

# Curriculum Quality and its Impact on Students and Universities

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# Insights from Two New Papers:

- Schlee & Karns (JME, August 2017)
- Bacon (JME, August 2017)

(Special issue on workplace readiness)

# Schlee & Karns Methodology

- 210 job postings (Indeed.com, LinkedIn)
- Entry level jobs only
- Four-year degree required
- DV = posted salary, IV = job requirements

# Schlee & Karns Results Summary

	% of Ads	Phi	Sig
<u>Conceptual Knowledge</u>			
Selling	44%	0.31	<.01
Global Marketing	2%	0.17	0.10
<u>Technical Skills</u>			
Database	23%	0.23	<.01
Statistical Software	13%	0.26	<.01
<u>General Skills</u>			
Problem Solving	44%	0.41	<.01
Hard Worker	25%	0.39	<.01

# Bacon Methodology

- Qualtrics panel survey of 864 marketing professionals
- DVs:  $\text{Ln}(\text{income})$
- IVs: Education, major, GPA, experience, management, location (state), gender

# Bacon Summary Results

- Marketing degree associated with higher pay but not higher than other majors
- Other significant variables: experience, GPA, MBA, gender

# Synthesis

- The content of the marketing major is not aligned with market needs
  - General skills in general demand
  - Selective (Tech) skills in selective demand
- A college degree may matter more than a marketing major
  - General skills transcend major

# Conclusions

- Marketing education should emphasize general skills
  - But keep majors in their topic passion zone
- Programs should facilitate development of selective skills
  - Partner with industry certifications?
  - Internships?