

POSITION PAPERS

Title: All-or-Nothing Performance Assessment

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This position paper presents an innovative approach to course design centered on student engagement, active and self-regulated learning, cooperative participation and assessing student grades based entirely on active performance. This experimental design was implemented over two years across three separate sections of a junior-level consumer behavior course, and qualitative feedback suggest that students felt more free to enjoy the learning process without the pressure and anxiety related to examinations and deliverables, students found the approach managerial in nature by building collaborative accountability into coursework.

Purpose of the Study: To introduce an innovative, entirely performance-based approach to course design.

Method/Design and Sample: Three sections of undergraduate consumer behavior over two years.

Results: Self-reported increase in student enjoyment, engagement, and learning.

Value to Marketing Education: This paper challenges the assumptions of course design and testing requirements.

Keywords: student engagement, self-regulated learning, participation, performance.

Title: Louis Vuitton at Yale: College Choice and the Extended Self

Authors: David S. Ackerman, Professor, California State University Northridge (david.s.ackerman@csun.edu); Emi Moriuchi, Assistant Professor, Rochester Institute of Technology; Order of names is alphabetical. Both authors contributed equally to this manuscript.*

Abstract

This position paper looks at the decision to choose higher education from a consumer behavior perspective, how it is instrumental in the process by which students construct themselves, their extended selves. Belk (1988) found that one's possessions were both a major contributor to and a reflection of self-identity. Thinking about the purpose and value of higher education in America can be categorized into two dominant types of narratives. The more traditional perspective is that higher education serves a higher purpose in that it prepares students to be better people and better citizens. A second perspective is the view that the purpose and value of higher education is in career preparation. Regardless of the perspective students hold, the

purpose and value of higher education can depend on socio-economic factors as well as on the school they hope to attend.

References and further details please contact the author with “*.”

Title: Case Study: You Can’t Make Students Do What They Don’t Value: Motivating Business Students to Graduate Early

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Purpose of the Study

Across the Cal State University System, the 4-year graduation rate was 25.5% in 2018. Low GPA, financial debt, underutilization of campus support services and being a transfer students can increase the time to graduation (Letkiewicz, Lim, & Heckman, 2014; Scott, Bailey & Kienzl, 2006). Many universities trying to address this issue have had some success. Actions undertaken include meeting with advisors, changing the tuition structure, and creating student community (Adams, 2011; Vedder, 2017). While universities are addressing the “supply side”, they have not addressed the “demand side”--increasing students’ motivation to graduate faster. Accordingly, our study aims at decreasing “time to degree” by proposing a novel approach—creating an awareness program, which will emphasize the financial benefits of early graduation.

Methodology

During exploratory research, a poll in one of the large marketing sections was undertaken to determine how many students understood the long-term financial implications of delaying graduation. Students were then informed about the lifetime cost of delaying graduation. (The “loss” is in the vicinity of \$100K for each year of delay in graduation.) Student reaction to the information was then queried. The sample comprised 205 students from all departments within the business school.

Results

Before students were exposed to the information, only 2%-3% were aware of the financial impact. After they were exposed to the information, over half who saw it were motivated to explore graduating in 4 years. We hope to share detailed results from the full-scale implementation of the program.

Value to Marketing Education

First, as educators, we want to prime our students for success. We do so by teaching them real world marketing skills and knowledge, as well as soft skills. Increasing their graduation rate is another way to grow their success; it places them in a superior financial position for life. Second,