Students are challenged to think about their own purchase behaviors as to the "why" they are loyal or non-loyal using data that they have revealed. The study is unique in that students provide their own purchasing insights for each of twenty rapid-repurchase cycle products, as well as insights into their own overall extent of brand loyalty behavior. The collected student data are aggregated and partitioned into two categories: higher loyalty and lesser loyalty products using t-Test departures from an overall brand loyalty assessment. The resulting groupings are used to have students assess "why" the evidenced results are occurring. Students can thus reveal why they stay with brands in some product categories and why they switch brands in other product categories.

Ensuing class discussions let students reveal they why behind behavior in ways that textbooks do not provide. The discussions also allow students to see that the same behavior may be a function of different considerations many of which are capable of segmentation.

<p style="text-align:center">References Available upon Request</p>

Title: Hype or Help? Understanding the Desirability of Digital Marketing Certifications and Industry Need

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Purpose of the Study:
The question of how students can acquire and effectively demonstrate digital marketing skills is an important one for marketing educators. An array of digital marketing projects, courses (e.g. Digital Marketing, Social Media Marketing, and Digital Analytics) and degree programs have recently been created to prepare future digital marketers. Yet, an additional proposed way to develop competence in digital marketing is through Industry certifications that concentrate on topics (e.g. Hubspot Inbound Certification) and technology platforms (e.g. Google Analytics Certification) (Munoz & Wood, 2015; Staton, 2016). These certifications could also prove to be a desirable form of qualification signaling to industry professionals, with some anecdotal evidence suggesting that they have positively influenced hiring decisions (Staton, 2016). To better understand digital marketing skill and certification demand, this research is guided by several research questions: Which certifications are exhibiting the most interest by certification-seekers? Which certifications are most frequently sought by employers overall and in proportion to the skills those certifications are designed to demonstrate? Which skills that correspond to the available certifications are most frequently sought by employers?

Method/Design and Sample:
Two types of data comprise this research: search volume data as a representation of market demand for certifications, and job listing website data as an indication of demand for certified market applicants and corresponding certification-related skills. All data were collected on a

randomly selected day in November, 2018. Search data are US-only using SEMrush for this research to identify the average number of monthly searches (rounded by Google) for each keyword. Keywords related to variations of the following certifications: Google Ad/Adwords, Google Analytics, Bing Advertising, Facebook Blueprint, Hootsuite and Hubspot (Inbound, Inbound Marketing, Email Marketing, Content Marketing, and Social Media). Job listing data, which included mention of marketing certifications was drawn from Indeed, LinkedIn and Ziprecruiter job listing websites.

Results:

Certification Market and Employer Demand
We determined certification market demand using monthly searches for the name of each certification. Our findings suggest that the available platform-specific certifications exhibit greater average monthly search demand than more general topic certifications in digital marketing. Google demonstrates an outsized presence in findings with at least 10 times the search volume for its Analytics and Ads compared with other platforms. Our data also suggests that both Facebook and Hootsuite certifications enjoy strong awareness. Nationally, Google certifications have the greatest demand by employers in job postings. Generally, platform certifications exceed specific Hubspot certifications in demand.

Marketing Technology Certification Penetration
In order to understand the industry penetration of the five marketing technology certifications, we compared the average inclusion of certifications mentioned on job websites to the average number of times the underlying technology was mentioned in listings on the same websites during the same sample period. Findings revealed that certifications that enjoy more penetration among employers are more likely to correspond to advertising platforms (i.e. Google Ads, Bing Ads and Facebook Blueprint). than analytics or social media.

Latent Certification Demand
In an effort to understand this latent certification demand and the potential for certification growth, we generated keyword queries that map to existing marketing platforms (i.e., "Adobe Analytics Certification") and digital marketing topics (i.e., "SEO certification."). These platforms and topics were sourced from multiple online lists of popular marketing tools and in-demand skills, resulting in an initial list of 43 marketing technology platforms and 18 topics. Using the resulting search keywords, we used SEMrush to measure the average monthly search volume on Google. Our research found that LinkedIn, WordPress, and Instagram are the three platforms with greatest unmet certification demand. Among topic certifications, we find demand for nearly every digital marketing topic.

Value to Marketing Education:
This research makes a number of contributions by addressing both the demand for certifications by searchers as well as by employers. We find that, in general, platform-based certifications from the likes of Google are searched far greater than free topic certifications like those offered by Hubspot. This suggests that searchers have greater desires to seek out credentialing around a

particular technology than a particular skill. We also find evidence that search demand for particular certifications is likely to grow in accordance with the certification's longevity. Interestingly, we find that search demand for specific platforms does not correspond perfectly to the frequency with which the same certifications are mentioned in job listings. For example, job websites mention Hootsuite certification an average of 2.33 times, while searchers seek the certification out 1,000 times per month. Thus, search popularity by the market does not necessarily produce certification desirability by employers. Educators should be aware of these distinctions and counsel students as to which certifications are truly valued by the market. Google certifications appear most valued, and this was verified by noting the broad range of job titles that identified Google certifications as a requirement. Among platform certifications, we also found that advertising-related certifications were more likely to be mentioned in job listings that mention a digital advertising platform. Finally, our research highlights the potential for new certification development based on search demand. Platforms like LinkedIn, Instagram, and WordPress and topics such as SEO and analytics already exhibit latent demand certifications. However, our research suggests that the topic certifications will be valued less by employers. Teaching digital marketing and social media courses can be daunting. While this research suggests that certifications as an explicit request from employers is low compared to the total volume of skills and platform terms requested on job listings, we see an opportunity for marketing educators to encourage students to qualify themselves for a large collective number of digital marketing jobs through certifications. We argue that as awareness of certifications increases, more organizations will request these credentials to verify aptitude in digital skills. Certification from an organization like Google likely holds greater validity in the minds of recruiters than receiving an "A" on an exam related to the same material. Thus, certifications really can help digital marketing educators and students.

References available upon request

Title: Student Perceptions of Quantitative Marketing Course Titles

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Abstract
With growing demand for marketing graduates with quantitative skills, many colleges and universities are developing degree programs and courses that focus on analytical skills. Unfortunately, marketing students are often regarded as having inferior quantitative skills, as compared to other business students. As such, marketing departments may face the challenge of motivating students to enroll in analytical courses. The course title and description is likely to play a role in influencing student perceptions of courses. Thus, our study compares student perceptions across two different titles of an analytical marketing course. Our results suggest that the title of the course has significant impact on student perception of the course. Our findings have direct implications for marketing departments that offer such courses.