  - Assessment, Evaluation, and Research (AER) identified as one of the competency area for student affairs professionals.
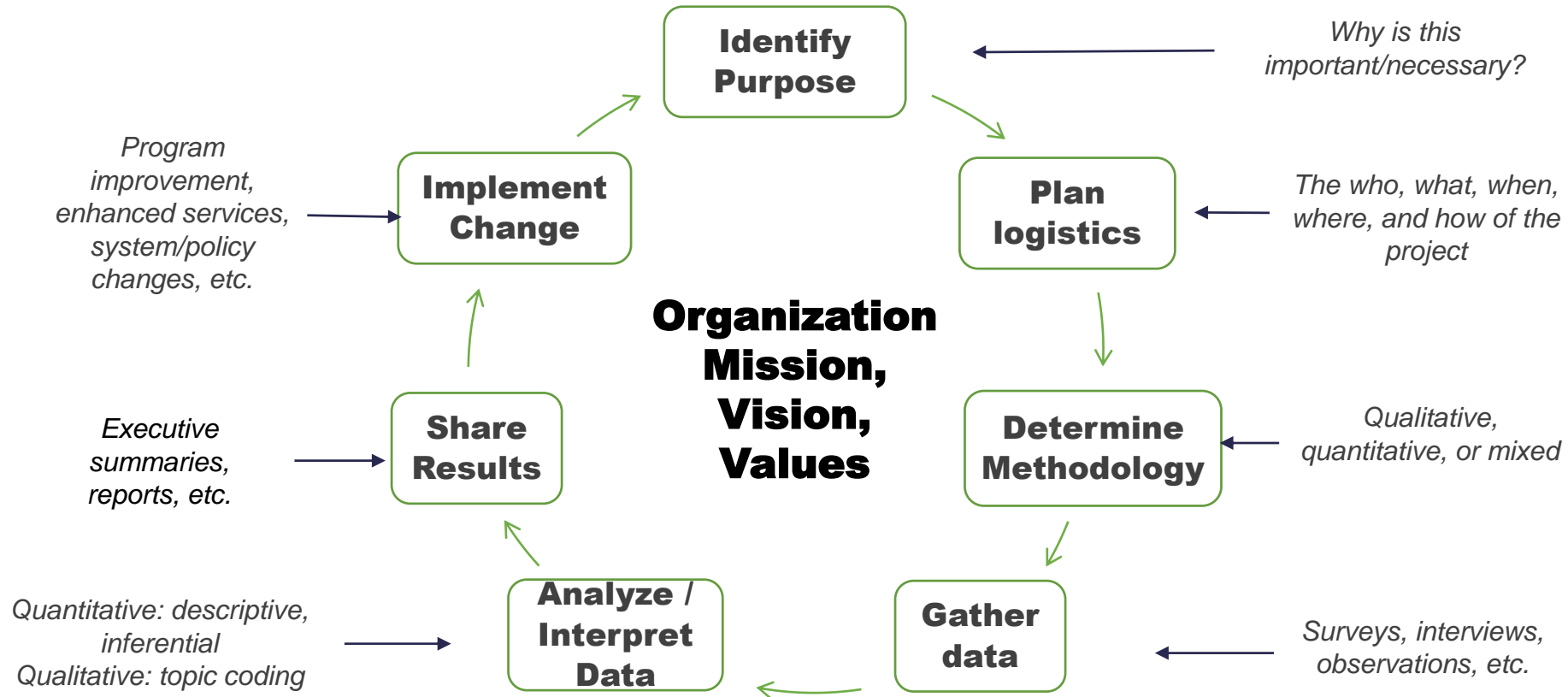
  The major objective of assessment is to provide empirical foundation to the decision making process.

  ❑ Evaluate the effectiveness of a program,

  ❑ Find issues and opportunities,

  ❑ Measure the outcomes, or monitor the progress,

  ❑ Transform data points to information.

  Statistical analysis for assessment and student affairs is often descriptive statistics. (Middaugh, 2011)

"Assessment and evaluation's importance to the field of student affairs continues to grow every day." NASPA

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THE ASSESSMENT CYCLE

Identify Purpose — *Why is this important/necessary?*

Plan logistics — *The who, what, when, where, and how of the project*

Determine Methodology — *Qualitative, quantitative, or mixed*

Gather data — *Surveys, interviews, observations, etc.*

Analyze / Interpret Data — *Quantitative: descriptive, inferential / Qualitative: topic coding*

Share Results — *Executive summaries, reports, etc.*

Implement Change — *Program improvement, enhanced services, system/policy changes, etc.*

Organization Mission, Vision, Values

THE QUALITY OF AN ASSESSMENT

The Standards for Educational and Psychological Testing (1954 - 2014)

3 Foundations of Test Standards

1- Validity: "refers to the appropriateness, meaningfulness, and usefulness of the specific inferences" made from the measures (APA, 1985 p. 9).

Are we measuring the variable that we are trying to measure?

Are we reaching an accurate conclusion based on our findings?

2- Reliability: Consistency of the score across replications. " free from errors of measurement" (APA, 1985 p. 19).

Is the measure consistent?

3- Fairness: tests have same meaning and uses for all examinees. Standard 3.2 – the affects of linguistic, communicative, cognitive, cultural, physical or other characteristics need to be minimize.

Does your test contain any biased or offensive material for any group?

SAMPLE AND POPULATION

SAMPLE

- Set of actual observations. Subset of the population. The sample is the group of people that the researcher actually collect data.

- E.g., Political Election

(Howell, 2014)
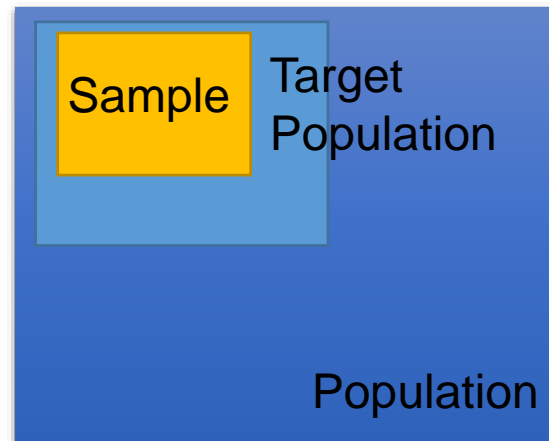
POPULATION

- The population can be defined as the entire group in which you are interested.

- E.g., International Students

(Howell, 2014)

QUALITATIVE METHODOLOGIES

1- Biography

2- Case Study

3- Grounded Theory

4- Phenomenology

5- Ethnography

Data collections for these methods:

1- Interviews,

2- Focus groups,

3- Document/text reviews.

Analytic Methods:

1- Content analysis,

2- Thematic analysis,

3- Open coding,

4- Axial coding.

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QUANTITATIVE APPROACHES

Types of Statistics: Descriptive Statistics and Inferential Statistics

DESCRIPTIVE STATISTICS

➢ Your Sample

➢ The purpose of the descriptive statistics is to describe the characteristics of a set of data.

➢ Summarize, highlight and organize the data with clear and convenient fashion.

➢ E.g., GPA is a descriptive statistics of your academic terms.

(Welkowitz, Cohen, & Ewen, 2006)

INFERENTIAL STATISTICS

➢ From Sample to Population

➢ The purpose of the inferential statistics is to make inferences from samples to the populations.

➢ It is not possible to measure all the possible cases in behavioral science.

➢ E.g., Political Elections

(Sriram, 2017)

STATISTICS

DESCRIPTIVE STATISTICS

➢1- Measures of Central Tendency (Mean, Mode and Median)

➢2- Variability (Standard Deviation, Range, Variance)

➢3- Z-score

➢4- Correlation coefficient

INFERENTIAL STATISTICS

➢1- Parametric Statistics (Normal Distribution)

➢2- Nonparametric Statistics

MEASURES OF CENTRAL TENDENCY

Mean (Average)

- The mean is the average number which can be calculated as adding all the numbers and then dividing by the number of data points.

- Mean= $\dfrac{\text{sum of data}}{\text{\# of data points}}$

Mode

- The mode is the value that occurs highest number of times. The most frequent number.

Median

The median is the middle value in the list of the numbers. The median can be found by ordering all the data points and picking up the one in the middle.

What is the mean of the following numbers?

- 2, 4, 6, 4, 9

$$Mean = \frac{2+4+6+4+9}{5} = \frac{25}{5} = 5$$

What is the median of the Following numbers?

- 2, 4, 6, 4, 9   or   2, 4, 6, 4, 9, 8

2, 4, **4**, 6, 9   or   2, 4, **4, 6,** 8, 9

4   **10/5=5**

WHAT IS THE MODE OF THE FOLLOWING NUMBERS?

2, 4, 6, 4, 9

4

STANDARD DEVIATION

is the average distance of scores from the mean.

Data-1 Score	Data-2 Score
1	5
2	6
3	5
4	6
5	5
6	6
7	5
8	6
9	5
10	6

Data 1 Mean: 5.5

Data 2 Mean: 5.5

if mean is meant to capture the typical score it does a bad job with the Data-1.

Standard Deviation Data 1: 0.5

Standard Deviation Data 2: 2.5

Data-1	Mean	Distance
1	5.5	4.5
2	5.5	3.5
3	5.5	2.5
4	5.5	1.5
5	5.5	0.5
6	5.5	0.5
7	5.5	1.5
8	5.5	2.5
9	5.5	3.5
10	5.5	4.5

$$\frac{\text{Sum of Distance}}{\text{Number of scores}}$$

25/10=2.5

STANDARD DEVIATION

❖ A small stand deviation indicates that most scores are closer to the mean.

❖ A larger standard deviation reflects that most scores spread out from the mean.

Importance of the standard deviation

1- It is easy to understand when you used it a few times,

2- It tells you when the mean can be trusted,

3- It is critical for inferential statistics (Norman distribution) (Sriram, 2017).

How to calculate mean and Standard Deviation in Excel?

HOW DO WE MAKE THIS SIMPLE?

- Balance Quantity with Quality

- Colleagues are here to help.

- Start with behavior/ learning outcome in mind.

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So now what?

Assessment can influence marketing.

Connect the dots for students.

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