

Advertising  
APRC 2003-2004

section 1 of 4

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# MEMORANDUM

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**DATE:** November 19, 2003

**TO:** Academic Senate

**FROM:** Academic Program Review Council

**RE:** Recommendations for:  
**Bachelor of Science Degree in Advertising**

**CC:** Paul Jackson, Lee Meadow, David Nicol, Laurie Chesley, Thomas Oldfield

## **RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:**

**We recommend that this program be continued.**

## **DESCRIPTION OF PROGRAM:**

### **CATALOG DESCRIPTION:**

#### **Why Choose Advertising?**

Advertising is a form of promotion and persuasive communication that involves supplying information vital to the operation of a free society and a free economy. Unlike most universities, Ferris offers the Advertising program through its marketing department in the College of Business, an approach supported by industry leaders. The program is designed for students who wish to pursue careers in advertising agencies, advertising media such as newspapers, magazines, radio and television or in advertising departments of manufacturers, retailers, business enterprises or government.

The program is based on the idea that there is no substitute for experience. As a student, you become directly involved in the advertising process. You write copy, develop advertising campaigns and create advertising strategies. In addition, a cooperative education program allows you to gain on-the-job experience while earning University credit and a paycheck.

#### **Get a Great Job**

Advertising is a field that offers an astonishing number and variety of specialized career opportunities. It encompasses all the facets of integrated marketing communications, including general advertising, sales promotion, direct marketing, publicity, trade shows and more. Positions in this field include account executives, copywriters, creative directors, managers, media planners and buyers, salespeople and researchers.

#### **Admission Requirements**

Admission is open to high school graduates who demonstrate academic preparedness, maturity and seriousness of purpose with backgrounds appropriate to their chosen program of

studies. High school GPA and the Mathematics and Reading ACT scores will be considered in the admission and placement process.

Some students may need to take additional preparatory courses which may extend the time required to complete degree requirements.

### **Graduation Requirements**

The Advertising program at Ferris leads to a bachelor of science degree in business. Graduation requires a minimum 2.0 GPA in core classes, in the major and overall. Students must complete all general education requirements as outlined in the General Education section of the University Catalog. As part of these requirements, students must either have an ACT math sub-score of 24 or better, complete MATH 115 or pass a proficiency exam.

## **BACKGROUND INFORMATION OBTAINED FROM THE REVIEW PROCESS:**

The Advertising Program is housed in the Department of Marketing of College of Business. There is no specific outside accrediting body overseeing advertising education. In addition to instruction of majors, the program provides service to the Professional Golf Management, Professional Tennis Management, and Music Industry Management curricula. The Communications area is also serviced to the extent that advertising is one of the potential concentrations in their degree offering. The advertising certificate option services any student seeking that particular focus regardless of primary curriculum.

The occupational Outlook Handbook indicates that employment of advertising, marketing, promotions, public relations and sales managers is expected to increase faster than the average for all occupations through the year 2010. Employment in the advertising industry is expected to grow 32% between 2000 and 2020.

There are currently two faculty in the Marketing Department who primarily teach courses in this program although they teach other marketing courses as well.

A total of eight graduate surveys were returned, no information was provided concerning the methodology of the survey. Comments were included. There were forty-one employer surveys sent out and five were returned. Comments were included. A total of twenty five student surveys were returned. Categorized comments were reported. Fifty three faculty surveys sent out and the number of they returned was not specified. There were 10 surveys sent to the Advisory committee and 3 were returned.

## **COST INFORMATION:**

According to the 2000-2001 report from institutional research:

### **Total cost per SCH**

<b>BS Degree in Advertising</b>	<b>\$152.15</b>
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**Total program cost**

**BS Degree in Advertising** \$19,019.02

**ASSESSMENT OF THE ADVERTISING PROGRAM:**

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

- The mission of the Advertising Program is to empower students to compete, succeed, and advance in the fields of consumer, business to advertising, direct marketing, and/or sales promotion. This program is directly related to the mission of Ferris State University.
- This program is one of only 10 advertising programs nationally which are housed in a College of Business.
  - It is somewhat unique in its orientation and in its ability to supply the advertising industry with graduates who are fully qualified in both advertising and business.
  - It provides a quality advertising education couched in a business environment and thus serves not only the students in this program but the advertising industry/marketing industry as well.
- According to the *Occupational Outlook Handbook*, employment of advertising, marketing, promotions, public relations and sales managers is expected to increase faster than the average for all occupations through the year 2010.
  - Typically 95 percent of the graduates of this program find employment in the field.
- The quality of instruction is rated high in student and alumni surveys due in part to the background of the instructors.
- The faculty considers the small class size, the hands on nature of program in which students are trained in class and the closeness of advising to be major strengths of the program.
- The two faculty in the Marketing Department who are primarily responsible for teaching courses in this program have substantial experience in the field. One has completed all doctoral coursework.
- One of the faculty has been nominated or awarded a teacher of the year citation nine times in the past three years.
- During the last 5 years:
  - One of the tenured faculty has received a promotion or merit award.
  - Both of the tenured faculty have attended a regional or national professional meeting.

**(2) The Academic Program Review Council has the following concerns:**

- Enrollment was approximately 80 per year for the fall of 1998 through the fall of 2000 and declined to 61 in the fall of 2002. Current enrollment is 66. There is room for this program to grow, particularly in view of the limited demands that this program makes on the facilities in the College of Business.
- Some library resources extensively used in the field are unavailable to students because of the extraordinary cost of these materials.
- According to the check sheets, the non-advertising graduation requirements of this program the directed general education requirements appear to be overly prescribed.
- A memo dated Oct. 21, 2003 from the Program Review Panel to the Council indicated that a concern that surfaced in this review was that the program faculty currently have a lack of exposure to and involvement with the advertising industry.
- There was no information in the Administrative Program Review concerning the number of graduates or on the starting salaries of graduates in the years 1997-1998, 2000-2001; and 2001-2002.
- The program developed its own survey form and data from surveys is not as complete as it could be.

**(3) The Academic Program Review Council recommends that the following steps need to be taken to maintain the quality of this program:**

- The program faculty should continue to capitalize on the unique features of this program and use that as a basis on which to grow the program.
  - The faculty should work with University Advancement and Marketing, the College of Business, and the Marketing department to development and implement a plan to advertise and market this program in a more effective way.
- The program faculty should work with the library staff and members of the advisory committee to explore possible options to make necessary library resources available for students.
- The faculty of the program should review the check sheet for this program and continue to explore ways in which they can make the curriculum more flexible for students, particularly those transferring in from other institutions or programs.
- The program faculty, the advisory committee, the Department of Marketing, and the College of Business should develop a plan to address the lack of exposure to and involvement of this program and its faculty with the advertising industry.

**TO: Program Review Committee**

**FROM: Advertising Program Review Committee**  
**Paul Jackson, Chair**  
**Tom Mehl, Faculty**  
**Lee Meadow, Marketing Department Head**  
**Sandy Burns, Dental Hygiene**

**RE: Advertising Program Review**

**DATE: October 21, 2003**

The Advertising Program Review Committee respectfully submits the following document to the Program Review Committee for its consideration and evaluation.

Let us begin by apologizing for the lateness of this submission and allow us to express our sincere appreciation for your understanding in this matter.

As this report demonstrates, the Advertising Program provides a high quality, hands-on, practical advertising education to a degree of depth and quality that is largely unequalled in the State of Michigan and, in many respects, beyond. Furthermore, it is somewhat unique in that it provides this education in a business environment as opposed to the more typical communications setting. Moreover, it is accomplishing this at a very high level of institutional efficiency.

As the report points out, the Advertising Program has experienced and is experiencing somewhat depressed enrollment numbers, although not at levels totally inconsistent with those of the College of Business generally. It should be noted, however, that within the last two to three days we have been told that there has been a rush of students (I am told seven!) switching into advertising from other curricula.

One additional concern which surfaced in this review is the program's and the faculty's lack of exposure to and involvement with the advertising industry. This is - to an extent - a valid concern but one for which there is no simple or readily available remedy - particularly given Ferris' geographic location and Michigan's and, by extension, Ferris' financial situation (neither of which are new).

We invite you review this document and offer your considered assessment of the Advertising Program.

Thank you and we should look forward to the opportunity to meet with you.

# Questions for BS Degree in Advertising Panel

**The bulleted items found under item 5 pages 15-16 of the document Academic Program Review: A Guide for Participants are the primary basis of the evaluation of the BS Degree in Advertising Program. The following questions are directly related to these criteria. The bullet number to which the question refers is cited prior to the question.**

**3 Please characterize the service provided by this program and its graduates to the state, country, and/or world.**

3. We are no longer an agrarian society, and indeed, no longer an industrial society, but a post-industrial society where the ability to market products is crucial to the strength and well-being of families, corporations, states, and entire nations.

Advertising helps companies market in intense competition with other companies. Strong companies provide employment. Strong employment promotes quality of life. It also promotes a strong tax base. Strong tax bases enable governments to function to protect individual freedoms. Individual freedoms translates into creativity, innovation, and the advancement of humanity. In short, nothing happens until someone sells something. Trade and commerce shapes the world and all who live in it. It has since the days of the Silk Route. When trade & commerce ends, civilization will end.

The service provided is that of a QUALITY advertising education couched in a business environment. We are serving not only our students but the advertising industry/marketing industry as well.

**5 Please list the primary skills, abilities, and knowledge base that you expect that a graduate of your program would possess.**

5. They would know how to read and write. They would understand the world around them and have a grasp of how it essentially functions. They would understand our economic system, ethics, and realize that they should not take the limits of their own field of vision to be the limits of the world

They would understand how business functions, particularly marketing and advertising. They would understand agency/client relationships.

Our students are UNIQUELY skilled primarily in the media, account management, and research areas of advertising. Furthermore, they possess strong business skills to reinforce and intensify these primary skill sets.

**5 For each skill, ability or knowledge base listed in the previous question, identify the major component(s) of your curriculum that are designed to develop that characteristic in your graduate.**

5. See the check sheet provided in the document.

## Questions for BS Degree in Advertising Panel

The business and marketing core are key elements of the skills alluded to above as are ALL of the major courses in our Advertising Program.

### **5 Please describe the quality of instruction in this program and present supporting evidence.**

5. The quality of instruction is to a high order, and to one championed by persons employed in the field, and who hire others to work in the field.

The quality of instruction befits the mission statement of this institution in that the professors all have experience in the field, which is deemed by people who work in the field to be of supreme value and utility.

See examples of student work for practical manifestations.

Other evidence is contained in this instructor's post-tenure document, particularly the "I/letters" section, and the section, which summarizes the dozens of professional development activities in which this instructor has taken part in the past few years alone.

He has been nominated or awarded a Teacher of the Year citation nine times in the past three years.

His student assessments average about 4.3 on a scale of 5.

### **8 Describe the service provided to non-majors by this program.**

B. They are better able to understand and function in the post-industrial Society they live in. They are better, smarter consumers as a result of seeing how and why advertising functions.

Service is provided primarily to the PGM, PTM, and MIM curricula. The Communications area is also serviced to the extent that advertising is one of the potential concentrations in their degree offering. The advertising certificate option services any student seeking that particular focus regardless of primary curriculum.

### **10 Please discuss the adequacy of the Library Information Resources for your program.**

10. In the main, it's good. Where it is deficient for our purposes is that some of the secondary research data is dated, which does not sit well with students. Of course, there is always the need and want for more resources!

For an institution of our size, the advertising library holding are well above average. Our library goes out of its way to provide our students with up-to-date material and our general business holdings are exceptional.



## Questions for BS Degree in Advertising Panel

Professors in the program make regular contributions to further enhance our collections.

**12 How many full time tenured and tenure track faculty currently teach in this program? How many hold PhD degrees? MS or MA degrees? Other (please specify)?**

12. Two hold MBA degrees. One is ABD. Both have substantial experience in the field, and experience is deemed by the field to be the supreme credential of competence.

Both advertising faculty are tenured. Paul Jackson has completed all doctoral coursework and Tom MeW holds a Master's degree.

**12 With regard to the professional activities and accomplishments of the full time tenured or tenure track faculty who currently teach in this program:**

- **How many have received a promotion or merit award in the last 5 years?**
- **How many have had a publication in a professional journal and/or presented a paper/poster at a professional meeting in the last 5 years?**
- **How many have attended a regional or national professional meeting in the last 5 years?**
- **How many have received a sabbatical leave during the last five years.**

12. All who applied received one.

12. I know I've not. I've been too busy being a consultant. My scholarship incentive enrollment strategy, adopted by FSU has Attracted 700 honors students to this university, when other attempts to Attract ANYONE, failed. Perhaps some of these honors students sit in your classes because of the strategy I conceived and sold to the president.

12 All of them.

12. All that have applied.

PromotionlMerit: Tom Mehl received a merit increase in 2002-2003.  
Publications: Neither Meetings: Jackson regularly attends an AdCrafters (Detroit Ad Club) sponsored career conference in Detroit. MeW and Jackson have both attended the Midwest Advertising Educators Association meeting on at least two occasions.  
Sabbaticals: None

**13 Please comment on administrative effectiveness with respect to this program.**

13. With our new department head, it is to the first order. The program is being revised and fine-tuned in consultation with graduates and with consultation with practitioners in the field.

**The following questions or requests for information are the result of our discussion concerning specific statements or material within the BS Degree in Advertising Review Panel document. The page number containing the material upon which the question is based is cited prior to the question.**

**1-A-1 You indicate that your program is 1 of 10 in the nation housed in a College of Business. What are the advantages of this arrangement? What are the disadvantages?**

1A1 The advantage is that it is the place where the field wants it. We are market-driven, as we ought to be. Advertising is a marketing function, not a journalism function, and marketing is a component of business. The location prepares grads with the skills the field wants:

There are no disadvantages, since courses from outside the college are integral to the program, and steps are being taken to insure that such remains true by providing more flexibility and options.

The principal advantage of the business orientation is the knowledge of business that it imparts. Advertising is a business endeavor and the ability to be able to interact with businesspeople on their terms is vitally important. In the absence of that perspective - which is precisely the situation in a communications setting (save a heavy dose of business electives) - deprives the student of that "edge."

The only disadvantage of the business orientation is that it forces students to take classes (most notably quantitative courses) which they are often adverse to because they think they can't "do it."

**I-D-1 What is being done to stem tide of dropping enrollment in your program?**

**X-1**

**X1-1**

The College of Business now has a dedicated admissions officer who is placing emphasis on business programs which are undersubscribed - of which advertising is one. Accordingly to this young lady, we should be seeing some improvement as early as next year. We have seen a recent spurt in transfers to the program as well.

In the wake of the last program review we were granted funds which were not used because - despite having conceptualized materials in some detail - no executional assistance was provided by University Advancement and nothing ever was actually produced!

## Questions for BS Degree in Advertising Panel

There is no tide" of dropping enrollment. Adv is cyclical in terms of both employment and enrollment. With the economy turning up again, enrollment is turning up again. It has happened before; it will happen again.

Beyond that, the dept has established a "think thank" to create on-campus visitation of high school students and teachers, since this is the most effective enrollment builder known. Further, both instructors are working with the President's Office to develop more effective promotions and enrollment gains.

At least one of these promotions is geared specifically to build enrollment in programs of OUR choice. I have the power point presentation, and will be delighted to show it to the committee.

I think you will see it as being efficacious.

### **I-D-7 What are the incentive funds used for?**

Incentives:

These are UCEL funds designated for departmental use and not just the exclusive use of the advertising program. Potentially, some of these monies might be available for use. This could be pursued.

I don't understand the question. Therefore, I cannot respond.

### **I-D-7 Have there been any efforts to teach courses in Grand Rapids?**

Grand Rapids:

Bluntly, no, this has not been pursued. With the rebirthing process which is now in place regarding the retailing program, there is now taking place some discussion of exporting that program to Grand Rapids and ADVG 485 as part of it. Frankly, we are not at all sure the Advertising' program, as a program, would work in this venue.

Yes.

### **II-A-3 Please give us your insight as to why there is the relatively low rating of IV-A-3 the library and library skill on the graduate and student surveys.**

Since library research is a component in most of our classes, I am not sure why these ratings exist. My best surmise is the fact of today's student's internet dependency. I believe this dulls their library skills and would lead to their ignorance of what the library offers.

## Questions for BS Degree in Advertising Panel

Students are unhappy with the dated materials. They are also unhappy when library staff inform them that the secondary research documents they seek are not in the library, when, at the very time such is being said, the student can see the works in question resting on the shelf behind the speaker.

**III-A-1 At least one of the employers surveyed wanted to see a curriculum,  
IX-B-1 particularly in general education, that fosters more creativity. Do you  
agree with this assessment?**

No! Creativity is not our forte. This is due largely to our business orientation. To be successful in the creative aspects of advertising, a student needs substantial depth - depth that we do not and, frankly, cannot provide in meaningful terms. The only place that this becomes an issue in our curriculum is with transfer students from VISD. These students come to our curriculum "pre-equipped" and often transfer for the business orientation.

I agree that a "creative" track should be a career track option, and as stated above, steps are being taken to make this happen. I would urge, however, that we do not relinquish our distinctive competency, as marketers like to call it, in being located in a Dept of Marketing specifically to serve the account services side of the business, where the great bulk of jobs lie reside.

**III-A-2 Please comment on the suggestion in the employer survey that you hook up with CCS creative center.**

This is not terribly feasible given its location and, for the reasons cited above, really wouldn't accomplish a great deal that would be meaningful to either entity or the students.

It would probably be a mistake. Why? The bulk of jobs in advertising are on the account services side of the business, not on the creative side. We have deliberately positioned ourselves to service that side. It is our distinctive competency, carefully cultivated. As for the suggestion, individuals ought not take the limits of their own field of vision, or their own personal paradigm, to be the proper structure of the world

For those interested in the creative, we have the visual design program, which is powerful and well respected.

**III-A-2 Please discuss internships in your program. How many students participate in internships? Please elaborate on the reservations expressed in your recommendations.**  
**XIII-A-1**

Our students use of credit-bearing internships is minimal. However, fifteen to twenty percent of our students do partake of non-credit-bearing internships. We encourage internships but do not require them. The internship situation in the advertising business is VERY cyclical and economy-dependent and, for that reason, cannot be guaranteed. In the absence of the ability to guarantee them, we cannot require them!

III2A. About 25%. Internships are strongly recommended and pushed. Most internships in adv are unpaid and in locations remote from affordable student housing. Therefore, most students are hard-pressed to avail themselves of internships, and we would be ill advised to make them mandatory.

**IV-A-1 The lowest score in the student survey appears to be related to the availability of the program advisor. Please give us your insight with respect to this rating.**

This is as puzzling to us as it is to you and I am at a loss to explain it. The ONLY conceivable explanation I can offer is the fact that Susan Jones who is now ONLY adjunct to our curriculum - generally only maintained a MWF schedule and was only rarely on campus on Tuesday or Thursday may not have been able to be located as readily as some students may have desired. As program coordinator and before, I am and was in my office on virtually a five day a week schedule and for most of the day. Tom Mehl is also generally available as well.

This is stupefying. I keep hours far in excess of those required. I advise the RSO. My home phone works 24 hours a day and I have told students that repeatedly. I've taken calls at 3 a.m. and been glad to do it. I have been a guest speaker to dorms to talk about advg as a career. I encourage internships and constantly review resumes, etc. I am in my office five days a week. So is my colleague.

**IX-B-1 What is the rationale for the very prescriptive nature for the courses students must take in general education to complete your program?**

Historically this prescription has served us very well. E.g., COMM 121 is virtually a necessity for advertising majors due to the heavily presentational nature of this business. Principles of both Psychology and Sociology are givens due to the consumer behavioral aspects of advertising. The cultural enrichment component is undergoing alteration and liberalization at the present time.

Adv is applied behavioral science. We deem it ~ppropriate to encourage enrollment in fundamentals courses, since they provide the foundation for the others that follow them. The courses on the advg check sheet

## Questions for BS Degree in Advertising Panel

have been recommended by a panel of professors from both within and without the COB, and in consultation with practitioners in the field.

Having said that...

The dept head has, in recent times and to his great credit, taken steps to make the program more flexible in order to accommodate individual student needs with regard to specific career paths -within the field. At this time, we are working with Don Flickenger, Donna Smith, and others in Arts & Sciences to cooperate in this program flexibility.

### **X-1 Please elaborate on your relationship with visual design program.**

VISD students pursue the technical/executional aspects of graphic design; ADVG majors - to the extent they involve themselves in creative - are in the more purely ideational aspects and do not necessarily limit themselves to the graphics area. Some VISD students (for a variety of reason) elect to transfer into advertising at the end of their sophomore year in VISD.

There is little, nor should there be. The field of advertising has two major divisions, known as the creative side and the account services side. Students wanting to work on the creative side deliberately choose vd. Those wanting to work on the account services side choose the advg degree which is specifically tailored to suit this huge component of the business, where, I repeat, the bulk of the jobs' are. We have deliberately separated the programs thus because the field is deliberately separated thus.

# **CRITERIA SUMMARY FOR: BS DEGREE IN ADVERTISING**

## **CATALOG DESCRIPTION:**

### **Why Choose Advertising?**

Advertising is a form of promotion and persuasive communication that involves supplying information vital to the operation of a free society and a free economy. Unlike most universities, Ferris offers the Advertising program through its marketing department in the College of Business, an approach supported by industry leaders. The program is designed for students who wish to pursue careers in advertising agencies, advertising media such as newspapers, magazines, radio and television or in advertising departments of manufacturers, retailers, business enterprises or government.

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A total of eight graduates surveys were returned, no information was provided concerning the methodology of the survey. (page II-A-1) There were forty-one employer surveys sent out and five were returned. (page III-A-1) A total of twenty five student surveys were returned. No information was provided with respect to the number of faculty surveys sent out or returned. (page V-A-1) There were 10 surveys sent to the Advisory committee and 3 were returned. (page VI-A-1)

## **SPECIFIC CRITERIA:**

- **CENTRALITY TO FSU MISSION:**

Ferris State University will be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological and professional education.

The mission of the Advertising Program is to empower students to compete, succeed, and advance in the fields of consumer, business to advertising, direct marketing, and/or sales promotion. (page I-B-1) This program is directly related to the mission of Ferris State University.

- **UNIQUENESS AND VISIBILITY OF PROGRAM:**

The advertising program is one of seven such programs in the State of Michigan. This program is one of only about 10 advertising programs nationally which are housed in a College of Business. As such it is somewhat unique in its orientation and in its ability to supply the advertising industry with graduates who are fully qualified in both advertising and business. (page I-A-1)

- **SERVICE TO STATE, NATION, WORLD:**

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something. Trade and commerce shapes the world and all who live in it. It has since the days of the Silk Route. When trade & commerce ends, civilization will end.

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- **DEMAND BY STUDENTS:**

Enrollment was approximately 80 for the fall of 1998 through the fall of 2000 and declined to 61 in the fall of 2002. (page I-D-1) Current enrollment is 66 (page X-1)

- **DEMAND FOR, PLACEMENT OF, AND AVERAGE SALARY OF GRADUATES:**

According to the Administrative Program Review the average starting salary is around \$28,000. (page I-D-2)

Occupational Outlook Handbook – employment of advertising, marketing, promotions, public relations and sales managers is expected to increase faster than the average for all occupations through the year 2010. Employment in the advertising industry is expected to grow 32% over the 2000-20 period. (page VII–A-1)

- **SERVICE TO NON-MAJORS:**

Service is provided primarily to the PGM, PTM, and MIM curricula. The Communications area is also serviced to the extent that advertising is one of the potential concentrations in their degree offering. The advertising certificate option services any student seeking that particular focus regardless of primary curriculum. (written questions)

- **QUALITY OF INSTRUCTION:**

The quality of instruction is to a high order, and to one championed by persons employed in the field, and who hire others to work in the field. The quality of instruction befits the mission statement of this institution in that the professors all have experience in the field, which is deemed by people who work in the field to be of supreme value and utility.

Other evidence is contained in one of the instructor's post-tenure document, particularly the letters" section, and the section, which summarizes the dozens of professional development activities in which this instructor has taken part in the past few years alone. He has been nominated or awarded a Teacher of the Year citation nine times in the past three years. (written questions)

- **FACILITIES AND EQUIPMENT:**

The advertising program uses regular Ferris College of Business classrooms for all of its courses with the exception of ADVG 312 which uses the MAC lab. (page VIII–A-1)

- **LIBRARY INFORMATION RESOURCES:**

In the main, it's good. Where it is deficient for our purposes is that some of the secondary research data is dated, which does not sit well with students. Of course, there is always the need and want for more resources!

For an institution of our size, the advertising library holding are well above average. Our library goes out of its way to provide our students with up-to-date material and our general business holdings are exceptional.

Professors in the program make regular contributions to further enhance our collections. (written questions)

- **COST:**

According to the 2000-2001 report from institutional research:

**Total cost per SCH**

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**Total program cost**

<b>BS Degree in Advertising</b>	<b>\$19,019.02</b>
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- **FACULTY:**

- **QUALIFICATIONS**

- There are two tenured faculty that currently teach courses in this program. Each teaches marketing classes as well. Both hold MBA degrees. One has completed all doctoral coursework. Both have substantial experience in the field, and experience is deemed by the field to be the supreme credential of competence. (written questions)

- **PROFESSIONAL AND SCHOLARLY ACTIVITIES:**

- One of the tenured faculty has received a promotion or merit award during the last five years.
- Neither of the tenured faculty has been awarded a sabbatical leave during the last five years.
- Both of the tenured faculty ha attended a regional or national professional meeting in the last 5 years, some holding offices in national organizations.
- Neither of the tenured faculty had a paper published and/or made a presentation/poster session at a professional meeting during the last five years.

- **ADMINISTRATIVE EFFECTIVENESS:**

With the new department head, it is to the first order. The program is being revised and fine-tuned in consultation with graduates and with consultation with practitioners in the field. (written questions)

There was no information in the Administrative Program Review concerning starting salaries in the years 1997-1998, 2000-2001; and 2001-2002. (page I-D-2)

There is no information on number of graduates in Administrative program Review. (page I-D-7)

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# Questions for BS Degree in Advertising Panel

The bulleted items found under item 5 pages 15-16 of the document **Academic Program Review: A Guide for Participants** are the primary basis of the evaluation of the BS Degree in Advertising Program. The following questions are directly related to these criteria. The bullet number to which the question refers is cited prior to the question.

- 3 Please characterize the service provided by this program and its graduates to the state, country, and/or world.
- 5 Please list the primary skills, abilities, and knowledge base that you expect that a graduate of your program would possess.
- 5 For each skill, ability or knowledge base listed in the previous question, identify the major component(s) of your curriculum that are designed to develop that characteristic in your graduate.
- 5 Please describe the quality of instruction in this program and present supporting evidence.
- 8 Describe the service provided to non-majors by this program.
- 10 Please discuss the adequacy of the Library Information Resources for your program.
- 12 How many full time tenured and tenure track faculty currently teach in this program? How many hold PhD degrees? MS or MA degrees? Other (please specify)?
- 12 With regard to the professional activities and accomplishments of the full time tenured or tenure track faculty who currently teach in this program:
  - How many have received a promotion or merit award in the last 5 years?
  - How many have had a publication in a professional journal and/or presented a paper/poster at a professional meeting in the last 5 years?
  - How many have attended a regional or national professional meeting in the last 5 years?
  - How many have received a sabbatical leave during the last five years.

- 13 Please comment on administrative effectiveness with respect to this program.

**The following questions or requests for information are the result of our discussion concerning specific statements or material within the BS Degree in Advertising Review Panel document. The page number containing the material upon which the question is based is cited prior to the question.**

- 1-A-1 You indicate that your program is 1 of 10 in the nation housed in a College of Business. What are the advantages of this arrangement? What are the disadvantages?
- I-D-1 What is being done to stem tide of dropping enrollment in your program?  
X-1  
X1-1
- I-D-7 What are the incentive funds used for?
- I-D-7 Have there been any efforts to teach courses in Grand Rapids?
- II-A-3 Please give us your insight as to why there is the relatively low rating of the library and  
IV-A-3 library skill on the graduate and student surveys.
- III-A-1 At least one of the employers surveyed wanted to see a curriculum, particularly in  
IX-B-1 general education, that fosters more creativity. Do you agree with this assessment?
- III-A-2 Please comment on the suggestion in the employer survey that you hook up with CCS  
creative center.
- III-A-2 Please discuss internships in your program. How many students participate in  
XIII-A-1 internships? Please elaborate on the reservations expressed in your recommendations.
- IV-A-1 The lowest score in the student survey appears to be related to the availability of the  
program advisor. Please give us your insight with respect to this rating.
- IX-B-1 What is the rationale for the very prescriptive nature for the courses students must take  
in general education to complete your program?
- X-1 Please elaborate on your relationship with visual design program.

**NOTE:**

The two advertising faculty members of this committee chose to respond to the committee's questions independently. This path was chosen in an effort to allow the committee access to our individual views and avoid a homogenization of those views.

- 3 The service provided is that of a QUALITY advertising education couched in a business environment. We are serving not only our students but the advertising industry/marketing industry as well.
- 5 Our students are UNIQUELY skilled primarily in the media, account management, and research areas of advertising. Furthermore, they possess string business skills to reinforce and intensify these primary skill sets.
- 5 The business and marketing core are key elements of the skills alluded to above as are ALL of the major courses in our Advertising Program.
- 5 See attached.
- 8 Service is provided primarily to the PGM, PTM, and MIM curricula. The Communications area is also serviced to the extent that advertising is one of the potential concentrations in their degree offering.. The advertising certificate option services any student seeking that particular focus regardless of primary curriculum.
- 10 For an institution of our size, the advertising library holding are well above average. Our library goes out of its way to provide our students with up-to-date material and our general business holdings are exceptional. Professors in the program make regular contributions to further enhance our collections.
- 12 Both advertising faculty are tenured. Paul Jackson has completed all doctoral coursework and Tom Mehl holds a Master's degree.
- 12 Promotion/Merit: Tom Mehl received a merit increase in 2002-2003.  
Publications: Neither  
Meetings: Jackson regularly attends an AdCrafters (Detroit Ad Club) sponsored career conference in Detroit. Mehl and Jackson have both attended the Midwest Advertising Educators Association meeting on at least two occasions.  
Sabbaticals: None



## **Attachments to "5"**

The following exemplary assignments (assignments for ADVG 222, ADVG 334, and ADVG 485 [2]) illustrate not only the types of skills, abilities, and knowledge our curriculum tries to instill and elicit but they also reflect the quality of instruction and instructional materials our program provides.

Our objective in everything that we do is to equip our students (at whatever level – introductory through capstone) to be the very best that they can be, to secure entry level jobs that will lead to satisfying and rewarding careers, and to make meaningful contributions to the advertising industry. These assignments illustrate that commitment!

# ADVERTISING

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## adv 222: principles of advertising

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### MEDIA/CREATIVE ASSIGNMENT

#### Budgetary Assignment

The budgetary portion of this assignment will consist of your dividing the advertising appropriation (see the attached information sheet) among your markets, chronologically, or along whatever lines you deem appropriate.

Note, however, that - since the entire appropriation is to be expended for advertising media and for advertising media only - you will also want to divide this appropriation along media lines in addition to any other lines you decide upon.

You will also want to justify why you made the decisions which you did.

#### Media Assignment

The media portion of this assignment will consist of your developing a media plan for the assigned "client" and their "product(s)."

The actual media assignment, then, is to:

- (1) develop a media platform (a la the class example) as a guide for the actual media program itself;
- (2) develop a media plan (i.e., the media, the media classes, the vehicles, the space/time units, the planned use of each [i.e., a schedule of your planned utilization of your media choices throughout the year-long campaign period], and the total costs) to coincide with the creative portions of the campaign, the media platform which you have developed, and the various media guidelines discussed both in class and in the text; and
- (3) briefly justify each of your decisions.

#### Creative Assignment

The creative portion of this assignment will consist of your developing a creative program for the assigned "client" and their "product(s)."

Specifically, your assignment is to:

- (1) develop a creative platform (a la the class example) as a guide for the actual creative program itself;
- (2) prepare two complete advertisements (i.e., art, headline, copy, etc.) and/or commercials (i.e., script, storyboard, etc.). Each of these advertisements and/or commercials should coincide with the media you have chosen, the creative platform which you have developed, and the various creative guidelines discussed both in class and in your text. Your presentation of your advertisement and/or commercials is to be limited to no larger than 8 1/2" X 11"; and
- (3) briefly justify each of your decisions.

Welcome to the wonderful world of ADVERTISING!

## **MEDIA/CREATIVE ASSIGNMENT - Assignment Information Sheet**

### **Product**

The product for this semester's Media/Creative Assignment is the AutoSack brand automobile protective cover. This product, whose slogan is (most recently) "the fabric garage" and (originally) "the garage in a sack," is an all-weather, fabric protective cover for cars and trucks. The product is priced, depending upon size and style (i.e., car or truck) from \$39.95 to \$69.95.

### **Rationale**

The rationale underlying this product's introduction and promotion is the fact that it is constructed of Instadri, a new "miracle" fabric that is breathable (i.e., no condensation will accumulate under it!), dries literally instantly, and offers year-around, all-weather protection for even the most delicate of automotive finishes. In addition, the AutoSack stores in its own self-contained "stuffelbag," a duffelbag-type container into which the AutoSack can be immediately stuffed upon removal.

### **Target**

The target audience for this product is really two-pronged. First, it is made up of males, 18-49, who, while they may not be so-called car "buffs," are particularly interested in protecting their vehicles. Secondly, it is made up of apartment dwellers who reside in the northern tier of the United States. The rationale underlying the inclusion of this secondary audience lies in the fact that these people who live in apartments, for the most part, do not have garages and can therefore benefit significantly from the use of this product.

### **Appropriation**

The client has appropriated \$800,000 for the purposes of this advertising campaign. This appropriation is to be used exclusively for advertising media purposes.

### **Campaign Period**

The campaign period during which the advertising effort is to be in place is from January 1, 2004 to December 31, 2004.

# ADVERTISING

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## advg 222: principles of advertising

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### MEDIA PLATFORM

#### Audience Definition

Specific definition of the audience(s) toward whom the advertising program is to be directed. Ideally, this identification should be in terms of demographic and other relevant criteria.

#### Objectives

Specific identification of message delivery/media efficiency levels being targeted by the media program. Areas of particular importance are:

- reach
- frequency
- continuity
- gross rating points/gross impressions
- cost efficiency
- etc.

#### Media Type

(At this point in some media platforms there is included an identification of the media types that are to be employed in the media program. When included, this statement generally identifies the primary [and, perhaps, the secondary] media types to be employed.

This statement is included when, in the judgment of the planner, reliance on specific media types is deemed to be of critical importance to the success of the media program. In most instances, this element will be deferred to tactical planning and not included in strategic planning.)

#### Weighting Requirements

Identification of any seasonal, geographic, or other factors that affect media weighting requirements.

#### Message Requirements

Identification/understanding of the peculiarities of message factors that will interact with/influence media use (e.g., space/time requirements, blank and white/color, visual/verbal, etc.)

#### Media Strategy Statement

A brief summary statement of the perceived character of the overall media program and of how this program should proceed over the course of the campaign period..

# ADVERTISING

Schedule	Costs						
	3rd Quarter	4th Quarter	Cost Per Unit	Total Unit Cost	Total Vehicle Cost	Total Media Class Cost	Total Media Cost
er							

## **Creative Platform: (name of product)**

### ■ Objectives

Objectives tell what the advertising should accomplish. Do you intend to use advertising to establish, change, or maintain a product personality? What will the advertising attempt to persuade the consumer about the efficacy of the product or service? In your own words, tell how your advertising should affect the way the target audience will perceive the product.

### ■ Target Audience

Define your consumers. You may talk in demographics—age, sex, income, etc.—but it may be more helpful to talk also in terms of psychographics. Who are these people? What are their lifestyles? What makes them good prospects for this product? Do they use similar products now? Try to roll everyone in this target audience into one person and describe that person's life as it relates to what you are selling.

### ■ Major Selling Idea

Tell why your audience should consider trying the product. State the major reason—the one you will employ again and again in all advertising for this brand. This may be the major benefit of using this brand. It may be a special or unique position you wish to create for the brand through advertising, or an unusual brand image. Essentially, your major selling idea is the definitive statement designed to convince the prospect that this brand is different from (better than) others. Tell why you decided on this idea as further justification for its choice.

### ■ Other Usable Benefits

List in A, B, C fashion every single benefit you may employ to advertise this product effectively. Speak always in terms of consumer BENEFITS. When you describe a selling point, or feature, of the product, complete the statement by telling what that will do for the consumer. Write complete thoughts by using complete sentences. You will find this to be of great help once you begin writing your ads and commercials.

*YOU MAY WANT TO STOP HERE AND TAKE A BREAK  
TO COLLECT YOUR THOUGHTS BEFORE WRITING  
YOUR STRATEGY STATEMENT.*

### ■ Creative Strategy

In a brief essay, explain the selling situation and tell how the advertising for the brand will be employed to convince the target audience to select this brand over others, or as a replacement for another type of product or service. Get inside the heads of your targets and write a convincing statement that explains the effect your advertising will have on them. Talk about their problems with respect to the product, and tell how advertising will help them find the answers to those problems. Show how advertising will convince them that they're better off with your product than without it. Hypothesize; speak in emotional terms. Let yourself go, and flesh out this product story with a solid strategy that tells how the objectives you established will be achieved to convince the target audience to believe in the major selling idea and the other usable benefits.

## **Creative Platform: Maxi-Wipes**

**Objectives** Advertising for the brand will be designed to establish Maxi-Wipes as a totally new way to clean household surfaces. The target audience will be persuaded that this product offers a more modern and efficient way of completing an unpleasant task than other cleaning methods do.

**Target Audience** This campaign will be designed to reach women who are not fanatical about cleaning house but feel responsible for keeping their homes clean. They are most likely seeking an easier way to clean, one that will give them more time to do the things they enjoy. They are married, eighteen to forty-nine, with children. Women who clean more thoroughly would probably perceive the product as an unacceptable shortcut, so we will not attempt to position the brand as a total replacement for traditional cleaning products used by these women.

**Key Consumer Benefit** Maxi-Wipes is a new way to clean that eliminates bottles, sprays, dirty rags, and sponges. It is faster and easier than present methods because there is no preparation before and no cleanup after. It is a modern way to clean.

### **Other Usable Benefits**

1. The pop-up dispenser stores the product and makes usage convenient.
2. The product not only cleans but deodorizes and disinfects as well. No need to purchase additional products to gain these additional benefits.
3. You will not have to keep messy cleaning rags around.
4. You will not have to hunt for sponges either.
5. The product stays moist and fresh inside the specially designed box.
6. Because you don't have to buy as many cleaning products, Maxi-Wipes can save you money.

7. You can keep the attractive dispenser on your countertop, so you never have to hunt for something to clean with.
8. Maxi-Wipes are pleasantly scented so as not to make your home and kitchen smell chemical or medicinal.
9. You can soak a stubborn stain by placing a moist Maxi-Wipes over the stain. Later, just wipe stain away.
10. The product is biodegradable and will not pollute streams.
11. No risk of spilling cleaning liquids.
12. No messy buckets or mops.
13. No pumping spray guns needed as on liquid cleaners.
14. Less waste because each towelette contains just enough cleaning solution. Maxi-Wipes does the measuring for you.

**Creative Strategy** Women in this category appreciate the pleasures of living in a clean home but often do not enjoy the work and effort involved. They are busy, active individuals who feel they have more important things to do with their time. They cannot afford a maid, so they are stuck with doing the cleaning themselves. The product will be introduced to them as an easier way to clean house in less time.

Emphasis will be placed on a simple procedure: pull a treated cloth out of the dispenser and wipe grease, grime, odors, and germs away in one swipe. The prospect will be urged to use the product throughout the house—in bathrooms, kitchens, on all painted surfaces, and on vinyl countertops. The prospect will also be urged to throw away cleaning liquids, disinfectants, deodorizers, rags, sponges and to trade them all in for this new and effective cleaning product. We will leave her with the impression that cleaning with this product is what a modern, intelligent woman would choose. Each ad and commercial will stress ease of cleaning, variety of applications, and use of the product as a contemporary, sensible way to clean.

# **MEDIA**

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VEHICLE: \_\_\_\_\_

**SCORE:** \_\_\_\_\_ / \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



# THE BUY . . .

You may assume that a contract is in effect and that the entire buy will be prepaid.

For both WJON and WWJO . . .

. . . calculate the total cost of the following time buy:

25 spots per week (ten 30-second spots [one per day (M – F) during a.m. drive time and one per day (M – F) during p.m. drive time], ten 30-second spots [two per day (M – F) during evening time], and five 30-second spots [one per day (M – F) during late night]) for thirteen consecutive weeks. If available, all rates are from Grid Level III.

**KXSS-FM**

1990  
WAITE PARK  
COUNTY: Stearns

Location ID: 4 RLST MN Mid 058816-000  
Box: 5119, St. Cloud, MN 56302. Phone 812-253-1400.

**WHMH (FM)**

1975  
SAUK RAPIDS  
COUNTY: Benton

Location ID: 4 RLST MN Mid 033055-000  
Tri-County Broadcasting Co.  
Box: 368, 688 Golden Spike Fld., Sauk Rapids, MN  
56379. Phone 812-252-8200.

**2. REPRESENTATIVES**  
Broadcast Representatives, Inc.

**WJON**

1980  
ST. CLOUD  
COUNTY: Stearns



Location ID: 4 RLST MN Mid 011437-000  
WJON Broadcasting Co., Inc.  
Box: 220, 844 S.E. Lincoln Ave., St. Cloud, MN 56302.  
Phone 812-251-4422. FAX: 812-251-1855.

**FORMAT DESCRIPTION**  
WJON: Programmed for adults 25+. NEWS: 5-person staff; 4 mobile units; at :30 & :30 plus 4 major newscasts daily. FARM: 1 person; 5:28, 6:10 am & 12:22 pm plus features & news throughout day. FEATURES: Larry King Show; community involvement—1 hr listener phone-in daily; 1 hr guest interview daily; station editorials & listener comments daily. SPORTS: St. Cloud State U. football & basketball & high school; MN Twins baseball; MN Timberwolves Basketball; 1 hr sports talk Sat AM, 3 persons, mobile unit. Rec'd 11/21/89.

**1. PERSONNEL**  
Pres—Andy Hilger.  
Nat'l Sales Mgr—Kathy Merchant.  
Oper Mgr—Steve Stewart.

**2A. NETWORK/GROUP AFFILIATION**  
Member: Minnesota News Network.

**3. FACILITIES**  
1,000 w; 1240 khz. Non-directional.  
Operating schedule: 24 hours daily, CST.  
Primary signal coverage: St. Cloud.

**4. AGENCY COMMISSION**  
15%; additional 10% prepaid.

**5. GENERAL ADVERTISING REGULATIONS**  
General: 1, 2, 3, 4, 5, 8.  
Rate Protection: 10a, 12a, 12h, 15.  
Cancellation: 20a, 21a, 23.  
FM facilities: WWJO (FM).

**TIME RATES**  
Received July 9, 1992.

AAAA—5-10 am, 10 am-3 pm, 2-7 pm.  
AAA—5 am-midnight, 7 pm-midnight.  
AA—Midnight-5 am.

**6. SPOT ANNOUNCEMENTS**

30 SECONDS

	AAAA	AAA	AA		AAAA	AAA	AA
I	60	47	35	V	34	27	19
II	52	41	31	VI	29	24	18
III	45	35	28	VII	26	20	14
IV	39	31	22				

1 min rates: Divide applicable 30 sec rate by .6.  
Guaranteed times for specified or fixed position ads within a day part require an additional charge of 3.00 per ad.

1 min rates: Divide applicable 30 sec rate by .6.  
Guaranteed times for specified or fixed position ads within a day part require an additional charge of 3.00 per ad.

PER MO: 1 min 30 sec

	25 H	50 H	100 H	50 H	100 H	200 H
AAAA	38.50	35.80	33.65	21.50	19.95	18.80
AAA	28.00	25.80	23.80	15.80	14.35	13.30

PER YR: 1 min 30 sec

	65x	125x	250x	125x	250x	500x
AAAA	41.20	38.50	35.80	22.95	21.50	19.95
AAA	30.50	28.00	25.80	17.00	15.60	14.35

**WWJO (FM)/WJON COMBINATION (30 SECONDS)**

	AAAA	AAA	AA		AAAA	AAA	AA
I	108	80	52	V	50	45	29
II	93	69	45	VI	52	39	26
III	80	60	39	VII	45	33	22
IV	69	52	34				

**WVAL**

1983  
SAUK RAPIDS  
COUNTY: Benton



Location ID: 4 RLST MN Mid 011441-000  
Tri-County Broadcasting Co.  
Box: 368, 688 Golden Spike Rd., Sauk Rapids, MN  
56379. Phone 812-252-9200.

**2. REPRESENTATIVES**  
Broadcast Representatives, Inc.

**WWJO (FM)**

1970  
ST. CLOUD  
COUNTY: Stearns



Location ID: 4 RLST MN Mid 011438-000  
WJON Broadcasting Co.  
Box: 220, 844 S.E. Lincoln Ave., St. Cloud, MN 56302.  
Phone 812-251-4422. FAX: 812-251-1855.

**FORMAT DESCRIPTION**  
WWJO (FM): MUSIC: Contemporary country. NEWS: Local/reg'l hrly; 10-min at 6, 7 & 8 am; 5-min all other hrs; news dr. & staff of 4. FARM: 10-min markets/ag news at 5:55, 8:20, 8:50, 9:55, 11:55 am, 12:20, 2:05, 3:20 & 5:55 pm. Market reports for grain, livestock & area leader pig markets at other times; farm dr. SPORTS: area high school & St. Johns U. football & basketball; sports dr. Rec'd 11/28/89.

**1. PERSONNEL**  
Pres—Andy Hilger.  
Nat'l Sales Mgr—Kathy Merchant.  
Oper Mgr—Steve Stewart.

**2A. NETWORK/GROUP AFFILIATION**  
Member: Minnesota News Network.

**3. FACILITIES**  
ERP 100,000 w.; 98.1 mhz. Stereo.  
Antenna ht.: 1,000 ft. above average terrain.  
Operating schedule: 24 hours daily, CST.  
Primary signal coverage: Central MN.

**4. AGENCY COMMISSION**  
15%.

**5. GENERAL ADVERTISING REGULATIONS**  
General: 1, 2, 3, 4, 5, 8.  
Rate Protection: 10a, 12a, 12h, 15.  
Cancellation: 20a, 21a, 23.  
AM facilities: WJON.

**TIME RATES**  
Received July 9, 1992.

AAAA—5-10 am, 10 am-3 pm, 2-7 pm.  
AAA—5 am-midnight, 7 pm-midnight.  
AA—Midnight-5 am.

**6. SPOT ANNOUNCEMENTS**

GRID:	AAAA	AAA	AA	GRID:	AAAA	AAA	AA
I	78	58	35	V	42	31	19
II	67	48	31	VI	36	26	16
III	58	41	28	VII	32	22	14
IV	49	35	22				

1 min rates: Divide applicable 30 sec rate by .6.  
Guaranteed times for specified or fixed position ads within a day part require an additional charge of 3.00 per ad.

PER MO: 1 min 30 sec

	25 H	50 H	100 H	50 H	100 H	200 H
AAAA	38.50	35.80	33.65	21.50	19.95	18.80
AAA	28.00	25.80	23.80	15.80	14.35	13.30

PER YR: 1 min 30 sec

	65x	125x	250x	125x	250x	500x
AAAA	41.20	38.50	35.80	22.95	21.50	19.95
AAA	30.50	28.00	25.80	17.00	15.60	14.35

**WWJO (FM)/WJON COMBINATION (30 SECONDS)**

	AAAA	AAA	AA	GRID:	AAAA	AAA	AA
I	108	80	52	V	50	45	29
II	93	69	45	VI	52	39	26
III	80	60	39	VII	45	33	22
IV	69	52	34				

**NON METROPOLITAN STATISTICAL AREAS**  
(Cities of License)

**ADA**

**KRJB (FM)**

1987  
ADA

Location ID: 4 RLST MN Mid 039414-000  
See SRDS Spot Radio Small Markets Edition.

**AITKIN**

**KEZZ (FM)**

1973  
AITKIN

Location ID: 4 RLST MN Mid 011317-000  
See SRDS Spot Radio Small Markets Edition.

**KKIN**

1982  
AITKIN

Location ID: 4 RLST MN Mid 011318-000  
See SRDS Spot Radio Small Markets Edition.

**the**  
**complete guide**  
**to**  
**conducting**  
**a**  
**comprehensive**  
**retail promotion**  
**situation analysis**

**paul wyatt jackson**

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**general**

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when does your fiscal year begin?

what period(s) during the year constitute your "high(s)"? "low(s)"? why do you believe this is true?

what are your peak selling periods (seasons, months, weeks, days, even hours!)?

are any particular holidays especially important to your store?

does weather affect your store's traffic flow?

is pedestrian traffic important to your store?

do you believe your location is an asset? liability?

what services do you offer your customers (gift wrapping, delivery, etc.)?

does your store engage in mail-order sales? Internet sales?

do you have any company-owned vehicles? if so, are they identified?

do you belong to any trade associations? if so, which ones?

do you subscribe to any trade publications? if so, which ones?

do you regularly attend any trade shows? if so, which ones?

what are your goals for your business?

in the last five years, has your business grown, stayed about the same size, gotten smaller?

where do you want your business to be in five years? ten years?

what are your projected gross sales for your next planning year?

are you satisfied with your present level of profit?

do you have any particular marketing problems which you are aware of?

---

**market**

---

to what geographical market area do you target?

what geographical market area do you effectively reach? does this differ from the area that you target and, if so, why?

do you have sufficient resources to effectively service this area?

do you believe your geographical market area is appropriate? if so, why?

does your geographical market area have any natural boundaries or other types of physical boundaries which might define or limit your market area (e.g., lakes, rivers, mountain ranges, expressways, railroad tracks, etc.)?

what are the characteristics of your market (population, number of households, average income, etc.)?

how many prospects are there in your geographical market?

what sales potential exists in your market area for your type of business?

what is your "share of market"? based on what?

**SUPPORTIVE MATERIALS:**

map of your geographical market  
relevant statistical data

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**consumers/prospects/customers**

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who do you consider your target market to be? what are their characteristics (demographics, psychographics, etc.)?

why do you believe this is your target market?

do you believe your target market is appropriate?

can your target market be divided into any particular segments?

what kind(s) of people do you believe your best potential customers are?

who are your present customers? what are their characteristics?

how, if at all, do your present customers differ from your target market? your potential customers?

why do you believe your present customers are your present customers?

how frequently do your customers visit your business?

do your customers typically make a purchase each time they visit?

what is your average sale per customer? per visit?

how do your customers typically pay (cash, check, debit card, credit card, house charge)?

do you maintain an up-to-date customer list? if not, why not?

---

**competition**

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what/who do you consider your competition to be? of these, who do you consider your prime competitor to be? why?

where (relative to your location) are your competitors located? your prime competitor?

how large (relative to your business) are your competitors? your prime competitor?

in comparison to your store, what advantages (if any) do you believe your competitors have (price, location, selection, quality, image, etc.)? your prime competitor?

what percentage of the total market do you believe your competitors have? based on what?

do you believe you have accurately/realistically assessed your competition?

what is the nature of your competitors' promotion activities (how often do they promote, how actively do they promote, etc.)?

what is the nature of your competitors' advertising activities (amount spent, media used, type of creativity [include actual advertisements if available], etc.)?

**SUPPORTIVE MATERIALS:**

map(s) of locations of the store's competition relative to the store's location  
examples of competitive promotion/advertising activity

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**history**

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how long have you been in business?

how long have you been at your present location?

is there anything unique or unusual about your store's history (owners, location, building, etc.)?

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**store**

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how large (physically) is your store?

where is your store located (central business district, suburban shopping area, suburban independent location, remote independent location, etc.)?

is your store free-standing, part of some kind of "strip" structure, within another store?

do you have sufficient parking? is it public (on-street or parking lot) or private? if it is public, how far is it from your store? if it is private, is it exclusively yours or is it shared? is it paved?

do you have accessible customer loading facilities?

do you own your own store? lease? rent?

when was your store last decorated/redecorated?

do you attempt to maintain any particular theme in your store's decor (e.g., country, Victorian, etc.)? if so, is there any particular reason underlying its use?

does your store have any physical features that distinguish it from your competitors' stores? if so, what are they?

is your store illuminated at night?

if your store is free-standing, are your store's grounds landscaped? is all of the property on which it is situated being used?

are you satisfied with your store (size, layout, appearance, location, etc.)?

**SUPPORTIVE MATERIALS:**

floor plan of the store  
photographs of the store's interior and exterior  
site plan, if free-standing

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**merchandise**

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**NOTE:** If you are a "service" retailer, interpret the word "merchandise" to mean "service" and, when and if necessary, adjust any of the questions asked to the nature of your particular retailing situation.

what type(s) of merchandise do you sell?

which type(s) of merchandise that you sell generate the greatest amount/percentage of sales (volume and/or dollars)? customer traffic?

do you have any particular line(s) or item(s) of merchandise that have a better turnover than others? if so, which one(s)?

do you have any particularly slow-moving item(s)? if so, which one(s)?

do you have any merchandise that distinguishes your store from your competitors? if so, what?

do you specialize in any particular type(s) of merchandise? if so, what?

is your merchandise divided into any specific price lines? if so, what are they? do any of them tend to be more successful than others?

do you plan to add any new merchandise lines? delete any?

what brand(s) do you carry? feature?

do any of the brands you carry/vendors you use offer cooperative advertising monies and/or other types of promotional support/assistance?

from whom/where/how do you get your merchandise?

what kind/type of buying plan (if any) do you use?

do you use "loss leaders"?

---

### **promotional activities**

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**NOTE:** The issues being raised in this section are treating promotional activities (promotion and advertising) in a combined sense. Both promotion and advertising will be treated independently later.

how much have you expended for promotional activities in each of the past five years?

how much do you anticipate spending for promotional activities during your next planning year?

what percentage of gross sales do you expend for promotional activities?

how do you determine your appropriation for promotional activities?

how do you allocate your appropriation for promotional activities?

have you ever received/do you now receive any promotional assistance from any of your vendors? if so, what types of assistance, from which vendors, and in what amounts?

do you attempt to tie your promotional activities in with your vendors' promotional activities? if not, why not?

how far in advance do you plan your promotional activities?

have you ever or do you now use a "campaign" approach to your promotional activity? if not, why not? if so, how well did/does it work?

what types of promotional activities have you undertaken in the past?

when does your promotional year begin?

during what periods do you promote most heavily? least heavily?

how do you determine what to promote?

do you promote certain lines, brands, or items of merchandise in preference to others? if so, why?

how do you introduce new items?

do you promote "close-out" items? if so, how?

do you promote "loss leaders"? if so, how?

do you promote customer service(s)? if so, how?



do you attempt to portray any particular store image? if so, what is that image?

do you have any specific theme or slogan?

do you have a logotype? if so, is it used consistently in your promotional activities?

does your store have a web site? if so, do you use it promotionally?

do you have any policies that affect your promotional activities?

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## **promotion**

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**NOTE:** The issues being raised in this section are addressing only the area of promotion and, then, only in the general sense of the word "promotion."

how much have you expended for promotion only in each of the past five years?

how much do you anticipate spending for promotion only during your next planning year?

what percentage of gross sales do you expend for promotion only?

what types of promotion have you used in the past?

what types of promotion are you using now?

have you found any of the type(s) of promotion you have used in the past or are using now to be particularly effective? if so, which one(s) and why do you believe they were effective?

have you found promotion, generally, or any individual type(s) of promotion to be particularly effective against any specific segment(s) of your target market?

is(are) there any type(s) of promotion you have wanted to use but have not? if not, why not?

on average, how many promotions do you have per year?

how far in advance do you plan your promotions?

do you have any particular promotion problems which you are aware of?

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## **public relations**

---

how important is public relations to your store?

who do you believe your "publics" are?

what types of public relations activities have you engaged in in the past? do you presently engage in?

what types of public relations tools/techniques have you used in the past? do you presently use?

have you ever used publicity?

do you have any particular public relations problems which you are aware of?

do you have a separate public relations appropriation?

---

## **sales promotion**

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**NOTE:** "Sales promotion" should be construed as being inclusive of any activities, techniques, and/or tools (other than other promotional tools) which are used for the express purpose of enhancing patronage of the store and sale of merchandise.

how important is sales promotion to your store?

does your store stage sales events? if so, how often? what kind?

what other types of sales promotion activities, techniques, and/or tools have you ever used or do you now use (open houses, price deals, coupons, etc.)?

have you found any particular form(s) of sales promotion to be more effective than others? if so, which one(s)? why?

do you tailor your use of sales promotion to specific audiences? if so, which form(s) to which audience(s)?

do you have any particular sales promotion problems which you are aware of?

do you have a separate sales promotion appropriation?

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## **personal (retail) selling**

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how important is personal selling to your store?

how many "salespeople" do you employ? full-time? part-time?

how many employees does your store have? full-time? part-time?

what degree of selling skill, knowledge of merchandise, knowledge of store, etc. do you expect your salespeople/employees to possess/acquire/develop?

do you expect new "salespeople" to already possess selling skills when they come to your store? if not, how are they expected to acquire/develop these skills?

how are your "salespeople" expected to familiarize themselves with your merchandise?

are your salespeople/employees given any special training? if so, what kind(s)?

do you have sales/employee meetings? if so, how often?

is suggestion selling/accessorizing emphasized? if not, why not?

do you set sales quotas for your salespeople? if so, what type(s)?

are your salespeople paid a salary, commission, or both?

do you offer your salespeople/employees any types of merchandise discounts?

do you impose any dress codes on your salespeople/employees?

have you ever used "spiffs," incentives, sales contests, etc.?

do you receive/use any vendor-provided sales assistance of any kind? if so, what kind(s)?

do you have any particular personal selling problems which you are aware of?

do you have a separate appropriation for personal selling?

---

### **sensory merchandising**

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**NOTE:** "Sensory merchandising" should be interpreted as involving all of the five senses: sight, hearing, touch, taste, and smell and should be construed as being inclusive of (1) the total exterior environment of the store, (2) store window(s), (3) the total interior environment of the store, and (4) traditional interior display.

how important is sensory merchandising to your store?

do you coordinate sensory merchandising with other types of promotion? if so, how?

is the exterior environment of your store (facade, grounds, etc.) used promotionally? if so, in what ways?

how is your store externally identified?

does your store have any windows which are/could be used for display purposes? if so, how many? what is its/are their size(s)? is it/are they presently used for display purposes?

is the interior environment of your store (design elements, decor, etc.) used promotionally? if so, in what ways?

what types of display material (window and interior) do you have available?

do you use vendor-provided display material? if so, to what degree? if not, why not?

who prepares your displays? how often are they changed?

how is your display signage prepared?

do you use a standardized format for your display signage? if so, what is it?

how far in advance do you plan your sensory merchandising?

do you have any particular sensory merchandising problems which you are aware of?

do you have a separate sensory merchandising appropriation?

**SUPPORTIVE MATERIALS:**

photographs of the store's interior and exterior (including grounds etc., if appropriate)  
examples of any appropriate sensory merchandising materials

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**packaging**

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**NOTE:** The type of packaging being referred to in this section is that packaging which the store provides to its customers ("post packaging") as contrasted to that packaging which manufacturers use to contain and display their products.

how important is packaging to your store?

what types of packaging do you use (bags, boxes, etc.)?

is your packaging "stock" or custom designed?

is your store identified on your packaging? if so, how (imprint, labels, etc.)?

aside from identification, is anything else included on your packaging (recipes, coupons, sports schedules, etc.)?

do you use any vendor-provided packaging? if so, is your store identified on it?

do you have any particular packaging problems which you are aware of?

do you have a separate packaging appropriation?

**SUPPORTIVE MATERIALS:**

examples of any of the store's packaging materials

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**advertising**

---

how much have you expended for advertising only for each of the past five years?

how much do you anticipate spending for advertising only during your next planning year?

what percentage of gross sales do you expend for advertising only?

in what media/vehicles do you advertise?

what percentage of your total media appropriation do you allocate to each of the media/vehicles you use?

do you have a separate appropriation for creative expenditures? if so, how much?

what do you generally advertise?

where, geographically, do you generally advertise?

when do you generally advertise?

is price featured in your advertising?

do you regularly include your store's location, telephone number, hours of operation, etc. in your advertising?

do you use direct mail advertising?

who physically prepares your advertising?

do you regularly use any vendor-provided advertising materials?

do you use "mat" services, "clip" services, etc.?

do you attempt to tie your advertising in with your vendor's advertising? promotional activities? if not, why not?

do you use vertical cooperative advertising? if not, why not?

have you ever used horizontal cooperative advertising?

how far in advance do you plan your advertising?

do you have any particular advertising problems which you are aware of?

#### **SUPPORTIVE MATERIALS:**

examples of your store's advertising

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#### **media**

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which media/vehicles are available in/on which to advertise?

what are their rates?

what are their characteristics/features?

what services (beyond the provision of advertising space or time) do they offer?

which (if any) of the media/vehicles are co-op"able"?

which of the media/vehicles that are available do you have the capability to use effectively?

which of the media/vehicles that are available are most compatible with your needs?

**SUPPORTIVE MATERIALS:**

rate cards/specific rate data from all of the available vehicles

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**effectiveness**

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how important is measuring the effectiveness of promotional activities to your store?

do you measure the effectiveness of your promotional activities? if so, how? how often?

do you attempt to distinguish between behavioral results (sales, traffic, etc.) and communications results (attention, comprehension, etc.)?

in general, do you believe you are getting "your money's worth" out of your promotional activities? if so, why? if not, why not?

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**organization**

---

who within your store is responsible for promotional activities? is this a full- or part-time responsibility?

who physically prepares the promotion materials? advertising materials?

have you ever engaged or do you now engage the services of an advertising agency, freelancer(s), etc. to assist you with your promotional activities? if so, when, who, what was/is the extent of their involvement, and was/is the relationship successful?

how extensively, if at all, do you rely on the services of advertising vehicles in the preparation of your promotional materials?

# ADVERTISING

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## advg 485: retail promotion

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### Term Project

#### Introduction

The term project for this course will consist of your: (1) selecting a retail "client" for your project, (2) examining (i.e., researching) - in reasonably comprehensive fashion - your "client's" overall promotional situation, (3) drawing conclusions based on your findings, (4) on the basis of your conclusions, developing an overall promotional program for your "client," and (5) formally presenting your promotional program.

#### Project

The actual project itself will be divided into four parts:

##### Part I: Client Selection and Identification

###### Client Selection

Your initial step will entail selecting your "client." The "client" you select must adhere to the following criteria/guidelines:

***must be a conventional "storefront" retailer selling to the ultimate consumer***

They may be any type of retail organization, i.e., large or small, merchandise or service oriented, self-service or full-service, etc., but they must be a retailer in the traditional sense.

They must be open to the general public (with no restrictions!).

***must be able and willing to actively and freely engage in promotional activity***

***must be an independent retailer, i.e., not part of a chain or franchise organization (even if independently owned)***

Small independent chains (no more than six stores), if wholly-owned, may be allowed with prior approval of the instructor.

If your "client" is part of a larger entity, e.g., a pro shop within a golf or tennis facility, you are required to have the entire facility as your "client."

***must be within a 100-mile radius of Big Rapids***

However, your "client" may not be a Big Rapids retailer!

##### Client Identification (15 Points)

###### Basic Information (6 Points)

name of business  
type of business  
location (provide the complete mailing address)  
telephone number  
name of owner or manager  
name of your contact (indicate best time[s] to contact)

###### Description of Business (8 Points)

describe the overall basic character of the business, give the reader a sense of what the business is all about - the "flavor" of the business

###### Professional Presentation\*\*\* (1 Point)

**Part II: Research (120 Points)**

General Background Research (48 Points)

- general information (8 Points)
- market information (8 Points)
- consumer information (8 Points)
- competitive information (8 Points)
- history information (2 Points)
- store information (6 Points)
- merchandise information (8 Points)

Promotion and Advertising Research (56 Points)

- promotion/advertising\* (8 Points)
- promotion\* (8 Points)
- public relations (4 Points)
- sales promotion (4 Points)
- personal selling (4 Points)
- sensory (visual) merchandising (4 Points)
- packaging (4 Points)
- advertising (8 Points)
- media (6 Points)
- effectiveness (4 Points)
- organization (2 Points)

Supporting Materials (8 Points)

- whenever/wherever possible your research should be supported/supplemented by supportive material (e.g., photographs, maps, charts, graphs, advertisements, etc.) as deemed relevant

Professional Presentation\*\*\* (8 Points)

\*See the prefatory notes in the appropriate section of the research guide.

**Part III: Conclusions (45 Points)**

The purpose of this section is to give specific direction/guidance as to the proposed plan which you will develop in the next part of this project.

Identification of Problems and/or Opportunities (30 Points)

- what salient problems and/or opportunities have come to light during the course of and as a result of your research?

Correspondence with Research (9 Points)

- do the problems and/or opportunities which you have identified reflect what your research has revealed?

Focus (3 Points)

- has your discussion of problems and/or opportunities concentrated on conclusions without digressing into nonrelevant areas (e.g., recommendations)?

Professional Presentation\*\*\* (3 Points)

**Part IV: Proposed Promotion/Advertising Plan (180 Points)**

Overall Promotional Objectives and Strategy (10 Points)

objectives (6 Points)

- a general statement of *what* you intend for your *overall* promotional program (both promotion and advertising) to accomplish

appropriate (4 Points)

- are the objectives truly *promotional* and are they realistically attainable?

specific (2 Points)

- are the objectives sufficiently specific to provide direction for the strategy?



strategy (4 Points)

a general statement of *how* this is to be accomplished (i.e., your plan)

responsive to objectives (2 Points)

does the strategy respond to the direction provided in the objectives?

specific (2 Points)

is the strategy sufficiently specific to provide direction for the tactics?

Promotion Plan\*\* (60 Points)

**NOTE:** The "Promotion Plan" is to address the non-advertising areas of the retail promotional mix, i.e., public relations, sales promotion, personal selling, sensory merchandising, and packaging.

objectives and strategy (6 Points)

objectives (4 Points)

a specific statement of *what* it is you intend for your proposed promotion plan to accomplish

do these objectives confine themselves to the area of promotion and are they responsive to the overall objectives?

strategy (2 Points)

a specific statement of *how* you intend to go about accomplishing the objectives you have identified

does this strategy confine itself to the area of promotion and is it responsive to the overall strategy?

tactics (48 Points)

a specific and complete plan of all of the promotion activities (including those residual/pre-existing activities which you propose to carry over into your plan) which you recommend be undertaken during the next planning year together with a detailed description of each of the individual activities including their associated costs and their timing.

proposed activities (20 Points)

are the proposed tactics realistic, innovative, etc., are they realistically used relative to the "client's" situation, and are they thoroughly explained?

coverage (10 Points)

have *all* of the areas of promotion been addressed?

scheduling (6 Points)

has the issue of scheduling been addressed and is the scheduling realistic?

costs (6 Points)

are the costs of each of the tactics discussed and are the explanations sufficiently detailed?

synergism (6 Points)

are the tactics being used synergistically?

**NOTE:** Each of the promotion activities discussed above should be reflected in the promotional calendar.

correspondence with objectives and strategy (6 Points)

do the tactics which you recommend accomplish the objectives and carry out the strategy which you have established?

Advertising Plan\*\* (60 Points)

objectives and strategy (6 Points)

objectives (4 Points)

a specific statement of *what* it is you intend for your proposed advertising plan to accomplish

do these objectives confine themselves to the area of advertising and are they responsive to the overall objectives?

strategy (2 Points)

a specific statement of *how* you intend to go about accomplishing the objectives you have identified  
does this strategy confine itself to the area of advertising and is it responsive to the overall strategy?

tactics (48 Points)

a specific and complete plan of the advertising activities which you recommend be undertaken during the next planning year. This plan should include both media and creative components and a *detailed* description of each of the individual activities including the media to be used, the amount to be spent in each medium, the schedule, exemplary advertisements/commercials, etc.

media (24 Points)

are the media choices realistic, are they being used appropriately, and are costs discussed?.

creative (18 Points)

is the creative concept consistent with the character of the "client's" store, is the concept consistently used, and have actual exemplary advertisements been presented?

tie-in to promotion (6 Points)

do the advertisements reflect the appropriate promotional activity (if appropriate)?

correspondence with objectives and strategy (6 Points)

do the tactics which you recommend accomplish the objectives and carry out the strategy which you have established?

**\*\***The plans presented in these sections are to be complete, detailed, specific, and *actionable* (i.e., your "client" should be able to take your plans and implement them - should they so elect - intact). In the "tactics" component of your plans, each of the activities recommended should be treated individually and should be fully developed in the sense that it would be possible to readily implement them.

Appropriation and Budget (10 Points)

appropriation (4 Points)

a statement of the total promotional appropriation together with a clear indication of how it was arrived at

budget (6 Points)

a detailed statement of the budget broken down by promotion and advertising expenditures including promotional allowances and/or cooperative advertising monies

Calendar (6 Points)

a *graphic and narrative* calendar of the next planning year showing the timing of all promotional activities

Evaluation (8 Points)

recommended means by which to assess the effectiveness of the recommended promotion and advertising activities

General Recommendations (4 Points)

any supplementary *non-promotional* recommendations which you believe will enhance the promotional environment

Correspondence with Conclusions (10 Points)

does the overall plan which you have proposed correspond with the conclusions which you drew in Part III?

Professional Presentation\*\*\* (12 Points)

**\*\*\***It is expected that each of the four parts of the project individually and the project as a whole will be professionally prepared and presented. Specifically, this expectation requires that the grading copy of your project (the copy which you will be submitting to the instructor as Parts I, II, III, and IV are due) is to be presented in a ring binder with each part separated by tabbed page dividers. All examples and/or supportive materials are to be included as appendices *with* the specific part of the project to which they apply.

As each section is presented, all previous sections (which you have in your possession at that time) are to accompany it (i.e., when Part III is submitted, Parts I and II are to be submitted as well).

## **Presentation**

The presentation portion of this project will involve your *formally* presenting the outcome of your project to your instructor and your peers and, potentially, your "client" and/or other groups' "clients," other faculty, and/or administrators. The actual presentations themselves will take place during the last five or six days of the regular term at a time other than during the regular class time. The specific time and place of these presentations will be announced during the first week of the term in order to allow for any schedule adjustments which these presentations may necessitate.

Your presentation of the program you propose will, necessarily, involve three concerns: (1) a brief discussion of your "client's" situation, (2) a statement of the primary conclusions which led to the development of your program, and (3) a description of the program which you propose. For the purpose of a framework around which to structure your presentation, you should view it in terms of its being a presentation to your "client" or your "client's" management (which it may well be). More specifically, you should approach your presentation as if its purpose were to "sell" your "client" on your program, i.e., to convince them of the validity of your premise and to win their approval/acceptance of your program.

Presentation points will be awarded on the following bases:

Presentation (90 Points)
Background (10 Points)
Conclusions (15 Points)
Program (40 Points)
content (35 Points)
program description (30 Points)
visual support (5 Points)
sales orientation (5 Points)
Presentation (25 Points)
execution (20 Points)
presentational skills (10 Points)
use of visuals (5 Points)
professionalism (5 Points)
sales orientation (5 Points)

At the time of your presentation, one additional file copy of your project is to be submitted to the instructor at the conclusion of your presentation.

***NOTE: Failure to submit a "file copy" of your project at the conclusion of your presentation will result in a 15 point deduction from your overall presentation grade!***

Inasmuch as these are formal presentations, attendance at the presentations is absolutely mandatory. Failure to attend will result in an automatic loss of the 90 presentational points!

## **Grading**

Each of the four parts of the actual project itself together with the presentation portion of the project will comprise the percentage indicated below of the final project grade:

Part I:	3.3%
Part II:	26.6%
Part III:	10.0%
Part IV:	40.0%
Presentation:	20.0%

and will be awarded points based on the values indicated as part of the project description and as per the attached sample grading sheets for Parts I, II, III, IV, and the Presentation.

## **Sample Grading Sheets**

The following pages are samples of the grading sheets that will be used to evaluate and grade each of the parts of your term project.

As you develop your project, refer to these sheets to assure that you have addressed each of the areas which will be evaluated. Also, take note of the number of points assigned to each area. These point values will provide you with some indication of the relative importance/value of each of the areas to which they are assigned.

You will also note, however, that some areas (“Professional Presentation” [all parts], “Correspondence with Research” and “Focus” [Part III], and various “Correspondence” areas [Part IV]) do not require any specific narrative treatment by you. Rather, they are identified simply to indicate that these are issues that will be evaluatively addressed by the instructor.

# ADVERTISING

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## retail promotion term project

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Group: \_\_\_\_\_  
Client: \_\_\_\_\_

### Part I: Client Identification (15 Points)

#### Basic Information (6 Points)

Name of business (1 Point) \_\_\_\_\_  
Type of Business (1 Point) \_\_\_\_\_  
Location (1 Point) \_\_\_\_\_  
Telephone number (1 Point) \_\_\_\_\_  
Name of Owner or Manager (1 Point) \_\_\_\_\_  
Name of Contact (1 Point) \_\_\_\_\_

#### Description of Business (8 Points)

#### Professional Presentation (1 Point)

# ADVERTISING

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## retail promotion term project

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Group: \_\_\_\_\_

Client: \_\_\_\_\_

### Part II: Research (120 Points)

#### General Background Research (48 Points)

General Information (8 Points) \_\_\_\_\_

Market Information (8 Points) \_\_\_\_\_

    geographic information (4 Points) \_\_\_\_\_

    statistical information (4 Points) \_\_\_\_\_

Consumer Information (8 Points) \_\_\_\_\_

Competitive Information (8 Points) \_\_\_\_\_

History Information (2 Points) \_\_\_\_\_

Store Information (6 Points) \_\_\_\_\_

Merchandise Information (8 Points) \_\_\_\_\_

#### Promotion and Advertising Research (56 Points)

Promotion/Advertising (8 Points) \_\_\_\_\_

Promotion (8 Points) \_\_\_\_\_

Public Relations (4 Points) \_\_\_\_\_

Sales Promotion (4 Points) \_\_\_\_\_

Personal Selling (4 Points) \_\_\_\_\_

Sensory Merchandising (4 Points) \_\_\_\_\_

Packaging (4 Points) \_\_\_\_\_

Advertising (8 Points) \_\_\_\_\_

Media (6 Points) \_\_\_\_\_

Effectiveness (4 Points) \_\_\_\_\_

Organization (2 Points) \_\_\_\_\_

Supporting Materials (8 Points) \_\_\_\_\_

Professional Presentation (8 Points) \_\_\_\_\_

# ADVERTISING

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## retail promotion term project

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Group: \_\_\_\_\_

Client: \_\_\_\_\_

### Part III: Conclusions (45 Points) \_\_\_\_\_

Identification of Problems and/or Opportunities (30 Points) \_\_\_\_\_

Correspondence with Research (9 Points) \_\_\_\_\_

Focus (3 Points) \_\_\_\_\_

Professional Presentation (3 Points) \_\_\_\_\_

# ADVERTISING

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## retail promotion term project

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Group: \_\_\_\_\_  
Client: \_\_\_\_\_

### Part IV: Proposed Promotion/Advertising Plan (180 Points) \_\_\_\_\_

#### Overall Promotional Objectives and Strategy (10 Points)

Objectives (6 Points)

Appropriate (4 Points) \_\_\_\_\_

Specific (2 Points) \_\_\_\_\_

Strategy (4 Points)

Responsive to Objectives (2 Points) \_\_\_\_\_

Specific (2 Points) \_\_\_\_\_

#### Promotion Plan (60 Points)

Objectives and Strategy (6 Points)

Objectives (4 Points) \_\_\_\_\_

Strategy (2 Points) \_\_\_\_\_

Tactics (48 Points)

Proposed Activities (20 Points)

Concepts (12 Points) \_\_\_\_\_

Application of Concepts  
(8 Points) \_\_\_\_\_

Coverage (10 Points)

Public Relations (2 Points) \_\_\_\_\_

Sales Promotion (2 Points) \_\_\_\_\_

Personal Selling (2 Points) \_\_\_\_\_

Sensory Merchandising  
(2 Points) \_\_\_\_\_

Packaging (2 Points) \_\_\_\_\_

Scheduling (6 Points)

Costs (6 Points)

Explanation (4 Points) \_\_\_\_\_

Detail (2 Points) \_\_\_\_\_

Synergism (6 Points) \_\_\_\_\_

Correspondence with Objectives and Strategy  
(6 Points)

Promotion (4 Points) \_\_\_\_\_

Overall (2 Points) \_\_\_\_\_



**Advertising Plan (60 Points)**

Objectives and Strategy (6 Points)		_____
Objectives (4 Points)		_____
Strategy (2 Points)	_____	_____
Tactics (48 Points)		_____
Media (24 Points)		_____
Use of Media (14 Points)	_____	_____
Yellow Pages (2 Points)	_____	_____
Direct (2 Points)	_____	_____
Costs (6 Points)	_____	_____
Creative (18 Points)		_____
Creative Concept (10 Points)	_____	_____
Advertisements (8 Points)	_____	_____
Tie-in to Promotion (6 Points)	_____	_____
Correspondence with Objectives and Strategy (6 Points)		_____
Advertising (4 Points)	_____	_____
Overall (2 Points)	_____	_____

**Appropriation and Budget (10 Points)**

Appropriation (4 Points)		_____
Rationale (2 Points)	_____	_____
Amount (2 Points)	_____	_____
Budget (6 Points)		_____

**Calendar (6 Points)**

Narrative Explanation (4 Points)		_____
Graphic Depiction (2 Points)	_____	_____

**Evaluation (8 Points)**

\_\_\_\_\_

**General Recommendations (4 Points)**

\_\_\_\_\_

**Correspondence with Conclusions (10 Points)**

\_\_\_\_\_

**Professional Presentation (12 Points)**

\_\_\_\_\_

# ADVERTISING

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## retail promotion term project

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Group: \_\_\_\_\_

Client: \_\_\_\_\_

**Final Presentation (after penalties, if any) (90 Points)** \_\_\_\_\_

*Time Penalty (2 Points per Minute)* ( )

*"File Copy" Penalty (15 Points)* ( )

**Preliminary Presentation (90 Points)** \_\_\_\_\_

**Background (10 Points)** \_\_\_\_\_

**Conclusions (15 Points)** \_\_\_\_\_

**Program (40 Points)**

Program Description (30 Points) \_\_\_\_\_

Visual Support (5 Points) \_\_\_\_\_

Sales Orientation (5 Points) \_\_\_\_\_

**Presentation (25 Points)**

Presentation Skills (10 Points) \_\_\_\_\_

Use of Visuals (5 Points) \_\_\_\_\_

Professionalism (5 Points) \_\_\_\_\_

Sales Orientation (5 Points) \_\_\_\_\_

**I-A-1:** The principal advantage of the business orientation is the knowledge of business that it imparts. Advertising is a business endeavor and the ability to be able to interact with businesspeople on their terms is vitally important. In the absence of that perspective – which is precisely the situation in a communications setting (save a heavy dose of business electives) – deprives the student of that “edge.”

The only disadvantage of the business orientation is that it forces students to take classes (most notably quantitative courses) which they are often adverse to because they think they can't “do it.”

**I – D – 1**

**X – 1**

**XI – 1**

The College of Business now has a dedicated admissions officer who is placing emphasis on business programs which are undersubscribed – of which advertising is one. Accordingly to this young lady, we should be seeing some improvement as early as next year. We have seen a recent spurt in transfers to the program as well.

In the wake of the last program review we were granted funds which were not used because – despite having conceptualized materials in some detail – no executional assistance was provided by University Advancement and nothing ever was actually produced!

**I – D – 7**

Incentives:

These are UCEL funds designated for departmental use and not just the exclusive use of the advertising program. Potentially, some of these monies might be available for use. This could be pursued.

Grand Rapids:

Bluntly, no, this has not been pursued. With the rebirthing process which is now in place regarding the retailing program, there is now taking place some discussion of exporting that program to Grand Rapids and ADVG 485 as part of it. Frankly, we are not at all sure the Advertising program, as a program, would work in this venue.

**II- A – 3**

**IV – A – 3**

Since library research is a component in most of our classes, I am not sure why these ratings exist. My best surmise is the fact of today's student's internet dependency. I believe this dulls their library skills and would lead to their ignorance of what the library offers.

**III - A - 1**

**IX - B - 1**

No! Creativity is not our forte. This is due largely to our business orientation. To be successful in the creative aspects of advertising, a student needs substantial depth – depth that we do not and, frankly, cannot provide in meaningful terms. The only place that this becomes an issue in our curriculum is with transfer students from VISD. These students come to our curriculum “pre-equipped” and often transfer for the business orientation.

**III - A - 2**

This is not terribly feasible given its location and, for the reasons cited above, really wouldn't accomplish a great deal that would be meaningful to either entity or the students.

**III - A - 2**

**XIII - A - 1**

Our students use of credit-bearing internships is minimal. However, fifteen to twenty percent of our students do partake of non-credit-bearing internships. We encourage internships but do not require them. The internship situation in the advertising business is VERY cyclical and economy-dependent and, for that reason, cannot be guaranteed. In the absence of the ability to guarantee them, we cannot require them!

**IV - A - 1**

This is as puzzling to us as it is to you and I am at a loss to explain it. The ONLY conceivable explanation I can offer is the fact that Susan Jones – who is now ONLY adjunct to our curriculum – generally only maintained a MWF schedule and was only rarely on campus on Tuesday or Thursday may not have been able to be located as readily as some students may have desired. As program coordinator and before, I am and was in my office on virtually a five day a week schedule and for most of the day. Tom Mehl is also generally available as well.

**IX - B - 1**

Historically this prescription has served us very well. E.g., COMM 121 is virtually a necessity for advertising majors due to the heavily presentational nature of this business. Principles of both Psychology and Sociology are givens due to the consumer behavioral aspects of advertising. The cultural enrichment component is undergoing alteration and liberalization at the present time.

**X - 1**

VISD students pursue the technical/executional aspects of graphic design; ADVG majors – to the extent they involve themselves in creative – are in the more purely ideational aspects and do not necessarily limit themselves to the graphics area. Some VISD students (for a variety of reason) elect to transfer into advertising at the end of their sophomore year in VISD.

3. We are no longer an agrarian society, and indeed, no longer an industrial society, but a post-industrial society where the ability to market products is crucial to the strength and well-being of families, corporations, states, and entire nations.

Advertising helps companies market in intense competition with other companies. Strong companies provide employment. Strong employment promotes quality of life. It also promotes a strong tax base. Strong tax bases enable governments to function to protect individual freedoms. Individual freedoms translates into creativity, innovation, and the advancement of humanity. In short, nothing happens until someone sells something. Trade and commerce shapes the world and all who live in it. It has since the days of the Silk Route. When trade & commerce ends, civilization will end.

5. They would know how to read and write. They would understand the world around them and have a grasp of how it essentially functions. They would understand our economic system, ethics, and realize that they should not take the limits of their own field of vision to be the limits of the world.

They would understand how business functions, particularly marketing and advertising. They would understand agency/client relationships.

5. See the check sheet provided in the document.
5. The quality of instruction is to a high order, and to one championed by persons employed in the field, and who hire others to work in the field. The quality of instruction befits the mission statement of this institution in that the professors all have experience in the field, which is deemed by people who work in the field to be of supreme value and utility.

See examples of student work for practical manifestations.

Other evidence is contained in this instructor's post-tenure document, particularly the "letters" section, and the section, which summarizes the dozens of professional development activities in which this instructor has taken part in the past few years alone.

He has been nominated or awarded a Teacher of the Year citation nine times in the past three years.

His student assessments average about 4.3 on a scale of 5.

8. They are better able to understand and function in the post-industrial Society they live in. They are better, smarter consumers as a result of seeing how and why advertising functions.
10. In the main, it's good. Where it is deficient for our purposes is that some of the secondary research data is dated, which does not sit well with students. Of course, there is always the need and want for more resources!
12. Two hold MBA degrees. One is ABD. Both have substantial experience in the field, and experience is deemed by the field to be the supreme credential of competence.
12. All who applied received one.
12. I know I've not. I've been too busy being a consultant. My scholarship incentive enrollment strategy, adopted by FSU has Attracted 700 honors students to this university, when other attempts to Attract ANYONE, failed. Perhaps some of these honors students sit in your classes because of the strategy I conceived and sold to the president.
- 12 All of them.
12. All that have applied.
13. With our new department head, it is to the first order. The program is being revised and fine-tuned in consultation with graduates and with consultation with practitioners in the field.
- 1A1 The advantage is that it is the place where the field wants it. We are market-driven, as we ought to be. Advertising is a marketing function, not a journalism function, and marketing is a component of business. The location prepares grads with the skills the field wants.

There are no disadvantages, since courses from outside the college are integral to the program, and steps are being taken to insure that such remains true by providing more flexibility and options.

1D1. There is no "tide" of dropping enrollment. Adv is cyclical in terms of both employment and enrollment. With the economy turning up again, enrollment is turning up again. It has happened before; it will happen again.

Beyond that, the dept has established a "think thank" to create on-campus visitation of high school students and teachers, since this is the most effective enrollment builder known. Further, both instructors are working with the President's Office to develop more effective promotions and enrollment gains.

At least one of these promotions is geared specifically to build enrollment in programs of OUR choice. I have the power point presentation, and will be delighted to show it to the committee. I think you will see it as being efficacious.

1D7. I don't understand the question. Therefore, I cannot respond.

1D7. Yes.

IIa3 Students are unhappy with the dated materials. They are also unhappy when library staff inform them that the secondary research documents they seek are not in the library, when, at the very time such is being said, the student can see the works in question resting on the shelf behind the speaker.

IIIA1. I agree that a "creative" track should be a career track option, and as stated above, steps are being taken to make this happen. I would urge, however, that we do not relinquish our distinctive competency, as marketers like to call it, in being located in a Dept of Marketing specifically to serve the account services side of the business, where the great bulk of jobs lie reside.

III-A-2 It would probably be a mistake. Why? The bulk of jobs in advertising are on the account services side of the business, not on the creative side. We have deliberately positioned ourselves to service that side. It is our distinctive competency, carefully cultivated. As for "the suggestion", individuals ought not take the limits of their own field of vision, or their own personal paradigm, to be the proper structure of the world

For those interested in the creative, we have the visual design program, which is powerful and well respected.

III2A. About 25%. Internships are strongly recommended and pushed. Most internships in adv are unpaid and in locations remote from affordable student housing. Therefore, most students are hard-pressed to avail themselves of internships, and we would be ill advised to make them mandatory.

IV-A-1 This is stupefying. I keep hours far in excess of those required. I advise the RSO. My home phone works 24 hours a day and I have told students that repeatedly. I've taken calls at 3 a.m. and been glad to do it. I have been a guest speaker to dorms to talk about advg as a career. I encourage internships and constantly review resumes, etc. I am in my office five days a week. So is my colleague.

IXB1. Adv is applied behavioral science. We deem it appropriate to encourage enrollment in fundamentals courses, since they provide the foundation for the others that follow them. The courses on the advg check sheet have been recommended by a panel of professors from both within and without the COB, and in consultation with practitioners in the field.

Having said that...

The dept head has, in recent times and to his great credit, taken steps to make the program more flexible in order to accommodate individual student needs with regard to specific career paths within the field. At this time, we are working with Don Flickenger, Donna Smith, and others in Arts & Sciences to cooperate in this program flexibility.

X-1 There is little, nor should there be. The field of advertising has two major divisions, known as the creative side and the account services side. Students wanting to work on the creative side deliberately choose vd. Those wanting to work on the account services side choose the advg degree which is specifically tailored to suit this huge component of the business, where, I repeat, the bulk of the jobs are. We have deliberately separated the programs thus because the field is deliberately separated thus.



## **Background/Introduction**

The Advertising Program was established at Ferris State University in 1966 by Professor Roland Hicks.

The Advertising Program is one of seven such programs in the State of Michigan (Michigan, as a state, has one of the largest concentrations of advertising programs in the United States.). Ferris' Advertising Program is one of only approximately ten advertising programs nationally which are housed in a College of Business. As such, it is somewhat unique in its orientation and in its ability to supply the advertising industry with graduates who are fully qualified in both advertising AND business!

Current full-time faculty members are Paul Jackson (1972) and Tom Mehl (1978).

An advisory council of industry professionals informally oversees Ferris' Advertising Program. This Council meets annually to provide curricular guidance, advice on career opportunities, and insight on prevailing trends in the advertising field. While meeting annually, two meetings are generally convened, one on the west side of the state and one on the east, to accommodate the geographical and scheduling needs of Council members. There is no specific, outside accrediting body overseeing advertising education. Therefore, Ferris' Advertising Program is not subject to such oversight.

# Mission/Purposes/Goals

## Mission

The mission of the Advertising Program, as it has been since the outset, is to empower students to compete, succeed, and advance in the fields of both/either consumer and/or business-to-business advertising, direct marketing, and sales promotion. This mission is accomplished by offering students a diverse array of specialized and contemporary courses addressing the appropriate decision-making and creative skills and technologies. These courses combine relevant marketing communications theory with practical application and appropriate hands-on technology to prepare students for careers in all aspects of advertising.

## Purposes

- ❑ To provide students with a substantial foundation of relevant marketing communications theory and practical application.
- ❑ To provide students with a competitive advantage in initial employment and career advancement in consumer and business-to-business advertising, direct marketing, and sales promotion.
- ❑ To empower students to be able to make marketing communications decisions using the most appropriate and contemporary information and technology while being cognizant of and sensitive to the societal impact of their decisions, the impact of these decisions on their clients or employers, and the need to maintain the highest standards of business and professional ethics.
- ❑ To encourage students' personal and professional growth and lifelong learning.
- ❑ To maintain the contemporary nature of the advertising curriculum and continue its content-responsiveness to prevailing industry trends.

## Goals

- ❑ To increase students' competence in appropriate problem-solving, decision-making, creative, and media skills and technologies as part of hands-on, project-based, experientially oriented advertising curriculum.
- ❑ To increase and refine students' public speaking, writing, and presentation skills.
- ❑ To emphasize and enhance the unique advantages of Ferris' Advertising Program as part of a marketing department and business college rather than a journalism department and communications college and to apply this advantage in student recruitment and retention, in forging relationships with the advertising industry, and in the students' employment search.

- ❑ To emphasize and enhance the integrated marketing communications orientation of Ferris' advertising curriculum.
- ❑ To increase support for innovative teaching, faculty development, student advising, and applied research.
- ❑ To increase support for and availability of meaningful student advertising internships in a diverse array of locations and settings.
- ❑ To increase the advertising curriculum's responsiveness to advertising industry needs while remaining sensitive to the exigencies of Ferris' economic and academic constraints and parameters.

## **Faculty/Staff**

The advertising program currently has two dedicated faculty (Paul Jackson and Tom Mehl), one part-time (to the advertising program) faculty (Susan Jones), and one adjunct faculty (Al Williams). In addition to these individuals, the Department Head (Lee Meadow) oversees the internship area.

Paul Jackson teaches Principles of Advertising, both Advertising Media courses, and Retail Promotion and serves as Program Coordinator.

Tom Mehl teaches Principles of Advertising, Advertising Copywriting, Advertising Management, and Advertising Campaigns.

Susan Jones teaches Business-to-Business Advertising.

Al Williams teaches Advertising Layout and Production.

Lee Meadow, as noted above, oversees Cooperative Education.

The two lead faculty also share responsibilities for:

advising the AdGroup, the Ferris student chapter of the American Advertising Federation.

providing enrichment opportunities for AdGroup members and other advertising students (field trips, etc.),

maintaining an active relationship with the program's Advisory Council,

advising advertising majors,

informally maintaining relationships with advertising alumni, and

informally assisting students and alumni with career placement.

**VITAE**

**Name:** Paul Wyatt Jackson

**Rank:** Associate Professor

**Tenure:** Tenured

**Teaching Experience:**

Ferris State University, September 1972 to date  
Department of Marketing; Assorted Advertising and Marketing  
courses  
University of Illinois, September, 1970 to May, 1972  
Department of Advertising; Instructor; Advertising courses

**Educational Background:**

University of Illinois  
Completion of all doctoral coursework  
University of Illinois, May, 1970  
Master of Science, Advertising  
University of Tulsa, May, 1967  
Bachelor of Arts, Journalism

**Prior Experience not in Education:**

Stringer Bros. Nursery – Retail Nursery – September 1966 to May, 1971  
Sales and Management  
Oklahoma Shopping Center Services – Retail Promotion Agency – May, 1965 to  
May, 1967 – Partner  
Southside Times – Suburban Weekly Newspaper – May, 1964 to May, 1965 –  
Advertising Manager

**Professional Memberships:**

None

**Professional Meetings Attended:**

First Year Experience Conference, Orlando, Spring, 2002  
Advertising Career Conference, Auburn Hills, MI, Fall, 2001

**Papers Presented:**

None

**Publications:**

**Sales Plan Workbook  
First Year Experience whitepaper (internal distribution)**

**Other Research Activity:**

**In progress**

**Beginning stages of research having to do with social welfare communications effectiveness and runaway children.**

**Ongoing development of materials involving the development of a model of retail promotion.**

**Ongoing development of an approach to First Year Experience education.**

**Consulting:**

**None, as such.**

**Professional Growth Activities:**

**Professional reading  
First Year Experience conference  
Critical Thinking: Basic Theory and Instructional Structures  
Test/Assessment Techniques**

**Seminars, Training Programs conducted for Business and Industry**

**None**

**Professional Presentations, Speeches:**

**“Best Practices,” First Year Experience training presentation**

**Institutional Service Performed:**

**Judicial Services “Justice”  
College Curriculum Committee  
Dawg Days  
College Recruitment and Retention Committee  
Advisor to AdGroup  
Summer Term Study Committee**

**Recognition and Honors:**

**None**

**Professionally Related Community Activities:**

**Big Rapids City Zoning Board of Appeals  
Big Rapids City Plan Board**

## VITA

**a. Name:** Thomas G. Mehl  
**Rank:** Associate Professor  
**Tenure Status:** Yes  
**Date of Tenure:**  
**Years of Teaching Experience:** 25

### **b. Education Background**

1968 MBA, Central Michigan University Cognate: Economics  
1967 BA., Central Michigan University Major: Marketing; Minors: Psychology, Economics  
1963 AA., Ferris State University

### **c. Prior Experience not in Education**

1974 -1978 Jaqua Advertising Agency, Grand Rapids, Michigan New Business Development, Account Executive  
Copywriter, Media Analyst  
1972 -1974 Alexander Marketing Services, Grand Rapids, Michigan Account Executive, Copywriter  
1971 -1972 Winard Advertising Agency, Pittsfield, Massachusetts Assistant Account Executive, Copywriter  
1969 -1971 General Electric Corporation, Bridgeport, Conn, Advertising Manger, Chemical & Medical Division  
  
1968- 1969 General Electric Corporation, Schenectady, New York Marketing Communications Research  
Specialist

### **d. Professional Memberships**

#### **Currently:**

American Advertising Federation  
Midwest Advertising Educators  
NAMMB (National Association of Music Merchandisers Affiliated Music Business Institutions)

#### **Formerly:**

American Marketing Association, Connecticut  
American Association of Advertising Agencies  
Public Relations Society of America  
Toastmasters  
Berkshire (Mass) Advertising Association  
Industrial Marketers of West Michigan

### **e. Professional Meetings Attended**

...Summer University, a week-long series of education seminars, 2002  
...Brian France Senior VP, Marketing & Communications, NASCAR, presentation and luncheon  
...Summer University, a week-long series of education seminars, 2000  
...FSUS instructor training, 2000  
...Direct Marketing Seminar, Applied Technology, 2000  
...Big Rapids Area Business Development Breakfast/Seminar -'99, '98, '97  
...Advertising Professionals Advisory Committee 2000, 1999, 1998, 1997, 1996  
... Detroit Advertising club 1999  
... Midwest Advertising Educators Conference Panellist 1998  
... Grand Rapids Advertising Club Annual Awards /Recognition 1998, 1997  
... Chicago Advertising Club Meetings in conjunction with Annual Student Advertising Competition - dating to '79  
... International Association of Business Communicators 1992  
... American Marketing Association, West Michigan Chapter 1992, 1991  
...Industrial Advertisers of West Michigan 1990, 1989



## professional memberships (continued)

- ...Public Relations Society of America -West Michigan Chapter Monthly '82- '85
- ...American Association of Advertising Agencies Annual Meeting 1979

## f. Papers Presented

## g. Publications

## h. Other Research Activities

I am unable to ascertain whether this sections refer to primary research, secondary, or both.

In any event, I daily look at secondary research from several sources as an on-going activity. Trade papers, scholarly journals, and the 'net are a normal part of the work and joy of teaching.

## i. Consulting

- ... Consultant to Advertising Management, Inc., (Grand Rapids ad agency) typically for creative strategy on business-to-business accounts -2000, 1999, 1998
- ... Editorial consultant and feature writer for national air show publication, *The Show Gram*, published six times a year -- 2002 & every year back to 1979
- ... Created and presented to Ferris State U. President and Board a Scholarship Incentive Recruiting program designed to build quality enrolment -1999 (The program has been implemented by the University>)...Consultant to Scheldie's Restaurant Chain for radio advertisements, and retained as voice-over (announcer) for said commercials in all markets with Scheldie's installations – 1995
- ... Created and announced radio commercials for Shaman's Bluff Coffee House -1999, 1996
- ... Produced, wrote, and announced weekly two-hour-long-radio program for (now) WYBR-FM, including creation, production, and scheduling of radio commercials for area business -1995, 1994
- ...Voice-over (announcer) for FSU College of Business Recruiting film – 1994... Marketing and Launch publicity consultant to Big Rapids Area Community foundation -1993
- ... Created and produced a direct marketing fund-raising campaign which brought over \$1,000,000 (one million) to FSU. Purpose: building the Plastics Technology Center. I was retained to do this the behest of that school's Dean after he had been told by University Advancement that such funds could not possibly be raised from private sources. Notwithstanding their opinion, the building's existence is plain enough to see, and since the \$1,000,000 was culled with an out-of-pocket cost of about \$10,000, I regard this campaign as one of the very best of my career -1985, 1984
- ... Editorial Consultant to Richard Irwin Publishers, Allyn & Bacon, John Wiley & Sons.

## j. Professional Growth Activities

- ...Learning & Memory – How Students Recall and How They Learn, 2002
- ...Harlan Ellison – Writing seminar, 2000
- ...Daryl Davis “Black Man’s Odyssey” presentation, 2001
- ...Goal Centered Living Seminar, Consuelo Castillo Kickbusch, Desert Storm Officer, 2001
- ...Foundation for Critical Thinking Seminar, 2001
- ...Business Marketing On-line: Business- To-Business Internet Marketing course covering: site design, site construction, site management, pricing, data bases, advertising/promotion, measurement and return on investment currently ( extends into Summer of 2000)
- ...Case Teaching Methods workshop -2000
- ...Student Information Systems Counseling Workshop, 1999, 1998
- ...Freehand 8 computer graphics course -1999
- ...ISYS 280 (Information Systems) course -1998
- ...Web Page Design WebCT workshop -1998
- ...Hyperstudio (computer graphics/design) workshop -1998
- ...Gannett Outdoor ( Grand Rapids update tour and liaison -1998
- ...Channel 17 (Fox, Grand Rapids) Television Production update tour and liaison -1997
- ...Visits/interface with three Chicago ad agencies -update tour and liaison -1997
- ...Teaching By The Case Method course -1994

## **professional growth activities (continued)**

On-going reading of related professional materials: Advertising Age, Ad Week, American Demographics, Media Week, Marketing Online, Music Merchandise Review Simmons Research, Broadcast Advertisers Reports, three newspapers, Time, numerous textbooks, other books related to consumer behaviour, persuasion, communication, and popular culture, including Rolling Stone.

### **k. Seminars, Training Programs, conducted for Business and Industry**

Presentation to university president, university v.p.s, marketing, and university cabinet,  
"The Tools of Promotion, Which Ones Work, When" 2002

### **l. Professional Presentations. Speeches. etc.**

Presentation to State-wide Honor Student Convocation, Pop Culture Icons in Advertising, 2002

Presentation to university president, Scholarship Incentive Student Recruitment Initiative

Presentation to university cabinet, Scholarship Incentive Student Recruitment Initiative

Outdoor Advertising Light Pollution" presentation to FSU Honors students - 2000

Panellist, Midwest Advertising Educators Conference -- 2001

Panellist, Midwest Advertising Educators Conference -- 1998

"The Art of Business Presentations" presentation to Minority Student Professional Association -1994

"What's Right and Wrong With Advertising" speech to students of Brophy Hall- 1992

### **m. Institutional Service Performed**

...Advertising as a Career, presentation to high school students, 2002

...Judicial Services Board Case Hearer, 2001

...Academic Honors Convocation, 2002-10-17

...Volunteer to teach Freshman Seminar Course

...Faculty advisor to Student Advertising Group, MIMA (Music Industry Management student association)

...Curriculum Committee

...Advertising Program Review

...Marketing Program Review

...Scholarship Incentive Program originator

...Panellist, Student Leadership Conference, 2002, 2001, 2000, 1999, 1998

...Career Day

...Construction Management Proposal and Presentation Student competition advisor,

...Currently developing (with ad majors) a direct mail recruiting campaign aimed at undeclared majors

...advisor to American Advertising Federation's National Student Advertising Competition

...Marketing Strategic Planning Committee

...focus group panellist for university research on attitudes and perceptions

...Chair of Distinguished Business Lecture series

...High School Recruitment Programs several times

...advisor, National Yellow Pages Student Advertising Competition

...Department committees --

..Music Industry Management Program Review Board

...Tenure review committee

...Merit and promotion committee

...Professional advisory committee

...Various textbook selection committees

...Sabbatical review committee

...Advertising course conversion committee

...Various faculty search committees

...Semester transition advertising curricula committee.

## **n. Recognition and Honors**

- ...Special Merit Award, Student Athletic Council Recognition, 20002
- ...American Marketing Association (AMA) Ferris Student Chapter Teacher of the Year, 2001 –2002
- ...Professional Tennis Management Student Association Teacher of the Year, 2001
- ...Phi Gamma Nu Professional Business Fraternity “Professor of the Year” nominee, 2000
- ...Six letters of appreciation from two Ferris presidents, 2002, 2001, 2000, 1999, 1998, 1987
- ...Awarded Merit promotion without applying for it. The promotion was at the behest of dept head and dean, ‘93
- ...Twice the subject of feature articles in university newspaper for effective teaching -- 1995, 1993
- ...Awarded APR status (Accredited Public Relations Practitioner) the highest credential available for the field, by the Public Relations Society of America, the leading professional group.
- ...Twice featured on University’s television programming for effective teaching, 1996, 1995

## **o. Professionally Related community Activities**

Served as marketing and publicity consultant plus authorship of promotional literature for Big Rapids Area Community Foundation

Served as department representative for local United Way campaign

Volunteer target at Pie-In- The-Face fund raiser (above and beyond duty's call, the most sombre assessor must vouchsafe)

"Ride For Life" fund-raising bicyclist – rode 100 miles in nine hours, raising \$500 for Cancer research is;

Consultant to area retailers on advertising/promotion.

## ADMINISTRATIVE PROGRAM REVIEW: 2002

**Program/Department:** BS Advertising /Marketing Department

**Purposes of Administrative Program Review:**

1. to make deans and department heads/chairs aware of important quantitative information about the programs in their colleges
2. to make the Vice President for Academic Affairs' Office aware of important quantitative and qualitative programmatic information from across the University
3. to document annual information that will be useful in the University's accreditation efforts
4. to provide information for the Academic Program Review Council to use in its deliberations

Please provide the following information:

**Enrollment**

	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Tenure Track FTE	2.17	2.17	1.92	1.92	2
Overload/Supplemental FTEF					
Adjunct/Clinical FTEF (unpaid)					
Enrollment on-campus total*	80	77	87	65	61
Freshman	19	16	26	16	11
Sophomore	19	14	15	19	16
Junior	18	19	17	11	18
Senior	24	28	29	19	16
Masters					
Doctoral					
Pre-Professional Students					
Enrollment off-campus*	N/A	N/A	N/A	N/A	N/A
Traverse City					
Grand Rapids					
Southwest					
Southeast					

\*Use official count (7-day)

**If there has been a change in enrollment, explain why:**

**Capacity:**

Estimate program capacity considering current number of faculty, laboratory capacity, current equipment, and current levels of S&E.

100 students

**What factors limit program capacity?**     The number of faculty in the department who teach these courses.

Advertising

APRC 2003-2004

section 2 of 4

ADMINISTRATIVE PROGRAM REVIEW: 2002

**Financial**

Expenditures*	FY 98	FY 99	FY 00	FY 01	FY 02
Supply & Expense	See MKTG Dept	See MKTG Dept	See MKTG Dept	See MKTG Dept	See MKTG Dept
Faculty Prof. Development					
General Fund					
Non-General Fund					
UCEL Incentives					
FSU-GR Incentives					
Equipment					
Voc. Ed. Funds					
General Fund					
Non-General Fund					
UCEL Incentives					
FSU-GR Incentives					

\*Use end of fiscal year expenditures.

If you spent UCCEL and FSU-GR incentive money for initiatives/items other than faculty professional development and equipment, what were they? Explain briefly. Please also include amounts spent on each initiative/item.

Revenues	FY 98	FY 99	FY 00	FY 01	FY 02
Net Clinic Revenue	See MKTG Dept	See MKTG Dept	See MKTG Dept	See MKTG Dept	See MKTG Dept
Scholarship Donations					
Gifts, Grants, & Cash Donations					
Endowment Earnings					
Institute Programs/Services					
In-Kind					

**Other**

	AY 97/98	AY 98/99	AY 99/00	AY 00/01	AY 01/02
Number of Graduates* - Total	17	10	21	15	16
- On campus	17	10	21	15	16
- Off campus	N/A	N/A	N/A	N/A	N/A
Placement of Graduates	?	100%	88%		
Average Starting Salary	?	\$28,000	\$28-31,000		
Productivity - Academic Year Average	486.33	565.96	614.84	660.46	603.23
- Summer	51.38	456.00	294.00	456.00	252.00
Summer Enrollment	18	27	28	18	19

\* Use total for full year (S, F, W)

# ADMINISTRATIVE PROGRAM REVIEW: 2002

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## I. a) Areas of Strength:

- Business-based curriculum (vs. journalism-based) As noted in "Advertising Education - Trends and Directions", this is a toss-up and is entirely dependent upon who is being asked. Realistically, yes, owing to the fact that, in the absence of business acumen, most functioning in a marketing setting - which is where advertising resides - is hampered to some degree.
- Hands-on, pragmatic approach to teaching and learning - Virtually every class in the curriculum involves the students actually "getting a taste of" what it is that that area entails in the "real world". In advertising copywriting, the students write copy; in retail promotion, the students develop a promotion plan.
- Personal attention to students (small classes/advising)
- Diverse curriculum with many more specialized classes than competitors have - Ferris offers advertising classes in ALL of the functional areas of advertising and often in greater depth than most other institutions (e.g., advertising media at most schools is addressed in a single, somewhat general course. Ferris has two in-depth courses. Retail promotion is often not even included in an advertising curriculum in many schools - at Ferris it is - and it is intense!
- Strong, involved advisory board - Admittedly, the advisory board did not officially convene for two years. Professor Jones, however, kept in constant touch with them. The Committee met in April 2002 in a combined-format meeting - with break-out sessions (by program) for advertising, marketing and e-commerce. The meeting was very successful in bring advertising board in contact with other advisory boards for a time, then giving time for program specific contact.

## b) Areas of Concern and Proposed Action to Address Them:

- Focus on integration of computers and software and interactive media into course content - revise course content to include use of computers - see answer above regarding integration of computers in coursework. The graphics area does utilize technology. To the extent fiscally feasible and appropriate, the remainder of the curriculum does integrate computer technology. One noteworthy exception is the media area where the resources to do so are prohibitively expensive. In an attempt to accomplish this, ADVG 312, Advertising Layout and Production is now being taught by one of the Visual Design faculty.
- Recruitment and retention of students - use alumni for recruiting purposes - Active use of alumni is not something that is done, perhaps to the extent to which it could be. Is what is being done sufficient? No, probably not, but time and resources tend to be significant inhibiting factors. In many instances, it becomes a question of trade-offs -- doing what it is being done well or sacrificing that and diverting attention to recruiting. Is there active involvement in recruiting? Yes, but only to the extent that it does not detract from the program's primary responsibility.

Declining enrollment is partially a by-product of Ferris' incessant tweaking of curricula. The visual communication area, at one time, was a major feeder for the advertising program (students who didn't pass portfolio review would quite often transfer to advertising). With that curriculum having been in a state of transition, that source of students has significantly diminished. Now that that program appears to be back on track, it is hoped that the supply of students will return. Couple this with a less than expected results at the University level (1% response to Autumn Adventure) and this contributes to the downturn.

- Funding for advertising research, reference materials, and computer technology - request funding
- Faculty need training, experience in technology and by industry - attend conferences/seminars

## 2. Future goals (please give time frame)

- Continue to use alumni for recruiting - 2003
- Investigate funding sources - 2003 - more contact with alumni and corporate contacts as a source of funding for advertising programs. The new Assistant Dean for College Advancement will be of assistance with this task.
- Initiate recruitment and retention program specific to advertising - 2003. Have initiated membership in DECA student organization conferences, advertising in journals, etc. More high school contact as faculty are involved in judging DECA events.
- BUS 112 will be remodeled during this academic year. Computerized workstation will be added to the room.

**3. Other Recommendations:**

- Program specific recruitment materials needed
- Continue changing curriculum to reflect technology
- Develop specific assessment mechanisms
- Increase expense budget to include faculty development activities
- Contact alumni and search for research materials from agencies

**4. Does the program have an advisory committee? Yes**

- a) **If yes, when did it last meet?** April 2002, Grand Rapids. Taking the meetings closer to members - rather than have them do the traveling. Combined this meeting with E-Commerce and Marketing with break-out sessions by program in the afternoon session.
- b) **If no, why not? By what other means do faculty receive advice from employers and outside professionals?**  
Also gain input from business contacts, professional organizations
- c) **When were new members last appointed?**  
2002
- d) **What is the composition of the committee (how many are alumni, workplace representatives, academic representatives)?**  
Three Advertising faculty from FSU, 9 members from the workplace, of which 2 are alumni
- e) **Please attach the advisory committee charge, if there is one.**

**5. Does the program have an internship or other cooperative or experiential learning course? Yes**

- a) **If yes, is the internship required or recommended?** Strongly recommended, 1-9 variable credits, available as electives. Availability closely linked to prevailing economic climate.
- b) **If no, what is the reason for not requiring such an experience?**
- c) **How many internships take place per year? What percentage of majors has internships?**  
Approximately 1-5 students take advantage of the opportunity for internship annually.

**6. Does the program offer courses through the web? Yes**

- a) **Please list the web-based (fully delivered through the internet) courses the program offered last year?**  
ADVG 375
- b) **Please list the web-assisted (e.g., WebCT) courses the program offered last year.**  
ADVG 324, ADVG 375, ADVG 486

**7. What is unique about this program?**

- a) **For what distinctive characteristics is it known in the state or nation?** FSU Advertising is known by the major advertising agencies largely due to alumni being or having been in their employ. Many of alumni or former students have truly distinguished themselves and, in doing so, have put Ferris "on the map". The current faculties are involved - as appropriate and available - in and with the industry.
- b) **What are some strategies that could lead to (greater) recognition? Can more be done - yes, but as noted before, time and money are issues.**



8. **Is the program accredited? By whom? If not, why? When is the next review?** No, the program is not accredited – the reason being there are no accrediting bodies.
9. **What have been some major achievements by students and/or graduates of the program. By faculty in the program?** Two of our alumni are on our advisory committee – one owns his own advertising firm the other works for General Motors. Alumnus, Jane Mendenhall, was the youngest and first woman to be promoted to partner in the advertising agency she works for. Alumnus Jim Small owns his own publishing firm.

Many alumni from our program have the honor of having been promoted within their firms ahead of grads from other programs.

Faculty in the program include Tom Mehl, Paul Jackson and Susan Jones. Tom was chosen Teacher of the Year by both the American Marketing Association (FSU student chapter) and the Professional Tennis Management Student Association - 2001/2002. On February 3, Susan Jones was named the recipient of the Andi Emerson Award by The John Caples International Awards Board of Directors. Andi Emerson said "Susan is an asset to the creative community: a true innovator, a respected industry leader, prolific writer and generous educator." Susan has also authored three books.

**10. Questions about Program Outcomes Assessment (attach additional sheets, if necessary):**

- a) **What are the program's learning outcomes?** A thorough understanding of the advertising process and the ability, upon being employed, to make a meaningful contribution to that employer's business enterprise.
- b) **What assessment measures are used, both direct and indirect?** In summary form, the advertising campaign which emerges from ADVG 488 is the ultimate measure of understanding of the process. Employer satisfaction with our students and the students' ultimate success in the field are the best supplemental measures. On both counts, especially the latter, the advertising program is accomplishing its goals and doing so rather successfully. Owing to the hands-on nature of many of the courses, course specific intermediate measures also exist.
- c) **What are the standards for assessment results?** Understanding of the process/proficiency in execution.
- d) **What were the assessment results for 2001-02?** Comparatively, the 2002 ADVG 488 class reached the highest standards seen in 25 years.
- e) **How will / how have the results been used for pedagogical or curricular change?** The advertising faculty, pride themselves on being in touch with the advertising industry and its alumni/ae and use the insights so gained to amend advertising courses and curricula as dictated.

**11. Questions about Course Outcomes Assessment:**

- a) **Do all multi-sectioned courses have common outcomes?** The only such course in the advertising curriculum is ADVG 222, and yes, it does have a common outcome and also proves to be a rather successful recruiting tool, as well.
- b) **If not, how do you plan to address discrepancies?**
- c) **Do you keep all course syllabi on file in a central location?** Yes, the Marketing Department office

\*If you have questions about the outcomes assessment portions of this survey, please contact Laurie Chesley (x2713).

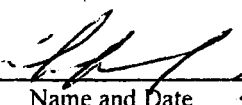
ADMINISTRATIVE PROGRAM REVIEW: 2002

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Form Completed by

Advertising faculty & H. Lee Meadow, Head, Marketing Dept.  
Name and Title

Reviewed by Dean

 2/17/03  
Name and Date

- Don't seem to be marketing own strengths (e.g., no evidence on web site)
- Greater emphasis on internships?

## ADMINISTRATIVE PROGRAM REVIEW: 2002

**Financial**

<b>Expenditures*</b>	<b>FY 98</b>	<b>FY 99</b>	<b>FY 00</b>	<b>FY 01</b>	<b>FY 02</b>
Supply & Expense	\$27,080	\$37,260	\$36,517		
Faculty Prof. Development					
General Fund				\$7,410	\$2,074
Non-General Fund				\$2,704	\$3,306
UCEL Incentives				\$3,092	\$2,404
FSU-GR Incentives				\$2,634	\$3,460
Equipment					
Voc. Ed. Funds					
General Fund		\$9,170	\$5,439	\$31,253	\$4,145**
Non-General Fund					\$4,515**
UCEL Incentives				1,876	\$1,737
FSU-GR Incentives				1,595	\$548**

\*Use end of fiscal year expenditures. \*\* Includes expenses for faculty computers, printers, classroom projectors and fax machine

If you spent UCEL and FSU-GR incentive money for initiatives/items other than faculty professional development and equipment, what were they? Explain briefly. Please also include amounts spent on each initiative/item.

<b>Revenues</b>	<b>FY 98</b>	<b>FY 99</b>	<b>FY 00</b>	<b>FY 01</b>	<b>FY 02</b>
Net Clinic Revenue				0	
Scholarship Donations				0	
Gifts, Grants, & Cash Donations	\$1,614	\$1,520	\$2,940	\$3,744	\$1,810
Endowment Earnings				0	
Institute Programs/Services				\$900	
In-Kind				0	

**Other**

	<b>AY 97/98</b>	<b>AY 98/99</b>	<b>AY 99/00</b>	<b>AY 00/01</b>	<b>AY 01/02</b>
Number of Graduates* - Total					
- On campus					
- Off campus					
Placement of Graduates					
Average Starting Salary					
Productivity - Academic Year Average					
- Summer					
Summer Enrollment					

\* Use total for full year (S, F, W)

\*If you have questions about the outcomes assessment portions of this survey, please contact Laurie Chesley (x2713).

## Graduate Survey

How would you rate each of the following statements about FSU [please use a number from 1 to 5 as whether or not you agree with each of these statements --if you give a 1 you strongly agree, if you give a 3 you are neutral, and if you give 5 you strongly disagree]

(1) My advertising coursework was relevant to what I currently do

<u>Agree Strongly Agree</u>	<u>Neutral</u>	<u>Disagree/Strongly Disagree</u>
5	0	3

*Five of eight respondents agree or strongly agree.*

(2) My non-advertising business coursework was relevant to what I currently do

<u>Agree Strongly Agree</u>	<u>Neutral</u>	<u>Disagree/Strongly Disagree</u>
4	3	1

*Four of the eight agree or strongly agree.*

(3) My non-business coursework was relevant to what I currently do  
13333555

<u>Agree Strongly Agree</u>	<u>Neutral</u>	<u>Disagree/Strongly Disagree</u>
1	4	3

*Four of the eight respondents are neutral about the relevance of non-business courses to what they do, while three of the eight strongly disagree.*

(4) The quality of instructional materials (texts, readings, etc.) were relevant to what I do  
11222333

<u>Agree Strongly Agree</u>	<u>Neutral</u>	<u>Disagree/Strongly Disagree</u>
5	3	0

*Five of the eight respondents agree or strongly agree, while three are neutral about this issue.*

(5) The quality of the homework, projects and other learning activities were relevant to what I do

<u>Agree Strongly Agree</u>	<u>Neutral</u>	<u>Disagree/Strongly Disagree</u>
7	0	1

*Seven of the eight respondents strongly agree or agree.*

(6) The quality of my advertising instruction was good

<u>Agree Strongly Agree</u>	<u>Neutral</u>	<u>Disagree/Strongly Disagree</u>
6	1	1

*Six of the eight respondents strongly agree or agree.*

(7) The quality of my non-advertising business instruction was good

<u>Agree Strongly Agree</u>	<u>Neutral</u>	<u>Disagree/Strongly Disagree</u>
5	2	1

*Five of eight respondents agrees or strongly agrees.*

(8) The equipment (computers, visual aids, etc.) used in my classes were good

<u>Agree Strongly Agree</u>	<u>Neutral</u>	<u>Disagree/Strongly Disagree</u>
4	2	2

*Four of eight agree or strongly agree.*

(9) The facilities (ad lab, etc.) used in my classes were good.

<u>Agree Strongly Agree</u>	<u>Neutral</u>	<u>Disagree/Strongly Disagree</u>
5	2	1

*Five of eight agree or strongly agree.*

(10) The library resources available to me were good

Agree Strongly Agree

Neutral

Disagree/Strongly Disagree

5

1

3

*Five of eight are in agreement, but four others disagree or are neutral.*

2. **How well did your education at Ferris, and most particularly your degree in Advertising, prepare you in each of the following areas? [please use a number from 1 to 5 to assess each of these areas of preparation--if you give a 1 you feel the preparation was excellent, if you give a 3 you don't have an opinion one way or another, and if you give a 5 you feel the preparation was poor]**

Written communications skills

Excellent/Good

Neutral

Poor

5

3

0

*Five of eight rate "Excellent" or "Good".*

Oral communications skills

Excellent/Good

Neutral

Poor

5

3

0

*Five of eight rate "Excellent" or "Good", with three neutral.*

Presentational skills

Excellent/Good

Neutral

Poor

6

2

0

*Six of eight rate "Excellent" or "Good".*

Advertising skills

Excellent/Good

Neutral

Poor

5

3

0

*Five of eight rate "Excellent" or "Good", with three neutral.*

**General marketing skills**

Excellent/Good

Neutral

Poor

5

2

1

*Five of eight rate "Excellent" or "Good".*

**Administrative/management skills**

Excellent/Good

Neutral

Poor

6

1

1

*Six of eight rate "Good" or "Excellent".*

**Research and library skills**

Excellent/Good

Neutral

Poor

5

2

1

*Five of eight rate "Excellent" or "Good".*

**Technological/computer skills**

Excellent/Good

Neutral

Poor

3

3

2

*The respondents' ratings indicate ambivalence.*

**Professionalism**

Excellent/Good

Neutral

Poor

6

2

0

*Six indicate "Excellent/Good".*

Ethical behavior and social responsibility

Excellent/Good

Neutral

Poor

4

2

2

*The distribution of responses shows ambivalence.*

Creative problem solving

Excellent/Good

Neutral

Poor

4

1

3

*Response is divided.*

Critical thinking ability

Excellent/Good

Neutral

Poor

2

0

2

*Response is divided.*

**3. What were your top three reasons for choosing FSU? Please rank them 1,2, & 3:**

Cost

First

Second

Third

0

1

3

Admissions standards

First

Second

Third

1

1

1



Social atmosphere

First

0

Second

2

Third

2

Location

First

0

Second

3

Third

3

Type of programs available

First

4

Second

1

Third

2

Academic reputation

First

1

Second

2

Third

1

Availability of financial aid

First

0

Second

2

Third

3

Advice of parents/relatives

First

1

Second

0

Third

4

To be with friends

First

Second

Third

Advice of high school staff

<u>First</u>	<u>Second</u>	<u>Third</u>
1	1	1

Advice of advertising professional

<u>First</u>	<u>Second</u>	<u>Third</u>
1	1	1

Reputation of advertising program

<u>First</u>	<u>Second</u>	<u>Third</u>
0	2	2

Don't recall why

<u>First</u>	<u>Second</u>	<u>Third</u>
0	0	1

For some other reason (please describe):

My high school was quite small by today's standards and I wanted a personable. When I first visited Ferris it was on a holiday break. However the admissions office called the Dean of the School of Business and he took the time to personally drive me through campus and walk me through the Business school. Let's just say that sold me in, even though other small private schools had better facilities. I did not chose the school for its technology but rather the individual people and their skills to communicate with their students. In real life, you may have the best technology money can buy but if you cannot reach the client on an individual level all your efforts may be unacknowledged.

4. **As a graduate of FSU, what is your current opinion about each of the of the following characteristics relative to FSU [please use a number from 1 to 5 as whether or not you agree with each of these statements --if you give a 1 you strongly agree, if you give a 3 you are neutral, and if you give 5 you strongly disagree]**

- (1) The programs offered Ferris State are considered high quality

Agree Strongly Agree                      Neutral                      Disagree/Strongly Disagree

5

3

0

(2) FSU is a student-friendly university

Agree Strongly Agree

Neutral

Disagree/Strongly Disagree

8

0

0

(3) The process for being admitted to FSU is simple

Agree Strongly Agree

Neutral

Disagree/Strongly Disagree

7

1

0

(4) FSU offers a good social environment in which to live

Agree Strongly Agree

Neutral

Disagree/Strongly Disagree

8

0

0

(5) The advertising faculty is made up of competent instructors

Agree Strongly Agree

Neutral

Disagree/Strongly Disagree

7

1

0

(6) The College of Business faculty is made up of competent instructors

Agree Strongly Agree

Neutral

Disagree/Strongly Disagree

5

3

0

5. Indicate your rating of FSU at the time you applied for admission.  
first choice

5

second choice

1

third choice

1

fourth choice or lower

1

**6. Would you recommend FSU to a potential student?**

Definitely Yes

5

Probably Yes

3

Uncertain

0

Probably No

0

Definitely No

0

**7. 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?**

Required internships

More exposure to jobs other than in an advertising agency. I worked in a ad agency for 3 years, but now I work for the "client." My job is still considered "advertising," but it would have been nice to be exposed to these types of positions during college.

Better research materials in the library and better job placement opportunities.

I work in marketing research, so I would say it's most important to require a good mix of other business classes. Often students don't end up in the field they majored in, so being well rounded is important.

Teach us that everyone is out to get something more...you cant just ask the grocery manager to bring in 1 cases of cereal...he wants more...coupons, a discount, whatever he can get.

GRRR! It's not enough to make his store look nice and to make sure he has good variety...people are junky...teach us that. Also, people lie. In the business world, people lie. Maybe I'm just naïve, maybe everyone else knew this stuff before getting into the real world, but I didn't.

### Required internships

A better relationship with your alumni in the field. I had to hire 3 MSU advertising students because no one out there called me back. You know what I mean?

Keep the program focused on the business of advertising. Yes, advertising involves the arts, but it is not the entertainment industry. We're not making movies here (unless you're BMW). Good advertising comes from good insight, constantly try to evaluate trends and how they relate or do not relate to a product or service. Spend time to teach the administrative process and the creative process.

**For statistical purposes and for our alumni records, would you please provide the following information?**

When did you graduate?

1987

1

1998

1

2000

2

2001

1

2003

3

What was your GPA?

4.00-3.76

3

3.75-3.51

3.50-3.26

3.25-3.01

2

3.00-2.51

3

2.50-2.00

# Distribution List

**Tim Banks**  
**zip\_good@hotmail.com**

**Crystal Blanhik**  
**silverthegreat@hotmail.com**

**Tamiko Buckles**  
**tamikoleigh@yahoo.com**

**Lisa Chisholm**  
**chisholmlisa@hotmail.com**

**Catherine Earle**  
**e\_catie@hotmail.com**

**Erin Fry**  
**sugarbabe\_fry@hotmail.com e\_catie@hotmail.com**

**Jennifer Gertz**  
**jlg\_7881@yahoo.com**

**Amy Haglund**  
**Ahags@hotmail.com**

**Crystal Harbour**  
**MissCuffs@hotmail.com**

**Don Heckman**  
**Donb6ub9@hotmail.com**

**Lisa Hull**  
**hulllisa62@hotmail.com Donb6ub9@hotmail.com**

**Eric Johnson**  
**theericjohnson@hotmail.com**

**Anndrinikia Lee**  
**lanndrinikia3@hotmail.com**

**Misha Moseley**  
**mimi-508@hotmail.com**

**Ryan Milley**  
**milley@hotmail.com**

**Liane Shields**  
**lshields@centurytel.com**

**S Starkweather**  
**yankstark@hotmail.com**

**A Steanhouse**  
**asteanhouse@hotmail.com**

**Michael Colasanti**  
colam3@hotmail.com

**Tanya Peacock**  
starcrazy02@hotmail.com

**Mike Wojciechowski**  
Mike-traci@excite.com

**Tonya Brewer**  
tonya.brewer@jwt.com

**Jackie Eastlick**

**Steve Weimer**  
noticias@mcs.net

**Barb Swanson**

**Heather Anderson**  
andersonh1011@hotmail.com

**Deanna Balcom**  
deannabalcom@hotmail.com

**Ashley Banks**  
asbanks@hotmail.com

**Tim Banks**  
zipit\_good@hotmail.com

**Jessica Barr**  
jbarr\_22@hotmail.com

**Brandy Brabaw**  
Bran1b412@yahoo.com

**Penny Garcia**  
Penello123@aol.com

**James Slater**  
jimbronco@aol.com

**Rob Shannon**

**James Small**

**Roz Smith (Cullen)**

**Christine Swansey**

**Mike Thompson**

**Greg Wagner**



**Tomothy Banks**  
**banks\_timj@hotmail.com**  
**tbanks@merillat.com**

**Catherine Earle**  
**e\_catie@hotmail.com**

**Debra Worall**  
**debraworall@yahoo.com**  
**dworall@campbell-ewald.com**

**John Casper**  
**John.Casper@jwt.com**

**Wendy Tingley (Everine)**  
**wendyeverine@hotmail.com**  
**wendystingley@hotmail.com**

**Mike Wojciechowski**  
**mike-traci@excite.com**

**John Westom**  
**John.Westom@mccann.com**

**Amy Hagland**  
**ahaggs@hotmail.com**

**Angela Seron (Teeple)**  
**seronang@hotmail.com**

**Anndrenikia Lee**  
**lanndrenikia3@hotmail.com**

**Cynthia Helm (Jasman)**  
**jasmanck@hotmail.com**  
**cynthia.jasman@corecomm.com**

**ADVERTISING PROGRAM SURVEY**  
**Department of Marketing - College of Business - Ferris State University**

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 by OCTOBER 15! And it's easy to do that:

**TO RETURN IT:**

**At the bottom of this email, you will find a word document containing a questionnaire. In order to fill out the questionnaire, please go to your tools column and hit the button unprotect to get an unprotected document you can edit. After filling it out, click "SAVE AS", saving it in an easy-to-remember place like "My Documents", then go back to the original email, hit "reply", attach the saved questionnaire, and hit "send."**

1. **How would you rate each of the following statements about FSU [please use a number from 1 to 5 as whether or not you agree with each of these statements --if you give a 1 you strongly agree, if you give a 3 you are neutral, and if you give 5 you strongly disagree]**

- (1) My advertising coursework was relevant to what I currently do \_\_\_\_\_
- (2) My non-advertising business coursework was relevant to what I currently do \_\_\_\_\_
- (3) My non-business coursework was relevant to what I currently do \_\_\_\_\_
- (4) The quality of instructional materials (texts, readings, etc.) were relevant to what I do \_\_\_\_\_
- (5) The quality of the homework, projects and other learning activities were relevant to what I do \_\_\_\_\_
- (6) The quality of my advertising instruction was good \_\_\_\_\_
- (7) The quality of my non-advertising business instruction was good \_\_\_\_\_
- (8) The equipment (computers, visual aids, etc.) used in my classes were good \_\_\_\_\_
- (9) The facilities (ad lab, etc.) used in my classes were good \_\_\_\_\_
- (10) The library resources available to me were good \_\_\_\_\_

2. **How well did your education at Ferris, and most particularly your degree in Advertising, prepare you in each of the following areas? [please use a number from 1 to 5 to assess each of these areas of preparation--if you give a 1 you feel the preparation was excellent, if you give a 3 you don't have an opinion one way or another, and if you give a 5 you feel the preparation was poor]**

- Written communications skills \_\_\_\_\_
- Oral communications skills \_\_\_\_\_
- Presentational skills \_\_\_\_\_
- Advertising skills \_\_\_\_\_
- General marketing skills \_\_\_\_\_
- Administrative/management skills \_\_\_\_\_
- Research and library skills \_\_\_\_\_
- Technological/computer skills \_\_\_\_\_
- Professionalism \_\_\_\_\_
- Ethical behavior and social responsibility \_\_\_\_\_
- Creative problem solving \_\_\_\_\_
- Critical thinking ability \_\_\_\_\_

3. **What were your top three reasons for choosing FSU? Please rank them 1,2, & 3:**

- |   |       |                                   |       |      |
|---|-------|-----------------------------------|-------|------|
| Cost                                      | _____ | Admissions standards              | _____ |      |
| Social atmosphere                         | _____ | Location                          | _____ | Type |
| of programs available                     | _____ | Academic reputation               | _____ |      |
| Availability of financial aid             | _____ | Advice of parents/relatives       | _____ |      |
| To be with friends                        | _____ | Advice of high school staff       | _____ |      |
| Advice of advertising professional        | _____ | Reputation of advertising program | _____ |      |
| Don't recall why                          | _____ |                                   |       |      |
| For some other reason (please describe) : | _____ |                                   |       |      |

4. As a graduate of FSU, what is your current opinion about each of the of the following characteristics relative to FSU [please use a number from 1 to 5 as whether or not you agree with each of these statements --if you give a 1 you strongly agree, if you give a 3 you are neutral, and if you give 5 you strongly disagree]

- (1) The programs offered Ferris State are considered high quality \_\_\_\_\_
- (2) FSU is a student-friendly university \_\_\_\_\_
- (3) The process for being admitted to FSU is simple \_\_\_\_\_
- (4) FSU offers a good social environment in which to live \_\_\_\_\_
- (5) The advertising faculty is made up of competent instructors \_\_\_\_\_
- (6) The College of Business faculty is made up of competent instructors \_\_\_\_\_

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

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

6. Would you recommend FSU to a potential student?

- Definitely Yes     Probably Yes     Uncertain     Probably No     Definitely No

7. 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?

\_\_\_\_\_

**For statistical purposes and for our alumni records, would you please provide the following information.**

When did you graduate? 19\_\_\_\_\_ Your age \_\_\_\_\_

What was your GPA?

- |                                    |                                    |
|------------------------------------|------------------------------------|
| <input type="checkbox"/> 4.00-3.76 | <input type="checkbox"/> 3.25-3.01 |
| <input type="checkbox"/> 3.75-3.51 | <input type="checkbox"/> 3.00-2.51 |
| <input type="checkbox"/> 3.50-3.26 | <input type="checkbox"/> 2.50-2.00 |

Your name \_\_\_\_\_

Your maiden name (if applicable) \_\_\_\_\_

Your address \_\_\_\_\_

Your telephone number: (\_\_\_\_)\_\_\_\_ (home) (\_\_\_\_)\_\_\_\_ (work)

Your preferred email address: \_\_\_\_\_

# Employer Survey

## Methodology/Response

Employer surveys were distributed to two employer groups: those employers (i.e., advertising agencies in Michigan and Illinois [our graduates primary prospective employers and major employment venues]) that have not employed Ferris graduates (at least to our knowledge) and those that have employed/do now employ Ferris graduates (distribution list attached). These two groups represented agencies of all sizes and included individuals across the three major advertising disciplines – account management, media, and creative. The surveys were dispatched with the appropriate cover letter, a description of the advertising program, program checksheets, and a postage-paid return envelope to facilitate their return. (A sample survey package is attached.) Of the 41 surveys distributed, 5 surveys were returned. All of the surveys which were returned were usable. The actual completed surveys are available for review in the Marketing Departmental office.

## Transcribed/Tabulated Responses

*Do you believe that the **GENERAL EDUCATION** (Arts and Sciences) **COURSES** that are required in our advertising curriculum prepare our graduates for careers in advertising?*

Yes (3)

Yes, advertising practitioners need to have a well rounded education background

No, I think that a creative writing or creativity analysis course is essential

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

No (2)

Exposure to art history might be good, maybe even music history

Too much business oriented for students who want to become creative

Computer literacy

*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?*

Yes (3) more than adequately prepares graduates

No

Only need one accounting class to teach the basics

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

None

Possible more retail and retail management

Hard to tell since I don't know graduates destination

Add a course on marketing research

More emphasis on writing skills and the arts

*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?*

Yes, from hiring experience, FSU graduates have a better background

Yes, seem quite comprehensive

No

Yes

Depends on the background of the teacher

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

Push for more internship at advertising agencies  
History of advertising-international advertising  
Courses on broadcast media as TV/radio would be helpful  
No  
More in the creative area and broadcast and print

*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?*

The quality of instruction can help a school attain leadership status  
More creative and idea-based thinking and less accounting  
Find the passionate  
Hook up with the CCS creative center in Detroit

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

Talk to Frank Gambino at Western Michigan, he does a weekend or weeklong tour  
integration  
"The Big Idea" is gaining dominance and the Big Marketing Idea  
needs to be defined for and studied by students  
Direct marketing in the core curriculum and marketing should extend beyond "retail promotion"

*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.)*

Internships for each major and a professional mentor in each field  
Professors that come from the different fields should be brought in  
Do the work  
Get kids out into the real world as much as possible

*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?*

Seems to be the minority, most offer through communications  
Advertising in a liberal art  
The College of Business lends it more credibility  
Its fine  
Graduates need to have a well rounded background in arts and sciences

*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?*

Depends on what they want to do in the advertising field  
More (2)  
For client service its fine  
Neutral - need to hire great teachers who talk to students outside of the classroom

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

  1   Ferris Graduate  
  4   Graduates In General

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

	Very Prepared	Somewhat Prepared	Somewhat Unprepared	Very Unprepared
knowledge of advertising	1	4		
knowledge of marketing/business	1	3	1	
computer literacy	4	1		
administrative/management skills	1		3	1
self-confidence		3	2	
professionalism		1	4	
interpersonal skills		3	1	1
communications skills		2	2	1
ability to contribute immediately		4	1	

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

- No (2)
- Yes
- Don't know expectations
- no comment

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

- Computer strengths are good, fresh original thinking is poor
- sameness-trendiness
- more prepared than other universities
- no comment (2)

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

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

- More prepared than other universities

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

YES

### **Analysis/Interpretation**

Internships/practical experience (work or simply exposure) are a recurring theme from those employers who responded. While the business vs. communication debate concerning where to place advertising academically was more or less of a "tossup," the idea of a strong liberal arts component did surface fairly strongly. The only other resonant theme was that of the need for high quality instruction and faculty with professional experience.

All in all, these employers seem to believe that advertising students today are prepared for the workplace in the sense of skill-readiness (save the area of management skills) but in terms of self-confidence, professionalism, and creativity are somewhat lacking.

## Employer Distribution List

Kent Aitchison	Ogilvy & Mather
Robert Albertson	Frankel & Company
Michael Baskin	Doner
Mark Beyer	The Berline Group Inc.
Sharon Beyer	Draft Worldwide
Stacie Boney	BBDO Chicago
Don Brashears	Cramer-Krasselt
Mike Campbell	J. Walter Thompson U.S.A., Inc.
Mike Colt	Leo Burnett USA
John DeCerchio	Doner
Richard DiLallo	DDB Chicago
Colleen Fahey	Frankel & Company
Mark Figliulo	Young & Rebicam Chicago
Bruce Florine	Momentum
Ellen Garippo	BBDO Chicago
Carmen Maria Guzman	Ogilvy & Mather
Richard Hill	Alexander Marketing Services Inc.
Don Hoffman	DDB Chicago
Greg Holub	Mars Advertising Co.
Jody Kaufman	The Berline Group Inc.
Rick Kemp	J. Walter Thompson U.S.A., Inc.
Barry Krause	J. Walter Thompson U.S.A., Inc.
Sid Liebenson	Draft Worldwide
Robert McEwen	Burson-Marsteller
David Moore	McCann-Erickson/Detroit
Judy Murphy	Alexander Marketing Services Inc.
Garry Neel	McCann-Erickson/Detroit
Gary Neul	BBDO Chicago
Tom O'Keeffe	Foote, Cone & Belding Chicago
Diane Pastor	Mars Advertising Co.
Mike Powell	Campbell Mithun-Chicago
Adaire Putnam	Ketchum
Danielle Russell	Ogilvy & Mather
Fred Sattler	Doner
Robert Scalea	J. Walter Thompson U.S.A., Inc.
James Slater	Concept Three Inc.
Rosemary Stein	Marden-Kane, Inc.
Jeff Stocker	Mars Advertising Co.
Brent Waltermire	Marsteller Advertising
Doug Wayner	Alexander Marketing Services Inc.
Connie Winkler	The Berline Group Inc.





# FERRIS STATE UNIVERSITY

## Employer Cover Letter – Form “A”

Dear

The advertising program at Ferris State University is currently in the process of a periodic review. The purpose of this review is to critically examine the program in hopes of identifying both its strengths and its weaknesses. The review process undoubtedly helps to validate what we are doing right, allows us to improve upon our deficiencies, and identify what funding or resources we might need to provide a better, more comprehensive, and responsive program.

As part of the review process, we are seeking input from a variety of our constituencies and we need your assistance. Specifically, as an advertising agency in the geographical area which Ferris serves, we need your insight and expertise in the field of advertising to help us to grow and to better serve the advertising industry. After all, it is you, the potential employer or supervisor of our graduates who must be satisfied with the product – our graduates – which you receive. Furthermore, we would appreciate your frank and candid assessment of today’s advertising graduates, either Ferris’ or, if you prefer, graduates in general. Please take the time to answer each of the survey questions.

When you have completed the survey, simply place it in the postage-paid envelope which has been provided. Since we will be tabulating the data and writing the final report during the early part of the fall semester, we ask that you return your completed survey as soon as possible.

**Thank you very much for your participation and cooperation!**

Sincerely yours,

Paul W. Jackson  
Advertising Program Review Committee

Encl.: Employer Survey  
Postage-paid return envelope  
Advertising Program Description  
Advertising Program Checksheet



# FERRIS STATE UNIVERSITY

## **Employer Cover Letter – Form “B”**

Dear

The advertising program at Ferris State University is currently in the process of a periodic review. The purpose of this review is to critically examine the program in hopes of identifying both its strengths and its weaknesses. The review process undoubtedly helps to validate what we are doing right, allows us to improve upon our deficiencies, and identify what funding or resources we might need to provide a better, more comprehensive, and responsive program.

As part of the review process, we are seeking input from a variety of our constituencies and we need your assistance. Specifically, as an advertising agency that does employ/has employed Ferris advertising graduates, we need your insight and expertise in the field of advertising to help us to grow and to better serve the advertising industry. After all, it is you, the potential employer or supervisor of our graduates who must be satisfied with the product – our graduates – which you receive. Furthermore, we would appreciate your frank and candid assessment of today’s advertising graduates, either Ferris’ or, if you prefer, graduates in general. Please take the time to answer each of the survey questions.

When you have completed the survey, simply place it in the postage-paid envelope which has been provided. Since we will be tabulating the data and writing the final report during the early part of the fall semester, we ask that you return your completed survey as soon as possible.

**Thank you very much for your participation and cooperation!**

Sincerely yours,

Paul W. Jackson  
Advertising Program Review Committee

Encl.: Employer Survey  
Postage-paid return envelope  
Advertising Program Description  
Advertising Program Checksheet



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?
    - 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 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?

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

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.*

**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
<b>COMMUNICATION COMPETENCE - 12 Credits Required</b>				
COMM	121	Fundamentals of Public Speaking - (None)	3	
ENGL	150	English 1 - (None)	3	
ENGL	250	English 2 - (ENGL 150 or equivalent)	3	
ENGL	325	Advanced Business Writing - (ENGL 211 or 250)	3	
<b>SCIENTIFIC UNDERSTANDING - 7-8 Credits Required</b>				
Select two courses from the following subject areas (one must be a lab course): ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHSC, PHYS				
		Scientific Understanding Elective w/lab	4	
		Scientific Understanding Elective	3-4	
<b>QUANTITATIVE SKILLS - 3 Credits Required</b>				
MATH	115	Inter. Algebra - (MATH 110) - If MATH ACT score is 24 or higher, substitute a free elective.	3	
<b>CULTURAL ENRICHMENT - 9 Credits Required</b>				
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	
<b>SOCIAL AWARENESS - 18 Credits Required</b>				
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) - (G)	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	

(G) Meets Global Consciousness requirement.

**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 - 25 Credits Required</b>					
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	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	485	Retail Promotion -(ADVG 222, RETG 337)	3		
ADVG	491	Cooperative Education - (Completion of 60 semester hours & dept. head approval)	1-9		
ADVG	497	Independent Study - (Permission of professor)	1-3		
ECOM	375	Business-to-Business E-Commerce Marketing - (MKTG 321)	3		
ECOM	383	Business-to-Consumer E-Commerce Marketing - (MKTG 321)	3		
MKTG	375	Marketing for Non-Profit Organizations - (MKTG 321 is recommended)	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	240	Public Relations Principles - (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		
BUSN	499	Interdisciplinary Integrating Experience - (FINC 322, ISYS 321, MGMT 370, MKTG 321, and last semester senior)	3		
FINC	322	Financial Management 1 - (ACCT 202, MATH 115)	3		
ISYS	321	Bus Information Systems - (ACCT 202, MKTG 321, MGMT 301 and BLAW 301 or 321)	3		
MGMT	301	Applied Management - (Junior standing or permission of professor)	3		
MGMT	370	Quality/Operations Management - (STQM 260)	3		
MKTG	321	Principles of Marketing - (ECON 221)	3		
STQM	260	Introduction to Statistics - (MATH 115)	3		
<b>RELATED COURSES - 6 Credits Required</b>					
MKTG	231	Professional Selling - (COMM 121 highly recommended)	3		
VISC	118	Desktop Publishing - (None)	3		
<b>ELECTIVES - 3 Credits Required</b>					
		Free Elective - If needed MATH 110 can be taken.	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#:** \_\_\_\_\_ **MAJOR:** \_\_\_\_\_

REQUIRED		COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ( )	S.H.	GRADE	GR. PTS.
ADVG	222	Principles of Advertising - (None)	3		
ADVG	312	Advertising Layour 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, 376)	3		

**NOTE:** No more than 50% of the credits in this certificate may be transferred from another institution, nor, will this certificate be granted if more than 50% of the certificate credits are specifically required in the students major.

**For more information, please contact the Certificate Director, Professor Paul Jackson at (231) 591-2441 or the Marketing Department at (231) 591-2426.**

**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 Marketing 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)

# Student Satisfaction Survey

## Methodology/Response

The Student Satisfaction Surveys were distributed in all major courses taught Fall semester. Freshmen were specifically excluded from the survey owing to their lack of experience with the program. Seniors are, perhaps, somewhat underrepresented owing to the fact that many of them have completed their required courses and, therefore, were outside the sample. In all, 25 surveys were completed and all were usable. The actual completed surveys are available for review in the Marketing Departmental office.

## Tabulated/Transcribed Responses

*Availability of my program advisor:*

3.35

*Willingness of my program advisor to help me:*

4.04

*Quality of career advising in the program:*

3.90

*Quality of class-related advising in the program:*

4.03

*Quality of instruction in my advertising classes:*

4.19

*Opportunities for interaction with faculty in the advertising program:*

4.11

*Quality of library holdings in advertising:*

3.68

*Quality of the professional organization in the advertising program:*

3.91

*Helpfulness of the Departmental office staff:*

3.82

*Helpfulness of the College of Business office staff:*

3.87

*Availability of the Marketing Department head:*

3.68

*Helpfulness of the Marketing Department head:*

3.6

*Quality of General Education courses at Ferris:*

3.53

*Quality of Business Core courses at Ferris:*

3.72

*Quality of Marketing Core courses at Ferris:*  
3.76

*Desirability of advertising internship experience:*  
3.73

*Quality of computer hardware and software available to advertising students:*  
3.66

*Availability of computer facilities to advertising students:*  
3.70

*Quality of classroom facilities used for advertising classes:*  
3.8

*Quality of advertising course at Ferris:*  
4.26

*Fairness if grading in advertising courses:*  
4.16

*Professional competence of advertising faculty:*  
4.42

*General quality of College of Business facilities for students:*  
3.72

*General quality of Ferris facilities for students:*  
3.69

*Quality of Ferris student life:*  
3.61

*Quality of opportunities for student recreation at Ferris:*  
3.73

*Principles of Advertising:*  
3.80

*Advertising Layout and Production:*  
3.94

*Advertising Copywriting:*  
4.4

*Fundamentals of Advertising Media:*  
4.27

*Advertising Media Strategy and Planning:*  
4.2

*Advertising Management:*  
4

*Advertising Campaigns:*  
4.5

*Business-to-Business Advertising:*

4.7

*Retail Promotion:*

4.66

*Direct Marketing:*

4

*E-Commerce:*

4.6

*Principles of Marketing:*

3.95

*Principles of Salesmanship:*

3.8

*Consumer Behavior:*

3.91

*Marketing Policy:*

4

*Business Core courses (MKGT, MGMT, ECON, ACCT, STAT, FINC, BLAW, etc.):*

3.75

*General Education courses (HUMN, ENGL, COMM, MATH, Science, etc.):*

3.6

*Written communication skills:*

3.75

*Oral communications skills:*

4

*Professionalism and ethics:*

4.08

*Marketing skills:*

4.04

*Research and library skills:*

3.41

*Quantitative skills:*

3.83

*Administrative/management skills:*

3.95

*Problem solving skills:*

4.09

*Creative skills:*  
3.91

*Critical thinking skills:*  
3.83

*Computer skills:*  
4.43

*How did you discover Ferris?*

don't remember (2)  
interested in design program  
had my program  
online search  
found and talked to professor  
recruited by varsity soccer

through a friend (4)  
family (8)  
through a professor  
came to my high school (5)  
recruited by basketball program

*How did you discover the advertising program at Ferris?*

looking online (3)  
asked about it  
didn't like other program  
friend/ professor (11)  
saw there was one  
counselor  
myself

didn't like design so researched and  
advertising was broader  
others in the program  
wanted to do something fun  
took a few classes (3)  
wanted to explore advertising

*What is your home town?*

Prescott, MI  
Howell, MI  
Rockford, MI (2)  
Huron County, MI  
Lakeview, MI  
Holland, MI  
Grand Blanc, MI  
Portland, MI  
Okemos, MI  
Bay City, MI  
Lansing, MI  
New Baltimore, MI

Pinconning, MI  
Grand Rapids, MI (2)  
Oak park, MI  
Romeo, MI  
Onkama, MI  
Saginaw, MI  
Crystal Fall, MI  
Port Huron, MI  
Bear Lake, MI  
Bad Axe, MI  
Kokomo, IN  
Newaygo, MI

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

to play soccer and to get an advertising degree through a business school and not  
a communications school

*What do you like about the advertising program at Ferris?*

professors worked in the field (3)  
can work one on one with the professors  
professors are helpful (5)  
one on one personal information (2)  
job placements  
the professors and hands on interaction

small classes  
enjoy layout of the classes  
the interaction  
it's fun & creative (3)  
4 year competition  
seems career oriented

wide range of business classes (2)  
professors relate fields to classes  
hands on in production and layout

marketing focus is unique  
opportunity & good curriculum

*What would you like to see improve about the advertising program at Ferris?*

more intern information (5)  
more Advertising on campus for different events  
not sure (3)  
different Gen Ed. & Business classes  
more graphic design and drawing art classes (2)  
better advisory administration

a portfolio course  
class trips to agencies (3)  
more available computers  
the AdGroup  
more hands on stuff

*For coding purposes only, would you please indicate the following:*

*Freshman 0*

*Sophomore 2*

*Junior 9*

*Senior 15*

*Number of advertising courses taken (including this semester): 4.809*

- this is an average of the classes that have been taken and two of the students have taken all of the classes that are required for the program.

### **Analysis/Interpretation**

Overall, it appears that advertising majors are very pleased with instructional and course quality in the advertising area but do indicate some weaknesses in the advising arena.

Predictably, concerns of a more generalized nature, i.e., College of Business and university-wide concerns, were ranked lower but were still within very acceptable ranges.

Advertising students tended to rank their skills (most notably computer, problem-solving, marketing, and oral communication skills) as being relatively high.

Overall, what the students see as being the Advertising Program's strengths are its individual courses and the quality of instruction/faculty.

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

**Student Satisfaction Survey**

*Thank you in advance for participating in this survey. All of your responses to this survey will be kept **strictly confidential**. As part of the Academic Program Review process at Ferris State students enrolled in curricula are periodically surveyed. The goals of this process are to better understand student perceptions of , in this case, the Advertising Program and to serve as a basis for the improvement of any areas identified as being problematic.*

*Please candidly respond to each of the following questions by circling the appropriate numbered response.*

	QUESTION	NOT APPLICABLE/ 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 classes	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	1	2	3	4	5
8.	Quality of the professional organization in the advertising program	1	2	3	4	5
9.	Helpfulness of the Departmental office staff	1	2	3	4	5
10.	Helpfulness of the College of Business office staff	1	2	3	4	5
11.	Availability of the Marketing Department head	1	2	3	4	5

12.	Helpfulness of the Marketing Department head	1	2	3	4	5
13.	Quality of General Education courses at Ferris	1	2	3	4	5
14.	Quality of Business Core courses at Ferris	1	2	3	4	5
15.	Quality of Marketing Core courses at Ferris	1	2	3	4	5
16.	Desirability of advertising internship experience	1	2	3	4	5
17.	Quality of computer hardware and software available to advertising students	1	2	3	4	5
18.	Availability of computer facilities to advertising students	1	2	3	4	5
19.	Quality of classroom facilities used for advertising classes	1	2	3	4	5
20.	Quality of advertising courses at Ferris	1	2	3	4	5
21.	Fairness of grading in advertising courses	1	2	3	4	5
22.	Professional competence of advertising faculty	1	2	3	4	5
23.	General quality of College of Business facilities for students	1	2	3	4	5
24.	General quality of Ferris facilities for students	1	2	3	4	5
25.	Quality of Ferris student life	1	2	3	4	5
26.	Quality of opportunities for student recreation at Ferris	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?***

	QUESTION	NOT APPLICABLE/ NOT KNOWN	POOR	FAIR	GOOD	EXCELLENT
27.	Principles of Advertising	1	2	3	4	5
28.	Advertising Layout and Production	1	2	3	4	5
29.	Advertising Copywriting	1	2	3	4	5
30.	Fundamentals of Advertising Media	1	2	3	4	5
31.	Advertising Media Strategy and Planning	1	2	3	4	5
32.	Advertising Management	1	2	3	4	5
33.	Advertising Campaigns	1	2	3	4	5
34.	Business-to-Business Advertising	1	2	3	4	5
35.	Retail Promotion	1	2	3	4	5
36.	Direct Marketing	1	2	3	4	5
37.	E-Commerce	1	2	3	4	5
38.	Principles of Marketing	1	2	3	4	5
39.	Principles of Salesmanship	1	2	3	4	5
40.	Consumer Behavior	1	2	3	4	5
41.	Marketing Policy	1	2	3	4	5
42.	Business Core courses (MKTG, MGMT, ECON, ACCT, STAT, FINC, BLAW, etc.	1	2	3	4	5
43.	General Education courses (HUMN, ENGL, COMM, MATH, Science, etc)	1	2	3	4	5

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

	QUESTION	NOT APPLICABLE/ NOT KNOWN	POOR	FAIR	GOOD	EXCELLENT
44.	Written communications skills	1	2	3	4	5
45.	Oral communications skills	1	2	3	4	5
46.	Professionalism and ethics	1	2	3	4	5
47.	Marketing skills	1	2	3	4	5
48.	Research and library skills	1	2	3	4	5
49.	Quantitative skills	1	2	3	4	5
50.	Administrative/management skills	1	2	3	4	5
51.	Problem solving skills	1	2	3	4	5
52.	Creative skills	1	2	3	4	5
53.	Critical thinking skills	1	2	3	4	5
54.	Computer skills	1	2	3	4	5

***How did you discover Ferris?***

***How did you discover the advertising program at Ferris?***

***What is your home town?***

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

***What do you like about the advertising program at Ferris?***

***What would you like to see improved about the advertising program at Ferris?***

***For coding purposes only, would you please indicate the following:***

***Freshman \_\_\_\_\_ Sophomore \_\_\_\_\_ Junior \_\_\_\_\_ Senior \_\_\_\_\_***

***Number of advertising courses taken (including this semester): \_\_\_\_\_***

***Thanks for your input, your observations are a critical part of our evaluation process!***

# Faculty Survey

## Methodology/Response

Faculty surveys were distributed only to those faculty who have direct contact with either the Advertising Program or advertising students (distribution list attached). The surveys were dispatched with an accompanying cover letter and a return envelope to facilitate their return. (A sample survey package is attached.) Of the ---surveys distributed, --- surveys were returned. Of the --- surveys returned, -- were usable. The actual completed surveys are available for review in the Marketing Departmental office.

## Transcribed/Tabulated Responses

*How do you perceive the value of the Advertising Program to the Marketing Department and the College of Business?*

valuable (10)  
lots of alums with good jobs  
broadens scope of job offerings  
unknown

*How do you perceive the value of the Advertising Program to the University in General?*

valuable (10)  
provides well-rounded education  
unknown

*What is your general perception of advertising students in comparison to other students?*

no basis  
good (3)  
above average (2)  
some are more creative and innovative  
equal to (2)  
superior

*What additional staff, technology, or other resources are needed, if any, to make the Advertising program more effective?*

no basis  
up to program faculty (2)  
continued update on technology and training  
unfamiliar with specific needs  
more money for E-com  
need to make sure latest technology is available  
require more English and communication courses  
more computers for students

*What if anything would be needed to make the Advertising program one of the best in the country?*

no basis  
up to program faculty (2)  
additional faculty  
technology and innovations  
make it more visible  
set appropriate goal  
more internships  
more money for faculty and professional development  
internships with NY or Chicago advertising agencies

*How can the Advertising program be improved?*

increase project work  
same answers as question 5

*Please assess the curriculum as it addresses written communications skill:*

4.1

*Please assess the curriculum as it addresses oral communications skills:*

3.9

*Please assess the curriculum as it addresses professionalism and ethics:*

4.125

*Please assess the curriculum as it addresses marketing skills:*

4.2

*Please assess the curriculum as it addresses research and library skills:*

4

*Please assess the curriculum as it addresses quantitative skills:*

3.4

*Please assess the curriculum as it addresses administrative/management skills:*

4.1

*Please assess the curriculum as it addresses problem solving skills:*

4

*Please assess the curriculum as it addresses creative skills:*

4.2727

*Please assess the curriculum as it addresses critical thinking skills:*

4

*Please assess the curriculum as it addresses computer skills:*

3.6363

*Please assess the overall capability of Advertising students who you have had in class:*

4.1111

*Any additional comments you wish to make with respect to any particular part of the curriculum?*

excellent program  
anxious to evaluate marketing students  
tend to be good students  
advertising faculty are top rated in terms of their coaching, training, and motivation of students  
with evolving state of adv. industry you need to add PR principles, PREL 240, as a required course for all adv. majors

### **Analysis/Interpretation**

Perceptions as to the value/quality of the Advertising Program are positive. The Program is viewed as leading to good career opportunities, as being a sound educational experience, and its students are viewed in a positive light with some emphasis on their creative nature.

As to needs and opportunities for improvement, additional technology, increased emphasis on communications skills, and internship opportunities were identified as dominant needs. As might be expected, additional funding and faculty were also identified as needs.

With respect to quantitative assessment of specific areas, the Program consistently scored in the upper quartile in all areas except oral communications skills, quantitative skills, and computer skills.

It should be noted that it has been proposed that COMM 121, Public Speaking, be required of all marketing majors as of Fall, 2004. Students currently have the option of COMM 121 or COMM 105! Further, advertising students, in part owing to their "creative" leanings, universally tend to be less quantitatively oriented. Thus, this – while perhaps not all that desirable – is expected. This same fundamental mindset also may be related to the students' perceived weakness in the computer area. This weakness, to the extent that it does exist, is usually confined – predictably - to the more quantitative areas, e.g., Excel, SPSS, etc.

In sum, the Advertising Program appears to be viewed in a very favorable light by the faculty who responded to this survey.

## Faculty Distribution List

**Affi, Ashraf**  
**Alspach, Sandra**  
**Beetley, Bruce L.**  
**Behler, G. Thomas**  
**Bell, Sharon**  
**Bethel, Richard**  
**Borst, Trudy**  
**Brownell, Joyce**  
**Burns, David P.**  
**Cook, Teresa**  
**Cooper, Micheal**  
**Cutler, Elwyn D.**  
**Demarr, Beverly**  
**Ding, Daniel Danxiong**  
**Ellis, Curt**  
**Fairbanks, John**  
**Ferdowsi, Abdollah**  
**Gifford, Roy M.**  
**Gifford, Suellen**  
**Greenfield, Ron**  
**Hansen, Richard**  
**Heck, Fredrick R.**  
**Huey, Gary L.**  
**Jablonski, John**  
**Jackson, Donald**  
**Jakubowski, Stephen**  
**Kane, John**  
**Keigley, Marilyn**  
**Linnen, John**  
**Lopez, Gail**  
**Lyman, Steven**  
**McCarthy, Brenda**  
**McLean, Roy**  
**McNabb, Patrick**  
**Mehler, Barry A.**  
**Mekky, Ahemd**  
**Middleton, Phillip B.**  
**Myntti, Warner**  
**Nagelbush, Jeff L.**  
**Nazar, Vivian**  
**Panitz, Eric**  
**Pilgrim, David**  
**Ream, Roland**  
**Shin, Kilman**  
**Slaymaker, Adrienne**  
**Smith, Donna**  
**Stern, Caroline M.**  
**Thompson, Carolyn**  
**Townsend, William**  
**Vermeer, John**  
**Voege, Herbert**  
**Williams, Al**  
**Wolgamott, Charles**

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

**Faculty Survey**

*Thank you in advance for participating in this survey. All of your responses to this survey will be kept **strictly confidential**. In the event that you are unfamiliar with the details of the advertising curriculum, a program description and a program checksheet have been included for your review.*

*It would be appreciated if you would return the survey **before September 10, 2003**. Please answer all of the following questions, place your completed survey in the enclosed interoffice envelope and return it as soon as possible. **Thanks again!***

1.       How do you perceive the value of the Advertising program to the Marketing Department and the College of Business?
  
  
  
  
  
  
  
  
  
  
  
2.       How do you perceive the value of the Advertising program to the University in general?
  
  
  
  
  
  
  
  
  
  
  
3.       What is your general perception of advertising students in comparison to other students?
  
  
  
  
  
  
  
  
  
  
  
4.       What additional staff, technology, or other resources are needed, if any, to make the Advertising program more effective?
  
  
  
  
  
  
  
  
  
  
  
5.       What, if anything, would be needed to make the Advertising program one the best in the country?



6. How can the Advertising program be improved?

Please candidly respond to each of the following questions by circling the appropriate numbered response according to the following scale:

- 0 Have had no experience with advertising students/don't know
- 1 Poor
- 2 Below Average
- 3 Average
- 4 Very Good
- 5 Excellent

7. Please assess the curriculum as it addresses written communications skills:

0 1 2 3 4 5

8. Please assess the curriculum as it addresses oral communications skills:

0 1 2 3 4 5

9. Please assess the curriculum as it addresses professionalism and ethics:

0 1 2 3 4 5

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

0 1 2 3 4 5

11. Please assess the curriculum as it addresses research and library skills:

0 1 2 3 4 5

12. Please assess the curriculum as it addresses quantitative skills:

0 1 2 3 4 5

13. Please assess the curriculum as it addresses administrative/management skills:

0 1 2 3 4 5

14. Please assess the curriculum as it addresses problem solving skills:

0 1 2 3 4 5

15. Please assess the curriculum as it addresses creative skills:

0 1 2 3 4 5

16. Please assess the curriculum as it addresses critical thinking skills:

0 1 2 3 4 5

17 Please assess the curriculum as it addresses computer skills:

0 1 2 3 4 5

18. Please assess the overall capability of Advertising students who you have had in class:

0 1 2 3 4 5

19. Any additional comments you wish to make with respect to any particular part of the curriculum?

***Thanks for your input, your observations are a critical part of our evaluation process!***

# Interoffice Memo

**Date:** 9/3/2003  
**To:** Concerned Faculty  
**From:** Advertising Program Review Committee  
**RE:** Advertising Program Review Questionnaire

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The Advertising Program is currently in the throes of its periodic review process.

As a faculty member who regularly has advertising students in your class(es) / who has an interest in the advertising program, we would greatly appreciate your input into our assessment.

If you would simply complete the enclosed questionnaire and return it in the enclosed preaddressed interoffice envelope, it would be very helpful.

Thank You!

## Why Choose Advertising?

Advertising is a form of promotion and persuasive communication that involves supplying information vital to the operation of a free society and a free economy. Unlike most universities, Ferris offers an advertising program through its marketing department in the College of Business, an approach supported by industry leaders. The program is designed for students who wish to pursue careers in advertising agencies, advertising media such as newspapers, magazines, radio and television or in advertising departments of manufacturers, retailers, business enterprises or government.

The program is based on the idea that there is no substitute for experience. As a student, you become directly involved in the advertising process. You write copy, develop advertising campaigns and create advertising strategies. In addition, a cooperative education program allows you to gain on-the-job experience while earning University credit and a paycheck.

## Get a Great Job

Advertising is a field that offers an astonishing number and variety of specialized career opportunities. It encompasses all the facets of integrated marketing communications, including general advertising, sales promotion, direct marketing, publicity, trade shows and more. Positions in this field include account executives, copywriters, creative directors, managers, media planners and buyers, salespeople and researchers.

## Admission Requirements

Admission is open to high school graduates who demonstrate academic preparedness, maturity and seriousness of purpose with backgrounds appropriate to their chosen program of studies. High school GPA and the Mathematics and Reading ACT scores will be considered in the admission and placement process.

Students who meet general College entrance requirements but not immediate program entrance requirements will be reviewed on an individual basis and may be accepted by the College of Business in a pre-business program. Upon completion of all prerequisites, admission to the program will be approved. This admission status extends the time required to complete degree requirements.

Because of specialized study in the various programs, students may need additional coursework, which they pursue prior to admission to the College of Business. Such additional preparatory courses may be taken at the University, possibly along with coursework within the college, or at another institution such as a community college.

## Graduation Requirements

The Advertising program at Ferris leads to a bachelor of science degree in business. Graduation requires a minimum 2.0 GPA in core classes, in the major and overall. Students must complete all general education requirements as outlined in the General Education section of the University Catalog. As part of these requirements, students must either have an ACT math subscore of 24 or better, complete Math 115 or pass a proficiency exam.

College of Business programs have met the requirements to qualify for Candidacy for Accreditation from the Association of Collegiate Business Schools and Programs (ACBSP).

## More Information

For more information about this program, write to College of Business Marketing Dept.

Ferris State University  
119 South Street/BUS 212  
Big Rapids, MI 49307-2284;  
Tel (231) 591-2426;  
or email [MKTG@ferris.edu](mailto:MKTG@ferris.edu).

## Required Courses

## Credit Hours

### General Education

COMM 121	Fundamentals of Public Speaking	3
ECON 221	Principles of Economics 1	3
ECON 222	Principles of Economics 2	3
ENGL 150	English 1	3
ENGL 250	English 2	3
ENGL 325	Advanced Business Writing	3
GEOG 100	Geography of World Regions	3
MATH 115	Intermediate Algebra	3
PSYC 150	Introduction to Psychology	3
SOCY 121	Introductory Sociology	3
SOCY 340	Minority Groups in America	3

### Choose one:

HIST 121	U.S. History to 1877	3
HIST 122	U.S. History 1877 to Present	3
HIST 151	History of Western Civilization to 1500 A.D.	3
HIST 152	History of Western Civilization 1500 A.D. to Present	3

### Choose one:

HUMN 101	Classical and Medieval Periods	3
HUMN 102	Renaissance to 20th Century	3

### Choose one:

LITR 311	American Literature 1	3
LITR 312	American Literature 2	3
LITR 351	English Literature 1	3
LITR 352	English Literature 2	3

### Electives:

	Scientific Understanding (one with lab)	7-8
	Free	3

### Business Core

ACCT 201	Principles of Accounting 1	3
ACCT 202	Principles of Accounting 2	3
BLAW 321	Contracts and Sales	3
BUSN 499	Interdisciplinary Integrating Experience	3
FINC 322	Financial Management 1	3
ISYS 321	Business Information Systems	3
MGMT 301	Applied Management	3
MGMT 370	Quality/Operations Management	3
MKTG 321	Principles of Marketing	3
STQM 260	Introduction to Statistics	3

### Major

ADVG 222	Principles of Advertising	3
ADVG 312	Advertising Layout and Production	3
ADVG 324	Advertising Copy	3
ADVG 334	Fundamentals of Media	2
ADVG 376	Media Strategy and Tactics	2
ADVG 486	Advertising Management	3
ADVG 488	Advertising Campaigns	3
MKTG 322	Consumer Behavior	3
MKTG 425	Marketing Research	3

### Choose 12 credits:

ADVG 375	Business-to-Business Advertising	3
ADVG 485	Retail Promotion	3
ADVG 491	Cooperative Education	1-9
ADVG 497	Independent Study	1-3
ECOM 375	Business-to-Business E-Commerce Marketing	3
ECOM 383	Business-to-Consumer E-Commerce Marketing	3
MKTG 375	Marketing for Non-Profit Organizations	3
MKTG 383	Direct Marketing	3
MKTG 473	Marketing Cases and Problems	3
MKTG 485	Direct Marketing Campaigns	3
PREL 240	Public Relations Principles	3

### Related Business

MKTG 231	Professional Selling	3
VISC 118	Desktop Publishing	3

Minimum credit hours required for B.S. degree: 125-126

# FERRIS STATE UNIVERSITY

Visit us online at: [www.ferris.edu](http://www.ferris.edu)

# COLLEGE OF BUSINESS

**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
----------	--	--	------	-------

**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	325	Advanced Business Writing - (ENGL 211 or 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

		Scientific Understanding Elective w/lab	4	
		Scientific Understanding Elective	3-4	

**QUANTITATIVE SKILLS - 3 Credits Required**

MATH	115	Inter. Algebra - (MATH 110) - If MATH ACT score is 24 or higher, 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) - (G)	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	

(G) Meets Global Consciousness requirement.

**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
<b>ADVERTISING MAJOR - 25 Credits Required</b>					
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	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	485	Retail Promotion - (ADVG 222, RETG 337)	3		
ADVG	491	Cooperative Education - (Completion of 60 semester hours & dept. head approval)	1-9		
ADVG	497	Independent Study - (Permission of professor)	1-3		
ECOM	375	Business-to-Business E-Commerce Marketing - (MKTG 321)	3		
ECOM	383	Business-to-Consumer E-Commerce Marketing - (MKTG 321)	3		
MKTG	375	Marketing for Non-Profit Organizations - (MKTG 321 is recommended)	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	240	Public Relations Principles - (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		
BUSN	499	Interdisciplinary Integrating Experience - (FINC 322, ISYS 321, MGMT 370, MKTG 321, and last semester senior)	3		
FINC	322	Financial Management 1 - (ACCT 202, MATH 115)	3		
ISYS	321	Bus Information Systems - (ACCT 202, MKTG 321, MGMT 301 and BLAW 301 or 321)	3		
MGMT	301	Applied Management - (Junior standing or permission of professor)	3		
MGMT	370	Quality/Operations Management - (STQM 260)	3		
MKTG	321	Principles of Marketing - (ECON 221)	3		
STQM	260	Introduction to Statistics - (MATH 115)	3		
<b>RELATED COURSES - 6 Credits Required</b>					
MKTG	231	Professional Selling - (COMM 121 highly recommended)	3		
VISC	118	Desktop Publishing - (None)	3		
<b>ELECTIVES - 3 Credits Required</b>					
		Free Elective - If needed MATH 110 can be taken.	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#:** \_\_\_\_\_ **MAJOR:** \_\_\_\_\_

REQUIRED		COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ( )	S.H.	GRADE	GR. PTS.
ADVG	222	Principles of Advertising - (None)	3		
ADVG	312	Advertising Layour 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, 376)	3		

**NOTE:** No more than 50% of the credits in this certificate may be transferred from another institution, nor, will this certificate be granted if more than 50% of the certificate credits are specifically required in the students major.

**For more information, please contact the Certificate Director, Professor Paul Jackson at (231) 591-2441 or the Marketing Department at (231) 591-2426.**

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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 Marketing 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)

# Advisory Council Survey

## Methodology/Response

Advisory Council surveys were distributed through the U.S. mail to all Advisory Council members and, based on a very disappointing response rate, follow-up telephone interviews were attempted. Of these, two were completed and other members of the Council either requested FAX surveys (ostensibly to replace mislaid surveys) or indicated they would mail completed surveys. NONE, however, were received! One member indicated that he did not feel qualified/sufficiently informed to respond. (As an aside, this is rather frustrating inasmuch as these are the very people who we – as a program – rely upon for guidance!) A total of three surveys were completed and all were usable. The actual completed surveys are available for review in the Marketing Departmental office.

## Transcribed Responses

*What do you consider as the greatest internal **strengths** of Ferris' Advertising Program?*

related well to the real world  
require students to execute projects pertaining to the business  
environment  
close relationship with professors, small class sizes, business school background

*What do you consider as the greatest internal **weaknesses** of Ferris' Advertising Program?*

lacks new real life experience, lack of promotion, get new professors that are  
current with new real life times  
more math and profit/loss courses and break even analysis orientation  
not aware of any

*What do you consider as the greatest **opportunities** available to Ferris' Advertising Program in today's business and educational environment?*

prepares students well to get immediate impact at entry level positions, class size-  
one-on-one with teachers and students, close knit community  
expand in area of event marketing  
FSU graduates have good job placements

*What do you consider as the greatest **threats** facing Ferris' Advertising Program in today's business and educational environment?*

execution of functions that haven't been trained for and the acceptance of this by  
the business  
not being proven well in the key ad communities  
how current with real world today in Advertising market, how much support is provided  
to interns to get jobs, size of other schools and reputations



*Please give us your candid perception of the overall quality of Ferris' Advertising Program.*

excellent-prepared for real world experience  
very good  
the try harder effort by staff, good all around education with real world environment

*How does your perception differ from what you perceive to be the perception of other/most advertising/marketing decision-makers?*

others don't look any farther than MSU  
more pragmatic  
people that don't work with FSU graduates probably don't know about them or FSU,  
so it would be hard for decision-makers, but if they knew about FSU then they  
would have good comments

*Based upon both Ferris' Advertising Program and what you know of Ferris' advertising graduates, how are Ferris' advertising graduates different/better than the graduates of other advertising programs?*

business school application-more business management classes than other schools  
they seem enthusiastic about Ferris State University  
FSU students are more grounded in practical applications

*Based upon both Ferris' Advertising Program and what you know of Ferris' advertising graduates, what, if any, weaknesses do Ferris' advertising graduates exhibit in comparison to graduates of other advertising programs?*

can't speak on this  
don't know of any (2)

*How can Ferris better prepare its advertising students to not only be employable upon graduation but also to be promotable in the future?*

put more emphasis on communications-writing and speech skills, most recent graduates  
are poor at expressing themselves, many can't even write a decent paragraph  
more arts/science courses which makes the student more rounded  
make internships more marketable to real life experience, have students take an active  
role in the American Advertising Federation, have professors prepare students  
for questions that might be asked in interviews, better layout of job  
opportunities, fresh "blood" to keep current with the industry

### **Analysis/Interpretation**

The overall conclusion to be drawn from this experience is that we, as a curriculum, either need to be far more proactive in involving our advisors (which we had believed that we were doing) or, perhaps, seek to reconstitute our Advisory Council.

Aside from that rather global observation, the recurrent theme of the need for internships/practical experience once again surfaced in this environment. The need for more emphasis on purely promotional concerns and the strong sentiment that Ferris needs to become more visible and active in the advertising community were also significant points brought out by this constituency.

## **Advisory Council Distribution List**

<b>Lee Farrell</b>	<b>Promotion Services, Inc.</b>
<b>Keith Hamilton</b>	<b>General Motors Planworks</b>
<b>Rick Hatkowski</b>	<b>Viacom Outdoor</b>
<b>Andy Maier</b>	<b>Felder Communications Group</b>
<b>Roger Opipari</b>	<b>Opipari and Company</b>
<b>Tim Quinn</b>	<b>Nations Funding</b>
<b>Deborah Scott</b>	<b>Copy Options</b>
<b>Greg Wagner</b>	<b>Wagner Designs</b>
<b>Vicki Weaver</b>	<b>Blodgett/Butterworth Healthcare Foundation</b>
<b>Guy Winter</b>	<b>Fry, Inc.</b>



# FERRIS STATE UNIVERSITY

Dear

The advertising program at Ferris State University is currently in the process of a periodic review. The purpose of this review is to critically examine the program in hopes of identifying both its strengths and its weaknesses. The review process undoubtedly helps to validate what we are doing right, allows us to improve upon our deficiencies, and identify what funding or resources we might need to provide a better, more comprehensive, and responsive program.

As part of the review process, we are seeking input from a variety of our constituencies and we need your assistance. Specifically, as a member of our Advertising Advisory Council, we particularly need your insight and expertise in the field of advertising to help us to grow and to better serve the advertising industry. After all, it is you and the field which you represent, who must be satisfied with our graduates. Furthermore, we would appreciate your frank and candid assessment of today's advertising graduates, either Ferris' or, if you prefer, graduates in general. Please take the time to answer each of the survey questions.

When you have completed the survey, simply place it in the postage-paid envelope which has been provided. Since we will be tabulating the data and writing the final report during the early part of the fall semester, we ask that you return your completed survey as soon as possible.

**Thank you very much for your participation and cooperation!**

Sincerely yours,

Paul W. Jackson  
Advertising Program Review Committee

Encl.: Employer Survey  
Postage-paid return envelope  
Advertising Program Description  
Advertising Program Checksheet

COLLEGE OF BUSINESS  
MARKETING DEPARTMENT  
119 South Street, Big Rapids, MI 49307-2284  
Phone 231-591-2426 Fax 231-591-3521  
E-Mail [mktg@ferris.edu](mailto:mktg@ferris.edu)

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

**Advisory Council Survey**

*Thank you in advance for participating in this survey. All of your responses to this survey will be kept **strictly confidential**. In the event that you need to refamiliarize yourself with the details of the advertising curriculum, a program description and a program checksheet have been included for your review.*

*It would be appreciated if you would return the survey **before October 10, 2003**. 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. What do you consider as the greatest internal **strengths** of Ferris' Advertising Program?

2. What do you consider as the greatest internal **weaknesses** of Ferris' Advertising Program?

3. What do you consider as the greatest **opportunities** available to Ferris' Advertising Program in today's business and educational environment?

4. What do you consider as the greatest **threats** facing Ferris' Advertising Program in today's business and educational environment?

5. Please give us your candid perception of the overall quality of Ferris' Advertising Program.



9. How can Ferris better prepare its advertising students to not only be employable upon graduation but also to be promotable in the future?

*Thanks for your input, your observations are a critical part of our evaluation process!*

Advertising  
APRC 2003-2004

section 3 of 4



**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
<b>COMMUNICATION COMPETENCE - 12 Credits Required</b>				
COMM	121	Fundamentals of Public Speaking - (None)	3	
ENGL	150	English 1 - (None)	3	
ENGL	250	English 2 - (ENGL 150 or equivalent)	3	
ENGL	325	Advanced Business Writing - (ENGL 211 or 250)	3	
<b>SCIENTIFIC UNDERSTANDING - 7-8 Credits Required</b>				
Select two courses from the following subject areas (one must be a lab course): ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHSC, PHYS				
		Scientific Understanding Elective w/lab	4	
		Scientific Understanding Elective	3-4	
<b>QUANTITATIVE SKILLS - 3 Credits Required</b>				
MATH	115	Inter. Algebra - (MATH 110) - If MATH ACT score is 24 or higher, substitute a free elective.	3	
<b>CULTURAL ENRICHMENT - 9 Credits Required</b>				
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	
<b>SOCIAL AWARENESS - 18 Credits Required</b>				
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) - (G)	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	

(G) Meets Global Consciousness requirement.

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**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 - 25 Credits Required</b>					
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	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	485	Retail Promotion -(ADVG 222, RETG 337)	3		
ADVG	491	Cooperative Education - (Completion of 60 semester hours & dept. head approval)	1-9		
ADVG	497	Independent Study - (Permission of professor)	1-3		
ECOM	375	Business-to-Business E-Commerce Marketing - (MKTG 321)	3		
ECOM	383	Business-to-Consumer E-Commerce Marketing - (MKTG 321)	3		
MKTG	375	Marketing for Non-Profit Organizations - (MKTG 321 is recommended)	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	240	Public Relations Principles - (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		
BUSN	499	Interdisciplinary Integrating Experience - (FINC 322, ISYS 321, MGMT 370, MKTG 321, and last semester senior)	3		
FINC	322	Financial Management 1 - (ACCT 202, MATH 115)	3		
ISYS	321	Bus Information Systems - (ACCT 202, MKTG 321, MGMT 301 and BLAW 301 or 321)	3		
MGMT	301	Applied Management - (Junior standing or permission of professor)	3		
MGMT	370	Quality/Operations Management - (STQM 260)	3		
MKTG	321	Principles of Marketing - (ECON 221)	3		
STQM	260	Introduction to Statistics - (MATH 115)	3		
<b>RELATED COURSES - 6 Credits Required</b>					
MKTG	231	Professional Selling - (COMM 121 highly recommended)	3		
VISC	118	Desktop Publishing - (None)	3		
<b>ELECTIVES - 3 Credits Required</b>					
		Free Elective - If needed MATH 110 can be taken.	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#:** \_\_\_\_\_ **MAJOR:** \_\_\_\_\_

REQUIRED		COURSE TITLE - PREREQUISITES SHOWN IN BRACKETS ( )	S.H.	GRADE	GR. PTS.
ADVG	222	Principles of Advertising - (None)	3		
ADVG	312	Advertising Layour 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, 376)	3		

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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)

# Market Demand Analysis

## EMPLOYMENT OUTLOOK

The **Occupational Outlook Hand book, 2002-2003** edition, published by The Bureau of Labor Statistics, Us Department of Labor, states that:

“...the glamour of the advertising industry attracts...many...jobseekers...”, a compelling reason for a university to offer an advertising major. Student demand is there. So too is projected demand for graduates. As stated in the *Job Outlook* section of The Bureau of Labor Statistics, U.S. Department of Labor, **Career Guide to Industries, 2002 -2003 --**

***“Employment of advertising, marketing, promotions, public relations, and sales managers, is expected to increase faster than the average for all occupations through the year 2010.”***

AND:

***“...employment of advertising, marketing, promotions and public relations managers is expected to grow much faster than average in most business services industries...”***

FURTHER:

“Employment in the advertising industry is **expected to grow 32 percent** over the 2000-10 period, **compared with 15 percent for all industries** combined.”

SPECIFICALLY:

The **job growth for advertising and promotions managers** is forecast by the Department of Labor to be **greater than 37 percent** for the period from 2000–10.

In the year 2000, the Department of Labor counted the number of persons employed in the advertising industry as being in excess of 307,000.

(Source: Bureau of Labor Statistics, U.S. Department of Labor, *Career Guide to Industries, 2002—03 edition, Advertising*, on the internet at <http://www.bls.gov/iif/oshwc/osh/ind/ind0203.htm>)

## CONCLUSIONS

**Demand for an advertising major is strong, both among prospective students and from employers for graduates.**

# **Facilities and Equipment**

## **Facilities**

The Advertising Program uses regular Ferris College of Business classrooms for all of its courses with the exception of ADVG 312, Advertising Layout and Production, which uses the "Mac" lab.

The Advertising Program shares computer facilities with other College of Business programs.

## **Equipment**

Faculty offices are equipped with PC computers and standard printers. Paul Jackson's office has a large format, four-color printer.

# Curriculum

## Advertising Courses

The advertising curricular offering is presently comprised of the following eleven advertising courses:

### Advertising Core

- ADVG 222 – Principles of Advertising – offered F, W, and Su
- ADVG 312 – Advertising Layout and Production – typically offered F only
- ADVG 324 – Advertising Copywriting – typically offered W only
- ADVG 334 – Fundamentals of Advertising Media – typically offered F only
- ADVG 376 – Advertising Strategy and Planning – typically offered W only
- ADVG 486 – Advertising Management – typically offered both F and W
- ADVG 488 – Advertising Campaigns – typically offered W only

### Advertising Electives

- ADVG 375 – Business-to-Business Advertising – typically offered W only
- ADVG 485 – Retail Promotion – offered F, W, and Su
- ADVG 491 – Cooperative Education – offered as needed
- ADVG 497 – Special Studies in Advertising – offered as needed

## Advertising Baccalaureate Degree

Of these eleven courses, seven are required in the four-year, baccalaureate advertising curriculum. These seven constitute 19 hours of the curricular total.

In addition to the core of advertising courses, the curriculum is made up of a marketing core (four classes, 12 hours), a business core (nine classes, 27 hours), a related business course (one class, 3 hours), an elective pool (eleven specified [others may be available with advisor approval], 12 total hours required), a general education base (eleven classes, 33 hours), additional general education classes and electives (ten specified and required, 9 hours; three electives, 10/11 hours).

The four-year advertising curriculum, as it now stands, totals 125/126 hours of required coursework.

As presently constituted, the advertising curriculum:

- Provides significant exposure to the arts and sciences through the 52/53 required hours of various general education coursework (approximately 42%).

- ❑ Provides in-depth exposure to both business and marketing (the foundation of the advertising profession) through 54 hours of either required or elective courses.
- ❑ Offers (and encourages) the opportunity for internship experience through an “electives” option.
- ❑ Provides students with the opportunity to specialize their career direction through the “electives” option.
- ❑ Offers a core of practical, hands-on courses designed to prepare students to be able to “hit the ground running” upon entering the advertising field. These courses include but are not limited to pursuing careers in account management, media, advertising sales, and creative.

### **Advertising Certificate**

In addition to the four-year advertising curriculum, the Advertising Program also offers an advertising certificate.

The advertising certificate is intended to offer students in other curricula the opportunity to acquire a focus in advertising while still pursuing their primary degree concentration.

The advertising certificate features five of advertising’s core courses:

- ADVG 222 – Principles of Advertising,
- ADVG 312 – Advertising Layout and Production,
- ADVG 324 – Advertising Copywriting,
- ADVG 334 – Fundamentals of Advertising Media, and
- ADVG 488 – Advertising Campaigns

**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	325	Advanced Business Writing - (ENGL 211 or 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

		Scientific Understanding Elective w/lab	4	
		Scientific Understanding Elective	3-4	

**QUANTITATIVE SKILLS - 3 Credits Required**

MATH	115	Inter. Algebra - (MATH 110) - If MATH ACT score is 24 or higher, 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) - (G)	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	

(G) Meets Global Consciousness requirement.

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

Effective Fall 2001



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

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ADVG	376	Media Strategy and Tactics -(ADVG 334)	2		
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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		
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MKTG	383	Direct Marketing - (ADVG 222, MKTG 321)	3		
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MKTG	485	Direct Marketing Campaigns - (MKTG 383)	3		
PREL	240	Public Relations Principles - (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		
BUSN	499	Interdisciplinary Integrating Experience - (FINC 322, ISYS 321, MGMT 370, MKTG 321, and last semester senior)	3		
FINC	322	Financial Management 1 - (ACCT 202, MATH 115)	3		
ISYS	321	Bus Information Systems - (ACCT 202, MKTG 321, MGMT 301 and BLAW 301 or 321)	3		
MGMT	301	Applied Management - (Junior standing or permission of professor)	3		
MGMT	370	Quality/Operations Management - (STQM 260)	3		
MKTG	321	Principles of Marketing - (ECON 221)	3		
STQM	260	Introduction to Statistics - (MATH 115)	3		
<b>RELATED COURSES - 6 Credits Required</b>					
MKTG	231	Professional Selling - (COMM 121 highly recommended)	3		
VISC	118	Desktop Publishing - (None)	3		
<b>ELECTIVES - 3 Credits Required</b>					
		Free Elective - If needed MATH 110 can be taken.	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#:** \_\_\_\_\_ **MAJOR:** \_\_\_\_\_

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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 Marketing 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)

# ADVERTISING

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## **adv 222: principles of advertising**

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- Instructor:** Paul W. Jackson
- Office:** 124-D College of Business
- Office Telephone:** (231) 591-2441
- Office Hours:** Scheduled office hours are to be arranged and will be announced and posted. Specific appointments may be made for times other than the scheduled office hours.
- Course Purpose:** The intent of this course is to provide a thorough overview and examination of the entire field of advertising; including the principles, purposes, and practices by and through which it functions. Particular stress is placed on viewing advertising as both a communications and a marketing tool and on examining advertising from both a business and a societal perspective. Within these contexts, the functional, historic, economic, and social background of advertising; advertising industry structure and operation; advertising planning and administration; advertising message preparation; and advertising media planning and implementation are examined and illustrated. Assignments and/or projects are intended to develop a better understanding and appreciation of advertising as a business activity and social force and of how advertising campaigns are [planned, created, and executed. While this course is primarily designed to provide a conceptual foundation in advertising for advertising, public relations, and marketing majors and students in related disciplines, it may also be of interest to those who wish to better understand the theory, functions, and effects of advertising and other forms of mass communication.
- Course Prerequisites:** None.
- Required Text:** Arens, William F., Contemporary Advertising, 7th ed.
- Other Reading:** Additional reading may also be assigned from materials which will be placed on "reserve" in the Library.
- It is also recommended that you do regular reading in Advertising Age. This periodical is published weekly and is available in the Library.

**Course Organization  
and Assigned  
Reading:**

- I. INTRODUCTION
- II. BACKGROUND FOR ADVERTISING
  - A. An Introductory Look at Advertising  
Reading: pp. 6-8 and 13-17
  - B. The Evolution of Advertising  
Reading: pp. 25-38
  - C. The Marketing Environment  
Reading: pp. 12-19 and 163-179 and Appendix A
  - D. The Communications Environment  
Reading: pp. 8-12
- III. ADVERTISING ORGANIZATIONS
  - A. Introduction  
Reading: p. 82
  - B. Advertisers  
Reading: pp. 82-92
  - C. Advertising Agencies  
Reading: pp. 92-110
  - D. Advertising Media  
Reading: pp. 111-115
  - E. Related Advertising Organizations  
Reading: pp. 110-111

**EXAMINATION\*EXAMINATION\*EXAMINATION\*EXAMINATION**

- IV. ADVERTISING STRATEGY AND PLANNING
  - A. Consumer Behavior  
Reading: Chapter 4
  - B. Market Segmentation  
Reading: pp. 150-163
  - C. The Research Process  
Reading: Chapter 6
  - D. Marketing and Advertising Planning  
Reading: pp. 212-231 and Appendices B and C
  - E. Advertising Budgeting  
Reading: pp. 231-240
  - F. The Complete Campaign: An Example  
Reading: Epilogue (pp. 560-569)

**EXAMINATION\*EXAMINATION\*EXAMINATION\*EXAMINATION**

V. MEDIA STRATEGY AND TACTICS

- A. Media Strategy and Tactics: An Overview  
Reading: Chapter 8 and pp. 444-445
- B. Print Media  
Reading: Chapter 14
- C. Electronic Media  
Reading: Chapter 15
- D. Digital Interactive and Direct Media  
Reading: Chapter 16
- E. Out-of-Home Media and Other Media  
Reading: Chapter 17

**EXAMINATION\*EXAMINATION\*EXAMINATION\* EXAMINATION**

VI. CREATIVE STRATEGY AND TACTICS

- A. Creative Strategy and Tactics: An Overview  
Reading: Chapter 11
- B. Message Tactics: Art  
Reading: pp. 372-379
- C. Message Tactics: Copy  
Reading: pp. 379-401
- D. Message Production  
Reading: Chapter 13

**EXAMINATION\*EXAMINATION\*EXAMINATION\*EXAMINATION**

VII. ENVIRONMENTS IN WHICH ADVERTISING FUNCTIONS

- A. Social Environment  
Reading: pp. 38-40 and 57-59
- B. Economic Environment  
Reading: pp. 19-25 and 44-56
- C. Regulatory Environment  
Reading: pp. 59-77

VIII. SPECIAL PURPOSE ADVERTISING

- A. Retail Advertising
- B. Business-to-Business Advertising
- C. Public Relations Advertising
- D. "International" Advertising

**EXAMINATION\*EXAMINATION\*EXAMINATION\*EXAMINATION**

**Assignments:**

The assignments for this course will consist of the following:

- Literature reviews in which you will examine and report on contemporary advertising literature.
- Specific assignments which either relate to or specifically illustrate material being discussed in class and/or in the text.

**Examinations:**

As indicated in the "Course Organization . . ." section, the examinations for this course will consist of five hourly examinations which will cover the material as indicated.

Examination I:	Topics II and III
Examination II:	Topic IV
Examination III:	Topic V
Examination IV:	Topic VI
Examination V:	Topics VII and VIII

In addition to the five scheduled hourly examinations, there will also be a "final" examination - administered during "Examination Week" - which will, potentially, cover all course material.

**Grading:**

Final grades for this course will be based on your performance in the following three areas, each of which will comprise the indicated percentage of the final grade:

Literature reviews:	12.5%*
Assignments:	27.5%*
Examinations:**	60 %

\*See the "Assignments" section of the statement of "Course Policies and Procedures."

\*\*Of the five scheduled hourly examinations, the single lowest grade will be dropped and will not be calculated into the final overall examination grade.

# ADVERTISING

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## course policies and procedures

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### ASSIGNMENTS

At the time an assignment is given, the assignment's due date and time are announced. (Unless otherwise indicated, all assignments are due at the end of the class on the date specified.) That date and time are absolute! The only valid excuse for an assignment being late is an official University medical or administrative excuse (an excuse issued by the Vice President of Academic Affairs' office or the Deans' offices).

All unexcused late assignments will be penalized to the extent of one full grade level per day late (Monday through Friday and excluding official vacation periods). E.g., an assignment for a 10:00 a.m. class due Monday at the end of class but turned in Wednesday at 4:30 p.m., which would have received an A-, would receive a D- (since the assignment was three days late, the grade was reduced by three grade levels).

*No unexcused late assignments will be accepted FOR CREDIT which are more than one week late. However, such assignments will be accepted FOR NO CREDIT for up to two weeks after the original due date to enable the student to comply with paragraph four, below.*

*Each assignment, IF COMPLETED within the limits set forth above, will comprise the designated percentage of the final grade. However, an assignment IF NOT COMPLETED within the limits set forth above, will comprise 100% of the final grade and, by virtue of its noncompletion, will constitute failure of this course!*

**NOTE: NO UNEXCUSED LATE ASSIGNMENTS WILL BE ACCEPTED UNDER ANY CIRCUMSTANCES WHICH ARE MORE THAN TWO WEEKS LATE!**

Any missed *in-class* assignment will be reduced in value to one-half of its original value and **MUST** be made up within one week.

**NOTE: BEING AWARE OF MISSED ASSIGNMENTS AND SECURING THE ASSIGNMENTS IS THE SOLE RESPONSIBILITY OF THE STUDENT.**

In preparing assignments, particular attention should be paid to accurate spelling (spelling errors - including typographical errors and proofreading oversights - will be penalized to the extent of one point *per error*), correct grammar, and proper syntax.

It is also expected and required that suitable style be adhered to in the preparation and presentation of assignments. The accepted guides for "suitable style" are the most recent editions of either Turabian's A Manual for Writers of Term Papers, Theses, and Dissertations or Campbell's Form and Style in Thesis Writing. These books are available for use in the reference section of the Library and for sale in the Rankin Center Bookstore.

All out-of-class assignments for this course are to be typewritten or similarly prepared.

In addition to the above, ALL assignments and/or other work submitted to satisfy requirements for this course:

- \* must be the original work of the student submitting it;
- \* must be specifically prepared to fulfill the requirements of this course;
- \* must be prepared during the term in which the work is submitted for credit; and,
- \* if an individual rather than group assignment, must be the sole work of the student submitting it.

Any exceptions to these policies must have the explicit and written approval of the instructor.

## **EXAMINATIONS**

All examinations are announced. (Examinations may be anticipated within approximately two or three class days after the completion of the material being covered.)

All examinations are of the objective (i.e., true/false, multiple choice, or matching), short answer, essay, and/or problem type(s).

**ABSOLUTELY NO MAKE-UP EXAMINATIONS WILL BE GIVEN** except in cases where an official University medical or administrative excuse is presented.

Furthermore, **UNDER NO CIRCUMSTANCES WILL INDIVIDUAL ARRANGEMENTS BE MADE TO RESCHEDULE HOURLY EXAMINATIONS** (i.e., arrangements to take examinations earlier or later than the scheduled examination date and/or time) for reasons other than officially excused absences.

In the event that it becomes necessary for an examination to be made up, (1) the make-up examination will be a version of the original examination *or* (2) the grade for the last regularly scheduled hourly examination in the course will be doubled and the duplicate grade will be substituted for the grade for the missed examination. The election as to which of these options will prevail will be at the sole discretion of the instructor. Should the first of these options be elected (i.e., an actual make-up examination), **the examination will be completed at the instructor's earliest convenience after the date of the excused absence.**

Under no circumstances will a student be allowed to make up more than one examination.

In the event that an examination is missed due to an unexcused absence, a grade of zero will be entered for that examination.

Under **ABSOLUTELY NO CIRCUMSTANCES WHATSOEVER** will the final examination in this course be rescheduled to accommodate individual scheduling needs. Similarly, other accommodations (e.g., granting "I"s, etc.) will also **NOT** be made!

## **GRADING**

The grading criteria and grading scale used in this course are explained on an additional handout which is attached hereto.

## **ATTENDANCE**

Although regular attendance is **VERY STRONGLY ENCOURAGED**, it is not required, *per se*.

Since class lectures parallel but do not duplicate the text(s), lecture notes constitute approximately fifty percent of the course content. Furthermore, attendance during and participation in class discussions reinforces concepts presented both in class and in the text(s). Therefore, the opportunity for success in this course and what is gained from it is **greatly** enhanced by regular attendance.

**Note, however**, that attendance **is** recorded on a daily basis and **is** a factor in determining final grades in this course. **It is YOUR responsibility to see to it that your attendance IS recorded on a daily basis!**

The attached "Attendance Policy and Scale" elaborates upon and defines the specific impact of attendance or the lack of it on grading procedures in this course.

**NOTE:** *Should circumstances dictate, the instructor reserves the right to modify, at any time, any aspect of these policies and procedures, the attached syllabus, the attached grading criteria/scale, and/or the attached attendance policy and scale.*



# ADVERTISING

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## grading criteria

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The following statements interpret the quality of work represented by the letter and numerical grades to which they correspond.

### A and A-: 100 through 90

These grades are awarded to students whose level of performance in meeting the requirements of the course is *consistently* outstanding. These students thoroughly understand the concepts and principles presented in the course and are able to apply them creatively to unfamiliar situations, to use correct methods accurately in problem solving, and to communicate their findings to others effectively.

### B+, B, and B-: 89 through 80

These grades are awarded to students whose level of performance in meeting the requirements of the course is definitely better than average but not excellent. These students have a good understanding of most or all of the concepts and principles presented in the course, generally use correct methods and are usually accurate in their thinking. They do a good, though not superior, job in communicating the content of the course.

### C+, C, and C-: 79 through 70

These grades are awarded to students whose level of performance is fair to average. These students meet the essential requirements of the course, have a basic understanding of the course concepts and principles, but do experience some difficulty in consistently applying them correctly. They do a fair job of communicating their ideas.

### D+, D and D-: 69 through 60

These grades are awarded to students whose level of performance in general is poor but not failing. These students meet *minimum* course requirements, but lack adequate understanding of some concepts and principles and make rather frequent mistakes in applying them. They do a poor job of communicating ideas relating to the course.

### F: 59 and below

These grades are awarded to students whose level of performance fails to meet even the minimum requirements of the course. These students failed to grasp most of the essential concepts and principles and make frequent mistakes in applying them. Their performance is definitely unsatisfactory.

# grading scale

100				50
99				
98				49
97				
96				48
95	A	A	A	
94				47
93				
92				46
91				
90	A-		A-	45
89				
88	B+		B+	44
87				
86				43
85				
84	B	B	B	42
83				
82				41
81				
80	B-		B-	40
79				
78	C+		C+	39
77				
76				38
75				
74	C	C	C	37
73				
72				36
71				
70	C-		C-	35
69				
68	D+		D+	34
67				
66				33
65				
64	D	D	D	32
63				
62				31
61				
60	D-		D-	30
59 and below		F		29 and below

# ADVERTISING

## attendance policy and scale

### ATTENDANCE POLICY

Absences may be for any reason (personal, academic, or athletic), it makes no difference whatsoever. However, any absences beyond the allowed number will be penalized according to the following "attendance scale." **MANAGE YOUR ATTENDANCE WELL!**

### ATTENDANCE SCALE

*The following scale defines the POINT ADJUSTMENT TO THE GRADE YOU OTHERWISE WOULD HAVE RECEIVED based on your total number of absences during the semester! Note that scales are provided for 3, 2, and 1 hour courses.*

3 HOUR CLASS		2 HOUR CLASS		1 HOUR CLASS	
Point Adjustment	Absences	Point Adjustment	Absences	Point Adjustment	Absences
+20	0	+20	0	+20	0
0	1	0	1	0	1
	2		2		2
	3		3		2
	4		4		2
	5		5		3
-20	6	-30	6	-60	3
	7		7		4
	8		8		5
-40	9	-60	9	-120	6
	10		10		7
-60	11	-90	11	-180	8
	12		12		9
-80	13	-120	13	-240	10
	14		14		11
-100	15	-150	15	-300	12
	16		16		13
-120	17	-180	17	-360	14
	18		18		15
-140	19	-210	19	-360	16
	20		20		17
-160	21	-240	21	-360	18
	22		22		19
-180	23	-270	23	-360	20
	24		24		21
-200	25	-300	25	-360	22
	26		26		23
-220		-330		-360	
-240		-360		-360	
-260		-390		-360	
-280				-360	
-300				-360	
-320				-360	
-340				-360	
-360				-360	
-380				-360	
-400				-360	

**Absences beyond these levels will result in automatic failure regardless of the grade you otherwise would have received!**

# **ADVERTISING 222: PRINCIPLES OF ADVERTISING**

**INSTRUCTOR:** Thomas G. Mehl

**OFFICE:** B-124

**PHONE:** 2414

**TEXT:** *CONTEMPORARY ADVERTISING*, William F. Arens, 7<sup>th</sup> Edition, Irwin Publishing

**COURSE OBJECTIVES** This is a survey course, which means its purpose is to look over (survey) the entire field of advertising. It is intended to foster understanding of:

- ...principles, concepts, and key terms used in the field
- ...how the advertising industry is structured, and how its parts work with each other
- ...the relationship of advertising to marketing
- ...the role of advertising as a social force and as an economic force

## **TESTS AND QUIZZES**

We'll have four tests, each of which covering approximately four chapters. Expect them to be primarily objective in nature, as opposed to essay – the questions shall be primarily true/false, multiple choice, fill-in-the-blank, and short written answer types of questions. The tests are approximately 65 questions long, and the four tests account for 65% of your grade.

Expect unannounced quizzes. There will be at least 10 of them, and together they comprise 35% of your grade. Quizzes are normally given over the chapter *to be* discussed. They are **not** normally given after the chapter has been discussed. A missed quiz can be made up under two conditions: (1) You present me with a college-generated excuse acceptable to me, that is in writing, and which I may keep, **prior** to your absence. (2) You present a medical excuse that I deem acceptable upon your return to class. Please understand that if you miss a quiz and cannot present an excuse as described above, you shall **in all cases** receive a ZERO as your score.

## **ATTENDANCE**

Three "cuts" are allowed without penalty. This does not mean that a missed quiz won't earn a zero. It shall. You **must** present an acceptable excuse to avoid a zero on a quiz, whether you have a "cut" coming to you or not. The three cuts **include** being absent for medical or college-related reasons; they are not in addition to such absences. Beyond the third cut, your final grade is reduced .25 for every occurrence.

Given the great variety in people, a few sometimes must appear in court for such things as DUI charges. Be aware that court appearances, etc, are never an excuse to miss a test, quiz, or class. Irresponsible, anti-social, dangerous behavior is never excusable and carries penalties, as all clear-minded people know it should.

## **IT'S GOOD TO BE ON TIME**

The way life throws curves at us, arriving late is sometimes unavoidable. A **pattern** of such occurrences, however, i.e. being late more than twice, is disruptive and irresponsible. If you arrive late, take a seat in the back of the room, to minimize the disruption. It is the student's responsibility to speak to the instructor after class to change an "absent" recorded to "late". Each "late" beyond two, is counted as half an absence in penalty.

## **EXTRA CREDIT**

There is none.

## **GRADE SCALE**

Grades are computed upon percentages, not by "class average". The scale:

92 - 100 = A    88 - 89 = B+    80 - 81 = B-    72 - 77 = C    68 - 69 = D+    60 - 61 = D-  
90 - 91 = A-    82 - 87 = B    78 - 79 = C+    70 - 71 = C-    62 - 67 = D    59, less = F

## **CLASSROOM ETIQUETTE**

- ...No earphones may be worn.
- ...Don't read magazines, newspapers, etc, or do work for another course in this class.
- ...Do not leave the room, even to return later, until class is over.
- ...Do not bring electronic devices of any kind, including phones, into the classroom.
- ...Do not bring meals or loud food into the classroom. A candy bar is not a meal. Gum is not loud food unless you pop or snap it, chewing with your mouth open the way clueless people do. Potato chips, etc, are loud food. Your guide: would this food be disruptive or annoying to others? If so, leave it. How simple it is.

**Failure to adhere to these simple acts of courtesy automatically results in one's highest quiz score being changed to a ZERO for each occurrence. Insistence on such behavior is obviously grounds for being dropped from the class.**

## **CHAPTER SEQUENCE AND TESTING SCHEDULE**

- Chapter 1 - The Dimensions of Advertising
- Chapter 3 - The Scope of Advertising
- Chapter 4 - Marketing and Consumer Behavior
- Chapter 5 - Market Segmentation and the Marketing Mix

### **TEST ON ABOVE CHAPTERS**

- Chapter 6 - Information Gathering (Research)
- Chapter 7 - Marketing and Advertising Planning
- Chapter 8 - Planning Media Strategy
- Chapter 9 - Relationship Building: Direct Marketing, Personal Selling, Sales Promotion

### **TEST ON ABOVE CHAPTERS**

- Chapter 10 – Relationship Building: Public Relations, Sponsorship, Corporate Adv.**
- Chapter 11 – Creative Strategy and the Creative Process**
- Chapter 12 – Creative Execution: Art and Copy**
- Chapter 13 – Producing Ads for Print, Electronic, and Digital Media**

**TEST ON ABOVE CHAPTERS**

- Chapter 14 – Using Print Media**
- Chapter 15 – Using Electronic Media – Television and Radio**
- Chapter 16 – Using Digital Interact Media and Direct Mail**
- Chapter 17 – Using Out-of-Home Media**
- Chapter 2 – The Economic, Social, and Regulatory Aspects of Advertising**

**TEST ON ABOVE CHAPTERS**

# FERRIS STATE UNIVERSITY

## College of Business • Advertising

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**Course:** 312 Layout and Production

**Instructor:** Alan Williams, Senior Graphic Designer, University Advancement & Marketing,  
108 Prakken

**Office Hours:** Though mornings are best, I am here Monday through Friday 8 a.m. to 5 p.m. except class time. Please call **591-2332** for an appointment. E-mail **williamsa@ferris.edu**

**Objective:** This class is designed to give the student with limited background, an understanding of what is involved from the beginning concepts of advertising art to its completion. The majority of the time will be spent on hands-on projects simulating real world experience. Projects will be completed using a Macintosh computer.

**Areas covered:** Logo design, typography, newspaper advertising, in-store displays, coupons, labels, package design, direct marketing, billboard design, poster and brochure design.

**Application:** Projects will be given as if students were designers working for a retail firm and a nonprofit organization, to develop a complete advertising campaign.

**Supplies:** Students will need a Macintosh Zip disk. Pencils, markers and sketchbook for ideas. \$20 to \$30 for color printing costs.

**Expectations:** Class attendance and participation is important. Fifty percent of grade will be based on Participation. *After 4 unexcused absences your grade will drop one letter grade, then a 1/2 letter grade drop for each following missed class.*



# ADVG 324 COPYWRITING

T. G. MENL  
OFFICE: B-124

**PREREQUISITE:** Advertising 222

**SCOPE:** This course is designed to teach the fundamentals of copy-writing techniques and formats; to teach the relationship between creative strategy and marketing objectives; to provide repeated opportunities to translate marketing problems and opportunities into creative strategies and advertising executions.

As you should expect, this is a writing course. You'll be given several writing assignments across the major advertising media: radio, newspaper, television, magazine, direct, and outdoor.

**HOW TO GET A GOOD GRADE:** All assignments, except those done in class, must be typewritten. Assignments which are not typewritten will not be accepted and a "zero" will be recorded as your grade for that assignment. You will not be allowed to make it up. In the field, deadlines are important and must be met. There are no postponements or second chances. Therefore, there are none in this class. You have been advised.

Copy for the various media is written in specific formats which are unique to each medium. Be certain you use the correct format for the assignment. Failure to do so results in an automatic "F" for that assignment.

If a completed assignment is more than one page long (and virtually all of them will be) the pages must be stapled together. Stapled. Not handed in loose. Not paperclipped. Not in a folder. Not glued. Not with the pages bent over. Stapled.

Toward the end of the term you'll make a presentation to the class, as you would to a client if you were trying to sell a creative effort. Details of this presentation assignment will be given later in the term. For now, be aware that it will require you to formulate a creative strategy for a product of my choosing, and to produce and present advertising executions for three media. Every aspect of this presentation should be professional: dress, speech, conduct, visual aids...the works. The assignments and presentation account for 50% of your grade.

**TESTS:** If ever there was a course affording opportunity to do "A" work on tests and quizzes, this is it. Why? Because there's nothing conceptually difficult about the principles of writing copy. Nor is the text difficult. We're not dealing with plasma physics here. In fact, the principles of persuasive writing are quite simple. Their execution is somewhat more challenging. Read the text so you can accumulate the easy points which are available by doing well on the tests and the unannounced quizzes.



**MORE ABOUT TESTS:**

There are only two tests, a mid-term and a final. Together they account for 25% of your grade.

Unannounced quizzes comprise another 25% of your grade. The quizzes are always over the chapter we are covering that day, and as you'd expect, they are given before the lecture on the material they deal with, not after.

Question form for the quizzes is true/false and/or multiple choice ordinarily, although completion or short essay is sometimes used. The tests tend to utilize essay questions very heavily.

**GRADE SCALE:**

It should be evident that each of the appraisal measures is a major factor in your total grade. None can be safely slighted. No grades in the course are based on class average.

92 -- 100 = A	72 -- 77 = C
90 -- 91 = A-	70 -- 71 = C-
88 -- 89 = B+	68 -- 69 = D+
82 -- 87 = B	62 -- 67 = D
80 -- 81 = B-	60 -- 61 = D-
78 -- 79 = C+	less . . . F

**NOTE:**

Please remember that turning an assignment in late results in an "F" for that assignment. Assignments are late if they are not turned in when the instructor calls for them.

It is better to turn an assignment in late than not at all. An assignment turned in late at least earns an "F". On the other hand, failing to turn one in results in a score of "zero." A zero is much worse than an "F". Do not think that a zero and an "F" are the same thing. They are quite different. An "F" earns 59 points, while a zero is an infinite lack of points. You can imagine what havoc a zero wreaks on your grade average.

Come to class every day. When the instructor returns assignments it is standard practice to critique them for the learning and the benefit of all. If you are absent when your assignment is returned, the grade on it is lowered two full grades.

It is very important to use correct spelling and grammar when doing assignments. Grades on assignments are lowered when there are spelling, punctuation, or typing errors. An otherwise excellent paper, one worthy of an "A", will receive an "F" if laden with such errors. Be careful and take pride.

**CUTS:**

Students sometimes must miss class because they must appear in court, go to a job interview, spend time in jail, attend a wedding, or are too tired to come to class. Two cuts are allowed for these purposes. After two cuts, your grade is lowered 2.5% for every additional cut.

Students who must miss class because a school function -- team sports, debate team, band, class field trips, etc, -- may do so without penalty provided they present the instructor with an officially generated notice of their trip prior to their departure. The college originates such notices. Nobody else.

## SUGGESTED FORMAT FOR COPY

CLIENT OR CORPORATE NAME

Name of Product

Name of Media

Unit of Space

**Illus:** (enclose in parentheses a short description of your major illustration, if you have one)

**Headline:** WRITE YOUR HEADLINE IN ALL CAPS

**Sub-head:** *If you have a sub-head,  
it should be underscored.*

**Copy:** Your body copy should be written as so, double-spaced with triple-spacing between paragraphs. Naturally, the amount of copy you have depends on your ad, but what is written here should correspond to your layout. In other words, if you've ruled 85 lines on your layout and write about 50 words of copy then your layout isn't accurate.

If you want bold lead-ins, you can underline them. (Just be sure that the layout shows a thicker, heavier, blacker pencil stroke at the point where your bold lead-in occurs.)

**Illus:** (maybe you have another smaller illustration)

**Caption:** Perhaps you have some words to put under it or alongside it, explaining the smaller illustration.

**Logo:** SIGNATURE

## ADV 360 COPY CRITIQUE

- What you created doesn't match your creative strategy
  - No logo again
  - Develop the story more quickly. Jump on that headline!
  - Copy is too short for this product/mkt. situation
  - format is incorrect
  - Spelling errors
  - punctuation errors
  - how many times do I have to tell ya -- short paragraphs!
  - not written in the language of the audience
  - wc -- word choice. Re-word or re-phrase.
  - Be more specific. Specifics are more persuasive than generalities.
  - this would make a good headline
  - no bid-to-action
  - good head
  - nice phrase
  - this is good copy
  - vivid wording/phrasing/copy
  - good concept!
  - vary sentence length for more action/interest
  - sentences too long
- .....

## CREATIVE STRATEGY STATEMENT CRITIQUE

- study this section of the book again
- objectives section weak
- target audience too general
- target audience too narrowly defined
- objectives not sharply defined -- too general
- CSS weak       principle benefit needs re-work

# ADVERTISING

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## adv 334: fundamentals of media

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- Instructor:** Paul W. Jackson
- Office:** 124-D College of Business
- Office Telephone:** (231) 591-2441
- Office Hours:** Scheduled office hours are to be arranged and will be announced and posted. Specific appointments may be made for times other than the scheduled office hours.
- Course Purpose:** The purpose of this course is to provide a basic - yet thorough - understanding of the advertising media industry, the various components of this industry, and the advertising media themselves. Principal topics of discussion include the structure and operation of the advertising media industry - with particular emphasis on the media research aspect of the industry - and an extensive exploration of the role, function, and operation of the individual advertising media. Assignments are designed to develop both general knowledge and specific skills especially in the application and use of media research data and in the procedures and executional aspects of media buying. Although this course is *specifically* oriented toward the needs of both advertising and public relations majors, the course may also be of interest to those students anticipating careers in other areas of communication or careers in which direct communications responsibilities will be emphasized.
- Course Prerequisites:** ADVG 222, Principles of Advertising
- Required Texts:** **NOTE: Both of the required texts listed below are required for BOTH ADVG 334 AND ADVG 376. Therefore, DO NOT sell your texts at the end of the Fall term!**
- Sissors, Jack Z. and Bumba, Lincoln, Advertising Media Planning, 5<sup>th</sup> ed  
Surmanek, Jim, Media Planning: A Practical Guide, 3<sup>rd</sup> ed.
- Other Reading:** Additional reading may also be assigned from the materials which will be on "reserve" in the Library.
- It is also recommended that you do regular reading in Advertising Age, Marketing and Media Decisions, and Broadcasting. Advertising Age and Broadcasting are published weekly and Marketing and Media Decisions is published monthly and all are available in the Library.

**Course Organization  
and Assigned  
Reading:**

- I. INTRODUCTION
- II. OVERVIEW OF THE MEDIA FUNCTION
  - A. The Role of Media in the Marketing/Advertising Mix  
Reading: Sissors, Chapter 1, Surmanek, Introduction
  - B. The Organization of the Media Function
    - 1. Organization of the Company Media Function
    - 2. Organization of the Advertising Agency Media Function
    - 3. Other Aspects of the Advertising Media Industry
- III. ADVERTISING MEDIA BUYING AND VERIFICATION
  - A. Media Buying
  - B. Media Verification

**EXAMINATION\*EXAMINATION\*EXAMINATION\*EXAMINATION**

- IV. Media Options: Print Media
  - A. Newspapers  
Reading: Sissors, pp. 260-263, 264-266, and 397-398, Surmanek, pp. 127-128
  - B. Consumer Magazines  
Reading: Sissors, pp. 264-266 and 395-397, Surmanek, pp. 125-126
  - C. Business Publications

**EXAMINATION\*EXAMINATION\*EXAMINATION\*EXAMINATION**

- V. MEDIA OPTIONS: BROADCAST MEDIA
  - A. Radio  
Reading: Sissors, pp. 267-269 and 398, Surmanek, pp. 123-124
  - B. Broadcast Television  
Reading: Sissors, pp. 266-267 and 389-393, Sumanek, pp. 113-117
  - C. Cable Television  
Reading: Sissors, pp. 275-277, Surmanek, pp. 118-122

**EXAMINATION\*EXAMINATION\*EXAMINATION\*EXAMINATION**

VI. MEDIA OPTIONS: OUT-OF-HOME AND OTHER

A. Out-of-Home

1. Outdoor

Reading: Sissors, pp. 272-274 and 398-399,  
Surmanek, pp.128-130

2. Transit

Reading: Sissors, pp. 274-275 and 399

B. Direct Mail and Other Direct Media

Reading: Sissors, pp. 269-272

C. Interactive, Place-based, and Other Advertising Media

Reading: Sissors, Chapter 2, Surmanek, pp. 131-134

D. Sales Promotion Media

**EXAMINATION\*EXAMINATION\*EXAMINATION\*EXAMINATION**

**Assignments:**

The assignments for this course will consist of the following:

Literature reviews in which you will examine and report on contemporary advertising media literature.  
Individual media assignments which will reflect the specific topics being discussed.

**Examinations:**

As indicated in the "Course Organization . . ." section, the examinations for this course will consist of four hourly examinations which will cover the following material:

Examination I:	Topics II and III
Examination II:	Topic IV
Examination III:	Topic V
Examination IV:	Topic VI

In addition to the four scheduled hourly examinations, there will also be a "final" examination - administered during "Examination Week" - which will, potentially, cover all course material.

**Grading:**

Final grades for this course will be based on your performance in the following three areas, each of which will comprise the indicated percentage of the final grade:

Literature reviews:	10%*
Assignments:	30%*
Examinations:	60%

\*See the "Assignments" section of the statement of "Course Policies and Procedures."

# ADVERTISING

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## course policies and procedures

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### ASSIGNMENTS

At the time an assignment is given, the assignment's due date and time are announced. (Unless otherwise indicated, all assignments are due at the end of the class on the date specified.) That date and time are absolute! The only valid excuse for an assignment being late is an official University medical or administrative excuse (an excuse issued by the Vice President of Academic Affairs' office or the Deans' offices).

All unexcused late assignments will be penalized to the extent of one full grade level per day late (Monday through Friday and excluding official vacation periods). E.g., an assignment for a 10:00 a.m. class due Monday at the end of class but turned in Wednesday at 4:30 p.m., which would have received an A-, would receive a D- (since the assignment was three days late, the grade was reduced by three grade levels).

*No unexcused late assignments will be accepted FOR CREDIT which are more than one week late. However, such assignments will be accepted FOR NO CREDIT for up to two weeks after the original due date to enable the student to comply with paragraph four, below.*

*Each assignment, IF COMPLETED within the limits set forth above, will comprise the designated percentage of the final grade. However, an assignment IF NOT COMPLETED within the limits set forth above, will comprise 100% of the final grade and, by virtue of its noncompletion, will constitute failure of this course!*

**NOTE: NO UNEXCUSED LATE ASSIGNMENTS WILL BE ACCEPTED UNDER ANY CIRCUMSTANCES WHICH ARE MORE THAN TWO WEEKS LATE!**

Any missed in-class assignment will be reduced in value to one-half of its original value and MUST be made up within one week.

**NOTE: BEING AWARE OF MISSED ASSIGNMENTS AND SECURING THE ASSIGNMENTS IS THE SOLE RESPONSIBILITY OF THE STUDENT.**

In preparing assignments, particular attention should be paid to accurate spelling (spelling errors - including typographical errors and proofreading oversights - will be penalized to the extent of one point per error), correct grammar, and proper syntax.

It is also expected and required that suitable style be adhered to in the preparation and presentation of assignments. The accepted guides for "suitable style" are the most recent editions of either Turabian's A Manual for Writers of Term Papers, Theses, and Dissertations or Campbell's Form and Style in Thesis Writing. These books are available for use in the reference section of the Library and for sale in the Rankin Center Bookstore.

All out-of-class assignments for this course are to be typewritten or similarly prepared.

In addition to the above, ALL assignments and/or other work submitted to satisfy requirements for this course:

- \* must be the original work of the student submitting it;
- \* must be specifically prepared to fulfill the requirements of this course;
- \* must be prepared during the term in which the work is submitted for credit; and,
- \* if an individual rather than group assignment, must be the sole work of the student submitting it.

Any exceptions to these policies must have the explicit and written approval of the instructor.

## **EXAMINATIONS**

All examinations are announced. (Examinations may be anticipated within approximately two or three class days after the completion of the material being covered.)

All examinations are of the objective (i.e., true/false, multiple choice, or matching), short answer, essay, and/or problem type(s).

**ABSOLUTELY NO MAKE-UP EXAMINATIONS WILL BE GIVEN** except in cases where an official University medical or administrative excuse is presented.

Furthermore, **UNDER NO CIRCUMSTANCES WILL INDIVIDUAL ARRANGEMENTS BE MADE TO RESCHEDULE HOURLY EXAMINATIONS** (i.e., arrangements to take examinations earlier or later than the scheduled examination date and/or time) for reasons other than officially excused absences.

In the event that it becomes necessary for an examination to be made up, (1) the make-up examination will be a version of the original examination *or* (2) the grade for the last regularly scheduled hourly examination in the course will be doubled and the duplicate grade will be substituted for the grade for the missed examination. The election as to which of these options will prevail will be at the sole discretion of the instructor. Should the first of these options be elected (i.e., an actual make-up examination), **the examination will be completed at the instructor's earliest convenience after the date of the excused absence.**

Under no circumstances will a student be allowed to make up more than one examination.

In the event that an examination is missed due to an unexcused absence, a grade of zero will be entered for that examination.

Under **ABSOLUTELY NO CIRCUMSTANCES WHATSOEVER** will the final examination in this course be rescheduled to accommodate individual scheduling needs. Similarly, other accommodations (e.g., granting "I"s, etc.) will also **NOT** be made!

## **GRADING**

The grading criteria and grading scale used in this course are explained on an additional handout which is attached hereto.

## **ATTENDANCE**

Although regular attendance is **VERY STRONGLY ENCOURAGED**, it is not required, *per se*.

Since class lectures parallel but do not duplicate the text(s), lecture notes constitute approximately fifty percent of the course content. Furthermore, attendance during and participation in class discussions reinforces concepts presented both in class and in the text(s). Therefore, the opportunity for success in this course and what is gained from it is **greatly** enhanced by regular attendance.

**Note, however**, that attendance **is** recorded on a daily basis and **is** a factor in determining final grades in this course. **It is YOUR responsibility to see to it that your attendance IS recorded on a daily basis!**

The attached "Attendance Policy and Scale" elaborates upon and defines the specific impact of attendance or the lack of it on grading procedures in this course.

**NOTE:** *Should circumstances dictate, the instructor reserves the right to modify, at any time, any aspect of these policies and procedures, the attached syllabus, the attached grading criteria/scale, and/or the attached attendance policy and scale.*



# ADVERTISING

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## grading criteria

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The following statements interpret the quality of work represented by the letter and numerical grades to which they correspond.

### A and A-: 100 through 90

These grades are awarded to students whose level of performance in meeting the requirements of the course is *consistently* outstanding. These students thoroughly understand the concepts and principles presented in the course and are able to apply them creatively to unfamiliar situations, to use correct methods accurately in problem solving, and to communicate their findings to others effectively.

### B+, B, and B-: 89 through 80

These grades are awarded to students whose level of performance in meeting the requirements of the course is definitely better than average but not excellent. These students have a good understanding of most or all of the concepts and principles presented in the course, generally use correct methods and are usually accurate in their thinking. They do a good, though not superior, job in communicating the content of the course.

### C+, C, and C-: 79 through 70

These grades are awarded to students whose level of performance is fair to average. These students meet the essential requirements of the course, have a basic understanding of the course concepts and principles, but do experience some difficulty in consistently applying them correctly. They do a fair job of communicating their ideas.

### D+, D and D-: 69 through 60

These grades are awarded to students whose level of performance in general is poor but not failing. These students meet *minimum* course requirements, but lack adequate understanding of some concepts and principles and make rather frequent mistakes in applying them. They do a poor job of communicating ideas relating to the course.

### F: 59 and below

These grades are awarded to students whose level of performance fails to meet even the minimum requirements of the course. These students failed to grasp most of the essential concepts and principles and make frequent mistakes in applying them. Their performance is definitely unsatisfactory.

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# grading scale

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100				50
99				
98				49
97				
96				48
95	A	A	A	
94				47
93				
92				46
91				
90	A-		A-	45
89				
88	B+		B+	44
87				
86				43
85				
84	B	B	B	42
83				
82				41
81				
80	B-		B-	40
79				
78	C+		C+	39
77				
76				38
75				
74	C	C	C	37
73				
72				36
71				
70	C-		C-	35
69				
68	D+		D+	34
67				
66				33
65				
64	D	D	D	32
63				
62				31
61				
60	D-		D-	30
59 and below		F		29 and below

# ADVERTISING

## attendance policy and scale

### ATTENDANCE POLICY

Absences may be for any reason (personal, academic, or athletic), it makes no difference whatsoever. However, any absences beyond the allowed number will be penalized according to the following "attendance scale." **MANAGE YOUR ATTENDANCE WELL!**

### ATTENDANCE SCALE

*The following scale defines the POINT ADJUSTMENT TO THE GRADE YOU OTHERWISE WOULD HAVE RECEIVED based on your total number of absences during the semester! Note that scales are provided for 3, 2, and 1 hour courses.*

3 HOUR CLASS		2 HOUR CLASS		1 HOUR CLASS	
Point Adjustment	Absences	Point Adjustment	Absences	Point Adjustment	Absences
+20	0	+20	0	+20	0
	1		1		1
	2		2		2
0	3	0	3	0	3
	4		4		4
	5		5		5
	6		6		6
-20	7	-30	7	-60	7
-40	8	-60	8		8
-60	9		9		9
	10		10		10
-80	11	-90	11	-120	11
-100	12	-120	12		12
-120	13		13		13
-140	14	-150	14	-180	14
-160	15	-180	15		15
-180	16		16		16
-200	17	-210	17	-240	17
-220	18	-240	18		18
-240	19		19		19
-260	20	-270	20	-300	20
-280	21	-300	21		21
-300	22		22		22
-320	23	-330	23	-360	23
-340	24	-360	24		24
-360	25		25		25
-380	26	-390	26		26
-400					

***Absences beyond these levels will result in automatic failure regardless of the grade you otherwise would have received!***

# ADVERTISING

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## **advg 376: media strategy and planning**

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- Instructor:** Paul W. Jackson
- Office:** 124-D College of Business
- Office Telephone:** (231) 591-2441
- Office Hours:** Scheduled office hours are to be arranged and will be announced and posted. Specific appointments may be made for times other than the scheduled office hours.
- Course Purpose:** The intent of this course is to provide a detailed and comprehensive understanding and appreciation of the overall process through which media strategy and planning evolve as part of the larger media activity.
- Principal topics of discussion include the media process; the elements of media strategy; the basic media concepts which influence media planning; and the process of developing and implementing the media plan.
- Assignments are designed to develop both general knowledge and specific skills and expertise and to foster the application of this knowledge and these skills and expertise (together with knowledge and skills already possessed) to typical advertising situations and media problems.
- Although this course is specifically oriented toward the needs of both advertising and public relations majors who possess a basic understanding of the fundamentals of advertising media, the course may also be of interest to those students anticipating careers in other areas of communication or careers in which direct communications responsibilities will be emphasized.
- Course Prerequisites:** ADVG 334, Fundamentals of Advertising Media.
- Required Text:** Sissors, Jack Z. and Bumba, Lincoln, Advertising Media Planning, 5<sup>th</sup> ed  
Surmanek, Jim, Media Planning: A Practical Guide, 3<sup>rd</sup> ed.
- Other Reading:** Additional reading will also be assigned from the following materials which are on "reserve" in the Library.
- Wolfe, Harry Deane, et. al., Evaluating Media.
- It is also recommended that you do regular reading in Advertising Age, Marketing and Media Decisions, and Broadcasting. Advertising Age and Broadcasting are published weekly and Marketing and Media Decisions is published monthly and all are available in the Library.

**Course Organization  
and Assigned  
Reading:**

- I. INTRODUCTION
- II. AN INTRODUCTION TO MEDIA PLANNING  
Reading: Sissors, Chapter 1  
Surmanek, Introduction
- III. AN OVERVIEW OF THE MEDIA PROCESS
- IV. MEDIA RESEARCH
  - A. An Introduction to Media Research  
Reading: Sissors, Chapter 3
  - B. Media Research Inputs  
Reading: Sissors, Chapters 5A and 7  
Surmanek, Chapters 15 and 24
  - C. Understanding the Consumer Audience  
Reading: Sissors, Chapter 4
- V. MEDIA PLANNING: STRATEGIC CONSIDERATIONS
  - A. An Introduction to Media Strategy  
Reading: Surmanek, Chapters 29 and 11
  - B. Specifying Target Audiences  
Reading: Sissors, Chapter 8  
Surmanek, Chapters 18, 19, 20, 21, 22, 23, and 24  
Wolfe, Chapter 2
  - C. Establishing Objectives  
Reading: Surmanek, Chapter 28
  - D. Identifying Media Types (Intermedia Decision Making)  
Reading: Sissors, Chapters 1A, 10, and 2  
Surmanek, Chapters 1 and 25
  - E. Determining Macroscheduling  
Reading: Sissors, pp. 252-256
  - F. Budgeting for Media  
Reading: Sissors, Chapter 16  
Surmanek, Chapter 27

**EXAMINATION \* EXAMINATION \* EXAMINATION**

- VI. MEDIA PLANNING: APPROACHES TO DECISION MAKING
  - A. An Introduction to Media Decision Making
  - B. Reach and Frequency  
Reading: Sissors, Chapter 6  
Surmanek, Chapters 8, 9, 10, 12, 13, and 14

- C. Basic Measurements and Calculations  
Reading: Sissors, Chapter 5  
Surmanek, Chapters 2, 3, 4, 5, 6, 7, and 15  
Wolfe, Chapter 3
- D. Media Cost Comparisons  
Reading: Sissors, pp. 73-77  
Surmanek, Chapters 16 and 17

**EXAMINATION \* EXAMINATION \* EXAMINATION**

**VII. MEDIA PLANNING: BUILDING THE MEDIA PLAN**

- A. Media Weighting
  - 1. Who  
Reading: Sissors, pp. 195-207
  - 2. Where  
Reading: Sissors, pp. 207-222
  - 3. When  
Reading: Sissors, pp. 222-225
- B. Determining Microscheduling
- C. Identifying Media Classes and Vehicles (Intramedia Decision Making)  
Reading: Sissors, Chapter 12  
Wolfe, Chapter 6
- D. Media Costs  
Reading: Sissors, Chapter 15
- E. Models and Media Planning  
Reading: Sissors, Chapter 17

**VIII. THE MEDIA PLAN**

- A. An Introduction to the Media Plan  
Reading: Sissors, Chapters 11 and 13
- B. The Media Plan  
Reading: Sissors, Chapter 14
- C. Presenting a Media Plan  
Reading: Surmanek, Chapter 30

**IX. MEDIA TACTICS: IMPLEMENTATION AND EVALUATION**

- A. Media Buying  
Reading: Surmanek, pp. 185-189
- B. Media Verification  
Reading: Surmanek, pp. 189-190

C. Media Evaluation  
Reading: Surmanek, pp. 190-191

X. ADVERTISING MEDIA: CONCLUDING  
OBSERVATIONS AND THE FUTURE  
Reading: Surmanek, Chapter 32

XI. INTERNATIONAL ADVERTISING MEDIA

**EXAMINATION \* EXAMINATION \* EXAMINATION**

**Assignments:**

The assignments for this course will consist of the following:

Literature reviews in which you will examine and report on contemporary advertising media literature.  
Individual media assignments which will reflect the specific topics being discussed.

**Examinations:**

As indicated in the "Course Organization . . ." section, the examinations for this course will consist of three hourly examinations which will cover the following material:

Examination I:	Topics II, III, IV, and V
Examination II:	Topic VI
Examination III:	Topics VII, VIII, IX, X, and XI

In addition to the three scheduled hourly examinations, there will also be a "final" examination - administered during "Examination Week" - which will, potentially, cover all course material.

**Grading:**

Final grades for this course will be based on your performance in the following three areas, each of which will comprise the indicated percentage of the final grade:

Literature reviews:	10%*
Assignments:	30%*
Examinations:	60%

\*See the "Assignments" section of the statement of "Course Policies and Procedures."

# ADVERTISING

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## course policies and procedures

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### ASSIGNMENTS

At the time an assignment is given, the assignment's due date and time are announced. (Unless otherwise indicated, all assignments are due at the end of the class on the date specified.) That date and time are absolute! The only valid excuse for an assignment being late is an official University medical or administrative excuse (an excuse issued by the Vice President of Academic Affairs' office or the Deans' offices).

All unexcused late assignments will be penalized to the extent of one full grade level per day late (Monday through Friday and excluding official vacation periods). E.g., an assignment for a 10:00 a.m. class due Monday at the end of class but turned in Wednesday at 4:30 p.m., which would have received an A-, would receive a D- (since the assignment was three days late, the grade was reduced by three grade levels).

*No unexcused late assignments will be accepted FOR CREDIT which are more than one week late. However, such assignments will be accepted FOR NO CREDIT for up to two weeks after the original due date to enable the student to comply with paragraph four, below.*

*Each assignment, IF COMPLETED within the limits set forth above, will comprise the designated percentage of the final grade. However, an assignment IF NOT COMPLETED within the limits set forth above, will comprise 100% of the final grade and, by virtue of its noncompletion, will constitute failure of this course!*

**NOTE: NO UNEXCUSED LATE ASSIGNMENTS WILL BE ACCEPTED UNDER ANY CIRCUMSTANCES WHICH ARE MORE THAN TWO WEEKS LATE!**

Any missed in-class assignment will be reduced in value to one-half of its original value and MUST be made up within one week.

**NOTE: BEING AWARE OF MISSED ASSIGNMENTS AND SECURING THE ASSIGNMENTS IS THE SOLE RESPONSIBILITY OF THE STUDENT.**

In preparing assignments, particular attention should be paid to accurate spelling (spelling errors - including typographical errors and proofreading oversights - will be penalized to the extent of one point per error), correct grammar, and proper syntax.

It is also expected and required that suitable style be adhered to in the preparation and presentation of assignments. The accepted guides for "suitable style" are the most recent editions of either Turabian's A Manual for Writers of Term Papers, Theses, and Dissertations or Campbell's Form and Style in Thesis Writing. These books are available for use in the reference section of the Library and for sale in the Rankin Center Bookstore.

All out-of-class assignments for this course are to be typewritten or similarly prepared.

In addition to the above, ALL assignments and/or other work submitted to satisfy requirements for this course:

- \* must be the original work of the student submitting it;
- \* must be specifically prepared to fulfill the requirements of this course;
- \* must be prepared during the term in which the work is submitted for credit; and,
- \* if an individual rather than group assignment, must be the sole work of the student submitting it.

Any exceptions to these policies must have the explicit and written approval of the instructor.



## EXAMINATIONS

All examinations are announced. (Examinations may be anticipated within approximately two or three class days after the completion of the material being covered.)

All examinations are of the objective (i.e., true/false, multiple choice, or matching), short answer, essay, and/or problem type(s).

ABSOLUTELY NO MAKE-UP EXAMINATIONS WILL BE GIVEN except in cases where an official University medical or administrative excuse is presented.

Furthermore, UNDER NO CIRCUMSTANCES WILL INDIVIDUAL ARRANGEMENTS BE MADE TO RESCHEDULE HOURLY EXAMINATIONS (i.e., arrangements to take examinations earlier or later than the scheduled examination date and/or time) for reasons other than officially excused absences.

In the event that it becomes necessary for an examination to be made up, (1) the make-up examination will be a version of the original examination *or* (2) the grade for the last regularly scheduled hourly examination in the course will be doubled and the duplicate grade will be substituted for the grade for the missed examination. The election as to which of these options will prevail will be at the sole discretion of the instructor. Should the first of these options be elected (i.e., an actual make-up examination), the examination will be completed at the instructor's earliest convenience after the date of the excused absence.

Under no circumstances will a student be allowed to make up more than one examination.

In the event that an examination is missed due to an unexcused absence, a grade of zero will be entered for that examination.

Under ABSOLUTELY NO CIRCUMSTANCES WHATSOEVER will the final examination in this course be rescheduled to accommodate individual scheduling needs. Similarly, other accommodations (e.g., granting "I"s, etc.) will also NOT be made!

## GRADING

The grading criteria and grading scale used in this course are explained on an additional handout which is attached hereto.

## ATTENDANCE

Although regular attendance is VERY STRONGLY ENCOURAGED, it is not required, per se.

Since class lectures parallel but do not duplicate the text(s), lecture notes constitute approximately fifty percent of the course content. Furthermore, attendance during and participation in class discussions reinforces concepts presented both in class and in the text(s). Therefore, the opportunity for success in this course and what is gained from it is greatly enhanced by regular attendance.

Note, however, that attendance is recorded on a daily basis and is a factor in determining final grades in this course. It is YOUR responsibility to see to it that your attendance IS recorded on a daily basis!

The attached "Attendance Policy and Scale" elaborates upon and defines the specific impact of attendance or the lack of it on grading procedures in this course.

**NOTE:** *Should circumstances dictate, the instructor reserves the right to modify, at any time, any aspect of these policies and procedures, the attached syllabus, the attached grading criteria/scale, and/or the attached attendance policy and scale.*

# ADVERTISING

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## **grading criteria**

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The following statements interpret the quality of work represented by the letter and numerical grades to which they correspond.

### A and A-: 100 through 90

These grades are awarded to students whose level of performance in meeting the requirements of the course is *consistently* outstanding. These students thoroughly understand the concepts and principles presented in the course and are able to apply them creatively to unfamiliar situations, to use correct methods accurately in problem solving, and to communicate their findings to others effectively.

### B+, B, and B-: 89 through 80

These grades are awarded to students whose level of performance in meeting the requirements of the course is definitely better than average but not excellent. These students have a good understanding of most or all of the concepts and principles presented in the course, generally use correct methods and are usually accurate in their thinking. They do a good, though not superior, job in communicating the content of the course.

### C+, C, and C-: 79 through 70

These grades are awarded to students whose level of performance is fair to average. These students meet the essential requirements of the course, have a basic understanding of the course concepts and principles, but do experience some difficulty in consistently applying them correctly. They do a fair job of communicating their ideas.

### D+, D and D-: 69 through 60

These grades are awarded to students whose level of performance in general is poor but not failing. These students meet *minimum* course requirements, but lack adequate understanding of some concepts and principles and make rather frequent mistakes in applying them. They do a poor job of communicating ideas relating to the course.

### F: 59 and below

These grades are awarded to students whose level of performance fails to meet even the minimum requirements of the course. These students failed to grasp most of the essential concepts and principles and make frequent mistakes in applying them. Their performance is definitely unsatisfactory.

# grading scale

100			50
99			
98			49
97			
96			48
95			
94	A	A	47
93			
92			46
91			
90	A-	A-	45
89			
88	B+	B+	44
87			
86			43
85			
84	B	B	42
83			
82			41
81			
80	B-	B-	40
79			
78	C+	C+	39
77			
76			38
75			
74	C	C	37
73			
72			36
71			
70	C-	C-	35
69			
68	D+	D+	34
67			
66			33
65			
64	D	D	32
63			
62			31
61			
60	D-	D-	30
59 and below		F	29 and below

# ADVERTISING

## attendance policy and scale

### ATTENDANCE POLICY

Absences may be for any reason (personal, academic, or athletic), it makes no difference whatsoever. However, any absences beyond the allowed number will be penalized according to the following "attendance scale." **MANAGE YOUR ATTENDANCE WELL!**

### ATTENDANCE SCALE

*The following scale defines the POINT ADJUSTMENT TO THE GRADE YOU OTHERWISE WOULD HAVE RECEIVED based on your total number of absences during the semester! Note that scales are provided for 3, 2, and 1 hour courses.*

3 HOUR CLASS		2 HOUR CLASS		1 HOUR CLASS	
Point Adjustment	Absences	Point Adjustment	Absences	Point Adjustment	Absences
+20	0	+20	0	+20	0
	1		1		1
	2		2		2
0	3	0	3	0	3
	4		4		4
	5		5		5
	6		6		6
-20	7	-30	7	-60	7
-40	8	-60	8		8
-60	9		9		9
	10		10		10
-80	11	-90	11	-120	11
-100	12	-120	12		12
-120	13		13		13
	14	-150	14	-180	14
-140	15	-180	15		15
-160	16		16		16
-180	17		17		17
	18	-210	18	-240	18
-200	19	-240	19		19
-220	20		20		20
-240	21		21		21
	22	-270	22	-300	22
-260	23	-300	23		23
-280	24		24		24
-300	25		25		25
	26	-330	26	-360	26
-320		-360			
-340					
-360					
		-390			
-380					
-400					

***Absences beyond these levels will result in automatic failure regardless of the grade you otherwise would have received!***



Winter Semester 1999

*Ferris State University*  
***Business-to-Business Advertising***

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**Susan K. Jones, Associate Professor of Marketing**

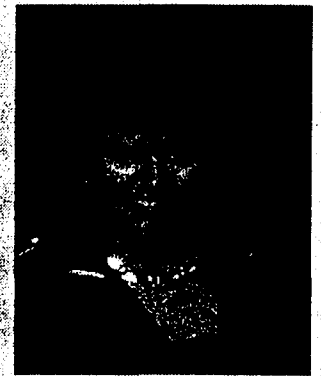
**[Course Syllabus](#)**

**[Hints for Success in B-to-B Advertising](#)**

**[Course Schedule Including Assignments, Quizzes and Tests](#)**

**[Useful Web Sites](#)**

**[Bulletin Board for Business-to-Business Students](#)**





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# FERRIS STATE UNIVERSITY BUSINESS-TO-BUSINESS ADVERTISING VIA INTERNET

Winter Semester 1999

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**INSTRUCTOR:** Susan K. Jones

**OFFICE:** College of Business/Room 339/119 South Street, Big Rapids, MI 49307

**OFFICE PHONE:** (616) 592-2468

**HOME FAX:** (616) 458-3701

**E-MAIL:** Susan\_Jones@ferris.edu

**HOME PHONE:** (616) 458-0305 (no later than 10 p.m. Eastern time)

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## COURSE DESCRIPTION

This course will provide an introduction to Business-to-Business Advertising utilizing materials drawn from two textbooks and other readings in the field. The course will compare and contrast Business-to-Business and Industrial advertising with general consumer advertising. It will offer ample opportunity for students to learn the basics of B-to-B strategy, buyer behavior and media. Students will also try their hands at creating ads aimed at the business community, and at devising integrated marketing and advertising campaigns that target business and industrial markets.

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## TEXTBOOKS

Robert W. Bly -- **Business-to-Business Direct Marketing: Proven Direct Response Methods to Generate More Leads and Sales**, Second Edition (1998), NTC Business Books. \$44.95

Victor L. Hunter (with David Tietzen) -- **Business-to-Business Marketing: Creating a Community of Customers**, First Edition (1997), NTC Business Books. \$39.95

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## TO OBTAIN TEXTBOOKS:

**CALL NTC BUSINESS BOOKS: 1-800-323-4900 (In Illinois call 1-847-679-5500)** to purchase books at retail, or check the Amazon web site at

<http://www.amazon.com/exec/obidos/subst/index2.html/> to obtain the books at a 30% discount.

You may also want to check other on-line sources such as Barnes & Noble or books.com if Amazon has the books back-ordered. They also offer discounted prices. Both books may also be available through the Ferris State University bookstore. Call (616) 592-2000 and ask for the bookstore.

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## ADDITIONAL READING MATERIALS:

Articles from B-to-B and direct marketing trade publications such as "Advertising Age's Business Marketing," "DM News" and "Direct" are available on the Internet. (See my web links on the Class Main Menu to get to these publications). There is also a good selection of books on advertising, Internet marketing and direct marketing available from NTC (ask for their catalog) and from The Direct Marketing Association Bookstore (check their web site). E-mail or call your instructor for recommendations on good books for special topics of interest to you.

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## **COURSE FORMAT**

Reading, Hands-on Projects, Bulletin Board, E-Mail, Phone Contact

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## **COURSE OBJECTIVES**

To provide the marketing or advertising student with a practical introduction to the principles of business-to-business direct marketing and advertising; and an opportunity to put those concepts to work.

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## **OVERVIEW OF COURSE RESPONSIBILITIES**

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### **READING ASSIGNMENTS**

Text reading is assigned weekly in the Course Outline. You should allow time to read all text material during the week it is assigned.

### **WRITTEN ASSIGNMENTS**

Written assignments based on the Bly and Hunter books as well as other appropriate written assignments will be given on a regular basis throughout the term. Students will e-mail or fax written assignments to the instructor on or before the stated due dates.

**QUIZZES** Quizzes will be utilized as a measure of your growing understanding. Quizzes will be open-book, available on-line. Students will e-mail or fax quiz answers to the instructor on or before the stated due dates. **No late quizzes will be accepted.**

### **EXAMS**

There will be four short exams -- see schedule for dates. Exams will be open-book, available on-line. Students will e-mail or fax exams to the instructor on or before the stated due dates.

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## **CRITERIA FOR GRADING**

Quizzes: 14% -- There are 8 quizzes provided. I will drop the lowest quiz grade; the remaining seven quizzes will be worth 2% each toward your final grade.

Written Assignments: 26% -- All written assignments must be completed for full credit.

Part One Exam: 10%

Part Two Exam: 10  
Part Three Exam: 10%  
Part Four Exam: 10%  
Final Project: 20%  
**TOTAL 100%**

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## **COURSE POLICIES AND PROCEDURES**

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### **ASSIGNMENT DEADLINES**

At the time an assignment is given, its due date and time are provided in the Course Outline. All unexcused late assignments will be penalized one full letter grade for each week they are late. No unexcused late assignments will be accepted more than one week late except with the expressed permission of the instructor. No late quizzes will be accepted.

### **ASSIGNMENT STYLE AND PRESENTATION**

It is expected that students will take proper care in spelling, grammar and punctuation in preparing all assignments. All assignments for this course are to be typewritten.

### **ASSIGNMENT INTEGRITY**

In addition to the above, all assignments and/or other work submitted to satisfy requirements for this course:

- must be the original work of the student submitting it
  - must be specifically prepared to fulfill the requirements of this course
  - must be prepared during the term in which this course is taken for credit
  - except in the case of group assignments, must be the sole work of the student submitting it.
- Any exceptions to these policies must have written approval of the instructor.

### **KEEPING UP WITH ASSIGNMENTS**

Your instructor values your regular and active participation. There is considerable material to cover in this course, such that a regular weekly investment of time is crucial. Regular quizzes and assignments should help students to keep up to date with reading and practice.

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## **GRADING CRITERIA**

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The following statements interpret the quality of work represented by the letter and numerical grades to which they correspond. Quizzes and homework assignments will be graded on a scale of 0-10; tests will be graded on a scale of 0-100.

**A and A-: 10 through 9.0 and 100 through 90**



These grades are awarded to students whose level of performance in meeting the requirements of each class assignment, quiz and test is consistently outstanding. These students thoroughly understand the concepts and principles presented in the class and are able to apply them creatively to unfamiliar situations, to use correct methods accurately in problem solving, and to communicate their strategies in writing.

**B+, B, and B-: 8.9 through 8 and 8.9 through 8.0**

These grades are awarded to students whose level of performance in meeting the requirements of each class assignment, quiz and test is definitely better than average but not excellent. These students have a good understanding of most or all of the concepts and principles presented in the class, generally use correct methods and are usually accurate in their thinking. They do a good, though not superior, job in problem solving and in communicating their strategies in writing.

**C+, C, and C-: 7.9 through 7 and 7.9 through 7.0**

These grades are awarded to students whose level of performance is fair to average. These students meet the essential requirements of the class, have a basic understanding of the class concepts and principles, but do experience some difficulty in consistently applying them correctly. They do a fair job of communicating their strategies.

**D+, D, and D-: 6.9 through 6 and 6.9 through 6.0**

These grades are awarded to students whose level of performance in general is poor but not failing. These students meet minimum class requirements, but lack adequate understanding of some concepts and principles, and make rather frequent mistakes in applying them. They do a poor job of communicating their strategies in writing.

**F: 5.0 (59) and below**

This grade is awarded to students whose level of performance fails to meet even the minimum requirement of the class. These students fail to grasp most of the essential concepts and principles, and make frequent mistakes in applying them. Their performance is definitely unsatisfactory.

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# Business-to-Business Advertising

Winter Semester 1999

## Schedule

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### Week I -- January 14-January 20 -- INTRODUCTION TO B-TO-B ADVERTISING

All assignments must be e-mailed to [Susan\\_Jones@ferris.edu](mailto:Susan_Jones@ferris.edu) or faxed to (616) 458-3701 by midnight on Wednesday, January 20. Late assignments will be penalized by one grade level per week. You can "click onto" each assignment, quiz or test as listed below.

#### TOPICS:

The Scope of B-to-B Advertising and Direct Marketing, B-to-B vs. Consumer, "Bundling"

#### READINGS:

Bly Chapters 1, 2, and 3

#### ASSIGNMENTS, QUIZZES AND TESTS:

[Decoy Assignment](#)

[Quiz on Bly Chapters 1, 2 and 3](#)

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### Week II -- January 21-January 27 -- TARGET MARKETING/OFFERS/BUNDLING

All assignments must be e-mailed to [Susan\\_Jones@ferris.edu](mailto:Susan_Jones@ferris.edu) or faxed to (616) 458-3701 by midnight on Wednesday, January 27. Late assignments will be penalized by one grade level per week. You can "click onto" each assignment, quiz or test as listed below.

#### TOPICS:

Target Marketing, Offers, Bundling

**READINGS:**

Bly Chapters 4, 5 and 6; Cohan Handout

**ASSIGNMENTS, QUIZZES AND TESTS:**

Direct Response/Offers/Bundling Assignment

Quiz on Bly Chapters 4, 5 and 6

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**Week III -- January 28-February 3-- BUYER BEHAVIOR, IMC, ADVERTISING**

All assignments must be e-mailed to [Susan Jones@ferris.edu](mailto:Susan_Jones@ferris.edu) or faxed to (616) 458-3701 by midnight on Wednesday, February 3. Late assignments will be penalized by one grade level per week. You can "click onto" each assignment, quiz or test as listed below.

**TOPICS:**

Buyer Behavior, Integrated Marketing Communications, General Advertising

**READINGS:**

Bly Chapter 7, Shell Alpert and Social Styles Handouts

**ASSIGNMENTS, QUIZZES AND TESTS:**

Social Styles/Pfeeggls Assignment

Test I

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**Week IV -- February 4-February 10 -- INTRODUCTION TO DATABASES; LEAD GENERATION**

All assignments must be e-mailed to [Susan Jones@ferris.edu](mailto:Susan_Jones@ferris.edu) or faxed to (616) 458-3701 by midnight on Wednesday, February 10. Late assignments will be penalized by one grade level per week. You can "click onto" each assignment, quiz or test as listed below.

**TOPIC:**

Introduction to Databases, Lead Generation, Inquiry Fulfillment

**READINGS:**

Bly Chapter 20, Hunter Handout, Tight/Loose Leads Handout

**ASSIGNMENTS, QUIZZES AND TESTS:**

Inquiry Fulfillment Assignment

Quiz on Bly Chapter 20

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**Week V -- February 11-February 17 -- DIRECT MAIL AND CATALOGS**

All assignments must be e-mailed to [Susan\\_Jones@ferris.edu](mailto:Susan_Jones@ferris.edu) or faxed to (616) 458-3701 by midnight on Wednesday, February 17. Late assignments will be penalized by one grade level per week. You can "click onto" each assignment, quiz or test as listed below.

**TOPICS:**

Direct Mail and Catalogs

**READINGS:**

Bly Chapters 8, 10 and 11, Buyer Behavior and Positioning Articles

**ASSIGNMENTS, QUIZZES AND TESTS:**

Create and Market a New B-to-B Catalog

Quiz on Bly Chapters 8, 10 and 11

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**Week VI -- February 18-February 24 -- TELEMARKETING AND MEDIA CONCEPTS**

All assignments must be e-mailed to [Susan\\_Jones@ferris.edu](mailto:Susan_Jones@ferris.edu) or faxed to (616) 458-3701 by midnight on Wednesday, February 24. Late assignments will be penalized by one grade level per week. You can "click onto" each assignment, quiz or test as listed below.

**TOPIC:**

Telemarketing, B-to-B Media, Card Decks

**READINGS:**

Bly Chapters 9 and 18, "What's Wrong, What's Right" Media Reading

**ASSIGNMENTS, QUIZZES AND TESTS:**

Media Plan

Test II

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**Week VII -- February 25-March 3 -- TRADE SHOWS AND PUBLIC RELATIONS**

All assignments must be e-mailed to [Susan\\_Jones@ferris.edu](mailto:Susan_Jones@ferris.edu) or faxed to (616) 458-3701 by midnight on Wednesday, March 3. Late assignments will be penalized by one grade level per week. You can "click onto" each assignment, quiz or test as listed below.

**TOPICS:**

Trade Shows, Press Releases, Feature Articles, Newsletters,  
Speeches/Presentations/Seminars

**READINGS:**

Bly Chapters 12, 13, 14, 15, 19

**ASSIGNMENTS, QUIZZES AND TESTS:**

Public Relations Plan

Quiz on Bly Chapters 12, 13, 14, 15, 19

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**Week VIII -- March 4-March 10 -- INTERNET AND NEW MEDIA, WEEK I**

All assignments must be e-mailed to [Susan\\_Jones@ferris.edu](mailto:Susan_Jones@ferris.edu) or faxed to (616) 458-3701 by midnight on Wednesday, March 10. Late assignments will be penalized by one grade level per week. You can "click onto" each assignment, quiz or test as listed below.

**TOPICS:**

Internet and New Media

**READINGS:**

Bly Chapter 16; Supplied Articles

**ASSIGNMENTS, QUIZZES AND TESTS:**

Web Site Evaluation

Quiz on Bly Chapter 16

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**FERRIS STATE SPRING BREAK -- NO ASSIGNMENTS  
WEEK OF MARCH 11-17**

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**Week IX -- March 18-March 24 -- INTERNET AND NEW MEDIA, WEEK II**

All assignments must be e-mailed to [Susan\\_Jones@ferris.edu](mailto:Susan_Jones@ferris.edu) or faxed to (616) 458-3701 by midnight on Wednesday, March 24. Late assignments will be penalized by one grade level per week. You can "click onto" each assignment, quiz or test as listed below.

**TOPICS:**

Internet and New Media

**READINGS:**

Bly Chapter 17

**ASSIGNMENTS, QUIZZES AND TESTS:**

Fax Assignment

Test III

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**Week X-- March 25-March 31 -- VICTOR HUNTER WEEK I**

All assignments must be e-mailed to [Susan\\_Jones@ferris.edu](mailto:Susan_Jones@ferris.edu) or faxed to (616) 458-3701 by midnight on Wednesday, March 31. Late assignments will be penalized by one grade level per week. You can "click onto" each assignment, quiz or test as listed below.

**TOPICS:**

A New Marketing Vision, The Economics of Community, External Service Values

**READINGS:**

Hunter Chapters 1, 2 and 3

**ASSIGNMENTS, QUIZZES AND TESTS:**

External Service Values Assignment

Quiz on Hunter Chapters 1, 2 and 3

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**Week XI -- April 1-April 7 -- VICTOR HUNTER WEEK II**

All assignments must be e-mailed to [Susan\\_Jones@ferris.edu](mailto:Susan_Jones@ferris.edu) or faxed to (616) 458-3701 by midnight on Wednesday, April 7. Late assignments will be penalized by one grade level per week. You can "click onto" each assignment, quiz or test as listed below.

**TOPICS:**

Customer Communications, Databases, Creating the Customer Community

**READINGS:**

Hunter Chapters 4, 5 and 6

**ASSIGNMENTS, QUIZZES AND TESTS:**

Customer Communications Exercise

Quiz on Hunter Chapters 4, 5 and 6

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**Week XII -- April 8-April 14 -- VICTOR HUNTER WEEK III**

All assignments must be e-mailed to [Susan\\_Jones@ferris.edu](mailto:Susan_Jones@ferris.edu) or faxed to (616) 458-3701 by midnight on Wednesday, April 14. Late assignments will be penalized by one grade level per week. You can "click onto" each assignment, quiz or test as listed below.

**TOPICS:**

**Retaining and Cultivating Customers, Acquiring New Customers, Leadership**

**READINGS:**

Hunter Chapters 7, 8 and 9

**ASSIGNMENTS, QUIZZES AND TESTS:**

Acquisition and Retention Plan

Test IV

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**Weeks XIII--XV April 15-May 3 -- FINAL PROJECT**

**Your final assignment must be e-mailed to [Susan.Jones@ferris.edu](mailto:Susan.Jones@ferris.edu) or faxed to (616) 458-3701 by midnight on Monday, May 3. Turning in the final assignment late will lead to an "incomplete" for the class. Click on Final Project for your assignment for the last three weeks of class:**

**FINAL PROJECT**

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# ADVERTISING

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## **advg 485: retail promotion**

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- Instructor:** Paul W. Jackson
- Office:** 124-D College of Business
- Office Telephone:** (231) 591-2441
- Office Hours:** Scheduled office hours are to be arranged and will be announced and posted. Specific appointments may be made for times other than the scheduled office hours.
- Course Purpose:** The purpose of this course is to provide a comprehensive understanding of the role and function of advertising and other forms of promotion in the retail marketing environment. Primary topics of discussion include the rationale for and the planning of promotion and advertising insofar as they are unique to retail marketing; the promotional tools and techniques - other than advertising - available to retailers; and the media and creative aspects of retail advertising. While the principal focus is on the fact that retail promotion is a multifaceted activity of which advertising is only one part, strong emphasis is placed on the role of advertising in retail promotion. Assignments and/or projects are intended to develop specific knowledge and expertise and to permit the application of this knowledge and expertise to typical retail promotion problems and situations. Although this course is primarily designed to help advertising and retailing majors and those students in related curricula better understand the peculiarities of retail promotion and advertising, the course may also be of interest to those wishing to expand their knowledge of communications and/or marketing.
- Course Prerequisites:** ADVG 222, Principles of Advertising. MKTG 337, Principles of Retailing, is highly recommended.
- Required Text:** Swanson, Kristen K. and Everett, Judith C., Promotion in the Merchandising Environment, 2000.
- Other Reading:** Additional reading may also be assigned from materials which will be placed on "reserve" in the Library.
- It is also recommended that you do regular reading in Advertising Age and any retailing or related publications pertinent to your specific areas of retail interest. Advertising Age is published weekly and is available in the Library.

**Course Organization  
and Assigned  
Reading:**

- I. INTRODUCTION
- II. BACKGROUND FOR RETAIL PROMOTION
  - A. The Role of Retail Promotion  
Reading: Chapter 1
  - B. The Retail Promotion Environment
  - C. The Uniqueness of Retail Promotion
  - D. The Retail Promotion Organizational Structure  
Reading: Chapter 3
- III. PLANNING RETAIL PROMOTION
  - A. Retail Promotion Research  
Reading: Chapter 2
  - B. Planning Retail Promotion  
Reading: Chapters 4 and 6
  - C. Setting the Retail Promotion Appropriation and Budget  
Reading: Chapter 5
  - D. Measuring Retail Promotion Effectiveness  
Reading: Chapter 17

**EXAMINATION\*EXAMINATION\*EXAMINATION\*EXAMINATION**

- IV. RETAIL PROMOTION
  - A. Retail Promotion: Perspectives and Overview  
Reading: Review Chapter 1
  - B. Public Relations for Retailers  
Reading: Chapters 12 and 14
  - C. Retail Sales Promotion  
Reading: Chapters 11, 14, and 15
  - D. Retail Selling: An Expanded View  
Reading: Chapter 13
  - E. Retail Advertising
  - F. Sensory Merchandising  
Reading: Chapters 16
  - G. Retail Packaging
  - H. The Regulatory Environment for Retail Promotion  
Reading: Chapter 18

**EXAMINATION\*EXAMINATION\*EXAMINATION\*EXAMINATION**

V. RETAIL ADVERTISING: MEDIA

- A. Retail Advertising Media: An Overview
- B. Print Media  
Reading: pp. 217-246
- C. Broadcast Media  
Reading: pp. 261-277
- D. Direct and Other Media  
Reading: Chapter 10

VI. RETAIL ADVERTISING: CREATIVITY

- A. Retail Advertising Creativity: An Overview  
Reading: Chapter 7
- B. Print Creativity  
Reading: pp. 246-257
- C. Broadcast Creativity  
Reading: pp. 277-282

**EXAMINATION\*EXAMINATION\*EXAMINATION\*EXAMINATION**

**Assignments:**

The assignments for this course will consist of the following:

- Literature reviews in which you will examine and report on contemporary retail promotion literature.
- A term project which will consist of your researching, planning, creating, and presenting a comprehensive promotional campaign for a selected retail establishment.

**Examinations:**

As indicated in the "Course Organization . . ." section, the examinations for this course will consist of three hourly examinations which will cover the following material:

- |                  |                   |
|------------------|-------------------|
| Examination I:   | Topics II and III |
| Examination II:  | Topic IV          |
| Examination III: | Topics V and VI   |

In addition to the three scheduled hourly examinations, there will also be a "final" examination - administered during "Examination Week" - which will, potentially, cover all course material.

**Grading:**

Final grades for this course will be based on your performance in the following three areas, each of which will comprise the indicated percentage of the final grade:

- |                     |      |
|---------------------|------|
| Literature reviews: | 10%* |
| Term project:       | 45%* |
| Examinations:       | 45%  |

\*See the "Assignments" section of the statement of "Course Policies and Procedures."

# ADVERTISING

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## course policies and procedures

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### ASSIGNMENTS

At the time an assignment is given, the assignment's due date and time are announced. (Unless otherwise indicated, all assignments are due at the end of the class on the date specified.) That date and time are absolute! The *only* valid excuse for an assignment being late is an official University medical or administrative excuse (an excuse issued by the Vice President of Academic Affairs' office or the Deans' offices).

All unexcused late assignments will be penalized to the extent of one full grade level per day late (Monday through Friday and excluding official vacation periods). E.g., an assignment for a 10:00 a.m. class due Monday at the end of class but turned in Wednesday at 4:30 p.m., which would have received an A-, would receive a D- (since the assignment was three days late, the grade was reduced by three grade levels).

*No unexcused late assignments will be accepted FOR CREDIT which are more than one week late. However, such assignments will be accepted FOR NO CREDIT for up to two weeks after the original due date to enable the student to comply with paragraph four, below.*

*Each assignment, IF COMPLETED within the limits set forth above, will comprise the designated percentage of the final grade. However, an assignment IF NOT COMPLETED within the limits set forth above, will comprise 100% of the final grade and, by virtue of its noncompletion, will constitute failure of this course!*

**NOTE: NO UNEXCUSED LATE ASSIGNMENTS WILL BE ACCEPTED UNDER ANY CIRCUMSTANCES WHICH ARE MORE THAN TWO WEEKS LATE!**

Any missed *in-class* assignment will be reduced in value to one-half of its original value and **MUST** be made up within one week.

**NOTE: BEING AWARE OF MISSED ASSIGNMENTS AND SECURING THE ASSIGNMENTS IS THE SOLE RESPONSIBILITY OF THE STUDENT.**

In preparing assignments, particular attention should be paid to accurate spelling (spelling errors - including typographical errors and proofreading oversights - will be penalized to the extent of one point *per error*), correct grammar, and proper syntax.

It is also expected and required that suitable style be adhered to in the preparation and presentation of assignments. The accepted guides for "suitable style" are the most recent editions of either Turabian's Manual for Writers of Term Papers, Theses, and Dissertations or Campbell's Form and Style in Thesis Writing. These books are available for use in the reference section of the Library and for sale in the Rankin Center Bookstore.

All out-of-class assignments for this course are to be typewritten or similarly prepared.

In addition to the above, **ALL** assignments and/or other work submitted to satisfy requirements for this course:

- \* must be the original work of the student submitting it;
- \* must be specifically prepared to fulfill the requirements of this course;
- \* must be prepared during the term in which the work is submitted for credit; and,
- \* if an individual rather than group assignment, must be the sole work of the student submitting it.

Any exceptions to these policies must have the explicit and written approval of the instructor.

## **EXAMINATIONS**

All examinations are announced. (Examinations may be anticipated within approximately two or three class days after the completion of the material being covered.)

All examinations are of the objective (i.e., true/false, multiple choice, or matching), short answer, essay, and/or problem type(s).

**ABSOLUTELY NO MAKE-UP EXAMINATIONS WILL BE GIVEN** except in cases where an official University medical or administrative excuse is presented.

Furthermore, **UNDER NO CIRCUMSTANCES WILL INDIVIDUAL ARRANGEMENTS BE MADE TO RESCHEDULE HOURLY EXAMINATIONS** (i.e., arrangements to take examinations earlier or later than the scheduled examination date and/or time) for reasons other than officially excused absences.

In the event that it becomes necessary for an examination to be made up, (1) the make-up examination will be a version of the original examination *or* (2) the grade for the last regularly scheduled hourly examination in the course will be doubled and the duplicate grade will be substituted for the grade for the missed examination. The election as to which of these options will prevail will be at the sole discretion of the instructor. Should the first of these options be elected (i.e., an actual make-up examination), **the examination will be completed at the instructor's earliest convenience after the date of the excused absence.**

Under no circumstances will a student be allowed to make up more than one examination.

In the event that an examination is missed due to an unexcused absence, a grade of zero will be entered for that examination.

Under **ABSOLUTELY NO CIRCUMSTANCES WHATSOEVER** will the final examination in this course be rescheduled to accommodate individual scheduling needs. Similarly, other accommodations (e.g., granting "I"s, etc.) will also **NOT** be made!

## **GRADING**

The grading criteria and grading scale used in this course are explained on an additional handout which is attached hereto.

## **ATTENDANCE**

Although regular attendance is **VERY STRONGLY ENCOURAGED**, it is not required, *per se*.

Since class lectures parallel but do not duplicate the text(s), lecture notes constitute approximately fifty percent of the course content. Furthermore, attendance during and participation in class discussions reinforces concepts presented both in class and in the text(s). Therefore, the opportunity for success in this course and what is gained from it is **greatly** enhanced by regular attendance.

**Note, however**, that attendance **is** recorded on a daily basis and **is** a factor in determining final grades in this course. **It is YOUR responsibility to see to it that your attendance IS recorded on a daily basis!**

The attached "Attendance Policy and Scale" elaborates upon and defines the specific impact of attendance or the lack of it on grading procedures in this course.

**NOTE:** *Should circumstances dictate, the instructor reserves the right to modify, at any time, any aspect of these policies and procedures, the attached syllabus, the attached grading criteria/scale, and/or the attached attendance policy and scale.*

# ADVERTISING

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## grading criteria

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The following statements interpret the quality of work represented by the letter and numerical grades to which they correspond.

### A and A-: 100 through 90

These grades are awarded to students whose level of performance in meeting the requirements of the course is *consistently* outstanding. These students thoroughly understand the concepts and principles presented in the course and are able to apply them creatively to unfamiliar situations, to use correct methods accurately in problem solving, and to communicate their findings to others effectively.

### B+, B, and B-: 89 through 80

These grades are awarded to students whose level of performance in meeting the requirements of the course is definitely better than average but not excellent. These students have a good understanding of most or all of the concepts and principles presented in the course, generally use correct methods and are usually accurate in their thinking. They do a good, though not superior, job in communicating the content of the course.

### C+, C, and C-: 79 through 70

These grades are awarded to students whose level of performance is fair to average. These students meet the essential requirements of the course, have a basic understanding of the course concepts and principles, but do experience some difficulty in consistently applying them correctly. They do a fair job of communicating their ideas.

### D+, D and D-: 69 through 60

These grades are awarded to students whose level of performance in general is poor but not failing. These students meet *minimum* course requirements, but lack adequate understanding of some concepts and principles and make rather frequent mistakes in applying them. They do a poor job of communicating ideas relating to the course.

### F: 59 and below

These grades are awarded to students whose level of performance fails to meet even the minimum requirements of the course. These students failed to grasp most of the essential concepts and principles and make frequent mistakes in applying them. Their performance is definitely unsatisfactory.

# grading scale

100			50
99			
98			49
97			
96			48
95	A	A	
94			47
93			
92			46
91	A-	A-	
90			45
89	B+	B+	
88			44
87			
86			43
85	B	B	
84			42
83			
82			41
81	B-	B-	
80			40
79	C+	C+	
78			39
77			
76			38
75	C	C	
74			37
73			
72			36
71	C-	C-	
70			35
69	D+	D+	
68			34
67			
66			33
65	D	D	
64			32
63			
62			31
61	D-	D-	
60			30
59 and below	F	F	29 and below

# ADVERTISING

## attendance policy and scale

### ATTENDANCE POLICY

Absences may be for any reason (personal, academic, or athletic), it makes no difference whatsoever. However, any absences beyond the allowed number will be penalized according to the following "attendance scale." **MANAGE YOUR ATTENDANCE WELL!**

### ATTENDANCE SCALE

*The following scale defines the POINT ADJUSTMENT TO THE GRADE YOU OTHERWISE WOULD HAVE RECEIVED based on your total number of absences during the semester! Note that scales are provided for 3, 2, and 1 hour courses.*

3 HOUR CLASS		2 HOUR CLASS		1 HOUR CLASS	
Point Adjustment	Absences	Point Adjustment	Absences	Point Adjustment	Absences
+20	0	+20	0	+20	0
	1		1		1
	2		2		2
0	3	0	3	0	3
	4		4		4
	5		5		5
	6		6		6
-20	7	-30	7	-60	7
-40	8	-60	8		8
-60	9		9		9
	10	-90	10	-120	10
-80	11	-120	11		11
-100	12		12		12
-120	13		13		13
-140	14	-150	14	-180	14
-160	15	-180	15		15
-180	16		16		16
-200	17	-210	17	-240	17
-220	18	-240	18		18
-240	19		19		19
-260	20	-270	20	-300	20
-280	21	-300	21		21
-300	22		22		22
-320	23	-330	23	-360	23
-340	24	-360	24		24
-360	25		25		25
-380	26	-390	26		26
-400					

***Absences beyond these levels will result in automatic failure regardless of the grade you otherwise would have received!***



INSTRUCTOR: Thomas G. Mehl

OFFICE: College of Business 124

OFFICE HOURS: 11:00-11:50 P.M. MWThF

OFFICE PHONE: (231) 591 2414

HOME PHONE: (231) 796-5662

E-MAIL: Thomas\_Mehl@ferris.edu

**COURSE OUTLINE:**

Problems of advertising management from viewpoint of a national, international, or regional advertiser or advertising agency. Includes: principles of management, organization, preparation and presentation of advertising plans, budget and cost control, agency relations, personnel management, and evaluation of effectiveness. prerequisite: ADVG 222.

**TEXTBOOK:**

Terence Nevett, Cases in Advertising Management, NTC Business Books

**SUPPLEMENTARY MATERIALS:**

Weekly issues of Advertising Age and other pertinent publications are available at the library. In preparing cases both for written presentation and class discussion, it is essential that students draw upon secondary research materials available in the library or on line.

**OBJECTIVES:**

To provide the student with an intensive, hands-on learning experience in the practical application of principles of advertising, marketing, and management. The focus is on the planning, execution, evaluation and control of marketing and advertising programs, both on the part of the marketing organization and the advertising agency.

## **COURSE POLICIES AND PROCEDURES ADVERTISING MANAGEMENT**

### **ASIGNMENT DEADLINES**

**At the time a case is assigned, its due date and time are announced. All unexcused late assignments will be penalized one full letter grade. No unexcused late assignments will be accepted more than one week late except with the expressed permission of the instructor. After one week, the grade for that assignment becomes 0%. Unless otherwise indicated, all assignments are due at the end of class on the date specified.**

### **ASSIGNMENT STYLE AND PRESENTATION**

**It is expected that students will take proper care in spelling, grammar and punctuation in preparing all assignments. It is also expected that suitable style will be adhered to in the preparation and presentation of assignments. The accepted guides for "suitable style" are the most recent editions of either Turabian's A Manual for Writers of Term Papers, Theses and Dissertations, or Campbell's Form and Style in Thesis Writing. These books are available for use in the reference section of the Library, or may be purchased through the campus bookstore. All out-of-class assignments for this course are to be typewritten.**

### **ASSIGNMENT INTEGRITY**

**In addition to the above, all assignments and/or other work submitted to satisfy requirements for this course:**

- \* must be the original work of the student submitting it**
- \* must be specifically prepared to fulfill the requirements of this course**
- \* must be prepared during the term in which this course is taken for credit**
- \* except in the case of group assignments, must be the sole work of the student submitting it.**

## EXAMINATIONS

Two examinations will be given. In each exam the student will review an individual case in relation to specific problems. The only acceptable reason for a make-up exam will be a signed medical excuse. **UNDER NO CIRCUMSTANCES WILL A STUDENT BE ALLOWED TO MAKE UP MORE THAN ONE EXAMINATION.**

In the event that an examination is missed due to an unexcused absence, a grade of zero will be entered for that examination.

## GRADING

Written cases will be graded on a scale of 1 to 10, with 10 being the highest. In order to receive a grade of 9 or better on any written case, students must demonstrate that they have done primary or secondary research beyond what is found in the text. Grades will be awarded in this course according to the following weight allocation:

Examinations (Two @ 10% each)

20%

Written and Oral Presentation of Cases and Problems  
(Including Group Projects)

60%

Class Participation in Discussion

20%

Total

100%

## ATTENDANCE

Since class discussion using cases, current examples and applications are fundamental to an understanding of the advertising management process, a perfect attendance record will materially contribute to successful completion of this course. More than three absences may result in a half-grade reduction. More than six absences may result in a full grade reduction. The only exception is when ALL absences of an individual student are **EXCUSED ABSENCES IN ACCORDANCE WITH UNIVERSITY POLICY**. In addition, in the case of a borderline grade, attendance and class discussion may be used as the pivotal factor.



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## INTRODUCTION TO THE ADVERTISING MANAGEMENT CASE STUDY FORM

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This form is the one which will be used with each written case study in this course. It is patterned after those used by many major advertisers and advertising agencies. Each written case study must be turned in using this form and no other.

You will note that all sections of the form ask that you be quite brief and concise in your answers. You should be able to express yourself in the space or number of sentences given. This form does not allow for rambling prose.

Please note: All written case studies must follow this form. If they do not, they will not be graded. If, for any reason, you do not believe you can follow this form, please see me immediately.

---

### ADVERTISING MANAGEMENT CASE STUDY FORM

---

#### NAME OF CASE

#### A. THE PROBLEM

##### 1. KEY PROBLEM (Not more than two sentences)

Distill all the information about the product, market and competition into one single-minded statement. This statement should be the very core problem of the case, and it must be related to the customer.

##### 2. THE MARKETING PROBLEM ADVERTISING CAN SOLVE (Not more than 1/4 page)

This should grow out of and be directly related to the Key Problem. It may be a negative perception problem. However, it must be related to an area where advertising can influence the solution. This statement should reflect the competitive benefit you intend to highlight in advertising.

Ask yourself: Are you going to attract new users to the category, past users, users of competitive products -- or are you trying to keep your current users? Check yourself: Are you stating a significant marketing problem -- and can advertising solve it?

#### B. ADVERTISING STRATEGY DEVELOPMENT FORM

##### 1. What is the product? Or service?

**a. Reality** (Not more than 1/4 page, but rich with specific detail).

**b. Perception** (Not more than 1/4 page. The perceptions about this product held by all types of people who affect its sale; both positive and negative).

## 2. Who are the prospects?

**a. General** (Not more than 1/4 page). Define the target market in terms of demographics, wants, needs, hopes, fears, lifestyle, etc.

**b. Specific** (Not more than 1/4 page). Describe one person who is typical of the target market. This description will be drawn from case information -- or when not available -- from secondary or primary research. Furnish the following information about your specific prospect: geographic, demographic, psychographic, media patterns, and buying/use patterns. Cite the source of your information.

**3. Who is the principal competition?** (Maximum 1/4 page.) In what category is your product or service competing? What are the products in that category? How are they perceived by the target group? What information do you have about advertising expenditures and media choices? What information do you have about market share? Where do you hope to get your business from?

**4. What is the competitive consumer benefit?** (One or two sentences maximum.) Must be a benefit! Must be competitive! Must be strongly motivating to the prospect. Must not be written in advertising terms, i.e. no slogans, jargon or buzz words. Must be something that your creative department or agency can execute in copy and art.

**5. What is the support for the benefit? The reason why?** (Two or three sentences maximum). Give the key points that give the prospect permission to believe the competitive benefit. Ideally, this will be a single fact and not a list of attributes. If no facts are available, then state how you intend to get the consumer to believe the benefit.

**6. Positioning Statement** (A summary statement). MUST fill in the blank as indicated here:

To the **(TARGET CONSUMER)**, **(NAME OF BRAND)** is the brand of **(COMPETITIVE FRAME)**, that **(BENEFIT)**.

**7. What is the Communication Objective?** (In one sentence).

- State the main point the consumer should take away from the advertising.
- In addition, state what action(s) you want the consumer to take after sufficient exposure to the message.

**8. What is the Tone of the Advertising?** (Not more than three sentences). The choice of tone should be supported with a rationale that flows from the benefit, the competitive situation, and how you want the consumer to perceive the brand.

**9. Perceptual Effect** If the strategy and execution are effective, one year from now the perception of the product will be: (what?)

**10. Divisional/Corporate Requirements** Are there any mandates from the advertiser that must come across in advertising?

### **C. ANSWERS TO SPECIFIC CONCERNS RELATED TO THE CASE AND PROBLEM**

With each specific case, the instructor will supply a list of between three and ten pointed questions which you will answer in support of your approach to the case. Remember: there is no one right answer -- no one right approach to the case. What is important is that your approach to the entire case be based on the facts as presented, well thought out, consistent, and plausible.

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## **ADVERTISING MANAGEMENT CASE STUDY FORM -- EXAMPLE**

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### **MAZOLA CORN OIL MARGARINE**

#### **A. THE PROBLEM**

##### **1. KEY PROBLEM**

Mazola margarine's sales are suffering due to a lack of consumer trial and repurchase.

##### **2. THE MARKETING PROBLEM THAT ADVERTISING CAN SOLVE**

Persuade competitive margarine users that Mazola tastes better than all other spreads, including theirs. Reassure current users that they are using the best-tasting spread available.

#### **B. ADVERTISING STRATEGY DEVELOPMENT FORM**

##### **1. What is the product?**

###### **a. Reality**

A corn oil based spread that is processed to give the appearance of butter -- both in stick and tub forms. Blind taste tests have shown consumers cannot tell the difference between Mazola and butter. Mazola has recently been reformulated with a "butter taste element" that gives it a better taste. Recent "live" tests show that butter is preferred 70 to 30. However, in comparison to other leading margarines, Mazola wins taste tests 55 to 45 (blind and "live"). The product sells for \$1.40 a pound -- a slight premium over other leading margarine, but about 95 cents less per pound than butter. The Mazola brand has about 15% share of market but has declined five share points over the past year.

###### **b. Perception**

Research shows that 60% of women in the target group consider margarine a more nutritious product than butter. However, they feel that what they make up for in health, they give up in taste. Mazola is regarded as a premium, quality product. But research shows that taste is perceived as lacking.

##### **2. Who are the prospects?**

### **a. General**

All taste concerned users and consumers of margarine and butter, especially women 18-49 in larger and more affluent families, where the head of the household is better educated.

They would much prefer butter but they use and buy margarine because of concern for their health. They realize they are trading taste for "vaguer" health benefits.

### **b. Specific**

Anne McGee is a 34-year-old wife and mother of three children, ages 3, 6 and 8. Anne lives in a western suburb of Chicago in a three-bedroom house owned by herself and her husband, Mark. Mark is employed full-time as an industrial salesman; Anne works part-time as a teacher's aide. Their combined family income is \$79,000 yearly. Anne enjoys cooking and prides herself on preparing thrifty, healthful, tasty meals for her family. Anne enjoys reading women's service magazines and Better Homes and Gardens. She shops for food weekly at Dominick's Supermarket.

SOURCE: Composite of focus group research conducted by Mazola's ad agency.

### **3. Who is the principal competition?**

The principal competition includes Fleischman's, Land O'Lakes, Imperial, and all butters. Fleischman's is selling imagery of "fresh farm taste" -- showing corn husks in a natural, healthful setting. Imperial has positioned itself as the same taste as butter with the famous "crown" campaign. Land O'Lakes is trading off its heritage as one of America's leading butter producers. Imperial is the strongest brand with a 22% share, Fleischman's about 12% and Land O'Lakes about 6%. All margarine seems to be perceived as second best in taste, but a smart trade-off for the presumed "health" benefits. All margarines seem to be perceived to taste fairly similar.

### **4. What is the competitive consumer benefit?**

Mazola tastes better than all other leading spreads.

### **5. What is the support for the benefit? The reason why?**

Mazola's research department has developed a process which extracts flavor elements from butter and blends them into Mazola margarine without any compromise to corn oil health attributes.

### **6. Positioning Statement**

**To people who are concerned about diet, Mazola is the brand of margarine that tastes better than all other leading spreads.**

### **7. Communication Objectives.**

- a. Mazola tastes better.
- b. Buy the product and taste it.

**8. What is the Tone of the Advertising?**

Competitive, newsy -- but keep the feeling and look of "good eating," "good food."

**9. Perceptual Effect**

After one year of exposure, the target group will perceive Mazola as a good tasting margarine that adds to a meal.

**10. Divisional/Corporate Requirements**

None

**C. ANSWERS TO SPECIFIC CONCERNS RELATED TO THE CASE AND PROBLEM**

(Answer questions provided by instructor for each case).



Advertising  
APRC 2003-2004

section 4 of 4

PURPOSE AND SCOPE

As the capstone course in the advertising major, 433 is intended as the course which integrates the various aspects of advertising and marketing -- research, copy, design, media -- into a cohesive whole.

The course is structured to provide you an opportunity create a complete advertising campaign in as realistic a fashion as possible, beginning with marketing aspects and using them as the basis for building a comprehensive campaign.

TEXT

Strategic Advertising Campaigns, Schultz, Martin, & Brown.

COURSE STRUCTURE

Very few advertising campaigns are created by a single individual. For that reason, you will work in a team -- an agency, as it were -- with an Account Executive on overall charge, and with a Research Director, a Media Director, and a Creative Director. Thus, you will be a director in one of those capacities or another, and you'll also be a subordinate in each of the other areas. Putting a complete campaign together calls for each team member to actively work in all the aspects of the campaign.

This team approach also serves the purpose of giving you experience in working with other people. Sometimes there are personality clashes or honest disagreements about what to do and how to do it. One way or another, you will have to resolve these disputes. You cannot walk away from them, nor can you be assigned to another team. You may also discover that there are people on your team who don't want to pull their own weight, or, that there are people on your team who mean well but cannot pull their own weight. Such problems are common in the world beyond campus, and must be dealt with. You may have to deal with it here, too. There are essentially four options in such a case.

1. You can provide encouragement, support, threats, or whatever works to bring the person up to an acceptable level of performance.
2. You can take that person's workload on yourself and just suffer through it all.
3. You can give the person low evaluations (you'll be called upon to assess the performance level of each of your team members periodically) and bring me into the picture for mediation and direction.
4. After due process, you can fire a person from your agency (team). If this happens, the fired person will have to do a complete campaign by him/herself. That person will have to start from scratch with a new product and a new campaign.

Therefore, each person should take great care to be a solid contributor, and, each person should take great care to make certain that problems are dealt as soon as they arise. Communicate with each other. You cannot resolve difficulties by ignoring them. No other factor causes so many problems in campaigns as failing to communicate with your team members. You owe it to yourself and to each of your partners to communicate with them, even when it is difficult.

The instructor provides printed evaluation forms for each person's use. A sample is included here. Note that it is quite specific in terms of criteria and ranking methods.

### A SECTION AT A TIME

Face up to the fact that doing a complete campaign is an enormous amount of work. That's not a threat; it is a sure fact. You'll be called on to turn in sections of your campaign for evaluation and grading on specific dates. Each section will then be returned to you, giving you the option of altering or revising it. Toward the end of the term (in the ninth week) you turn in your complete campaign with such alterations and revisions as you chose to make, and the whole campaign is graded again. All of these grades are averaged together. Therefore, you want to do as well as you can on your initial sectional efforts, since those grades do count. A timetable showing due-dates for each section of the campaign is included with this outline.

### DETERMINING GRADES

There's a mid-term and a final exam, primarily essay in format. These two tests constitute 30% of your final grade.

Your campaign accounts for 50% of your grade. The evaluations of your peers are an important factor in determining your individual grade.

Your presentation of your campaign at the end of the term comprises 20% of your grade.

### ATTENDANCE

Attendance should not require discussion at this level. Be advised:

- ...I take an extremely dim view of cuts, given the responsibility you have to other people on your team.
- ...I take it as a sign that you're not serious about advertising; not deserving of a grade the field would take seriously.
- ...You are allowed no cuts for any reason except illness. At cut #1, 2.5% is deducted from your grade each time you cut, through three cuts. After three cuts, your grade is further lowered two and a half letter grades. Such penalties are in keeping with the penalty you assess on your agency partners when you cut out on your responsibility to them.

CRITICAL DATES

<u>ITEM</u>	<u>DUE DATES</u>
1. SITUATION ANALYSIS	APRIL 4
2. MKTING ANALYSIS, ADV OBJECTIVES, BUDGET NUMBERS, AD <del>RECS</del> MIDTERM MEDIA	APRIL 11 APRIL 8 APRIL 18
3. SALES PROMO <sup>RECS</sup> <del>RECS</del> , EVALUATION, EXECUTIVE SUMMARY	MAY 2
4. FINAL EXAM	MAY 7
5. PRESENTATIONS	MAY 8,9,13,14

## **External Competitive Environment**

Ferris' Advertising Program effectively competes against only six other advertising programs in the state of Michigan. Three of these programs are housed in colleges of business (as is Ferris' program) (Eastern Michigan University, Northwood University, and Western Michigan University) and three reside in colleges of communication (Central Michigan University, Grand Valley State University, and Michigan State University).

Of the three most "direct" competitors, those housed in colleges of business (Eastern Michigan University, Western Michigan University, and Northwood University), Ferris's curricular offering is the most extensive. Ferris offers eleven major courses, while Eastern offers an advertising concentration within marketing but has only two dedicated advertising courses, Northwood offers both an AAS and BS in advertising (housed in marketing) including nine advertising courses in the combined degrees, and Western offers four advertising courses as an advertising major within the marketing area..

Of the programs in communications settings, only Michigan State University has the most replete array of advertising courses (twenty-six undergraduate courses!) within the communications area. This fact, however, is due in no small part to the sheer size of the institution and the lack of other required collateral courses (e.g., business and marketing). Grand Valley State University offers eight courses within a combined advertising/public relations major. Central Michigan University offers three advertising courses in the journalism area and three in the marketing area (some of which overlap) and offer an advertising concentration in journalism and a hybrid major in advertising in marketing/journalism in the marketing area.

Competitively speaking, Ferris' Advertising Program is very well positioned from the perspectives of both content and pedagogy.

By way of admittedly isolated anecdotal support for this assertion, one transfer student from Northwood's two-year program related that their advisor at Northwood recommended that they transfer to Ferris for their four-year program. This was despite the fact that Northwood also offers a four-year program in advertising!

**Eastern Michigan University  
2000-2001 Online Catalog  
Undergraduate Edition**

Contact: [webcat.feedback@emich.edu](mailto:webcat.feedback@emich.edu)

## **Marketing Major**

**ISIS major code: MK02**

The marketing major offers career concentrations in advertising and sales promotion, international business, marketing research, purchasing and materials management, retailing and sales, and sales management. Students are encouraged to complete one of the specified concentrations, or they may elect any nine-hour combination of marketing electives.

To be completed are the general requirements for the Bachelor of Business Administration degree, the academic major requirements below, and sufficient electives to meet the minimum of 124 semester hours for graduation.

### **GENERAL STUDIES**

*A. General Education Requirements: 29 hours*

*B. Other Required Courses: 15 hours*

#ENGL 121 English Composition (satisfies general education requirement I.1) (3)

#PLSC 112/#PLSC 113 American Government (satisfies general education requirement III.1) (3)

#ECON 201 Principles of Economics I (satisfies general education requirement III.3) (3)

#ECON 202 Principles of Economics II (satisfies general education requirement III.4) (3)

*One of:*

#MATH 118 Mathematical Analysis for Social Sciences I (satisfies general education requirement I.4) (3)

#MATH 122 Elementary Linear Algebra (satisfies general education requirement I.4) (3)

Logic or ethics is strongly recommended for general education requirement IV.3.

*D. Physical Education Graduation Requirement: 2 hours*

*Note: Students can sometimes test out of certain general education courses for up to 30 hours by passing the CLEP examinations.*

*Credit hours in general studies: 46*

**Academic Major: 60 hours**

**Business Core: 21 hours**

ACC 240 Principles of Accounting I (3)

ACC 241 Principles of Accounting II (3)

COB 200 Introduction to Business (3)

LAW 293 Legal Environment of Business (3)

MGMT 202 Business Communication (3)

#IS 215 End-User Computing (satisfies general education requirement I.5) (3)

DS 265 Business Statistics I (3)

**Business Administration Core: 15 hours**

*(All 200-level core courses listed above must be completed prior to admission to the College of Business.)*

FIN 350 Principles of Finance (3)

MKTG 360 Principles of Marketing (3)

MGMT 386 Organizational Behavior and Theory (3)

POM 374 Introduction to Production/Operations Management (3)

MGMT 490 Business Policy (3)

*(All 300-level core courses listed above must be completed before enrollment in MGMT 490 Business Policy.)*

**Specialization Courses: 24 hours**

MKTG 261 Contemporary Selling (3)

MKTG 365 Consumer Behavior (3)

MKTG 368 Marketing Strategy (3)

MKTG 470 Marketing Research (3)

MKTG 475 Marketing Planning and Management (3)

*Choose one of the following suggested concentrations or any nine-hour combination of marketing electives:*

The **advertising and sales promotion concentration** prepares students for positions leading to careers as account executives, sales promotion managers and advertising managers.

MKTG 369 Advertising (3)

MKTG 474 Promotional Strategy (3)

Any additional marketing elective (3)

The **international business concentration** prepares students for a variety of positions in organizations conducting business in foreign environments. Course work includes international trade, foreign exchange, comparative advantage and marketing opportunity assessment. Course work in a foreign language is suggested.

MKTG 375 International Business Transactions (3)

MKTG 460 International Marketing (3)

Any additional marketing elective (3)

The **purchasing and materials management concentration** prepares students for careers as purchasing managers, directors of purchasing, distribution managers, traffic managers and directors of materials management. Areas of study include assessing business markets, vendor analysis, economics of purchasing and materials planning systems.

MKTG 364 Logistics and Materials Management (3)

MKTG 374 Business to Business Marketing (3)

MKTG 464 Supplier Chain Management (3)

The **distribution concentration** prepares students for careers as retail buyers, merchandising managers and store managers. Course work covers subjects such as retailing as an institution, site selection, product assortment, merchandising, retail advertising and inventory control.



MKTG 363 Retailing (3)

MKTG 369 Advertising (3)

MGMT 384 Human Resource Management (3)

The **sales and sales management concentration** prepares students for such careers as salesman, district sales manager and national sales manager.

MKTG 374 Business to Business Marketing (3)

MKTG 461 Sales Management (3)

Any additional marketing elective (3)

The **marketing management concentration** prepares students for positions in marketing administration such as product or brand management, customer satisfaction and market manager.

Any three marketing electives (9)

**MINOR: no minor is required**

**Free electives: 15 hours**

Business majors may complete no more than 50 percent of their course work in business, including **validated** business transfer courses. (DS 265 Business Statistics I is excluded from the 50% limit.)

*Students planning to pursue graduate study in business administration are encouraged to select MATH 120 Calculus I and MATH 122 Elementary Linear Algebra.*

Please check with the Mathematics Department for math placement and prerequisites.

Students planning to continue study in a graduate school of business are urged to complete the following courses as electives:

ECON 301 Intermediate Macroeconomic Analysis (3)

ECON 302 Intermediate Microeconomic Analysis (3)

DS 465 Applied Linear Statistical Models (3)

**Total: 124 hours**

*#Advising note:* These courses satisfy both general education requirements and

requirements of the major. In order to avoid taking excess hours, students are advised to take these courses, or approved substitutes from another institution, as part of the general education requirements.

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## Advertising

Program



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## Advertising Associate of Arts

### Freshman Year

#### Fall Term

PSY 110	Introduction to College Studies	1 cr.
MKT 208	Principles of Marketing	4 crs.
FIN 100	Reading Financial Information	2 crs.
MIS 100	Word Processing Principles	2 crs.
MTH 209/310	Algebra Requirement	4 crs.
PHL 110	Philosophy of American Life & Business	<u>4 crs.</u>
		17 crs.

#### Winter Term

ADV 110	Introduction to Advertising	4 crs.
MIS 105	Spreadsheet & Database Principles	4 crs.
ECN 221	Principles of Microeconomics	4 crs.
ENG 121	Composition I	<u>4 crs.</u>
		16 crs.

#### Spring Term

ADV 111	Copywriting	4 crs.
ECN 222	Principles of Macroeconomics	4 crs.
ENG 122	Composition II	4 crs.
Elective	Elective	4 crs.
EXF Elective	Executive Fitness Elective	<u>1 cr.</u>
		17 crs.

### Sophomore Year

#### Fall Term

ADV 115	Advertising Creative Process	4 crs.
ADV 210	Advertising Research	4 crs.
ENG 123	Composition III	4 crs.
ACC 221	Accounting Principles I	<u>4 crs.</u>

16 crs.

**Winter Term**

ADV 211	Advertising Media	4 crs.
ACC 222	Accounting Principles II	4 crs.
SPC 205	Speech Communication	4 crs.
ENG 260	Business Writing	<u>4 crs.</u>
		16 crs.

**Spring Term**


MKT 240	Public Relations	4 crs.
ACC 223	Accounting Principles III	4 crs.
MGT 230	Principles of Management	4 crs.
PSY 103/106	Psychology (choice)	<u>4 crs.</u>
		16 crs.

**Recommended**

ADV 299	Externship Recommended	1-5 crs.
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Total Credits for AA 98-103 crs.

These Curriculum Guides reflect what is correct at the current time. Students should obtain a date-specific curriculum guide from their campus registrar or Academic office, based on when they entered their program of study at Northwood University.

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## Advertising/Marketing/Management (Triple Major) Bachelor of Business Administration

### Junior Year

#### Fall Term

MKT 450	e-Commerce & Value Chain Integration	4 crs.
MMM 330	Consumer Behavior	4 crs.
ECN 400	International Trade	4 crs.
PSC 301	Introduction to American Government	<u>4 crs.</u>
		16 crs.

#### Winter Term

MKT 301	Personal Selling & Sales Management	4 crs.
MKT 241	Marketing Cases & Problems	4 crs.
MTH 333	Statistics	4 crs.
MGT 340	Employment Research & Planning	1 cr.
PHL 301	Ethics	<u>4 crs.</u>
		17 crs.

#### Spring Term

MTH 334	Marketing Research Statistics	4 crs.
MKT 322	Advertising Management	4 crs.
ADV 312	Advertising Campaigns	4 crs.
SPC 440	Employment Presentation Techniques	1 cr.
LAW 300	Business Law	<u>4 crs.</u>
		17 crs.

### Senior Year

#### Fall Term

FIN 301	Financial Management	4 crs.
ENG 301	Communication & Interpersonal Relations	4 crs.
NSC Elective	Natural Science Elective	4 crs.
SOC 301	World Culture & Customs	<u>4 crs.</u>

16 crs.

**Winter Term**


MKT 404	International Marketing	4 crs.
MKT 423	Marketing Research	4 crs.
MMM 345	Logistics	4 crs.
ECN 401	Economics of Public Policies	4 crs.
EXF Elective	Executive Fitness Elective	<u>1 cr.</u>
		17 crs.

**Spring Term**

MKT 424	Marketing Management	4 crs.
MGT 480	Seminar II: Strategic Planning	4 crs.
ADV 479	Current Advertising Issues Seminar	4 crs.
Elective	Cultural Elective	<u>4 crs.</u>
		16 crs.

Total Credits for BBA 99 crs.

These Curriculum Guides reflect what is correct at the current time. Students should obtain a date-specific curriculum guide from their campus registrar or Academic office, based on when they entered their program of study at Northwood University.

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## Academics

Services & Programs



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▶ [ADV 111](#)

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▶ [ADV 312](#)

▶ [ADV 330](#)

▶ [ADV 479](#)

▶ [Display All Courses](#)

### ADV 110: Introduction to Advertising

4 credits

#### COURSE DESCRIPTION

Orientation to the principles of advertising as they relate to marketing and business management practice in enterprise. Detailed study of the principal functioning groups of advertising professionals: advertisers/clients, advertising agencies, advertising media, and advertising suppliers of special services such as artists, photographers, talent, production suppliers, and research. A study of how each group is interdependent and how all four are vital parts of the "teamwork" process of commercial marketing communications. An understanding and appreciation of the roles of professionals in terms of strategies, tactics, execution, and results. Also how advertising relates to the public, our government, and consumers as well as business progress.

#### GOALS AND OBJECTIVES

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By the end of this course, Northwood wants students to:

1. Know and understand the definitions of and differences related to "advertising," "marketing," and "public relations."
2. Understand what advertising media are and how they reach directed target markets.
3. Understand the "agency/client" relationship and the responsibilities of each.
4. Be familiar with suppliers of special services to advertising agencies and clients.
5. Understand how marketing (and advertising as a part of marketing) fits into the private enterprise structure of business; consider the ethical concerns of the advertising industry.
6. Be familiar with the regulatory agencies associated with advertising as well as advertising's self-regulatory functions.
7. Understand the various functions and associated tasks of advertising agency personnel.
8. Be familiar with the global concept of advertising used in multinational companies.
9. Be aware of the need for product, market, competition and consumer research input for strategy development.
10. Be aware of consumer behavior patterns and strategies for their determination.
11. Understand the interdependence of agency, client, consumer, product (or service), and media.

### ADV 111: Copywriting/Copy Research

4 credits

#### COURSE DESCRIPTION

Copywriting for printed and electronic media. Orientation to the developmental steps of creative thinking, strategy, and copywriting for ads, commercials, and promotion materials. An understanding of the use of target market focus groups to quantify communication effectiveness.

#### GOALS AND OBJECTIVES

By the end of this course, Northwood wants students to:

1. Be familiar with creative copy strategies and tactics, their purposes and variations.
2. Be able to write and understand copy objectives and full advertising strategies.
3. Be able to evaluate existing advertising copy strategies and isolate main selling ideas.
4. Be able to use various creative thought processes to enhance creative thinking.
5. Be familiar with various headline and body copy formats for print and electronic media.
6. Know the differences of special-interest copywriting; public service announcements, corporate issue advertising, classified display, sales promotion, etc.
7. Know how to use research techniques to understand the needs of the consumer before writing the copy.
8. Know how to write all forms of advertising copy.

### ADV 115: Advertising Creative Process

4 credits

#### COURSE DESCRIPTION

Analysis of the theory and application of concepts, materials, current computer software and other tools utilized in the creation of advertising material. An introduction to the techniques of page design, layout and illustration.

#### GOALS AND OBJECTIVES

Being formulated; will be added later.

### ADV 210: Advertising Research

4 credits

#### COURSE DESCRIPTION

To orient the student to the purpose and role of research in making conceptual and creative recommendations. Includes strategy, execution, primary and secondary research techniques; sampling, questionnaire design, survey, and reporting.

#### GOALS AND OBJECTIVES

By the end of this course, Northwood wants students to:



1. Understand the difference between advertising and marketing research.
2. Understand the nature and use of advertising research and its role in decision-making.
3. Know the elements of the various concepts of advertising research: target market, competitive activity, positioning, pre-test and post-test copy, and audience.
4. Know primary and secondary research techniques.
5. Know the principles of sampling.
6. Be able to design an effective questionnaire and use it in a survey process.
7. Understand and know how to write a research report.
8. Be familiar with the various syndicated research reports.
9. Know how to track research technology trends and current research issues.
10. Be aware of social and ethical issues pertinent to advertising research.

## ADV 211: Advertising Media

4 credits

### COURSE DESCRIPTION

Examination, update analysis, and overview of major advertising media available for contemporary paid marketing communications. Relationships to financially accountable budget planning and media mix to reach maximum communications objectives. In-depth study of newspapers, magazines, business/trade publications, outdoor and other out-of-home media, direct mail/direct response media, yellow pages, television, cable-TV, radio, videos, theatre/screen advertising, point-of-purchase, specialty, and new "in-testing" experimental media. A practical knowledge course.

Prerequisite: ADV 110

### GOALS AND OBJECTIVES

By the end of this course, Northwood wants students to:

1. Know the strengths and weaknesses of various advertising media.
2. Understand how to buy media and create an appropriate media mix for a client.
3. Know how to set media goals and objectives.
4. Be able to perform a media analysis for current media campaigns.
5. Be able to write a complete media campaign.
6. Be familiar with techniques to help solve marketing problems with creative media plans.
7. Know the roles of advertising and agency media strategic planning.
8. Understand the financial accountability and need for documentations of media budget recommendations and decisions.
9. Understand the resources provided by syndicated and media research sources.
10. Be able to relate strategy objectives to client marketing plans.

## ADV 299: Advertising Externship

1-5 credits

### COURSE DESCRIPTION

The externship (an agreed upon number of hours of paid employment) is designed to provide the student with supervised on-the-job training. A contract between the college, student, and employer provides the groundwork. Objectives, evaluations, written log, and a study of the organization are designed to provide a realistic learning experience.

Prerequisite: Faculty approval

#### GOALS AND OBJECTIVES

Being formulated; will be added later.

### **ADV 312: Advertising Campaigns**

4 credits

#### COURSE DESCRIPTION

Review of historical and contemporary advertising and marketing communication campaigns. Analysis of consumer, business-to-business, national, and local campaigns (including volunteer, not-for-profit public service advertising). Students work in team groups to create and present a complete campaign supporting and coordinating all strategy, creative, media, and sales promotion aspects for final recommendation. Students on each team grade the work of their teammates within the group. This is the capstone course of Northwood's Advertising program preparatory to entering upper level NU Management and Marketing BBA degree work. A practical knowledge and hands-on course.

Prerequisites: ADV 112, 210, 211

#### GOALS AND OBJECTIVES

Being formulated; will be added later.

### **ADV 330: Advertising Media Sales Seminar**

1 or 2 credits

#### COURSE DESCRIPTION

The world of advertising-media space and time sales, strategic planning, and buying are explored. Analyses of values and business uses of newspaper, magazines, outdoor, direct mail, radio, television, cable, and miscellaneous media are studied. Included are criteria, objectives, and standards for efficient media buying and the tailoring of the media mix to marketing communications.

Prerequisite: ADV 110

#### GOALS AND OBJECTIVES

Being formulated; will be added later.

### **ADV 479: Current Advertising Issues**

4 credits

#### COURSE DESCRIPTION

Seminar senior level or consent of the instructor. Reading, discussion, oral and written reports on topics selected from current advertising industry issues and/or literature.

#### GOALS AND OBJECTIVES

Being formulated; will be added later.

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## Advertising Major

**Course Requirements**  
| Advertising Program Webpage |

**Required courses (21 hours):**

<b>Course No</b>	<b>Title</b>	<b>Hours</b>
MKTG 250	Marketing Principles	3
MKTG 371	Marketing Research	3
MKTG 374	Advertising & Promotion	3
MKTG 472	Media Planning and Research	3
MKTG 474	Creative Strategy	3
MKTG 477	Consumer Behavior	3
MKTG 481	Integrated Marketing Communications Campaigns	3

**Select one course from the following (3 hours)**

MKTG 373	Electronic Commerce and Marketing	3
MKTG 377	Sales Promotion	3
MKTG 380	Sport Marketing	3
MKTG 392	Applied Marketing Analysis	3
MKTG 473	Interactive Marketing Strategy	3
MKTG 475	International Marketing	3
MKTG 486	Marketing Strategy	3

**NOTE: All published course prerequisites will be strictly enforced. Registration in a class may be cancelled if a student does not satisfy all published prerequisites. Students should check course prerequisites before registering for the course. Also, students repeating a course for more than the third time may be dropped from the course by the department.**

**Other requirements**

1. For students with catalog years of 1998 or later, the Advanced Economics requirement may be satisfied through completion of any 300-level or 400-level economics course offered at Western Michigan University. Students with earlier catalog years should consult with their faculty advisor or the department chair.
2. The baccalaureate writing requirement for this major will be satisfied through completion of BUS 370, Integrated Communication in Business.



# Department of Marketing



WESTERN MICHIGAN UNIVERSITY

## Marketing Course Descriptions

### **MKTG 250: Marketing Principles (3 hrs.)**

Introduction to the role of marketing in the U.S. and global economy. Emphasis on how organizations create customer value through marketing strategy planning. Topics include buyer behavior, market segmentation, product planning, service quality, promotion, pricing, and managing channel relationships.

**Prerequisites:** sophomore standing required.

### **MKTG 290: Food Marketing Systems (3 hrs.)**

An introductory course designed to provide an overview of food marketing systems. The marketing functions performed by producers, manufacturers, wholesalers and retailers are examined, along with consumer shopping, purchasing, and consumption behavior. Sophomore standing required.

### **MKTG 360: Professional Selling (3 hrs.)**

An introduction to the principles of selling. Includes study of selling in our present economy, analysis of the steps in a sales presentation, and a classroom demonstration.

**Prerequisites:** MKTG 250. Departmental majors and minors, SEM majors and minors, and TEX majors only.

### **MKTG 371: Marketing Research (3 hrs.)**

An introduction to the research process as it aids decision making in marketing management. The focus is on the stages of research process from the planning of the research to gathering, analysis, and interpretation of data as it relates to marketing management.

**Prerequisites:** MKTG 250 and MATH 216 (or MATH 366 or equivalent for nonbusiness majors).

### **MKTG 372: Purchasing Management (3 hrs.)**

The organization and operation of the purchasing function, responsibilities and policies; problems confronting the purchasing department; relationships with other departments and suppliers.

**Prerequisites:** MKTG 250.

### **MKTG 373: Electronic Commerce and Marketing (3 hrs.)**

This course examines the growth and nature of electronic commerce in marketing. Electronic

commerce is a tool that links companies directly with customers, suppliers and other participants for the presentation, development and delivery of products and services. Through the study of electronic commerce, students will gain marketing knowledge about defining the customer set and components of the electronic customer relationship. Additional emphasis will be placed on the role electronic communication (including the Internet) with customers, along with the simultaneous order and delivery technology used in electronic commerce platforms.

**Prerequisites:** BUS 270 and MKTG 374.

### **MKTG 374: Advertising and Promotion (3 hrs.)**

A comprehensive survey of basic principles of advertising and promotion. The course will include the study of promotion practices and theories and the effects of advertising and promotion in the firm, the economy and society. Students will be introduced to the fundamentals of Integrated Marketing Communications (IMC).

**Prerequisites:** MKTG 250.

### **MKTG 376: Sales Administration (3 hrs.)**

Topics include the role of personal selling in the firm; determination of market and sales potential; recruiting; training; sales compensation; territories and quotas; motivation, measuring selling effectiveness.

**Prerequisites:** MKTG 250.

### **MKTG 377: Sales Promotion (3 hrs.)**

The course is designed to introduce the student to the principles and practices of sales promotion. Included will be topics related to the development and implementation of direct inducement or incentive programs offered to members of the sales force, distributors, or consumers with the primary objective of effecting an immediate sale.

**Prerequisites:** MKTG 250.

### **MKTG 380: Sport Marketing (3 hrs.)**

This course presents an overview of the marketing of sports at the professional and collegiate levels, as well as the use of sport sponsorships by commercial enterprises to help market products and services. Class projects emphasize original research into sport marketing topics, with collaboration from industry professionals.

**Prerequisites:** MKTG 250 and permission of instructor.

### **MKTG 392: Applied Marketing Analysis (3 HRS.)**

This course is designed to actively involve students in an applied marketing research project. Working closely with a business, nonprofit, or government organization, students will be involved in the process of research design, including problem identification, sampling design, instrument development, data collection, data analysis, interpretation of findings, and presentation of findings. Emphasis will be placed on the development and application of analytical techniques to address

marketing problems.

**Prerequisites:** BUS 275, MKTG 371, and permission of instructor. Departmental majors only.

**MKTG 460: Advanced Selling Strategies (3 hrs.)**

This course examines advanced methods of questioning, customer need analysis and problem finding, creative solution development, computer-based sales planning, team selling, negotiation, and elements of time and territory management. Exercises, extensive role-playing and cases are used.

**Prerequisites:** MKTG 360 and MKTG 372. Sales and Business Marketing majors only.

**MKTG 470: Industrial Marketing (3 hrs.)**

An advanced course in planning and implementing business-to-business marketing strategies with an emphasis on segmenting markets, managing channel relationships, and creating customer value through continuous improvement and re-engineering.

**Prerequisites:** MKTG 371 and MKTG 372; and senior standing.

**MKTG 472: Media Planning and Research (3 hrs.)**

The course examines the media used in Integrated Marketing Communications (IMC). Students will learn media vocabulary and techniques of audience measurement and media scheduling and buying. Emphasis is placed on secondary data research and media sources to develop comprehensive plans for solving marketing communication problems.

**Prerequisites:** MKTG 371 and MKTG 374. Advertising and Promotion majors and minors only.

**MKTG 473: Interactive Marketing Strategy (3 hrs.)**

An applied course in interactive marketing strategy development. Covers principles, methods, and applications of direct mail, catalog, telemarketing, Internet other and electronic media to the selling of goods and services. Student teams develop a complete interactive marketing strategy involving research, marketing plan, media plan, creative plan and execution, and budget for current case situation.

**Prerequisites:** Mktg 474. Advertising and Promotion majors and minors only.

**MKTG 474: Creative Strategy (3 hrs.)**

Students will acquire an understanding of the creative process used to develop Integrated Marketing Communications (IMC) strategies for product/service positioning and rollout. Consumer, company and product research will be integral parts of the learning process. Students will analyze campaigns, develop copy platforms, and produce IMC strategies and executions.

**Prerequisite:** MKTG 374. **Co-requisite (or prerequisite):** MKTG 477. *Advertising & Promotion majors and minors only.*

**MKTG 475: International Marketing (3 hrs.)**

An examination of the theories and principles of international marketing. Attention directed to related commercial policies, trade practices and procedures, and marketing research tools and techniques required to locate and evaluate foreign markets.

**Prerequisites:** MKTG 250.

**MKTG 476: Retail Management (3 hrs.)**

This course focuses on professional management of retail companies. It addresses all levels of management responsibility (strategic, administrative, operational) within the two largest functional divisions of retail organizations; namely, merchandising and the store operations divisions. Attention is also given to other functions (finance, human resources, research, advertising, etc.) but primarily as they relate to merchandising and store operations.

**Prerequisites:** MKTG 250.

**MKTG 477: Consumer Behavior (3 hrs.)**

Investigate, analyze and interpret the extensive body of research information on consumer behavior considering both the theoretical and practical implications.

**Prerequisites:** MKTG 250 and MKTG 371.

**MKTG 478: Special Topics in Marketing (3 hrs.)**

Study of advanced topics within the marketing discipline. The course topic will be indicated in the student record. Repeatable for different topics.

**Prerequisites:** MKTG 250 and permission of instructor.

**MKTG 480: Franchising (3 hrs.)**

This is an introductory course designed to study franchising operations from both franchisor and franchisee viewpoints. The topics examine the nature of franchise development, operation of a franchise system, evaluation of franchise opportunities, and the relationships between franchisees and franchisors.

**Prerequisites:** MKTG 250.

**MKTG 481: Integrated Marketing Communications Campaigns (3 hrs.)**

This is the capstone course for advertising and promotion majors. It will include promotional and

<http://www.hcob.wmich.edu/mktg/Undergrad%20Programs%20Page/coursedescriptions.htm> 10/5/2003



managerial case studies. Complete IMC campaigns will be developed based on research, marketing plans, media plans, creative plans, and creative executions. Advertising research will be explored. Budget strategies will be discussed and applied. Emphasis will be on integrated marketing communications planning. Development of "portfolio pieces" will be part of this course.

**Prerequisites:** MKTG 472 and MKTG 474. *Advertising and Promotion majors only.*

**MKTG 484: Business Logistics (3 hrs.)**

An analysis of the movement, handling, and storage of products and materials, including work-in-process and finished goods. Emphasis on customer requirements and customer satisfaction, total quality management, and optimization of total distribution costs.

**Prerequisites:** MKTG 250.

**MKTG 486: Marketing Strategy (3 hrs.)**

This course examines marketing strategy and its impact on business success and failure. Comprehensive marketing strategy requires the understanding of competitive dynamics, market forces, customer satisfaction and loyalty as they relate to specific target market and marketing mix decisions. Marketing strategy provides an opportunity for students to learn and apply strategic marketing decision processes to establish, maintain, or improve an organization's competitive advantage. Case studies, examples from current business news, computer simulations, or team projects all may be used to demonstrate the role of marketing strategy in business.

**Prerequisites:** Completion of MKTG 250, MKTG 371, and two other marketing classes; enrollment restricted to senior-level students with 88 credit hours or more.

**MKTG 492: Marketing Information Technology (3 hrs.)**

Applications of information technologies utilized in the marketing of food and other consumer products. Emphasis will be on the use of computer technology to analyze consumer products. Emphasis will be on the use of computer technology to analyze price and cost controls; make merchandising, shelf management, and category decisions; develop sales forecasts; and interpret various operating performance ratios.

**Prerequisites:** MKTG 391. Food Marketing majors only, or consent of instructor.

**MKTG 494: Food Marketing Issues & Strategies (3 hrs.)**

A study of current issues which impact the agricultural, manufacturing, wholesaling, transportation, and retail segments of the food industry. Students apply decision-making techniques to analyze food marketing issues and plan effective strategies. Course uses case studies, computer simulations, and/or company projects to focus on issues and strategies for the food industry.

**Prerequisites:** MKTG 371 and MKTG 391. Food Marketing majors only.

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## Programs

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### Journalism Major

#### B.A., B.S. degrees

A journalism major requires 39 hours of journalism course work. The last 18 hours of journalism course work leading to a journalism major should be taken within the journalism department of CMU. A grade of C or better is required in each course counted toward the major and an overall grade point average of 2.5 for all journalism courses counted toward the major. A maximum of 44 journalism credits can be applied to graduation. No more than three credits of journalism internship can be applied toward the major. In order to graduate as a major in the Department of Journalism, a student must complete at least 80 semester hours of course work in departments other than journalism. Of those 80 semester hours, 65 must be in the liberal arts and sciences, which are listed under the University Program and area requirements for the BA and BS degrees. Each journalism major must consult with a journalism faculty adviser prior to registering for courses each semester to ensure orderly progress toward meeting these requirements.

### Requirements

#### Core Courses (24 hours):

JRN 101 (3) Mass Communications in Contemporary Society  
 JRN 202 (3) Writing for the Mass Media  
 JRN 203 (3) Information Gathering for the Mass Media  
 JRN 220 (3) Basic Media Photography  
 JRN 302 (3) Introduction to Graphics and Visual Communication  
 JRN 380 (3) Racial Diversity: Mass Media's Role  
 JRN 404 (3) Law of Mass Communication  
 JRN 500 (3) Current Issues in Mass Communication

A planned program (15 hours) in a specified concentration of journalism, approved by the major adviser.

Total: 39 semester hours

### Concentrations

#### Advertising (15 hours):

##### Required (12 hours):

JRN 350 (3) Public Relations Principles and Practices  
 JRN 360 (3) Advertising Principles

JRN 365 (3) Advertising Media  
 JRN 465 (3) Advertising Copy and Design  
 An additional Journalism course (3), as approved by the adviser.

**News Editorial (15 hours):**

**Required (12 hours):**

JRN 312 (3) Reporting  
 JRN 315 (3) Editing  
 JRN 430 (3) Magazine and Feature Writing  
 JRN 516 (3) Public Affairs Reporting  
 An additional Journalism course (3), as approved by the adviser.

**Photojournalism (15 hours):**

**Required (12 hours):**

JRN 320 (3) Photo Editing  
 JRN 420 (3) Photography Studio Techniques  
 JRN 422 (3) The Photographic Process  
 JRN 520 (3) Independent Study in Photography OR  
 JRN 521 (3) Seminar in News Photography  
 An additional Journalism course (3), as approved by the adviser.

**Public Relations (15 hours):**

**Required (12 Hours):**

JRN 350 (3) Public Relations Principles and Practices  
 JRN 450 (3) Public Relations Writing  
 JRN 551 (3) Case Studies in Public Relations  
 JRN 556 (3) Public Relations Seminar  
 An additional Journalism course (3), as approved by the adviser.

Total: 39 semester hours

**Journalism Minor**

**BA, B.A.A., B.F.A., BS, BS in BA degrees**

A journalism minor requires at least 21 hours of journalism course work. A grade of C or better is required in each course counted toward the minor.

**Requirements: Core Courses (15 hours):**

JRN 101 (3) Mass Communications in Contemporary Society  
 JRN 202 (3) Writing for the Mass Media  
 JRN 302 (3) Introduction to Graphics and Visual Communication  
 JRN 312 (3) Reporting  
 JRN 315 (3) Editing

Additional Journalism Courses (6 hours): An advanced journalism writing course (numbered 300 or above) as approved by the minor adviser OR JRN 220, Basic Media Photography. A journalism course in theory or principles as approved by the minor adviser.

Total: 21 semester hours

**Integrative Public Relations Major**

**Integrative Public Relations Major**

B.A., B.A.A., B.S., degrees

Integrative public relations is an interdepartmental major grounded in the disciplines concerned with the practice of public relations. Students are strongly encouraged to work closely with their academic adviser throughout their academic careers. Students majoring in integrative public relations must achieve a grade of C or better in each course in the major, including electives, and a minimum 2.5 GPA overall in the major.

**Required Courses (41 hours):**

IPR 101 (1) Foundations of Integrative Public Relations  
 IPR 555 (6) Public Relations Internship  
 BCA 210 (4) Survey of the Mass Media  
 BCA 311 (3) Broadcast and Cable Copywriting  
 BCA 512 (3) Broadcast and Cable Promotion  
 IPC 264 (3) Organizational Communication  
 IPC 357 (3) Public Speaking \*  
 JRN 202 (3) Writing for the Mass Media  
 JRN 302 (3) Introduction to Graphics and Visual Communication  
 JRN 350 (3) Public Relations Principles and Practices  
 JRN 450 (3) Public Relations Writing  
 JRN 551 (3) Case Studies in Public Relations  
 JRN 556 (3) Public Relations Seminar

*\* fulfills oral competency requirement*

**Electives (18 hours):**

Selected from the three groups listed below, in consultation with an adviser, each student must complete a minimum of 6 hours in Organizational Communication, 3 hours in Broadcasting, and 9 hours in Multimedia and Entrepreneurship.

**Group A (6 hours) - Organizational Communication**

IPC 195 (3) Intercultural Communication  
 IPC 353 (3) Communication in Small Groups  
 IPC 362 (3) Male-Female Communication  
 IPC 363 (3) Principles and Types of Interviewing  
 IPC 365 (3) Persuasion  
 IPC 560 (3) Communication and Change: The Diffusion of Ideas and Information  
 IPC 561 (3) Communication in Conflict Management

**Group B (3 hours) - Broadcasting**

BCA 317 (3) Radio and Television Performance  
 BCA 318 (3) Radio and Television News  
 BCA 503 (3) Critiquing Mass Media  
 BCA 505 (3) Advanced Electronic Media Writing  
 BCA 511 (3) Broadcast and Cable Sales

**Group C (9 hours) - Multimedia and Entrepreneurship**

**3-6 hours from business**

ENT/ACC 210 (3) Accounting Information for Entrepreneurial Decision Making  
 ENT/MKT 221 (3) Marketing Strategies for Entrepreneurs  
 ENT/FIN 320 (3) Financial Management of the Entrepreneurial Venture  
 MGT 310 (3) Small Business Management  
 PHL 318 (3) Business Ethics

**3-6 hours from research into publics**

SOC 300 (3) Introduction to Research Methods  
 PSY 211 (3) Introduction to Psychological Statistics

PSY 337 (3) Psychology of Advertising  
PSC 327 (3) Lobbying and Interest Group Behavior

**0-3 hours from multimedia design and integrated marketing**

CPS 282 (3) Introduction to Multimedia Design  
CPS 482 (3) Advanced Multimedia Design  
MKT 300 (3) Introduction to Marketing  
JRN 360 (3) Advertising Principles  
JRN 365 (3) Advertising Media

**Total: 59 semester hours**

**Media Design, Production, and Technology Minor**

B.A., B.A.A., B.S. degrees

**Advisers:**

Nedra Frodge, Department of Art, 774-3425  
Kevin Corbett, Department of Broadcast and Cinematic Arts, 774-7285  
Jay Murthy, Department of Computer Science, 774-4473  
Alan Papendick, Department of Industrial and Engineering Technology,  
774-7692  
Elliott Parker, Department of Journalism, 774-7111

The Minor in Media Design, Production, and Technology consists of 24 semester hours which will be divided into a 15 hour core and 9 hours of electives. No more than 6 hours of coursework in major may count on minor. C or better in each required (core) course. The specific design of the minor follows:

**Core (15 hours):**

ART 135 (3) Graphic Design I  
BCA 223 (3) Video Production  
CPS 282 (3) Introduction to Multimedia Design  
IET 143 (3) Introduction to-Graphic Arts  
JRN 220 (3) Basic Media Photography

**Electives (9 hours) to be selected from:**

ART 235 (3) Graphic Design II  
ART 239 (3) Digital Photography I  
ART 335 (3) Graphic Design III  
ART 339 (3) Digital Photography II  
ART 435 (3) Graphic Design IV  
ART 349 (3) Typography  
BCA 222 (3) Audio Production  
BCA 421 (3) Advanced Audio Production  
BCA 422 (3) Intermediate Video Production  
BCA 521 (3) Advanced Video Production  
BCA 522 (3) Multimedia Audio Post Production  
BCA 532 (3) Advanced Video/Multimedia Post Production  
CPS 482 (3) Advanced Multimedia Design  
CPS 165 (1) Designing Web Pages  
IET 343 (3) Line Photography and Beginning Offset  
IET 543 (3) Production Printing Methods  
ITC 320 (3) Web-based Applications  
ITC 582 (3) Multimedia Systems  
JRN 302 (3) Introduction to Graphics and Visual Communication  
JRN 320 (3) Photo Editing  
JRN 420 (3) Photography Studio Techniques  
JRN 422 (3) The Photographic Process

Internship Experience through a Participating Department (3)

**Total: 24 Semester Hours**

### **General Guidelines**

Courses are numbered by related areas within the field of journalism. The second and third digits indicate the area relationship. These are: General Courses—(00); News Editorial—(10); Photojournalism—(20); Magazines—(30); Teaching—(40); Public Relations—(50); Advertising—(60); Open—(70); Advanced Graduate Courses—(80); and Special Studies—(90).

Central Michigan University, an AA/EO institution, is strongly and actively committed to increasing diversity within its community.



**JOURNALISM**  
AT CENTRAL MICHIGAN UNIVERSITY

Central Michigan University  
**JOURNALISM**

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## Programs

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### Advertising at CMU

At Central Michigan University, you will learn advertising skills to prepare you for your career. As you explore career options, consider these key features that distinguish CMU's advertising program:

- Close coordination between journalism and marketing departments to assure a strong advertising program
- Graphics lab with state-of-the-art computer equipment
- Laser printer and desktop publishing software
- Active chapter of the American Advertising Federation, providing speakers, field trips and advertising experience

### Areas of Specialization

With a background in advertising, you will find a variety of career options in the field.

**Account Management Positions.** The account executive supervises the work of others and seeks new accounts. An account executive works with the account manager and is the link between the agency and the client. An account executive also works with clients in managing their campaigns.

**Creative Processes.** In the creative aspect of advertising, there are copywriter and art director positions. The copywriter communicates to the consumer in the form of writing, and the art director communicates through illustration.

**Media Positions.** A media buyer advises the clients as to which type of media would be the most effective in their advertising campaign. A sales representative works for the media, tells media buyers of space and time costs for advertisements, and shares information on demographics.

### Career Options

Graduates of the advertising program will find a variety of career options available. Some of these careers may require additional education.

- Account Executive
- Account Manager

- Product/Brand Manager
- Art Director
- Media Buyer
- Media Planner
- Corporate Researcher
- Broadcast Coordinator
- Copywriter
- Graphic Artist
- Sales Representative
- Agency Researcher
- Traffic Coordinator

In addition, graduates will find career opportunities in a variety of areas:

- Advertising Agencies
- Printing Shops
- Publishing Firms
- In-house Agencies
- Direct Mail Houses
- Modeling Agencies
- Research Houses
- Public Relations Firms
- Graphic Art Studios

### About the University

CMU is a comprehensive four-year institution that offers degree programs on the bachelor's, master's, specialist's and doctoral levels. It is accredited by the North Central Association of Colleges and Schools. Undergraduate students may choose from more than 150 programs of study. Its wealth of resources and its size offer students the academic advantages of a large university with the personal attention provided by smaller private schools.

### CMU offers you:

- A solid academic reputation
- Respected faculty who make teaching their top priority
- State-of-the-art equipment
- Opportunities for internships and honors study
- A variety of active professional organizations
- Numerous clubs, organizations and extracurricular programs

### For More Information

To learn more about undergraduate admission to Central Michigan University, contact:

**Admissions Office**  
**Warriner Hall 102**  
**Central Michigan University**  
**Mount Pleasant, Michigan 48859**  
**Telephone: (989) 774-3076**

To learn more about CMU's advertising program, contact:

**Department of Journalism**  
**Anspach Hall 34**  
**Central Michigan University**  
**Mount Pleasant, Michigan 48859**  
**Telephone (989) 774-3196**  
 or  
**Department of Marketing and Hospitality Services**  
**Administration**



**Smith Hall 100  
Central Michigan University  
Mount Pleasant, Michigan 48859  
Telephone (989) 774-3701**

Information about Central Michigan University also is available electronically:

**World Wide Web:** <http://www.cmich.edu>

**Gopher:** <gopher.cmich.edu>

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## Marketing Course Descriptions

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### **MKT 151 Marketing and Society 3(3-0) D**

An overview of the environment, concepts and current trends that shape the world of marketing. Attention is paid to the impact of marketing on society. This course will not be accepted for credit for departmental or College of Business Administration major or minors.

### **MKT 220 Introduction to Retail Merchandising 3(3-0) D**

An overview of merchandising systems and procedures as they relate to organizational structure, product planning, and inventory control.

### **MKT 297 Special Topics 1-6 (Spec)**

Selected problems of interest to students which are not normally included in existing courses. Specific topics will be listed on student's transcripts.

### **MKT 300 Introduction to Marketing 3(3-0) F, Sp**

A basic introduction to the marketing environment, the marketing mix; marketing management and the place of marketing in world society. Prerequisite: [ECO 201](#), 56 semester hours completed.

### **MKT 305 Buyer Behavior 3(3-0) F, Sp**

Characteristics of consumers affecting the decision process in buying and the marketing implications. Prerequisites: [MKT 300](#), 56 semester hours completed, and admission to Professional Business Studies or listed on signed major or minor.

### **MKT 310 Marketing Communications 3(3-0) F, Sp**

An overview of advertising, personal selling and sales promotion, and other techniques that an organization would use to communicate with its target markets. Prerequisites: [MKT 300](#), 56 semester hours completed, and admission to Professional Business Studies or listed on signed major or minor.

### **MKT 315 Advertising Media 3(3-0) D**

Evaluation of media in relationship to marketing objectives. Selection of media space/time and decision-making in development of media schedules. Prerequisites: 56 semester hours completed, [MKT 310](#) or [JRN 360](#) or approval of instructor, and admission to Professional Business Studies or listed on signed major or minor.

### **MKT 320 Retail Management 3(3-0) F, Sp**

Functions of a retail establishment are examined. Significant developments taking place in the major environments of retailers -- social, economic, technological, and legal. Prerequisites: [MKT 300](#) and 56 semester hours completed and admission to Professional Business Studies or listed on a signed major or minor or with approval from the Office of Undergraduate Business

Studies.

**MKT 325 Merchandising Management 3(3-0) D**

Current problems in merchandising which include technological aspects, inventory valuation and reporting procedures, stock planning, and product mix considerations. Prerequisites: MKT 320; 56 semester hours completed, and admission to Professional Business Studies or listed on signed major or minor.

**MKT 330 Marketing Channels 3(3-0) F, Sp**

Institutions, physical flows, behavioral and economic relationships comprising channel systems in the marketing environment. Prerequisites: MKT 300, 56 semester hours completed, and admission to Professional Business Studies or listed on signed major or minor.

**MKT 340 Personal Selling 3(3-0) F, Sp**

Analysis of the field of personal selling as a vital element of the promotional efforts of the firm. Prerequisites: MKT 300 and 56 semester hours completed and admission to Professional Business Studies or listed on a signed major or minor or with approval from the Office of Undergraduate Business Studies.

**MKT 341 Services Marketing 3(3-0) D**

Planning and implementation of marketing strategy and application of the marketing mix to services including hospitality, banking and health services. Identical to HSA 341. Credit may not be earned in more than one of these courses. Prerequisites: MKT 300, 56 semester hours completed, and admission to Professional Business Studies or listed on signed major or minor.

**MKT 350 Marketing Analysis 3(3-0) F, Sp**

Analysis of marketing data: marketing research, statistics, marketing cost/revenue analysis and sales and market forecasting. Prerequisites: MKT 300, STA 282, ACC 202, 56 semester hours completed, and admission to Professional Business Studies or listed on signed major or minor.

**MKT 390 Field Studies 3(3-0) D**

Activities which may include industrial visitations and work study in conference with supervision of cooperating organization, professor, and student. Prerequisites: consent of instructor, 56 semester hours completed, and admission to Professional Business Studies or listed on signed major or minor.

**MKT 397 Special Topics 1-6(Spec) D**

Selected problems of interest to students which are not normally included in existing courses. Specific topic will be listed on the student's transcript. Prerequisites: 56 semester hours completed, and admission to Professional Business Studies or listed on signed major or minor.

**MKT 397B Applying Marketing Technology 3(3-0) F, SP**

Survey of current methods used by marketers to manage and analyze customer information, manage the sales process, and support customer service activities, with strong computer emphasis. Focuses on understanding use and implementation of databases, data mining, geographic information systems, sales force automation, incident tracking, and similar technologies as applied to marketing problems. Prerequisite: MKT 300.

**MKT 399 Marketing Strategies for Small Business 3(3-0)**

Marketing for a small business: identification of a product and/or service potential; advertising plans, marketing strategy, store location, purchasing procedures and inventory control.

Prerequisites: 56 semester hours completed and will not count on College of Business Administration majors.

**MKT 410 Advertising Management 3(3-0) F, Sp**

Provides an understanding and evaluation of the advertising function within the modern business environment. Management decision-making is stressed in advertising as a vital communication tool. Prerequisites: MKT 300, MKT 310 or JRN 360, 56 semester hours completed, and admission to Professional Business Studies or listed on signed major or minor.

**MKT 415 Promotion and Direct Marketing 3(3-0) D**

Analytical study of the use of promotional tools in marketing strategy. Direct marketing principles and practices, planning, implementation and control issues are emphasized. Prerequisites: MKT 300, MKT 310, 56 semester hours completed and admission to Professional Business Studies or listed on signed major or minor.

**MKT 422 Cooperative/Internship in Retailing 3-6(Spec) D**

Full time work experience under the supervision of the department and participating employer. Prerequisites: permission of instructor, MKT 320, 56 semester hours completed, and admission to Professional Business Studies or listed on signed major or minor.

**MKT 425 Retail Strategy 3(3-0) D**

Development of strategic methods for addressing retail problems. Problem solving orientation within the retail organizational setting. Prerequisites: MKT 320, 422 or permission of instructor, 56 semester hours completed and Admission to Professional Business Studies or listed on signed major or minor.

**MKT 431 Logistics Operations 3(3-0)**

Operational issues, management techniques and technology applied to distribution operations. Focus is on the integration of logistics operations of all firms within the supply chain.

Prerequisites: MKT 330, 56 semester hours completed, and admission to Professional Business Studies or listed on signed major or minor. Corequisite: MGT 340.

**MKT 432 Logistics Strategy 3(3-0) Sp**

Strategic planning of a firm's logistics system in a global marketplace, including customer service, inventory, warehousing and transportation strategies. Prerequisites: MKT 300, MKT 330, 56 semester hours completed, and admission to Professional Business Studies or listed on signed major or minor.

**MKT 435 Transportation 3(3-0) D**

The role of transportation systems in an economy, transport system pricing, and the management of transportation operations. Prerequisites: MKT 300, 56 semester hours completed, and admission to Professional Business Studies or listed on signed major or minor.

**MKT 440 Sales Management 3(3-0) F, Sp**

The organization, planning, operation and control of a field sales force from the perspective of the sales manager. Prerequisites:

MKT 300, 56 semester hours completed, and admission to Professional Business Studies or listed on signed major or minor.

**MKT 445 Business Marketing 3(3-0) D**

Development of principles and establishment of a framework within which managerial problems involved in marketing industrial goods can be solved. Prerequisites: MKT 300, 56 semester hours completed, and admission to Professional Business Studies or listed on signed major or minor.

**MKT 450 Marketing Research 3(3-0) D**

Methodology used in gathering, recording, and analyzing marketing data to aid executives in making marketing decisions. Prerequisites: MKT 300, MKT 350 and MTH 282 or equivalent, 56 semester hours completed, and admission to Professional Business Studies or listed on signed major or minor.

**MKT 490 Internship In Marketing 1-3(Spec) D**

A full time work-experience occurring within a marketing organization. Detailed written report and assigned readings required. Prerequisites: permission of instructor and department chairperson, 56 semester hours completed, marketing major and completion of 6 credit hours in marketing in addition to MKT 300, and admission to Professional Business Studies or listed on signed major or minor.

**MKT 491 Independent Studies 1-6(Spec) D**

Directed reading or research on an approved topic. Open to seniors in good academic standing. Prerequisites: prior consent of instructor and department chairperson, 56 semester hours completed, and admission to Professional Business Studies or listed on signed major or minor.

**MKT 492 Practicum In Small Business 3(Spec) D**

Provides the student an opportunity to analyze the accounting, finance, marketing, management, and production systems of an ongoing small business. Prerequisites: permission of instructor, 56 semester hours completed, and admission to Professional Business Studies or listed on signed major or minor. Identical to ACC/FIN/HSA/MGT/BIS 492. Credit may not be earned in more than one of these courses.

**MKT 499 Strategic Marketing Problems 3(3-0)**

A functionally integrative capstone course which focuses upon developing a decision-making framework. Students formulate and implement comprehensive marketing strategies within a global context. Prerequisites: 86 semester hours completed, MKT 310, MKT 330 and MKT 350, and admission to Professional Business Studies or listed on signed major or minor.

**MKT 555 Market and Sales Forecasting 3(3-0) D**

Develops familiarity with methods most commonly used in market and sales forecasting. Both qualitative and quantitative methods are included with emphasis on the latter. Prerequisites: 1 course in MKT and 1 course in statistics or MKT 350. Admission to Professional Business Studies, senior standing, 86 semester hours completed.

**MKT 560 International Marketing 3(3-0) D**

Policies and practices employed in international business. Considers problems of international payments, trade and

investment with special emphasis on integrating managerial dimensions with related economic principles. Prerequisites: [MKT 300](#), admission to Professional Business Studies, senior standing, 86 semester hours completed.

**MKT 565 Supply Chain Management 3(3-0) D**

**MKT 597 Special Topics 1-6(Spec) D**

Selected problems of interest to students which are not normally included in existing courses. Specific topic will be listed on the student's transcripts. Prerequisites: [MKT 300](#), admission to Professional Business Studies, senior standing, 86 semester completed.

**MKT 663 Product Management 3(3-0) D**

Development and introduction of new products and services in a dynamic environment. Prerequisite: [MBA 661](#).

**MKT 664 Promotional Strategy 3(3-0) D**

Promotional strategy is designed to present the relevant concepts of the marketing communication process and their applications within a managerial framework. Prerequisite: Admission to MBA or permission of MBA director.

**MKT 665 Management of Integrated Logistic Systems 3(3-0) D**

Integration of competencies in distribution-related areas. Logistical policy establishment and strategic decision making for solving complex logistical problems. Prerequisite: Admission to MBA or permission of MBA director.

**MKT 669 Seminar in Marketing Problems 3(3-0) D**

Current marketing literature and selected cases in retailing, advertising, packaging, and marketing research. Prerequisite: Admission to MBA or permission of MBA director.

**MKT 791 Independent Studies 1-6(Spec) D**

Directed reading or research on an approved topic. Prerequisites: Consent of instructor and department chairperson and 15 hours of graduate credit in M.B.A. program.

**MKT 797 Special Topics 3-6(Spec) D**

Enables students to take various topics under the same number. Specific topic will be listed on the student's transcript. Prerequisites: Graduate status and consent of instructor.

**MKT 798 Thesis 1-6(Spec) D**

An acceptable thesis in business administration. The thesis is directed by a committee in conformity with the "Regulations and Directions for the Writing of the Master's Thesis." CR/NC only.

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## Advertising & Public Relations

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### Advertising & Public Relations Major

The Advertising and Public Relations major prepares graduates to be successful as advertising and public relations practitioners in today's fast-changing society. Graduates benefit from the liberal arts context with technical and professional skills are developed. Students work with actual clients on a regular basis.

The A/PR major supports two active student professional organizations, the Public Relations Student Soci America and the American Advertising Federation.

Graduates of this program are prepared for a variety of careers, including:

- advertising and public relations management
- copywriting
- advertising sales
- sales promotion
- public relations writing and program development
- media research
- media strategy and implementation

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## BACHELORS

## programs

### Bachelor of Arts in Advertising Degree Requirements

A Bachelor of Arts degree in Advertising requires 120\* credits with a minimum overall grade point average of a 2.0, and a minimum major grade point average of a 2.0. Of these 120 credits 40 must be at the 300/400 level. In addition, 60 of the 120 credits need to be taken outside the College of Communication Arts and Sciences. A minimum of 29 credits and a maximum of 41 credits are required from within the Department of Advertising. For actual undergraduate program language refer to the [MSU Academic Programs](#).

\*If a student is placed into Math 1825, 123 credits are required for graduation.

Required coursework falls into the four following areas:  
(The following reflects the Undergraduate Program for students admitted to the College as of August 2002. For students admitted to the College prior to this, contact your advisor for applicable requirements.)

**Junior Entrance Requirements:** To enter the Advertising program by or after Junior standing (56 credits), a student have an overall GPA of 2.0 or higher. Additionally, a student must have completed ADV 205, EC 201, and PSY 101 with a combined GPA of 2.0 or higher, and ADV 275 with a GPA of 2.0 or higher.

#### 1. University Requirements

##### Integrated Studies (28 credits)

Integrated Arts and Humanities  
(IAH A and a IAH B course)

Integrated Social Sciences  
(1 ISS 200 level and 1 ISS 300 level course)

Integrated Physical and Biological Sciences  
(1 ISP, 1 ISB, and 1 lab course)

ATL 110-195 (must have a minimum 2.0 or complete AL 201 in conjunction with IAH 201)

##### Math (3-5 credits)

The University Math Requirement may be satisfied in any of the following ways:

1. By completing MTH 114, MTH 106, MTH 110, MTH 116, MTH 124, STT 200 or STT 201.
2. A score of 19 or higher on the PROCTORED version of the MSU Math Placement Exam.

NOTE: Students must begin their math sequence with the course their Math Placement Exam score dictates. They continue sequentially taking courses until they complete one of the courses listed in #1 of this section.

#### 2. Non-departmental Courses(28-30 credits)

CSE 101 or 131

EC 201

EC 202

PSY 101

ACC 230

MSC 327

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JRN 205

One literature course from preapproved list

One writing course from preapproved list

### 3. Advertising Courses (20 credits)

ADV 205: Principles of Advertising  
(minimum 2.0 required)

ADV 275: Intergrated Strategy

ADV 375: Consumer Behavior

ADV 475: Advertising and Society

ADV 486: Advertising Campaigns

### 4. Advertising Track (9 Credits) - Choose 3 Courses

ADV 320: Creative Processes in Advertising

ADV 322: Copy Writing and Art Direction

ADV 324: Advertising Layout and Design

ADV 330: Advertising Management

ADV 332: Direct Response Advertising

ADV 332A:Direct Response Advertising with Writing

ADV 334: International Advertising

ADV 336: Promotions and Sponsorships

ADV 336A:Promotions and Sponsorships with Writing

ADV 340: Advertising and Public Relations Research Methods

ADV 342: Account Planning

ADV 350: Advertising Media Planning and Strategy

ADV 352: Media Sales

ADV 354: Interactive Advertising Design

ADV 426: Advanced Creative: Print

ADV 428: Advanced Creative: Broadcast

ADV 456: Interactive Advertising Management (3)

### 5. Cognate

Students must complete a minimum of 12 credits in any combination from the following departments: Anthropology, History of Art, History, Music, Philosophy, Political Science, Psychology, Sociology, Studio Art, and Theatre.

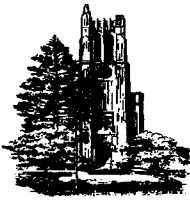
### 6. Electives

Necessary electives to reach 120 credits

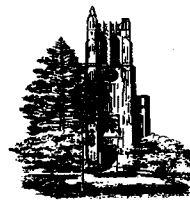
*The information enclosed here should be viewed as a general overview of the academic program for this degree. It should not be viewed as the final authority on degree requirements. Make sure to consult your academic advisor to clear your specific program of study.*

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## MSU Course Catalog Request Results



**Course: ADV 160 Media Relations for Professionals**

**Semester:** Fall of every year.

**Credits:** Total Credits: 4 *Lecture/Recitation/Discussion Hours:* 4  
4(4-0)

**Description:** Introduction to media relations for professionals in any field. Types of media, interactions with media, and planning of media relations programs.

**Alias:** ADV 123

**Course: ADV 205 Principles of Advertising**

**Semester:** Fall of every year. Spring of every year. Summer of every year.

**Credits:** Total Credits: 4 *Lecture/Recitation/Discussion Hours:* 4  
4(4-0)

**Description:** Principles and practices of advertising in relation to economies, societies, and mass communication.

**Course: ADV 260 Principles of Public Relations**

**Semester:** Fall of every year. Spring of every year. Summer of every year.

**Credits:** Total Credits: 4 *Lecture/Recitation/Discussion Hours:* 4  
4(4-0)

**Description:** Role and function of public relations in society. History of the field. Roles of practitioners and understanding of specializations within the field of public relations.

**Alias:** ADV 227

**Course: ADV 275 Integrated Strategy**

**Semester:** Fall of every year. Spring of every year. Summer of every year.

**Credits:** Total Credits: 4 *Lecture/Recitation/Discussion Hours:* 3 *Lab Hours:* 1  
4(3-1)

**Prerequisite:** (ADV 205 and EC 201 and PSY 101)

**Recommended Background:** Recommended for students pursuing Advertising as a major.

**Description:** Practice in strategic reasoning from institutional and individual perspectives to aid the planning of communication campaigns for industry or nonprofit organizations. Relationship between objectives, strategies and tactics in the field of advertising and public relations.

**Course: ADV 320 Creative Processes in Advertising**

**Semester:** Fall of every year. Spring of every year.

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours:* 3  
3(3-0)

**Recommended Background:** (ADV 275)

**Restrictions:** Open only to juniors or seniors in the Advertising major.

**Description:** Creativity and advertising. Psychology of the creative process. Relationship of creativity to the development of ideas and messages in the major advertising media.

**Alias:** ADV 317

**Course: ADV 322 Copy Writing and Art Direction**

**Semester:** Fall of every year. Spring of every year.

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours:* 2 *Lab Hours:* 2  
3(2-2)

**Prerequisite:** (ADV 320)

**Restrictions:** Approval of department.

**Description:** Exploratory process used by writers and artists to solve client's advertising problems.

**Course: ADV 324 Advertising Layout and Design**

**Semester:** Fall of every year. Spring of every year.

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours:* 2 *Lab Hours:* 2  
3(2-2)

**Prerequisite:** (ADV 320)

**Restrictions:** Approval of department.

**Description:** Production of materials for magazine, direct mail, and newspapers using computer assisted production techniques.

**Alias:** ADV 321

**Course: ADV 330 Advertising Management**

**Semester:** Fall of every year. Spring of every year. Summer of every year.

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours:* 3  
3(3-0)

**Recommended Background:** (ADV 275)

**Restrictions:** Open only to juniors or seniors in the Advertising major.

**Description:** Advertising problems from the perspective of managers responsible for solving problems. Identify problems, develop alternative solutions, and evaluate proposed solutions.

**Course: ADV 332 Direct Response Advertising**

**Semester:** Fall of every year. Spring of odd years.

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours:* 3  
3(3-0)

**Prerequisite:** (ADV 330 or ADV 340 or ADV 350)

**Restrictions:** Open only to Advertising majors.

**Not open to students**

**with credit in:** ADV 332A

**Description:** Direct response systems', history, growth, and contemporary configurations. Strengths of segmentation and database management, budget, and creative strategies.

**Course: ADV 332A Direct Response Advertising with Writing**

**Semester:** Spring of every year.

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours:* 2 *Lab Hours:* 2  
3(2-2)

**Prerequisite:** (ADV 330 or ADV 340 or ADV 350)

**Restrictions:** Open only to Advertising majors.

**Not open to students**

**with credit in:** ADV 332

**Description:** Direct response systems', history, growth, and contemporary configurations. Strengths of segmentation and database management, budget, and creative strategies. Intensive writing with feedback in topic area.

**Course: ADV 334 International Advertising**

**Semester:** Spring of every year.

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours:* 3  
3(3-0)

**Prerequisite:** (ADV 330 or ADV 340 or ADV 350)

**Recommended Background:** (ADV 375)

**Restrictions:** Open only to Advertising majors.

**Description:** Advertising decisions and consumer behavior. Political systems, literacy rates, new technologies, consumer behavior, and culture. Decision making, strategy, media selection, creative execution and campaign evaluation.

**Alias:** ADV 470

**Course: ADV 336 Promotions and Sponsorships**

**Semester:** Fall of every year. Spring of every year.

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours:* 3

3(3-0)

**Prerequisite:** (ADV 330 or ADV 340 or ADV 350)

**Restrictions:** Open only to Advertising majors.

**Not open to students**

**with credit in:** ADV 336A

**Description:** Non-traditional advertising strategies. Sponsorship of causes, sports marketing, motion picture marketing, cross-promotion strategies and strategies for non-profit organizations.

**Course: ADV 336A Promotions and Sponsorships with Writing**

**Semester:** Spring of every year.

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours: 2 Lab Hours: 2*  
3(2-2)

**Prerequisite:** (ADV 330 or ADV 340 or ADV 350)

**Restrictions:** Open only to Advertising majors.

**Not open to students**

**with credit in:** ADV 336

**Description:** Non-traditional advertising strategies. Sponsorship of causes, sports marketing, motion picture marketing, cross-promotion strategies, and strategies for non-profit organizations. Intensive writing with feedback in topic area.

**Course: ADV 340 Advertising and Public Relations Research Methods**

**Semester:** Fall of every year. Spring of every year. Summer of every year.

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours: 3*  
3(3-0)

**Recommended Background:** (ADV 275)

**Restrictions:** Open only to juniors or seniors in the Advertising major.

**Description:** Gathering information and use of information for more effective communications strategies.

**Course: ADV 342 Account Planning**

**Semester:** Spring of every year.

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours: 3*  
3(3-0)

**Prerequisite:** (ADV 330 or ADV 340 or ADV 350)

**Restrictions:** Open only to Advertising majors.

**Description:** Principles of account planning. Strategic thinking, use of focus groups, and other qualitative methods.

**Course: ADV 350 Advertising Media Planning and Strategy**

**Semester:** Fall of every year. Spring of every year. Summer of every year.

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours:* 3  
3(3-0)

**Recommended  
Background:** (ADV 275)

**Restrictions:** Open only to juniors or seniors in the Advertising major.

**Description:** Introduction to advertising media planning. Characteristics of media, media terminology and calculations. Use of syndicated media research and development of media plans.

**Alias:** ADV 346

**Course: ADV 352 Media Sales**

**Semester:** Fall of every year.

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours:* 3  
3(3-0)

**Prerequisite:** (ADV 330 or ADV 340 or ADV 350)

**Description:** Process of media sales, operation of sales and marketing departments, analyzing local media, and customized advertising using cross-selling.

**Course: ADV 354 Interactive Advertising Design**

**Semester:** Fall of every year. Spring of every year.

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours:* 3  
3(3-0)

**Prerequisite:** (ADV 320 or ADV 330 or ADV 340 or ADV 350)

**Restrictions:** Open only to Advertising majors.

**Description:** Concepts, technologies and skills in designing, developing and maintaining major forms of interactive advertising. Creative aspects of interactive media including web sites, banner ads, rich media, and 3D objects.

**Course: ADV 375 Consumer Behavior**

**Semester:** Fall of every year. Spring of every year. Summer of every year.

**Credits:** Total Credits: 4 *Lecture/Recitation/Discussion Hours:* 4  
4(4-0)

**Recommended  
Background:** (ADV 275)

**Restrictions:** Open only to juniors or seniors in the Advertising major.

**Description:** Theories of consumer behavior and their applications to advertising and public relations.

**Alias:** ADV 473

**Course: ADV 426 Advanced Creative: Print**

**Semester:** Fall of every year.

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours:* 2 *Lab*

*Hours: 2*

3(2-2)

**Prerequisite:** (ADV 322 and ADV 324)

**Restrictions:** Approval of department.

**Description:** Creation of print advertising. Creative research, strategy development, writing copy for newspaper, magazine, outdoor and direct mail.

**Course: ADV 428 Advanced Creative: Broadcast**

**Semester:** Spring of every year.

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours: 2* Lab

*Hours: 2*

3(2-2)

**Prerequisite:** (ADV 322 and ADV 324)

**Restrictions:** Approval of department.

**Description:** Creation of broadcast advertising. Creative research, strategy development, writing radio and TV scripts, creating storyboards, and radio and TV production.

**Alias:** ADV 417

**Course: ADV 456 Interactive Advertising Management**

**Semester:** Fall of every year. Spring of every year.

**Credits:** Total Credits: 3 *Lecture/Recitation/Discussion Hours: 3*

3(3-0)

**Prerequisite:** (ADV 354)

**Restrictions:** Open only to Advertising majors.

**Description:** Theory and practice of interactive advertising, e-commerce, Internet advertising, online sales promotion, online public relations, virtual communities, and Internet research.

**Course: ADV 475 Advertising and Society**

**Semester:** Fall of every year. Spring of every year. Summer of every year.

**Credits:** Total Credits: 4 *Lecture/Recitation/Discussion Hours: 4*

4(4-0)

**Prerequisite:** (ADV 375)

**Recommended Background:** (ADV 320 or ADV 330 or ADV 340 or ADV 350)

**Restrictions:** Open only to Advertising majors.

**Description:** Impact of advertising on society, culture and economy. Representation of minorities, women, and to the elderly in advertising; free speech, advertising law, and regulatory organizations; ethical decision making strategies; and advertising's economic role in information, competition, price, and product choice.



**Alias:** ADV 465

**Course: ADV 486 Advertising Campaigns**

**Semester:** Fall of every year. Spring of every year. Summer of every year.

**Credits:** Total Credits: 4 *Lecture/Recitation/Discussion Hours:* 3 *Lab Hours:* 2  
4(3-2)

**Prerequisite:** (ADV 320 or ADV 330 or ADV 340 or ADV 350) and (ADV 375 and ADV 475 or concurrently) and completion of Tier I writing requirement.

**Description:** Development of advertising campaigns for clients. Researching information, analyzing situations, developing strategic components, and executing creative, media and marketing communication elements. Written recommendations and presentations.

**Course: ADV 490 Independent Study**

**Semester:** Fall of every year. Spring of every year. Summer of every year.

**Credits:** Variable from 1 to 6

**Reenrollment Information:** A student may earn a maximum of 6 credits in all enrollments for this course.

**Restrictions:** Open only to juniors or seniors in the Department of Advertising. Approval of department; application required.

**Description:** Supervised individual study in an area of advertising or public relations.

**Course: ADV 492 Special Topics in Advertising**

**Semester:** Fall of every year. Spring of every year. Summer of every year.

**Credits:** Variable from 1 to 8

**Reenrollment Information:** A student may earn a maximum of 9 credits in all enrollments for this course.

**Prerequisite:** (ADV 275)

**Restrictions:** Open only to Advertising majors.

**Description:** Varied topics pertaining to the study of advertising and public relations processes.

**Course: ADV 493 Advertising and Public Relations Internship**

**Semester:** Fall of every year. Spring of every year. Summer of every year.

**Credits:** Variable from 1 to 4

**Reenrollment Information:** A student may earn a maximum of 4 credits in all enrollments for this course.

**Prerequisite:** (ADV 275)

**Restrictions:** Approval of department; application required.

**Description:** Supervised experience in a professional environment.

# Enrollment

## Historical Perspective

Enrollment in the Advertising Program can probably be best described as resembling a roller coaster ride. 1993/1994 was the Advertising Program's last "high water" mark with an enrollment of 126 traditional students and 21 transfer students for a total of 147 students. From that point forward, enrollment in the advertising program has been a recurring series of peaks and valleys with more valleys than peaks. The drop from 1993/1994 to 1994/1995 was dramatic. In that one year period the program dropped 55 students and has never recovered. It should be noted that that was the year during which Ferris underwent its infamous "restructuring." That process had devastating consequences not only for the Advertising Program but the entire College of Business. During that one year the Advertising Program lost 37% of its enrollment and the College of Business declined 18%.

Since that point advertising's enrollment has been as low as 61 students (2002/2003) and as high as 87 students (2000/2001). The Advertising Program's current enrollment is 66 students, an increase of 8% over the previous year's 61 students. Although not precisely and to a larger extent, the Advertising Program's enrollment has in many respects mimicked that of the College of Business.

As noted, Ferris' restructuring had a serious deleterious impact on the Advertising Program. Not only did the restructuring reduce our base enrollment, the elimination of the "laddering" concept deprived the program of a substantial external transfer enrollment and the restructuring and movement of the then Visual Communications Program further deprived the program of a significant internal transfer enrollment.

Other factors playing a contributory role in the Advertising Program's presently depressed enrollment situation are:

- ❑ enrollment in colleges of business in recent years has gone down
- ❑ increasingly, young women – who have historically been a significant percentage of advertising enrollment – have shifted their academic interests to education and the allied health professions (This factor is due in part to the previous factor.)
- ❑ feeder programs at Ferris have undergone changes that have adversely affected advertising enrollments (e.g., VISD)
- ❑ Ferris' Advertising Program, as is true of most business areas, requires quantitative courses which – while both necessary and advantageous – make other less quantitative curricula more attractive to students (e.g., communications). This factor, as are factors 1 and 2 above, is tied to seemingly deteriorating quantitative capabilities of today's students.

### **Current Situation**

On the bright side, 2003/2004 enrollment did, as noted, increase 8% (as against a 6% decrease in College of Business enrollment). Some of that increase is due to the return of the Visual Design (formerly Visual Communications) curriculum to the Big Rapids campus. Hopefully, this return will bring with it the internal transfer market that was present prior to its relocation. That fact coupled with heightened recruitment efforts as a result of a dedicated admissions officer assigned to the College of Business will ideally bring about much needed enrollment increases.

It must, however, be noted that current staffing levels will only be able to absorb relatively modest increases until such time as it will become necessary to consider the potential for additional staffing.

Thus, while the overall enrollment picture appears to be somewhat depressed, in view of staffing demands, it may not be as bad as it might first appear.

**STUDENTS/ENROLLMENT**

COLLEGE	1993/94	1994/95	1995/96	1996/97	1997/98
<b>BUSINESS</b>					
<b>MARKETING</b>					
Advertising	126	76	72	59	68
Advertising Certificate	0	0	0	0	1
Advertising Transfer	21	16	13	7	3
Food Service	104	95	57	62	56
Hospitality Management	68	56	59	34	25
Marketing PGM 4-Yr	359	329	281	262	267
Marketing PTM 4-Yr	74	70	69	65	73
Marketing 2-Yr	0	0	1	0	0
Marketing 4-Yr	130	83	76	82	83
Marketing Transfer	6	8	7	7	3
Marketing Retail	18	7	4	1	0
Marketing Retail Transfer	3	1	0	0	0
Marketing Sales	82	59	35	30	33
Marketing Sales Transfer	15	6	5	6	0
Music Industry Management	0	0	1	10	15
Pre-PGM	72	84	77	78	54
Public Relations	54	42	33	35	33
Public Relations Transfer	7	5	5	3	1
Retail Fashion Merchandising	14	4	0	0	0
Retailing 2-Yr	13	12	7	4	4
Retailing 4-Yr	8	16	15	14	17
Retailing Transfer	1	2	1	1	0
Visual Communications 2-Yr	102	80	70	84	102
Visual Communications 4-Yr	37	35	36	36	29
<b>Total</b>	<b>1,314</b>	<b>1,086</b>	<b>924</b>	<b>880</b>	<b>867</b>
<b>OFF-CAMPUS</b>					
Marketing Transfer	0	10	15	7	15
Marketing	0	0	0	0	1
Visual Communications	0	0	0	0	5
<b>Off-Campus Total</b>	<b>0</b>	<b>10</b>	<b>15</b>	<b>7</b>	<b>21</b>
<b>DEPARTMENT TOTAL</b>	<b>1,314</b>	<b>1,096</b>	<b>939</b>	<b>887</b>	<b>888</b>
<b>ON-CAMPUS TOTAL</b>	<b>2,871</b>	<b>2,330</b>	<b>2,026</b>	<b>1,867</b>	<b>1,826</b>
<b>OFF-CAMPUS TOTAL</b>	<b>280</b>	<b>249</b>	<b>316</b>	<b>269</b>	<b>361</b>
<b>COLLEGE TOTAL</b>	<b>3,151</b>	<b>2,579</b>	<b>2,342</b>	<b>2,136</b>	<b>2,187</b>

# STUDENTS/ENROLLMENT

## ENROLLMENT BY PROGRAM FALL SEMESTER

COLLEGE	1998/99	1999/00	2000/01	2001/02	2002/03
<b>BUSINESS</b>					
<b>MARKETING</b>					
Advertising	79	76	86	65	61
Advertising Transfer	1	1	1	0	0
E-Business Cert	0	0	0	1	0
E-Commerce BS	0	0	0	0	1
E-Commerce Certificate	0	0	0	0	1
Food Service Management **	56	0	0	0	0
Hospitality Management **	27	0	0	0	0
Hotel Management **	0	24	20	15	9
Marketing Certificate	1	0	0	0	0
Marketing 4-Yr	106	91	136	144	119
Marketing Transfer	1	0	0	0	0
Marketing Sales	39	43	0	0	0
Music Industry Management	35	49	59	99	116
Pre-Professional Golf Management	41	37	37	58	25
Pre-Visual Design & Web Media	0	0	0	0	1
Professional Golf Management	290	293	297	298	286
Professional Tennis Management	74	71	70	75	59
Public Relations	32	39	55	64	69
Public Relations Transfer	1	0	0	0	0
Restaurant & Food Industry Mgmt **	0	51	40	41	38
Retailing AAS	2	6	2	0	0
Retailing BS	16	17	5	3	0
Pre-Visual Communications	0	1	0	0	0
Visual Communications AAS	106	99	121	44	8
Visual Communications BS	36	43	44	46	21
Visual Design and Web Media AAS	0	0	0	55	87
Visual Design and Web Media BS	0	0	0	0	21
<b>On-Campus Total</b>	<b>943</b>	<b>941</b>	<b>973</b>	<b>1,008</b>	<b>922</b>
<b>OFF-CAMPUS</b>					
Advanced Studies in Global Logistics	0	8	14	4	6
Marketing Transfer	16	13	6	0	2
Marketing	1	0	0	1	0
Multimedia Production Certificate	0	9	3	0	0
Visual Communications	5	0	0	0	0
<b>Off-Campus Total</b>	<b>22</b>	<b>30</b>	<b>23</b>	<b>5</b>	<b>8</b>
<b>DEPARTMENT TOTAL</b>	<b>965</b>	<b>971</b>	<b>996</b>	<b>1,013</b>	<b>930</b>
<b>UNDECLARED - OFF CAMPUS</b>	<b>67</b>	<b>38</b>	<b>40</b>	<b>31</b>	<b>40</b>
<b>ON-CAMPUS TOTAL</b>	<b>1,971</b>	<b>2,048</b>	<b>2,156</b>	<b>2,271</b>	<b>2,049</b>
<b>OFF-CAMPUS TOTAL</b>	<b>389</b>	<b>371</b>	<b>328</b>	<b>288</b>	<b>301</b>
<b>COLLEGE TOTAL</b>	<b>2,360</b>	<b>2,419</b>	<b>2,484</b>	<b>2,559</b>	<b>2,350</b>

\*\* Hospitality Management renamed Hotel Management Fall 1999

\*\* Food Service Management renamed Restaurant & Food Industry Management Fall 1999

Source: Office of Institutional Research and Testing

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## STUDENTS/ENROLLMENT

<b>BUSINESS</b>	<b>2003/04</b>
<b>MARKETING</b>	
Advertising	66
Advertising Transfer	0
E-Business Cert	0
E-Commerce BS	2
E-Commerce Certificate	0
Hotel Management	13
Marketing 4-Yr	118
Marketing Sales	0
Music Industry Management	113
Pre-Professional Golf Management	40
Pre-Visual Design & Web Media	1
Professional Golf Management	281
Professional Tennis Management	50
Public Relations	64
Restaurant & Food Industry Mgmt	38
Retailing AAS	0
Retailing BS	0
Pre-Visual Communications	0
Visual Communications AAS	0
Visual Communications BS	0
Visual Design and Web Media AAS	96
Visual Design and Web Media BS	35
<b>On-Campus Total</b>	<b>917</b>
<b>OFF-CAMPUS</b>	
Advanced Studies in Global Logistics	0
Marketing Transfer	0
Marketing	0
Multimedia Production Certificate	0
<b>Off-Campus Total</b>	<b>0</b>
<i>DEPARTMENT TOTAL</i>	<b>917</b>
<b>UNDECLARED - OFF CAMPUS</b>	<b>45</b>
<b>INTEGRATIVE STUDIES</b>	<b>1</b>
<b>ON-CAMPUS TOTAL</b>	<b>1,930</b>
<b>OFF-CAMPUS TOTAL</b>	<b>279</b>
<b>COLLEGE TOTAL</b>	<b>2,209</b>

## Productivity/Efficiency

Based on Student Credit Hours (SCH) and Full-Time Equated Faculty (FTEF) data for the most recent academic year, the Advertising Program is among the most efficient/productive academic programs at Ferris.

With the Advertising Program yielding a combined Fall and Winter efficiency/productivity score of 644.43 (p. 34), only the Professional Tennis Management Program (946.34, p. 36) and the Economics Program (870.00, p. 31) yielded better scores within the College of Business.

Advertising' efficiency/productivity, like that of Economics, is due to low FTEF (1.96, p. 34) and high SCH (1,262.00, p. 34). The high SCH figures are directly attributable to the service nature of ADVG 222 and, albeit to a lesser extent, ADVG 485.

By comparison to all-university figures, the Advertising Program outperforms all of Ferris' Colleges based on aggregated College figures (p. 60) and only four departments within the entire University performed better than the Advertising Program based on aggregated Department data (p. 61).

These facts – despite limited enrollment numbers, when coupled with the Advertising Program's faculty flexibility (ability to teach multiple courses and cross-curricularly), its service role (most notably ADVG 222 and ADVG 485), and its virtually nonexistent dedicated facilities costs, demonstrate that the Advertising Program's overall efficiency/productivity is exceptionally high and that the Advertising Program makes, in business terms, a significant "contribution to (institutional) margin."

# 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	<u>Student Credit Hours</u>				<u>Full Time Equated Faculty</u>				<u>SCH/FTEF</u>			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
<b><u>College of Business</u></b>													
<b><u>Accountancy, Finance, Econ. &amp; Statis</u></b>													
ACCT	2002-03	0.00	0.00	2,229.00	2,229.00	0.00	0.00	9.25	4.63			240.97	481.95
ECON	2002-03	0.00	0.00	1,734.00	1,734.00	0.00	0.00	4.00	2.00			433.50	867.00
FINC	2002-03	0.00	0.00	873.00	873.00	0.00	0.00	3.50	1.75			249.43	498.86
STQM	2002-03	0.00	0.00	978.00	978.00	0.00	0.00	3.75	1.88			260.80	521.60
<b><u>Accountancy/Computer Info Systems</u></b>													
ACCT	1998-99	415.00	2,517.00	2,349.00	4,866.00	1.50	9.75	9.85	9.80	276.67	258.15	238.48	496.53
ACCT	1999-00	499.00	2,478.00	2,605.00	5,083.00	1.88	9.30	10.25	9.78	266.13	266.45	254.15	520.00
CISM	1998-99	1,244.00	706.00	558.00	1,264.00	9.78	4.85	6.04	5.44	127.22	145.64	92.36	232.16
CISM	1999-00	933.00	51.00	183.00	234.00	7.28	0.18	1.25	0.72	128.15	280.50	146.40	326.86
COQI	1998-99	90.00	45.00	15.00	60.00	0.68	0.40	0.25	0.32	133.33	113.68	60.00	185.81
ISYS	1998-99	1,083.00	5,150.00	4,682.00	9,832.00	4.00	19.20	17.42	18.31	270.75	268.18	268.84	536.99
ISYS	1999-00	1,096.00	5,246.00	4,752.00	9,998.00	3.83	20.57	18.08	19.33	285.91	255.05	262.78	517.34
MISM	1999-00	475.00	820.00	891.00	1,711.00	5.25	6.49	6.33	6.41	90.56	126.32	140.68	266.82
OSYS	1998-99	0.00	87.00	0.00	87.00	0.00	0.40	0.00	0.20		217.50		435.00
<b><u>Accountancy/Econ/Applied Stats</u></b>													
ACCT	2000-01	485.00	2,373.00	2,583.00	4,956.00	2.00	10.08	10.00	10.04	242.50	235.42	258.30	493.63



# 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	<u>Student Credit Hours</u>				<u>Full Time Equated Faculty</u>				<u>SCH/FTEF</u>			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
<b><u>College of Business</u></b>													
<b><u>Accountancy/Econ/Applied Stats</u></b>													
ACCT	2001-02	423.00	2,424.00	2,469.00	4,893.00	2.00	10.00	9.75	9.88	211.50	242.40	253.23	495.49
ACCT	2002-03	336.00	2,655.00	0.00	2,655.00	2.00	10.25	0.00	5.13	168.00	259.02		518.05
ECON	2000-01	402.00	1,686.00	1,821.00	3,507.00	1.00	4.00	4.25	4.13	402.00	421.50	428.47	850.18
ECON	2001-02	444.00	1,572.00	1,752.00	3,324.00	1.25	4.00	4.00	4.00	355.20	393.00	438.00	831.00
ECON	2002-03	402.00	1,740.00	0.00	1,740.00	0.92	4.00	0.00	2.00	436.96	435.00		870.00
STQM	2000-01	288.00	864.00	882.00	1,746.00	1.25	3.83	3.09	3.46	230.40	225.39	285.13	504.14
STQM	2001-02	249.00	900.00	1,050.00	1,950.00	1.50	3.50	4.00	3.75	166.00	257.14	262.50	520.00
STQM	2002-03	255.00	849.00	0.00	849.00	1.25	3.75	0.00	1.88	204.00	226.40		452.80
<b><u>College of Business Graduate Program</u></b>													
MISM	2002-03	0.00	0.00	759.00	759.00	0.00	0.00	7.25	3.62			104.69	209.38
<b><u>Computer Information Systems Dept</u></b>													
CISM	2000-01	687.00	87.00	81.00	168.00	5.81	0.50	0.50	0.50	118.31	174.00	162.00	336.00
CISM	2001-02	486.00	105.00	84.00	189.00	2.91	0.50	0.75	0.63	167.03	210.00	112.00	302.40
CISM	2002-03	210.00	0.00	0.00	0.00	0.95	0.00	0.00	0.00	220.42			
CIST	2002-03	0.00	57.00	39.00	96.00	0.00	0.67	0.67	0.67		85.50	58.50	144.00
ISYS	2000-01	939.00	4,989.00	4,968.00	9,957.00	3.67	19.75	18.90	19.32	256.09	252.61	262.86	515.24
ISYS	2001-02	882.00	4,743.00	4,895.00	9,638.00	3.81	19.00	18.61	18.80	231.70	249.63	263.05	512.55
ISYS	2002-03	822.00	4,278.00	4,079.00	8,357.00	4.05	18.77	17.23	18.00	203.19	227.98	236.69	464.30

# 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	<u>Student Credit Hours</u>				<u>Full Time Equated Faculty</u>				<u>SCH/FTEF</u>			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
<b><u>College of Business</u></b>													
<b><u>Computer Information Systems Dept</u></b>													
MISM	2000-01	697.00	1,127.00	1,147.00	2,274.00	6.19	9.11	7.55	8.33	112.62	123.71	151.89	272.96
MISM	2001-02	521.00	1,177.00	1,111.00	2,288.00	5.11	8.33	7.92	8.12	101.96	141.30	140.34	281.66
MISM	2002-03	495.00	929.00	0.00	929.00	4.34	7.25	0.00	3.62	114.06	128.14		256.28
<b><u>Economics/Applied Statistics</u></b>													
ECON	1998-99	423.00	1,635.00	1,650.00	3,285.00	1.75	4.75	4.75	4.75	241.71	344.21	347.37	691.58
ECON	1999-00	381.00	1,485.00	1,698.00	3,183.00	1.50	4.25	4.25	4.25	254.00	349.41	399.53	748.94
STQM	1998-99	435.00	1,002.00	1,113.00	2,115.00	2.41	3.42	4.00	3.71	180.57	293.27	278.25	570.34
STQM	1999-00	396.00	897.00	942.00	1,839.00	2.25	3.00	3.17	3.08	176.00	299.00	297.47	596.43
<b><u>Management</u></b>													
BLAW	1998-99	351.00	1,193.00	1,459.00	2,652.00	1.25	4.83	4.42	4.63	280.80	246.83	329.83	572.98
BLAW	1999-00	327.00	1,032.00	1,465.00	2,497.00	1.00	3.81	4.42	4.12	327.00	270.57	331.45	606.50
BLAW	2000-01	303.00	1,065.00	1,174.00	2,239.00	1.25	3.67	3.67	3.67	242.40	290.45	319.89	610.36
BLAW	2001-02	309.00	1,227.00	1,180.00	2,407.00	1.00	4.11	3.39	3.75	309.00	298.46	347.67	641.43
BLAW	2002-03	233.00	1,260.00	1,335.00	2,595.00	1.00	4.12	4.14	4.13	233.00	305.76	322.15	627.96
BUSN	1998-99	0.00	513.00	300.00	813.00	0.00	1.93	1.50	1.72		266.00	199.75	473.99
BUSN	1999-00	0.00	651.00	438.00	1,089.00	0.00	3.03	1.93	2.48		214.54	227.11	438.86
BUSN	2000-01	30.00	729.00	435.00	1,164.00	0.25	2.00	1.25	1.63	120.00	364.50	348.00	716.31
BUSN	2001-02	24.00	657.00	354.00	1,011.00	0.25	2.17	1.00	1.58	96.00	303.23	354.00	638.53
BUSN	2002-03	0.00	666.00	447.00	1,113.00	0.00	3.00	1.52	2.26		222.00	293.55	492.18

# 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	<u>Student Credit Hours</u>				<u>Full Time Equated Faculty</u>				<u>SCH/FTEF</u>			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
<u>College of Business</u>													
<u>Management</u>													
FINC	1998-99	333.00	756.00	663.00	1,419.00	2.00	3.00	2.75	2.88	166.65	252.00	241.09	493.57
FINC	1999-00	255.00	966.00	705.00	1,671.00	0.75	4.25	3.25	3.75	340.00	227.29	216.92	445.60
FINC	2000-01	228.00	978.00	786.00	1,764.00	0.75	3.50	2.88	3.19	304.00	279.43	273.39	553.41
FINC	2001-02	246.00	852.00	861.00	1,713.00	0.75	3.27	3.00	3.14	328.00	260.33	287.00	546.17
FINC	2002-03	366.00	885.00	0.00	885.00	1.50	3.92	0.00	1.96	244.00	225.96		451.91
HOMT	2002-03	0.00	0.00	184.00	184.00	0.00	0.00	1.61	0.81			113.97	227.94
INSR	1998-99	0.00	39.00	150.00	189.00	0.00	0.50	0.75	0.63		78.00	200.00	302.40
INSR	1999-00	0.00	42.00	32.00	74.00	0.00	0.33	0.40	0.37		126.00	80.00	201.82
INSR	2000-01	0.00	45.00	36.00	81.00	0.00	0.25	0.25	0.25		180.00	144.00	324.00
INSR	2001-02	0.00	60.00	0.00	60.00	0.00	0.25	0.00	0.13		240.00		480.00
INSR	2002-03	0.00	0.00	51.00	51.00	0.00	0.00	0.25	0.13			204.00	408.00
INTB	1998-99	15.00	387.00	378.00	765.00	0.25	2.33	2.25	2.29	60.00	165.86	168.00	333.82
INTB	1999-00	93.00	294.00	330.00	624.00	0.50	2.00	2.52	2.26	186.00	147.00	130.99	276.15
INTB	2000-01	66.00	318.00	387.00	705.00	0.75	1.75	2.63	2.19	88.00	181.71	147.43	322.29
INTB	2001-02	75.00	285.00	309.00	594.00	0.75	1.64	1.88	1.76	100.00	173.63	164.80	337.84
INTB	2002-03	165.00	333.00	258.00	591.00	1.25	1.75	1.75	1.75	132.00	190.29	147.55	337.85
LLAW	1998-99	2.00	135.00	150.00	285.00	0.00	1.08	1.50	1.29		124.62	100.00	220.65
LLAW	1999-00	0.00	186.00	172.00	358.00	0.00	0.92	1.34	1.13		202.91	128.68	317.75
LLAW	2000-01	0.00	150.00	159.00	309.00	0.00	0.91	1.40	1.16		164.23	113.79	267.46
LLAW	2001-02	0.00	247.00	268.00	515.00	0.00	0.81	1.25	1.03		305.81	213.84	499.77

# 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	<u>Student Credit Hours</u>				<u>Full Time Equated Faculty</u>				<u>SCH/FTEF</u>			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
<b><u>College of Business</u></b>													
<b><u>Management</u></b>													
LLAW	2002-03	0.00	226.00	208.00	434.00	0.00	1.13	1.25	1.19		200.16	165.97	364.34
MGMT	1998-99	779.00	2,150.00	2,247.00	4,397.00	3.16	9.65	9.17	9.41	246.38	222.76	244.93	467.13
MGMT	1999-00	503.00	2,325.00	2,549.00	4,874.00	2.08	8.60	8.32	8.46	241.83	270.33	306.53	576.25
MGMT	2000-01	665.00	2,249.00	2,452.00	4,701.00	3.08	8.54	7.88	8.21	215.91	263.50	311.37	572.94
MGMT	2001-02	481.00	2,352.00	2,977.00	5,329.00	2.08	7.74	9.41	8.58	231.25	303.70	316.37	621.30
MGMT	2002-03	639.00	2,278.00	2,954.00	5,232.00	2.73	8.08	9.97	9.03	234.30	281.81	296.33	579.66
REAL	1998-99	0.00	48.00	90.00	138.00	0.00	0.25	0.52	0.39		192.00	172.17	357.18
REAL	1999-00	0.00	72.00	123.00	195.00	0.00	0.50	0.50	0.50		144.00	246.00	390.00
REAL	2000-01	0.00	63.00	96.00	159.00	0.00	0.25	0.27	0.26		252.00	352.00	608.35
REAL	2001-02	0.00	69.00	114.00	183.00	0.00	0.25	0.50	0.38		274.63	228.00	487.19
REAL	2002-03	0.00	30.00	123.00	153.00	0.00	0.25	0.77	0.51		120.00	159.18	299.20
RFIM	2002-03	0.00	0.00	280.00	280.00	0.00	0.00	2.14	1.07			131.11	262.23
<b><u>Marketing</u></b>													
ADVG	1998-99	114.00	670.00	627.00	1,297.00	0.25	2.17	2.42	2.29	456.00	309.23	259.45	565.96
ADVG	1999-00	147.00	613.00	796.00	1,409.00	0.50	2.17	2.42	2.29	294.00	282.92	329.38	614.84
ADVG	2000-01	114.00	692.00	739.00	1,431.00	0.25	1.92	2.42	2.17	456.00	361.04	305.79	660.46
ADVG	2001-02	126.00	647.00	660.00	1,307.00	0.50	1.92	2.42	2.17	252.00	337.57	273.10	603.23
ADVG	2002-03	120.00	665.00	597.00	1,262.00	0.50	1.92	2.00	1.96	240.00	346.96	298.50	644.43
ECOM	2000-01	0.00	0.00	24.00	24.00	0.00	0.00	0.25	0.13			96.00	192.00

# 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	<u>Student Credit Hours</u>				<u>Full Time Equated Faculty</u>				<u>SCH/FTEF</u>			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
<u>College of Business</u>													
<u>Marketing</u>													
ECOM	2001-02	33.00	21.00	30.00	51.00	0.25	0.25	0.33	0.29	132.00	84.00	90.00	174.86
ECOM	2002-03	99.00	33.00	111.00	144.00	0.50	0.25	0.50	0.38	198.00	132.00	222.00	384.00
FSMT	1998-99	70.00	495.00	268.00	763.00	1.06	2.60	1.62	2.11	66.30	190.17	165.22	361.18
FSMT	1999-00	44.00	361.00	307.00	668.00	0.28	2.34	2.02	2.18	157.47	154.44	151.60	306.25
FSMT	2000-01	32.00	313.00	0.00	313.00	0.59	2.24	0.00	1.12	53.81	139.66		279.32
HOMT	2000-01	0.00	0.00	139.00	139.00	0.00	0.00	1.76	0.88			78.99	157.99
HOMT	2001-02	21.00	65.00	187.00	252.00	0.23	0.99	1.95	1.47	89.57	65.77	95.98	171.62
HOMT	2002-03	26.00	80.00	0.00	80.00	0.27	0.98	0.00	0.49	95.50	81.66		163.32
HSMT	1998-99	21.00	90.00	234.00	324.00	0.44	0.79	1.88	1.34	47.28	113.23	124.61	242.45
HSMT	1999-00	30.00	98.00	205.00	303.00	0.22	0.91	1.88	1.39	136.00	107.39	109.33	217.39
HSMT	2000-01	28.00	101.00	0.00	101.00	0.91	1.01	0.00	0.50	30.93	100.11		200.22
MIMG	1998-99	10.00	79.00	0.00	79.00	0.00	0.25	0.00	0.13		316.00		632.00
MIMG	1999-00	6.00	57.00	2.00	59.00	0.00	0.75	0.17	0.46		76.00	12.00	128.73
MIMG	2000-01	12.00	81.00	4.00	85.00	0.00	0.75	0.33	0.54		108.00	12.00	156.92
MIMG	2001-02	2.00	85.00	4.00	89.00	0.00	0.88	0.33	0.60		97.14	12.00	147.31
MIMG	2002-03	12.00	110.00	17.00	127.00	0.20	0.63	0.40	0.51	60.00	176.00	42.50	247.80
MKTG	1998-99	685.00	1,977.00	2,088.00	4,065.00	2.30	8.53	7.32	7.92	297.83	231.77	285.32	512.99
MKTG	1999-00	723.00	2,061.00	2,163.00	4,224.00	2.75	8.50	7.50	8.00	262.91	242.47	288.40	528.00
MKTG	2000-01	789.00	1,980.00	1,917.00	3,897.00	3.00	8.00	7.00	7.50	263.00	247.50	273.86	519.60
MKTG	2001-02	780.00	2,061.00	1,962.00	4,023.00	3.42	7.50	6.25	6.88	228.29	274.80	313.92	585.16

# 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 + W (a / b)
<b><u>College of Business</u></b>													
<b><u>Marketing</u></b>													
MKTG	2002-03	624.00	1,923.00	2,073.00	3,996.00	2.44	7.25	6.75	7.00	255.45	265.24	307.11	570.86
PGMG	1998-99	268.00	283.00	158.00	441.00	1.00	0.88	0.88	0.88	268.00	321.59	179.55	501.14
PGMG	1999-00	300.00	307.00	149.00	456.00	0.88	0.88	0.88	0.88	340.91	348.86	169.32	518.18
PGMG	2000-01	264.00	326.00	169.00	495.00	0.88	0.88	0.88	0.88	300.00	370.45	192.05	562.50
PGMG	2001-02	242.00	330.00	186.00	516.00	0.88	0.88	0.88	0.88	275.00	375.00	211.36	586.36
PGMG	2002-03	248.00	246.00	170.00	416.00	0.88	0.88	0.88	0.88	281.82	279.55	193.18	472.73
PREL	1998-99	8.00	102.00	132.00	234.00	0.00	0.75	1.00	0.88		136.00	132.00	267.43
PREL	1999-00	6.00	129.00	171.00	300.00	0.00	0.77	0.75	0.76		167.70	228.00	394.94
PREL	2000-01	9.00	232.00	177.00	409.00	0.00	1.00	1.00	1.00		232.00	177.00	409.00
PREL	2001-02	18.00	260.00	303.00	563.00	0.00	1.00	1.50	1.25		260.00	202.00	450.40
PREL	2002-03	33.00	376.00	370.00	746.00	0.00	1.25	1.75	1.50		300.80	211.43	497.33
PTMG	1998-99	48.00	197.00	94.00	291.00	0.50	0.20	0.20	0.20	96.00	960.98	458.54	1,419.51
PTMG	1999-00	52.00	142.00	66.00	208.00	0.20	0.20	0.20	0.20	253.66	692.68	321.95	1,014.63
PTMG	2000-01	58.00	139.00	90.00	229.00	0.20	0.20	0.20	0.20	282.93	678.05	439.02	1,117.07
PTMG	2001-02	68.00	189.00	88.00	277.00	0.20	0.21	0.20	0.21	331.71	921.95	429.27	1,351.22
PTMG	2002-03	50.00	132.00	62.00	194.00	0.20	0.20	0.20	0.20	243.90	643.90	302.44	946.34
RETG	1998-99	180.00	474.00	534.00	1,008.00	0.75	1.75	2.00	1.88	240.00	270.86	267.00	537.60
RETG	1999-00	216.00	573.00	636.00	1,209.00	0.75	2.25	2.00	2.13	288.00	254.67	318.00	568.94
RETG	2000-01	237.00	477.00	426.00	903.00	0.75	1.75	1.50	1.63	316.00	272.57	284.00	555.69
RETG	2001-02	306.00	485.00	501.00	986.00	0.83	1.75	1.50	1.63	367.20	277.14	334.00	606.77

# 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 + W (a / b)
<b>College of Business</b>													
<b>Marketing</b>													
RETG	2002-03	261.00	498.00	501.00	999.00	1.00	1.75	1.75	1.75	261.00	284.57	286.29	570.86
RFIM	2000-01	0.00	0.00	318.00	318.00	0.00	0.00	2.08	1.04			152.91	305.82
RFIM	2001-02	43.00	324.00	280.00	604.00	0.27	2.43	1.63	2.03	161.93	133.24	172.03	297.58
RFIM	2002-03	35.00	352.00	0.00	352.00	1.23	2.27	0.00	1.14	28.51	155.04		310.09
VISC	1998-99	4.00	1,629.00	1,219.00	2,848.00	1.00	7.99	7.99	7.99	4.00	203.88	152.57	356.45
VISC	1999-00	0.00	1,501.00	1,198.00	2,699.00	0.00	7.92	7.33	7.63		189.52	163.44	353.97
VISC	2000-01	0.00	1,640.00	1,241.00	2,881.00	0.00	6.00	6.73	6.36		273.33	184.40	452.63
VISC	2001-02	0.00	844.00	768.00	1,612.00	0.00	7.34	5.20	6.27		114.93	147.58	256.94
VISC	2002-03	0.00	247.00	250.00	497.00	0.00	2.08	1.82	1.95		118.73	137.25	254.75
VISD	2001-02	0.00	501.00	429.00	930.00	0.00	3.67	2.62	3.14		136.64	163.57	295.74
VISD	2002-03	0.00	867.00	765.00	1,632.00	0.00	4.96	4.93	4.95		174.72	155.22	330.01

# FERRIS STATE UNIVERSITY

## Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF) Aggregated by College Fall + Winter Semesters 2002-2003

<b>College</b>	<b>Student Credit Hours/ Full Time Equated Faculty</b>
College of Arts and Sciences	592.21
College of Business	475.89
College of Allied Health Sciences	420.44
College of Education & Human Serv	409.81
University College	384.54
College of Pharmacy	349.42
College of Technology	342.87
Kendall College of Art & Design	269.64
College of Optometry	236.01



# FERRIS STATE UNIVERSITY

## Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF) Aggregated by Department Fall + Winter Semesters 2002-2003

<b>Department</b>	<b>Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)</b>
Social Sciences	697.06
College of Allied Health Sciences	696.00
Physical Sciences	649.11
Mathematics	647.01
Humanities	617.60
Biological Sciences	602.06
Accountancy/Econ/Applied Stats	582.67
Accountancy, Finance, Econ, & Statis	567.22
Management	504.51
Construction Technology & Management	491.02
Health Management	489.23
Language and Literature	463.32

## Conclusions

Responding graduates indicate overall satisfaction with the worth of the advertising major as a course of study. Such is particularly true of their opinion of the relevance of the **projects and assignments** integral to the courses in the program. And, with one exception, (it should be remembered that eight graduates responded to the survey) the graduates rate the quality of **advertising instruction** as "good."

Seven of the eight graduates indicate being neutral or in disagreement with the notion that their **non-business courses** are relevant to what they do now. This is perplexing. Does this mean that they learned more than they realize? Or, can it possibly mean that grads attach no importance to an understanding of English, communications, psychology, and/or a general understanding of how the world works? Or, does it simply mean they didn't learn much? One is left to wonder.

Paradoxically, the grad respondents indicate satisfaction with the quality of the **written and oral communications skills** they developed at the university.

Further, they rate the importance and worth of **presentations** very highly. This is consistent with the opinions of employers, who cite Ferris' focus on developing presentation skills in its ad majors to be a significant and highly desirable facet of the Ferris program.

The graduates' responses to questions of **critical thinking and creative problem** solving *may* indicate that further effort needs to be made here. At this time, the lack of valid alumni lists makes conducting survey research that will generate a projectable response virtually impossible.

# Recommendations

## **Update the university alumni data base**

At present, the paucity of valid addresses compromises doing projectable survey research.

## **Internships Should Be All But Required**

Internships should be continue to be vigorously encouraged, and not simply by advertising faculty, but by at-large college of business faculty. On the other hand, caution is urged in *requiring internships*, reasons being that the number of paid internships is dismayingly small. That, coupled with the remote locations of most of the internships – most are in large metro areas – makes for a combination of circumstances with which neither the student nor the university can easily deal.

## **Cardinal Signs Point to The Wisdom of Recruitment**

Given the remarkably favorable student credit hour productivity of the program, coupled with the growth in employment projected for the advertising industry, and also the number of high school students who see the career as an interesting one, recruiting efforts to grow the program are strongly recommended. In fact, recruitment to build enrollment in the college of business is recommended for the synergistic effects it would have upon a number of programs which have both strong employer demand and employer validation for quality.

## **Flexibility Will Make the Major More Student *And* Employer Friendly**

More flexibility, more opportunity for students to pursue individual areas of interest would make the program more attractive. We know this from exit interviews given at this university, and from entrance interviews given with our transfer students to other universities. Indeed, steps have already been taken within the marketing department, and with consultation and cooperation of the College of Arts & Sciences, to accomplish this end.

Advertising

APRC 2003-2004

Budget

**RECEIVED**  
JUL 28 2003

TO: Jack Buss, Chair  
Academic Program Review Committee

FROM: Paul Jackson, Associate Professor  
Advertising Program  
Lee Meadow, Head  
Marketing Department

DATE: July 25, 2003

RE: Proposed Budget for Advertising Program Review

Below is our projected budget for the Advertising Program Review.

Student Surveys: (approximately 100)

Copying Costs	\$10.00
Mailing Costs	85.00
Return Envelope Printing	15.00
Return Postage Costs	37.00
Envelope Costs	<u>50.00</u>
	\$197.00

Employer Surveys: (approximately 100)

Copying Costs	\$15.00
Mailing Costs	42.50
Return Envelope Printing	15.00
Return Postage Costs	<u>37.00</u>
	\$109.50

Advisory Board Surveys:

Copying Costs and Mailing Costs	\$10.00
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Student Surveys: (approximately 75)

Copying Costs	\$ 7.50
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Faculty Surveys: (approximately 25)

Copying Costs	\$ 2.50
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Phone Expenses (follow-up, etc.):	\$30.00
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Student Wage Support

40 Hours @ \$5.75/hr.	\$230.00
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Document Copying Costs	<u>\$120.00</u>
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<b>TOTAL</b>	<b>\$706.50</b>
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**Advertising Program Review Committee**

<b>Chair and Program Coordinator:</b>	<b>Paul Jackson</b>
<b>Program Faculty:</b>	<b>Tom Mehl</b>
<b>Program Department Head:</b>	<b>Lee Meadow</b>
<b>Individual with Special Interest in the Program:</b>	<b>Susan Jones</b>
<b>Faculty Member Outside the College of Business</b>	<b>(as yet to be confirmed – two possibilities:</b>
<b>Sandra Burns, College of Allied Health Sciences; Timberly Saunders, University</b>	<b>College)</b>