

AD 97-98

# ADVERTISING (B.S.)

**Program Review**  
**September, 1997**  
**Ferris State University**

**TO: FSU PROGRAM REVIEW COMMITTEE**

**FROM: ADVERTISING REVIEW COMMITTEE**  
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**SUBJECT: ADVERTISING PROGRAM REVIEW**  
**DUE SEPTEMBER 15, 1997**

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The Advertising Program Review Committee respectfully submits the following document to the Program Review Committee for consideration of recommended changes.

As this report demonstrates, the Advertising Program at Ferris State is unique in two significant aspects. First, it is located in the College of Business instead of in a journalism department -- one of only a handful of Advertising programs in the nation providing students the positive benefits of a well-rounded business education. Second, the FSU Advertising Program offers specific, actionable, hands-on, practical learning in a depth and quality that is unequalled in the State of Michigan and beyond.

There are some areas for improvement as well, which the report will highlight and discuss. Two central issues for improvement revolve around technology and leadership. The Advertising Program has been hampered by a lack of dedicated computer equipment, instruction and support -- particularly in the Macintosh format that is used almost exclusively in the advertising field. In addition, the Advertising Program has suffered from lack of leadership -- it has never had a designated Program Coordinator with sanction, release time and responsibility to lead the program.

The Advertising Review and Analysis contained in this document is organized according to the following outline. Additional extensive support documents are available from the Chairman and are cited in this document.

- I. Introduction and Background of the Ferris Advertising Program
- II. Current Status of the Advertising Program -- Curriculum, Facilities and Staff
- III. Summary Findings of Surveys
  - A. Advertising Advisory Council
  - B. Alumni/Employer Survey
  - C. Student Survey
  - D. Faculty Survey
- IV. Summary of Market, Facilities and Curriculum
  - A. Facilities
  - B. Labor Market Analysis
  - C. Curriculum Analysis
- V. Program Profile Document
- VI. Strengths and Weaknesses of the Advertising Program
- VII. Recommended Changes to the Advertising Program
  - A. Curriculum
  - B. Facilities
  - C. Staff

# **I. INTRODUCTION AND BACKGROUND OF ADVERTISING PROGRAM**

At the turn of the century, journalist/ad man Albert Lasker and a few other notables including Grand Rapids native Claude Hopkins and Chicago-based Maxwell Sackheim started recording the “conventional wisdom” of advertising for the first time. Walter Dill Scott, author of *The Psychology of Advertising* and former president of Northwestern University, is acknowledged as the founder of formal advertising education, circa 1904-1918. In the 1920s a handful of academics began granting advertising the status of “academic subject.” Thus the FSU program, established in 1966, can be considered a relatively early entrant into the field.

The Advertising Program was established at Ferris State University by Professor Roland Hicks, who served the school from 1963 until his retirement in 1985. Current faculty members John Montgomery (1970) and Paul Jackson (1972) joined Hicks on staff a few years later, and current faculty member Tom Mehl joined the program in 1978. Direct marketing specialist Roy Ljunggren spent three academic years at Ferris (1987-90) and was replaced by current faculty member Susan K. Jones in 1990.

An advisory council of industry professionals informally oversees the FSU Advertising Program, meeting approximately twice each year to provide guidance on curriculum, career opportunities, and trends in the advertising field. There is no specific, outside accrediting body for the Advertising Program at FSU.

## **The Mission Statement for the Advertising Program is as follows:**

The Mission of the Advertising Program is to empower students to compete, succeed and advance in the fields of consumer and business-to-business advertising, direct marketing, and sales promotion. This Mission is accomplished by offering students a diverse array of specialized courses involving appropriate decision-making and creative technologies. These courses combine relevant marketing communications theory with practical applications and with appropriate hands-on technology for data base marketing, target marketing, and production.

### **Purposes:**

1. To provide students with a foundation of relevant marketing communications theory and practice.
2. To provide students with a competitive edge in employment and career advancement in consumer and business-to-business advertising, direct marketing and sales promotion.
3. To empower students to make marketing decisions using the most appropriate information technology while considering the societal impact of their decisions, the impact on their clients or employers, and the need to maintain the highest standards of business ethics.
4. To encourage students' personal growth and lifelong learning.

## **Goals:**

1. To increase students' competence in appropriate problem solving, decision-making, creative, and media technologies as part of an experiential, project-based advertising curriculum.
2. To increase public speaking, writing, and presentation skills of students.
3. To emphasize and enhance the unique advantages of FSU's advertising program as part of a marketing and business department rather than a journalism department and to use this advantage in student recruitment and retention, and in forging strong relationships with industry.
4. To emphasize and enhance the integrated marketing communications focus of Ferris State University's advertising curriculum.
5. To increase support for innovative teaching, faculty development, student advising, consulting, and applied research.
6. To increase support for meaningful student advertising internships in a diverse array of locations and settings.

## II. CURRENT STATUS OF THE ADVERTISING PROGRAM

### *Curriculum*

- Offers a practical, hands-on preparation for advertising practice including skills needed to pursue a career in the realms of creative, media, ad sales, and account management
- Provides students with the opportunity to specialize in direct marketing, general marketing, speech or other related fields through the “advertising electives” option
- Offers the opportunity for internship(s) for credit through the “advertising electives” option
- Provides depth of business and marketing courses (See checksheet in Appendix B)
- Provides for deep exposure to arts and sciences through the 40% general education requirement

### *Facilities and Equipment*

- Program uses regular FSU Business classrooms except for BUS 112, which is specially outfitted as an “ad lab” for layout and production (no computers -- only drawing tables)
- Faculty are equipped with Macintosh or PC in-office computers
- Program shares computer facilities, including the College of Business multi-media lab, with other Business programs

### *Staff*

- Four faculty members provide support to the advertising program. Each of these faculty members also teaches courses in other disciplines.

Paul Jackson specializes in Media, teaches Principles of Advertising, and provides service to PGM/PTM and other curricula with his class on Retail Promotion.

Susan Jones specializes in Direct Marketing, which is carries a MKTG prefix. Her advertising specialties are Ad Copy, Ad Management, and Business-to-Business Advertising.

Tom Mehl specializes in Principles of Advertising and frequently teaches Ad Campaigns. He also teaches a number of courses with MKTG prefixes, including Cases and Problems and Principles of Marketing.

John Montgomery specializes in Layout and Production. He also teaches a number of courses in retailing and marketing including Visual Merchandising and Professional Selling.

- The four faculty named above also share responsibilities for:
  - advising the Ferris Advertising Association
  - providing enrichment opportunities for FAA members and other advertising students
  - maintaining an active relationship with the Advertising Advisory Council
  - advising advertising students
  - informally maintaining alumni relations with advertising graduates
  - informally assisting students and alumni with placement in internships and permanent jobs.

### **III. -- SURVEYS**

#### **A. SUMMARY OF ADVERTISING ADVISORY COUNCIL COMMENTS**

*See Appendix A for Survey Document; See Advisory Council List in Appendix E.*

A 1/2 day meeting of the Advertising Advisory Council took place at the Applied Technology Center in Grand Rapids on April 1, 1997. The main topic of the agenda was for faculty to receive input from the advisors for use in the Advertising Program Review. Several Council members who could not attend submitted their comments in writing. Both comments at the meeting and in writing are reflected in this summary.

#### **STRENGTHS OF FSU ADVERTISING PROGRAM:**

- Small/personal attention
- Practical/copy and layout experience
- Connected to real world and providing strategic, hands-on know-how
- Dedicated faculty with good backgrounds
- Diversity of program faculty backgrounds/expertise in diverse fields
- Marketing and general business courses required (well-rounded background for jobs in business)
- User-friendly
- Location in the College of Business (vs. communications/journalism)
- Susan Jones' involvement/leadership in direct marketing trade associations

#### **WEAKNESSES OF FSU ADVERTISING PROGRAM:**

- Location (located in rural area; advertising is an urban business)
- Student backgrounds (may be wary and inexperienced about "big city")
- Lack of availability of co-ops/internships in advertising that are feasible
- No obvious perceived differentiation between FSU and other institutions
- In the "shadow" of FSU's applied (high-tech, scientific) programs
- Not well known outside of Big Rapids -- to agencies, for example
- Insufficient funding allocation from the University
- Small size of program
- Lack of integration in melding advertising/visual communication/printing/marketing as they are done in the real world (turf issues)

#### **OPPORTUNITIES FOR THE FSU ADVERTISING PROGRAM:**

- Kendall has a good name in the advertising world -- take advantage of its higher name recognition/positive perception and reputation
- Embrace change
- Coordinate/integrate with visual communications
- Spread the word about the positive aspects of FSU advertising
- Reach out to alums and get them to help spread the word
- Hold alumni info meetings in Grand Rapids, Detroit and Chicago
- Instill pride in the Ferris program among students and alums
- Tap into high school students/teachers to reach students interested in communications
- Form working partnerships with ad agencies
- People who know FSU's advertising program and like FSU students as employees should be tapped for more involvement and to spread the word

- Develop partnerships for internships that work for FSU students and agencies/companies

### **THREATS TO THE FSU ADVERTISING PROGRAM:**

- FSU enrollment -- less students for many programs including ours
- Bureaucracy and turf issues make it difficult to see a clear path to innovation and gain necessary support/time/finances, etc.
- Culture of Grand Rapids/politics, etc. if we expand there
- Competition from other schools
- Type of student emerging from high school today
- Ferris image (or lack of image)
- Consolidation of programs -- could also be a plus if done correctly

### **HOW ARE THE FSU ADVERTISING GRADUATES WE PRODUCE DIFFERENT/BETTER THAN COMPETITORS' GRADUATES?**

- Students are better prepared to hit the ground running and do the job
- Students give articulate presentations and have much practice in doing so
- 94% placement -- they are ready to work

### **WHAT THEY NEED THAT THEY DON'T NECESSARILY DEMONSTRATE NOW:**

- Excellent written communication skills
- "Associative skills" -- translating learning in one arena to another
- Ability to function successfully in large cities

### **WHAT ADVERTISING PROFESSIONALS WILL NEED TO SUCCEED IN THE 21ST CENTURY:**

- Computer literacy/HTML language or ability to create and maintain good web pages
- Teamwork
- Preparation for the "global village" -- an international advertising field
- Know how to function in a Small Office/Home Office (SOHO) environment -- either being in it themselves or working with people who are
- Interactive media
- Ability to anticipate change and deal with it
- Deal with decentralization of business/entrepreneurial atmosphere
- Communication skills in all media
- Adaptability
- Ability to communicate effectively up, down and across
- Embrace cultural diversity
- Understanding of advertising ethics and law
- Facility with all forms of communication via phone conferencing, voice mail, video conferencing, Internet communication, etc.

### **IDEAS FOR RECRUITMENT:**

- Learn from the methods of successful competing recruiters
- High School recruiting
- Need to articulate a position or niche
- Be able to describe the product in benefit terms -- WIFM (What's in it for me)
- See where students are coming from now and learn from it
- Look at changing curriculum to make it more attractive (no math, practical applications)

## **B. SUMMARY OF ALUMNI/EMPLOYER SURVEY RESULTS**

*See Appendix A for Complete Survey Results*

### **ALUMNI RESULTS**

Thirteen responses were received to the survey of 51 FSU Advertising Alumni.

#### **Question 1 -- Strengths**

Alumni responding believe that the greatest strengths of the Advertising program are:

1. **(11 mentions)** Dedicated and caring faculty
2. **(5 mentions)** Small class size
3. **(5 mentions)** Real world orientation
4. **(4 mentions)** Placement of the program within a College of Business

#### **Question 2 -- Weaknesses or Deficiencies**

Alumni responding believe that the greatest weaknesses of the Advertising program are:

1. **(4 mentions)** Lack of contact with industry
2. **(4 mentions)** Lack of technology and computer integration

#### **Question 3 -- Liked Least**

Alumni responding liked the following aspects least about their Advertising program at FSU:

1. **(2 mentions)** Lack of real life experience

#### **Question 4 -- Suggestions for Improvement**

Alumni responding made the following main suggestions for the improvement of the Ad program:

1. **(4 mentions)** Integration of visual communication, TV production, printing and advertising curricula
2. **(3 mentions)** More case courses
3. **(3 mentions)** More emphasis on "real world"
4. **(3 mentions)** More technology/computer use
5. **(3 mentions)** Placement/advising for employment



### **Question 5 -- Level of preparation**

Seven of 13 respondents believe they were better prepared when they graduated from Ferris than their fellow advertising graduates from other schools; six felt they were as well prepared. No one believed he/she was less well prepared than grads from other schools.

### **Question 6 -- Aspects of FSU Advertising Education**

Best aspects of the FSU advertising education, according to these alumni, on a scale of 1 (poor) to 6 (excellent) were:

1. **5.07** Quality of advertising instruction
2. **4.76** Value of homework and projects
3. **4.61** Relevance of related business coursework
4. **4.46** Content of advertising coursework

Worst aspects of the FSU advertising education, according to these alumni, on a scale of 1 (poor) to 6 (excellent) were:

1. **2.41** Adequacy of equipment (computers, etc.)
2. **3.07** Adequacy of library resources
3. **3.08** Adequacy of facilities (ad lab, etc.)
4. **3.15** Availability of library resources

All other aspects were rated between 3.76 and 4.38; considered average ratings on this scale.

### **Question 7 -- Preparation for Success in Employment**

Best aspects of preparation for success in advertising at FSU, according to these alumni, on a scale of 1 (poor) to 6 (excellent) were:

1. **4.69** Creative problem solving
2. **4.61** Professionalism and ethics
2. **4.61** Advertising skills
4. **4.53** Oral communication skills
4. **4.53** Presentation skills

Worst aspect of preparation for success in advertising at FSU, according to these alumni, on a scale of 1 (poor) to 6 (excellent) was:

1. **3.09** Technological/computer skills

All other aspects were rated between 3.61 and 4.41; considered average ratings on this scale.

### **Profile of Respondents**

All 13 alumni respondents were currently employed, with nine currently employed in the field of advertising. They had been with their employers for between three months and eight years. Their employers included advertising and marketing agencies, a broadcasting company, and client companies. Their responsibilities included account management, executive positions, and clerical work, and their specific fields included media, sales promotion and advertising. Salaries ranged from under \$20,000 to \$80,000, with the preponderance of salaries (8 of 13) between \$30,000 and \$80,000.

All but two respondents rated themselves as "somewhat satisfied" (6) or "very satisfied" (5) with their careers. A summary of their career histories indicated that seven of the eight who provided a summary are on an "upward spiral" in terms of salary and responsibility. The eighth respondent had remained on the same level.

At the time of their admission to FSU, seven of 13 respondents said that FSU was their first choice school. The others indicated FSU to be a second, third, or fourth choice or lower. The most important reason given for attending FSU was "admissions standards." Cost, location and programs available were also significant reasons.

The most favorable current impressions of alumni about Ferris State University today include its high quality programs, simple admissions process and diverse programs. Least favorable current impressions include the poor social life, poor residence halls and poor library facilities at FSU.

### **EMPLOYER RESULTS**

Four responses were received to the survey of 51 employers of FSU advertising alumni.

#### **Question 1 -- Suggestions for General Education Curriculum**

Having read over the FSU advertising checksheet, employers suggested the addition of more courses in speech, communications, writing, presentations and social awareness. They suggested the retention of economics and the deletion of geography. They suggested that students take less cultural enrichment classes and that algebra and science are not critical to success in the advertising field.

#### **Question 2 -- Suggestions for Business Curriculum**

Having read over the FSU advertising checksheet, employers suggested that the following business courses should be added or enhanced:

- campaigns
- marketing problem solving and strategic thinking
- management
- computers in visual media and printing
- more on advertising copy

They suggested the following deletions:

- One semester of accounting or less, not two

- Delete applied management
- Delete contracts and sales

### **Question 3 -- Suggestions for Advertising Curriculum**

In general, employers believe that the advertising courses and electives FSU offers adequately prepare graduates. They suggested “real world” courses, more copy and more campaigns. They did not believe that any advertising courses should be deleted.

### **Question 4 -- Leadership and Trends**

In order to maintain a leadership role in advertising education, the employers believe that FSU should take on a “total communications and marketing communications approach.” They applauded the real world, hands-on methodology used at FSU. They believe that internships should be mandatory. They suggest expansion into on-line and other new media.

### **Question 5 -- Characteristics of a Cutting Edge Program**

In order to be a “cutting edge” advertising program, the employers suggested that faculty should be active in the industry. They also suggested the development of a working ad agency within the school and mandatory internships to expose students to the real world. They also support more integration of visual communications with advertising.

### **Question 6 -- Location in the College of Business**

Employers are generally supportive of the location of FSU’s advertising program in the College of Business, but they warn to guard against loss of the communications perspective. As to whether a College of Business degree makes a prospective employee more valuable, these employers say no, or that it depends on the job.

### **Question 7 -- Preparation for Advertising Work**

Employers generally consider FSU graduates to be “very prepared” or “somewhat prepared” for most aspects of the advertising field. If there is an area where FSU graduates are “somewhat unprepared,” it is in the area of computer literacy.

### **Question 8 -- Realistic Expectations**

Employers believe most FSU graduates enter the marketplace with realistic expectations about the field, but that they “must learn to pay their dues” before advancing to higher responsibility.

### **Question 9 -- FSU Strengths**

When asked if they could discern any particular strengths of FSU advertising graduates, employers said they seem more practical and well-rounded than other advertising graduates.

## C. SUMMARY OF STUDENT SURVEY RESULTS

*See Appendix A for Complete Survey Results*

All advertising juniors and seniors registered in advertising courses during the Winter Semester, 1997 received the Student Satisfaction Survey in class. There were 33 responses in all.

The survey used the following scale for each question:

1= Not applicable/not known	4= Good
2= Poor	5= Excellent
3= Fair	

### **Questions on the Ad Program and FSU**

Students surveyed indicated that the following areas are the strongest aspects of the FSU advertising program:

1. **4.27** Professional competence of the advertising program faculty
2. **4.18** Opportunities for interaction with faculty in the advertising program
3. **4.15** Quality of instruction in my advertising courses
4. **4.03** Willingness of my program advisor to help me
5. **4.00** Fairness of grading in my advertising courses

Students surveyed indicated that the following areas are the weakest aspects of the FSU advertising program:

1. **2.81** Quality of opportunities for student recreation at FSU
2. **2.87** Quality of computer hardware and software available to ad majors
3. **2.97** Quality of FSU student life

All other indicators were rated **between 3.28 and 3.97** -- indicating fair to good.

### **Questions on Advertising and Marketing Courses**

Students surveyed indicated the most helpful FSU courses for success in advertising:

1. **4.57** Advertising Copy
2. **4.52** Advertising Layout and Production
3. **4.39** Advertising Media Courses
4. **4.32** Advertising Management
5. **4.16** Marketing Policy

All other business, general education, marketing and advertising courses received ratings of 3.10 to 4.09, indicating "fair to good."

### **Questions on Skill Development**

Students surveyed indicated that their advertising program had built the following skills best:

1. **4.30** Creative skills
2. **4.24** Oral communication skills
3. **4.03** Critical thinking skills

Students surveyed indicated that their advertising program had been weakest in developing the following skills:

1. **3.45** Computer skills
2. **3.51** Research and library skills
3. **3.58** Quantitative skills

All other skill areas received ratings between 3.82 and 3.94, indicating "good" skill development.

### **Questions on Student Origins**

Most advertising majored surveyed either came to FSU as an advertising major or transferred from within FSU from an "undecided" position or from another major. FSU advertising students come from all over Michigan with very little concentration of hometowns except in the greater Detroit area.

### **Student Concerns**

A full list of student comments is found in Appendix A. Advertising students' most important concern is that they need more intensive, practical, hands-on computer learning using the Macintosh format that is the standard in much of the advertising world. Students want more integration of computers and appropriate software into all their advertising programs.

With regard to course concerns, students want the Advertising Campaigns course overhauled so that it is better structured. Students feel that under the current structure they are left to "sink or swim." They want the campaigns professor to serve as their mentor and account supervisor rather than their outside, adversarial client. They would also prefer to have their Media class meet for one semester at 3 credit hours instead of two semesters at 2 credit hours each.

The advertising student "wish list" includes more availability of relevant internships, a more effective Ferris Advertising Association, and more interaction with practitioners in the advertising industry.

## D. SUMMARY OF FACULTY SURVEY RESULTS

*See Appendix A for Complete Survey Results*

### **FACULTY PERCEPTIONS OF PROGRAM**

The faculty survey was administered to selected College of Business faculty who have a good number of advertising students in their classes. There were 12 responses. The survey consisted of two sections. The first was a series of open-ended questions; the second section assessed the competencies of the curriculum on a scale of 1-5 (5 being the highest). The results of the survey are summarized below:

#### **Section I. Faculty perceptions of the Program:**

1. Comment on how you perceive the value of the Advertising Program to the Marketing Department and the College of Business.

**Integral to Marketing department and COB; good quality; important; good career opportunities; valuable; experienced faculty.**

2. Comment on how you perceive the value of the Program to the University in general.

**Completes the core of the marketing curriculum; unique in the COB and Michigan; helpful to recruiting because of the uniqueness; supportive of the FSU mission for general education.**

3. What is your general perception of the Advertising students in comparison to other students that you have?

**Adequate; creative; equal in performance to other COB students; do have a lack of computer skills; enthusiastic and verbal; weaker in analytical skills.**

4. What additional staff, technology, or resources are needed, if any, to make the Advertising Program better?

**Major need for a dedicated computer lab; critical to continuation of program; need dedicated technical support, especially for the MAC lab; faculty needs to stay current -- needs access to professional development and release time to update curriculum to match industry growth/changes.**

5. What is needed to make the Program one of the best in the country?

**Integrate program with Public Relations and Visual Communications; develop stronger industry ties, perhaps with internships; look at other models at other successful universities; impose stricter entrance requirements; improve technical capabilities (must happen to survive).**

6. How can the Advertising Program be improved?

**Professional development and industry update for faculty; integration of course with current technology; recruit more students.**

**Section II. Competencies Evaluation: The assessment scale for the survey is:**

- 0 = don't have advertising students/don't know
- 1 = poor
- 2 = below average
- 3 = average
- 4 = very good
- 5 = excellent

1. Please assess the curriculum as it addresses written communication skills:

**average score: 3.6**

2. Please assess the curriculum as it addresses oral communication skills:

**average score: 3.6**

3. Please assess the curriculum as it addresses professionalism, conduct and interpersonal skills:

**average score: 3.66**

4. Please assess the curriculum as it addresses marketing skills:

**average score: 3.83**

5. Please assess the curriculum as it addresses management skills:

**average score: 2.91**

6. Please assess the curriculum as it addresses technological and computer skills:

**average score: 2.4**

7. Please assess the capability of advertising students you have had in your classes, and that are still attending the university:

**average score: 3.13**

8. Any other comments on any particular part of the curriculum:

The program needs to exploit more opportunities in Grand Rapids; the COB needs a college wide planning process, into which the planning for this program can be integrated.

## IV. SUMMARY OF MARKET, FACILITIES AND CURRICULUM

### A. EVALUATION OF FACILITIES AND EQUIPMENT (Conducted by Facilities Management Faculty Member Victoria Hardy)

It was clear from the review of the facilities and the confidential interviews with both the faculty in the program and other faculty members who teach the students enrolled in the Advertising Program that **dedicated computer facilities and space** are critical to the continued growth and health of the program. It is also clear that the Advertising Program needs **regular committed technical support** for these proposed computer facilities. It was also noted that the plans for the new library, which includes substantial computer support for students, will be a terrific asset for this program. However, it was also noted that the new library will not be ready for use for at least five years. **The facilities issues must be addressed within the next two years** to have any impact on the recruitment and retention of the students. As a side issue, it was noted that the general improvement of FSU facilities for student recreation opportunities will also help with retention.

### B. LABOR MARKET ANALYSIS

The advertising and marketing communications fields are booming, with bright job prospects for advertising majors. Gone are the days when "advertising" consisted strictly of network television, local radio, newspaper and magazines. Today "advertising" includes the brave new world of on-line marketing/image building as well as a host of new media opportunities including cable television, CD-ROMs, and many more. In addition, the world of advertising (and our teaching at FSU) has broadened to encompass all of Integrated Marketing Communications -- advertising, sales promotion, direct marketing, and product-related publicity.

#### **ADVERTISING INDUSTRY -- KEY STATISTICS AND PROJECTIONS**

##### From Advertising Age:

The 30 top advertising agencies had a 7% job growth rate for 1996. All U.S. agencies of all sizes recorded an 8% growth rate for the same year. This compares with a non-farm job growth rate for that same year of 2.7%, according to Clinton Administration statistics.

##### From the Direct Marketing Educational Foundation:

"Today, an estimated 11.1 million workers are employed as a result of direct marketing activity in **CONSUMER** markets -- an average growth of 3.3% per year since 1990. Employment is forecast to grow by 3.1% per year between 1995 and 2000, to 12.9 million jobs. An estimated additional 8 million workers are employed in **BUSINESS-TO-BUSINESS** markets -- an average growth of 4.5% per year since 1990. It is forecast to grow by nearly 2.2 million jobs, an expansion of 5.5% a year between 1995 and 2000." For perspective, keep in mind that the total job market is expected to grow only about 1.7% during this period.



From the U.S. Census:

The job function “advertising manager” is identified as among those forecast to have the largest job growth. “Marketing, advertising and public relations managers” **forecasted growth from 1990 to 2005 is 47%.**

For perspective, this 47% increase compares with the following projected increases for other job functions, also tagged as being among the fastest growing during the same period, and commonly known for being so:

<b>FIELD</b>	<b>PROJECTED JOB GROWTH FROM 1990-2005</b>
Marketing, Advertising and PR Managers	47%
Licensed Practical Nurses	42%
Elementary Teachers	23%
Accountants	34%
Food Service and Lodging Managers	33%

Growth of the Internet:

We live in the “Information Age,” and information is delivered via media. Media are advertising-driven. The Internet is currently a “75,000,000 page advertisement,” growing daily. Its growth has been exponential:

**DOLLAR SIZE OF THE INTERNET**

1994	\$366 million
1995	\$771 million
1996	\$1.5 billion
1997	\$2.4 billion
1998	\$3.7 billion

(Source: *Advertising Age*, via Goldman & Sachs & Co.)

Growth of General Media Spending:

*Advertising Age* says that total media spending for the last year compiled, 1995, was up some 7% to nearly \$161 billion, outstripping the growth of the economy as a whole by a factor of three. Worldwide media spending totaled almost \$352 billion that same year.

From Standard & Poors Industrial Surveys:

“Advertising surge continuing in U.S. and abroad. Although business opportunities abound in the United States, advertising outside the United States began growing at a faster pace than U.S. advertising in 1984. By 1994, advertising spending outside the U.S. totaled \$178.4 billion.”

### Growth of the Infomercial Medium:

In addition to traditional short-form TV ads, today there is tremendous growth in individual long-form ads (infomercials) as well as the 100% advertising cable networks such as QVC and Home Shopping Network. Paul Kagan & Associates reported the following growth rate for infomercials in *Advertising Age*:

#### **INFOMERICAL GROWTH**

1994	\$2.8 billion
1995	\$3.3 billion
1996	\$3.9 billion
1997	\$4.6 billion
1998	\$5.4 billion

### Growth of Women's Employment in Advertising:

*Advertising Age* reports that females now outnumber males almost two-to-one in advertising account executive positions. Male-female employment is approaching parity in senior account executive spots. A full 72% of advertising media directors are female.

From the *Grand Rapids Press*:

The May 5, 1997 issue reported that according to the Michigan State University Collegiate Employment Research Institute, the national average starting salary for advertising graduates is \$24,757, up 4.0% over 1996. The hiring picture hasn't been this good since 1990, according to the survey.

### From the Occupational Outlook Handbook:

Marketing, advertising and public relations managers held about 461,000 jobs in the U.S. in 1994. The median annual salary of marketing, advertising and public relations managers was \$44,000 in 1994. The lowest 10% earned \$21,000 or less, while the top 10% earned \$98,000 or more. According to a 1994 survey by *Advertising Age*, annual salaries for these managers ranged from \$44,000 to \$145,000.

## **C. CURRICULUM ANALYSIS**

### **BUSINESS/MARKETING CURRICULUM**

While there is not universal agreement, it is generally agreed by students, faculty, alumni, advisory council and employers that the FSU advertising program's location in the College of Business is an advantage over competing advertising programs. The depth and strength of advertising students' exposure to economics, marketing and management concepts is considered a definite plus. However, there is some question about the need for a year-long accounting sequence for advertising majors, and some believe that the economics sequence could be cut down to a one-semester survey course covering micro and macro economics together. In addition, there is some question about the need for a math requirement for advertising majors. On the other hand, lack of mastery of basic math may become a problem in the accounting and economics courses. One solution proposed is to customize one-semester accounting and economics courses which incorporate all needed math.

## **ADVERTISING CURRICULUM**

Most frequently suggested updates and revisions to the advertising curriculum include the following:

- Both provision of basic computer skills and integration of computer/technology into all classes as used in industry (same software programs as industry uses, for example)
- More writing and emphasis on copy
- More on presentation and communication skills
- Integration with Visual Communication
- Cyberspace Media/Internet/New Media of all kinds
- Change Internship from an option to one or more supervised, mandatory co-op periods
- Create more real-world orientation with “live” campaigns clients and other industry related classes
- Revamp the Campaigns class
- Media class should be same credit configuration as other classes (not 2 + 2 over two semesters)
- Consider more specific embracing of Integrated Marketing Communications as program name and focus

## V. -- PROGRAM PROFILE DOCUMENT

The information listed in the outline below will assure that all aspects of the outline have been addressed. If covered elsewhere in this document, a referral is made.

### I. PURPOSE OF PROGRAM

A. *Goals/Mission* -- See Introduction and Background Section

B. *Compatible with roles and mission of FSU.* The advertising program has a 94% placement rate and offers a hands-on, career-oriented degree. Its location in the College of Business coupled with its small class sizes and emphasis on personal development in creativity, problem solving and presentation skills, makes the FSU program unique in the State of Michigan and beyond.

C. *How is it integrated with other FSU programs?* Ferris' public relations program grew out of the advertising program in the 1980s. The Principles of Advertising course taught by advertising faculty provides an overview of the promotional "P" of marketing for students in a wide range of disciplines both in the College of Business and across campus. The Retail Promotion advertising course is a requirement for PGM and PTM students. Many marketing students take the Advertising Management course as an elective, and many Visual Communications and Public Relations students take Layout and Production and/or Advertising Copy as electives. Advertising students take the College of Business core plus a complement of general marketing classes. Many advertising students pick up concentrations, minors or certificates (as applicable) in fields such as public relations, marketing, and speech.

D. *How is the program integrated with programs at other institutions?* Ferris students often compete with advertising students from other schools in regional advertising campaigns competitions. In one recent year, FSU came in second in the Midwest in this intensive competition.

E. *How does the program serve society?* Advertising serves an important function in supporting the cost of most media so that consumers of media pay nothing or only a nominal fee to receive information and entertainment. Advertising also serves a vital business function in informing consumers of product benefits, persuading them of competitive advantages, and providing them with convenient methods of purchase and payment.

### II. RESOURCES OF THE PROGRAM

A. *Personnel*

Faculty -- Paul Wyatt Jackson, Susan K. Jones, Tom Mehl, John Montgomery (vita provided in Appendix D) -- Note: each faculty member also teaches in other programs at FSU

No administrative support; no release time for program administration.

Advisory Council (see list in Appendix E)

B. *Instructional Resources*

Facilities -- See section IV.-A.

Budgets -- Advertising budget is part of the Marketing Dept. budget -- Appendix F.

Grants -- The program receives periodic gifts in kind of time-sensitive reference materials for media and other classes; software, CD-ROMs, etc. Susan K. Jones recently received a grant of \$1,500 from the Direct Marketing Association of Detroit to facilitate development of an on-line Direct Marketing class. (This class has a MKTG prefix, but some advertising students take it. The new on-line class will invite paid participation from practitioners all over the world. It should be up and running for Winter Semester 1997).

There is also a small endowment (approximately \$1,000) which was established some years ago by Roland Hicks. It has not been further developed to date. The concept was to build an endowment advertising faculty could draw upon for travel to conventions, learning opportunities, etc.

Library Resources -- The Timme Library has Simmons data and other marketing data which is of help to advertising students as well as a fairly extensive (albeit outdated) library of books on advertising, marketing and direct marketing. The library's limited budget for periodicals is a tremendous limiting factor; advertising faculty and students must rely on the donations of Advisory Council members and alumni to obtain some materials. Students are often referred to Davenport College in Grand Rapids for use of helpful materials which FSU does not have. Internet access has lessened this crunch to some extent, but expensive secondary research materials are not available to FSU students and faculty through this means. Some faculty members send their own copies of periodicals to the Timme Library to be catalogued and made available to students.

C. Faculty Activities Other Than Instruction -- See Vita in Appendix D for details.

### **III. ENROLLMENT, RECRUITMENT, RETENTION, PRODUCTIVITY AND TEACHING COSTS**

See Appendix C for enrollment, productivity and teaching costs data.

RECRUITMENT AND RETENTION -- Faculty member Paul Jackson has been an active member of the College of Business Recruitment and Retention committee. There is no release time nor specific sanction for any one or more advertising faculty member(s) to pursue recruitment and retention as a special activity. Coordination and communication on the part of the COB Recruitment and Retention Chair (who has release time) has varied dramatically in the past two years (three different chairs with release time in two years).

### **IV. EFFECTIVENESS OF THE PROGRAM**

A. Curriculum and Course Sequences -- See Checksheets in Appendix C

B. Quality of the Program -- See Survey Results in Section III for positive feedback from Advisory Council, Alumni, Students and COB Faculty. Placement Rate: 94%.

C. Strengths and Weaknesses of the Program -- See Section VI.

**V. ACTIONS TAKEN AND FUTURE PROSPECTS -- See Recommendations -- Section VII.**

## **VI. -- STRENGTHS AND WEAKNESSES OF THE ADVERTISING PROGRAM**

### **A. STRENGTHS**

- Location in the College of Business with its business core instead of a journalism/communications orientation -- FSU advertising students are prepared for bottom-line responsibility as marketing professionals rather than strictly "creative types"
- Specific, hands-on, practical learning so that advertising graduates are ready to hit the ground running -- according to their own perception and that of their employers
- 94% placement rate (per FSU) of advertising graduates
- Successful alumni who know and can articulate the strengths of the FSU advertising program
- Strong, motivated advertising advisory council
- Caring, accessible faculty with real-world experience in advertising
- High quality of instruction in advertising classes
- Emphasis on business ethics and professionalism
- Small classes emphasizing students' presentation skills, creative problem solving and strategic thinking skills; many competing programs have intro classes of 100-500 and/or teach via television; many competing programs relegate presentations to the final year or semester of the program
- Recognition of the field's move toward integrated marketing communications and away from mass advertising -- some competitors resist this change while Ferris faculty are teaching students how to embrace it
- Specialized courses such as retail promotion, business-to-business advertising, direct marketing, etc. -- few competitors can match these
- Practical experience in copy and layout
- Potential of affiliation with Kendall College of Art and Design, which has a good name in the Grand Rapids area and beyond
- Emphasis on teamwork in classes and assignments as opposed to the "lecture format" used for most undergraduate advertising classes elsewhere
- Diversity of advertising students -- we are providing well-trained people of color to the advertising field, and they are in demand
- Susan Jones' active involvement with the direct marketing field and trade associations nationally and in Chicago and Detroit areas
- Advertising faculty provide valuable service to the College of Business and other FSU colleges with the Principles of Advertising survey course and the Retail Promotion course taught to PGM, PTM and Retailing students
- A strong labor market with indicators of sustained strength and growth -- especially in new media, direct marketing and other specialized fields related to advertising

### **B. WEAKNESSES**

- Lack of dedicated Macintosh computer equipment and integration of appropriate technologies into advertising classes
- Lack of appropriate technical support for Macintosh computers, which are the industry standard for advertising
- Lack of leadership -- no designated program coordinator nor release time for same -- which means advertising program does not have strategic direction in recruitment, retention, curriculum updates, etc.
- Lack of the type of intentional, ongoing "alumni-hire-alumni" programs that other, higher profile advertising schools foster

- Lack of structured fundraising program for needed program enhancements or equipment
- Long faculty tenure without “faculty sabbaticals” in the field make it difficult for faculty to remain current with day-to-day “industry realities”
- Drab, antiquated facilities and classrooms in a rural location -- those attracted to advertising often are looking for more “pizzazz” in facilities and location
- No organized internship program or requirement -- some advertising students have a superb internship experience, others have a poor one, others have none
- Ferris Advertising Association varies in quality as relates to student leadership; in recent years it has been mediocre at best
- Small program size (no longer shrinking -- seems to have leveled off) makes it difficult to dominate in the advertising field
- ⑥ Lack of integration of advertising/visual communication/printing/marketing as they are done in the real world due to “turf issues” at FSU
  - Inadequacy of library resources for advertising students
  - Problems with current configuration of two key classes: campaigns and media
  - By their own admission and the statements of employers, FSU advertising graduates enter the workplace lacking in contemporary computer skills

## VII. RECOMMENDED CHANGES TO THE ADVERTISING PROGRAM

### A. CURRICULUM

#### AREA 1. -- ADVERTISING COURSE RE-VAMP

This Review has identified the following areas where leadership is necessary to re-vamp curriculum. Faculty should be asked to volunteer to revamp these areas at a minimum, and to submit specific, measurable plans for doing so including planning, implementation and evaluation.

- According to student evaluations and interviews, interpreted by faculty, the **ADVERTISING CAMPAIGNS** course needs to be revamped to include units on team building and conflict management. In addition, the faculty member's role should be that of account supervisor (mentor, leader, teacher) rather than client (adversary). The class should offer students considerable how-to material and lectures and a step-by-step campaigns creation process rather than a "sink or swim" approach.
- According to student evaluations, amplified by problems in scheduling and advising, the **ADVERTISING MEDIA** class should be revamped to fit the 3-credit, one-semester format. In addition, a 3-credit advanced media class might be offered as an elective.
- According to all surveys and evaluations, all advertising classes should be revamped to include **updated technology** as appropriate to the class, and as currently used in the advertising field. Doing so will require equipment as described under facilities, as well as a commitment to faculty training and to measurable evaluation to ensure that faculty meet these goals.

#### AREA II -- ADDING REQUIRED INTERNSHIPS AND STREAMLINING THE BUSINESS CORE

- Proposals have been put forth to make **ADVERTISING INTERNSHIPS** mandatory. This would require a re-evaluation of the advertising curriculum, since mandatory internships under the current structure would result in many students having no opportunity to take advertising electives without spending additional time and money on campus.
- The advertising faculty supports a **re-evaluation and possible downsizing of the business core**. Our recommendation for advertising students -- which would free up credit hours to allow for the mandatory Advertising Internship -- are as follows:
  - Develop a one-semester, 3-credit course in **MANAGERIAL ACCOUNTING AND FINANCE** for students majoring in advertising, public relations, and other non-financial areas of business. Eliminate the two-semester accounting requirement and the one-semester finance requirement.
  - Eliminate the required statistics course for non-financial marketers and front-load necessary statistics into **MARKETING RESEARCH**.
  - Eliminate the two-semester, 6-credit sequence in economics and develop a 3-credit, one-semester survey course for non-financial marketers in **MICRO/MACRO ECONOMICS**.



-- Consider dropping the **INTERMEDIATE ALGEBRA** requirement for advertising majors and integrating needed math into appropriate advertising courses.

### **AREA III -- CONSIDERATION OF INTEGRATION WITH OTHER PROGRAMS**

There has been some exploratory discussion in the marketing department about integration of curricula due to lower numbers in various programs in recent years. The recommendation of the advertising faculty is that any such integration must be undertaken first and foremost because it is the best thing for students and for the industry -- not for expediency within Ferris State.

For example, to the uninitiated, it may appear very logical to integrate Ferris Public Relations and Advertising programs. However, to do so would eliminate the uniqueness of Ferris' Public Relations program as a training ground for Public Relations Managers. (Much more detail on this concept is available upon request). There are similar concerns about integrating Advertising with Visual Communication. The most logical area for integration appears to be among Advertising, Marketing, Marketing/Sales and possibly Retailing, however this is only a preliminary theory -- and not one enthusiastically supported to date by many marketing faculty. The recommendation of the Advertising Faculty is that FSU make no hasty decisions about imposing any "consolidation" of programs on the basis of "surface expediency." The result of such a move might well be the detriment of all programs involved as their uniqueness disappears.

### **B. FACILITIES**

Students, Advisors and Faculty agree that the most pressing need of the Ferris Advertising Program is **dedicated, well-maintained and supported Macintosh computer laboratories**. The Macintosh is the standard on the creative side of advertising, however in the College of Business and at FSU, the Macintosh is a "stepchild" at best.

Ideally, each advertising faculty member would devise and be supported in a personal program of upgrading skills so that appropriate computer technology and software can be integrated into all advertising classes. In addition, students must have hardware and software available to implement their professors' assignments.

Another facilities problem area is the "Advertising Lab" -- Room 212. Also used for Visual Merchandising, the lab is equipped for old-fashioned layout and production (cut and paste). Its furniture is old and drab -- not at all in keeping with a field known for its elegance of design. An appropriate "Advertising Lab" at the millennium would be the computer lab described above, equipped with new computer tables and chairs, Internet access, a laptop computer projector, and the other audio-visual accouterments of a contemporary multi-media studio.

As identified by the facilities review, general problems of FSU including **lack of recreational facilities and poor library resources** also hinder the advertising program. It is important that these resources be upgraded in the near term; current students find little solace in the plans for a new recreational facility or library that will open after they have graduated.

### **C. STAFF**

The most pressing need in terms of advertising staff is leadership. In the recent past, the advertising program was growing or at least maintaining its numbers, and faculty were busy teaching overflow crowds in required classes and electives alike. There was perhaps no need for leadership when FSU "opened the doors" and advertising students came in of their own accord. However, today advertising like the majority of programs in the College of Business has much lower numbers. There is work to be done to bring the advertising program up to speed -- in curriculum development, internship program development, recruitment and retention, improvement of the Ferris Advertising Society, external public relations with alumni and employers, and much more.

It seems the ideal time -- with some faculty on Professional Development and overloads a thing of the past -- to invest in **release time for an Advertising Program Coordinator**. This individual should be a volunteer, not an unwilling or reluctant recruit. The individual may or may not be a current advertising faculty member, but should be someone from within the FSU College of Business. In the short term, ideally the position would be full-time with available administrative support. Later it could be scaled back to perhaps part-time -- but still with administrative support available. The Coordinator should -- with the help of the Advertising Faculty and Marketing Department Chair -- develop a measurable strategic plan for the improvement of the advertising program. It is essential that his/her implementation of the plan be monitored and that there be rewards for success and innovation and consequences for inaction or for failures caused by lack of effort.

# FERRIS STATE UNIVERSITY

**TO:** STUART TRAVIS, DEPARTMENT HEAD  
MARKETING DEPARTMENT

**FROM:** SUSAN K. JONES, CHAIR OF  
ACADEMIC PROGRAM REVIEW FOR  
ADVERTISING

**SUBJECT:** RECOMMENDATIONS FOR B.S. IN  
ADVERTISING AND THE UNIT ACTION  
PLANS

**DATE:** JANUARY 12, 1998

**CC:** JOE RALLO, COB DEAN  
TOM OLDFIELD, ACADEMIC AFFAIRS  
DOUG HANELINE, PROGRAM REVIEW *ASC-3080*  
PAUL JACKSON, AD FACULTY  
TOM MEHL, AD FACULTY  
JOHN MONTGOMERY, AD FACULTY

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The advertising faculty have received and studied the November report of the Academic Program Review Council recommending that our program be **continued with monitoring**.

We appreciate the Council's careful work as well as the list of problems and needs that have been identified. We have been careful to provide input for the Unit Action Plans beginning with Fiscal Year 1999, outlining the support required to address the problems and needs identified in the Program Review.

As the attached copies indicate, there are requests for both financial support and release time to complete the identified tasks. While work on some of the problems and needs is already underway, many of the rest must await the results of the Unit Action Plan process.

We look forward to the outcome of the Unit Action Planning process, and we are hopeful that the identified support will be forthcoming so that we can address the identified problems and needs effectively.

Thank you for your consideration.

Attachments: Program Review Recommendations for Advertising; Unit Action Plans for Advertising

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# MEMORANDUM

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DATE: November 4, 1997  
TO: Academic Senate  
FROM: Academic Program Review Council  
RE: Recommendations for B.S. in Advertising  
CC: Susan Jones, Stuart Travis, Joe Rallo, Tom Oldfield

**We recommend that the Advertising program be continued with monitoring.**

**(1) The program has a number of important strengths:**

- It is central to Ferris' mission.
- By virtue of its placement in the cluster of marketing-related programs in the College of Business, it is an asset to the University.
- Through the placement of graduates throughout Michigan and the nation, it provides a service to the state and nation.
- Quality of instruction is high.
- Teaching costs per student credit hour, at \$146.78, are somewhat above the FSU cost of \$127.21.
- The faculty is experienced and well-qualified.

**(2) The program has problems and needs to take steps to maximize its potential:**

- The program needs a coordinator with at least 25% time release. The coordinator needs to develop and implement a comprehensive plan to revive the program and give it new direction and energy. This plan should address the following concerns:
  - (a) Although enrollment seems to have recovered slightly from its 1996 low figure, the program needs to develop and carry out a recruitment plan to build itself up to the levels of the early 1990s.
  - (b) The program needs to address concerns expressed in student and faculty surveys regarding student management and computer skills.
  - (c) The program should pursue discussions with other Marketing Department programs toward the development of an integrated degree.
  - (d) The program should adjust its curriculum to give students more of the "real-life" experiences that alumni and employers agree the program should provide.
  - (e) Subject to the demands of the College of Business' external accrediting body, the program needs to adjust its checklist so students have more choices of courses to take, especially courses outside of the College of Business.
  - (f) The program needs to build up a better data base about itself for future reviews and ongoing curriculum changes.

- The College of Business needs to provide the program with a dedicated room for layouts and access to a well-equipped and maintained MAC lab with technical support.
- APRC encourages all Advertising faculty to involve themselves more in professional activities.
- The program must report to APRC on its progress on these matters in two years, and in the interval its progress should be monitored by the Vice-President's Office.

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# MEMORANDUM

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**DATE:** November 8, 1997  
**TO:** Academic Senate  
**FROM:** Academic Program Review Council  
**RE:** Recommendations for Programs Reviewed in 1997-1998 Cycle  
**CC:** Joe Chartkoff, Tom Oldfield; Deans Barnes, Cory, Curtis, Hammersmith, Lewis, Rallo; all PRP Chairs

The Academic Program Review Council presents its recommendations for the programs reviewed in the 1997-1998 cycle. That this review has been successfully completed is the result of hard work on the part of many people. The Council wants to recognize especially the members of the program review panels—faculty, administration, friends, alumni—who agreed last spring to commit themselves to the effort required to produce a self-study.

Our recommendations for individual programs follow in alphabetical order. We recommend that one program be enhanced, ten be continued (five with monitoring), and one be closed. The recommendations for two additional programs are not enclosed but will be made available by the time of the Academic Senate meeting of November 18<sup>th</sup>. For each program under review, we have made additional individual recommendations as well. Some of these recommendations involve planning; some involve curriculum; some involve recruitment; some involve the expenditure of resources. Some can be done at the program level; a number require the University to organize an FSU-wide effort.

The Council wishes to highlight nine areas of concern that cut across the programs we reviewed, and, we suspect, across many other Ferris programs as well:

- 1. Continue to Improve Data Quality:** Academic program review, budgeting, planning and other functions of the University require accurate and reliable data. We commend the Office of Institutional Studies, whose *Instructional Program Teaching Costs /1996-1997* is a valuable resource whose usefulness has been improved by the hard work of the staff of Institutional Studies. The book now gives the most accurate measure ever achieved of the instructional costs of offering Ferris programs. But, just as climbing a hill brings the next one into view, we now see that other costs are present, but not currently accounted for. For example, the total of operating the Dental Hygiene program, in addition to instructional costs (which are captured in available data), also includes running, staffing, and maintaining a clinic. We do not intend this as a criticism of Institutional Studies: we merely want to point out that the work of accurately capturing our total costs is not completed.
- 2. Assure Monitoring of Minors and Certificates, Non-Degree Courses and Sequences:** The academic program review process was deliberately limited to

Program review is mandated by NCA, but to be effective it must be carried out by the faculty, supported by the administration, and integrated into the budgetary and planning processes of the University. The program review panels and the Council have done their part: we ask that the Academic Senate and the University (through the Division of Academic Affairs) now do theirs.

**The Academic Program Review Council**

Douglas Haneline, Arts and Sciences, Chair

Mike Cairns, University College

David Hanna, Technology

Vincent King, Optometry

Cindy Konrad, Allied Health Sciences

Mary Murnik, Arts and Sciences

Norwood "Woody" Neumann, Pharmacy

Karen Norman, Education

Gary Ovans, Technology

Walter "Bud" Short, Business

**GOAL 1.**

**To increase students' competence in appropriate problem solving, decision-making, creative, and media technologies as part of an experiential, project-based advertising curriculum**

**MAJOR ACTIVITIES AND PROCESSES**

- See Marketing Department Goal # 2
- Expand electronic/digital project applications
- Faculty will emphasize this positive point of differentiation to students, practitioners, trade groups, and FSU administration
- Revise curriculum – particularly Advertising Campaigns and Advertising Media
- Begin rehab of BUS 112
- Develop additional methods of assessment for student outcomes

**EXPECTED OUTCOMES**

- Students will graduate with current skills in technology applications
- Ferris will attract more advertising majors who seek a business emphasis
- Students will better market the uniqueness of their FSU advertising degrees
- Increased recruitment/retention/placement rates

**INDICATORS/SOURCE**

- Number of advertising majors
- Placement and promotion rates of alumni

**REPORTING PROCESS**

- Discussed by program faculty, department, and advisory board

**RESOURCE REQUIREMENTS**

- Increase number of computer work stations in Mac lab, \$101,120 – See MKTG DEPT Goal #3
- Update software, \$5000
- Funding for rehab of BUS 112, \$61,500

	FTE	SALARY	ADULT PART-TIME	STUDENT WAGES	S & E	EQUIP	TOTAL
Int Re-Alloc							
One-Time					5,000	61,500	66,500
Base Fund							
Total					5,000	61,500	66,500



**GOAL 2.**

**To increase public speaking, writing, and presentation skills of students.**

**MAJOR ACTIVITIES AND PROCESSES**

- Increased emphasis on writing and presentation assignments in all classes with ADVG prefix

**EXPECTED OUTCOMES**

- Students will gain higher levels of skill and comfort in writing and presenting material
- Graduates will gain access to higher level jobs due to their mastery of writing and presentation skills

**INDICATORS/SOURCE**

- Faculty and employer evaluation
- Alumni Feedback
- Results of student advertising competitions

**REPORTING PROCESS**

- Discussed by program faculty and department
- Demonstrated to Advisory Board

**RESOURCE REQUIREMENTS**

- Faculty training for Power Point and other presentation software and methods
- Reliable access to presentation hardware in advertising classrooms

**GOAL 3.**

**To emphasize and enhance the unique advantage of FSU's advertising program as part of a marketing and business department rather than a journalism department and to use this advantage in student recruitment and retention, and in forging strong relationships with industry.**

**MAJOR ACTIVITIES AND PROCESSES**

- Begin recruitment/retention activities for advertising program in conjunction with Department and College
- Increased emphasis on group projects, case studies and competitions that integrate learning and require decision-making and creativity, as well as use of technology
- Contribute ideas and input for the restructuring of the Business Core
- Work to revitalize Ferris Advertising Society

**EXPECTED OUTCOMES**

- Higher number of advertising majors by Fall 1999
- Students will be empowered to integrate course knowledge
- Graduates will attract higher paying and more challenging entry-level jobs

**INDICATORS/SOURCE**

- Numbers of students in program and club and student satisfaction
- Faculty and employer evaluation
- Placement rates and alumni feedback

**REPORTING PROCESS**

- Discussed by program faculty and Department
- Demonstrated to Advisory Board

**RESOURCE REQUIREMENTS**

- Recruitment budget for travel and materials \$5,000
- Additional access to computer technology, particularly in data base and media production, \$25,000
- Increased library support
- Media research publications, \$3,000

	FTE	SALARY	ADULT PART-TIME	STUDENT WAGES	S & E	EQUIP	TOTAL
Int Re-Alloc							
One-Time						25,000	25,000
Base Fund					8,000		8,000
Total					8,000	25,000	33,000

**GOAL 4.**

**To emphasize and enhance the integrated marketing communications focus of Ferris State University's advertising curriculum**

**MAJOR ACTIVITIES AND PROCESSES**

- Integrate projects that require these skills into every course with ADVG prefix
- Explore the best methods for possible integration of the Advertising Program with other Marketing programs

**EXPECTED OUTCOMES**

- Demonstrated improvement in student skills and employment

**INDICATORS/SOURCE**

- Feedback from Advisory Board and employers

**REPORTING PROCESS**

- Discussed by program faculty and Department
- Demonstrated to Advisory Board

**RESOURCE REQUIREMENTS**

- None

**GOAL 5.**

**To increase support for innovative teaching, faculty development, student advising, consulting, and applied research**

**MAJOR ACTIVITIES AND PROCESSES**

- Encourage faculty development and training through Teaching and Learning Center
- Encourage faculty to develop individual plans for personal growth and enhanced service to students and explore the development of an advertising endowment fund
- Continue support for off-campus and on-line classes

**EXPECTED OUTCOMES**

- Curriculum will meet current industry demands
- Classroom teaching will be vitalized
- Advising quality will increase
- Publishing and consulting activities will increase in quantity and significance
- Increased funds and support

**INDICATORS/SOURCE**

- Student assessment
- Peer review

**REPORTING PROCESS**

- Discussed by program faculty and Department

**RESOURCE REQUIREMENTS**

- Funding for a reasonable amount of travel and fees for seminars, research opportunities, etc., \$5,000
- Assistance from University Development

	FTE	SALARY	ADULT PART-TIME	STUDENT WAGES	S & E	EQUIP	TOTAL
Int Re-Alloc							
One-Time							
Base Fund					5,000		5,000
Total					5,000		5,000

**GOAL 6.** **To increase support for meaningful Student advertising internships in a Diverse array of locations and settings.**

**MAJOR ACTIVITIES AND PROCESSES**

- Gain release time for faculty assigned to internship development and facilitation
- Explore concept of required internships for advertising majors

**EXPECTED OUTCOMES**

- Students will gain more familiarity and expertise within the advertising field
- Graduates will gain access to higher level jobs due to their demonstrated expertise via internships
- Advertising program will gain valuable allies in the field through the internship program

**INDICATORS/SOURCE**

- Faculty and employer evaluation
- Alumni feedback
- Advisory board feedback

**REPORTING PROCESS**

- Discussed by program faculty and Department
- Demonstrated to Advisory Board

**RESOURCE REQUIREMENTS**

- Release time and funding for faculty internship development/cultivation - \$5,000 for travel and expenses

	FTE	SALARY	ADULT PART-TIME	STUDENT WAGES	S & E	EQUIP	TOTAL
Int Re-Alloc							
One-Time							
Base Fund					5,000		5,000
Total					5,000		5,000

**College of Business--Program Plans/Goals/Future  
1998/99 – 2000/01**

**PROGRAM: Advertising**

**Current Status:**

- The advertising program has shown an increase in majors from 66 in Fall 1996 to 74 in Fall of 1997, while maintaining Tenure Track FTE personnel of 2.0 or less, divided across four advertising faculty who also teach classes in marketing and retailing.
- The placement rate of advertising graduates is over 90%, according to the FSU Career Services office, with average salaries of \$18,000-\$25,000 for new graduates.
- The number of advertising students at FSU is now at 53% of the Fall 1992 level of 139 students, and all indications are that the low point of enrollment is now behind us.
- All four program faculty are currently members of the Marketing Strategic Planning Committee, whose immediate mission is to develop a hands-on recruitment and retention program for marketing programs in need of such help, including advertising.
- A main area of concern for the program is the shabby and antiquated "Ad Lab", COB Room 112, which offers a very poor venue for advertising classes and student group headquarters.

**Three-year Plan:**

- To increase enrollment and retention in the program with a goal of 100-125 advertising majors by Fall of 2001.
- To revise curriculum in keeping with the findings of the Advertising Program Review; particularly Advertising Campaigns and Advertising Media classes.
- To explore and adopt, if feasible, a mandatory internship program for Ad majors.
- To help facilitate changes to and streamlining of the Business Core.
- To explore and adopt the best methods for integration of the Advertising program with related programs such as Marketing, Marketing/Sales, and Retailing.
- To gain funding for and implementation of a complete overhaul of the Advertising Lab, Room 112 in the College of Business.
- To explore and adopt the best methods of infusing the Advertising curriculum with computer technology and other relevant technologies.
- To improve the effectiveness, participation and relevance of the Ferris Advertising Society.
- To improve the assessment of student academic outcomes.
- To continue to promote the professional development of the faculty and the integration of updated teaching techniques.
- To continue to explore and support the development of alternative delivery methods for advertising and related classes including off-campus and on-line classes.

**Anticipated Needs:**

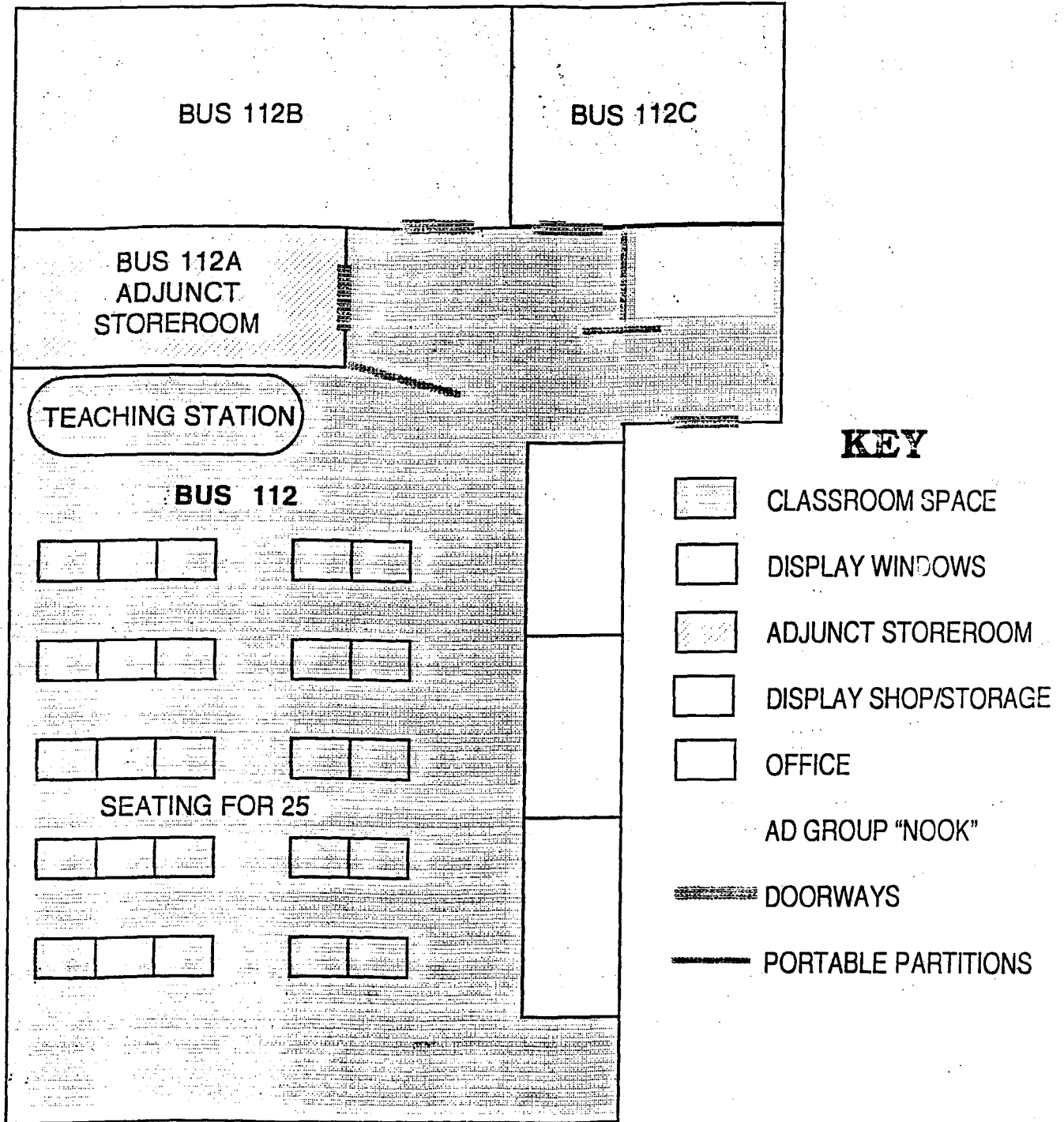
- Investment in upgrading BUS 112 Advertising Lab and Visual Merchandising Studio as outlined in the attached two-page document.
- Faculty release time for program management, recruitment, retention and internship development activities estimated at .5 FTE to 1.0 FTE for each of the next three years.
- Advertising program budget for recruitment, retention and internship development of \$5,000 per year for each of the next three years.
- Faculty release time for curriculum development and revision, especially for Advertising Campaigns class.

**Measures of Assessment:**

- Acquisition of funds for and implementation of the rehab of BUS 112
- Review of enrollment figures and trends; internship figures and trends
- Regular surveys of current and former students, their employers, COB faculty and Advertising Advisory Council
- Use of tests, cases, presentations, and projects to assess student learning; use of course evaluations and research to assess courses; employer reports to assess internship experiences and exit surveys
- Review of membership numbers and level of satisfaction with Ferris Advertising Society

# BUS 112

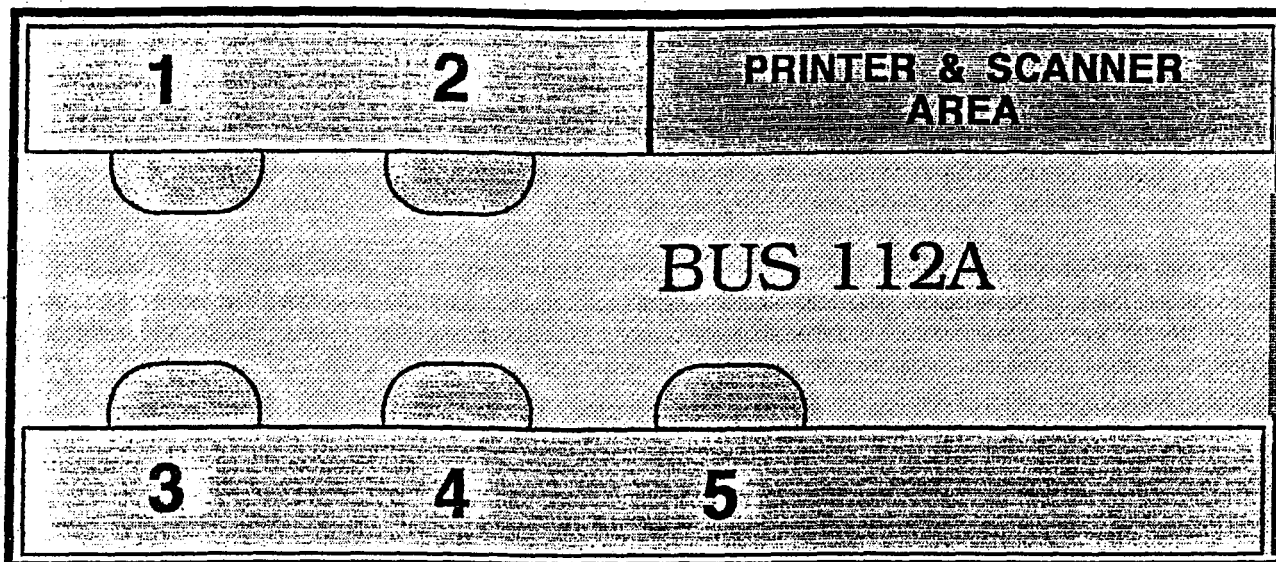
## Advertising Lab and Visual Merchandising Studio



This layout represents the current use for BUS 112, 112A, 112B and 112C. Refer to page 2 for proposed change of usage.

This layout represents the proposed change of use for BUS 112A from ADJUNCT STOREROOM to collaborative computer lab.

The lab would be utilized for both ADVG 312 (Advertising Layout & Production) and RETG 229 (Visual Merchandising). This proposed collaborative (Macintosh equipped) lab would be used in conjunction with the Macintosh lab located in BUS 106.



**Five (5) computer stations with printer and scanner operations.**

### **COSTS: (?)**

- Remodeling: wall (up to ceiling) extensions, network wiring, lighting and possibly filling (blocking off) in exterior window.
- Five (5) Macintosh computers
- One (1) Color printer
- One (1) Color scanner
- Software licensing (QuarkXpress, Freehand, PageMaker, etc.)



# FERRIS STATE UNIVERSITY

**MEMO TO:** TOM OLDFIELD

**FROM:** SUSAN K. JONES, ASSOCIATE  
PROFESSOR OF MARKETING  
(ADVERTISING SPECIALTY)

**SUBJECT:** FACULTY TO FACULTY  
PROGRAMMATIC  
MARKETING CAMPAIGN

**DATE:** APRIL 24, 1998

**CC:** MARGARET AVRITT, STUART  
TRAVIS, JOE RALLO, PAUL  
JACKSON, TOM MEHL, JOHN  
MONTGOMERY, ~~DOUG HANLINE~~ ASC-3080

---

Tom, thank you for your response and your willingness to put the advertising program into consideration for Programmatic Marketing money.

I want to clarify one thing in writing. The Advertising Program was reviewed less than one year ago. The document was due in September, and the recommendations of the Program Review Committee came to us on November 4. When you said by voicemail that "recently reviewed programs" would get priority over us for funding under this project, I'm having a hard time understanding how we could be much more recent than November.

What's more, we understand that our sister program, Public Relations, is getting funding through this campaign. Granted, Professor Greenfield who runs that program was on the Programmatic Marketing committee and thus may have had an "in" to get initial funding. But please note that Public Relations and Advertising did their program reviews on exactly the same timetable. Again I'm having trouble understanding why we would not be eligible for funding if Public Relations is.

Advertising was asked to work on recruitment and retention, however there are no funds immediately available for us to do so. Our department monitors postage use and even stationery use for mailings -- we must get outside funding to mail more than a handful of letters anywhere. Our college monitors telephone use -- we are questioned if more than a handful of calls are made for any purpose without being assigned to a funded project. The same is true for travel expenses -- our college's recruitment/retention budget is pretty well spoken for and there are no line items for individual programs.

We have asked for funding for recruitment and retention in our Unit Action Plans, but as you know, only a tiny fraction of such requests are granted -- and they are more likely to be for capital projects.

With these realities in mind, I want to go on record as stating that the Advertising Program would like to work on recruitment and retention, but we must have some level of commitment and support -- both from university personnel and monetary support -- in order to do so. We are endeavoring to seek such support wherever we can. To date we have met with no success in obtaining either specific funding or support.

Thank you for your attention. Please let us know as soon as possible whether or not Advertising can receive funds and support through Programmatic Marketing project.

COLLEGE OF BUSINESS  
MARKETING DEPARTMENT

119 South Street, Big Rapids, MI 49307-2284  
Phone 616 592-2426 Fax 616 592-3521 E-Mail MKTG@BUS02.FERRIS.Edu

# FERRIS STATE UNIVERSITY

**MEMO TO:** TOM OLDFIELD

**FROM:** SUSAN K. JONES, ASSOCIATE  
PROFESSOR OF MARKETING ADVERTISING SPECIALTY *Susan*

**SUBJECT:** FACULTY TO FACULTY  
PROGRAMMATIC MARKETING  
CAMPAIGN

**DATE:** MAY 1, 1998

**CC:** MARGARET AVRITT, STUART  
TRAVIS, JOE RALLO, PAUL  
JACKSON, TOM MEHL, JOHN  
MONTGOMERY, ~~DOUG HANDELIN~~

---

Tom, thank you for your gracious response to my memo of April 24 about the programmatic marketing money.

As you mentioned to me by phone today, as a program in the current cycle of Program Reviews, advertising IS eligible to be in prime contention for programmatic marketing funding for the coming year.

Since I put my original concerns in writing, I wanted to do the same with these comments. Again, thank you for your confirmation that advertising will be considered for funding, and that we will find out in the fall what level of support we can expect.

## **LIST OF APPENDICES**

- |                   |   |
|-------------------|---|
| <b>Appendix A</b> | <b>Advisory Board, Alumni/Employer,<br/>Student and Faculty Surveys</b>   |
| <b>Appendix B</b> | <b>Advertising Course Checksheet</b>                                      |
| <b>Appendix C</b> | <b>Productivity, Teaching Costs and Historical<br/>Enrollment Figures</b> |
| <b>Appendix D</b> | <b>Vita of Advertising Faculty</b>  |
| <b>Appendix E</b> | <b>List of Advertising Advisory Council<br/>Members</b>                   |
| <b>Appendix F</b> | <b>Budgets</b>  |

## **APPENDIX A**

1. Advertising Advisory Council Survey (Results in Main Document)
2. Alumni and Employer Surveys and Full Results
3. Student Survey and Full Results
4. Faculty Survey (Results in Main Document)

**SWOT Analysis Input Form for  
Ferris State University  
ADVERTISING PROGRAM**

**SUBMITTED TO ADVERTISING ADVISORY COUNCIL  
SPRING, 1997**

In preparation for our Advertising Advisory Council meeting on April 1, please consider the following questions and bring your notes with you. If you cannot attend on April 1, please fax your input to Susan Jones at (616) 458-3701 by March 31 and we will add it to the final report.

**From what you know of the Ferris State University advertising program, what do you consider its greatest internal strengths?**

**From what you know about the Ferris State University advertising program, what do you consider its greatest internal weaknesses?**

**What are the greatest opportunities for an undergraduate advertising program like that of Ferris State in today's business and educational climate?**

**What are the greatest threats for an undergraduate advertising program like that of Ferris State in today's business and educational climate?**

**Please give us your perception of the quality/strengths of the FSU advertising program. Does your perception differ from the perception of most decision-makers in the advertising and marketing field? If so, how?**

**How can FSU best attract and retain the type of student that decision-makers in the advertising field will want to hire once they have their FSU degree?**

**How can FSU prepare our advertising students not only to be employable right out of school, but also to be promotable for the future?**

**Please also tell us your thoughts about what innovations are needed to prepare FSU and the advertising program for the 21st century. Here are some ideas to stimulate your thinking:**

**-- New programs, course sequences, certificates, concentrations?**

**-- Where should classes and programs be held (i.e. Grand Rapids in addition to Big Rapids? On-site in companies?)**

**-- Should we be working to develop classes on-line, on the Internet? In real time, or whenever people want to go on-line to get info and e-mail homework?**

**-- What resources does FSU need (technological, faculty, re-training existing faculty, travel, etc.) to be in the forefront of advertising education for the 21st century?**

**-- How can we make sure we are serving the advertising industry's current and future needs?**

**ADVERTISING PROGRAM REVIEW**  
Department of Marketing . College of Business . Ferris State University

**Graduate Survey**

*Thank you in advance for participating in this survey. All of your responses to this survey will be kept **strictly confidential**. It would be appreciated if you would return the survey **before April 1, 1997**. Please answer all of the following questions, place your completed survey in the enclosed, postage-paid envelope, and return it as soon as possible. **Thanks again!***

1. Identify what you believe to be the four greatest strengths of FSU's advertising program.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Identify what you believe to be the four greatest weaknesses or deficiencies of FSU's advertising program.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. If different from Question #2, identify the four things that you liked least about FSU's advertising program.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. As an advertising professional, what do you believe would make FSU's advertising program more effective and better able to meet the demands of today's advertising industry?

5. Compared to graduates of other schools' advertising programs, how well prepared do you believe you were when you graduated?

\_\_\_\_\_ better prepared  
\_\_\_\_\_ about the same  
\_\_\_\_\_ less well prepared



6. How would you rate each of the following aspects of your advertising education at Ferris?

<i>ASSIGNED VALUE</i>	POOR ①	②	③	④	⑤	EXCELLENT ⑥	<i>AVERAGE SCORE</i>
relevance of advertising coursework	—	—	—	—	—	—	4.38
content of advertising coursework	—	—	—	—	—	—	4.46
relevance of related business coursework	—	—	—	—	—	—	4.61
content of related business coursework	—	—	—	—	—	—	4.50
relevance of other coursework	—	—	—	—	—	—	3.83
content of other coursework	—	—	—	—	—	—	3.90
value of instructional materials (texts, etc.)	—	—	—	—	—	—	3.76
value of homework, projects, etc.	—	—	—	—	—	—	4.76
quality of advertising instruction	—	—	—	—	—	—	5.07
quality of related business instruction	—	—	—	—	—	—	4.30
adequacy of equipment (computers, etc.)	—	—	—	—	—	—	2.41
adequacy of facilities (ad lab, etc.)	—	—	—	—	—	—	3.08
adequacy of library resources	—	—	—	—	—	—	3.07
availability of library resources	—	—	—	—	—	—	3.15

Comments on any of the above:

7. How well did your education at Ferris, and most particularly your degree in Business/Advertising, prepare you in each of the following areas?

<i>ASSIGNED VALUE</i>	POOR ①	②	③	④	⑤	EXCELLENT ⑥	<i>AVERAGE SCORE</i>
written communications skills	—	—	—	—	—	—	4.07
oral communications skills	—	—	—	—	—	—	4.53
presentational skills	—	—	—	—	—	—	4.53
advertising skills	—	—	—	—	—	—	4.61
general marketing skills	—	—	—	—	—	—	4.41
administrative/management skills	—	—	—	—	—	—	4.15
research and library skills	—	—	—	—	—	—	3.61
technological/computer skills	—	—	—	—	—	—	3.09
professionalism and ethics	—	—	—	—	—	—	4.61
creative problem solving	—	—	—	—	—	—	4.69

Comments on any of the above:

8. Are you currently employed?

- Yes  
 No

If "no," what are the barriers to your being employed?

- cannot find employment in my field  
 geographic location of available employment  
 low salaries  
 changing career plans  
 other (please explain)

If "no," please skip to Question #14

If "yes," are you currently employed in the field of advertising?

- Yes  
 No

9. By whom are you currently employed?

For how long? \_\_\_\_\_ years.

10. What is your job title?

11. What are your current job responsibilities?

12. What is your current salary?

- \$0-\$19,999  
 \$20,000-\$29,999  
 \$30,000-\$39,999  
 \$40,000-\$79,999  
 \$80,000-\$119,999  
 \$120,000 or more

13. How would you rate your degree of career satisfaction?

- very satisfied  
 somewhat satisfied  
 neutral  
 somewhat unsatisfied  
 very unsatisfied

14. Could you briefly summarize your employment history since you graduated? (Could you identify employers, job titles, and your approximate annual gross salaries for previous employers. **This information will be kept strictly confidential!**)

15. Indicate your rating of FSU at the time you applied for admission.

- \_\_\_\_\_ first choice
- \_\_\_\_\_ second choice
- \_\_\_\_\_ third choice
- \_\_\_\_\_ fourth choice or lower

16. What was your first most important reason for attending FSU?

- |          |                                    |          |                                   |
|----------|------------------------------------|----------|-----------------------------------|
| <u>1</u> | cost                               | <u>4</u> | admissions standards              |
| _____    | social atmosphere                  | <u>2</u> | location                          |
| <u>1</u> | type of programs available         | _____    | academic reputation               |
| _____    | availability of financial aid      | <u>1</u> | advice of parents/relatives       |
| _____    | advice of high school personnel    | <u>1</u> | to be with friends                |
| _____    | advice of advertising professional | _____    | reputation of advertising program |
| <u>3</u> | other                              |          |                                   |

*100%  
of MAJORITY*

17. What was your second most important reason for attending FSU?

- |          |                                    |          |                                   |
|----------|------------------------------------|----------|-----------------------------------|
| <u>3</u> | cost                               | <u>2</u> | admissions standards              |
| _____    | social atmosphere                  | <u>1</u> | location                          |
| <u>3</u> | type of programs available         | _____    | academic reputation               |
| _____    | availability of financial aid      | _____    | advice of parents/relatives       |
| _____    | advice of high school personnel    | <u>2</u> | to be with friends                |
| _____    | advice of advertising professional | <u>1</u> | reputation of advertising program |
| _____    | other                              |          |                                   |

*11*

*NO ANSWER - 1*

18. What was your third most important reason for attending FSU?

- |          |                                    |          |                                   |
|----------|------------------------------------|----------|-----------------------------------|
| <u>3</u> | cost                               | _____    | admissions standards              |
| <u>1</u> | social atmosphere                  | <u>3</u> | location                          |
| <u>2</u> | type of programs available         | <u>1</u> | academic reputation               |
| <u>1</u> | availability of financial aid      | _____    | advice of parents/relatives       |
| _____    | advice of high school personnel    | _____    | to be with friends                |
| _____    | advice of advertising professional | _____    | reputation of advertising program |
| <u>1</u> | other                              |          |                                   |

*4*

*NO ANSWER - 1*

19. Would you recommend FSU to a potential student?

- \_\_\_\_\_ Definitely Yes
- \_\_\_\_\_ Probably Yes
- \_\_\_\_\_ Uncertain
- \_\_\_\_\_ Probably No
- \_\_\_\_\_ Definitely No

20. What is your impression of FSU now?

*ASSIGNED VALUES ① ② ③ ④ ⑤*

high quality programs	_____	_____	_____	_____	_____	low quality programs	_____
unfriendly school	_____	_____	_____	_____	_____	friendly school	_____
difficult admissions process	_____	_____	_____	_____	_____	simple admissions process	_____
high cost	_____	_____	_____	_____	_____	low cost	_____
poor social life	_____	_____	_____	_____	_____	good social life	_____
poor residence halls	_____	_____	_____	_____	_____	good residence halls	_____
limited programs	_____	_____	_____	_____	_____	diverse programs	_____
poor faculty	_____	_____	_____	_____	_____	good faculty	_____
poor library	_____	_____	_____	_____	_____	good library	_____
poor facilities	_____	_____	_____	_____	_____	good facilities	_____
difficult to get classes	_____	_____	_____	_____	_____	simple to get classes	_____
large school	_____	_____	_____	_____	_____	small school	_____
low quality athletics	_____	_____	_____	_____	_____	high quality athletics	_____

*AVERAGE SCORES*

- 2.0*
- 3.84*
- 4.66*
- 3.50*
- 3.25*
- 3.08*
- 4.00*
- 3.83*
- 3.00*
- 3.33*
- 3.66*
- 3.83*
- 3.47*

# 13 RESPONSES

---

## QUESTION #1

placement of the program within a college of business	4*
policy class	3
research class	1
layout class	2
dedicated/caring faculty	11*
small class size	5*
media class	1
campaigns class	2
professionalism	1
"real world" orientation	5*
student advertising organization (FAS)	3
class variety	3
interactive classes	2
team/group projects	1

## QUESTION #2

library content	2
faculty	3
not enough creative orientation	2
not enough "real world" orientation	3
out-of-date course content	3
placement	3
writing skills	1
lack of contact with industry	4*
integration with v.c/printing/tvp	3
lack of coop orientation	2
lack of radio opportunities	1
lack of image with industry	2
lack of technology/computer	4*
campaigns class	2
agency focus	1
student advertising organization (FAS)	1

## QUESTION #3

lack of guest speakers	1
lack of real life experience	2*
lack of problem solving experience	1
outdated experience	1
working within groups	1
lack of exposure to advertising agencies	1
lack of networking	1
lack of computer layout	1
two years of general education	1

QUESTION #4

more creative emphasis	1
more case courses	3
more emphasis on campaigns	1
use advisory board more	1
faculty internships	2
more emphasis on "real world"	3
encourage more internships	2
v.c/printing/typ integration	4
more technology/computer use	3
image/exposure to industry	1
more field trips	1
more speakers	1
placement/advising for employment	3
"marketing/communications" vs. "advertising"	2
student advertising organization mandatory	1

QUESTION #5

better prepared	7
about the same	6
less well prepared	0

QUESTION #6

see questionnaire for averages

QUESTION #7

see questionnaire for averages

QUESTION #8

yes	13
current employment in field of advertising	
yes	9
no	3
no	0

QUESTION #9

employer	duration
Ford Dealer Advertising	1.5 yrs
Y&R	2 yrs
Y&R	3 mos
Concept III	17 yrs
WKAZ	1 yr
Roeder & Co.	3 yrs
Carlson Mktg.	1 yr.
McCann	8 yrs

Y&R	2 yrs
McCann	7.5 yrs
Prof. Salon Concepts	2 yrs
Mich. Assoc. of Homes and Service Agencies	1 yr.
FSU Const. Dept.	6 mos

QUESTIONS #10 and #11

title	respon.
Acct. Coordinator	acct. mgt.
Sr. Product Info Specialist	product validation
Traffic Coordinator	traffic
President and Owner	mgt.
Acct. Exec.	media sales
President	mgt.
Field Mktg. Specialist	sales promo
V.P. and regional mgr.	acct. mgt.
Media Buyer	media buying
Acct. Supervisor	acct. mgt.
Sales Consultant	sales promo
Staff Asst.	sales promo
Clerical	typing

QUESTION #12

0-19,999	2
20,000-29,999	2
30,000-39,999	4
40,000-79,999	4
80,000-119,999	0
120,000 or more	0
no answer	1

QUESTION #13

very satisfied	5
somewhat satisfied	6
neutral	1
somewhat unsatisfied	1
very unsatisfied	0

QUESTION #14

upward spiral	7
same	1
downward spiral	0
no answer	5

QUESTION #15

first choice	7
second choice	1
third choice	3
fourth choice or lower	1
no answer	1

QUESTIONS #16, #17, and #18  
see questionnaire

QUESTION #19

definitely yes	8
probably yes	4
uncertain	1
probably no	0
definitely no	0

QUESTION #20

see questionnaire

**ADVERTISING PROGRAM REVIEW**  
Department of Marketing . College of Business . Ferris State University

**Employer Survey**

*Thank you in advance for participating in this survey. All of your responses to this survey will be kept **strictly confidential**. It would be appreciated if you would return this survey **before April 15, 1997**. Please answer all of the following questions, place your completed survey in the enclosed, postage-paid envelope, and return it as soon as possible. **Thanks again!***

1. A. Do you believe that the **GENERAL EDUCATION** (Arts and Sciences) **COURSES** that are required in our advertising curriculum adequately prepare our graduates for careers in advertising? (Please refer to the left side of the enclosed blue simplified checklist.)

B. Do you believe that any specific courses or areas of study should be either added or deleted?

2. A. Do you believe that the **BUSINESS CORE COURSES** (Accounting, Management, Marketing, etc.) that are required in our advertising curriculum adequately prepare our graduates for careers in advertising? (Please refer to the right side of the enclosed blue simplified checklist.)

B. Do you believe that any specific courses or areas of study should be either added or deleted?

the printed return date is now obsolete.

Please change the return date to be

**May 15th, 1997**

Thank you for your cooperation!



3. A. Do you believe that the **ADVERTISING COURSES** and/or **ADVERTISING ELECTIVE COURSES** that are required in our advertising curriculum adequately prepare our graduates for careers in advertising? (Please refer to the right side of the enclosed blue simplified checklist.)

B. Do you believe that any specific courses or areas of study should be either added or deleted?

4. A. What direction do you believe should be taken or changes implemented in our advertising program in order for us to maintain a leadership role among four-year (undergraduate) institutions that offer degrees in Advertising?

B. Are there any prevailing or developing industry or market trends of which you are aware that you believe might impact our advertising program?

5. If you were responsible for the advertising program at Ferris, what do you believe would be the ideal characteristics of/structure for a high quality, "cutting edge" advertising program? ("Ideal characteristics of/structure for" as regards such issues as: staffing, facilities, internships, etc.)

6. A. What is your opinion of the fact that our advertising program is offered in a Department of Marketing within a College of Business as opposed to the more typical placement within a College of Communications?

B. Do you believe that being within a College of Business renders the graduates of our advertising program more or less employable in the field of advertising?

THE FOLLOWING QUESTIONS ARE INTENDED TO BE BASED ON YOUR EXPERIENCE WITH/EXPOSURE TO GRADUATES OF FERRIS' ADVERTISING PROGRAM. IF, HOWEVER, YOU HAVE NOT HAD ANY SUCH EXPERIENCE/EXPOSURE, WE WOULD APPRECIATE YOUR RESPONDING TO EACH OF THE QUESTIONS IN TERMS OF ADVERTISING GRADUATES (IRRESPECTIVE OF THE INSTITUTION FROM WHICH THEY GRADUATED) IN GENERAL WITH WHOM YOU HAVE HAD EXPERIENCE OR TO WHOM YOU HAVE BEEN EXPOSED. THANK YOU FOR YOUR COOPERATION.

PLEASE INDICATE THE BASIS FOR YOUR RESPONSES

\_\_\_\_\_ Ferris Graduate  
 \_\_\_\_\_ Graduates In General

7. How well prepared are the graduates of our advertising program in terms of each of the following areas?

ASSIGNED  
 VALUE

	① very prepared	② somewhat prepared	③ somewhat unprepared	④ very unprepared
knowledge of advertising	_____	_____	_____	_____
knowledge of marketing and business	_____	_____	_____	_____
computer literacy	_____	_____	_____	_____
administrative/management skills	_____	_____	_____	_____
self-confidence	_____	_____	_____	_____
professionalism	_____	_____	_____	_____
interpersonal skills	_____	_____	_____	_____
communications skills	_____	_____	_____	_____
ability to contribute immediately	_____	_____	_____	_____

AVERAGE  
 SCORE  
 1  
 1.75  
 1.75  
 2  
 1.75  
 1.75  
 2  
 1.75  
 1.75

8. Do you believe the graduates of our advertising program enter the field of advertising with realistic expectations?

9. Have you detected any particular strengths/weaknesses in the graduates of our advertising program? If so, could you elaborate?

*IF YOU ARE BASING YOUR RESPONSES TO QUESTIONS IN THIS SECTION OF THE SURVEY ON "GRADUATES IN GENERAL," YOU MAY IGNORE QUESTIONS #10 AND #11.*

10. How would you compare the preparation of the graduates of Ferris' advertising program to the preparation of graduates of other schools' advertising programs?

11. Based on your experience/exposure, would you employ another graduate of Ferris' advertising program? If "no," why not?

*THANK YOU FOR YOUR COOPERATION.*

# 4 RESPONSES

## QUESTION #1A

more speech and presentation courses  
probably  
push communications and social awareness classes  
never used algebra and science  
too much cultural enrichment

## QUESTION #1B

more speech and presentation classes  
more writing classes  
delete science  
economics valuable  
delete geography  
add advanced writing

## QUESTION #2A

yes  
perhaps  
yes, more campaigns classes and marketing problem solving  
less accounting  
more management and marketing

## QUESTION #2B

delete contracts and sales  
delete applied management  
computers in visual media mandatory  
more emphasis on marketing and strategic thinking  
better understanding of printing  
stronger copy courses  
more marketing courses  
one semester of accounting or less

## QUESTION #3A

"real world" courses are needed  
we've had good luck with FSU grads  
yes

## QUESTION #3B

no  
more copy  
radio campaigns

QUESTION #4A

total communications and marketing/communications approach  
"real world," hands on  
"real world" experience  
internships mandatory

QUESTION #4B

advertising is no longer a three media industry  
cyberspace media  
emphasize underlying principles  
new media  
internet  
radio CD

QUESTION #5

faculty active in industry  
working agency within the school  
mandatory internships  
expose students to the "real world"  
more visual communications

QUESTION #6A

beneficial but communications perspective is lost  
right on!  
should be combined  
business better

QUESTION #6B

no  
more  
depends on job  
no

QUESTION #7

see questionnaire

QUESTION #8

yes  
usually  
no, must learn to "pay dues"  
no, must learn to "pay dues"

QUESTION #9

no

seem more practical

well rounded

more about radio

QUESTION #10

no responses

QUESTION #11

yes

yes

**STUDENT SATISFACTION SURVEY**  
**ADVERTISING AND ADVERTISING TRANSFER PROGRAMS**  
**FERRIS STATE UNIVERSITY**  
**SPRING, 1997**

Please complete the following survey as part of the Academic Program Review process at Ferris State. The results of this survey will be used to better understand student perceptions of the Advertising Program, and to work to improve any areas identified as problems. Please circle the appropriate numbered answer for each of the following statements.

	Not applicable or not known	Poor	Fair	Good	Excellent
1. Availability of my program advisor	1	2	3	4	5
2. Willingness of my program advisor to help me	1	2	3	4	5
3. Quality of career advising in the program	1	2	3	4	5
4. Quality of class-related advising in the program	1	2	3	4	5
5. Quality of instruction in my advertising courses	1	2	3	4	5
6. Opportunities for interaction with faculty in the advertising program	1	2	3	4	5
7. Quality of library holdings in advertising and marketing	1	2	3	4	5
8. Quality of the Ferris Advertising Society	1	2	3	4	5
9. Helpfulness of the College of Business office staff	1	2	3	4	5
10. Quality of general education courses at Ferris State	1	2	3	4	5
11. Advertising internship experience	1	2	3	4	5
12. Quality of computer hardware and software available to ad majors	1	2	3	4	5
13. Availability of computer facilities for advertising students	1	2	3	4	5

14. Quality of classroom facilities used for advertising classes	1	2	3	4	5
15. Quality of advertising courses in preparing me for employment	1	2	3	4	5
16. Fairness of grading in my advertising courses	1	2	3	4	5
17. Professional competence of the advertising program faculty	1	2	3	4	5
18. Attitude of department chairperson toward students	1	2	3	4	5
19. General quality of College of Business facilities for students	1	2	3	4	5
20. General quality of FSU facilities	1	2	3	4	5
21. Quality of FSU student life	1	2	3	4	5
22. Quality of opportunities for student recreation at FSU	1	2	3	4	5

**How helpful has each of the following courses been in helping you to understand the principles and practice of advertising, marketing and integrated marketing communications you believe you need to succeed in advertising:**

23. Principles of Advertising	1	2	3	4	5
24. Principles of Marketing	1	2	3	4	5
25. Advertising Layout and Production	1	2	3	4	5
26. Advertising Copy	1	2	3	4	5
27. Advertising Media Courses	1	2	3	4	5
28. Advertising Campaigns	1	2	3	4	5
29. Advertising Management	1	2	3	4	5
30. Retail Advertising	1	2	3	4	5
31. Business-to-Business Advertising	1	2	3	4	5
32. Direct Marketing	1	2	3	4	5
33. Marketing Policy	1	2	3	4	5
34. Business Core Courses (MKTG,					



MGMT, ECON, ACCT, STAT,  
LAW, etc.)

1 2 3 4 5

35. General Education Courses (HUM,  
SCI, ENG, MATH, etc.)

1 2 3 4 5

**How effective have the courses you have taken at FSU been in developing your skills in the following areas?**

36. Written communication skills 1 2 3 4 5

37. Oral communication skills 1 2 3 4 5

38. Professionalism and ethics 1 2 3 4 5

39. Marketing skills 1 2 3 4 5

40. Research and library skills 1 2 3 4 5

41. Quantitative skills 1 2 3 4 5

42. Management/administrative skills 1 2 3 4 5

43. Problem solving skills 1 2 3 4 5

44. Creative skills 1 2 3 4 5

45. Critical thinking skills 1 2 3 4 5

46. Computer skills 1 2 3 4 5

**Please tell us how you discovered the advertising program and FSU. Did you come here as a freshman advertising major or change majors? Did you transfer from another school? Return to school as a non-traditional student? This information will be helpful in our recruitment efforts.**

**What is your home town?**

**If you are an out-of-state student, why did you choose Ferris over an in-state school?**

**Please use the back of this sheet to tell us more about what you like/would like to see improved about the advertising program at FSU. Your constructive criticism is an essential part of our evaluation process! Many thanks.**

**STUDENT SATISFACTION SURVEY**  
**ADVERTISING AND ADVERTISING TRANSFER PROGRAMS**  
**FERRIS STATE UNIVERSITY**  
**SPRING, 1997**

Please complete the following survey as part of the Academic Program Review process at Ferris State. The results of this survey will be used to better understand student perceptions of the Advertising Program, and to work to improve any areas identified as problems. Please circle the appropriate numbered answer for each of the following statements.

	Not applicable or not known	Poor	Fair	Good	Excellent	<u>AVERAGE*</u>
*Average of answers 2 through 5; not applicable or not known answers not averaged in						
1. Availability of my program advisor	1 (2)	2 (3)	3 (5)	4 (13)	5 (10)	<b>3.97</b>
2. Willingness of my program advisor to help me	1 (2)	2 (3)	3 (6)	4 (9)	5 (13)	<b>4.03</b>
3. Quality of career advising in the program	1 (0)	2 (4)	3 (12)	4 (13)	5 (4)	<b>3.52</b>
4. Quality of class-related advising in the program	1 (0)	2 (6)	3 (10)	4 (9)	5 (8)	<b>3.68</b>
5. Quality of instruction in my advertising courses	1 (0)	2 (0)	3 (6)	4 (16)	5 (11)	<b>4.15</b>
6. Opportunities for interaction with faculty in the advertising program	1 (0)	2 (2)	3 (6)	4 (9)	5 (16)	<b>4.18</b>
7. Quality of library holdings in advertising and marketing	1 (5)	2 (7)	3 (7)	4 (9)	5 (5)	<b>3.43</b>
8. Quality of the Ferris Advertising Society	1 (9)	2 (4)	3 (8)	4 (9)	5 (3)	<b>3.46</b>
9. Helpfulness of the College of Business office staff	1 (1)	2 (3)	3 (6)	4 (19)	5 (4)	<b>3.75</b>
10. Quality of general education courses at Ferris State	1 (3)	2 (4)	3 (13)	4 (12)	5 (1)	<b>3.33</b>
11. Advertising internship experience	1 (16)	2 (5)	3 (3)	4 (7)	5 (2)	<b>3.35</b>
12. Quality of computer hardware and software available to ad majors	1 (3)	2 (14)	3 (8)	4 (6)	5 (2)	<b>2.87</b>

13. Availability of computer facilities for advertising students	1 (1)	2 (6)	3 (11)	4 (12)	5 (3)	<b>3.38</b>
14. Quality of classroom facilities used for advertising classes	1 (1)	2 (2)	3 (12)	4 (13)	5 (5)	<b>3.66</b>
15. Quality of advertising courses in preparing me for employment	1 (1)	2 (4)	3 (9)	4 (11)	5 (8)	<b>3.72</b>
16. Fairness of grading in my advertising courses	1 (2)	2 (1)	3 (4)	4 (20)	5 (6)	<b>4.00</b>
17. Professional competence of the advertising program faculty	1 (0)	2 (3)	3 (2)	4 (11)	5 (17)	<b>4.27</b>
18. Attitude of department chairperson toward students	1 (8)	2 (1)	3 (6)	4 (16)	5 (2)	<b>3.76</b>
19. General quality of College of Business facilities for students	1 (0)	2 (2)	3 (11)	4 (19)	5 (1)	<b>3.58</b>
20. General quality of FSU facilities	1 (1)	2 (5)	3 (15)	4 (10)	5 (2)	<b>3.28</b>
21. Quality of FSU student life	1 (1)	2 (9)	3 (15)	4 (8)	5 (0)	<b>2.97</b>
22. Quality of opportunities for student recreation at FSU	1 (2)	2 (13)	3 (11)	4 (7)	5 (0)	<b>2.81</b>

**How helpful has each of the following courses been in helping you to understand the principles and practice of advertising, marketing and integrated marketing communications you believe you need to succeed in advertising:**

23. Principles of Advertising	1 (1)	2 (4)	3 (5)	4 (11)	5 (12)	<b>3.97</b>
24. Principles of Marketing	1 (5)	2 (5)	3 (5)	4 (12)	5 (6)	<b>3.68</b>
25. Advertising Layout and Production	1 (2)	2 (0)	3 (3)	4 (9)	5 (19)	<b>4.52</b>
26. Advertising Copy	1 (5)	2 (0)	3 (3)	4 (6)	5 (19)	<b>4.57</b>
27. Advertising Media Courses	1 (5)	2 (1)	3 (1)	4 (12)	5 (14)	<b>4.39</b>
28. Advertising Campaigns	1 (9)	2 (4)	3 (0)	4 (7)	5 (13)	<b>4.21</b>
29. Advertising Management	1 (5)	2 (0)	3 (5)	4 (9)	5 (14)	<b>4.32</b>
30. Retail Advertising	1 (20)	2 (0)	3 (1)	4 (8)	5 (4)	<b>4.23</b>
31. Business-to-Business Advertising	1 (22)	2 (0)	3 (2)	4 (6)	5 (3)	<b>4.09</b>
32. Direct Marketing	1 (18)	2 (0)	3 (6)	4 (3)	5 (6)	<b>4.00</b>
33. Marketing Policy	1 (21)	2 (0)	3 (3)	4 (4)	5 (5)	<b>4.16</b>

34. Business Core Courses (MKTG, MGMT, ECON, ACCT, STAT, LAW, etc.)	1 (1)	2 (7)	3 (12)	4 (12)	5 (1)	<b>3.32</b>
35. General Education Courses (HUM, SCI, ENG, MATH, etc.)	1 (3)	2 (7)	3 (14)	4 (8)	5 (1)	<b>3.10</b>

**How effective have the courses you have taken at FSU been in developing your skills in the following areas?**

36. Written communication skills	1 (0)	2 (3)	3 (7)	4 (18)	5 (6)	<b>3.90</b>
37. Oral communication skills	1 (0)	2 (0)	3 (4)	4 (17)	5 (12)	<b>4.24</b>
38. Professionalism and ethics	1 (0)	2 (1)	3 (10)	4 (16)	5 (6)	<b>3.82</b>
39. Marketing skills	1 (0)	2 (0)	3 (9)	4 (18)	5 (6)	<b>3.91</b>
40. Research and library skills	1 (0)	2 (5)	3 (11)	4 (12)	5 (5)	<b>3.51</b>
41. Quantitative skills	1 (2)	2 (1)	3 (12)	4 (17)	5 (1)	<b>3.58</b>
42. Management/administrative skills	1 (1)	2 (1)	3 (9)	4 (20)	5 (2)	<b>3.87</b>
43. Problem solving skills	1 (0)	2 (1)	3 (8)	4 (16)	5 (8)	<b>3.94</b>
44. Creative skills	1 (0)	2 (1)	3 (5)	4 (10)	5 (17)	<b>4.30</b>
45. Critical thinking skills	1 (0)	2 (0)	3 (8)	4 (16)	5 (9)	<b>4.03</b>
46. Computer skills	1 (0)	2 (8)	3 (10)	4 (7)	5 (8)	<b>3.45</b>

**Please tell us how you discovered the advertising program and FSU. Did you come here as a freshman advertising major or change majors? Did you transfer from another school? Return to school as a non-traditional student? This information will be helpful in our recruitment efforts.**

- Came as a freshman advertising major (x7)
- Transferred from Visual Communication (x4)
- Changed majors after freshman year (x3)
- Transfer from a community college with marketing in mind; counselor suggested advertising (x2)
- Learned about the major when I took advertising principles (x2)
- Transferred from a community college
- Transfer from operations management
- Transferred in and chose FSU by word of mouth and because it was close to home
- Changed majors from PR to ADVG (talked to Professor Mehl)
- Changed majors from biology to advertising
- Changed majors from Hotel and Restaurant Management
- Transferred from out of state. Found out about FSU from college catalogs.
- Transferred from optometry; discovered the program myself.
- Transferred from Criminal Justice
- Found the program in the FSU catalog for international students. (Recruitment for international students is excellent)

- Chose after looking through the FSU catalog
- Transferred from another college
- Transferred from architecture to use my creativity
- Transferred from TVP

**What is your home town?**

- Detroit (x5)
- Bay City (x3)
- Portage (x2)
- Big Rapids (x2)
- Jackson
- Sanford
- Saginaw
- Cass City
- Flint
- Houghton Lake
- Lapeer
- Sterling Heights
- Onaway
- Iron Mountain
- Highland Park
- Troy
- Belleville
- Battle Creek
- Hartland
- Conklin
- Buffalo, NY
- Fukuoka, Japan

**If you are an out-of-state student, why did you choose Ferris over an in-state school?**

- Ferris accepted all my credits from Colombia (foreign student)
- Ferris offered my program at a lower rate. New York City was another option. The financial aid I got was not what I expected. Should have stayed home.
- The international advisor (Steve) was very nice, and motivated me to come to FSU

**Please use the back of this sheet to tell us more about what you like/would like to see improved about the advertising program at FSU. Your constructive criticism is an essential part of our evaluation process! Many thanks.**

**COMPUTER-RELATED COMMENTS**

- ISYS computer class should be hands-on. We don't need to know how the inside of the computer works, we need to know how to use Windows and other major programs.
- I work for University Advancement and Marketing, and everything we do is on computers (MAC). There are currently no Macintosh classes on the curriculum. To tell you the truth I'm pretty nervous to do my first job, because we literally have zero computer skills that relate to our field.

- Get our hands on computers to do course work, so we aren't clueless when we get in the field.
- More use of the computer in the classroom to show how things are done in the real world. (x2)
- Layout and production should be done on computers as they are in the real world. (x2)
- Media assignments are done with computers in the real world; we should too.
- Need to include more computer classes. (x3)
- It would be nice to have a MAC lab just for advertising students.

## **PROGRAM AND CLASS-RELATED COMMENTS**

### Campaigns Comments

- Campaigns topic should be chosen by the student to increase interest/involvement.
- Campaigns should be structured to walk you through -- or have an introductory class that walks you through and does one or two small campaigns before you are put into a class to "guess" what you are supposed to do.
- Campaigns needs to be more structured so that the student may be more clear on how and what they should be accomplishing when designing an ad campaign.
- Campaigns needs to be more effective. I was unprepared when entering this class and left with little new knowledge.

### Media Comments

- Media must be a 3-credit class (not 2 and 2) (x2)

### Internship Comments

- Better access to advertising internships
- Faculty should help get internships
- Internships should be mandatory
- At least three internships should be required

### Other Comments

- Make transfers from community college simple and fair -- especially re: what classes transfer
- Students need to learn problem-solving skills for the workplace
- Get more student involvement in the ad club; improve the ad club (x2)
- Ad club membership should be required for majors.

- Make it an option for advertising students interested in creative to take a few beginning Visual Communications classes as ad electives
- Need more class involvement with what's going on in business today. Need to know what and also who in advertising.
- Need more info about client side of business, we seem to stress the agency side quite a bit.
- Core courses should relate more to the major. (x2)
- More options should be open for electives.
- I like that the professors are experienced in the field and that we get hands-on experience.
- Sometimes it would be helpful to have more direction in some classes.
- More interaction with the industry. I would like to know industry leaders as well as PGM & PTM majors do. (x2)
- Should have recruiters come to campus to hire ad majors as they do to College of Technology and Pharmacy.
- If advisors were more available (dedicated) it would help the student graduate sooner and be more productive.
- More professors and advisors should take initiative to get involved in the student's life.
- ENGL311 should be ENGL322 since that is more applicable to the field.
- Need more hands-on projects throughout the advertising program.
- More field trips related to classes.

### **GENERAL FSU COMMENTS**

- More diverse programs that bring blacks and whites together. (x2)
- I would like to see more recent materials in the library.





6. How can the Advertising Program be improved?

Section II. Competencies Evaluation: The assessment scale for the survey is:

- 0 = don't have advertising students/don't know
- 1 = poor
- 2 = below average
- 3 = average
- 4 = very good
- 5 = excellent

1. Please assess the curriculum as it addresses written communication skills:

0      1      2      3      4      5

2. Please assess the curriculum as it addresses oral communication skills:

0      1      2      3      4      5

3. Please assess the curriculum as it addresses professionalism, conduct and interpersonal skills:

0      1      2      3      4      5

4. Please assess the curriculum as it addresses marketing skills:

0      1      2      3      4      5

5. Please assess the curriculum as it addresses management skills:

0      1      2      3      4      5

6. Please assess the curriculum as it addresses technological and computer skills:

0      1      2      3      4      5

7. Please assess the capability of advertising students you have had in your classes, and that are still attending the university:

0      1      2      3      4      5

8. Any other comments on any particular part of the curriculum:

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Please return the completed form to Victoria Hardy, Construction and Facilities Department, Swan 312  
Kaaren Denyes, Acting Department Head

**Appendix B**  
**Advertising Course Checksheet**

**Ferris State University - College of Business  
BACHELOR OF SCIENCE DEGREE IN BUSINESS**

**ADVERTISING - 125/126 Credits**

**NAME:** \_\_\_\_\_ **SS#:** \_\_\_\_\_

REQUIRED	COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ( )		S.H.	GRADE
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**COMMUNICATION COMPETENCE - 12 Credits Required**

COMM	121	Fundamentals of Public Speaking - (None)	3	
ENGL	150	English 1 - (None)	3	
ENGL	250	English 2 - (ENGL 150 or equivalent)	3	
ENGL	311	Advanced Technical Writing - (ENGL 250)	3	

**SCIENTIFIC UNDERSTANDING - 7-8 Credits Required**

Select two courses from the following subject areas (one must be a lab course):  
ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHSC, PHYS

			4	
			3-4	

**QUANTITATIVE SKILLS - 3 Credits Required**

MATH	115	Intermediate Algebra - (MATH 110) - If proficient in MATH 115, substitute a free elective.	3	
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**CULTURAL ENRICHMENT - 9 Credits Required**

HIST		Select one of the following: HIST 121, 122, 151, 152 - (All require none)	3	
HUMN		Select one of the following: HUMN 101, 102 - (Both require none)	3	
LITR		Select one of the following: LITR 311, 312, 351, 352 - (All require ENGL 250)	3	

**SOCIAL AWARENESS - 18 Credits Required**

ECON	221	Principles of Economics 1 - (MATH 110 or proficiency)	3	
ECON	222	Principles of Economics 2 - (ECON 221)	3	
GEOG	100	Geography of World Regions -(None)	3	
PSYC	150	Introduction to Psychology - (None)	3	
SOCY	121	Introductory Sociology - (SSCI 100 or sat. verbal score on ACT or "C" or above in UNIV 106)	3	
SOCY	340	Minority Groups in America - (SOCY 121, 122 or ANTH 122)	3	

**FREE ELECTIVES - 3 Credits Required**

		Free Elective - If needed MATH 110 can be taken as a free elective.	3	
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**NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES**

Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

**NOTE: A 2.00 cumulative GPA is required for completion of the Advertising degree.**

**Ferris State University - College of Business  
ADVERTISING MAJOR**

REQUIRED	COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ( )		S.H.	GRADE	GR. PTS.
<b>ADVERTISING MAJOR - 34 Credits Required</b>					
<b>22 Credits from below plus 12 credits from additional major courses</b>					
ADVG	312	Advertising Layout and Production - (ADVG 222)	3		
ADVG	324	Advertising Copy - (ADVG 222, ENGL 250)	3		
ADVG	334	Fundamentals of Media -(ADVG 222)	2		
ADVG	376	Media Strategy and Tactics -(ADVG 334)	2		
ADVG	486	Advertising Management - (ADVG 222)	3		
ADVG	488	Advertising Campaigns - (ADVG 312, ADVG 324, ADVG 376)	3		
MKTG	322	Consumer Behavior - (MKTG 321, PSYC 150)	3		
MKTG	425	Marketing Research - (MKTG 321, STQM 260)	3		
<b>ADDITIONAL MAJOR COURSES - 12 Credits Required</b>					
ADVG	375	Business-to-Business Advertising - (ADVG 222)	3		
ADVG	465	Advanced Advertising Copy - (ADVG 324)	2		
ADVG	485	Retail Promotion -(ADVG 222, RETG 337)	3		
ADVG	491	Cooperative Education - (Completion of 60 semester hours and dept. head approval)	1-9		
ADVG	497	Independent Study - (Permission of professor)	1-3		
MKTG	383	Direct Marketing - (ADVG 222, MKTG 321)	3		
MKTG	473	Marketing Cases and Problems - (MKTG 321)	3		
MKTG	485	Direct Marketing Campaigns - (MKTG 383)	3		
PREL	340	Public Relations - (ENGL 150)	3		
<b>BUSINESS CORE - 30 Credits Required</b>					
ACCT	201	Principles of Accounting 1 - (MATH 110 with a grade of C- or better)	3		
ACCT	202	Principles of Accounting 2 - (ACCT 201 with a grade of C- or better)	3		
BLAW	321	Contracts and Sales - (None)	3		
ENGL	325	Advanced Writing for Business -(ENGL 250)	3		
FINC	322	Financial Management 1 - (ACCT 202, MATH 115)	3		
ISYS	202	Principles of Information System - (None)	3		
MGMT	301	Applied Management - (Junior standing or permission of professor)	3		
MKTG	321	Principles of Marketing - (ECON 221)	3		
MKTG	499	Marketing Policy - (Last semester senior or approval of professor)	3		
STQM	260	Introduction to Statistics - (MATH 115)	3		
<b>RELATED COURSES - 9 Credits Required</b>					
ADVG	222	Principles of Advertising - (None)	3		
MKTG	231	Professional Selling - (COMM 121 highly recommended)	3		
VISC	116	Computers in Visual Media - (None)	3		

**NOTE: A 2.00 GPA is required for both the major and business core.**

**Ferris State University - College of Business  
MARKETING DEPARTMENT**

**ADVERTISING CERTIFICATE - 14 Credits**

**NAME:** \_\_\_\_\_ **SS#:** \_\_\_\_\_

REQUIRED		COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ( )	S.H.	GRADE	GR. PTS.
ADVG	222	Principles of Advertising - (None)	3		
ADVG	312	Advertising Layout and Production - (ADVG 222)	3		
ADVG	324	Advertising Copy - (ADVG 222, ENGL 250)	3		
ADVG	334	Fundamentals of Media - (ADVG 222)	2		
ADVG	488	Advertising Campaigns - (ADVG 312, 324, 334)	3		

**For more information, please contact the Certificate Director, Professor Paul Jackson, at (616) 592-2441 or the Marketing Department at (616) 592-2426.**

**NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES**  
 Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the certificate which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

***NOTE: A 2.00 cumulative GPA is required for completion of the Advertising certificate.***

**Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Advertising Advisor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Marketing Dept. Chair:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**(To receive this certificate, you must complete a certificate clearance in the College of Business - Room 200)**

**Appendix C**

**Productivity, Teaching Costs and Historical  
Enrollment Figures**

# FERRIS STATE UNIVERSITY

## Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF), Aggregated by College Fall + Winter Semesters 1996-1997

<b>College</b>	<b>Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)</b>
<b>College of Arts and Sciences</b>	<b>584.63</b>
<b>College of Education</b>	<b>470.28</b>
<b>University College</b>	<b>447.85</b>
<b>College of Business</b>	<b>420.65</b>
<b>College of Pharmacy</b>	<b>410.75</b>
<b>College of Allied Health Science</b>	<b>368.62</b>
<b>College of Technology</b>	<b>333.11</b>
<b>College of Optometry</b>	<b>207.50</b>

# FERRIS STATE UNIVERSITY

## Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Course Prefix within College and Department

Prefix	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + (a /
<b>College of Business</b>													
<b>Management</b>													
INSR	1994-95	27.00	132.00	120.00	252.00	0.25	0.67	0.67	0.67	108.00	198.00	180.00	378.00
INSR	1995-96	42.00	102.00	84.00	186.00	0.25	0.50	0.50	0.50	168.00	204.00	168.00	372.00
INSR	1996-97	0.00	102.00	114.00	216.00	0.00	0.67	0.67	0.67		153.00	171.00	324.00
INTB	1993-94	0.00	549.00	481.00	1,030.00	0.00	2.25	2.58	2.42		244.00	186.30	426.00
INTB	1994-95	249.00	600.00	561.00	1,161.00	1.12	2.75	2.75	2.75	222.32	218.18	204.00	422.00
INTB	1995-96	162.00	414.00	372.00	786.00	0.63	2.33	2.43	2.38	259.20	177.43	153.01	329.00
INTB	1996-97	198.00	279.00	309.00	588.00	1.51	2.09	2.60	2.35	131.13	133.28	118.95	250.00
LLAW	1993-94	0.00	349.00	397.00	746.00	0.00	1.38	1.35	1.36		253.40	293.52	546.00
LLAW	1994-95	4.00	192.00	185.00	377.00	0.13	1.33	1.23	1.28	32.00	143.88	150.74	294.00
LLAW	1995-96	0.00	155.00	138.00	293.00	0.00	1.24	1.23	1.23		125.13	112.26	237.00
LLAW	1996-97	0.00	120.00	147.00	267.00	0.00	1.54	1.50	1.52		77.84	98.00	175.00
MGMT	1993-94	0.00	4,423.00	4,175.50	8,598.50	0.00	13.10	12.86	12.98		337.61	324.72	662.00
MGMT	1994-95	1,641.00	3,335.00	3,381.00	6,716.00	6.89	11.21	12.33	11.77	238.10	297.54	274.13	570.00
MGMT	1995-96	1,306.00	2,602.00	3,320.00	5,922.00	4.05	9.59	12.02	10.80	322.77	271.32	276.29	548.00
MGMT	1996-97	1,068.00	2,532.00	2,640.00	5,172.00	4.25	9.79	10.87	10.33	251.50	258.68	242.88	500.00
REAL	1993-94	0.00	126.00	210.00	336.00	0.00	0.33	0.83	0.58		378.00	252.00	576.00
REAL	1994-95	39.00	81.00	135.00	216.00	0.42	0.33	0.77	0.55	93.98	243.00	174.71	390.00
REAL	1995-96	6.00	114.00	165.00	279.00	0.00	0.33	0.69	0.51		342.00	238.33	544.00
REAL	1996-97	9.00	69.00	147.00	216.00	0.17	0.25	0.83	0.54	54.00	276.00	176.40	398.00
<b>Marketing</b>													
ADVG	1993-94	0.00	1,041.00	960.00	2,001.00	0.00	3.70	3.21	3.45		281.45	299.49	579.00
ADVG	1994-95	312.00	849.00	740.00	1,589.00	1.55	2.75	2.83	2.79	200.86	308.73	261.36	569.00
ADVG	1995-96	153.00	695.00	722.00	1,417.00	0.91	2.72	3.13	2.93	168.92	255.44	230.65	484.00
ADVG	1996-97	120.00	621.00	654.00	1,275.00	0.68	2.17	2.70	2.44	177.32	286.62	241.82	523.00



# FERRIS STATE UNIVERSITY

## Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF), Aggregated by Course Prefix Fall + Winter Semesters 1996-1997

<b>Course Description</b>	<b>Course Prefix</b>	<b>Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)</b>
Pharmaceutics	PHAR	551.13
Recreation Management and Leisure Studies	RMLS	543.90
Pharmacology	PHCL	543.75
Computer Science	CPSC	528.00
Advertising	ADVG	523.48
Literature	LITR	522.45
Allied Health Science	CAHS	515.86
University	UNIV	512.00
English	ENGL	505.99
Management	MGMT	500.74
Health Care Systems Administration	HCSA	495.64
Engineering Graphics	ETEC	495.27
French	FREN	489.60
Construction Management	CONM	487.02

**Alpha Listing of Program Teaching Costs per Student Credit Hours  
1995-1996 Data  
(Teaching Costs Include Fringes)**

<u>Program Name and Degree</u>	<u>Credit Hours</u>	<u>Total Teaching Cost</u>	<u>Total Teaching Cost / Cr Hrs</u>
Accountancy (Cost/Managerial Track) BS	124	\$14,486.76	\$116.83
Accountancy (Professionally Directed Track) BS	123	\$14,466.05	\$117.61
Accountancy (Public Accounting Track) BS	124	\$14,755.44	\$119.00
Accountancy/Computer Information Systems BS	128	\$16,387.74	\$128.03
Accountancy/Finance BS	137	\$18,224.84	\$133.03
Actuarial Science BS	120	\$18,694.23	\$155.79
Advertising BS	125	\$15,539.53	\$124.32
Allied Health Education BS (Yrs 3 & 4)	104	\$34,265.52	\$329.48
Applied Biology BS	120	\$11,297.28	\$94.14
Applied Mathematics BS	120	\$15,695.06	\$130.79
Architectural Technology AAS	66	\$10,446.74	\$158.28
Automotive and Heavy Equipment Mgt BS (Yrs 3&4)	67	\$8,256.15	\$123.23
Automotive Body AAS	63	\$9,189.41	\$145.86
Automotive Service Technology AAS	68	\$14,613.47	\$214.90
Biology Education BS	120	\$13,343.85	\$111.20
Biotechnology BS	131	\$17,765.67	\$135.62
Building Construction Technology AAS	63	\$8,404.99	\$133.41
Business Administration BS	124	\$13,146.47	\$106.02
Business Education/Accounting BS	142	\$37,684.49	\$265.38
Business Education/General Business BS	142	\$37,974.28	\$267.42
Business Education/Marketing/Distributive Edu BS	142	\$37,196.19	\$261.95
Business Education/Secretarial Science BS	142	\$43,882.03	\$309.03

**COLLEGE OF BUSINESS**  
**ENROLLMENT PROFILE - MARKETING DEPARTMENT**

**FALL ENROLLMENT**

Program	1989	1990	1991	1992	1993	1994	1995	1996	Number & % Decrease
Advertising	172	196	179	139	126	76	72	59	137 = 69.9%
Advertising - T	22	29	22	31	21	16	12	7	24 = 77.4%
Hospitality Management - T	43	59	78	78	68	56	59	34	44 = 56.4%
Marketing - (1996 Pre-PGM = 78)	221	238	278	257	130	165	150	160	118 = 42.4%
Marketing - General - T	24	19	16	20	6	10	7	6	18 = 75.0%
Music Industry Management	0	0	0	0	0	0	1	10	
Professional Golf Management	328	354	371	383	431	329	280	262	121 = 31.6%
Professional Tennis Management	59	69	86	89	74	70	69	65	24 = 30.0%
Public Relations	57	71	86	56	54	41	33	35	51 = 59.3%
Public Relations - T	8	9	14	14	7	5	5	3	11 = 78.6%
Retailing	50	42	37	30	26	23	19	15	35 = 70.0%
Retailing - T	7	7	3	2	4	3	1	1	6 = 85.7%
Sales	101	107	89	98	82	59	35	30	77 = 72.0%
Sales - T	23	12	20	32	15	6	4	6	26 = 81.3%
Visual Communication	21	16	8	20	37	35	36	36	1 = 2.7%
Food Service (A.A.S.)	185	187	171	141	104	95	57	62	125 = 66.8%
Retailing (A.A.S.)	84	86	68	42	27	15	10	4	82 = 95.3%
Visual Communication (A.A.S.)	150	134	142	115	102	80	70	84	66 = 44.0%
<b>MKT DEPARTMENT TOTALS</b>	<b>1555</b>	<b>1635</b>	<b>1668</b>	<b>1547</b>	<b>1314</b>	<b>1084</b>	<b>920</b>	<b>879</b>	<b>789 = 47.3%</b>

**WINTER ENROLLMENT**

Program	1990	1991	1992	1993	1994	1995	1996	1997	Number & % Decrease
Advertising	188	201	161	137	108	74	67	63	138 = 68.7%
Advertising - T	29	26	27	27	20	16	10	6	23 = 79.3%
Hospitality Management - T	41	78	73	78	71	64	61	35	43 = 55.1%
Marketing - (1997 Pre-PGM = 43)	195	214	207	172	163	125	99	114	100 = 46.7%
Marketing - General - T	22	23	15	12	5	7	8	4	19 = 82.6%
Music Industry Management	0	0	0	0	0	0	3	10	
Professional Golf Management	337	355	386	381	364	311	285	251	135 = 35.0%
Professional Tennis Management	53	63	80	70	63	63	64	58	22 = 27.5%
Public Relations	55	60	67	49	50	34	31	31	36 = 53.7%
Public Relations - T	6	8	18	14	8	2	5	3	15 = 83.3%
Retailing	42	45	37	28	27	21	17	15	30 = 66.7%
Retailing - T	7	4	2	3	5	3	5	1	6 = 85.7%
Sales	112	102	100	97	77	50	29	31	81 = 72.3%
Sales - T	21	16	31	25	12	5	5	6	25 = 80.6%
Visual Communication	22	17	11	24	37	39	31	33	6 = 15.4%
Food Service (A.A.S.)	185	169	155	122	105	63	54	60	125 = 67.6%
Retailing (A.A.S.)	77	66	51	37	15	11	8	4	73 = 94.8%
Visual Communication (A.A.S.)	105	100	100	96	89	66	62	72	33 = 31.4%
<b>MKT DEPARTMENT TOTALS</b>	<b>1497</b>	<b>1547</b>	<b>1521</b>	<b>1372</b>	<b>1219</b>	<b>954</b>	<b>844</b>	<b>797</b>	<b>750 = 48.5%</b>

Number & % Decrease = Highest enrollment year (89 to present) minus enrollment for 96 or 97 to calculate decrease and percentage.

**College of Business  
Actual Graduates By Program**

<b>Program</b>	<b>85-86</b>	<b>86-87</b>	<b>87-88</b>	<b>88-89</b>	<b>89-90</b>	<b>90-91</b>	<b>91-92</b>	<b>92-93</b>	<b>93-94</b>	<b>94-95</b>	<b>95-96</b>	<b>96-97</b>
BS Advertising	32	37	30	24	55	54	52	61	32	27	22	15
BS Hospitality Management	17	21	18	16	30	24	41	48	40	30	27	15
BS Marketing	67	61	52	46	48	50	54	54	30	25	20	17
BS Marketing - Sales	37	33	54	52	58	44	54	54	37	21	18	8
BS Professional Golf Management	42	47	45	49	60	63	64	62	79	76	82	58
BS Professional Tennis Management	0	0	0	11	11	3	8	15	17	9	8	6
BS Public Relations	9	10	15	13	6	9	9	22	13	11	12	4
BS Retailing	14	19	14	22	20	21	22	11	21	11	3	6
BS Visual Communication	0	0	0	0	13	15	4	6	19	22	13	15
AAS Food Service Management	38	31	37	36	49	50	62	66	29	39	21	14
AAS Retailing	15	18	24	18	25	21	17	15	13	7	3	0
AAS Visual Communication	26	26	25	27	22	16	37	25	23	24	15	11
Cert - Marketing	0	0	0	0	0	0	0	0	0	0	0	1
Cert - Retailing	0	0	0	0	0	0	0	0	0	0	0	19
<b>MKT DEPARTMENT TOTALS</b>	<b>297</b>	<b>303</b>	<b>314</b>	<b>314</b>	<b>397</b>	<b>370</b>	<b>424</b>	<b>439</b>	<b>353</b>	<b>302</b>	<b>244</b>	<b>189</b>
<b>COLLEGE OF BUSINESS TOTALS</b>	<b>1123</b>	<b>1020</b>	<b>977</b>	<b>996</b>	<b>1053</b>	<b>962</b>	<b>1083</b>	<b>1171</b>	<b>930</b>	<b>758</b>	<b>640</b>	<b>463</b>
<b>M.S. DEGREE TOTALS</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>6</b>	<b>4</b>	<b>7</b>	<b>11</b>	<b>12</b>	<b>12</b>	<b>22</b>	<b>17</b>	<b>12</b>
<b>B.S. DEGREE TOTALS</b>	<b>904</b>	<b>808</b>	<b>771</b>	<b>794</b>	<b>837</b>	<b>759</b>	<b>848</b>	<b>948</b>	<b>774</b>	<b>595</b>	<b>505</b>	<b>346</b>
<b>A.A.S. DEGREE TOTALS</b>	<b>212</b>	<b>204</b>	<b>202</b>	<b>194</b>	<b>206</b>	<b>187</b>	<b>214</b>	<b>205</b>	<b>135</b>	<b>134</b>	<b>84</b>	<b>62</b>
<b>CERTIFICATE TOTALS</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>6</b>	<b>9</b>	<b>10</b>	<b>6</b>	<b>9</b>	<b>7</b>	<b>34</b>	<b>43</b>

Note: 96-97 year only indicates fall and winter semesters - summer figures are not available.

Source: College of Business Actual Graduation List

**College of Business**  
**Actual Graduates By Program**

<b>Program</b>	<b>85-86</b>	<b>86-87</b>	<b>87-88</b>	<b>88-89</b>	<b>89-90</b>	<b>90-91</b>	<b>91-92</b>	<b>92-93</b>	<b>93-94</b>	<b>94-95</b>	<b>95-96</b>	<b>96-97</b>
MS Accountancy	3	5	3	5	2	5	5	4	3	1	0	0
MS Information Systems Management	0	0	0	1	2	2	6	8	9	21	17	12
BS Accountancy	112	80	80	92	64	63	68	83	87	52	46	35
BS Accountancy/CIS	0	0	0	0	0	0	0	0	0	0	0	5
BS Computer Information Systems	192	124	109	94	67	57	69	69	50	50	41	27
BS Office Automation Systems	19	17	15	16	10	7	4	12	5	7	4	2
BS Quantitative Business	2	4	3	11	2	3	3	4	2	2	0	0
AAS Administrative Assistant	38	31	19	18	25	13	15	24	10	6	1	2
AAS Court & Freelance Reporting	14	4	10	9	17	12	15	14	4	6	10	1
AAS Executive Secretary	16	22	17	12	4	8	8	9	3	3	0	0
AAS Higher Accounting	0	1	0	0	0	5	0	0	0	0	0	0
AAS Legal Secretary	8	11	5	10	5	3	4	5	4	5	2	0
Cert - Computer Literacy	0	0	0	0	0	0	0	0	0	0	2	0
Cert - Mainframe Computer	0	0	0	0	0	0	0	0	0	0	1	0
<b>ACIS DEPARTMENT TOTALS</b>	<b>404</b>	<b>299</b>	<b>261</b>	<b>268</b>	<b>198</b>	<b>178</b>	<b>197</b>	<b>232</b>	<b>177</b>	<b>153</b>	<b>124</b>	<b>84</b>
BS Business Administration	198	173	160	170	201	196	211	235	204	149	136	78
BS Business Economics	2	1	2	3	6	2	2	1	0	1	0	0
BS Finance	23	24	25	31	27	24	35	36	26	14	12	9
BS Human Resource Management	21	27	20	20	19	11	15	23	18	11	8	8
BS Insurance	9	18	14	14	19	18	22	31	9	6	2	5
BS Insurance/Real Estate	2	2	3	3	2	5	8	5	3	4	0	3
BS International Business	20	10	15	12	9	7	10	23	17	22	16	4
BS Management	50	70	71	62	64	49	56	58	44	30	20	14
BS Operations Management	24	15	17	19	24	25	21	15	4	6	5	3
BS Small Business Management	12	15	9	14	22	9	16	20	17	9	10	9
AAS General Business	14	14	23	17	24	28	24	9	15	13	13	17
AAS Legal Assistant	36	28	29	25	20	19	21	24	28	17	13	9
AAS Real Estate	7	18	13	22	15	12	11	14	6	14	6	8
Cert - Bus Skills in App Manufacturing	0	0	0	0	0	0	0	0	0	0	13	4
Cert - International Business	0	0	0	0	0	0	0	0	1	3	12	10
Cert - Real Estate	4	3	1	2	6	9	10	6	8	4	5	8
Cert - Small Business Management	0	0	0	0	0	0	0	0	0	0	1	1
<b>MGT DEPARTMENT TOTALS</b>	<b>422</b>	<b>418</b>	<b>402</b>	<b>414</b>	<b>458</b>	<b>414</b>	<b>462</b>	<b>500</b>	<b>400</b>	<b>303</b>	<b>272</b>	<b>190</b>

**Appendix D**  
**Vita of Advertising Faculty**

Figure 11

VITA

I. Name: Paul W. Jackson

Rank: Associate Professor

Tenure/Nontenure: Tenure

Department or Division: Marketing

Year Joined the Institution: 72

Teaching Experience:

\* University of Illinois,  
Instructor 1970-1972

\* Ferris State University  
1972-Present

Areas of Involvement (in teaching):

\* Advertising

II. Education Background (include fields of specialization):

\* B.S., University of Tulsa, Journalism, Advertising,  
Radio and Television

\* M.J., University of Illinois, Advertising

\* All Ph.D. coursework, University of Illinois  
Mass Communications

III. Prior Experience not in Education:

\* Partner, Oklahoma Shopping Center Services  
Promotional Agency specializing in shopping  
centers.

\* Advertising Manager, Southside Times, Suburban  
weekly newspaper

\* Manager, Strineed Bros. Nursery, Retail Nursery  
Chain

IV. Professional memberships (includes offices held):

None

Vita - Page 2

V. Professional meetings attended (include dates):

None

VI. Papers presented (include dates):

None

VII. Publications:

None

VIII. Other research activity:

None

IX. Consulting:



- \* Occasional informal work with organizations and small businesses

X. Professional growth activities:

- \* Voluminous professional reading - primarily in the area of retail promotion

Vita - Page 3

XI. Seminars, training programs, etc., conducted for business and industry:

None

XII. Professional presentations, speeches, etc.:

None

XIII. Institutional services performed:

- \* Strategic Marketing Committee,  
College of Business Curriculum Committee  
College of Business Recruitment & Retention Committee  
College of Business Testing  
Business Lecture Chair

College of Business Business/Alumni Day Chair

XIV. Recognition and honors:

None

XV. Professionally related community activities:

\* Very occasional work with downtown merchant's  
association

Figure 11

VITA

I. Name: Susan K. Jones

Rank: Associate Professor

Tenure/Nontenure: Tenured

Department or Division: Marketing

Year Joined the Institution: 1990

Teaching Experience:

- \* Ferris State University since 1990 full time
- \* Northwestern University 1987-1990 -  
Adjunct Instructor
- \* Aquinas College 1981-1984 - Adjunct Instructor

Areas of Involvement (in teaching):

- \* Advertising, Marketing, Direct Marketing,  
Public Relations

II. Education Background (include fields of specialization):

- \* M.S.J. Advertising 1972 Northwestern University
- \* B.S.J. Advertising 1971 Northwestern University
- \* Certificate in the Liberal Arts 1980  
University of Chicago

III. Prior Experience not in Education:

- \* Owner/Susan K. Jones & Associates Direct Marketing  
and Advertising 1980 - Present (Consulting Firm)
- \* Marketing Manager - The Hamilton Group 1977-1980
- \* Copywriter/Account Executive - Marshall John  
Advertising 1974-1977
- \* Copywriter - Wickes Furniture 1973-74
- \* Copywriter - Sears, Roebuck & Co. 1972-1973

IV. Professional memberships (includes offices held):

- \* Chair of Trustees (1992-Present) Chicago Association of Direct Marketing Educational Foundation
- \* Member of Board of Directors, Chicago Association of Direct Marketing (1989-1992, 1996-present)
- \* Direct Marketing Association
- \* Chicago Association of Direct Marketing
- \* American Marketing Association

V. Professional meetings attended (include dates):

- \* Direct Marketing Educational Foundation Educators' Conference
- \* Business-to-Business Conference 1991, 1996 (Direct Marketing Association)
- \* Chicago Association of Direct Marketing Annual Conference 1978-Present (Annually)
- \* West Michigan AMA Conferences (annually)

VI. Papers presented (include dates):

- \* "A Hierarchy of Needs Approach to Direct Marketing Fund-Raising" (Direct Marketing Educational Foundation Educators' Conference 1992)
- \* Speaker at Chicago Association of Direct Marketing Topics 1987, 1989, 1991, 1995, 1996

VII. Publications:

- \* Sole author of textbook: Creative Strategy in Direct Marketing (NTC Business Books 1991, Second Edition 1997)
- \* Co-authored trade book: Selling by Mail (Scribner's 1985)
- \* Also ten books on limited edition collectibles; one on time management (often with co-authors or co-editors)

VIII. Other research activity:

- \* Frequent research for consulting clients

IX. Consulting:

- \* On-going consulting relationships with direct marketing firms and agencies including:
  - The Hamilton Collection
  - International Correspondence Schools
  - International Researching Services
  - Collectors' Information Bureau
  - Retail Target Marketing Systems
  - Irvin Alan Fabrics
  - Enesco Corporation
  - and others

X. Professional growth activities:

- \* Frequent attendee of seminars on direct marketing, general marketing and advertising

XI. Seminars, training programs, etc., conducted for business and industry:

- \* Since 1992 I have periodically conducted seminars for newspaper executives on direct marketing and Integrated Marketing Communications sponsored by Consumer Target Marketing of Waukesha, Wisconsin

XII. Professional presentations, speeches, etc.:

- \* See VI

XIII. Institutional services performed:

- \* Numerous committee assignments including:
  - Athletic Advisory Committee 1992-95 (Assistant Chair 1993-94)
  - Criterion One Committee for Accreditation Process
  - Torch Transition Committee
  - Visual Media Communications Committee (combining V-C and TVP)
  - College of Business Review Committee
  - Marketing Vision Committee
  - Search Committee - Dean, College of Business
  - Search Committee - Department Head, Marketing Chair, Search Committee, Public Relations Faculty and Program Coordinator

Chair of Advertising Program Review Committee

XIV. Recognition and honors:

- \* 1991 "Marketer of the Year" award from West Michigan Chapter, American Marketing Association
- \* Excellence in Teaching in 1993 from Direct Marketing Educational Foundation
- \* Volunteer of the Year Award 1996 - Chicago Association of Direct Marketing

XV. Professionally related community activities:

- \* Vice President, Arts Council of Greater Grand Rapids (former co-chair of Development Committee, current co-chair of Marketing and Cultural Diversity Committees)
- \* Marketing Services performed pro bono for: Junior League of Grand Rapids, Direction Center, Mayflower Congregational Church, East Grand Rapids Public Schools
- \* Public Relations class activities performed in service to Mecosta/Osceola County United Way

Figure 11  
VITA

I. Name: Thomas G. Mehl

Rank: Associate Professor

Tenure/Nontenure: Tenured

Department or Division: Marketing

Year Joined the Institution: 1978

Teaching Experience:

- \* Ferris State University - 16 years full time 1 year part time
- \* Davenport College - 3 years

Areas of Involvement (in teaching):

- \* Marketing, Retailing

II. Educational Background (include fields of specialization):

- \* MBA - Central Michigan University, Mt. Pleasant, MI 1968
- \* BS - Marketing, Central Michigan University, Mt. Pleasant, MI 1967
- \* AA - General Education, Ferris State College, Big Rapids, MI 1963

III. Prior Experience not in Education:

- \* 3 years - Account Executive - Jaqua Advertising, Inc., Grand Rapids, MI
- \* 1 year - Account Executive/Copywriter - Winward Advertising, Pittsfield, MA
- \* 2 years - Advertising Manager - General Electric Co., Bridgeport, CT
- \* 1 year - Marketing Communication Research Specialist - General Electric Co., Schenectady, NY

IV. Professional memberships (includes offices held):

- \* American Advertising Federation

V. Professional meetings attended (include dates):

- \* International Association of Business Communicators, 1991
- \* American Marketing Association, 1992
- \* Grand Rapids Advertising Club, 1991 - 1992

Vita - page 2 - Mehl, T.

VI. Papers presented (include dates):

- \* "The Art of Business Presentations" 1991-92, Minority Student Professional Association

VII. Publications:

VIII. Other research activity:

IX. Consulting:

X. Professional growth activities:

XI. Seminars, training programs, etc., conducted for business and industry:

XII. Professional presentations, speeches, etc.:

XIII. Institutional services performed:

- \* Guest speaker - Brophy Hall - "What's Right and Wrong With Advertising"
- \* Faculty Advisor - American Advertising Federation Student Chapter
- \* Volunteer target annual pie-in-the-face fund raiser
- \* Semester transition advertising curricula
- \* President's Advisory Committee - on-going role as liaison for and writer of news and feature articles

XIV. Recognition and honors:

XV. Professionally related community activities:

- \* Concept and strategy formation, plus authorship of promotional literature for Big Rapids Area Community Foundation



Figure 11

VITA

I. Name: John E. Montgomery

Rank: Associate Professor

Tenure/Nontenure: Tenured

Department or Division: Marketing

Year Joined the Institution: 1970

Teaching Experience:

- \* Ferris State University 24 years full time
- \* Oklahoma Military Academia (now Rogers State College), Claremore, OK - 3 years
- \* High School, art, 1 year

Areas of Involvement (in teaching):

- \* Marketing, Retailing

II. Education Background (include fields of specialization):

- \* Graduate classes in Administration of Higher Education, University of Tulsa, OK and Oklahoma State University, Stillwater, OK - 12 semester hours
- \* MS Ed. - Eastern Illinois University, Charleston, IL, Art/Education, 1967
- \* BS Ed. - Eastern Illinois University, Charleston, IL, Art/Education, 1962

III. Prior Experience not in Education:

- \* 2 years - US Army Illustrator
- \* 1 year - Commercial Artist - Montgomery Wards, Chicago, IL

IV. Professional memberships (includes offices held):

- \* Grand Rapids Advertising Club

V. Professional meetings attended (include dates):

- VI. Papers presented (include dates):
- VII. Publications:
- \* Handbooks used in my classes, published on campus for my use only - Visual Merchandising and Advertising Layout Production
- VIII. Other research activity:
- \* Done on an informal basis with FSU Advertising graduates to track their professional development - no report available
- IX. Consulting:
- \*1964 - present consulting with firms in areas of corporate imagery, trademark design, visual communications, sales promotion and display/store planning
- X. Professional growth activities:
- \* Investigation of computer usage in fields that I teach: Advertising Design and Visual Merchandising
- XI. Seminars, training programs, etc., conducted for business and industry:
- \* Computer classes - summer 1994
  - \* Computer tutoring - fall/winter 1993/94
- XII. Professional presentations, speeches, etc.:
- XIII. Institutional services performed:
- \* Committee work (College/Department/Campus-wide)
- XIV. Recognition and honors:
- \* Sabbatical leave - spring quarter, 1993
- XV. Professionally related community activities:
- \* Charter member Big Rapids Kiwanis Club - 1990

**Appendix E**

**List of Advertising Advisory Council Members**

FERRIS STATE UNIVERSITY  
ADVERTISING ADVISORY COUNCIL MEMBERS

JIM BERLINE

President, The Berline Group  
6001 N. Adams Rd., Suite 200  
Bloomfield Twp., MI 48304  
(810) 540-7557  
SPECIALTY: Ad Management

BOB BREESE

President, BB Dir. Resp. Agency  
4211 Oak Tree Circle  
Rochester, MI 48306  
(810) 656-9235  
SPECIALTY: Direct Marketing

RICK HATKOWSKI

Outdoor Systems  
1355 Century SW  
Grand Rapids, MI 49509  
(616) 452-3171  
SPECIALTY: Outdoor Adv.

MARK GILBERT (FSU Alumnus)

Acct. Executive, McCann/SAS  
755 W. Big Beaver Rd.  
Troy, MI 48084-4903  
(810) 269-3000  
SPECIALTY: Ad Research

SUSAN JOHNSON

President, 360°  
42 Deer Run Drive  
Ada, MI 49301  
(616) 676-0201  
SPECIALTY: Retail Advertising

TIM QUINN (FSU Alumnus)

President, Quinn & Co.  
504 Barrington  
Grosse Pointe, MI 48230-1763  
(313) 331-6750  
SPECIALTY: Sales Promotion

MIKE MC CARTHY (FSU Alumnus)

Davison Dietsch McCarthy  
I Ionia SW  
Grand Rapids, MI 49503  
(616) 454-0505  
SPECIALTY: Ad Management

DEBORAH SCOTT

President, Copy Options  
2215 29th SE, Suite B6  
Grand Rapids, MI 49508  
(616) 243-5921  
SPECIALTY: Dir. Mktg./Print Prod.

MICHAEL BYERS

Sr. Program Mgr., Herman Miller  
MS0310 PO Box 302 Zeeland, MI 49464-  
(616) 654-8231 0302  
SPECIALTY: Client-Side Ad  
Management

LISA F. SMITH

Asst. V.P./Old Kent Financial Corp.  
111 Lyon NW  
Grand Rapids, MI 49503  
(616) 771-5261  
SPECIALTY: Ad Management

GREG WAGNER (FSU Alumnus)

President, Wagner Design  
6691 Noffke Drive  
Caledonia, MI 49316  
(616) 891-9629  
SPECIALTY: Design and Production

VICKI WEAVER

Exec. Director, Butterworth Found.  
100 Michigan Avenue NE  
Grand Rapids, MI 49503  
(616) 776-2000  
SPECIALTY: Non-Profits

LEE FARRELL

V.P., Promotion Services, Inc.  
1381 Oxford Road  
Grosse Pointe, MI 48236  
(313) 881-9308  
SPECIALTY: Event Marketing

# **Appendix F**

## **Budgets**

**College of Business  
Budget Breakdown by Department  
FY'98**

Line Item Categories	FY'98 Budget	Line Item Explanation	Dean's Office	Grad Office	ACIS Dept. 30 Fac.	ECAS Dept. 7 Fac.	MGMT Dept. 20 Fac.	MKTG Dept. 26 Fac.
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**MATERIALS & SUPPLIES - 3000**

Awards/Prizes (3065)	1,500	R & R Coord.	1,500	0	0	0	0	0
Books (3100)	300		300	0	0	0	0	0
Copy Center (3225)	12,500		2,000	805	3,505	829	2,331	3,030
Dues (3300)	5,700	Accreditation & Certification	2,000	200	1,225	320	905	1,050
Education & Recreation (3325)	500	Misc. Classroom S & E	500	0	0	0	0	0
Videos (3375)	500		0	50	150	50	100	150
Food Service (3425)	2,500	Advisory Committees	1,000	112	500	150	288	450
Food Purchases (3426)	1,600	FS Program	0	0	0	0	0	1,600
Freight (3450)	800		800	0	0	0	0	0
Lab Supplies (3570)	0		0	0	0	0	0	0
Miscellaneous Expenses (3675)	1,000		1,000	0	0	0	0	0
Miscellaneous Supplies (3700)	700		700	0	0	0	0	0
Office Supplies (3725)	12,000		8,000	520	1,275	300	855	1,050
Photo Supplies (3775)	250	VC Program	0	0	0	0	0	250
Postage (3800)	15,500		5,500	646	3,390	782	2,262	2,920
Printing (3825)	7,000	Envelops, Stationery, Etc.	2,500	800	1,297	351	923	1,129
Software Purchases (3950)	3,500	As needed	3,500	0	0	0	0	0
Equipment <\$500 (3999)	7,500	Replacement - Eq. & Furn.	7,500	0	0	0	0	0
<b>Total Materials and Supplies</b>	<b>73,350</b>		<b>36,800</b>	<b>3,133</b>	<b>11,342</b>	<b>2,782</b>	<b>7,664</b>	<b>11,629</b>

**TRAVEL - 4000**

Advisory Committee (4250)	1,500		500	0	390	0	260	350
Out/State Staff (4300)	3,500	PGM = 1,000	2,700	0	0	0	0	800
Out/State Faculty (4350)	12,000	PGM = 1,000, PTM - 2,000	0	500	3,175	800	1,975	5,550
In-State Staff (4450)	3,500		3,500	0	0	0	0	0
In-State Faculty (4475)	8,500	Co-op = 150, Couns. = 200	350	472	2,878	694	1,761	2,345
Student Recruiting (4500)	4,000	R & R Coord.	4,000	0	0	0	0	0
Student Supervision (4550,75)	800	Co-op Coord.	800	0	0	0	0	0
Travel/Field Trips (4800)	500	Student Field Trips	500	0	0	0	0	0
<b>Total Travel</b>	<b>34,300</b>		<b>12,350</b>	<b>972</b>	<b>6,443</b>	<b>1,494</b>	<b>3,996</b>	<b>9,045</b>

**College of Business**  
**Budget Breakdown by Department**  
**FY'98**

Line Item Categories	FY'98 Budget	Line Item Explanation	Dean's Office	Grad Office	ACIS Dept. 30 Fac.	ECAS Dept. 7 Fac.	MGMT Dept. 20 Fac.	MKTG Dept. 26 Fac.
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**CONTRACTUAL SERVICES - 5000**

Advertising/Recruiting (5025)	500	R & R Coord.	500	0	0	0	0	0
Advertising/Public (5050)	5,000	PTM Recruiting Ad	0	0	0	0	0	5,000
Laundry (5450)	300	FS Program	0	0	0	0	0	300
Leased Equipment (5591)	2,500	FAX Machines	2,500	0	0	0	0	0
Personal Service Fees (5550)	7,000	PGM = 2,000 PTM = 5,000	0	0	0	0	0	7,000
Software License (5700)	2,000	As needed	2,000	0	0	0	0	0
Subscriptions (5750)	1,500		500	50	345	80	230	295
Phone Equipment (5800)	25,000	Rental Charge - Tele Comm	25,000	0	0	0	0	0
Phone Wats (5801, 5802)	22,000		4,000	1,080	6,150	1,460	4,010	5,300
Fax Charges (5804)	0		0	0	0	0	0	0
Phone Fiber Monthly (5805)	950	FS/HM Program	0	0	0	0	0	950
<b>Total Contractual Services</b>	<b>66,750</b>		<b>34,500</b>	<b>1,130</b>	<b>6,495</b>	<b>1,540</b>	<b>4,240</b>	<b>18,845</b>

**MAINTENANCE & REPAIR - 6500**

Building Structural (6600)	1,500	Repair, Replace, Service	1,500	0	0	0	0	0
Maintenance/Repair Equip (6650)	3,000	Repair, Replace, Service	3,000	0	0	0	0	0
Maintenance/Computers (6850)	1,500	Computer Upgrades & Parts	1,500	0	0	0	0	0
<b>Total Maintenance &amp; Repair</b>	<b>6,000</b>		<b>6,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**EQUIPMENT >\$500 - 7000**

Computer Equipment (7125)	10,000		10,000	0	0	0	0	0
Capital Leases (7225)	30,000	Copier Lease	30,000	0	0	0	0	0
Computer Equipment/Lab (7125)	2,000		2,000	0	0	0	0	0
<b>Total Equipment &gt;\$500</b>	<b>42,000</b>		<b>42,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>TOTAL S &amp; E EXPENSES</b>	<b>222,400</b>		<b>131,650</b>	<b>5,235</b>	<b>24,280</b>	<b>5,816</b>	<b>15,900</b>	<b>39,519</b>
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