

Marketing

APRC 2005-2006

section 1 of 2

# ACADEMIC PROGRAM REVIEW

## B.S. MARKETING 2005

### B.S. MARKETING TOP PRIORITIES –bottom line

**HIRING A DEPARTMENT HEAD FOR MARKETING DEPT**  
**HIRING FACULTY TO REPLACE RETIRING FACULTY**

#### **Important Priorities:**

Faculty advising: devise plan to improve advising

Infusion of global concepts in marketing classes (beyond international marketing class)

Encourage internships—continue with not mandatory (agreement with Advisory Board)

Engage more students in AMA (other professional clubs congruent with career goals)

Infuse more writing into the marketing curriculum

Increase alumni and professional speakers in classrooms and special lectures

PGM is a feeder to marketing, sales, and retail PGM at FSU used to have a monopoly--

There are now many more in the country and 109 colleges applying with the  
PGA. WE CANNOT KEEP CHARGING FULL OUT OF STATE for PGM.

Midwest Student Exchange Program (MSEP).

### **B.S. MARKETING PROGRAM STRENGTHS**

Faculty with industry experience and cutting-edge knowledge to impart

Students learn and practice presentations skills

Case study method empowers students to apply their learning across multiple courses

Students learn and practice teambuilding skills and teamwork

Hands-on projects

Solid curriculum—depth of marketing course requirements

Placement and salaries \$80,000-\$100,000+ after 5-7 years

Service to marketing majors, 600+ marketing students, 2,000 business majors (principles class), and other areas across campus putting marketing into their programs (such as printing)

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## Evaluation Plan and Budget

### MARKETING PROGRAM

**Degrees Awarded:** B.S. Marketing

**Program Review Panel:**

Chair of Program Review, faculty member, Marilyn Keigley

Chair of Marketing Department, Richard Hansen

Program Faculty: Linda Plank, Laura Dix

Individual with special interest: Susan Jones, Advertising Faculty

Faculty outside the College of Business: Maude Bigford

**Purpose:** To conduct a study of the Marketing Program to evaluate its needs and effectiveness so the University can make informed decisions about resource allocations.

**Data Collection Techniques**

1. Graduate survey
2. Employer survey and/or interviews
3. Student evaluation of program
4. Faculty (marketing/COB) perceptions of program—surveys and/or focus groups
5. Advisory Committee perceptions
6. Labor Market analysis information from current market indicators
7. Evaluation of facilities & equipment (classrooms and computer resources)
8. Curriculum evaluation

**Schedule of Events**

<u>Activity</u>	<u>Leader</u>	<u>Target Date</u>
Graduate Survey	Keigley	April 15, 2005
Employer survey and/or interviews	Jones	April 15, 2005
Student evaluation of program	Keigley	April 15, 2005
Faculty perceptions of program	Plank	April 15, 2005
Advisory Committee perceptions	Keigley	April 15, 2005
Labor Market analysis	Dix	April 15, 2005
Evaluation of facilities & equipment	Hansen	April 15, 2005
Curriculum evaluation	Keigley/Hansen	April 15, 2005

TO: Jack Buss, Chair, Academic Program Review Committee  
FROM: Marilyn Keigley, Professor, Marketing Program  
Dick Hansen, Department Head, Marketing  
SUBJECT: Proposed budget for Marketing Program Review Panel  
DATE: January 28, 2005

Below is a copy of our proposed budget for the Marketing review panel. Please contact us if you have any questions. [Marketing Department - ext. 2426]

*Graduate Surveys*

Copy Costs	\$40.00
Mailing Costs	300.00
Return Envelope Printing	30.00
Return Mailing Costs	170.00

*Advisory Board (Internet)* (0)

*Student Surveys*

Copy Costs	\$40.00
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*Employer Surveys*

Phone Expense	\$100.00
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*Final Document Copy Cost* \$100.00

**TOTAL** **\$740.00**

# SECTION 1

PROGRAM OVERVIEW  
B.S. MARKETING

## **SECTION ONE**

### **B.S. MARKETING - PROGRAM OVERVIEW**

#### **OVERVIEW OF THE PROGRAM**

##### **The Marketing Program**

The marketing program general marketing by offering a B.S. in marketing with several 12-credit concentrations in general marketing, sales, retail, e-commerce, or a diversified option. In addition, professional golf management, professional tennis management, music industry management all graduate with a B.S. degree in marketing. The marketing curriculum is a smaller component of the degree programs for public relations and advertising.

The marketing program accounts for 127 students in the College of Business. The B.S. Marketing degree including PGM, PTM, MIM, and Marketing enrolls 612 students.

The marketing program offers a solid curriculum which includes in-depth course offerings, sound principles of marketing infused throughout the curriculum, real-world examples using case analysis, and client-based projects in MKTG 425 & ECOM 375.

The marketing program is streamlined to accommodate PGM and PTM students who elect to move into the straight marketing program. There is about 6-10 per semester movement of PGM students into marketing during their junior/senior year. Some marketing graduates end up with careers in the golf field (sales reps for example). Some PGM graduates end up out of the golf business but are prepared for marketing careers.

##### **A Brief History**

The marketing program originated in 1948 and has since provided graduates with a solid business/marketing education for a wide variety of marketing careers. Although a majority of graduates start their career in sales, many advance as follows: marketing specialist, marketing manager, research account executive, senior analyst, sales manager, senior product manager, VP Sales, VP purchasing, national account manager, marketing director, global director, CEO, owner, owner/president, and so on.

Although PGM, PTM, and MIM are specialized programs, these students receive the B.S. Marketing Degree. In 1975, the PGA of America (W. Palm Beach) incorporated the PGM program into the marketing curriculum to provide a more concise academic and professional route for its PGA members. The PTM program followed in 1986 and the MIM program was started in 1995. The hospitality management program moved to the management department in 2003. Visual Design and Web Media are in the marketing department, but they have a distinct program. Advertising & Public Relations are also in the marketing department, but not part of this review.

**Addressing the Program and the Administrative Program Review  
 Overview of the Strengths and Weakness  
 Plans for Improvement, Progress**

For 57 years, Ferris State University marketing graduates have contributed to the economic growth of the State of Michigan and to the Nation.

In 2004, the marketing curriculum was revamped and streamlined. (see curriculum section). Basically, retail and sales options were put into concentrations, e-commerce was added as a concentration, and a diversified concentration was created. The diversified concentration allows students to create a specialized area of 12 credits, perhaps from the College of Technology or other area.

Over the years, we have maintained enrollment of between 127-157 students. (Early years include pre-PGM students).

**IMPROVEMENTS**

Since 1999 and the last program review, the three major significant improvements are:

- 1-Streamlined, improved checksheet with concentrations
- 2-Introduced 100% online certificates in direct marketing and e-commerce marketing, significantly increasing summer enrollments and service to remote campuses and practitioner students
- 3-Increased number of marketing students on internships (see following table)

**STRENGTHS**

- 1-Solid marketing program and placement rates
- 2-Presentations and teams in coursework
- 3-Service to PGM, MIM, and PTM marketing degree programs
- 4-Hands-on projects, case work, simulations, client projects, and small classes
- 5-Cutting edge faculty
- 6-WebCT and on-line courses offered
- 7-Technology/computer experience (PowerPoint, excel, SPSS, etc.)

**CHANGES NEEDED (Hiring, global, internships, clubs)**

- 1-New faculty will be needed and a Department Head (#1 priority)
- 2-Continued improvement in number of students taking internships
- 3-Global emphasis in other marketing courses (not just international marketing)
- 4-Push for students to become more engaged in marketing clubs (AMA)

Following is NOT a survey, but complete population data of all marketing graduates:

<b>INTERNSHIPS TAKEN</b>			
<b>SUMMER '02</b>	<b>Yes/No</b>	<b>WINTER '04</b>	<b>Yes/No</b>
Chang, Kkao		McAllister, Tawnya	YES
Federico, Andrea	NO	Banks, Ashley	no



Lee, Nichole	YES		Orange, Matt	no	
Stables, Adam	NO		Shoemaker, Drew	YES	
Terrell Sandra	NO		Beals, Bob	no	
Watts, Cassandra	NO		Pfander, Richard	no	
		1/5 20%	Stoyak, Sarah	no	
<b>FALL '02</b>	<b>Yes/No</b>		LaVelle, Mike	no	
Foster, Ryan	NO		Erke, Julie	on own	
Knight, Chris	NO		Pauauwe, Joshua	n/a	
Lynch, Sean	YES				2/8 25%
Stoutenburg, Rebekah	NO		<b>SUMMER '04</b>	<b>Yes/No</b>	
Anderson, Kim	NO		Huber, Kristi	no	
Ferris, Jacob	NO		Freeman, Matt	no	
Delf, Steve	NO		Downey, Casey	no	
Trim, Chris	YES		Simmer, Pat	yes	
		2/8 25%	McLoud, Marci	no	
<b>WINTER '03</b>	<b>Yes/No</b>		Ward, Marci	no	
Cook, Don	YES		Schwer, Todd	no	
Fields, Margarette	NO		Waller, Casey	no	
Frampton, Kendra	NO		Krause, Mrcus	yes	
Gase, Ben	NO		Ballast, Brian	no	
Gavin, Stephanie	NO				2/10 20%
McBride, Mark	YES		<b>FALL '04</b>	<b>Yes/No</b>	
Mesecar, Kelley	NO		Holt, Anthony	NO	
Miller, Jessica	NO		Witkovsky, William	NO	
Nummela, Tara	YES		Kelemen, Eric	NO	
Panetta, Jill	NO		Tinkham, Kiristen	NO	
Phillips, Charles II	NO		Lawe, Megan	YES on own	
Saia, Tony	YES own		Lu, YingYing	NO	
Smith, Jerelyn	NO				1/5 20%
Spencer, Michael	NO		<b>W '05 on campus</b>	<b>Yes/No</b>	
		4/14 28%	Current		
<b>SUMMER '03</b>	<b>Yes/No</b>		Aukeman, Kristin	YES Definitely	
Arends, Jeanne	NO		Batchelor, Brian	YES on own	
Bryant, Jennifer	X		Bowers, Bryan		
Field, Nicholas	NO		Burns, Chris	YES	
Kunitz, Chris	NO		Dibble, Adam	YES on own	
McKinstry, Nicole	NO		Gibbie, Brook	YES Definitely	
Seymour, Barb	NO		Godbey, Todd	YES Definitely	
Shaw, Autumn	NO		Hoffman, Brittany	YES	
Zulcosky, Brook	YES		Jacques, Elizabeth		
		1/7 14%	Lackowski, Bill	YES Definitely	
<b>FALL '03</b>	<b>Yes/No</b>		Latham, Charles	YES Definitely	
Fayad, Jon	YES		Malmstadt, Kathryn	YES Definitely	
Gorham, Matt	NO		McDaniels, Amanda		
Kaffenberger, Joe	avail		Mellott, Joe		
Kosior, Chris	NO		Poole, Kevin		
Minix, Jessica	NO		Scheible, Nick	YES?	
Paul, Albert III	avail		Vereeke, Jennifer	YES Definitely	
Taylor, Rebeka	NO		Zaagman, Paul	YES on own	
Woody, Nick	NO				13/18 72%
Yates, Casey	NO				
		7-Jan 14%			

## **A. PROGRAM GOALS**

The goals of the program have not changed dramatically since the last review. Through the efforts of faculty, INTERNSHIP PARTICIPATION has increased. Through revision of the checksheet and streamlining the program (see curriculum section), students can now choose a diversified area of concentration. The online certificates provide flexibility, additional summer credit hours, and off-campus/practitioner options for marketing students. The goals of the marketing department are consistent with the College of Business Mission stated below. Our graduates have told us that they are prepared for their jobs in marketing (99%). Although we have improved in the internship area, we now need work on the global component of the program which is consistent with the COB mission.

**COB Mission:** We in the College of Business are committed to academic excellence, ethical conduct, and a learner-centered environment characterized by quality teaching, outcomes assessment, and continuous improvement. Our students can take pride in their developed competencies and the distinctiveness of the College's programs. We shall be noted for being responsive to changes in workforce needs; building/maintaining good relationships with employers and community; preparing our students to excel in a global environment; and providing high-quality interns and graduates who meet and exceed employer expectations, deal effectively with change, and are committed to lifelong learning.

### **Goals of the Program**

- Prepare graduates for careers (B.S. degree) in a wide variety of marketing areas (examples: sales, research, purchasing, retail, e-commerce, brand manager, V.P. marketing, and general marketing)
- Expose students to a solid foundation of marketing knowledge and experiences that include: principles of marketing, sales, advertising, consumer behavior, case studies, global marketing, e-commerce, retailing, a marketing research project, and multiple presentations
- Offer a variety of marketing elective course opportunities to match individual student career needs (examples—public relations, retailing, industrial marketing, non-profit, product marketing, purchasing, direct marketing, e-commerce, internships, and others)
- Integrate marketing and business core learning for a solid foundation of business principles culminating in the BUSN 499 Interdisciplinary Experience
- Provide marketing students with learning and networking opportunities through participation in the student American Marketing Association (AMA) and exposure to the West Michigan AMA professional meetings in Grand Rapids, and other clubs such as APICS and the Direct Marketing Association
- Give students exposure to business environments through guest speakers, job shadow, and alumni visits
- Strongly encourage internship participation for each student
- Expose students to real world experiences through case work, simulations, and client projects in the junior and senior marketing classes
- Offer flexibility in the diversified track to accept cross disciplinary students, especially those who want to combine a technical career with sales

## B. UNIQUE FEATURES

As previously stated, the marketing program very adequately prepares students for careers in marketing. Among Michigan colleges and universities, Only MSU offers the same depth of marketing courses in its program. Ferris is also unique in its “engaged” learning experience offering hands-on projects, presentations, competency in Excel, PowerPoint, SPSS, and other software. Repeatedly, we hear from our alumni.... “We had more presentations, cases, and projects than our peers did at other universities.”

Also unique is the preparation of 612 students (about 1/3 of the College of Business enrollment) for the B.S. Marketing degree. Although PGM, PTM, and MIM have their special focus, they also graduate with a B.S. Marketing degree.

## C. PROGRAM RELEVANCE

According to the labor market demand analysis there are many opportunities for marketing positions (sales, research, purchasing, retail, brand manager, etc.) In the alumni survey findings, after about 5-7 years MOST alumni make \$80,000 to \$100,000+ in salaries. Alumni agree that we prepare them extremely well (24%) or well (74%).

## D. LABOR MARKET ANALYSIS (see Appendix for additional information)

U.S. Department of Labor, Bureau of Labor Statistics

**JOB OUTLOOK** Advertising, marketing, promotions, public relations, and sales manager jobs are highly coveted and will be sought by other managers or highly experienced professionals, resulting in keen competition. College graduates with related **experience, a high level of creativity, and strong communication skills** should have the best job opportunities. Employers will particularly seek those who have the computer skills to conduct advertising, marketing, promotions, public relations, and sales activities on the Internet. Employment of advertising, marketing, promotions, public relations, and sales managers is expected to **grow faster than the average** for all occupations through 2012, spurred by intense domestic and global competition in products and services offered to consumers. However, projected employment growth varies by industry. For example, employment is projected to grow much faster than average in scientific, professional, and related services such as computer systems design and related services and advertising and related services, as businesses increasingly hire contractors for these services instead of additional full-time staff. On the other hand, little or no change in employment is expected in many manufacturing industries.

**EARNINGS** Median annual earnings in 2002 were \$57,130 for advertising and promotions managers, \$78,250 for marketing managers, \$75,040 for sales managers, and \$60,640 for public relations managers. Earnings ranged from less than \$30,310 for the lowest 10 percent of advertising and promotions managers, to more than \$145,600 for the highest 10 percent of marketing and sales managers

Advertising, marketing, promotions, public relations, and sales managers held about 700,000 jobs in 2002. (Distribution of jobs: sales managers 343,000, marketing managers 203,000, advertising managers 85,000, public relations managers 69,000.) According to a National Association of Colleges and Employers survey, starting salaries for marketing majors graduating in 2003 averaged \$34,038; starting salaries for advertising majors averaged \$29,495. Salary levels vary substantially, depending upon the level of managerial responsibility, length of service, education, firm size, location, and industry. For example, manufacturing firms usually pay these managers higher salaries than do nonmanufacturing firms. For sales managers, the size of their sales territory is another important determinant of salary. Many managers earn bonuses equal to 10 percent or more of their salaries. Source: [www.bls.gov/oco/ocos020.htm#outlook](http://www.bls.gov/oco/ocos020.htm#outlook)

## **E. PROGRAM VALUE**

### **Marketing Program's Value to the University, the State, and the Nation**

- The program offers a bachelor's degree with concentrations in marketing, sales, retailing, e-commerce, and a diversified option
- The marketing program itself accounts for 127 students
- PGM, PTM, and MIM obtain a B.S. Marketing Degrees (612 students)
- Students exiting PGM easily feed into marketing
- Marketing diversified track allows other majors some freedom to move into marketing—plastics, pharmacy, or other areas, making a nice combination degree for a technical sales career
- Marketing research course has value to the students while in the class and to clients who receive research services (examples include Regent Communications in Grand Rapids, Interlochen Arts Academy, 9 years of Student Satisfaction surveys for President Sederburg, Pilgrim's Run Golf Club, the FSU Athletic Department, and many more).
- Some alumni become owners, CEO's and Presidents of companies, reflecting positively on the University (for example, President of ABC Radio)
- With the marketing degree, PGM alumni become corporate material, for example Head of Marriot World Golf
- Graduates are ready to work in the marketing field and many remain in the State
- Skilled graduates contribute to the Michigan economy in business positions of sales and other market management areas
- Professor Susan Jones, earned the Charles S. Downs Award of the Chicago Association of Direct Marketing (2002), the John Caples International Awards' Andi Emerson Award for Contributions to the Creative Community (2003), and was West Michigan Marketer of the Year in 1991 (also author of more than 20 books including a Direct Marketing textbook and a trade book on E-Commerce Marketing)
- Examples of successful alumni range from John Hare, President of ABC Radio, to Bernard Brenner, Head of Nokia Marketing Research in Texas, to VP's and top notch sales positions. After 5-7 years, MOST of them exceed the salary of the faculty that trained them.

(Please see the following unsolicited testimony.....we have many)

Marilyn:

I have attached my completed survey. But I would also like to take this opportunity to share a personal success story that I feel would be inspirational to your students.

In brief, I graduated from Ferris in the spring of 1993 with a Business - Marketing degree. My hopes and aspirations were to get into Sports Marketing at the major league level. I was a four year athlete at Ferris (Track & Field 90-93) and sports were my passion. I started in minor league baseball for three years (the Midwest League) making approximately \$18,000 per year as part of the marketing department and working 60-80 hours per week. And loving every minute of it. Next stop was minor league hockey (West Coast Hockey League) for three years. Increasing my responsibilities to Assistant General Manager (second in

command, a big step forward) making approximately \$32,000 per year. Originally from Northville Michigan (western suburb in metro Detroit) my wife and I wanted to get back 'home' to start a family. So we picked up the phone and called the most successful sports and entertainment company in the state--- Palace Sports & Entertainment. At the time they owned the Detroit Pistons-NBA, Detroit Shock-WNBA, Detroit Vipers-IHL, Detroit Fury-AFL and two outdoor amphitheaters-Pine Knob and Meadowbrook Theater. I sent them my resume to the Executive VP of Marketing. After much follow-up and persistence with phone calls I secured an interview. They flew me in for a six hour interview with various executives at the Palace. By the time I was on my way back to the airport I received a call on my cell phone with a job offer. They wanted me to be their Director of Marketing. I did it. It took me six years of working long hours for little pay but I did it. It was the opportunity I dreamed about. To be back in my home town, working for a successful organization making more money than I ever thought I would at this point in my life. So we moved back to Michigan, started our family and my wife now stays home with our two children.

Something changed in me a few years ago. Maybe it was the birth of my son, maybe it was the down sizing of companies all around. But I wanted to control my own destiny and make sure my family was to never have the rug pulled out from underneath us like I saw so happen to so many other faithful employees. So on February 1, 2004 I left the Palace to start my own company - Medical Supplies Direct. I have put myself and my family in a much better situation and I haven't looked back since.

If you want to call me to discuss the above story or my comments on the survey, please feel free. My cell phone is the best way, that number is 248-767-3444. Hope to hear from you. All the best and GO BULLDOGS!

P.S. My wife is a Ferris grad as well. She has a Public Relations degree. We actually met on an internship at the F.S.U. Athletic Department working with Dean Davenport (then Athletic Director) and Keith Otterbein (then head football coach). It was a new program Dean wanted to help market F.S.U. sports to the students. We were the first interns to go through it and what a wonderful experience it was. We actually gave away a free semester of tuition away at every home football game!

**Sincerely,  
Steve Ventura**

# SECTION 2

GRADUATE FOLLOW-UP SURVEY  
B.S. MARKETING

# Marketing Graduate Survey

## Conclusions and Recommendations

### Conclusions

Salaries--after about 7 years in the workplace, range from \$80,000 to \$100,000+

About 17% have the MBA or higher degree

Marketing prepared you extremely well (24%), well (74%)

Weaknesses --global, business clubs, advising, writing skills

Strengths --presentations, cases, strategy, teams

Years analysis--we improved in TEAMS area, got worse in CLUBS area

In agreement with --we offer a quality degree and would recommend FSU

Open-ended responses:

Skills needed today: MOST centered around communication-people-relationship building-persistence-thinking. Next level was computer-technology-analytical

Innovative class they would design: Real world situations, presentation, problem solving, strategy, teams, dealing with people

Improve the marketing program: **INTERNSHIPS**, global, technology, train minds to think, communication, relationship building

### Recommendations

Advising/internship combination --team building advising sessions for marketing faculty & really push internships in the advising process (they are increasing)

Marketing faculty team session to infuse more real examples in courses, interaction with business people, and global examples (will be needing new faculty soon to teach international marketing!)

Reinstate and/or continue with recent M.A.D. (Marketing Alumni Day) where 14 alumni visited classrooms/students for the entire day (Fall 2004)

Continue with Marketing Data Analysis 378 job shadow and perhaps modify that course to include analytical and critical thinking/problem solving exercises

Push for students to join clubs (AMA, Direct Marketing, etc.)

## Marketing Graduate Survey Findings

Approximately 500 useable email addresses from the alumni office (Pamela Harvey) and 80 from Marketing Department alumni contacts were sent, February, 2005. A sample of 97 returned surveys resulted in a response rate of 17% (**93 were usable**). About 76% were returned from the alumni list and 24% from the department list.

Respondents graduated in the following years: 1962-1990 (52-56%), 1991-1997 (19-20%), and 1998-2005 (19-20%). (Three people did not fill in the year.)

A total of 52 respondents were straight marketing majors, 27 were sales, and 2 retail. Certificates and addition degrees were: direct marketing (7), pro golf (3-switched to marketing career), and one each of —e-commerce, advertising certificate, communications, A.S. Plastics, B.S. Plastics, and logistics certificate.

### Average starting salary of the 93 respondents were:

	Mean Starting Salary	Standard Deviation
1962-1990	\$18,000	\$8000
1991-1997	\$27,000	\$9700
1998-2005	\$27,300	\$5000

### Current Salary of the graduates:

It is encouraging that MOST of the middle group of graduates are in HIGH income brackets once they are in the work place after 7+ years.

Salary:	1962-1990	1991-1997	1998-2005	Total
Under \$30,000	1	1	7	9
\$31-40,000	1	1	5	7
\$41-50,000		1	2	3
\$51-60,000	5		2	7
\$61-70,000	3	1		4
\$71-80,000	3	2	1	6
\$81-90,000	6	2		8
\$91-100,000	6	2		8
over \$100,000	22	8		30
Total	47	18	17	

### How well did the Marketing Program prepare you:

The marketing program was rated extremely well by 24% of graduates and well by the 75% of graduates.

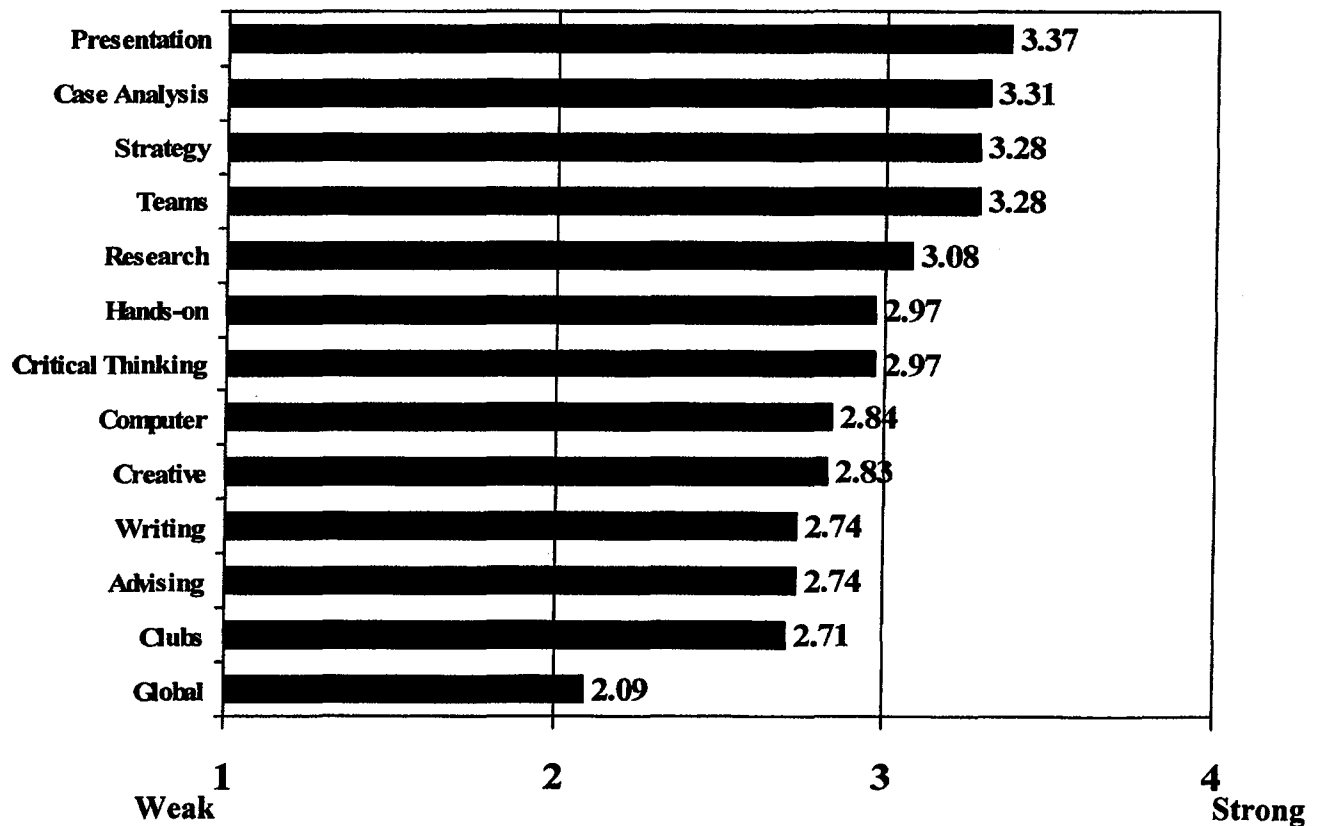
	1962-1990	1991-1997	1998-2005
Extremely Well	14	4	2
Well	32	15	16
Not Well	2		



## Mean Ratings for Strengths and Weaknesses—Graduate Survey

ITEMS RATED	n	Mean	Std. Dev.
Presentation Skills	75	3.37	0.77
Case Analysis Skills	71	3.31	0.77
Marketing Strategy	74	3.28	0.73
Working in Teams	71	3.28	0.76
Research Skills	74	3.08	0.81
Hands-on Learning	73	2.97	0.93
Critical Thinking Skills	72	2.97	0.71
Computer Skills	64	2.84	0.95
Creative Skills	72	2.83	0.69
Writing Skills	73	2.74	0.75
Faculty Advising	72	2.74	0.93
Professional Clubs	63	2.71	0.85
Global Marketing	64	2.09	0.83

Top ratings for strengths were presentation, case analysis, strategy, and teams. The weakest items were global, clubs, advising, and writing.



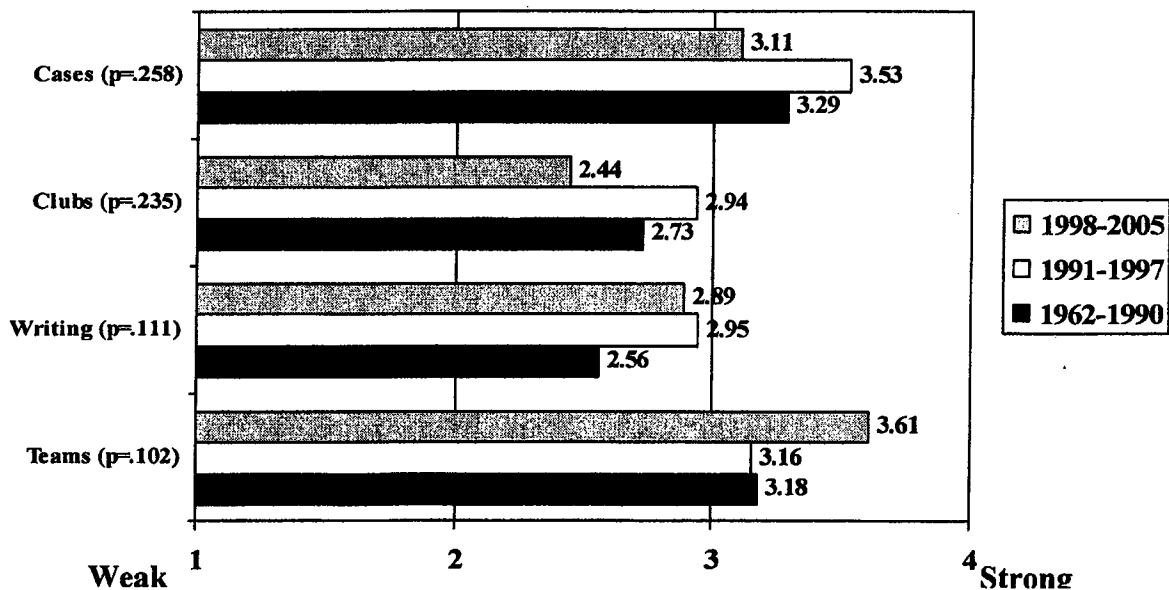
## Strengths -Weaknesses Rated by Pre 1990, '91-1997 and '98-2005 Grads

	Graduation	n	Mean
Presentation Skills	1962-1990	38	3.34
	1991-1997	19	3.53
	1998-2005	18	3.28
Case Analysis Skills	1962-1990	34	3.29
	1991-1997	19	3.53
	1998-2005	18	3.11
Marketing Strategy	1962-1990	37	3.38
	1991-1997	19	3.21
	1998-2005	18	3.17
Working in Teams	1962-1990	34	3.18
	1991-1997	19	3.16
	1998-2005	18	3.61
Research Skills	1962-1990	37	3.00
	1991-1997	19	3.16
	1998-2005	18	3.17
Hands-on Learning	1962-1990	37	2.92
	1991-1997	19	3.05
	1998-2005	17	3.00
Critical Thinking Skills	1962-1990	35	3.00
	1991-1997	19	3.11
	1998-2005	18	2.78

	Graduation	n	Mean
Computer Skills	1962-1990	27	2.67
	1991-1997	19	2.89
	1998-2005	18	3.06
Creative Skills	1962-1990	36	2.75
	1991-1997	18	3.00
	1998-2005	18	2.83
Writing Skills	1962-1990	36	2.56
	1991-1997	19	2.95
	1998-2005	18	2.89
Faculty Advising	1962-1990	35	2.71
	1991-1997	19	2.79
	1998-2005	18	2.72
Professional Clubs	1962-1990	30	2.73
	1991-1997	17	2.94
	1998-2005	16	2.44
Global Marketing	1962-1990	28	2.21
	1991-1997	18	2.11
	1998-2005	18	1.89

### Examination of Four Items

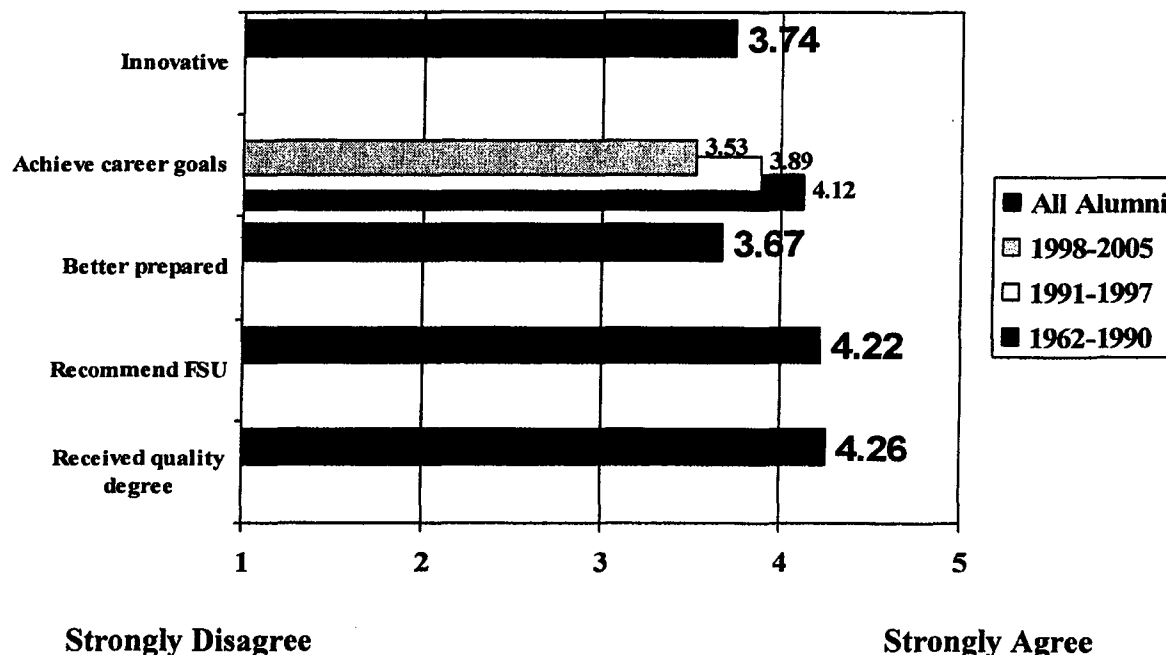
Although not sig at 95% (due to small sub samples), this graph shows that the marketing program has possibly **improved** in teams since the last review, and **needs improving** with the AMA marketing club and case analysis. Writing seems to have improved since 1991, "but" is still low overall.



## Agree-Disagree Questions

Alumni agree most strongly with receiving a quality degree and recommending FSU to prospective students. They viewed being better prepared than co-workers, and innovative program higher than neutral and a little below agree. The marketing program would appear to be getting worse at helping alumni achieve career goals, however, the 3.53 was impacted by an outlier (recent grad.) and the fact that CAREER GOALS ARE ACHIEVED OVER TIME. This issue is addressed also in the open-ended responses.

<b>Agree/Disagree Questions (5=strongly agree, 1=strongly disagree)</b>			
	<b>N</b>	<b>Mean</b>	<b>Std Dev</b>
I received a quality degree at FSU (p=.68)	87	4.26	0.77
I would recommend FSU Marketing to prospective students (p=.310)	86	4.22	0.80
I was better prepared for my first marketing job than co-workers from similar colleges.	83	3.67	0.97
My degree helped me achieve my career goals (p=.079)			
1962-1990	50	4.12	0.90
1991-1997	19	3.89	1.10
1998-2005	19	3.53	1.02
The marketing program was innovative at the time of my degree (p=.22)	88	3.74	1.01



## TOP SKILLS NEEDED IN YOUR CAREER TODAY

<b>SKILLS NEEDED</b>	<b>No.</b>
Communication	38
Computer	21
Analytical	14
Presentation	14
People skills	11
Critical thinking	10
Creativity/innovation	9
Marketing knowledge/strategy implementation	8
Problem solving	8
Sales	8
Negotiation	7
Teams	7
Finance/analysis/understanding financial markets	6
Time management	6
Listening	5
Organizational	5
Adapt to change	4
Networking	4
Global environment/international	3
Internet marketing	3
Interpersonal	3
Market analysis	3
Relationship building	3
Speaking	3
Technical knowledge	3
Thinking on your feet	3
Writing	3
Accounting	2
Leadership	2
Research	2
Selling ideas	2
Technological	2
Tenacity	2
Work ethic	2

<b>SKILLS NEEDED</b>	<b>No.</b>
Ability to learn, learn, learn/not think you know it all	1
Advertising	1
Business economics	1
Closing abilities	1
Cultural differences	1
Dealing with the customer	1
Decision making	1
Energy	1
Etiquette	1
How marketing relates to reality	1
How to start a business	1
Human resource	1
Interpret changing markets	1
Know numbers/metrics cold	1
Knowing the product	1
Law	1
Management	1
Motivation	1
Multi-tasking	1
Persistence	1
Personality	1
Persuasion	1
Positive attitude	1
Preparation	1
Prioritize	1
Product knowledge	1
Professionalism	1
Public relations	1
Resilience	1
Responsiveness	1
Segmentation of markets	1
Self-motivation	1
Systems--Access/Excel	1
Think strategically	1
Writing--one-page summaries, only 5 bullets	1

## ***Totally New and Innovative Class Suggestions-- SORTED BY SALARY***

Under \$30,000

Real life situations/follow project from start to finish.

Fundamentals of an office-fax, phone etiquette, business cards

More hands on, daily life of business world, real clients

Specialized options for mktg degree INTERNSHIPS, stress importance

How to make sales presentations. Doneth was hardest C I ever earned, but still think about how he helped me.

Sales techniques, overcoming objections would be beneficial for all areas of marketing

\$31-40,000

Marketing strategies for different areas (medical, legal, etc) Market a person, not just product

Getting a job, negotiating salary

Need experience, can't get first job....dealing with the disappointment

Team concept--what can derail it, how to put together a winning team.

What to do with the mktg degree--understand the power of the degree, establish career goals early

Internet marketing with subjects regarding e-mail mktg & website building

How to start your own business

\$41-50,000

Mandatory foreign language!

Refresher course for alumni

\$51-60,000

Office politics/network with teams

"The Real World" -office politics-small vs. large org-benefit plans-networking

Different ways to use marketing in the REAL world

Writing--execs only want to see bullet points less than 1/2 page! Real world business.

Have alumni come to FSU. Nimbleness--today's corp. environ. rewards reacting quickly to marketplace

HOW to think about real-world situations, cases are beneficial but cannot teach how to start from scratch to solve problems

How to create & use personal networking

\$61-70,000

Personal finance/investing.

Get involved with companies in project initiatives and "think tanking"

\$71-80,000

Non profit marketing

Personal experiences from people who have been there done that!!!!

A course in technical selling: business to business

How to listen/understand customers needs, overcoming objections

\$81-90,000

Presentations that inspire change in a team setting

Real business problem solving across a range of career paths

Sales planning, review, evaluation...establish goals, review goals, determine methods of improvement

Combination of presentation skills and critical thinking...coming up with answers on the spot...how to handle objections.

Strategic planning. Students need to learn how to manage a sales territory (grow & maintain customer bases)

Career path planning. Learn all aspects of a company's performance & direction

Global marketing and world finance...understanding the role of money & politics affecting the business world

A class on business negotiations

\$91-100,000

Add qualitative in research-they learn to write a moderator's guide covering objectives of resh., see focus groups, present report

Cont. on next page.....

Bus trends--my company has gone from forward thinking to 1970's style. Trends in my bus (packaging)=wholesale clubs,

e-com., environment (less packaging that does more), quality assurance evolution--statistical process control-benefit to mktg

Ability to listen. How to analyze changing demographics--impact in US and globally. See [www.kizerandbender.com](http://www.kizerandbender.com) for info. Internships are very important...keeping up on technology --email, palm pilots, blackberries, cell, wireless.

(had internship in plastics, didn't know of mktg)

Trend spotting: finding the next big idea...out of the box thinking.....

...challenge students to look at other industries, products, psychographics, pop-culture, emerging trends

Bootstrap Marketing....Most bus. have <10 employees. ..students need to learn how to mktg with shoe-string budget, manage 4 p's even when a small firm

"real world" work place vs. book- I would have marketing students get in a car or oversee a sales call, time and time again

\$100,000+

Financial background

Ethics, leadership, problem solving

Understanding the implicit behavior of consumers--what do they mean behind what they say

Negotiation skills

Work experience for credit

Understanding the consumer. What ONE consumer wants, what would improve her life, points of differentiation.

Realistic Business/Importance of image and networking-big mouth or timid won't cut it

Writing, computer, speaking, research, statistics, law

Current cases with real data-metrics consistent with economic times. What works/not work based on stats/data of that company, impact in US & globally

How to work in a matrix environment where you rely on people who don't work for you--how to get your priorities executed

Simulate real bus environment, for example Power & Politics workshop. Tons of simulations, call me 734-302-4002, Jay Richards for info on finding them.

Starting a business--find, finance etc. E-commerce is key--allowing customer to make ONE entry and it posts on his system & yours with least number of strokes is critical.

WORLD CULTURE MARKETING STRATEGY (how to sell in multi cultural setting)

Operational strategy-combining true mktg with business operations--a step above mktg cases class

Integration strategy....mktg execs need to LINK to other bus functions/ramifications of

Mktg decision on other aspects of the business (internally). Need to sell ideas to get budget from CEO team.

Marketing strategy cases focusing on branding

Personal finance

Ethics

Client relations--beyond typical sales classes

Marketing failures-read & know why. Product extensions (M&M's) value added product.

Museum in NY dedicated to product failures, get the DVD. Ann Arbor exposition of this NY exhibit.

Strategic writing

How to stay positive while dealing with adversity, stress, setbacks or failure. We run into them in this business.

Apprentice Show, format for grades, not to see who gets fired would be interesting.

Optimizing the team concept in the workplace

Business etiquette & creating lasting reputations thru all communication regardless of content or level

## Internship Information

A total of **61 alumni never had an internship**, **22 said it was very valuable**, 4 said it was somewhat valuable and one said it was not valuable. From this information and the open-ended below, it is apparent that the marketing program faculty needs to encourage more internships. The large majority of those who had one, found them very valuable.

### Additional Comments for Improving the Marketing Program

#### 1962-1990

Mandatory internship -mentioned 3 times

At 62, FSU matured me, served me well 40 yrs...promotion, money, trust depend on what I produced every day

Encourage internships; great way for companies to recruit. Teach MORE than basic computer skills.

Stronger industry promotion of the school and student strengths

Innovative when I graduated/your E-Commerce concentration is very important

Keep in touch more on a volunteer basis with former grads for career application/push for MBA

Need people who understand what it costs to communicate/market to each customer

Confident the mktg dept has grown & evolved since 15 yrs (my grad). I do remember developing surveys in your class. :))

Degree qualified me to sell, BUT B.S. needs to be related to tech. areas--engineering, automation, computers...may require classes outside COB

Real world.... thru professionals...extremely beneficial, detailing real world results vs. theoretical expectations--why those differences occur

Mktg today is financial aspects-taking cost out of manufacturing, improving on-stream reliability, raw material buying on global base, bottom line or someone else will get to customer with fewer resources...must show decisions will positively impact

Just get & keep great teachers, get some from industry, not purely theory

GLOBAL...I spend 75% of my day dealing with Asia, Mexico, India & E. Europe, scary how much we're losing to low labor mktg countries

The program was great! Add strategy option, International Marketing is key.

Public speaking required...hands-on projects, prezos, team interaction were the best at FSU, multiple choice tests were least beneficial...

big diff between memorizing and understanding

I graduated 30 yrs ago, I will always be grateful for Mr Ferris's credo that anyone should have an opportunity to go to college

One on one mentoring/dialogue with professionals Teach business etiquette.

Activities that put student with mgrs. creates a win for students, business & FSU.... connect mkt with other disciplines (tech + mktg interact)

Stress how important it is to be open to change (product, market or strategy for successful business transactions)

More chances to experience real world

Force students to go to the career fairs, starting as freshman, and interview three or four perspective employers.

Students must be driven by a thirst for knowledge, be forward thinking & develop strong comm. skills....you are your best security blanket

Collaborate, mktg degree & 2 year or one year exposure in any or several of other fields

Teach & explore the nuances around marketing in an increasingly diverse population

Emphasis on critical nature of communication & how written & spoken words can make or break anything or anyone

Continue to use or increase amount of case studies & best means of hands on that is available

#### 1991-1997

Mandatory internship - Mentioned twice

System related options relevant to core business

Had no direction in school for career/not mature enough to understand to plan WHILE IN COLLEGE...more career help.

Thanks for finding me. Program at FSU was terrific. Dr. Keg/Doneth were good profs.

Truly believe mktg is becoming the all-catching area. Hot trends--calling companies mktg specialists, which is anything from bus mgm to promotion to advertising to research. However, specialization in any area with gen. mktg will help you go a long way

Most valuable class at FSU was research with the real projects/experience (keigley) Doneth's was realistic also. His policy for firing people for late or not showing up was extremely realistic. Prezoes were great.

Employee issues...need more human resource for those who will be in supervisory roles

Bring in industry leaders in mktg to educate students in real world stories

Many sales positions now involve selling to sales people as a third party vendor, or as internal customer. Sales reps that understand how to sell to fellow sales reps and motivate those reps to sell to vendors are difficult to find

BLOWN away by new lib! That+the Internet, am jealous of today's mktg student. Party less-go to the lib! Knowledge=power in the workplace  
Instructors with enthusiasm. It's contagious!

I was in the AMA and loved it...wish I could have gotten more teachers/students involved to learn more what marketing can offer.

#### **1998-2005**

Mandatory internship - MENTIONED 5 TIMES

FSU provides quality education, however students have to want to maximize potential for learning

Keeping up with technology. I had an advantage with PowerPoint over existing employees.

Wish I had taken more Spanish, many times could not talk to a client.

Liked resh. project from start to finish (hands on) More sales courses, everything is sales.

Would love to get MBA from FSU, what about special consideration from alumni?

STRESS INTERNSHIPS...it is really about who you know. Thanks for a chance to give feedback.

The Real World.....situation. Offer a research track

Center on real business situations...that actually happen

Truly loved FSU mktg-tougher classes with real projects benefit me in my current environment. That value has stuck with me to this day!

More focus on training minds to think, not to retain theory

Get rid of bad professors, I was paying for this!!



## COMPANY NAME OF ALUMNI AND JOB TITLE

FIRM	TITLE	FIRM	TITLE
Wolverine Human Services	Director of Intake	Consumers Energy	Implementation Mgr, Telecom Leasing
Harbor Spring Realty	Sales Agent	Goodyear Tire & Rubber, retired	VP Goodyear Canada, Consulting Int'l
Dow Automotive	Account Executive	Visions Federal Credit Union	Mktg/Bus Development Assistant
IBM	Data Analyst	Nypro Inc	Global Marketing Development Mgr
General Motors	Retired	West Business Services	Sales Rep
Majorpipe.com		Compuware	Program Launch Manager
Smith Barney	Financial Consultant	Novartis Pharmaceuticals	Oncology Sales Specialist
Scimitar	Mfc Rep, Owner	YH	Traffic Manager
Alan Christian Motorcars	President	Diamond Products	Director of Marketing
Harrington, Thompson, Acker	Legal Secretary	The Scotts Company	Area Sales Manager
The Stanwich Club	Golf Professional	Development Dimensions Int'l	Senior Consultant
Chicago Prime	Sales Manager	Harvest Music + Sound Design	VP Sales/Marketing
Pollard Banknote	Production Manager	MarketingHelp! Inc	President/owner
DS&B Personnel Services, LLC	Staffing Consultant	Metal Working Solutions	President
Meijer	Buyer/Merchandiser Toys	Jawood Management	Account Manager
Perrigo Co.	Director of Inventory Control	Northwest Mutual Financial	Financial Representative
7th Sense Research Corp	Analyst	Whirlpool	Brand Portfolio Training Department
Retired at age 51		Nextel Communications	Corp Account Executive
Nokia	Global Director, Consumer Research	Flight Engineering	President
Bradley University	Asst Volleyball Coach	Synovate Motoresearch	Senior Research Analyst
Fairway & Greene	Account Executive	IE Business School, Barcelona	Director of Entrepreneurial Studies
Morton College	President	Eagle Creek Golf Club	Owner
Victoria's Secret Stores	Merchandise Planner	Alcoa Corp	Plant Sales Rep
Consumers/CMS Energy	Exec Director Risk Management	Aearo Company	Sales Manager
National Wine & Spirits	Sales Manager	Lerner Financial	Financial Planner
Olson Communications, Inc.	Account Coordinator	Lake Ann Grocery	Owner
P&G	Finance Manager US Laundry	At First Sight	President
Careerbuilder.com	Account Rep.	E. & J. Gallo Winery	Field Marketing Manager
CNL Financial Group	VP Sales Administration	Durham & Bates Agencies, retired	Senior VP/Director
Gerber, Retired		Liberty Mutual Insurance	Senior Sales Rep
General Motors	Warranty Administrator	Aphase II Inc.	Marketing Coordinator
TAC Automotive Group	V.P. of Sales	State Farm, Retired	Advertising Director
School District 303	6th grade math	Sunnybrook CC	Director of Marketing & Sales
Robert C. Shaver Co	Sales Rep.	UNLV grad school	student
Synovate Motorresearch	Account Group Moderator	Mgt Recruiters International	Staffing Specialist
Quicken Loans/Rock Financial	VP Business Development	State Farm Insurance	Agent
Mobile Home Center, Inc.	Salesperson/management	Gazellesports .	Store manager
Scaled Air Corp	Sales Manager	Viking Plastics, Inc.	President/CEO
Global Vacation Network	Sales Consultant	Perfection Bakeries, Inc.	Route Supervisor
Denison Corp	Partner	General Motors	Exec Director Bus. Sales & Marketing
Ford Motor Company	New Bus Manager	Harland Financial Solutions	Sales Executive
Kizer and Bender Speaking	Partner	J Walter Thompson	Senior Partner, Creative Director
Yarrow Golf-Conference Center	Golf Pro/Former Conference Mgr	Metamora Country Club	General Manager
Celanese Chemical Ltd	N American Account Director	Phillips Service Industries	National Sales Manager
Check and Cash, USA	CSR	MPI Research	Marketing Coordinator

## Highest Degree & MBA Information

Most alumni respondents had a B.S. degree, with almost 10% having the MBA.

B.S. Marketing	77
MBA	9
Advanced Finance Degrees	2
CISM from FSU	1
M.A. Criminal Justice	1
M.A.	1
Ed.D.	1
Ph.D.	1

A list of 30 respondents mentioned they would "consider" the MBA from Ferris. Since marketing majors would have the 9 hours of foundation classes, only 39 hours would be required for the MBA at Ferris. A sizeable marketing potential might come from marketing graduates and also PGM grads. Those who mentioned YES, regarding interest in the MBA are listed below.

NAME	Grad.	FIRM	Job Title--current	Mktg B.S.+	EMAIL
Rector Mary	2001	Harbor Spring Realty	Sales Agent	Direct Mkt Cert	mary@harborspringsrealty.com
Cline Mike	1992	Chicago Prime	Sales Manager	BS Mktg	mcline@chicagoprime.com
Gavin Stephanie	2003	7th Sense Research Corp	Analyst	BS Mktg	brer_56@hotmail.com
Schopieray Jill	2001	Bradley University	Asst Volleyball Coach	Direct Mkt Cert	jill_behrns@hotmail.com
VanHaaren Tom	1980	Fairway & Greene	Account Executive	BS Mktg	tomvh77@gtlakes.com
McCormick Todd	1988	National Wine & Spirits	Sales Manager	BS Mktg	tmccormick@nwsCorp.com
jmmz419@aol.com	1990	General Motors	Warranty Administrator	BS Mktg	jmmz419@aol.com
Wendt Tim	1995	TAC Automotive Group	V.P. Sales	Sales	twendt@tacworldwide.com
Englehart Tim	1995	Synovate Motorresearch	Account Group Moderator	BS Mktg	Tim.Englehart@synovate.com
Everin Sandy	2000	Global Vacation Network	Sales Consultant	BS Mktg	sandy_everin@yahoo.com
Savickas Mike	1975	Ford Motor Company	New Bus Manager	BS Mktg	msavicka@ford.com
Kizer Rich	1970	Kizer and Bender Speaking	Partner	Sales	richkizer1@yahoo.com
Allen Wendy	1987	Consumers Energy	Implementation Manager	Retail	wcallen@cmsenergy.com
DeHate Mandy	1999	Visions Federal Credit Union	Mktg/Bus Dev. Asst	Direct Mkt Cert	mandydehate@stny.rr.com
Cook Matt	1990	Nypro Inc	Global Mktg Dev. Mgr	Sales-as Plastics	matt.cook@Nypro.com
Piurkowski Karen	1987	Compuware	Program Launch Manager	BS Mktg	piurkowski@msn.com
Thompson Kyle	1990	Novartis Pharmaceuticals	Oncology Sales Specialist	Sales	AndreaDNA@aol.com
Colassanti Mike	2001	YH	Traffic Manager	Direct Mkt Cert	mcolasanti@yh.com
Humfleet Amy	1997	Diamond Products	Director of Marketing	BS Mktg	ahumfleet@diamondproducts.net
Martin Melissa	1986	Jawood Management	Account Manager	Sales	melissamartin@jawood.com
Eloff George	1993	Nextel Communications	Corp Account Executive	Sales	George.Eloff@Nextel.com
Leach Randy	1983	Flight Engineering	President	BS Mktg	rleach@flightmoldeng.com
Bluthardt Rich	1993	Aphase II Inc.	Marketing Coordinator	BS Mktg	rich12_66@comcast.net
Patillo Jennifer	1997	Sunnybrook CC	Dir. Marketing & Sales	BS Mktg	jpattillo@sunnybrookcc.com
Lee Nikki	2002	Mgt Recruiters International	Staffing Specialist	BS Mktg	nilee357@yahoo.com
Kreg Olson	2000	Perfection Bakeries, Inc.	Route Supervisor	BS Mktg	kregolson@hotmail.com
Lenz Mike	1988	Harland Financial Solutions	Sales Executive	Sales	michael.lenz@harlandfs.com
Moore Win	1985	Metamora Country Club	General Manager	PGM	winn_moore@yahoo.com
Breault Todd	1990	Phillips Service Industries	National Sales Manager	BS Mktg	tbreault.evana@psi-corp.com

**Marketing Graduate Survey**

As part of the marketing program review process, we are assessing alumni opinions of the marketing program. Please assist us by answering the following questions regarding the marketing program at Ferris State University. Please return your survey to Professor Marilyn Keigley at [Keigley@Ferris.edu](mailto:Keigley@Ferris.edu) by February 18, 2005. Thank you for your time and answers.

- 1. Year you graduated \_\_\_\_\_
- 2. Current company \_\_\_\_\_
- 3. Current job title \_\_\_\_\_
- 4. Degree area: marketing, sales, retail and/or certificates \_\_\_\_\_
- 5. Your first professional salary after graduation was approximately \_\_\_\_\_
- 6. Current salary is:
  - \_\_\_\_\_ under \$30,000
  - \_\_\_\_\_ \$31,000-40,000
  - \_\_\_\_\_ \$41,000-50,000
  - \_\_\_\_\_ \$51,000-60,000
  - \_\_\_\_\_ \$61,000-70,000
  - \_\_\_\_\_ \$71,000-80,000
  - \_\_\_\_\_ \$81,000-90,000
  - \_\_\_\_\_ \$91,000-100,000
  - \_\_\_\_\_ over \$100,000

Please respond using the following scale:

- 1 Strongly Disagree**
- 2 Disagree**
- 3 Neutral**
- 4 Agree**
- 5 Strongly Agree**

\_\_\_\_\_ I received a quality degree at FSU.

\_\_\_\_\_ I would recommend FSU Marketing to prospective students.

\_\_\_\_\_ I was better prepared for my first marketing job than co-workers graduating from similar colleges.

[comment: \_\_\_\_\_]

\_\_\_\_\_ My degree has helped me achieve my career goals.

\_\_\_\_\_ The marketing program was innovative at the time of my degree.

Use the following scale in your responses:

- 1=Weak**
- 2=Somewhat weak**
- 3=Somewhat strong**
- 4=Strong**                      **NA if not applicable**

Regarding an internship, how valuable was it?

- \_\_\_\_\_ (Did not have one)
- \_\_\_\_\_ Very Valuable
- \_\_\_\_\_ Somewhat Valuable
- \_\_\_\_\_ Not Valuable

7. In your opinion, what are the strengths and weaknesses of the Marketing Program at FSU?

Marketing Strategy	1	2	3	4	NA
Computer Skills	1	2	3	4	NA
Research Skills	1	2	3	4	NA
Hands-on Learning	1	2	3	4	NA
Working in Teams	1	2	3	4	NA
Presentation Skills	1	2	3	4	NA
Global Marketing	1	2	3	4	NA
Writing Skills	1	2	3	4	NA
Critical Thinking Skills	1	2	3	4	NA
Faculty Advising	1	2	3	4	NA
Professional Clubs	1	2	3	4	NA
Creative Skills	1	2	3	4	NA
Case Analysis Skills	1	2	3	4	NA

6. How well did the Marketing Program prepare you for your field?

- \_\_\_\_\_ Extremely well
- \_\_\_\_\_ Well
- \_\_\_\_\_ Not well

Highest current degree \_\_\_\_\_

Would you consider pursuing an MBA from Ferris State University? Yes \_\_\_\_\_ No \_\_\_\_\_

For more info--<http://cbgp.ferris.edu/>

What are the top three most important skills needed in your career TODAY:

If you were to invent a totally new and innovative class, that would benefit the degree, what would it cover?

Please give us any additional comments for improving the Marketing Program:

Our current marketing checksheet is a marketing degree with “concentrations” in Marketing, Retail, Sales, E-commerce, or a Diversified Option

Sincerely,  
Marilyn Keigley, Ph.D.

# SECTION 3

STUDENT SURVEY  
B.S. MARKETING

## Marketing Senior Survey Findings

### Conclusions from Senior's Survey

- **Students are in agreement about receiving a quality degree from Ferris State University**
- **Strengths include TEAMS, MARKETING KNOWLEDGE, PRESENTATIONS, CRITICAL THINKING, RESEARCH, AND HANDS-ON LEARNING**
- **Weaknesses are about the same as stated by alumni: INTERNSHIPS, GLOBAL KNOWLEDGE, AND FACULTY ADVISING**
- **Students AND alumni agree on wanting more real world examples in course work.**
- **Push more for students to join business clubs**

Approximately 58 marketing majors had late junior/senior credits. A total of 35 were surveyed (60%). Findings analyzed after 15 surveys changed VERY little from the table below, indicated a high degree of consistency in student opinions. Only 5 were late junior status and 30 were seniors (62% males and 38% females). Also, 5 were transfer students.

#### Additional Certificate/Focus

Additional Certificates/focus	
Direct Marketing	9
Sales	6
E-commerce	4
Retail	4
Market Research Certificate	2
Global Logistics Certificate	1
Human Resource Minor	1
Communications Minor	1
Quantitative Bus. Analysis	1

#### Job Title/Area Desired

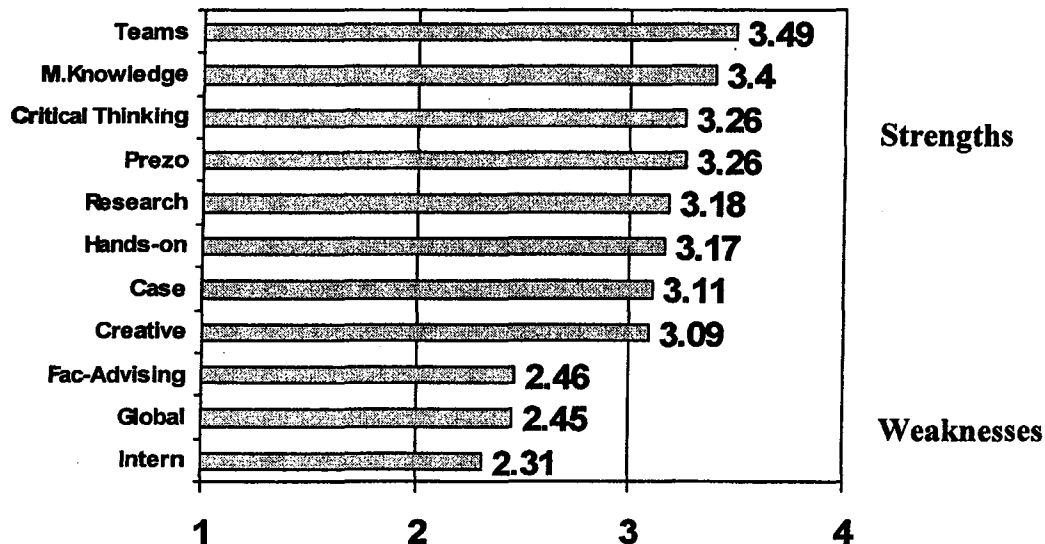
Job Title/Area Desired	
Sales Rep/Executive	5
Marketing Director	5
Pharmacy/Health Care Sales	3
Purchasing/Buyer	3
CEO	2
Sales of Sports Equipment/golf	2
Account Manager	1
Analyst	1
Marketing Research	1
Merchandising/Management	1
Own a golf course	1
Promotional Marketing	1
Sports Marketing	1

## Strengths and Weaknesses of the Marketing Program—Senior Survey

Strengths include teams, marketing knowledge, critical thinking, presentations, research, and hands-on learning. Weaknesses are advising, global marketing, and internships. There is a high standard deviation with advising and internships, indicated some students are having a better experience, while others are rating these poorly.

**STRENGTHS AND WEAKNESSES: Table of Means (1= WEAK - 4= STRONG)**

	Mean	Std. Deviation
Working in Teams	3.49	0.56
Marketing Knowledge	3.40	0.60
Critical Thinking Skills	3.26	0.62
Presentation Skills	3.26	0.70
Research Skills	3.18	0.72
Hands-on Learning	3.17	0.82
Case Analysis	3.11	0.72
Creative Skills	3.09	0.62
Quality Faculty	2.97	0.76
Marketing Strategy	2.85	0.76
Computer Skills	2.77	0.73
Professional Clubs	2.76	0.87
Writing Skills	2.74	0.74
Faculty Advising	2.46	1.01
Global Marketing	2.45	0.67
Internship in Marketing	2.31	1.00



## Agree-Disagree Responses

AGREE/DISAGREE 5= STRONGLY AGREE	Mean	Std. Deviation
Received a quality degree at FSU	4.03	0.66
Internships should be required	3.94	1.16
I would recommend FSU Marketing to prospective students	3.94	0.68
FSU marketing is preparing me for the job world	3.91	0.66
My marketing education is equal to or better than programs at similar colleges (SVSU, GVSU, CMU, WMU, NMU)	3.88	0.96

There was consistent and agreement in these questions. A transfer students remarked, "I took classes at EMU, FSU puts them under the water; we are so much better!"

## Value of the internship and Business Club Membership

Of the 13 student who had an internship, 9 said it was VERY VALUABLE, 3 said valuable, and one said not valuable. More reason to push the internships! About ½ of respondents belong to the student AMA group. Ideally, this should be higher.

AMA	15
Ad Group	3
APICS NAPM	2
IMA	1

## Marketing Classes Needing Improving and Why

Marketing Classes Needing Improving and Why	
International Marketing	3
Consumer Behavior, new material	2
Advanced selling bad, Analysis classes awesome	1
All, because there is always room for improvement	1
Consumer Behavior, too passive, need real-world	1
E-commerce	1
Get in touch with what is happening in the real world.	1
International, Mktg 321	1
Mktg 476	1
Most of them	1
Need Prin Mktg more interactive	1
Prin of Marketing, importance wasn't stresses. Couldn't understand stats prof	1
Prof. Selling, Prin of Mktg	1
Sales, new teacher	1
Strategy--tests on charts, class not well organized	1
Strategy out of date	1
Strategy, memorizing! Needs more case actual writing	1
Strategy, Supply Chain teachers	1
Supply Chain	1
Supply Chain, didn't learn a thing	1
Supply Chain, irrelevant and I feel it won't help me in my job	1



## Marketing Classes Most Beneficial and Why

All, because you need them!	2
Research	2
Adv 375, as we are required to use real world examples in everything	1
Adv, Sales Real-world situations	1
Advanced Selling	1
All even, Retail classes were organized and learned more, challenging	1
Applied Management	1
Busn 499, Advanced Selling	1
Data Analysis	1
Data Analysis, Principles of Marketing	1
Data Analysis, Retg 438	1
Market Research, and 441	1
Mktg 231 Sales, Presentation skills	1
Mktg 321, Sales 231	1
Mktg 321, 231 (Ream & Dix) Amazing teachers, well organized	1
Mktg 378 Data Analysis	1
Mktg 466 Purchasing	1
Mktg Research, Advanced Sales, Consumer Behavior	1
Prin of Marketing, got solid groundwork	1
Product Management, Ecom 375	1
Prof. Selling	1
Research & Selling	1
Research, Analysis	1
Research, Consumer Behavior, Sales	1
Research, Data Analysis, learned effective related info	1
Research, got to work with groups, developed social skills	1
Research, Used SPSS	1
Retail 339 and 337	1
Retail the best, Plank is great	1
Sales (hands on), Mktg Principles--strong foundation	1
Sales, because you actually sell a product	1

## Improve the Effectiveness of the Marketing Program

<b>What Can Improve the Effectiveness of the Marketing Program?</b>	
Internships	6
More hands-on projects/real world applications	5
Internship (I had to set up my own!! FSU not helpful)	3
Updated teachers	3
Better advising earlier in education	1
Better faculty all around, more real-world knowledge	1
Broader diversified. More electives, like even engineering to count as elective	1
Different material in different classes, learned 4 Ps few dozen times	1
Faculty with work experience	1
Internship (realized was in wrong program with internship in PGM)	1
Internships and more interaction for advising/counseling	1
Internships, Job Shadowing. Had sales internship, learned more than in any sales class!	1
Less B.S. classes like ISYS 321 & Sci/Cult enrichment	1
More enthusiasm; learned MORE on 1 internship than 5 yrs of school	1
More specialized classes, FSU degree matches up with anyone around! Great Experience	1
Need a checksheet of when to take classes/schedule	1
Need an Excel class (learned a lot on internship from a very smart man)	1
<b>Push more to join AMA</b>	1
<b>Took classes at EMU, FSU puts them under the water. We are so much better!</b>	1

## Marketing Student Survey

As part of the marketing program review process, we are assessing student opinions of the marketing program. Please assist us by answering the following questions regarding the marketing program at FSU

Fresh \_\_\_\_\_ Soph \_\_\_\_\_ Jr \_\_\_\_\_ Senior \_\_\_\_\_  
 Male \_\_\_\_\_ Female \_\_\_\_\_  
 Transfer student? Yes \_\_\_\_\_ No \_\_\_\_\_

List any addition focus/concentrations/certificates you are working toward \_\_\_\_\_

Job title/area you desire \_\_\_\_\_

Use the following scale in your responses:

**1=Weak**

**2=Somewhat weak**

**3=Somewhat strong**

**4=Strong**                      **NA if not applicable**

In your opinion, what are the strengths and weaknesses of the Marketing Program at FSU?

	Weak			Strong	
Marketing Strategy	1	2	3	4	NA
Computer Skills	1	2	3	4	NA
Research Skills	1	2	3	4	NA
Hands-on Learning	1	2	3	4	NA
Case Analysis Skills	1	2	3	4	NA
Working in Teams	1	2	3	4	NA
Quality Faculty	1	2	3	4	NA
Presentation Skills	1	2	3	4	NA
Global Marketing	1	2	3	4	NA
Writing Skills	1	2	3	4	NA
Critical Thinking Skills	1	2	3	4	NA
Faculty Advising	1	2	3	4	NA
Professional Clubs	1	2	3	4	NA
Creative Skills	1	2	3	4	NA
Marketing Knowledge	1	2	3	4	NA
Internship in Marketing	1	2	3	4	NA

If you had an internship, how valuable was it?

\_\_\_\_\_ Very Valuable  
 \_\_\_\_\_ Somewhat Valuable  
 \_\_\_\_\_ Not Valuable

Please comment on your experience:

Please respond using the following scale:

**1 Strongly Disagree**

**2 Disagree**

**3 Neutral**

**4 Agree**

**5 Strongly Agree**

\_\_\_\_\_ I feel I am received a quality degree at FSU.

\_\_\_\_\_ I would recommend FSU Marketing to prospective students

\_\_\_\_\_ My marketing education is equal to or better than programs at similar colleges (SVSU, GVSU, CMU, WMU, NMU, etc.)

\_\_\_\_\_ Internships should be required.

\_\_\_\_\_ I feel the marketing program is preparing me for the job world.

What **business** clubs do you (or did you) belong to while at FSU?

What **marketing** classes were most beneficial and why?

What **marketing** classes need improving and why?

What would improve the effectiveness of the marketing program?

Marketing

APRC 2005-2006

section 2 of 2

# SECTION 4

PROFILE OF STUDENTS AND ENROLLMENT TRENDS  
B.S. MARKETING

## PROFILE OF STUDENTS

### Demographics (ranges for 2000-2004)

- Males 63-67%
- Black 6-8%, Hisp. & Ind/Alsk .7%, Asian 1-2%, White 83-89%, Foreign 2-4%
- Avg. Age 20.6 to 21.5
- Resident 88-90%, non-resident 1-2%, Midwest compact 3-8%
- Off campus programs not offered (Dowagiac, TC, etc)
- Mix of on-line classes offered (approx 15-40%, depending on semester)

### Quality of Students

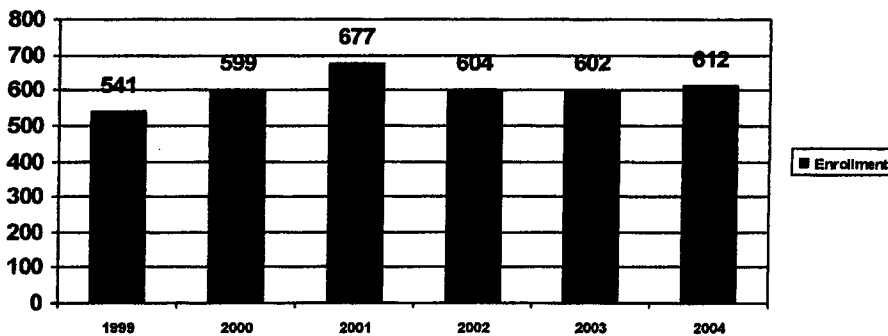
- Min-Max ACT 12-29, Average ACT 19.3
- Min-Max GPA 1.5 to 3.9, Average GPA 2.6
- Graduated Students Avg. GPA 2.7-3.0
- Graduated Students Avg. ACT 18-20
- Awards include Marketing Student of the Year, and for AMA West Michigan, various students get other awards...here are several examples:

April 2005 Marketing majors Nick Schieble, Laura Blake, Jennifer Vereeke win College of Business Student Excellence Awards

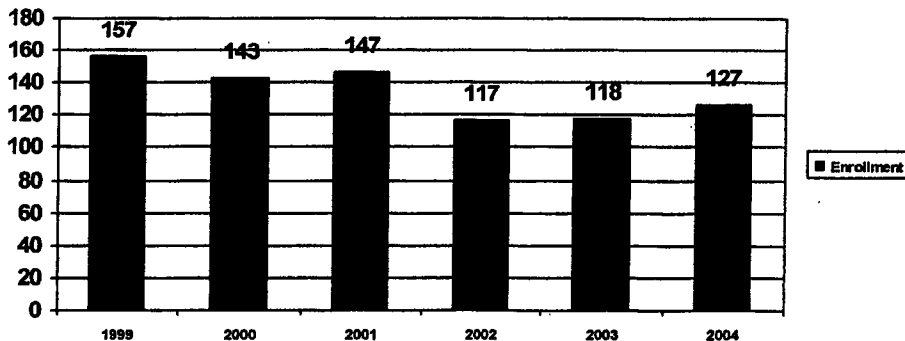
Nov. 2003 *Herman's New Friend* (Children's book), Illustrated by Ying-Ying Lu.  
Published date: November 2003

Dec. 2002 Ferris State University Black and White Artwork Contest for *Prism* Essay Contest. First prize (cover artwork) for 2002 *Prism* Publication

MARKETING DEGREE (MARKETING, PTM, PGM, MIM, Pre-PGM)



### ENROLLMENT TRENDS---MARKETING B.S. ONLY



## Employability

- 93% placement rate, avg. salary \$31,258
- Grad. data shows \$80,000-\$100,000+ after about 7 years
- Advanced degrees of alumni surveyed:

B.S. Marketing	77
MBA	9
Advanced Finance Degrees	2
CISM from FSU	1
M.A. Criminal Justice	1
M.A.	1
Ed.D.	1
Ph.D.	1

Enrollment, Capacity, Retention, Graduation see Dept. Head Admin. Review:

## ADMINISTRATIVE PROGRAM REVIEW

Reported by Dick Hansen RECEIVED MARCH 2005

### Administrative Program Review

Program Marketing

### Purpose of Administrative Program Review.

1. to facilitate a process led by the deans and department heads/chairs to assess and evaluate programs under their supervision
2. to facilitate long term planning and recommendations to the VPAA
3. to collect and analyze information that will be useful in the University's accreditation efforts; Academic Program Review deliberation; and assessment.

Instructions: Please prepare a report following the outline below.

### I. Program Assessment/Assessment of Student Learning

- a) What are the program's learning outcomes?
- b) What assessment measures are used, both direct and indirect?
- c) What is the assessment cycle for the program?
- d) What assessment data were collected in the past year?
- e) How have assessment data been used for programmatic or curricular change?

### II. Course Outcomes Assessment

- a) Do all multi-sectioned courses have common outcomes?
- b) If not, how do you plan to address discrepancies?
- c) How do individual course outcomes meet programmatic goals?



At present the multi-sectioned courses do not have common outcomes. Eventually, a common syllabus with objectives/outcomes/assessment will be developed in conjunction with requirements for ACBSP accreditation.

### III. Program Features

#### 1. Advisory Board

- a) Does the program have a board/committee? When did it last meet? When were new members last appointed? What is the composition of the committee (how many alumni, workplace representatives, academic representatives, etc.)
- b) If no advisory board exists, please explain by what means faculty receive advice from employers and outside professionals to inform decisions within the program.
- c) Has feedback from the Advisory Board affected programmatic or curricular change?

The Marketing Advisory Board just met on Friday, April 1, 2005 in Grand Rapids. Several new members were recently appointed. Of the 13 attending, four were faculty, six were alumni, and three were workplace representatives.

The E-Commerce Marketing Advisory Board (concentration in Marketing Degree) met on Thursday, April 14 in Big Rapids. Of the 25 attending, nine were faculty and staff, fourteen were advisors, and two were guests.

#### 2. Internships/Cooperative or Experiential Learning

- a) Is an internship required or recommended?  
Internships are not required for the marketing degree major, but strongly recommended.
- b) If the internship is only recommended, what percentage of majors elect the internship option? Percentage is about 15-25%, it varies each semester and is increasing.
- c) What challenges does the program face in regard to internships? What is being done to address these concerns? *With the aid of a full-time internship director, we are developing work stations. Future placement availability looks bright.*
- d) Do you seek feedback from internship supervisors? *Current internship director has been extremely active in providing information and meeting on a timely basis with the faculty and department heads.*

If so, does that feedback affect pedagogical or curricular change? *Some policy regarding number of credits and time necessary for credit has been considered for the future.*

#### 3. On-Line Courses

- a) Please list the web-based courses, both partial internet and fully online, offered last year.
- b) What challenges and/or opportunities has web-based instruction created?
- c) What faculty development opportunities have been encouraged/required in order to enhance web-based learning within the program?

- d) How has student feed-back been used to enhance course delivery?
- e) Is there any plan to offer this program on-line? If yes, what rationale is there to offer this program online?" (emerging market opportunity?, expand enrollment?, demand for niche program offering?, etc.)

*Online courses include: Marketing 321, Marketing 322, Advertising 222, E-Commerce 375, E-Commerce 383, Marketing 383, Advertising 375. . The direct marketing and e-commerce marketing certificates can be earned completely online as as of this year. Faculty have taken the WebCT training – probably six have volunteered to do so and are active in recently putting the MKTG 322 (Consumer Behavior) online for the first offering this summer session.*

*The entire marketing degree probably will not be offered online as it would involve other departments to also develop the necessary online courses. However, it may be possible in a 2+2 program articulation with COB offering the last two years of the BS degree online in the nearer future. Depending on what one reads in the future delivery of college degrees with regard to cost, some think that the first two years and other "canned" courses will be offered online.*

#### **4. Accreditation**

- a) Is the program accredited or certified?
- b) By whom?
- c) When is the next review?
- d) When is the self-study due?
- e) How has the most recent accreditation review affected the program?

*The entire College of Business programs are under consideration for accreditation by ACBSP. We are in the candidacy status at the moment.*

#### **5. Student/Faculty Recognition**

- a) Have students within the program received any special recognition or achievement?
- b) Have faculty within the program received any special recognition or achievement?

*Students have received various awards. Most of them have been internal. Professor Susan Jones has received national recognition from the Direct Marketing Association and currently sits on their educational Board.*

#### **6. Student Engagement**

- a) Is volunteerism and student engagement a structured part of the program?
- b) Does the program utilize service learning in the curriculum?
- c) Does the program participate in the American Democracy Project?

*Numerous students have volunteered to attend AMA meetings in Grand Rapids and many professional meetings on campus. The marketing program does not currently participate in the American Democracy Project.*

*Areas of Strength: A well-balanced and experience faculty in the various specialties within the department. Recent new hires have been most beneficial in developing necessary specialties. Actually our greatest strength has been to move various former degrees in the marketing into "concentrations" on the marketing checklist; namely, a concentration in Retailing, one in Sales, one in E-Commerce, on in specialized marketing*

*courses, and one in diversified which enables students from various degree program across the campus to easily transfer into the marketing degree program.*

*Areas of Concern (and proposed actions to address them) Immediate concern within the next two years is the possibility of five (5) retirements in one or more specialty areas. Also of concern is that there is no back-up faculty in the area of public relations. Hiring some one in the near future that can teach in this area and also another area in the department is a pressing need. We are also seeking a permanent full-time department head.*

*Future Goals: Accreditation is paramount for us to meet the competition and also be eligible for various professional events*

*Other Recommendations: The College of Business has been managing for the past few years with understaffing both at the administrative and faculty level. We have survived with classroom management and others taking on the duties of a vacant associate dean position. To be able to offer a full menu of specialized marketing classes in the future may not be possible.*

**Program/Department: Marketing B.S. w/Sales & Retailing Tracks/Marketing Department**

**Purposes of Administrative Program Reviews:**

1. to make deans and department heads/chairs aware of important quantitative and qualitative 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**

	<b>Fall 1999</b>	<b>Fall 2000</b>	<b>Fall 2001</b>	<b>Fall 2002</b>	<b>Fall 2003</b>
Tenure Track FTE	10.75	9.74	9	8	7.5
Overload/Supplemental FTEF			.75	1.00	1.00
Adjunct/Clinical FTEF (unpaid)					
Enrollment on-campus total*	91	136	144	119	118
Freshman	25	50	43	18	22
Sophomore	26	25	33	29	21
Junior	16	25	25	30	35
Senior	24	36	43	42	40

Masters					
Doctoral					
Pre-Professional Students					
Enrollment off-campus*		9			
Traverse City					
Grand Rapids					
Southwest					
Southeast	10			2	

\*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.**

165 students

**What factors limit program capacity?**      Number of faculty, classrooms

**Financial**

<b>Expenditures*</b>	<b>FY 99</b>	<b>FY 00</b>	<b>FY 01</b>	<b>FY 02</b>	<b>FY 03</b>
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 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 99</b>	<b>FY 00</b>	<b>FY 01</b>	<b>FY 02</b>	<b>FY 03</b>
Net Clinic Revenue					
Scholarship Donations					
Gifts, Grants, & Cash Donations					
Endowment Earnings					
Institute Programs/Services					
In-Kind					

**Other**

	<b>AY 98/99</b>	<b>AY 99/00</b>	<b>AY 00/01</b>	<b>AY 01/02</b>	<b>FY 02/03</b>
Number of Graduates* - Total	24	17	22	28	24
- On campus	20	16	15	28	22
- Off campus	4	1	7	0	2
Placement of Graduates	100%	91%	93%	93%	N/A
Average Starting Salary	\$28-32,000	\$36-40,000	\$33,800	27-29,900	N/A
Productivity - Academic Year Average	427.13	512.99	528	519.60	585.16
- Summer	214.95	297.83	262.91	263	228.29
Summer Enrollment	31	29	41	41	45

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

**1. a) Areas of Strength:**

- Innovative teaching methods - powerpoint presentations
- Hands-on student experiences - Oral sales presentations (role-playing)
- Use of WebCT courses
- Capstone course - BUSN 499 Interdisciplinary Integrating Experience, computer simulation
- Breadth of the program reaching into several critical marketing majors that reflect strong sense of commitment to employers requirements and needs
- Using contemporary methods of classroom teaching in a large number of marketing courses such as: case analysis, role playing, computerized simulation, research paper, and student presentations
- Faculty/staff survey on the WEB for MKTG 425 - research class
- Placement rates, availability of business internships help sell the program
- Newly designed curriculum gives the students more choices/flexibility

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

- Replacement of faculty - recruiting for new faculty members, especially one trained in Public Relations
- Promote internships for all students - highly recommend internships for all students
- Increase enrollments by developing a strategic plan using a committee comprised of marketing faculty

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

- Integrate more global emphasis (2003-2004)
- Implement newly designed curriculum in 2004-2005 – it is market driven using student, alumni, and employer data.
- Develop measurable outcomes for every course offered through the marketing department

**3. Other Recommendations:**

- Expand and activate advisory committee membership
- Annual review of existing courses, textbooks
- Faculty assignments to different courses
- Build in competency-based outcome objectives

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

- a) **If yes, when did it last meet?** April 2002, a combined meeting with E-Commerce and Advertising in Grand Rapids, MI
- b) **If no, why not? By what other means do faculty receive advice from employers and outside professionals?**
- c) **When were new members last appointed?**  
2001
- d) **What is the composition of the committee (how many alumni, workplace representatives, academic representatives)?** The committee is comprised of 14 members – all workplace representatives – of which 5 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?** Recommended, 1-9 variable credits available - can be taken as electives
- b) **If no, what is the reason for not requiring such an experience?** Though highly recommended, the ability of many students to acquire such experiences is questionable, their willingness to extend their collegiate stays is somewhat limited even when shown the value of internships, and the Big Rapids locations limits the number of employment opportunities needed to make this a degree requirement.
- c) **How many internships take place per year? What percentage of majors has internships?**  
Approximately 3-5 students per semester take advantage of Marketing/Sales or Retailing internships, with up to 10 students in the summer semester

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?**  
MKTG 383, ADVG 375
- b) **Please list the web-assisted (e.g., WebCT) courses the program offered last year.**  
MKTG 231, MKTG 436, MKTG 441, MKTG 466, MKTG 499, MKTG 434, BUSN 499

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

Concentrations have been built in which will allow a student to obtain an emphases in more marketing, sales or retailing, or complete a minor/certificate while focusing on technology-based application experiential learning, project management, interaction with real world business organizations, and the requiring of significant levels of oral and written and communication presentations to audiences which require students to defend their work to groups of actual business practitioners.

- a) **For what distinctive characteristics is it known in the state or nation?**
- Hands-on approach
  - High student placement rate
  - Greater breadth in Marketing courses
- b) **What are some strategies that could lead to (greater) recognition?**
- More publicity
  - Hiring of well-known, qualified faculty
  - Building partnerships with regional businesses that allow students not only internship opportunities, but allow students to demonstrate their abilities to such an extent that employers begin to seek-out FSU Marketing student graduates
  - Building faculty internships with regional businesses and organizations and remove the image of "ivory tower" learning held by many marketing practitioners of collegiate education that they associate mistakenly with FSU marketing.

8. **Is the program accredited? By whom? If not, why? When is the next review?**

**9. What have been some major achievements by students and/or graduates of the program? By faculty in the program?** Recent news stories within the College of Business regarding Marketing students and alum include:

- Other Marketing news regarding faculty and students is available on the College of Business website at [http://www.ferris.edu/htmls/colleges/business/cfm/news\\_archive.cfm](http://www.ferris.edu/htmls/colleges/business/cfm/news_archive.cfm)

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

**a) What are the program's learning outcomes?**

Graduates are ready for the marketplace – necessary skills and knowledge. They are provided a broad array of learning opportunities and the ability to build a set of skills tailored to meet their career goal aspirations.

**b) What assessment measures are used, both direct and indirect?**

- student assessments of written reports, case analyses, oral presentations, and comprehensive marketing planning documents
- alumni surveys
- student performances in role-playing activities of marketing courses
- enrollment data for marketing program
- capstone course evaluations of student performance (MKTG 434, RETG 438 and BUSN 499)
- written reports as required by SOAC and COBAC

**c) What are the standards for assessment results?**

Faculty review/peer review

**d) What were the assessment results for 2001-02?**

MKTG 499 and BUSN 499 capstone simulations indicate on a comparative basis against 1296 other collegiate programs that our students achieve at between the 80<sup>th</sup> to 98<sup>th</sup> percentile level (as compared to other institutions) relative to decision results on a number of problem solving criteria at the national level of competition.

**e) How will / how have the results been used for pedagogical or curricular change?**

Continuous course improvement via faculty encouraged faculty exchanges of content, pedagogy, and teaching orientations. Further, opportunities to attend faculty development at numerous campus learning events to improve teaching effectiveness and building the learning into course development and delivery. Further, the current re-engineering effort is one such example of such faculty exchange and will be a continuous effort constantly tested and assessed by faculty, alumni, and FSU marketing graduate employers at the end of each re-engineering cycle.

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

**a) Do all multi-sectioned courses have common outcomes?**

No

**b) If not, how do you plan to address discrepancies?**

Marketing 321 – Principles of Marketing is part of the College of Business core and does include common outcomes.

**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).

Form Completed by H. Lee Meadow, Head, Marketing Dept.



# SECTION 5

ADVISORY BOARD PERCEPTIONS  
B.S. MARKETING

## **Highlights of the Marketing Program Advisory Board Meeting 2005**

### **OVERALL COMPANY**

- How to manage Gen X, Y, & Baby boom clash in organizations
- Teaching TRUE teamwork—John C. Maxwell-17 Indisputable Laws of Teamwork
- Knowing how to read financial statements of your org; stockholders=report card
- Even teach personal finance/stocks/investing will help them understand corporate
- Doesn't matter "who's your daddy," did you make the company any \$\$ today?
- Need to be able to PROVE you add value to the organization
- Need to hire people who are self-starters, tenacious, hard to find (can't teach it!)
- Need people who will work and ask for work in the firm, critical thinking skills
- PROJECT MANAGER-need people who are able to pull all parties together (maybe combine some other aspect of campus with marketing class)

### **TEACHING IDEAS/MARKETING PROGRAM**

- High school is glamorized (can take test over)—we need a reality check, in the real world they would be FIRED —need to prepare them
- Class syllabus—lay out EXACTLY what is expected
- People didn't miss Doneth's policy class & never late, teach discipline
- Importance of Internships, Mentor Program, and Job Shadow
- Real world flavor to classes
- Modeling —Starbuck's managers
- Grades by commission, one gets A, rest get an F (real world sales!)
- Liked simulation of BUSN 499 class
- Have students present resume first day of class & have an interview
- Is email communication covered in business writing class?

### **SALES, COMMUNICATION, PRESENTATION**

- Communication skills and relationship building can be built into the sales class, continually polish presentation skills, even dining etiquette
- Marketing EVERY DAY deals with selling yourself
- We can use up to "EIGHT" sales classes, it is so important
- Dress—suit tie for clients, don't overdress (upstage) client. Jeans—depends on the day, clients, and company
- Spin sales (Neil Rackum), relationship building—Xerox = needs based
- Sales is really the ability to present ideas —all grads need this skill (solution sales)
- Teach both schools of thought —strategic vs. tactical selling
- Email communication has degraded communication—pay attention to how the email goes out to the client, intro sentence, etc.
- Continued sales training in company by all employees

### **TECHNOLOGY/GLOBAL**

- GLOBAL need exposure to cultural differences and how things are done in other countries, hard to get unless you go there—encourage international internship
- Try to put more global examples in the classroom
- More web/Internet the better—webinars, e-commerce, —build web into programs
- ANYTHING DIGITAL web and web design, on-line

# SECTION 6

EMPLOYER PERCEPTIONS  
B.S. MARKETING

## **MARKETING EMPLOYER SURVEY DATA FOR MARKETING PROGRAM REVIEW**

### **Interview #1 -- John Parker, Chief Marketing Officer, Alticor, Ada, MI**

**This is a multi-billion-dollar privately owned company that serves as the umbrella organization for Amway, Quixtar and Access Business Group**

### **Interview #2 – William Deck, E.J. Gallo Wines, 1987 Ferris Grad**

**Mr. Deck is the Detroit Metro Manager (sales management) for Gallo and he is actively involved each year in recruiting new hires for the firm**

### **Interview #3 -- Kimberlea Fowler, Retail Team Leader, Kellogg Company**

**Kimberlea works out of Colorado. Our recent graduate Jill Panetta reports to Kimberlea**

### **Interview #4 – (Ms.) Kelly Redinger, Marketing Director, Wolverine Boots and Shoes Rockford, MI**

### **Interview #5 – Mike Suman, Principal, Product and Market Development, LLC, Holland, MI, 2004 Ferris Grad in E-Commerce Marketing**

**Mike is a former Senior Vice-President for Johnson Controls, a multi-billion dollar automotive supplier with offices in Holland, MI; he is now an independent consultant and inventor. Mike is unique because he has hired many people over the years and he has also sat in Ferris classrooms quite recently with our traditional students, while he finished up his degree as a non-traditional student.**

### **Interview #6 – Tim Englehart, Account Group Manager, Synovate Motoresearch, Royal Oak, MI, 1995 Ferris Grad**

### **Interview #7 – Karen Piurkowski, Compuware, Ferris Grad**

### **Interview #8 – Keith Brophy, President of Business Development for NuSoft Solutions (Troy and Grand Rapids, MI)**

- 1. What do you/does your firm look for in a new hire for a marketing/E-Commerce related position? (Course work, skills, attributes, abilities, exposures, etc.)**

## **JOHN PARKER**

Course work that's relevant

Experience – internships or on campus – that translates course work into the ability to apply learning and succeed

Internship at Alticor or another relevant company or ad agency

For various positions we have at Alticor the following skills would be important

- Analytics
- Sales forecasting
- Market research
- Communications
- Brand management

Number one for our company is a “fit” with our culture and values. We are still a private family-owned company. Those who fail here usually do so because they don't fit with our culture. To be “classically performance driven” as someone at Procter and Gamble or another company might be, is not all it takes here. The values of the owners include relationship skills.

We are also looking for people with leadership skills. As one of the advisors at the recent ADVG/ECOM advisory meeting said, “The people who know how will always work for the people who know why.” We need people who can rise up and see the bigger picture. We are looking for breadth of experience, and activities that demonstrate leadership skills.

## **WILLIAM DECK**

Self-starters, visionaries, entrepreneurs, mature, goal oriented, leadership, positive attitude. Entry-level would be in sales – in a management development program. We recruit at colleges and place new hires (Gallo calls them mentees) inside a distributor for the first two phases of the process – sales rep and district manager. A mentor from the winery meets with that person monthly and then quarterly.

## **KIMBERLEA FOWLER**

At Kellogg, sales is part of marketing. (Ferris grad) Jill Panetta is a retail sales rep who goes into stores to “sell in” product and make sure distribution is in place. When we looked for her, what we looked for was not necessarily experience because we are hiring straight from college, but the projects they did in school – to help sell their case for the position (marketing, sales). The individual wants to move up, has energy and ambition, can function on their own, independently driven. Can hold their own. We want a marketing student, not general studies. I also look at the school and what kind of studies they provide – detailing the marketing degree – how much emphasis is given on that in that school and the projects. I have to admit I went online to the Ferris web site before hiring Jill to see what Ferris dedicates to the marketing department.

### **KELLY REDINGER**

Our organization considers a strong academic background and practical experience as important factors in new hires. Equally important is the individual's personality and ability to work within a team setting. Demonstrated involvement in extra-curricular activities such as professional organizations, sports, etc. is a good indicator of an individual's ability to work together in a group.

### **MIKE SUMAN**

I look for a natural wiliness to work hard and with passion. The degree is certainly a hurdle and in some cases a must but I have found that if you offer the same money to someone with a degree and someone who is close the degreed person will be unexcited and the non-degreed person is more likely to be excited and ready to prove something. I also look for someone that has a good overall business sense. This helps when we take an x-ray of our customers so we can apply our prescription in an appropriate way.

### **TIM ENGLEHART**

Well, we don't always look for someone with a degree if they have had success in the industry. It is typically job specific, but for the most part we want someone who has a degree in marketing and is active in other programs during their school career as an indicator towards being proactive and outgoing.

### **KAREN PIURKOWSKI**

Compuware looks for people with background in the specific product area they would be supporting. Compuware offers business-to-business software, so any experience in that area is helpful. Also, experience in marketing is necessary –but not quite as important as background in software development in the product area. Software experience is key – with educational background as well. This is the only company I have worked for that placed such a heavy emphasis on product specific skills. I believe this is specific to the particular VP of Marketing we have right now. In the past, more emphasis was placed on Marketing Educational Background – assuming that if you had the right skills in marketing, you should be able to learn about the products.

### **KEITH BROPHY**

Past technical exposure in courses and work experience, strong communication skills, quick learner, flexibility and demonstrated teamwork. Someone who has learned something leading-edge, be it e-commerce or another subject.

## **2. Of the elements you listed above, what seems to be the most lacking among entry-level candidates today? How could we do a better job of preparing students to offer what your firm is looking for?**

### **JOHN PARKER**

First, leadership skills. These are hard to identify and locate among entry-level people. There is a fine line between confidence and arrogance. We are looking for confident leaders. People who fail at this firm typically do so because they are arrogant. If they come in from the outside to work at a high level, they often believe “This company has a lot to learn from me.” (Alticor prefers to promote from within.)

We look for this new leadership blood from people early in their careers.

The quality of people we can attract at the entry level ebbs and flows with the economy. Right now we can get better people than in the late 1990s.

Second, we would like to see people with more experiential learning. This can be through internships or through classroom projects for companies. When we interview students for positions, we would like to hear them discuss those internships or projects and how they delivered value for a company.

Third, writing and presentation skills. Ten years ago, it seemed that students generally wrote better than they do now. John addressing students: We are not going to adjust how we do business to your Instant Messenger and cell phone text message approach.

### **WILLIAM DECK**

I'll answer that two different ways. The biggest difference is, in the colleges I've recruited at, it's not the college program, it's the initiative that students take, themselves. For this upcoming grad class, I'll have two students that walk up. The first will say “I graduate in a month, what do you have to offer.” I think to myself, “When you were a freshman you should have been thinking about what was offered.” This guy thinks his degree entitles him to a job. The second describes his or her background – sports, 3.9, AMA, frat or sorority, internships in sales, tells of other offers he or she has...you think to yourself, what has transpired? One has no direction but feels an entitlement to a job. The other is a blue chipper and is basically indicating that you'll be hiring a quality person – they seem to want you to get into a bidding process.

First and foremost, I would make every single career fair mandatory for students. They should each have some quality questions they ask – the interviewer should sign off that

they came. Ferris career fair planners should visit career fairs at other state schools and share ideas. Ferris students need to understand that they can't wear their classroom attire to a career fair – they should dress professionally. Many students come in sweatshirts and athletic shoes. Guys who wear earrings should take them out for the career fair.

### **KIMBERLEA FOWLER**

Experience – even though we don't look at it as life experience, but sometimes people don't have enough projects in school. I'd like to see more real-live projects handed to them so we can see what they did during that project – ideas, plan, etc. Real-life situations put to work for them in the school. Maybe even incorporating it with a corporation like Kellogg's – go in and do a project – how to turn something around, enhance something.

### **KELLY REDINGER**

Entry-level candidates today seem to have high expectations of the types of responsibilities they should have coming into a career. Most don't understand that the detail work is as important as the big picture ideas, and most established marketers have had to do this type of work prior to their current position. It's really about setting the expectations that immediately out of college, a grad may not be running a marketing department.

### **MIKE SUMAN**

Overall business skills. More business modeling projects in class, internships, and enough training to make sure each student can read and understand financial statements. After all it is the language the executives speak, you need to know how what you do every day affects their world.

### **TIM ENGLEHART**

The most problematic issues we face is entry level people taking responsibility for their actions and being proactive in their workload. In essence, if a mistake is made by someone, they are quick to try and pass the blame. This happens all the time. I am not sure if this is because we don't hold students to a "must have it done or fail" system or if this is just the latest trend of passing on our personal responsibilities – or how we were raised. It is very frustrating!

Besides that, being proactive is a direct indicator in how far a person will go in the industry. Most people expect high pay coming out of college and yet they are perfectly happy sitting at their computer instant messaging their friends instead of seeking out work that will take them to the next level. Those type of people reach their ceiling very early in their career and then put the blame on management for not developing them.



### **KAREN PIURKOWSKI**

Compuware looks for marketing candidates with experience marketing software products. Most of the experience for this product area is based on either the east coast or the west coast in the United States, not as much in the Detroit area. They don't tend to hire too many entry-level marketing people. Also, there is very little turnover and not too many positions open up.

To prepare the student better – an internship at a software development company in marketing would be helpful. Compuware will have 50 student interns this year in various areas. A marketing internship would be key to being hired right out of college. I recommend that the student determine what company they would like to work at when they graduate – and target that company for an internship. They should research the industry well to prepare for the internship and/or any interviews.

### **KEITH BROPHY**

Communication skills – both oral and written – are often lacking. Oral communication is the top priority. Interpersonal skills – the ability to sense when to escalate an issue and how to collaborate with team members. Be proactive in highlighting issues with customers and team members. Drive and initiative – the ability to see a problem and jump in to solve it. We model that at NuSoft by example – then new hires have to learn the behavior. I find that new hires think the work place is a spectator sport – that someone will come and tell them what to do. It's actually “all hands on deck” – jump in and make something happen.

**3. The Ferris marketing curriculum is available for your review at [http://www.ferris.edu/htmls/fsucatl/coursecatalog/programs.cfm?program\\_id=120](http://www.ferris.edu/htmls/fsucatl/coursecatalog/programs.cfm?program_id=120)**

**What do you see on the curriculum that you like as an employer? Anything that is there that you think is inappropriate? Anything missing?**

### **JOHN PARKER**

The curriculum is fabulous. Ferris State is developing more specialized focuses that are relevant in today's economy and today's world...Exposure across different business models and channels/the ways customers are reached.

What's missing?

Writing skills – I always ask for a writing sample from prospective hires.

### **KAREN PIURKOWSKI**

I think the curriculum at Ferris State is excellent. I wouldn't eliminate any of the courses listed. I may add a higher level marketing strategy course with training in Pricing techniques and Product Management/Development – to give the student exposure to real world decisions that need to be made while taking a product to market.

### **KEITH BROPHY**

The huge need is for teaching on emerging businesses or transformational businesses (ones that are fundamentally changing their models). Understanding ROI in marketing and online initiatives. Project management skills specific to marketing initiatives.

## **4. What skills do you believe your future employees should learn in college that make them more promotable in the future? What kinds of classes or college activities/experiences can help develop those skills?**

### **JOHN PARKER**

Business colleges have by and large concentrated students in certain areas – if you're good with numbers, you go into finance. If you're not, you go into marketing or management.

It's important to have breadth – to be comfortable with both analytical and marketing. To be promotable, people need to progress past a "subject matter expert" role and be able to present themselves as a business person, not strictly a marketer.

They need to be able to speak intelligently about P&L statements, balance sheets, etc. as a marketing major.

To be promotable, we need a more well-rounded individual with a solid foundation.

How do we provide this to students? Experiential learning, capstone integrative classes, group projects, teams in business classes. Students need to be able to articulate that they have done this in an interview. At Alticor, if you can't work well on teams, you won't succeed.

### **WILLIAM DECK**

Real-world application. Door to door sales. Be willing to accept success and failure. Take the students who have worked for Cutco Knife Company. These kids are dynamic and have sales ability. If you can sell knives or encyclopedias the world is yours. It's too bad that there are not more internships offered during the summer. Seven to 10 years ago it was the employees who had the pick of the jobs – now I can look at 5-10-15 resumes and pick who I want. A lot of it comes down to what they did in the summer. Mentoring, tutoring, working with people from large companies like Alticor in the classroom. New hires are more likely to be disgruntled than happy when they find out what the real world is like. It's long hours and low pay to start. Students with some real-world experience handle this better.

### **KIMBERLEA FOWLER**

In our industry the selling part would be key – success with a real project – doing sales calls. If they can do that, we can open the doors to many different things. Jill struggled with learning the selling part. I would like to see more concentration on selling products and selling yourself. Jill is looking at getting into our marketing department and I will try to help her do that, but those opportunities don't become available a lot.

### **KELLY REDINGER**

Interpersonal skills are critical. You could have the best ideas or concepts, but if you are unable to communicate those in a persuasive way it will get lost.

### **MIKE SUMAN**

Understand the culture of their company. Understand this statement: “Companies that sell what they can make will eventually become static and dry up, but companies that make what they can sell will always be dynamic and grow.” Employees that have a natural curiosity to “GET” why their companies make money as well as “HOW” they do will do well.

### **TIM ENGLEHART**

Too many people come out of college thinking they know everything, but they can't even communicate appropriately to clients or even to other groups within the company. This lack of communicating even the basic information is essential to every project's success. Ability to communicate, manage projects and people... and at the same time, think innovatively, be proactive, and still learn daily are what we look for in promoting someone.

### **KAREN PIURKOWSKI**

Writing skills, professionalism, persistence to achieve goals. Teachers should be as demanding as the employers would be – arrive on time to class, provide high quality work, cover areas of study thoroughly, respect classmates, etc.

### **KEITH BROPHY**

Learn to debate, to promote active dialogue, to negotiate, and to be an advocate. Do formal presentations based on deep research. Package the information and promote your position based on statistics that prove your case.

## **5. Have you hired any Ferris grads for marketing positions? If so, how do they compare with grads from other schools? Where do they shine/where may they be lacking?**

### **JOHN PARKER**

John said he feels confident that they have hired Ferris grads but he didn't have the data.

### **WILLIAM DECK**

We have dropped Ferris from our recruiting list due to cutbacks. Two football players from FSU were good candidates – one went to the NFL, one stayed as a student coach. Other than that, we just weren't seeing the quality we were looking for. My contact there was Don Jackson – he would give me a heads up on sales students. From U of M, MSU, Western, and Central, always pull out one or two kids every single semester that make it to the final cut. By the way, the student from Ferris who stayed as a student coach is probably going to go to work for Gallo soon.

### **KIMBERLEA FOWLER**

I think it's more on a personal level, person by person. It's not necessarily in the education they received. I hired someone from Iowa State at the same time as Jill. Jill is smarter on the business side of things, but it depends on the person themselves. The Iowa State person has more drive and has been promoted already. That's not anything you can teach in school. Jill was probably on the upper part of the scale in terms of the education she received – she was more in tune to the business side – dollars, where it's coming from, how to make more.

**KELLY REDINGER**

I have hired Ferris grads in the past and they seem to have a more practical understanding of marketing. These grads were not afraid to work on the details of a project and made significant contributions to our organization. Presently, we have a small marketing staff and have not had the need to hire additional support.

**MIKE SUMAN**

I personally have not.

**TIM ENGLEHART**

Yes, we hired an FSU grad late last year. We haven't hired a person directly from a university since then, as we are now focusing our efforts on hiring people with experience. While the work we get from our (other) FSU grad is good, their inability to multi-task or be proactive is definitely a hindrance. Plus the high demand of salary has led us to pursue people who have been in the industry that have experience and deserve the higher pay. (High pay is always a problem for every new grad no matter where they are from, but as someone coming out of college, you need to know the salary level for your career path. However, sometimes you have to sacrifice in pay so that you can learn the basics.)

**KAREN PIURKOWSKI**

Yes. The Ferris Grad we hired had a high level of enthusiasm and was very well-rounded in marketing skills compared to other graduates.

The one area that was lacking was that he had no real world work experience. He didn't understand that the workplace was different from college. He expected to take time off for personal matters right away and made long-distance telephone calls at work – sometimes for 30-60 minutes. He didn't understand that this type of behavior wasn't highly regarded in the business environment. I guess you could say that he expected to be treated like an executive in an entry level position. I don't know if this would be true for all entry level Ferris Grads. It's definitely a topic worth discussing during college – what to expect in the workplace – how to act professionally.

**KEITH BROPHY**

Right now out of our 150 employees I can specifically mention three who are Ferris graduates – I'm sure there are more. We are 100% happy with our Ferris graduates. They are great at being dedicated team members. All are quiet contributors, however – not highly visible leaders. If a candidate's resume comes up and I see it's from Ferris, I consider that a positive.

## **6. Anything else you would like to tell us to help us better prepare your future marketing/E-Commerce employees?**

### **JOHN PARKER**

The way Ferris faculty are reaching out to the business community is really smart. You get the insight you need to adjust curriculum. The more opportunity you give students to interact with members of the business community, the better. Speakers/internships/field out more and get more engaged.

### **WILLIAM DECK**

The reason we had a lot of success in the past with schools like Ferris, GVSU and Saginaw Valley, in the past was – a plus for the GLIAC style school – usually they were first generation college students who still understood an honest day's pay for an honest day's work. In the last 3-4 years that hasn't been the case – but that's true statewide. We're having trouble finding people with the work ethic. Some feel entitled (9 of 10) and then the one blue chipper who has done internships, homework, etc. is looking for the highest bidder.

### **KIMBERLEA FOWLER**

Negotiating and training courses. I would like to see students know something about negotiation and being able to sell. They should have that before they come to work.

### **KELLY REDINGER**

Keep up the good work. I think the Ferris grads that I have met lately seem to have the practical, hands-on knowledge/experience to make them successful in the business community.

### **MIKE SUMAN**

As state funding continues to go away it is clear there is a new collegiate level state university model needed. I think it needs to start at each industry that each major is intended to align with. Preparing professional workers without understanding what the markets core issues are is like a drug company developing a drug for a disease that has never existed.

### **TIM ENGLEHART**

Just make them feel the heat of being responsible. Allowing make-up work and the like does not influence one to be fully dedicated to making it right the first time. There are very few second chances in the business world and there is even less forgiveness.

### **KAREN PIURKOWSKI**

To be as strict as possible with the students. As tough as it is in college, the workplace is even tougher. Better to be over-prepared and be surprised with a pleasant work environment, than to expect too much.

Be very critical of writing skills, math skills, higher level creativity and marketing skills. International Marketing is also of vital importance if the student is planning to work in a large corporate environment.

### **KEITH BROPHY**

Technologies continue to change at a breakneck/stunning pace. Things are changing overnight. A couple of examples:

**PRIVACY:** A campaign that put GPS locators in prize-winning Coke cans worked great in Australia, but in the U.S. it had to be pulled back because of privacy concerns.

**SHARE POINT:** Microsoft's Share Point is a portal that makes it easy to share data among workers – things like this should be shown to students.

## **SUMMARY -----MARKETING EMPLOYER SURVEY RESULTS**

To gain insight into the views of marketing employers, eight in-depth interviews were conducted in Spring of 2005. The interview subjects were:

- John Parker, Chief Marketing Officer, Alticor, Ada, MI
- William Deck, Detroit Metro Manager (sales management) E.J. Gallo Wines, 1987 Ferris Grad
- Kimberlea Fowler, Retail Team Leader, Kellogg Company
- (Ms.) Kelly Redinger, Marketing Director, Wolverine Boots and Shoes Rockford, MI
- Mike Suman, Principal, Product and Market Development, LLC, Holland, MI, 2004 Ferris Grad in E-Commerce Marketing (former Sr. VP/Johnson Controls)

- Tim Englehart, Account Group Manager, Synovate Motoresearch, Royal Oak, MI, 1995 Ferris Grad
- Karen Piurkowski, Compuware, Ferris Grad
- Keith Brophy, President of Business Development for NuSoft Solutions (Troy and Grand Rapids, MI)

Each interview consisted of six questions. Below is a summary of the responses to each question. The full text of all interviews is available in the Appendix of this report.

**3. What do you/does your firm look for in a new hire for a marketing/E-Commerce related position? (Course work, skills, attributes, abilities, exposures, etc.)**

**Most consistent responses:**

- Hands-on experience either through internships or real-world course-based projects
- Appropriate course work (these employers often check a school's curriculum before hiring students from that school)
- Appropriate extracurricular activities in marketing and beyond – employers favor student-athletes and other leaders in student groups
- Overall business sense – how business aspects fit together. Most of these employers prefer a marketing degree over a more general degree.
- Analytical skills
- Oral and written communication skills
- Outgoing
- Specific skills depending on the job description that might include sales forecasting, market research, brand management, software experience, cutting-edge knowledge in something like e-commerce
- Fit with corporate culture and values
- Flexibility
- Leadership and team skills
- Ability to apply learning – not to wait for someone to “show them how” but to jump in as an entrepreneurial self-starter
- Can-do attitude, energy, ambition, passion
- Maturity
- Sales ability and skills – willingness to do sales
- Willingness to accept the appropriate starting salary and work to earn more

**4. Of the elements you listed above, what seems to be the most lacking among entry-level candidates today? How could we do a better job of preparing students to offer what your firm is looking for?**



### **Most consistent responses:**

- Leadership skills and interpersonal skills.
- Humility -- young college grads often display an arrogant attitude that they cannot back up with performance.
- Experiential learning – ability to demonstrate that they can apply what they have learned through results-oriented projects via internships and/or class projects. In interviews, students need to be able to articulate how they have already delivered value for a company. Too many students come to an interview or job fair and express something similar to “What’s in it for me to work at your company.” That attitude does not impress prospective employers.
- Understanding of how business works and who is in charge. New hires seem to think it’s ok to be on Instant Messenger to friends all day, to send casual e-mails with emoticons, informal spelling and no grammar, talk long-distance to friends on company time and expense. As one advisor said in a message direct to new hires, “We are not going to adjust how we do business to your Instant Messenger and cell phone text message approach.”
- Lack of experience as to how to approach career fairs and interviews including asking industry- and/or company-specific questions, dressing professionally, males leaving the earrings at home at least for that day.
- Willingness to do all the grunt-level details and complete a project – not just “blue sky” the project and expect someone else to complete it. Students need to understand that they will not be running things from day one.
- Ability to read and understand financial statements and realize that the bottom line is key no matter what department you work in.
- Ability to take responsibility for one’s own work load and admit mistakes. As one advisor said, “I find that new hires think the work place is a spectator sport when it’s actually ‘all hands on deck.’” Don’t wait for someone to tell you what to do – jump in and make something happen.
- Interpersonal skills

**3. The Ferris marketing curriculum is available for your review at [http://www.ferris.edu/htmls/fsucatl/coursecatalog/programs.cfm?program\\_id=120](http://www.ferris.edu/htmls/fsucatl/coursecatalog/programs.cfm?program_id=120) What do you see on the curriculum that you like as an employer? Anything that is there that you think is inappropriate? Anything missing?**

### **Most consistent responses:**

- Unanimous praise for the current Marketing curriculum and its concentrations. As one advisor stated, “Ferris State is developing more specialized focuses that are relevant in today’s economy and today’s world.”
- Addition of the E-Commerce concentration to the existing retailing and sales concentrations is generally praised.
- More writing skills
- Building and giving effective presentations with confidence
- Leadership development

- Helping students understand how to make a good first impression
- Encourage foreign language and cultural studies – how to market respectfully to diverse audiences
- Look into ways to expand marketing department's reach by offering intensive programs to industry, especially online
- Emphasize B-to-B marketing; not sure about web design
- Add a higher level marketing strategy course focused in pricing/product management/product development with real-world decision-making
- Understanding ROI in marketing and online initiatives, especially in emerging and transformational businesses

**7. What skills do you believe your future employees should learn in college that make them more promotable in the future? What kinds of classes or college activities/experiences can help develop those skills?**

**Most consistent responses:**

- Don't stay in a silo like finance or marketing – to be promotable, people need to progress past being a “subject matter expert” role and present themselves as an effective overall business person
- Ability to speak intelligently about financial statements, ROI, and marketing orientation (not selling what you make but making what people want to buy)
- Experiential learning, capstone integrative classes, group projects and teamwork
- Experience in face-to-face sales and “selling yourself”
- Solid internships and summer jobs
- Willingness to pay dues with low pay and long hours for the reward later on
- Interpersonal skills and communication skills
- Demonstrated ability to manage projects and people and to be persistent in doing so
- Visionary, innovative, proactive thought process
- Writing skills
- Professionalism including promptness, high-quality written work and presentations, thoroughness, respect for others
- Ability to debate, dialogue, negotiate and be an advocate.
- Ability to develop formal presentations based on deep research, package the information and promote your position based on statistics that prove the case.

**8. Have you hired any Ferris grads for marketing positions? If so, how do they compare with grads from other schools? Where do they shine/where may they be lacking?**

- Recent Ferris grads **shine** in teamwork, enthusiasm, overall practical understanding of business and marketing, detail orientation, and the profit motive,

- Recent Ferris grads generally **are lacking** in sales orientation and ability, demonstrable personal drive, ability to multi-task, proactive and visible leadership skills, relevant work experience, and realism about what they will be paid to start and the level of work they will be doing.
- Most respondents said hiring decisions are more about the individual than the school, but most also feel positive about hiring students from Ferris.
- All grads, whether from Ferris or not, are ill-equipped for the business environment in terms of their expectations. Pet peeves are employees' passivity, spending personal time on phone calls/instant messages/text messages, wanting time off from work before it is earned (personal time, vacation), and expectation that the company "owes them a living" and a cushy entry-level job.

**9. Anything else you would like to tell us to help us better prepare your future marketing/E-Commerce employees?**

- Ferris marketing faculty outreach to the business community is very appropriate and smart. That way faculty can provide students with more insight into the business community, connect with classroom speakers and projects, internships, and real-world applications.
- Ferris State students who are first generation in college, by and large, until recently, understood an honest day's pay for an honest day's work. In the last 3-4 years that has not been true and it has not been true statewide – not just at Ferris. We're having trouble finding people with appropriate work ethic. (Editor's note – this timing corresponds directly to the switch from Generation X to Generation Y college graduates. Generation Y's characteristics and sense of entitlement is something marketing faculty need to study/deal with more carefully since it is having negative impact in recruiting and the workplace.)
- Negotiation skills are key as is ability to sell. Students should know about this before they come to work.
- Keep delivering the practical, hands-on knowledge Ferris is noted for.
- Make sure each major's curriculum and focus is aligned with what that industry is looking for.
- Faculty need to be tougher on students in terms of looseness on deadlines, quality of work, etc. As one advisor says, "There are very few second chances in the business world and there is even less forgiveness." Another advisor said, "Be as strict as possible with the students. As tough as it is in college, the workplace is even tougher. Better to be over-prepared and be surprised with a pleasant work environment, than for the student to expect too much."
- Emphasize writing, math, higher-level creativity and marketing skills, and International Marketing (especially for a large corporate environment).
- Technology will continue to move at a breakneck pace and students have to be prepared to deal with that level of change (with professors who are up to date and in-class examples of the changes that are happening).

# SECTION 7

FACULTY/STAFF PERCEPTIONS  
B.S. MARKETING

## Marketing Faculty Survey Findings

During the Winter 2005 semester, faculty were asked to respond to a series of questions surrounding their perceptions of how to improve the offerings of the Marketing department. A follow-up request was sent prior to the start of classes in the Fall semester. Of the ten faculty approached, two responded (a 20% response!), and their comments are summarized below.

The survey touched on the following areas:

- Current ideas/input about the marketing program?
- How could we improve?
- What needs to be taught/infused into the curriculum?
- What other programs/ideas do you have to expand our niche (like pharmacy/sales) or other areas across campus?

### Discussion of responses:

As neither respondent reacted to the proposed topics in order, their comments are summarized as follows:

- 1) Continue to hire new faculty to replace those who retire rather than eliminate those positions. Seek people who understand FSU's mission.
- 2) Rationalize our programs, i.e. identify the concepts a student majoring (minoring, receiving a certificate...) must be exposed to and in which courses these concepts are presented.
- 3) Offer a much more in-depth experience with international marketing, such as a marketing campaign for a foreign country or culture, and utilize speakers from the State's export office, local exporters.
- 4) There was agreement that partnerships are key, whether with industry and advisory boards or other departments and/or schools.
  - a. Stay on top of current business practices
  - b. Joint classes with other colleges within FSU, or we could develop specific courses for other majors.
  - c. Internships once again were mentioned as an absolute necessity
- 5) There was additional agreement that marketing ourselves and our discipline areas to our colleagues in other colleges within FSU is critical and several suggestions were proposed:
  - a. Segment Sales into two parts, with an Advances Sales class
  - b. Promote Technical/Business to Construction Management/HVACR/Plastics
  - c. Consumer expertise could be positioned to students in real estate, insurance, the travel industry, automotive, pharmacy, optometry, etc.

### Conclusions/Recommendations

While the low number of respondents is indeed disappointing, it is my belief that the quality of the responses received provides us with useful and usable input. In many ways, the above comments both echo and confirm the results of the Marketing Graduate Survey of April 2005, and I would go so far as to say that the above also comprise the recommendations section of this report, rather than restating them separately.

# SECTION 8

CURRICULUM AND FACILITIES/EQUIPMENT  
PROGRAM PRODUCTIVITY AND COSTS  
B.S. MARKETING

# CURRICULUM AND FACULTY SECTION

SPACE SAVER: CLICK ON THIS WEBSITE for multiple pages of

- MARKETING COURSE DESCRIPTIONS
- MARKETING FACULTY VITAS

[http://www.ferris.edu/cob/marketing%5CKeigley\\_PRMKGT%5Cindex.htm](http://www.ferris.edu/cob/marketing%5CKeigley_PRMKGT%5Cindex.htm)

## SUMMARY –in a nutshell

### FACULTY

Since 1948, marketing faculty has contributed to the economy of the State of Michigan by their contribution toward the education of hundreds of marketing graduates. These graduates are in sales, research, retail, and executive positions throughout the state and nation (some international).

Marketing faculty are all Ph.D. [Marilyn Keigley, Don Jackson, Ahmed Mekky, Rolland Ream, Eric Panitz]. Two faculty will complete the Ph.D. May 2005. [Laura Dix and Linda Plank] Department Head, Dick Hansen has a Ph.D. Susan Jones teaches partly in advertising and partly in the marketing program (e-commerce). Bill Jones is currently adjunct faculty teaching sales courses full time.

**The biggest challenge** will be replacing the 2 faculty retiring, several soon to retire, and getting a permanent department head. Most faculty are involved in student activities. Some do nothing, to put it bluntly. Various faculty involvement includes: AMA meetings, Club advisors, WebCt use, on-line instruction, alumni days/events, conferences.

See faculty vitas on the web site above.

### CURRICULUM

Alumni and advisory board members are quite satisfied with the marketing program. Alumni feel very prepared compared to their peers and are able to jump into research jobs, sales jobs, and buyer positions. Many claim that Ferris gave them a fantastic education, particularly regarding case study and presentation skills.

The board would like more emphasis on communication and sales skills with every single marketing student, not just sales concentration candidates. They also would like internships highly recommended and/or a mentoring-job shadow emphasis.

The marketing checksheet was overhauled last year. Credit requirements were reduced to 120/121. Math requirement changed to just Math 115. Physical Distribution and Transportation were combined into Supply Chain Management. Marketing Cases was dropped and folded into Marketing Strategy.

The most significant change was streamlining the 12-credit concentrations: SALES, MARKETING, RETAIL, E-COMMERCE, AND DIVERSIFIED. The diversified allows PGM and other majors to enter marketing and count previous studies toward the marketing degree. It also allows students coming in as freshmen to create a unique concentration, perhaps from the College of Technology to gain technical information for sales degrees, etc.

**See checksheet on the following page.**

## FRONT PAGE OF MARKETING B.S. DEGREE

COMMUNICATION COMPETENCE - 12 Cr. Required		
Choose COMM 105 or 121 - SALES MAJORS MUST TAKE 121 AS IT IS A PREREQUISITE FOR OTHER COMM COURSE		
COMM		COMM 105 Interp Comm OR COMM 121 Public Speak (see note above) - (none)
ENGL	150	English 1 - (None)
ENGL		ENGL 211 Industrial and Career Writing or ENGL 250 English - (Both require ENGL 150)
ENGL	325	Advanced Business Writing - (ENGL 250 or 211)
SCIENTIFIC UNDERSTANDING - 7-8 Credits Required		
Consult the Ferris website: <a href="http://www.ferris.edu/htmls/academics/gened/scicourses.html">www.ferris.edu/htmls/academics/gened/scicourses.html</a> for approved courses		
		Scientific Understanding Elective w/lab
		Scientific Understanding Elective
QUANTITATIVE SKILLS - 3 Credits Required		
MATH	115	Inter. Algebra - (MATH 110) - If MATH ACT score is 24 or higher, substitute a free elective.
CULTURAL ENRICHMENT - 9 Credits Required		
Consult the Ferris website: <a href="http://www.ferris.edu/htmls/academics/gened/cultcourses.html">www.ferris.edu/htmls/academics/gened/cultcourses.html</a> for approved course		
		Cultural Enrichment Elective (200 level or above)
		Cultural Enrichment Elective
		Cultural Enrichment Elective
SOCIAL AWARENESS - 12 Credits Required		
Consult the Ferris website: <a href="http://www.ferris.edu/htmls/academics/gened/soccourses.html">www.ferris.edu/htmls/academics/gened/soccourses.html</a> for 300/400 level approved		
ECON	221	Principles of Macroeconomics - (MATH 110 w/ grade of C- or better or proficiency)
ECON	222	Principles of Microeconomics 2 - (ECON 221)
PSYC	150	Intro to Psychology - (ACT 17 Read or Verbal 430 SAT or READ 106 w/C or better)
		Social Awareness Elective - 300/400 level
GENERAL EDUCATION ELECTIVES - 5 Credits Required		
		Gen Ed Elec (Sales Majors take COMM 251 OR COMM 332, prereq COMM121 or equiv)
		General Education Elective

## BACK PAGE OF MARKETING B.S. DEGREE

BUSINESS CORE - 40 Credits Required		
ACCT	201	Principles of Accounting 1 - (MATH 110 w/C- or better or 19 ACT or 460 SAT)
ACCT	202	Principles of Accounting 2 - (ACCT 201 with a grade of C- or better)
BLAW	321	Contracts and Sales - (None)
BUSN	499	Interdisc Int Experience - (FINC 322, ISYS 321, MGMT 370, MKTG 321, and senior standing)
FINC	322	Financial Management 1 - (ACCT 202, MATH 115)
ISYS	321	Bus Information Systems - (ACCT 202, MKTG 321, MGMT 301)
MGMT	301	Applied Management - (None)
MGMT	370	Quality/Operations Management - (STQM 260)
MKTG	321	Principles of Marketing - (Sophomore Standing)
STQM	260	Introduction to Statistics - (MATH 115, 116 or 117 or 24 ACT or 560 SAT)
MARKETING MAJOR COURSES - 30 Credits Required		
ADVG	222	Principles of Advertising - (none)
MKTG	231	Professional Selling - (COMM 121 highly recommended)
MKTG	322	Consumer Behavior - (MKTG 321, PSYC 150)
MKTG	378	Marketing Data Analysis - (MKTG 321, STQM 260)
MKTG	425	Marketing Research - (MKTG 321, STQM 260)



MKTG	441	International Marketing - (MKTG 321, senior standing) G
MKTG	472	Supply Chain Management - (MKTG 321)
MKTG	476	Marketing Strategy - (Senior year or professor approval)
MKTG		Coop Educ <b>HIGHLY RECOMMENDED</b> (subs any 200-400 level co-op) OR MKTG elec
		Marketing Elective or MGMT 310 Small Bus Management - (2nd sem soph)
<b>CHOOSE ONE OF THE FOLLOWING CONCENTRATIONS (12 Credits)</b>		
<b>MARKETING CONCENTRATION - 12 Credits Required - Choose from ADVG, ECOM, MKTG, PREL, or RETG</b>		
		Marketing Elective (see below)
		Marketing Elective (see below)
		Marketing Elective (see below)
		Marketing Elective (see below)
<b>RETAILING CONCENTRATION - 12 Credits Required</b>		
RETG	337	Principles of Retailing - (MKTG 321)
RETG	339	Retail Merchandising - (RETG 337)
RETG	438	Retail Management - (RETG 339)
ADVG	485	Retail Promotion - (ADVG 222, RETG 337)
<b>SALES CONCENTRATION - 12 Credits Required</b>		
COMM	205	Effective Listening - (None)
MKTG	434	Advanced Selling - (MKTG 231, senior standing)
MKTG	436	Sales Management - (MKTG 231, MKTG 321)
MKTG	466	Purchasing - (MKTG 321)
<b>DIVERSIFIED CONCENTRATION - 12 Credits Required - DEPARTMENT APPROVAL REQUIRED</b>		
		PGM, PTM, MIMG transfers or credits from areas such as technology or pharmacy.
		Credits towards an associate degree. Certificates: advertising, public relations,
		direct marketing, small business management, e-commerce, sales, retailing, research,
		hotel management, club management, etc.
<b>E-COMMERCE MARKETING CONCENTRATION - 12 Credits Required</b>		
ECOM	375	Business-to-Business E-Commerce Marketing - (MKTG 321)
ECOM	383	Business-to-Consumer E-Commerce Marketing - (MKTG 321)
MKTG	383	Direct Marketing - (ADVG 222 and MKTG 321)
<b>Choose one of the following two courses:</b>		
ADVG	375	Business-to-Business Advertising - (ADVG 222 and junior status)
VISD	226	Web Tools and Techniques

**NOTE: A 2.00 cumulative GPA is required in the major, concentration, business core, and overall for completion of the Marketing program.**

### SUGGESTED MARKETING ELECTIVES

ADVG 375 Bus-to-Bus Advertising	ADVG 486 Ad Management	ECOM 375 Bus-to-Bus E-Commerce
ECOM 383 Bus-to-Cons E-Comm	MKTG 341 Credits & Collections	MKTG 375 Marketing for Non-Profit Organizations
MKTG 383 Direct Marketing	MKTG 410 Industrial Mktg	MKTG 466 Purchasing
MKTG 475 Product Marketing	PREL 240 Public Relations Prin	RETG 337 Principles of Retailing

## **MORE SPECIFIC DETAIL FOR FACULTY AND CURRICULUM**

### **Curriculum outline**

- Checksheet - gen ed etc. directed electives SIG REVISED LAST YEAR
- Syllabi & vitas on line
- Quality of instruction -alum, ad brd
  - Fac prof development
  - interaction faculty & peers
  - composition of faculty & number of promotions/merits
  - workload –productivity datas
  - recruiting etc & needs!

### **SERVICE TO NON-MAJOR**

Linda Plank, Retail April 1, 2005

We had 7 students attend the Fashion Group International (FGI) of Detroit Career Day, which consisted of not only a job fair but guest speakers from various aspects of the Fashion/Retailing industries. We connected with two new retailers, a cosmetics company and garment manufacturer.

Our students did us proud, and one retailer in particular (Von Maur) sought me out to complement us on their poise and preparedness. As a result, three of our graduating seniors are interviewing with Von Maur for their Executive Training Program.

# SECTION 9

CONCLUSIONS AND RECOMMENDATIONS  
B.S. MARKETING

## Conclusions and Recommendations

Priority Level One: hiring a Marketing Department Head for Marketing, PGM, PTM, VisWeb, Advertising, and Public Relations.

*The department has had Richard Hansen for the past year.*

*Prior to that we had Lee Meadow 2 years, who did not advance the programs.*

*Prior to that we had a Computer faculty, Stu Travis.*

*Prior to that we had an active marketing department head*

Priority Level Two: hiring faculty.

Rolland Ream just retired.

Ahmed Mekky is retiring.

Near future retiring: Dick Hansen and Eric Panitz

Priority Level Three:

Improve faculty advising; measure it in two years to compare to current data.

*The faculty feel this is critical and are committed to quality improvement.*

Infusion of more global concepts throughout the curriculum; measure it in 2 years.

Engage students in AMA; measure it in 2 years.

Continue to monitor the number of students taking an internship.

### **Improvements since the last program review:**

The curriculum was streamlined last year (2004-5) with course consolidations and expansion of directed electives. This change will allow students to take technical program concentrations. E-commerce was added as a concentration.

Internship coordinator has impacted the number of students taking internships.

Addition of Professors Laura Dix (marketing and product marketing) and Linda Plank (retail)

Addition of BUSN 329 computer lab for teaching marketing research, business policy, and strategy classes.

## **APPENDIX -- LABOR MARKET ANALYSIS**

(ADDITIONAL INFORMATION)

### **JOB OUTLOOK FOR MARKETING MAJORS**

Marketing majors are employed in a variety of job categories. The key areas according to the Bureau of Labor Statistics are marketing (including advertising, promotions, public relations, and sales managers), market and survey researchers, and sales representatives (wholesale and manufacturing).

#### **Marketing, Advertising, Promotions, Public Relations, and Sales Management**

Marketing, advertising, promotions, public relations, and sales manager jobs are highly coveted and will be sought by other managers or highly experienced professionals, resulting in keen competition. College graduates with related experience, a high level of creativity, and strong communication skills should have the best job opportunities. Employers will particularly seek those who have the computer skills to conduct advertising, marketing, promotions, public relations, and sales activities on the Internet.

Employment of advertising, marketing, promotions, public relations, and sales managers is expected to grow faster than the average for all occupations through 2012, spurred by intense domestic and global competition in products and services offered to consumers.

Median annual earnings in 2002 were \$78,250 for marketing managers and \$75,040 for sales managers. Earnings ranged from less than \$30,310 for the lowest 10 percent of advertising and promotions managers, to more than \$145,600 for the highest 10 percent of marketing and sales managers.

Median annual earnings in the industries employing the largest numbers of marketing managers in 2002 were as follows:

Computer systems design and related services	\$96,440
Management of companies and enterprises	90,750
Depository credit intermediation	65,960

Median annual earnings in the industries employing the largest numbers of sales managers in 2002 were as follows:

Computer systems design and related services	\$102,520
Automobile dealers	91,350
Management of companies and enterprises	87,800

Insurance carriers	80,540
Traveler accommodation	44,560

According to a National Association of Colleges and Employers survey, starting salaries for marketing majors graduating in 2003 averaged \$34,038; starting salaries for advertising majors averaged \$29,495. (<http://bls.gov/oco/ocos020.htm>)

### **Market and Survey Researchers**

Employment of market and survey researchers is expected to grow faster than the average for all occupations through 2012.

Demand for market research analysts should be strong because of an increasingly competitive economy. Marketing research provides organizations valuable feedback from purchasers, allowing companies to evaluate consumer satisfaction and more effectively plan for the future. As companies seek to expand their market and as consumers become better informed, the need for marketing professionals will increase. As globalization of the marketplace continues, market researchers will also be increasingly utilized to analyze foreign markets and competition for goods and services.

Market research analysts should have opportunities in a wide range of employment settings, particularly in marketing research firms, as companies find it more profitable to contract for marketing research services rather than support their own marketing department. Increasingly, marketing research analysts are not only collecting and analyzing information, but are also helping the client implement their ideas and recommendations. Other organizations, including computer systems design companies, financial services organizations, healthcare institutions, advertising firms, manufacturing firms producing consumer goods, and insurance companies may offer job opportunities for market research analysts. Survey researchers will be needed to meet the growing demand for market and opinion research, as an increasingly competitive economy requires businesses to more effectively and efficiently allocate advertising funds.

Median annual earnings of market research analysts in 2002 were \$53,810. The middle 50 percent earned between \$38,760 and \$76,310. The lowest 10 percent earned less than \$29,390, and the highest 10 percent earned more than \$100,160. Median annual earnings in the industries employing the largest numbers of market research analysts in 2002 were as follows:

Management of companies and enterprises	\$56,750
Insurance carriers	46,700
Other professional, scientific, and technical services	46,380

Management, scientific, and technical consulting services

44,580

Median annual earnings of survey researchers in 2002 were \$22,200. The middle 50 percent earned between \$17,250 and \$38,530. The lowest 10 percent earned less than \$15,140, and the highest 10 percent earned more than \$57,080. Median annual earnings of survey researchers in 2002 in other professional, scientific, and technical services were \$19,610. (<http://bls.gov/oco/ocos013.htm>)

### **Sales Representatives, Wholesale and Manufacturing**

Manufacturers' and wholesale sales representatives held about 1.9 million jobs in 2002. About half of all salaried representatives worked in wholesale trade. Others were employed in manufacturing and mining. Due to the diversity of products and services sold, employment opportunities are available in every part of the country in a wide range of industries.

Employment of sales representatives, wholesale and manufacturing, is expected to grow about as fast as the average for all occupations through the year 2012 due to continued growth in the variety and number of goods to be sold.

Prospective customers will still require sales workers to demonstrate or illustrate the particulars of a good or service. However, computer technology makes sales representatives more effective and productive, for example, by allowing them to provide accurate and current information to customers during sales presentations.

Median annual earnings of sales representatives, wholesale and manufacturing, technical and scientific products, were \$55,740, including commission, in 2002. The middle 50 percent earned between \$39,480 and \$79,380 a year. The lowest 10 percent earned less than \$28,770, and the highest 10 percent earned more than \$108,010 a year. Median annual earnings in the industries employing the largest numbers of sales representatives, technical and scientific products, in 2002 were as follows:

Wholesale electronic markets and agents and brokers	\$64,070
Professional and commercial equipment and supplies merchant wholesalers	60,890
Drugs and druggists' sundries merchant wholesalers	57,890
Machinery, equipment, and supplies merchant wholesalers	53,140
Electrical and electronic goods merchant wholesalers	50,550

Median annual earnings of sales representatives, wholesale and manufacturing, except technical and scientific products, were \$42,730, including commission, in 2002. The middle 50 percent earned between \$30,660 and \$60,970 a year. The lowest 10 percent earned less than \$22,610, and the highest 10 percent earned more than \$88,990 a year. Median annual earnings in the industries employing the largest numbers of sales representatives, except technical and scientific products, in 2002 were as follows:

Wholesale electronic markets and agents and brokers	\$48,320
Machinery, equipment, and supplies merchant wholesalers	44,030
Professional and commercial equipment and supplies merchant wholesalers	43,880
Grocery and related product wholesalers	41,840
Miscellaneous nondurable goods merchant wholesalers	37,940

In addition to their earnings, sales representatives usually are reimbursed for expenses such as transportation costs, meals, hotels, and entertaining customers. They often receive benefits such as health and life insurance, pension plan, vacation and sick leave, personal use of a company car, and frequent flyer mileage. Some companies offer incentives such as free vacation trips or gifts for outstanding sales workers.

(<http://bls.gov/oco/ocos119.htm>)



