

College of Business

ACADEMIC PROGRAM REVIEW
ADVERTISING/INTEGRATED MARKETING
COMMUNICATIONS
(And related minors and certificates)

AUGUST 2017

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Program Name and History

Program Name: Advertising/Integrated Marketing Communications (AIMC)

Program Description: Advertising/Integrated Marketing Communications is a form of promotion and persuasive communication that involves supplying information vital to the operation of a free society and a free economy. Advertising/IMC professionals identify target markets, perform research, develop advertising strategies and executions, produce advertising in a variety of media in coordination with their clients, do the media placement, and evaluate the performance of the ads.

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

The Ferris State Advertising/Integrated Marketing Communications (AIMC) program recognizes the importance of integration across all online and offline media platforms. **FSU's AIMC program has been one of the first in the nation to embrace this integrated focus**, as encouraged by the program's industry advisory board members. This program is accredited by the Accreditation Council for Business Schools and Programs. ACBSP is a leading specialized accreditation association for business education supporting, celebrating, and rewarding teaching excellence.

Curriculum Overview: See this link for the AIMC program sheet:

<http://catalog.ferris.edu/catalog/2016-2017/program/4915>

The AIMC program combines a rich general education component (48 credits) with the full College of Business Core (30 credits) and a frequently updated set of major requirements (46 credits including six credits of industry specific electives). **The fact that this program resides in the College of Business is unique**, as most competitive programs reside in communication or journalism schools that do not equip their students with business competency in accounting, finance, management, economics, and statistics. **Every AIMC student must complete a for-credit internship** as approved and supervised by Marketing Program faculty.

The AIMC faculty meet regularly to ensure that the curriculum serves the needs of students and their future employers. AIMC practitioners must demonstrate excellence in written and verbal communication as well as the ability to gather, organize and utilize data in decision-making. They need to be critical thinkers who can apply knowledge across disciplines and platforms. They need to be prepared to run departments, agencies and companies as their careers progress. With these goals in mind – and the swift evolution of online marketing – the curriculum has been updated substantially since the last program review. **Most significant updates include:**

- Required courses in Digital Marketing (AIMC 383) and Web Design and Planning (DSGN 224).
- Reinstitution of a second required media course (AIMC 376)
- Introduction of Quantitative Reasoning for Professionals (MATH 114) as an option
- Active collaboration to determine courses that will count for Collaboration Competency (AIMC 300/AIMC 488) and Problem Solving Competency (AIMC 486/AIMC 488)
- Re-structuring of the AIMC 101 and AIMC 301 career seminars to include a step-by-step plan for majors to learn about their field and prepare themselves for job seeking with a mandatory personal marketing plan including their own online portfolio

History of the Profession and the Program: Advertising is a relatively young academic field. The first advertising professionals typically were applied psychologists or individuals who developed their expertise through intuition and trial and error. In the U.S. circa 1900, the literacy rate was relatively low, so advertising often relied mainly on recognizable logos and images (Example: The Morton Salt Girl – when it rains it pours). Walter Dill Scott of Northwestern University took the initial steps toward making advertising an academic field. He published his first book on the subject, *Psychology of Advertising in Theory and Practice*, in 1903.

During the early and middle years of the 20th century, advertising executives were often recruited from the ranks of liberal arts graduates from Ivy League schools. At the time, these individuals were almost all white males. In the second half of the 20th century, advertising programs began to crop up in colleges and universities, notably the University of Illinois and the University of Texas, among many others. Ferris State’s program began in this time period as well. With the growth of advertising programs, the diversity of those who entered the field improved, especially with regard to the prevalence of women. The growth of international advertising, and the increasing diversity of the U.S. marketplace, have led to even more diversity among advertising professionals in recent years. These trends are reflected in the student profile of AIMC majors.

The biggest revolution in this field has been the advent of the World Wide Web. Over the last 25 years, digital advertising and marketing have become essential elements of any promotion plan, and Ferris State’s program has evolved to serve this need with courses in digital marketing and web design, as well as the integration of online and offline media in all courses.

Communication to Stakeholders: The AIMC program at Ferris State enjoys a robust relationship with a host of professionals in related fields. We hold regular meetings with this group and with individuals from the group, and invite them to campus 2-3 times yearly. Please see this list of our Advisory Board at: <http://ferris.edu/business/program/integrated-marketing/advertising-advisory-board/>. Regular communications and cooperation with organizations such as the [Michigan Marketing Educators](#) and [Michigan DECA](#) (Distributive Education) keep our name in front of teachers and students who are likely prospects for our program. Our faculty members regularly take part in Dawg Days at Ferris State to chat with prospective students who have indicated an interest in AIMC. What’s more, our faculty meet regularly with students who come to campus and indicate an interest in AIMC. Finally, AIMC faculty and students participate yearly in the Marketing Department’s Day of Discovery for prospective students across Western Michigan.

Program Mission

Ferris State University's Mission

Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.

Ferris State College of Business Mission

The College of Business (COB) provides career-oriented education, responding for over 100 years to the changing needs of the business world. The curriculum prepares graduates to deal with real issues as members and leaders of tomorrow's workforce. We 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.

Ferris State Marketing Department Mission

The mission of the Marketing Department is to offer students a diverse array of specialized marketing, graphic design, and statistics programs, involving appropriate technologies, in order to develop educated marketing, graphic design, and data analytics professionals who are able to contribute through employment and entrepreneurship to the economic vitality of the State of Michigan and to the global business community.

The mission is accomplished through teaching and advising students in a combination of relevant program related theory with practical applications incorporating appropriate hands-on technologies in (respectively) graphic design, integrated marketing communications, marketing, and public relations, as well as, statistics, data analytics, and research.

Ferris State Advertising/Integrated Marketing Communications Mission

The mission of the Advertising/Integrated Marketing Communications (AIMC) program is to empower students to compete, succeed, and advance in consumer IMC, business-to-business IMC, direct marketing, and sales promotion. This is accomplished by offering students an expanded array of specialized courses involving appropriate decision-making, data mining, and creative theories and technologies. AIMC courses are structured for practical applications of communications theory linked to appropriate hands-on technology and practice of database target marketing, market segmentation, and the creation, production, and presentation of complete integrated marketing communication programs.

AIMC faculty and Marketing Department administrators are aware that the millennial generation and upcoming Generation Z, the cohort from which the majority of our students are drawn, demand more flexibility and more choices than did previous generations. The AIMC program has been structured to accommodate these expectations as well as the industry's.

Doing so further differentiates Ferris' program, augmenting as it does the fact of our program's location within a marketing department and in a college of business. As of this writing no other universities in the state – indeed, very few in the country – have responded to the changing business environment in this fashion. The result is a distinctly relevant program as perceived by industry, by students, and by prospective students.

How is the program mission statement aligned with the mission of the department, college and the university? The AIMC program is career-oriented, hands-on, and in step with current theory and practice in the Advertising/Integrated Marketing Communications field. Students learn their field from a global perspective, and they are brought to understand the imperative nature of lifelong learning to stay in sync with the changing needs and wants of their customers and clients.

How is the program's mission incorporated into decisions impacting the program (including curricular changes?) Every curricular decision made for the AIMC program takes place with the guidance and agreement of our advisory board members, as well as feedback from program graduates, and input from faculty exposure to industry experts at seminars and conferences.

How is the mission of the program communicated to program stakeholders? As discussed in the previous section, Ferris' AIMC faculty are in frequent communication with advisory board members, experts in trade associations, high school faculty, and prospective students. We make sure that all of these stakeholders are aware of the unique, hands-on, business-centered nature of the Ferris AIMC program. Internship employers and prospective employers get this message from us (and our well-prepared students and graduates) as well.

What policies or procedures are in place to monitor the program's mission and its relationship to the department, college and university? The AIMC faculty meet with department leadership each semester to set goals for the semester and beyond, keeping our mission in mind. Each course is assessed every time it is run to make sure that teaching methods and student learning are appropriate to stated course goals.

How does the program further the department, college, and university missions? The AIMC program aligns well with the university's and college's career-oriented mission. By assuring that all of our students have a solid background in general education and critical thinking, we prepare them for life as productive and conscientious citizens. Our partnerships with advisory board members, trade organizations and alumni ensure that we keep Ferris State's name in the forefront of Advertising/Integrated Marketing Communications education in Michigan and beyond.

Program Goals

The AIMC Program aims to accomplish the following:

- Attract, retain and graduate students who will succeed in the AIMC program and become strong contributors to the field
- Produce graduates who are ready to enter the workforce as contributing professionals and who also have the resources to advance in their field to the highest levels of AIMC
- Provide outstanding advising and career preparation for our students
- Increase the availability and caliber of internships for our AIMC students
- Collaborate with our Marketing Department, College of Business, and University colleagues to provide opportunities of mutual benefit to our students and faculty
- Reinforce our competitive position in Advertising/Integrated Marketing Communications education through regular curricular innovation and updates
- Ensure that faculty are current in the field through regular attendance at appropriate conferences, seminars and events with practitioners and colleagues
- Enhance opportunities for AIMC students to study abroad and obtain internships abroad
- Advocate to ensure that our students have access to the most important AIMC databases and tools through FLITE library and on university and college computers
- Rejuvenate the Ad Group and mentor students to continue their rise as regional competitors in the National Student Advertising Competition
- Leverage the support of our Advisory Board and active AIMC alumni to benefit students and curriculum

These goals all combine to prepare students for professional careers by ensuring their course work is cutting edge, that they are regularly exposed to top professionals in their field, that they have access to challenging and beneficial internships, and that they have more opportunities to enjoy global exposure.

Our regular work with employers in the field (through our Advisory Board and board members' contacts) ensures that we are providing students with the current necessary tools for productivity in the work force, as well as the creativity and critical thinking skills to rise in their field over time.

Review and Evaluation of Goals

The four active AIMC faculty meet formally with department leadership every semester to revisit, revise, and measure achievements on our goals. We share these goals with students by ensuring that they understand – from their AIMC 101 class and in each class after that – the rationale behind their curriculum and opportunities and how each class fits together to empower them for their careers.

Changes in Goals Over the Past Five Years

Major changes in our goals are as follows:

- Additional emphasis on career preparedness through the revamp of AIMC 101 and AIMC 301 to include a complete personal branding plan and online portfolio for each student
- Additional emphasis on internships, which are now mandatory for our major

- Additional emphasis on study abroad opportunities – two of our four AIMC faculty are actively involved in working with students and teaching abroad
- Additional focus on rejuvenation of the Ad Group, which went through a difficult leadership transition and now is in a strong rebuilding mode
- Stronger push with FLITE to reevaluate the tools and databases available to AIMC – some tools were eliminated and faculty now advocate more directly to gain the most relevant tools for students
- Increased collaboration among AIMC faculty, AIMC and marketing department faculty and leadership, and collaboration with other related programs such as Design and Public Relations

Strategic Plan

This is the current Strategic Plan of the AIMC Program.

AIMC Strategic Plan

The Advertising/Integrated Marketing Communications (AIMC) program's mission is served by aligning with the strategic plan of the Marketing related programs. The overarching mission is to provide students with relevant curriculum, academic and career advising assistance and opportunity to demonstrate their skills with professional student organizations. Professional development will be provided to maintain faculty excellence and faculty service is required to maintain the accreditation of the College and University.

Curriculum

- Provide curriculum with a balance of theory and practical application.
- Continuously assess curriculum to strengthen and adapt offerings to current and future industry needs.

Advising

- Provide students with the tools to successfully navigate the required AIMC curriculum and assist with elective selection.
- Prepare student for their careers by discussing career plans and options, encouraging internships and job shadow experiences and assisting students in finding these opportunities.

Professional Organizations (RSO)

- Develop student leaders through experience with AdGroup and/or AMA.
- Encourage participation in intercollegiate competitions to demonstrate their acquired skills.

Faculty Development

- Hire and retain a diverse faculty with strong educational credentials and relevant industry experience.
- Provide opportunities for faculty to enhance their skills by attending conferences, workshops, and seminars.
- Maintain professional memberships in related organizations to enhance networking and gain industry knowledge in specialty areas.

Faculty Service

- Utilize the talents of the AIMC faculty to promote the AIMC program, College, and University to prospective students, employers, local communities and the general public.
- Have each faculty member serve on at least one department, College, or University committee so that the program remains visible and is represented at all levels of the University.

Specific goals related to this plan are developed each semester and revised as necessary to implement continuous improvement in the AIMC program.

In addition, the APR process has served to clarify the program's Strengths, Weaknesses, Opportunities and Goals, which set the stage for future strategic planning. Please see results of research at <http://ferrisaprforaimc2017.weebly.com/> with input from students, faculty, alumni, employers, and advisory board members for research results that impacted this SWOT analysis.

AIMC Strengths

- Location in the College of Business – quite rare for an advertising program – meaning our students take the full Business Core
- Early adoption of Integrated Marketing Communications as a focus and degree name
- Dedicated faculty with significant personal experience in the field as well as qualifications to teach in MKTG and PREL as well as AIMC
- Four faculty in the program give students diverse points of view and experience
- Faculty have deep specialty areas including media, creative, digital marketing, account management, and International
- Small class sizes (especially compared with large state school competitors)
- Personal relationships with students through advising, all-majors' meetings, classes, RSOs, and competitions
- Significant and regular curriculum and class updates to meet the demands of the marketplace
- Highly engaged professional advisory board
- Required courses in digital marketing and web design
- Required and supervised internship guarantees every graduate real-world experience
- Directed electives, certificates and minors in digital marketing, direct marketing, and business-to-business marketing
- Successful alumni in major agencies and companies in Los Angeles, Chicago, Detroit, New York and other major advertising hubs as well as smaller cities and towns
- Strong numbers in AIMC electives and related certificates and minors

- Employers are generally very positive about the Ferris AIMC interns/graduates they hire

Weaknesses

- Current number of majors somewhat stable but less than optimal
- All AIMC faculty teach in other disciplines such as MKTG and PREL, which may diffuse their focus to some extent
- Location in semi-rural location makes it more difficult to get guest speakers and on-site mentors than for schools in larger cities where guests can just “drop by”
- Relatively low starting salaries for AIMC graduates compared to some other COB majors (not unique to Ferris State)
- Students complain of poor Wi-Fi and lack of non-classroom space in the COB

Opportunities

- Major-focused recruitment of FTIACs and transfers, especially in West Michigan
- Internal recruitment of undecided students already at FSU
- Development of a new course to combine social media/content marketing/inbound marketing/video marketing
- Develop a succession plan for faculty in the program
- Continue growth in student achievement in National Student Advertising Competition
- Continue to grow related certificates and minors, which fill out classes and add sections for AIMC
- Infuse more International AIMC materials and projects in classes
- Encourage more study abroad for AIMC students with focus on major-related learning

Threats

- Advertising programs with higher profiles and more money/staff for recruitment
- Advertising programs in bigger cities with more resources for guest speakers and clients
- Apprehension of parents about the perceived lack of stability in a volatile and fast-moving field
- Lack of monetary and release time support to allow faculty to do more recruiting and visiting of prospective student events
- Three of four AIMC faculty are past typical retirement age

Curriculum

The following items are available and clearly marked at this web site, created for links requested for the AIMC APR: <http://ferrisaprforaimc2017.weebly.com/>

1. Links to program check sheets and check sheets for related minors and certificates
2. Link to syllabi for program courses
3. Link to AIMC Curriculum Map

Response to Questions Regarding AIMC curriculum

Program policies and procedures implemented to ensure quality, consistency, and currency related to content within each course within the program. The AIMC faculty meet with department leadership regularly to discuss content in each class and to recommend updates in keeping with student needs and evolution in the industry. Over the past two years, we have considered each class individually to make sure there is consistency but not overlap, and that the classes lead smoothly to the students' 400-level capstones.

General education requirements, co-curricular experiences, and service-learning or other experiential education experiences incorporated into the curriculum. Our students take 40% General Education with enough leeway for personal interests while ensuring them a good foundation in math, science, humanities, global studies, diversity, and social sciences.

In terms of experiential education experiences, our Ad Group and AMA members take frequent field trips to agencies and companies in Grand Rapids, Detroit and Chicago. They also take part in competitions related to their fields on a regional and national basis.

In terms of service learning, as discussed elsewhere in this report, students in several of our electives have opportunities to work with business and non-profit clients to present professional-level marketing plans and executions.

How is the importance of general education requirements, co-curricular experiences, and service-learning or other experiential education experiences communicated to potential students, currently enrolled students, and other stakeholders? How are program requirements communicated to potential students, currently enrolled students, and other stakeholders? Evaluate program policies and procedures implemented to ensure quality, consistency, and currency of the curriculum. At Dawg Days, high school visits, DECA conferences, and student visits on campus, we proudly share our curriculum and the rationale for each element. In our AIMC 101 class, each AIMC professor visits to discuss his or her classes and how they fit in to the big picture of the degree. At that time, the professors advise the students as to what they should be preserving for their cumulative, online portfolios created during their junior and senior years. Each time we meet with the AIMC Advisory Board, we share our checksheets for AIMC and related minors and certificates, discuss any pending updates, and solicit input for suggested changes. Example: Our advisors suggested that we change the name of our E-Commerce Marketing classes, minor and certificate to Digital Marketing, in keeping with industry trends. We did so as soon as university processes allowed.

Evaluate curricular changes that have been implemented in the last five years. Please see the AIMC checksheet at <http://ferrisaprforaimc2017.weebly.com/> for more background on the following commentary.

In the last five years, the following curriculum changes have been implemented.

1. Internships (1-9 credits) are now required instead of recommended. This ensures that every AIMC graduate has hands-on industry experience before receiving the diploma.
2. Consumer Digital Marketing (AIMC 383) and Web Design and Planning (DSGN 224) are now required courses as recommended by our internship sponsors, employers, young alumni, and advisory board.
3. The program once again has two required media courses (AIMC 334 and AIMC 376). AIMC 376 had been an elective for several years, but with advisory input, faculty decided that it was vital that each AIMC graduate have both the strategic and tactical media courses.
4. The AIMC 101 and AIMC 301 career seminars have been overhauled with input from all AIMC faculty and department leadership. The AIMC 101 seminar provides a survey of the AIMC field and the AIMC program at Ferris State, as well as an introduction to all AIMC faculty, the Internship coordinator, a representative of Career Services, and several speakers who explain their career paths and daily work activities. The AIMC 301 seminar is now a hands-on career seminar aimed at helping students prepare to seek their internships and entry-level jobs with full confidence. Deliverables include a personal survey of the job market, individual goals and creed, presentation on business etiquette, creation of personal business cards, development and presentation of an elevator speech, creation of a personal networking list, creation of four basic inquiry letters, enhancement of resume, two job shadows or informational interviews, and development of a required online job seeker's portfolio.
5. The AIMC 486 Advertising Management course has been modified to include 10% of the grade for each student finalizing and presenting their job seeker's portfolio with capstone materials included. This presentation takes place during Finals Week each Fall in front of the COB Dean, Department Leadership, and all AIMC professors.
6. Modification of the math requirement to allow student choice of Quantitative Reasoning for Pro 2 (MATH 114) instead of Intermediate Algebra. MATH 114 is a hands-on course providing students with specific techniques and skills they will need in business, whereas Intermediate Algebra is a general education course.

Evaluate curricular changes currently under consideration. The following curricular changes are being considered for AIMC:

1. As part of the transition to new General Education requirements, the AIMC faculty are considering new flexibility that may result from our ability to designate appropriate major classes as exemplars of "problem solving" and "collaboration," we may be able to select additional elective or required courses for our major. Details to be determined.
2. See AIMC Advisory Board minutes at <http://ferrisaprforaimc2017.weebly.com/> for a strong recommendation from our advisors that we develop and implement a class that would focus on a combination of social media, content marketing/inbound marketing, and video marketing. Advisor Pete Brand of Mindscape in Grand Rapids has suggested a title of "Inbound Marketing" for this course, as he states that "Inbound Marketing" encompasses and integrates all of the desired topic areas.

ASSESSMENT OF STUDENT LEARNING

Ferris State University demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning. The AIMC Program meets the following criteria as explained below.

1. **Programs have clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.** Please see pages 2 to 8 of the Trac Dat report linked at <http://ferrisaprforaimc2017.weebly.com/>
2. **Programs assess achievement of the learning outcomes.** Every AIMC faculty member assesses the achievement and outcomes of each course we teach, every semester. We are charged with stating and implementing needed changes and updates as necessary and advisable, each time each class is taught.
3. **Programs use the information gained from assessment to improve student learning.**
We assess student achievement against each outcome for each class. Whenever an outcome is not met with at least 70% success, we are charged with articulating and implementing appropriate changes and updates to positively update student learning.
4. **Programs processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.** Our department leadership and all AIMC faculty are constantly involved in the assessments described above, both individually and as a group.

Program-level Student Learning Outcomes

Include program-level student learning outcomes (that is, when a student graduates from the program, what should they know, be like, and be able to do?) Please see pages 2 to 8 of the Trac Dat report linked at <http://ferrisaprforaimc2017.weebly.com/>

Identify and evaluate the assessment measures that are used to gauge overall student success in accomplishing established program-level learning outcomes (for example - capstone assignment, internship evaluation, national examination pass rates, etc.) We use the AIMC 488 Advertising Campaigns class achievement of students (see Trac Dat) as a gauge of overall student success.

Identify and evaluate program policies and procedures designed to formalize the process of establishing, monitoring, and updating program-level student learning outcomes. When curricular changes are implemented, we revisit each class's outcomes and make necessary adjustments for new outcomes and measures of success.

How is the process of measuring and monitoring program-level student learning outcomes for making program improvements communicated to program stakeholders (including students, advisory members and employers, community members, and the University?) Our syllabi contain the outcomes for each course so that students know what they are expected to learn and do in each AIMC course. Student assessments of instruction provide feedback that

may inspire modifications or updates. Curricular matters and course content and objectives are frequent topics at AIMC Advisory Board meetings, and we are happy to share syllabi and outcomes on request with employers and community members. Our Trac Dat data is available to university members at any time, and faculty are happy to discuss outcomes and achievement.

Link to Trac Dat results that show the program's continued use of program-level student learning outcomes as one way to make program improvements. See

<http://ferrisaprforaimc2017.weebly.com/>

Link to a curricular map outlining how program outcomes are addressed throughout the curriculum. This has been linked at <http://ferrisaprforaimc2017.weebly.com/>

Evaluate positive program improvements made over the last three years as a result of measuring program-level student learning outcomes. Please see Curricular Changes in the previous section. All of these have been developed as a result of measuring program-level student learning outcomes and determining positive updates and changes.

Has analysis of program-level student learning outcomes informed the program's short and long-term strategic plans? See SWOT analysis in the section on Program Goals.

What assistance from the University would be valuable in the establishment, monitoring, and reporting of program-level student learning outcomes? It appears that we are in good shape in this regard.

Program Profile

Applications, Admitted and Enrolled 2012-2015 (most recent available information)

Ferris State University

CAMPUS	MAJOR	Admits	Total Apps	Note: enrolled information not provided
Big Rapids		Fall 2012		
	Advert/Integrated Mktg Comm	17	25	
		Fall 2013		
Big Rapids	Advert/Integrated Mktg Comm	20	23	

Ferris State University

Applied Admitted Enrolled by College, Major, DEGC and Campus

For 201408

As of Aug 28, 2014

TERM	COLLEGE	MAJOR	MAJR_DESC	CAMPUS	APPLIED	ADMITTED	ENROLLED
201408	BU	AIMC	Advert Integrated Mktg Comm	ON	42	30	7

Ferris State University

Applied Admitted Enrolled by College, Major, DEGC and Campus

For 201508

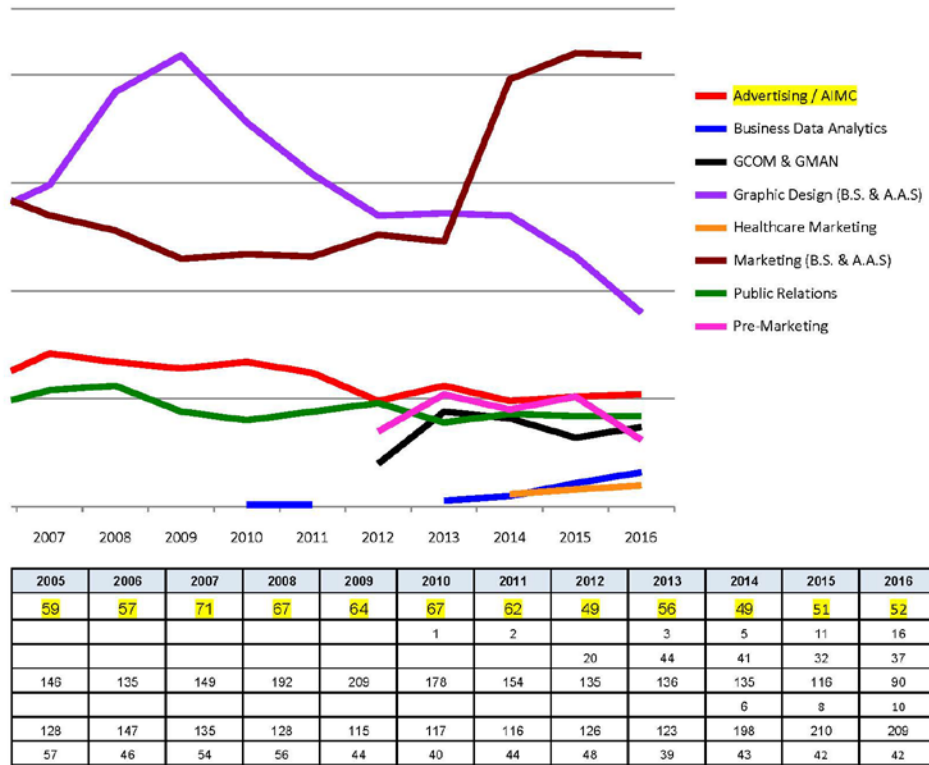
As of Sep 03, 2015

TERM	COLLEGE	MAJOR	MAJR_DESC	CAMPUS	APPLIED	ADMITTED	ENROLLED
201508	BU	AIMC	Advert Integrated Mktg Comm	ON	35	24	4

Reflection: Our yield of admitted students is way too low. We need to investigate why we are losing such a large percentage of admitted students to other institutions or other pursuits.

Headcounts – On-Campus Students

**Marketing Department Programs
Enrollment 2005 to Present**



This chart shows the trend for all programs in the Marketing Department except pre-marketing, which is on a second page. For the full chart, see <http://ferrisaprforaimc2017.weebly.com/>

Please see the following enrollment headcount documents below. All students enrolled in our major are at the Big Rapids location and must take all but two of their required major classes face-to-face. Please note that there are two pages here because we changed the name of our program from ADVG (Advertising) to AIMC (Advertising/Integrated Marketing Communications) and some students were still on the ADVG check sheet in this reporting period.

**Ferris State University
Administrative Program Review 2013
Enrollment (Headcounts)**

**BU
Advert/Integrated Mktg Comm
BS**

Enrollment (Headcounts) - On-Campus, Off-Campus, On-Line and Total

		<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
Term					
200908	Freshman	0	0	0	0
	Sophomore	0	0	0	0
	Junior	0	0	0	0
	Senior	0	0	0	0
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201008	Freshman	5	0	0	5
	Sophomore	3	0	0	3
	Junior	1	0	0	1
	Senior	0	0	0	0
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201108	Freshman	1	0	0	1
	Sophomore	5	0	0	5
	Junior	12	0	0	12
	Senior	3	0	0	3
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201208	Freshman	3	0	0	3
	Sophomore	3	0	0	3
	Junior	8	0	0	8
	Senior	15	0	0	15
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201308	Freshman	8	0	0	8
	Sophomore	5	0	0	5
	Junior	12	0	0	12
	Senior	26	0	0	26
	Masters	0	0	0	0
	1st Professional	0	0	0	0

**Ferris State University
Administrative Program Review 2013
Enrollment (Headcounts)**

**BU
Advertising
BB**

Enrollment (Headcounts) - On-Campus, Off-Campus, On-Line and Total

		<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
Term					
200908	Freshman	2	0	0	2
	Sophomore	7	0	0	7
	Junior	17	0	0	17
	Senior	28	0	0	28
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201008	Freshman	0	0	0	0
	Sophomore	3	0	0	3
	Junior	5	0	0	5
	Senior	19	0	0	19
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201108	Freshman	1	0	0	1
	Sophomore	0	0	0	0
	Junior	2	0	0	2
	Senior	8	0	0	8
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201208	Freshman	0	0	0	0
	Sophomore	0	0	0	0
	Junior	0	0	0	0
	Senior	2	0	0	2
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201308	Freshman	0	0	0	0
	Sophomore	0	0	0	0
	Junior	0	0	0	0
	Senior	1	0	0	1
	Masters	0	0	0	0
	1st Professional	0	0	0	0

Evaluate the ideal number of enrolled students given the available faculty, physical resources, and other present limitations or requirements. Provide a complete explanation as to how the number presented was determined. The ideal number of enrolled students for AIMC would be approximately 80 (20 each in first, second, third and fourth year). If we were to go much past 20 students per class year, we would need to run double sections of our major courses, which would be difficult with our current Marketing Department staffing. This would require AIMC professors to stop teaching the many Marketing classes they teach currently, which would mean that there would need to be recruitment of more faculty in the Marketing Department. The positive for having 20 students per class year would be that we could integrate students into Ad Group earlier in their college careers and also ensure that they are taking the AIMC 101 introductory class as first-year students. That said, we warmly welcome our transfer students who come to us as juniors.

If the current number of enrolled students is less than the ideal number, outline program plans to increase student enrollment. Our best bet will be to increase FTIACs, which will require more concerted efforts in high school feeder schools. We also need to keep recruiting undecided students and graphic design students to finish their bachelor's degree with us after two years in DSGN. We cultivate relationships with high schools especially through our annual Day of Discovery program bringing prospects to learn about all majors in the Marketing Department. We have plans to increase our activities with Michigan Marketing Educators and to continue our work with DECA (Distributive Education).

Evaluate the option of increasing student enrollment in relation to stated program goals, program strategic plan(s), and current and projected market conditions. We believe that stabilizing our enrollment so that we can run all major classes with sufficient head count is the most reasonable course of action at present.

What resources (faculty, staff, space, equipment, etc.) would be required to increase enrollment? We would like to see a return to the time when the COB had a dedicated recruitment specialist (either from Admissions or a faculty member with release time). Currently, there is no organized plan for recruitment in the COB – it's every program for itself. In the past when we had a person to orchestrate recruitment, we could all work together to share the time commitment for scheduling and attending high school recruitment sessions, calling and e-mailing accepted students, attending and speaking at marketing educators' events, and cultivating relationships with teachers and guidance counselors.

What would the ideal number of enrolled students in the program be assuming the requisite additional resources were made available? The highest number of majors in recent history is 71 in 2007. At that time, our major classes were not over-subscribed; we had more first- and second-year students already in the major. Theoretically, we could handle up to 40 students in each year (first/second/third/fourth) with current resources, but only if all four AIMC faculty taught only AIMC classes. Until the overall COB and Ferris enrollment rise making it possible for more hires, it seems more feasible for us to strive for the goal of filling our 400-level classes at 20 per class, and achieving higher caps in lower-level AIMC classes with students in the minor and certificate programs.

Evaluate the overall “enrollment – headcounts” trends within the program. The chart provided above shows our most recent 11-year period with a low of 49 majors and a high of 71 majors. After the low of 49 majors in 2012, the numbers have recovered and stabilized at 52 majors in 2016.

How does the program address “enrollment – headcounts” trends within the program (general) and how will the program address “enrollment –headcounts” trends reported (specific?) While we need to stay vigilant and seek more majors for the program, we have integrated with the Marketing Department and all AIMC faculty teach classes in other prefixes to serve that department’s overall needs. A rise in AIMC head count would necessitate adding faculty either in the AIMC area or the MKTG area. Recently, even gaining permission to replace departing faculty has been problematic; we do not anticipate it being easy to gain new positions at this time. Indeed, at times in recent years, most every faculty member in AIMC and MKTG has taught overloads to meet department needs.

PRODUCTIVITY – STUDENT CREDIT HOURS

Please see Student Credit Hour reports below. There are two reports because of the change from ADVG to AIMC as explained above.

Ferris State University
 Administrative Program Review 2013
 SCH's

BU
 Advertising
 BB

Student Credit Hours - On-Campus, Off-Campus, On-Line and Total

Term		<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
200908	Freshman	27	0	0	27
	Sophomore	94	0	0	94
	Junior	239	0	0	239
	Senior	372	0	0	372
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201008	Freshman	0	0	0	0
	Sophomore	37	0	0	37
	Junior	64	0	0	64
	Senior	250	0	0	250
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201108	Freshman	14	0	0	14
	Sophomore	0	0	0	0
	Junior	24	0	0	24
	Senior	105	0	0	105
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201208	Freshman	0	0	0	0
	Sophomore	0	0	0	0
	Junior	0	0	0	0
	Senior	24	0	0	24
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201308	Freshman	0	0	0	0
	Sophomore	0	0	0	0
	Junior	0	0	0	0
	Senior	3	0	0	3
	Masters	0	0	0	0
	1st Professional	0	0	0	0

Ferris State University
 Administrative Program Review 2013
 SCH's

BU
 Advertising/Integrated Marketing Communication
 BB

Student Credit Hours - On-Campus, Off-Campus, On-Line and Total

Term		<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
200908	Freshman	78	0	0	78
	Sophomore	33	0	0	33
	Junior	45	0	0	45
	Senior	0	0	0	0
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201008	Freshman	0	0	0	0
	Sophomore	0	0	0	0
	Junior	0	0	0	0
	Senior	0	0	0	0
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201108	Freshman	0	0	0	0
	Sophomore	0	0	0	0
	Junior	0	0	0	0
	Senior	0	0	0	0
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201208	Freshman	0	0	0	0
	Sophomore	0	0	0	0
	Junior	0	0	0	0
	Senior	0	0	0	0
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201308	Freshman	0	0	0	0
	Sophomore	0	0	0	0
	Junior	0	0	0	0
	Senior	0	0	0	0
	Masters	0	0	0	0
	1st Professional	0	0	0	0

Notes on Student Credit Hours

While the number of student credit hours may seem slight for four faculty members, keep in mind that Professor Dedeaux typically teaches only one three-credit AIMC course per year. Professor Mehl teaches one or two AIMC 300 courses per semester, and these courses are taken by students in several majors. Professor Mehl also teaches one three-credit section of AIMC 312 per year. Professor Jackson teaches one or two AIMC 300 courses per semester, as well as two three-credit sections of media classes per year. Professor Jones teaches nine credits of required AIMC courses per year, and the rest of her load is electives. Each professor fills out his or her 12-credit-per-semester load with sections of electives as well as MKTG classes such as Professional Selling, International Marketing, Marketing Research, etc.

Student Credit Hour Trends

As participants in the overall Marketing Department, we work as “utility players” to serve the needs of the department in addition to teaching our AIMC courses. This allows the department to remain flexible in terms of filling needed class sections while ensuring that our AIMC students are exposed to the varied specialties and talents of four highly qualified AIMC professors.

Summer Credit Hours

In recent years, the lack of available financial aid for summer has greatly restricted our ability to offer and “make” classes in AIMC, particularly face-to-face in Big Rapids. Even when summer boasted more students, we only offered AIMC 300 and electives in the summer, preferring to have our majors take their classes in cohorts during the Fall and Spring.

Productivity of AIMC Faculty

FERRIS STATE UNIVERSITY

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

Prefix	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Spring	F + SP (a)	Summer	Fall	Spring	Avg F + SP (b)	Summer	Fall	Spring	F + SP (a/b)
Marketing													
AIMC	2012-13	45.00	420.00	461.00	881.00	.38	1.75	1.84	1.80	117.29	240.00	250.54	490.81
AIMC	2013-14	36.00	539.00	492.00	1,031.00	.24	2.29	1.72	2.00	147.70	236.35	285.71	515.17
AIMC	2014-15	65.00	503.00	493.00	988.00	.59	2.04	1.66	1.85	144.53	246.17	290.43	532.08
AIMC	2015-16	92.00	629.00	684.00	1,292.00	.19	2.33	2.33	2.33	489.27	269.21	294.57	553.78
ECOM													
ECOM	2012-13	39.00		132.00		.25		.50		156.00		264.00	
ECOM	2013-14	54.00		126.00		.25		.55		216.00		231.00	
ECOM	2014-15	81.00		90.00		.50		.50		162.00		180.00	
ECOM	2015-16	60.00				.25				240.00			

Please note that the ECOM prefix is now AIMC 382 and AIMC 383, part of the AIMC program, and always taught by AIMC faculty.

The University average SCH/FTEF

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by University

University	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Spring	F + SP (a)	Summer	Fall	Spring	Avg F + SP (b)	Summer	Fall	Spring	F + SP (a/b)
Ferris State University	2012-13	35,023.00	188,457.00	157,083.00	325,540.00	237.15	718.26	689.99	703.83	147.68	234.53	227.86	462.53
Ferris State University	2013-14	34,135.50	167,183.50	157,302.00	324,485.50	241.65	701.92	681.49	691.71	141.26	238.18	230.82	469.11
Ferris State University	2014-15	33,743.50	166,453.00	157,633.50	324,086.50	234.76	705.24	703.03	704.13	143.74	236.02	224.22	460.28
Ferris State University	2015-16	36,049.00	166,686.00	154,735.50	321,421.50	246.68	722.50	685.99	704.25	146.13	230.71	225.57	456.41

The average AIMC Full-Time Equated Faculty for Fall and Spring Semesters during this reporting period is between 1.8 and 2.33. When the ECOM –prefix classes were added to AIMC in 2015-16, the AIMC FTE became 2.33. Note that an AIMC faculty member was teaching these ECOM classes previously under the different prefix. While we have four faculty members involved in the program, the FTE numbers are appropriate for these reasons:

1. Faculty member Clay Dedeaux teaches only one three-credit class in AIMC per academic year.
2. Faculty members Jackson and Mehl typically teach about half of their load in AIMC; the other half in MKTG.
3. Faculty member Jones teaches at least 3 credits in MKTG each academic year, and during this reporting period she was also teaching some credits in PREL.

How does the program address “enrollment – residency” trends within the program (general) and how will the program address “enrollment –residency” trends reported (specific). This question has been answered elsewhere in terms of our effort at recruitment of more FTIACs, more undecideds, and more pre-marketing students. In terms of FTE credit hours, we are doing our fair share by teaching badly needed sections in other Marketing Department prefixes.

Enrollment – Gender and Ethnicity

Ferris State University
APR 201208 - 201608 Enrollment by Sex and Ethnicity

BU
AIMC Advert/Integrated Mktg Comm
BB

Term	Enrolled	Gender				Ethnicity							Full/Part Time	
		Male	Female	Unknown	Black	Hispanic	Native	Asian	White	Hawaiian	Multi	Foreign	Full Time	Part Time
201208	18	6	12	0	2	0	0	0	16	0	0	0	16	2
201308	4	2	2	0	0	0	0	0	4	0	0	0	4	0

Ferris State University
APR 201208 - 201608 Enrollment by Sex and Ethnicity

BU
AIMC Advert/Integrated Mktg Comm
BS

Term	Enrolled	Gender				Ethnicity							Full/Part Time	
		Male	Female	Unknown	Black	Hispanic	Native	Asian	White	Hawaiian	Multi	Foreign	Full Time	Part Time
201208	29	7	22	3	0	0	0	0	24	0	0	2	27	2
201308	51	12	39	3	1	1	0	0	43	0	0	3	48	3
201408	49	17	32	2	2	1	0	0	42	0	0	2	47	2

We believe that our enrollment by sex and ethnicity reflect well as measured against FSU in general. Indeed, we have a much higher percentage of female students than does FSU. While our number of students from diverse groups is low, once again, it compares favorably with the overall FSU numbers.

RETENTION

Please note that Ferris State reporting of retention does not apply well to AIMC because the majority of our current graduates do not join the program as FTIACs. Our retention of students who join the program to join the junior-senior cohort is near 100%.

Have asked Institutional Research and Testing for more on this (7/17/17).

PROGRAM GRADUATES

The first of these charts shows the last few graduates under the degree heading ADVG. The other two reflect graduates with the AIMC degree.

Ferris State University
Administrative Program Review
Graduates from 201105 Through 201601

BU
ADV Advertising
BB

Graduate Headcount

<u>Academic Year</u>	<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
2011-2012	3	0	0	3
2012-2013	2	0	0	2
2014-2015	1	0	0	1

Ferris State University
Administrative Program Review
Graduates from 201105 Through 201601

BU
AIMC Advert Integrated Mktg Comm
BB

Graduate Headcount

<u>Academic Year</u>	<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
2011-2012	7	0	0	7
2012-2013	9	0	0	9
2013-2014	3	0	0	3

Ferris State University
 Administrative Program Review
 Graduates from 201105 Through 201601

BU
 AIMC Advert Integrated Mktg Comm
 BS

Graduate Headcount

Academic Year	On-Campus	Off-Campus	On-Line	Total
2011-2012	2	0	0	2
2012-2013	3	0	0	3
2013-2014	15	0	0	15
2014-2015	12	0	0	12
2015-2016	15	0	0	15

We are pleased with our growing number of graduates, but realize that we need to fill the pipeline better with students earlier in their academic careers.

SIX YEAR GRADUATION RATE

*Retention and Graduation Rates of Full-Time FTIAC Students - By Major
 Four-Year Degree Programs*

Entering Fall Term	Major	N		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
201108	ADV	1							
			% Graduated By	0	0	0	100	100	
			% Still Enrolled In	100	100	100	0	0	
			% Persisters	100	100	100	100	100	
			% Non-Persisters	0	0	0	0	0	
200908	AIMC	6		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
			% Graduated By	0	0	0	33	50	50
			% Still Enrolled In	67	50	50	17	0	0
			% Persisters	67	50	50	50	50	50
			% Non-Persisters	33	50	50	50	50	50
201008	AIMC	5		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
			% Graduated By	0	0	0	40	40	60
			% Still Enrolled In	80	60	60	20	20	0
			% Persisters	80	60	60	60	60	60
			% Non-Persisters	20	40	40	40	40	40
201108	AIMC	2		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
			% Graduated By	0	0	0	50	50	
			% Still Enrolled In	50	50	50	0	0	
			% Persisters	50	50	50	50	50	

			% Non-Persisters	50	50	50	50	50
201208	AIMC	1	% Graduated By	0	0	0	0	
			% Still Enrolled In	100	100	100	100	
			% Persisters	100	100	100	100	
			% Non-Persisters	0	0	0	0	
201308	AIMC	6	% Graduated By	0	0	0		
			% Still Enrolled In	67	67	67		
			% Persisters	67	67	67		
			% Non-Persisters	33	33	33		
201408	AIMC	3	% Graduated By	0	0			
			% Still Enrolled In	100	100			
			% Persisters	100	100			
			% Non-Persisters	0	0			
201508	AIMC	3	% Graduated By	0				
			% Still Enrolled In	67				
			% Persisters	67				
			% Non-Persisters	33				

Please note that in consultation with Dean David Nicol, we believe that six-year graduation rates are difficult to use in conjunction with our program because we have such a high percentage of students who transfer into our major as late as junior year. Our cohorts of students who take junior and senior-level classes together remains quite strong. That said, some of our “seniors” stay with us for as much as a year or even more after completing their capstone courses to complete requirements in the business core, general education, or to complete certificates and minors.

GRADUATE AVERAGE GPA

Ferris State University
APR Graduated 201105 Through 201601
Average GPA

BU
Advert Integrated Mktg Comm AIMC
BB

<u>FSU GPA</u>			
<u>Year</u>	<u>Average GPA</u>	<u>Min. GPA</u>	<u>Max. GPA</u>
2011-2012	3.13	2.38	3.53
2012-2013	3.23	2.53	3.95
2013-2014	2.99	2.60	3.22

Ferris State University
APR Graduated 201105 Through 201601
Average GPA

BU
Advert Integrated Mktg Comm AIMC
BS

<u>FSU GPA</u>			
<u>Year</u>	<u>Average GPA</u>	<u>Min. GPA</u>	<u>Max. GPA</u>
2011-2012	.00	.00	.00
2012-2013	.00	.00	.00
2013-2014	3.09	2.28	3.74
2014-2015	3.15	2.49	3.78
2015-2016	3.07	2.30	3.90

Our GPA trends are quite stable, and we do not consider this an area of concern.

GRADUATE AVERAGE ACT

Ferris State University
APR Graduated 201105 Through 201601
Average ACT

BU
Advert Integrated Mktg Comm
BB

<u>ACT</u>			
<u>Year</u>	<u>Average ACT</u>	<u>Min. ACT</u>	<u>Max. ACT</u>
2011-2012	21	17	25
2012-2013	23	15	28
2013-2014	20	19	21

Ferris State University
 APR Graduated 201105 Through 201601
 Average ACT

BU
 Advert Integrated Mktg Comm
 BS

ACT

<u>Year</u>	<u>Average ACT</u>	<u>Min. ACT</u>	<u>Max. ACT</u>
2011-2012	0	0	0
2012-2013	0	0	0
2013-2014	23	18	26
2014-2015	22	19	30
2015-2016	21	17	26

Ferris State University
 APR 201208 - 201608 Enrollment by Residency, Age, FSU GPA, and ACT

BU
 ADV Advertising
 BB

<u>Term</u>	<u>Residency</u>				<u>Age</u>		<u>FSU GPA</u>			<u>ACT</u>		
	<u>Blank</u>	<u>Resident</u>	<u>Midwest Compact</u>	<u>Non-Resident</u>	<u>Avg. Age</u>	<u>Avg. GPA</u>	<u>Min. GPA</u>	<u>Max. GPA</u>	<u>Avg. ACT</u>	<u>Min. ACT</u>	<u>Max. ACT</u>	
201208	0	2	0	0	22	.00	.00	.00	.00	0	0	
201308	0	1	0	0	22	.00	.00	.00	.00	0	0	

Ferris State University
 APR 201208 - 201608 Enrollment by Residency, Age, FSU GPA, and ACT

BU
 AIMC Advert Integrated Mktg Comm
 BS

<u>Term</u>	<u>Residency</u>				<u>Age</u>		<u>FSU GPA</u>			<u>ACT</u>		
	<u>Blank</u>	<u>Resident</u>	<u>Midwest Compact</u>	<u>Non-Resident</u>	<u>Avg. Age</u>	<u>Avg. GPA</u>	<u>Min. GPA</u>	<u>Max. GPA</u>	<u>Avg. ACT</u>	<u>Min. ACT</u>	<u>Max. ACT</u>	
201508	0	48	0	3	20	3.20	2.18	4.00	21.28	14	31	
201608	0	48	0	4	20	2.95	1.99	4.00	21.16	15	27	

Ferris State University
APR 201208 - 201608 Enrollment by Residency, Age, FSU GPA, and ACT

BU
AIMC Advert/Integrated Mktg Comm
BB

Term	Residency				Age	FSU GPA			ACT		
	Blank	Resident	Midwest Compact	Non-Resident	Avg. Age	Avg. GPA	Min. GPA	Max. GPA	Avg. ACT	Min. ACT	Max. ACT
201208	0	17	0	1	21	3.06	2.16	3.95	21.72	14	28
201308	0	4	0	0	21	2.91	2.60	3.20	20.75	19	24

Ferris State University
APR 201208 - 201608 Enrollment by Residency, Age, FSU GPA, and ACT

BU
AIMC Advert/Integrated Mktg Comm
BS

Term	Residency				Age	FSU GPA			ACT		
	Blank	Resident	Midwest Compact	Non-Resident	Avg. Age	Avg. GPA	Min. GPA	Max. GPA	Avg. ACT	Min. ACT	Max. ACT
201208	0	27	0	2	20	3.01	1.95	3.85	22.27	17	30
201308	0	46	2	3	20	2.90	2.04	3.75	21.98	14	31
201408	0	46	1	2	20	2.94	1.63	3.98	21.09	14	30

While there is quite a range of ACT scores from minimum to maximum, the average ACT score of 20 to 23 each year is acceptable. Students who do not come into the College of Business with high enough scores to enter a program right away are placed in pre-business; those who prove themselves through course work may enter the degree programs. In 2016, U.S. students averaged 20.8 on the ACT, and in Michigan it was 20.3, so our student averages are consistent with high school graduates in general.

STATE AND NATIONAL EXAMINATIONS

There are no state and national examinations in the field of AIMC.

Program Value Beyond Productivity and Enrollment Numbers

Here are some highlights of the positive impact of the AIMC program on the department, college, and university.

Committee Work

The AIMC faculty are serious contributors to committee work at the department, college and university level. Here are some of the current committee assignments of AIMC faculty members. See Faculty Vita at <http://ferrisaprforaimc2017.weebly.com/> for more detail and many past assignments.

Clay Dedeaux

Tenure Review Committee for Dr. Henry Ho (2014-2015) and Nick Matta
Faculty Advisor & Instructor, Office of International Education, Study Abroad; HSRW-Germany. (Summers 2015 & 2016) and Spain (Summer 2018)
Committee Member, College of Business Core Curriculum Committee. (April 1, 2014 - Present).
Committee Member, College of Business Curriculum Committee. (September 1, 2012 - Present).
Committee Member, Distinguished Service Award Committee. (January 14, 2012 - Present).
Committee Member, Common Professional Component. (August 24, 2010 - Present).

Paul W. Jackson

Committee Member, Marketing Department Tenure Subcommittee (Donna Green)). (January 2015 - Present).
Committee Chair, Marketing Department Tenure Subcommittee (Henry Ho)). (January 2015 - Present).
Committee Member, Marketing Department Tenure Committee. (2006 - Present).
Committee Member, College Curriculum Committee. (September 2015 - Present)
Frequent teacher of FSUS 100 for COB students

Susan K. Jones

Committee Member, FSU BEYOND Initiative Advisory Council. (September 9, 2016 - Present).
Committee Member, FSU Economic Inequality Initiative. (March 2016 - Present).
Committee Chair, Marketing Department Tenure Committee. (2013 - Present).

Thomas Mehl

Committee Member, College of Business Core Committee. (September 2015 - Present).
Committee Member, Marketing Department Promotion Committee. (September 2015 - Present).
Committee Member, Tenure Review Committees. (August 2015 – Present).

Service to the Business Community

The AIMC faculty frequently invite local businesses and non-profits to become clients for our classes, resulting in professional-level work these organizations can implement at no consulting

cost to them. This invitation often is shared as well through University-Wide Notices, allowing Ferris faculty and staff to recommend participants. Here are three examples:

- Paul Jackson's Non-Profit Marketing class has each student develop a marketing program for a West Michigan area non-profit.
- Susan Jones' Business-to-Business Advertising/IMC class recruits a local company in need of marketing help when the class is taught face-to-face. The class develops a Power Point plan, a white paper, and executions in several media to assist the client.
- Susan Jones' Business-to-Business Digital Marketing class recruits up to five companies to receive \$250 each in Google AdWords credit each time the course is taught face-to-face. The students work in groups to spend the \$250 (provided by Google) wisely and to help their clients meet stated goals for lead generation and sales.

Service to the Larger Community and the Field of Advertising/IMC

Ferris AIMC faculty are frequent presenters, organizers and judges at practitioner and academic events and conferences, and volunteers for community causes. Here are some recent examples from our faculty members' Vita – much more can be found at <http://ferrisaprforaimc2017.weebly.com/>

Clay Dedeaux

(Presenter), Annual Conference, "How the management function of marketing communication firms is changing," Association for Education in Journalism and Mass Communication, St. Louis. (2014).

FSU COB Colloquium, "Debriefing visit to Harvard School of Public Health case writing," College of Business, College of Business. (October 1, 2013).

Paul W. Jackson

Directed Individual/Independent Study, "Non-Profit Marketing - Salvation Army." (January 2015 - May 2015). Advised: Student Group

Michigan Marketing Educators, "Sales Promotion," Grand Rapids. (October 2013).

Michigan Marketing Educators, "IMC: It's Not Just Advertising Anymore." (October 2012).

Susan K. Jones

Trustee, Midwest Marketing Educational Foundation (1992-Present)

IMC Roundtable, "Co-Chair and Facilitator," Midwest Marketing Education Foundation, Chicago, IL. (2012-2017)

Jacobs and Clevenger Case Writers' Workshop, "Co-Chair of Annual Workshop/ Speaker and Facilitator," Marketing Edge/Midwest Marketing Education Foundation, Various. (October 2007-October 2017).

College of Business Colloquium, "Introduction to Google AdWords and Analytics," (April 2016).

College of Business Colloquium, "From Coca-Cola to Gone Rural: A Snapshot of Business and Culture in South Africa and Swaziland," (2015).

College of Business Colloquium, "Are the Teachings of Trout and Ries Relevant in 2015?," (January 2015).

Thomas Mehl

Volunteer, Angels of Action. (September 2015).

Volunteer, Angels of Action Fund Raiser. (September 2014). Consultant, Big Rapids Area Community Foundation. (March 2014 - July 2014).

Angels of Action Fund Raiser. (September 2013).

Fund-raising Bicyclist, Ride for Life, Cancer Research event. (July 2013).

Consultant, Big Rapids Area Community Foundation, Big Rapids, MI. (March 2013 - July 2013)

Program Flexibility and Access

Offsite Locations – None at this time (no critical mass at any one location)

Online Availability of Program Offering

We serve the statewide Ferris audience with online courses that can be used as 300-level electives in students' Business Administration bachelor's degrees. These courses are:

AIMC 300 – Principles of Advertising/IMC (typically offered online each fall)

AIMC 375 – Business-to-Business Advertising/IMC (typically offered online every-other year during the academic year and every-other summer)

AIMC 382 – Business-to-Business Digital Marketing (typically offered online every-other year during the regular academic year and every-other summer)

AIMC 383 – Consumer Digital Marketing (typically offered online both spring and summer each year)

Ferris Big Rapids students also may take these online courses as space permits, except for AIMC 300, which is reserved for statewide students only.

Evening or Weekend Classes

Online courses serve this need as they are completely asynchronous with weekly due dates. Students do the work on their own time schedule.

Accelerated Program Completion

Theoretically, students may complete the degree in 3-1/2 years if they can enter their junior year with sufficient credits, however almost no students do this.

Summer Program Options

Typically there are at least two summer online electives with AIMC prefixes (see above for specifics). We prefer not to offer our major required classes online to ensure that we are able to interact and get to know our majors.

Multiple Entry Points

A relatively small percentage of AIMC students enter the program as FTIAC (in recent years, only between 4 and 7 students). Our main source of students is internal transfers from pre-business and pre-marketing programs, other COB programs, and other majors in the university. We also gain numerous students from the Graphic Design program as they have a "break point" after two years after which they can take several path, including AIMC.

Trends

Our numbers are derived more and more from Graphic Design transfers and transfers from other programs and universities; much less than in prior years from FTIACs. This seems to work well since our recent senior classes have been 19 and 20; a good number for a full section of major classes. Now that the Graphic Design program has only a bachelor's degree (no associate's) we will stay vigilant to make sure that we continue to gain a good share of those students who decide not to pursue the bachelor's and choose another major.

Addressing “Flexibility and Access”

We have worked hard to provide excellent electives for Business Administration students statewide, and to welcome and warmly assimilate majors who come to us at various points in their college careers.

This section provides programs an opportunity to benchmark itself against competitive institutions. In addition, programs can highlight unique program features and identify plans for improvement based on the results of their analysis.

Visibility and Distinctiveness

The most distinctive elements of the AIMC program are:

- **Location in the College of Business**, providing our graduates with a solid business education. Most Advertising programs are in communication or journalism colleges where students are not exposed to accounting, finance, management, business law, and other core business knowledge.
- **Small Class Sizes** – At Ferris State, major classes range from 10 to 30 students and higher level classes typically are capped at 20 students. Our direct competitors (see below) typically have class sizes in the 40-student range.
- **Faculty with Real-World Experience** – All Ferris State AIMC professors have significant experience in the advertising world. Typical tenured faculty at competitive schools often are career academics with little to no experience in the business world.
- **Advertising/Integrated Marketing Communications Focus** -- The program was an innovator nationally with the sharpened focus on Advertising/IMC while most schools retain the general Advertising title and focus for their majors.

We promote these benefits in the program's promotional literature, at Dawg Days, at events with Michigan Marketing Educators and other teacher groups, and at every opportunity internally and externally to Ferris State.

Competing Programs

Our most direct competitors include Grand Valley State University, Central Michigan University, and Western Michigan University. A secondary competitor would be Michigan State University (more competitive school).

Grand Valley State University – has an Advertising and Public Relations major in the School of Communications <https://www.gvsu.edu/soc/advertising-public-relations-major-47.htm>

Central Michigan University – has an Advertising Major in the Journalism Department https://go.cmich.edu/academics/Undergraduate/Find_Program/Pages/Advertising.aspx

Western Michigan University – has an Advertising and Promotion Major in the Department of Marketing <http://wmich.edu/academics/undergraduate/advertising>

Michigan State University – has a Bachelor's in Advertising in the College of Communication Arts and Sciences <http://cas.msu.edu/places/departments/advertising-pr/programs/undergraduate-studies/advertising/>

In general, our competitive schools are larger, have more financial resources, and larger numbers of majors. That said, these schools cannot compete with Ferris State on our areas of uniqueness – location in College of Business (only competitor WMU is located there), small class sizes, 100% of faculty with industry experience, and AIMC focus.

We benchmark our competitors regularly by visiting their web sites and monitoring their

promotional campaigns to attract students.

Program Improvement

In looking at our competitors' programs, the main area we see for improvement is in our program web site, which could be enhanced with more information about potential jobs and earnings in the AIMC field.

Preeminent Program

We do not believe it is a reasonable goal to make the Ferris AIMC program the “preeminent program” in Advertising/IMC. To make this happen, we would have to compete with and excel the top programs in this field, those that have resources as described below. Ferris AIMC would have to do the following (granted, these items are highly improbable)

- Find and cultivate donors ready and willing to support this goal with many millions of dollars to achieve the items listed below:
- Physically move the program to a hub of AIMC activity such as Detroit, Chicago or New York (new building to be named in honor of a donor on the order of \$5-10 million)
- Hire established and renowned advertising faculty away from schools like Illinois, Northwestern and University of Texas (this will take considerable money as these professors often make much more than Ferris profs) – donors to invest in named professorships for these new faculty
- Invest in facilities that put competitors to shame in terms of appearance, accoutrements, equipment, and strong WiFi (the COB building is a prison-like structure without much pizzazz)
- Invest in faculty to put them on a prominent stage in the advertising industry (writing for *Advertising Age* and *AdWeek*, speaking at Cannes, writing and promoting cutting-edge trade books and texts, etc.)
- Raise admissions standards for students as the program's reputation grows until they are comparable to standards at top state schools like University of Michigan
- Invest in student placement activities such as dedicated AIMC career fairs in conjunction with top agencies and companies where Ferris alumni are leaders

It seems clear that it is most likely that Ferris should remain a solid and viable option for AIMC study, but that becoming the preeminent school for Advertising would require a type of investment that does not seem commensurate with FSU goals, strengths, location, and priorities.

Demand

Why do students enrolled in the program choose FSU? According to the recent study survey (see <http://ferrisaprforaimc2017.weebly.com/> for full results) their main reasons are as follows:

1. It had an advertising program and I liked the low student to faculty ratio.
2. Scholarship opportunities, good programs
3. When it got down to it, I was going to go to GVSU or FSU, and GV didn't have Advertising in their business school, and I have family in the area of Ferris so I figured it'd be a good choice.
4. It had the program I was looking for.
5. For the graphic design program, but then realized that my paths and interests changed and then I switched to advertising which was a nice and easy transition.
6. I chose to attend Ferris, because I enjoyed my tour here, and because it was a very easy campus to access everything.
7. I applied to number of schools because I didn't know what I wanted to be or even why I wanted to go to college. During the tour, they asked me if I wanted to meet an Advertising Professor, it felt personal and I was able to see past just a tour of the school, I got to get a taste of a program.
8. The location and size.
9. Because of the programs offered.
10. Small classes, felt more important to professors, plus I was able to build relationships with some professors
11. Ferris's College of Business programs and courses that I was interested were highly ranked in the nation. The distance from home was also a perfect match for me.
12. I toured Ferris and loved the vibes
13. The program was unique and the school really accommodate for my transfer credits
14. Ferris was my 1st option for school. It offered the programs I like and has fully exceeded my expectations for a college experience.
15. Location and Program.
16. It was far from home
17. They have a strong Advertising program and one of the first AIMC programs
18. The atmosphere and the campus environment

Why do students enrolled in the program choose the AIMC Major? According to the recent study survey (full results at <http://ferrisaprforaimc2017.weebly.com/>), their main reasons are as follows:

1. Transferred from graphic design and thought it would be a logical choice to switch to
2. I was in DECA in high school and 2 years in a row I was state champion with writing my advertising campaign and I loved what they consisted of.
3. I switched from graphic design to AIMC
4. Answered in previous question
5. I chose to major in AIMC because I have friends who have enjoyed the program, and because I wanted my advertising degree to not just be an arts degree.
6. Tom Mehl was one of the biggest reasons I wanted to be a part of this program, he inspired me to work hard and showed me how advertising could be more than a job.
7. I like the element of creativity, but don't have the skill for graphic design.
8. As a major change after receiving my degree associate degree in graphic design.
9. Always have enjoyed business. Advertising is where I belong.
10. I wanted to be in a program that would allow me to go in multiple directions after graduation and would fit with my creative, detail oriented personality.
11. I wanted a business degree that also allowed me to be creative
12. I already decided on advertising but choose Ferris' program due to its business background
13. I originally started in the GRDE program. I enjoyed that, but it wasn't where I felt I needed to be. AIMC has been a great switch of programs with a great student and faculty community.
14. It seemed to have all of my interests in one major.
15. MadMen
16. Marketing and advertising is interesting to me and advertising is more on the creative side and has a hint of management
17. I enjoy the field and feel a passion for it

Would students choose the program again and recommend it to others? We have not asked that exact question but as advisors, we see many students who come to us on the recommendation of fellow students, siblings, family friends and alumni.

Would alumni choose the program at FSU if they had to do it all over again? We have not asked that exact question but our cordial and very active young and older alumni indicate that this is definitely the case. Please see <http://ferrisaprforaimc2017.weebly.com/> for the recent, full alumni survey.

FSU Placement Rates

The Ferris State University Fact Book (2016-17) presents only all-university placement information, as illustrated here:

Categories	2010-11	2011-12	2012-13	2013-14	2014-15
Placement rate includes graduates who are continuing their education or are employed.	86%	87%	85%	88%	88%
Graduates in the job market who found jobs.	86%	88%	85%	86%	90%
Graduates who found jobs, employed in their field.	75%	79%	75%	89%	78%
Response rate of graduates completing the Graduate Follow-Up Survey.	19%	22%	27%	27%	24%

Respondents who are working and continuing their education concurrently are reported in both of these categories. The placement rate includes individuals only once and does not include those not seeking employment.

AIMC placement is consistent with these figures. The illustration provided at <http://ferrisaprforaimc2017.weebly.com/> regarding recent AIMC internships shows the current employment of recent interns who have graduated, with only a handful of recent graduates not yet reporting employment related to their field.

Recent trends in the field of Advertising and Integrated Marketing Communications, fueled by the growth of Internet Marketing, make the AIMC degree a prime entry point for Ferris graduates. While starting salaries are relatively low (\$35,000 to start is typical) the figures presented here show that advertising professionals typically advance to make high five figures or low six figures on the average.

Demand for AIMC Graduates

Job	Median Pay	Job Growth through 2022
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Advertising and marketing manager	\$115,750 per year	12% (25,400 more jobs)
Art director	\$80,880 per year	3% (2,200 more jobs)
Market research analyst	\$60,300 per year	32% (131,500 more jobs)

As this U.S. Bureau of Labor Statistics sample data shows, job growth for selected advertising-related jobs is steady to strong with quick progression to incomes well above U.S. average.

Here is some additional information from the Bureau of Labor Statistics:

Quick Facts: Advertising, Promotions, and Marketing Managers	
<u>2016 Median Pay</u>	\$127,560 per year \$61.33 per hour
<u>Typical Entry-Level Education</u>	Bachelor's degree
<u>Work Experience in a Related Occupation</u>	<u>See How to Become One</u>
<u>On-the-job Training</u>	None
<u>Number of Jobs, 2014</u>	225,200
<u>Job Outlook, 2014-24</u>	9% (Faster than average)
<u>Employment Change, 2014-24</u>	19,700

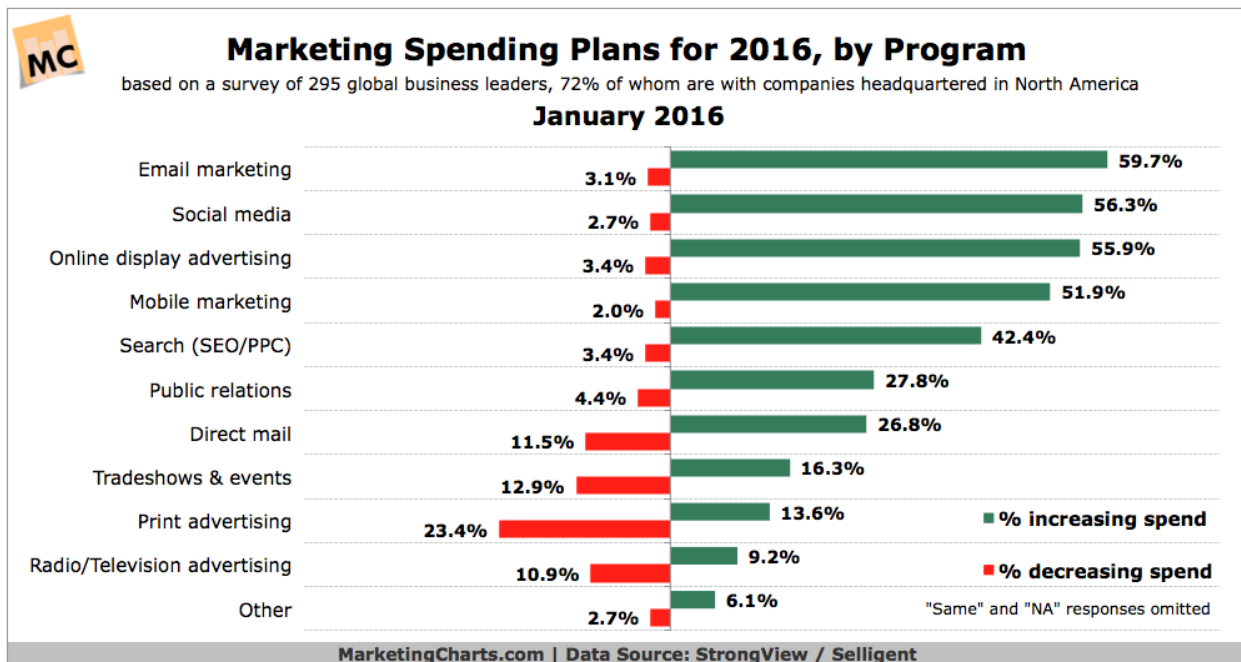
This shows that demand for well-paid AIMC professionals will grow faster than average through 2024.

This demand for professionals is fueled by increased media spending, as shown in *Advertising Age's* 2016 annual report on the nation's top advertisers. Key points from the 61st annual Leading National Advertisers report:

1. For the 200 Leading National Advertisers (LNA), total U.S. ad spending --measured media plus unmeasured spending -- rose 3.6% in 2015 to a record \$142.5 billion.
2. The 200 LNA boosted estimated unmeasured spending in 2015 by a robust 9.1%, powered by digital. Unmeasured spending includes internet and mobile media (search marketing, internet display, social media, online video and other digital media), promotion, experiential marketing and direct marketing.

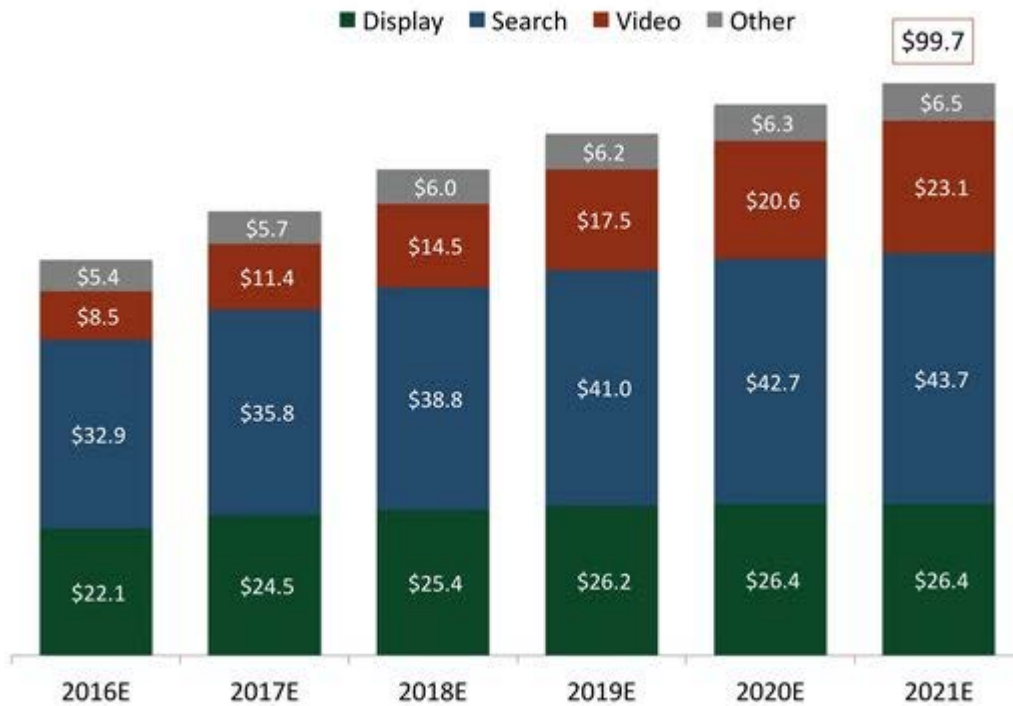
3. The top 200 reduced measured-media spending by 2.3% in 2015, with cuts in every major medium except cable TV networks and radio, according to Ad Age Datacenter's analysis of data from WPP's Kantar Media.
4. Unmeasured spending continues to take a bigger slice of budgets, capturing 54.7% of 200 LNA ad and promotion spending last year. That's up from 52% in 2014. Measured media accounts for the rest.
5. The 200 LNA are a big deal for traditional media. The top 200 accounted for 52.6% of all 2015 measured-media spending, 65.2% of cable TV network advertising and 80.7% of broadcast network TV advertising.

The elements of AIMC go beyond advertising to include direct and digital marketing, sales promotion, and the publicity function of public relations. Here are some charts that show the growth of spending in these media, which require the addition of more AIMC professionals:



FORECAST: US Digital Ad Revenue, By Format

Billions (\$)



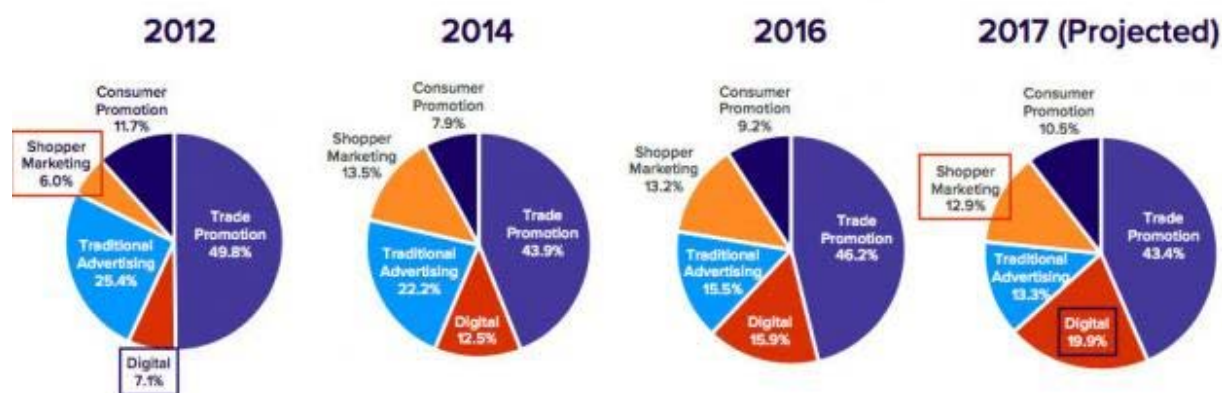
Note: Includes mobile and nonmobile; display includes banner, sponsorship, and rich media
 Source: BI Intelligence estimates based off of historical data from the Interactive Advertising Bureau, PricewaterhouseCoopers, and Magna Global

BI INTELLIGENCE

This image shows the impressive upcoming growth in digital advertising.

The chart below shows the growth of consumer and trade sales promotion as well as the growth in digital formats for sales promotion. It comes from Cadent Consulting Group.

Manufacturer – Marketing Spending by Type



**Growth in Digital continues unabated – triple vs. 2012;
Shopper Marketing doubles but plateaus.**

Would alumni recommend the program at FSU to others? Our active advisory board members (many of whom are alumni) are strong advocates for this program. See minutes of the most recent Advisory Board meeting for kudos from them, including the following identified strengths of the program:

- Online presence
- Composition of the offering of the program
- Connection to the faculty as a whole
- Work ethic in students
- Students' communication
- How well rounded a Ferris student is
- Internships
- Well prepared for the workforce or internship
- Having the program in the College of Business

The alumni survey highlights the following as positive recommendations for the AIMC program.

- The program has approachable professors
- The program has qualified professors
- The program has genuinely caring professors
- The AIMC program was a good investment
- Choosing the AIMC program was a wise decision

What do alumni say about the continued demand for program graduates? Our alumni often approach us to let us know about openings in their companies, and typically are happy to recommend fellow Ferris graduates.

What do faculty teaching within the program say about the continued demand for program graduates? We are gratified to see the high percentage of our graduates who are employed in their field soon after graduation. We are also heartened to see how our graduates use their AIMC degrees creatively in such fields as graphic design and sales.

What do potential employers say about the continued demand for program graduates? Please see the Employer Survey at <http://ferrisaprforaimc2017.weebly.com/>, which shows very positive commentary about the employers' willingness (even eagerness) to hire Ferris AIMC graduates.

What do advisory board members say about the continued demand for program graduates? Per the Advisory Board Minutes provided at <http://ferrisaprforaimc2017.weebly.com/>, advisors are strong advocates for our program and the graduates it delivers to the marketplace. They are suggesting that we add more video/social media/content marketing/inbound marketing to our curriculum, and this suggestion is on our curriculum plan for the near future. Advisors also have suggested that we put a stronger emphasis on Google AdWords and Analytics, which we have done in AIMC 382, AIMC 486, and at special programs for the AdGroup and AMA.

Evaluate overall “demand” trends within the program. We have seen a positive trend for students who want to work as copywriters. With growing demand for content marketing writers and social media experts, we have students who are able to gain attractive entry level jobs in these capacities as well as our typical job titles of assistant account executive or media buyer.

How does the program address “demand” trends within the program (general) and how will the program address “demand” trends reported (specific). We stay in close touch with alumni and advisors and ask them to critique our curriculum on a regular basis to make sure we stay abreast of the trends in this very dynamic, fast-moving field.

Student Achievement

Report the percentage of students who are members of a Registered Student Organization by year, for the past five years.

Report the percentage of students who are members of Student Government by year, for the past five years. Not known.

Report the percentage of students who are members of the Honors Program by year, for the past five years. Approximately 10% per year.

Report the average number of hours a typical student in the program is engaged in paid employment. Not known, but most of our students work at least part-time.

Highlight student achievement in research over the past five years. Our students typically are not engaged in academic research outside of their classes; they work in hands-on internships.

Highlight student honors and awards received over the past five years. Typically each year we have at least one AIMC student receiving the College of Business Student Excellence Award.

Highlight student participation in community and other volunteer service. Students involved in the American Marketing Association do regular community service projects. Many of our students participate in student volunteer activities on campus and with community groups, but we do not have exact numbers.

Evaluate program trends related to “student achievement.” Since the College of Business increased admissions standards for its bachelor’s degree programs some years ago, we have seen a marked increase in entering students’ grade point averages and test scores. Most of our students have excellent written and verbal communication skills. Quantitative skills are not necessarily a strong point for AIMC majors, but their media classes, math classes and statistics course in the business core equip them to compete on quantitative measures in the business world.

How does the program address “student achievement” trends within the program (general) and how will the program address “student achievement” trends reported (specific). It is interesting that the student survey indicated that the AIMC curriculum could be more demanding. We can certainly take that to heart, ask students where they would like to see more challenge, and work to incorporate this in our classes.

Employability of Graduates

Please note that the APR manual suggests that faculty see the link from Institutional Research and Testing for a host of post-graduate information by program. That said, the 2016-17 Fact Book does not track this information by program, and the AIMC program faculty also have not tracked this information. We sent an e-mail to Mitzi Day of Institutional Research and Testing on 4/21/17 asking her if there was any additional AIMC-specific information available that did not appear in the Fact Book. She responded the same day with only the information that we have used in this report; nothing further and nothing to answer the questions posed below. Since the instructions for APR reporting ask that we use only official Ferris statistics, we are unable to report or use anecdotal evidence on the following.

Employment Post-Graduation

Report the number and percentage of program graduates employed in their field of study one year post-graduation. Not known.

Report the number and percentage of program graduates employed full time in their field of study overall. Not known.

Report the number and percentage of program graduates employed part time in their field of study overall. Not known.

Report the number and percentage of program graduates employed outside their field of study one year post-graduation. Not known.

Report the number and percentage of program graduates employed outside their field of study overall. Not known.

Report the number and percentage of program graduates accepted to graduate school one-year post graduation. Not known.

Report the number and percentage of program graduates accepted to graduate school overall. Not known.

Report the average yearly salary for program graduates who have graduated from the program within the last three years. Not known.

Evaluate program trends related to “employment post-graduation.” Most of our students – particularly the top students and those who “hustle” – are able to obtain positions in their field within six months of graduation. Those who do not tend to have self-imposed stumbling blocks such as wish to stay in a small town or specific town, need to stay close to family or significant other, or inability to accept that they are capable of a “big time” AIMC job. We do our very best to counsel these students and applaud them for their achievements, no matter what their choice of career.

How does the program address “employment post-graduation” trends within the program (general) and how will the program address “employment post-graduation” trends reported (specific). Faculty keep in close touch with decision-makers and alumni in the AIMC field so that we can share job leads with students and recent graduates in a very timely manner. These job leads often come from employers who specifically want a Ferris graduate, which is very gratifying. Depending on what the potential employer asks for, these leads are sent to all appropriate students or to a handful of most qualified applicants within the AIMC program.

Stakeholder Perceptions of the Employability of Graduates

Report alumni perceptions of the program’s ability to prepare graduates for a career in their field of study.

Report advisory board perceptions of the program’s ability to prepare graduates for a career in their field of study.

Report employer perceptions of the program’s ability to prepare graduates for a career in their field of study.

Please see the survey results and minutes for these key stakeholder groups at <http://ferrisaprforaimc2017.weebly.com/>. Generally affirmative responses on the curriculum and graduates speak positively to these questions.

Report program faculty perceptions of the program’s ability to prepare graduates for a career in their field of study. We work hard to develop and update a curriculum that prepares our students not only for their first jobs in the field but also to be promotable to the highest ranks of the AIMC field. We are very confident that we are doing an excellent job in this regard.

Evaluate career assistance opportunities available to students. The new Ferris Handshake recruiting platform introduced in early 2017 offers students and graduates an exceptional medium for connecting with potential employers. AIMC 101 and AIMC 301 students were introduced to this platform by Mickey Albright of CLACS in Spring of 2017. All four AIMC faculty are always available to students in terms of internship and job referrals and help with resumes, cover letters, strategies for interviewing, etc. We also encourage our students to take advantage of all services at CLACS including the First Lady’s Attic for free business attire, interviewing practice, and more.

Evaluate trends related to “Stakeholder Perceptions of the Employability of Graduates.” We are gratified by the results of our surveys for this APR process as we have seen no significant problem areas in our curriculum in terms of employability or preparedness of graduates. The overhaul of our AIMC 101 and AIMC 301 Career Seminars has also been a positive move in this regard.

How does the program address “Stakeholder Perceptions of the Employability of Graduates” trends within the program (general) and how will the program address these trends specifically. We take the comments and suggestions of all of our stakeholders very seriously and use them as ammunition for positive changes in curriculum, teaching methods, and the program in general.

Faculty Composition and Engagement

The AIMC program has four tenured faculty teaching within the program – two Full Professors and two Associate Professors. None of these professors teaches any of their load in off-campus locations. One professor teaches up to half of her load online.

There are no full-time temporary faculty involved in the program at any location. There are no adjunct faculty involved in the program at any location.

Three of the four professors have been a team for 27 years. The fourth professor joined the team seven years ago. The four professors work efficiently and effectively together, and meet regularly with cordial collegiality for the betterment of our students and our program. We are led by our Department Head and Assistant Department Head, who are tremendous assets to our program.

Positive aspects of the current structure include:

- Each faculty member has important strengths and specialty areas that complement those of the others, thus ensuring our students a well-rounded approach to AIMC studies.
- We have worked together for many years and have developed mutual respect and cooperation.

Opportunities for improving the current structure:

Things are going well, but since our four faculty range from 60 to 75 in age, it is clear that we need to think about faculty transition in the program at some point in the fairly near future.

CURRICULUM VITAE

Report the name, highest degree earned, and average semester load for all tenure-line and tenured faculty.

1. Paul W. Jackson, 12 credits per semester, All But Dissertation (Master's Degree earned)
2. Thomas Mehl, 12 credits per semester, M.B.A.
3. Susan K. Jones, 12 credits per semester, M.S.J.
4. Clay Dedeaux, 12 credits per semester, Ph.D.

We have no full-time temporary or adjunct faculty teaching in the AIMC program.

Vitae for all four faculty listed above may be found at: <http://ferrisaprforaimc2017.weebly.com/>

SERVICE

This information is presented under Program Value Beyond Productivity and Enrollment Numbers earlier in this document.

RESEARCH OVER THE PAST THREE YEARS

Clay Dedeaux

Dedeaux, C. (Presenter), Annual Conference, "How the management function of marketing communication firms is changing," Association for Education in Journalism and Mass Communication, St. Louis. (2014).

Sponsored Research Grant Dedeaux, C., "Teaching by Case Method: Principles and Practice for Public Health Educators," Sponsored by Professional Development Incentives (PDIs), Ferris State University, \$2,556.00. (2015 - Present).

Research in Progress

"Locating culture in the ads" (Planning). Techniques for identifying dominant and counter cultural themes in advertising in Germany & The Netherlands. Collect field research during summer abroad 2016 program in Kleve, Germany

"Persuasiveness of Cultural Novelty vs. Familiarity in Recruitment of Foreign Exchange Students" (On-Going). Office of International Education is the client in a classroom (marketing research) survey and experiment with students in five foreign countries, assessing messages which are culturally congruent and incongruent. Theory is that people are more receptive to culturally congruent messages however this research tests the notion that students may prefer messages with promise a novel cultural experience.

Susan K. Jones

Jones, S. K. (2016). In S. K. Jones & J. S. Kelly (Eds.), *The IMC Case Book: Cases in Integrated Marketing Communications*. Chicago, IL: Midwest Marketing Education Foundation.

Jones, S. K. (2014). *The IMC Handbook: Readings and Cases in Integrated Marketing Communications Third Edition*. Chicago, IL: Racom Books.

CONTINUING EDUCATION HIGHLIGHTS LAST THREE YEARS

Clay Dedeaux

Conference Attendance, Michigan Society of Healthcare Planning & Marketing, Lansing, Michigan, United States. (May 6, 2016).

Conference Attendance, "MSHPM semi annual conference," Fall Conference of the Michigan Society for Healthcare Planning and Marketing, Lansing, MI, USA. (November 7, 2015).

Conference Attendance, "MSHPM semi annual conference," Spring Conference of the Michigan Society for Healthcare Planning and Marketing, Lansing, MI, USA. (May 7, 2015).

Conference Attendance, "Society of Consumer Psychology Annual Conference," Society of Consumer Psychology, Phoenix, Arizona, USA. (February 26, 2015 - February 28, 2015).

Conference Attendance, "Digital Media Summit," Digital Media DS, Scottsdale, Arizona, USA. (February 4, 2015 - February 6, 2015).

Conference Attendance, "MSHPM semi annual conference," Fall Conference of the Michigan Society for Healthcare Planning and Marketing, Lansing, MI, USA. (November 7, 2014).

Workshop, "Ferris State University Learn Lab Fellow," FCTL, Big Rapids, MI, Mecosta. (May 12, 2014 - May 16, 2014).

Susan K. Jones

Seminar, "RACOM IMC Roundtable," Midwest Marketing Education Foundation, Chicago, Illinois, USA. (May 5 and 5, 2017).

Seminar, "Columbia University Digital Marketing Strategy," Columbia Business School Executive Education, New York, New York, USA. (June 13, 2016 - June 15, 2016).

Conference Attendance, "Integrate 2016," West Virginia University IMC Master's Degree Program, Morgantown, WV, USA. (June 2, 2016 - June 4, 2016).

Seminar, "RACOM IMC Roundtable," Midwest Marketing Education Foundation, Chicago, Illinois, USA. (April 21, 2016 - April 22, 2016).

Workshop, "Jacobs & Clevenger Case Writers' Workshop," Marketing EDGE, Boston, MA, USA. (October 2015).

Conference Attendance, "Integrate 2015," West Virginia University IMC Master's Degree Program, Morgantown, WV, USA. (May 29, 2015 - May 30, 2015).

Seminar, "RACOM IMC Roundtable," Midwest Marketing Education Foundation, Chicago, Illinois, USA. (May 7, 2015 - May 8, 2015).

Workshop, "Jacobs & Clevenger Case Writers' Workshop," Marketing EDGE, San Diego, CA, USA. (October 2014).

Conference Attendance, "Games, Learning and Society," University of Wisconsin-Madison, Madison, Wisconsin, USA. (June 10, 2014 - June 13, 2014).

Conference Attendance, "Integrate 2014," West Virginia University, Morgantown, West Virginia, USA. (May 29, 2014 - May 31, 2014).

Faculty Fellowship, "Faculty Development in Business -- Africa," University of South Carolina, Johannesburg, South Africa. (May 2014).

Seminar, "RACOM IMC Roundtable," Chicago Association of Direct Marketing Educational Foundation, Chicago, IL, USA. (May 8, 2014 - May 9, 2014).

Tom Mehl

Book, "The Associated Press Stylebook and Libel Manual, Addison Wesley, French, Powell, &

Angione Editors." (December 2015 - Present).

Class, "Living the Nine Virtues of Personality," Center For Teaching & Learning. (2016).

Seminar, "Digital Literacy On Demand: Visualizing Best Practices In Higher Education," Video Blocks Edu. (December 2015).

Book, "Transcendent Teacher Learner Relationships: the Way of the Semantic Teacher, Hunter O'Hara, University of Florida Press 2015." (2015).

Seminar, "Omnichannel Marketing Webinar Seven Trends for 2015." (2015).

Tutorial, "Five Things to Focus On When Creating CTA," Social Media Week. (2015).

Conference Attendance, Michigan Advertising Educators Conference. (2014).

Conference Attendance, "Professional Advisory Committee on AIMC." (2014).

Self-Study Program, "The Ultimate Guide to Website Personalization," PR Week. (2014).

Seminar, "The Future of Digital Identity," E-Marketing Webinar. (2014).

STAKEHOLDER PERCEPTIONS OF THE QUALITY AND COMPOSITION OF FACULTY

Student Perceptions – See Student Survey at <http://ferrisaprforaimc2017.weebly.com/>

The mean quality of classes rating of 6.71 out of 10 reflects positively on the AIMC program; especially since 6 out of 21 students rated their classes at 8 out of 10.

Alumni Perceptions – See Alumni Survey at <http://ferrisaprforaimc2017.weebly.com/>

Strong points according to alumni surveyed include approachable, caring faculty; qualified instructors; relevance of what they learned; and the fact that the degree was a good investment.

Advisory Board Perceptions – See Advisory Board Minutes at <http://ferrisaprforaimc2017.weebly.com/>

The Advisory Board members noted the strong connection faculty have with them and with students, and the fact that faculty know students well due to the program composition and small class sizes.

PROGRAM POLICIES AND PROCEDURES

How does the program provide opportunity and encouragement for program faculty to fully engage in teaching improvement activities, research, and service? Faculty are highly encouraged to use internal resources provided by the Faculty Center for Teaching and Learning. Our colleagues in Business Data Analytics provide a monthly COB Colloquium to which all faculty are invited. Speakers are COB colleagues presenting their recent research. Faculty are provided with timely information about elected and non-elected positions within the department, college, university and community. Faculty are strongly encouraged to seek

Timme Grants and Professional Development Grants to attend appropriate development events. Advocates within the Marketing Department generously share their expertise to help AIMC faculty submit the best possible grant requests.

How does the program provide opportunity and encouragement for program faculty to fully engage in student advising? We are supported by our Department such that first-year and even some second-year AIMC students are advised by the Assistant Department Chair, Laura Dix, who is an exceptional (award-winning!) advisor. (Note that Dr. Dix is retiring by May, 2018 so this function will be reassigned soon.) This frees us up to work mainly with juniors and seniors, providing these students with internship and career advice as well as help in selecting classes, concentrations, minors, and certificates. Professor Dix is always available to counsel us as we advise our students, and the COB office staff provide timely and accurate advice as well. What's more, the COB Dean's Office is happy to provide group and individual support to us as advisors.

Evaluate the minimum qualifications for a tenure-line faculty within the program. Three of the four current faculty have been "grandfathered in" with master's degrees but without Ph.D.s., as we have been with Ferris for between 27 and 45 years and were long-tenured before accreditation requirements were upgraded. Any new faculty – according to COB policy and requirements of accreditation – would either need to come to us with an applicable doctorate, or be granted a space on the tenure track with the absolute mandate to complete such a doctorate before tenure is granted.

Evaluate the minimum qualifications for a full time temporary faculty within the program. We have not had a full-time temporary faculty member within the AIMC department over the last three-plus decades. If we were to need one at some point, he or she would be "Ph.D. preferred" but a master's degree would be acceptable with appropriate work experience and prior teaching experience.

Evaluate the minimum qualifications for an adjunct faculty within the program. We have not had any adjuncts teaching in the program over the last three-plus decades, but if we were to need one at some point, a master's degree plus prior post-secondary teaching experience would be sufficient as long as the individual had appropriate work experience in the field.

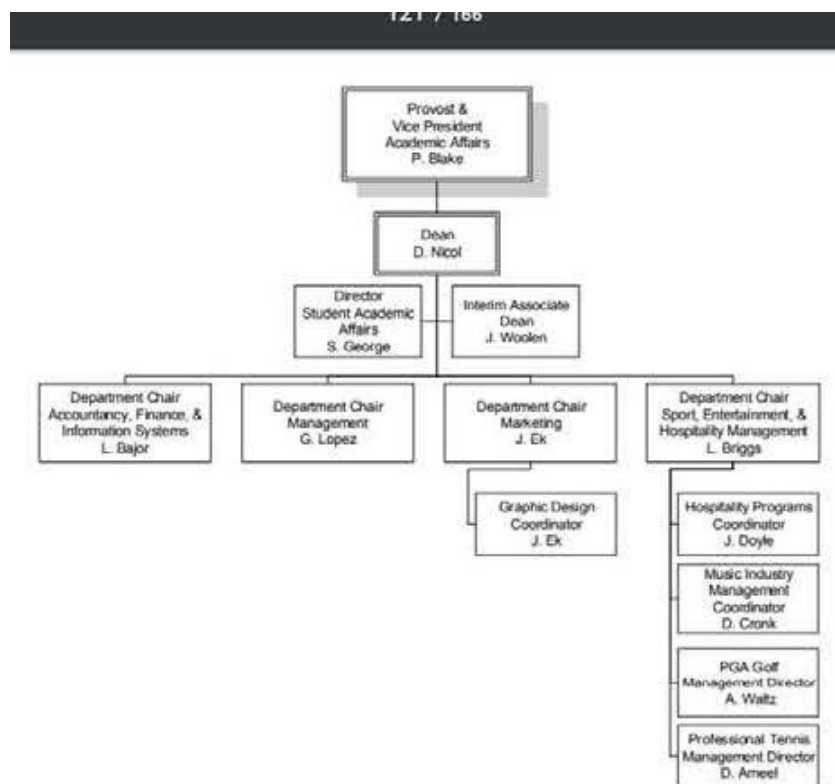
Evaluate the program's ability to hire and retain quality faculty at all levels. Clearly the program has been very successful in retaining qualified, tenured faculty. Three faculty have been with FSU in the AIMC program for between 27 and 45 years. The fourth faculty member has been with FSU for seven years.

We have not had the need for full-time temps nor for adjuncts. If we were to have such a need, prior experience from closely related departments shows that adjuncts would be readily available from the Grand Rapids area, especially if they were able to teach a class within a once-a-week, three-hour block. In terms of full-time temporary faculty, prior experience from closely related departments shows that these individuals are indeed available. MKTG has three full-time temp faculty currently, and all three are doing an excellent job. PREL has one adjunct faculty teaching the capstone course, and he is doing an excellent job.

When one or more of our faculty choose to retire, we will do an international search to attract the best possible individual(s). Considering that we have been able to attract and retain an individual

of the caliber of Dr. Clay Dedeaux (Ph.D./Michigan State; considerable high-level career experience) seven years ago – and the fact that he remains happily on our faculty – bodes well.

PROGRAM ADMINISTRATION AND SUPPORT



COB Organizational Chart: The AIMC Program fits under the Marketing Department shown above.

Evaluate the efficiency and effectiveness of the current structure. Jeff Ek and Laura Dix have been very effective leaders for our department. They work well together with complementary strengths. They are very responsive to faculty and have an impressive ability to ensure faculty keep up to date with obligations, with a gentle and caring touch.

Evaluate the positive aspects of the current structure. Cordial and efficient leadership, excellent administrative support, teamwork. The Marketing Department faculty and staff work together harmoniously and have done so for several years, which was not always the case.

Evaluate opportunities for improving the current structure. Dr. Laura Dix will be retiring in no later than May 2018, which will occasion opportunities for reviewing and updating the current structure.

How does the program provide opportunities for program faculty and staff to discuss the program's place within the current structure with administrators who have program oversight? Dean Nicol, Jeff Ek, and Laura Dix have open door policies and are more than willing to discuss any questions, concerns or ideas in this regard.

Support Staff: AIMC shares one secretary (Patty Rettinger) with all of the Marketing Department programs. Ms. Rettinger reports to Jeff Ek.

Efficiency and Effectiveness: Ms. Rettinger is incredibly helpful, cheerful and efficient. That said, as she is the only support staff for 20-plus faculty, there is only so much we can ask of her.

Positive aspects of current structure: Faculty understand what they can and cannot ask of support staff and are quite good at doing their own expediting, expense reports, etc.

Opportunities for improvement: More support staff (ideally one individual for each program) would be a tremendous help to faculty who often spend considerable time doing nuts-and-bolts tasks rather than intellectual work.

Support Services

FLITE – Our College of Business FLITE expert is David Scott. David is a tremendous resource to AIMC faculty. He visits classes regularly at our invitation to share targeted resources with our students, and he kindly creates special pages of resources for students, class by class. Here is an example:

AIMC 486 Fall 2016 Jones: <http://ferris.libguides.com/c.php?g=192474>

We work with David frequently to review available databases and materials needed for our students. With his advice and cooperation, we have been able to get access in recent years to all resources of *Advertising Age* and Standard Rate and Data Services (SRDS) among other vital tools for our students. David also offers us frequent access to trials of other databases and materials for review and evaluation as potential resources for AIMC.

Faculty Center for Teaching and Learning – Our faculty make frequent use of FCTL’s many services including short-term and longer term opportunities for learning and sharing. We are encouraged to seek Timme Grants through FCTL for trips to important conferences in our field.

Tutoring Center – We refer advisees as needed to the Tutoring Center. Such referrals would be for their General Education classes or Business Core classes as we are willing and able to provide any needed tutoring in the AIMC courses.

Technology Assistance Center (TAC) – All of our faculty are in regular contact with TAC for their very timely and helpful services for in-class assistance as well as updates and repairs of our computers and other equipment. TAC is a tremendous resource for AIMC faculty, as is Brent Kunding, who is a very capable professional housed in the COB building.

Birkham Health Center – We often recommend that our students visit Birkham if they are experiencing physical and/or emotional problems. We also take advantage of Birkham’s convenient and free annual flu shots for faculty.

Media Production – As faculty ability to create our own media for presentations, in-class use, and on Blackboard have improved, we find we have less need for Media Production services, although we have used their services for more complex jobs. The fact that we have the Graphic Media Management department in our building provides us with excellent service in this regard as well.

Institutional Research Board (IRB) – To date, our faculty have not embarked on any research needing IRB approval, but we are aware of this valuable resource and would readily use it if appropriate.

Career Center – We invite Career Center representatives to each of our Career Seminar classes (AIMC 101 and AIMC 301) each time they are run. We do this in conjunction with Job Fairs to ensure that students are prepared for these events, aware of the First Lady’s Attic, and conversant with the latest in job search tools through the Career Center.

Institutional Research and Testing – Because we have expertise for survey development and implementation within the Marketing Department, we did not call on the services of Institutional Research and Testing for this APR project. That said, we did rely heavily on the Fact Book information provided by this valuable department at FSU.

University Advancement and Marketing – Our relationship with UAM is sometimes a consulting relationship due to our expertise in marketing. Jeremy Mishler of UAM was our guest speaker at our Spring 2017 All-Majors’ Meeting, at which he presented highlights of Ferris State’s student recruitment campaign to students, faculty and advisors. AIMC Professor Susan K. Jones is a new member of the Ferris Foundation Board, and she also serves as a member of FSU’s Grand Rapids Fundraising Advisory Board. As for web content, the Marketing Department has a Website Advisory Committee headed by our Department Chair, Jeff Ek.

Diversity and Inclusion Office – This department’s valuable resources are called upon for our FSUS 100 classes. We have a diverse group of majors, minors, and certificate students, all of whom are treated with the utmost respect and inclusion by all of our faculty.

Educational Counseling and Disabilities – We cooperate fully with this department whenever we have a student who needs extra time, special help, or other consideration.

Grounds and Maintenance – In the College of Business, most interface with this department is done by Account Specialist Christina Vodry of the Dean’s Office. We typically make her aware of any situations where help or input is needed, and she takes it from there.

Facilities and Equipment

Classroom Space – All AIMC classes are taught in the COB main building. Our most frequently used classrooms are BUS 224 and BUS 208, although other classrooms are used as needed or when special equipment is needed. All COB classrooms are equipped with Internet-enabled, wired-in computers, projectors, screens, and white boards. Lighting can be adjusted depending on classroom and visual needs. Each classroom has a phone that connects to TAC with one-button access. Each classroom has an overhead projector as part of its console equipment. Each classroom has capability of playing DVDs. Each classroom has adjustable volume control. The tables in all COB classrooms are modular and can be configured or re-configured easily depending on classroom needs. There is a lecture podium in each classroom for use by the instructor or students who are presenting.

Laboratory Space – When a class requires it, laboratory classrooms are available to be scheduled for the semester on the first floor of the COB building. Also, as needed, there are several classrooms in the COB that provide for group work around a common computer. Students may use the open computer and printing laboratories on the first floor of the COB building.

Office and Meeting Space – Each AIMC professor has his or her own ample and private office. Professors Jones, Jackson and Dedeaux are on the same corridor on the third floor of the COB. Professor Mehl's office is in the IRC building. When faculty need to meet in groups of two or three, there is ample room and seating in each person's office to do so. For larger meetings, there are two conference rooms on the third floor of the COB that can be reserved by the hour. There are also a couple of smaller conference rooms on the second floor in the Department Chair's Suite (BUS 212). There is a handsome COB Conference Room on the second floor that can be used for Advisory Board Meetings by appointment. When necessary, faculty meetings can take place in classrooms that are not being used at that hour. Finding meeting space is seldom a problem or issue.

Storage Space – The AIMC program has no dedicated storage space. Each faculty member keeps his or her own files in his/her office. Now that most material is digital, the need for permanent storage is much less important than in the past.

Adequacy of Space – Faculty have not expressed any major concerns about space in the COB. Students are missing their previous dedicated space inside the COB 112 suite, which has been converted to the Music Industry Management program.

Addressing Space Needs – Faculty have no real concerns. Based on the results of the student survey, we will talk with student leaders of the Ad Group about solutions to their space needs.

Changes to the Space – It would be outstanding if the COB could re-allocate space to student RSOs for their use and storage of materials. Other than that, our space needs are well met.

Classroom Computers – See above under Classroom Space.

Laboratory Computers – There is an open computer lab on the first floor of the COB, but this is less and less of a need as our students all have at least one connected device to use in the classroom – they even do their homework on their smart phones. They tend to use the first floor COB labs

mostly to print out homework. The students' most common complaint is that the labs are not open in a timely manner, that the printers are down, or that they don't have money available to print.

Faculty Office Computers – Each AIMC faculty member is supplied with a laptop or desktop computer according to their preference. These computers are well-serviced through TAC and are replaced on a rotating basis as budget allows.

Adequacy of Computers – Faculty have no major complaints about their computers.

Changes Regarding Computers – The trend is for students to have their own connected devices. The need for open labs for actual computer work is projected to lessen year by year. What would be helpful is more investment in reliable WiFi and more availability of reliable printers for student use.

Classroom Equipment – Please see “Classroom Space” above

Laboratory Equipment – The COB provides an open laboratory with fairly recent computers and printers available to students. As mentioned above, there are no complaints about the computers themselves in the labs, only about printer availability.

Equipment for Student Use – Our major does not require much equipment beyond a computer or other connected device. Students can even create videos with their hand-helds in today's world. We do not require students to own any specific equipment, but for their generation, having such devices is considered by them to be a necessity.

Potential Impact and Changes – If the current equipment situation remains as-is, we do not anticipate any negative impact or need for change. The growth of digital media has made it much easier for AIMC faculty and students to do their work without old-style, bulky equipment and storage areas.

Perceptions of Overall Quality

Perceptions of Overall Quality – Dean David Nicol, College of Business

Program Rating: 95

I believe the A/IMC program provides students with valuable preparation for a rewarding career. The faculty are dedicated and bring relevant workplace experience and knowledge to the learning experience. They are committed to facilitating input from, and student interaction with, successful representatives of the workplace. Consequently, it is my impression that the program continues to be highly relevant and current with changing market needs and expectations. Our students are fortunate to have the opportunity to learn from such a skilled cadre, and to do so within the context of a business program.

Though I am confident that this is a high-quality program, I do believe there are a couple of minor items that represent opportunities for improvement. I encourage the faculty to work harder to maintain connections with program graduates in order to more knowledgeably respond to how the market values our students, based on their career progress, as well as their perceptions. Also, in light of the age concentration of our faculty, I would hope they invest some thought on program sustainability (e.g., multiple simultaneous retirements could be challenging from a programmatic standpoint).

Perceptions of Overall Quality – Marketing Department Chair Jeff Ek, College of Business

Rate the overall quality of the program. On a scale of 1 – 100

Based on the criteria for assessing the quality of Advertising and Integrated Marketing Communication program I am assigning the program an overall score of 90.

Alignment with the mission of the Marketing Department, College of Business and University

Advertising and Integrated Marketing Communication program is distinctive, highly regarded in the industry and provides a career-oriented business education that is valued by employers. Unlike most advertising programs housed in departments of communication, the program at Ferris is one of only a few that awards a business degree and is in a College of Business. Graduates are very marketable because of this unique position.

Program visibility, distinctiveness, enrollment

The Ferris AIMC program is well known by employers and industry professionals. Its distinctiveness as a business degree attracts many students interested in business, communication and marketing that have already enrolled in other programs at the university. Program transfers are common from areas all over campus with a concentration coming from within the department primarily Graphic Design. Continued development of this student path is critical as many students entering the Graphic Design program discover within the first two years that they would be better suited for a related profession like AIMC. Enrollment should also grow by expanded outreach to high school or first time students to enhance their understanding of the profession as they choose an area of study.

Characteristics, quality, and employability of students

Graduates are well prepared and extremely competitive as they enter the job market. They are grounded in business and areas of digital communication. Study and exposure to marketing, management and design principles enhance their attractiveness to employers.

Curriculum and Assessment

The Advertising and Integrated Marketing Communication curriculum is continually under review and assessment providing for quick response to industry needs. Faculty meet with industry leaders, advisors and alumni to understand and respond to current trends. Faculty engage in course and program objectives assessment at the end of each semester and use this information to close the loop and adjust instruction.

Composition and Quality of Faculty and Administration

The program has several faculty contributing to course instruction. Dr. Laura Dix coordinates marketing programs including AIMC and assists with course scheduling, strong advising and academic planning. Professors Susan Jones, Paul Jackson and Tom Mehl provide curriculum direction, academic and career advising and teach AIMC program courses. Clay Dedeaux leads the AD Group RSO and provides classroom instruction. Program Advisors and industry leaders serve as guest speakers and share their experience and professional practice in the classroom. Three of the four program faculty could potentially retire with the next few years which makes succession planning an immediate priority.

Overall value of the program to stakeholders, including Ferris State University

Advertising and Integrated Marketing Communication program serves the profession by providing a steady stream of graduates to help fill the steady demand. Students throughout the university transfer into the program as they learn about the opportunities it provides and discover their personal interests and talents.

Summarize the reason(s) for the rating assigned.

The program is strong and scores very well in all categories. An area to enhance is its visibility to first time students and good but slightly low enrollment. There are many employers seeking graduates and starting salaries are attractive, making the career path strong. The challenge continues to be how to market the program to first time students in addition to expanding internal transfer numbers.

Outline recommended next steps to improve program quality.

The administration and faculty are encouraged to develop and support innovative ways to inform prospective students about the many opportunities the profession has to offer.

The program faculty and college leadership need to engage in succession planning.

Faculty are encouraged to continue and maintain excellence in professional development and service to the profession and expand emphasis on digital media. The administration has been very supportive of these activities and it will continue to be an important element of continued success.

Perceptions of Overall Quality – Professor Laura Dix, AIMC Program Coordinator (also coordinates MKTG and PREL)

Program Rating: 90

I believe overall quality of the AIMC program is high. The AIMC program faculty have worked together over the past 5 years to improve the content of the curriculum provided and now have students in a cohort progressing through their Junior and Senior sequence of classes. The addition of the digital portfolio has created significant benefit to the graduates.

Program assessment is completed by all faculty at the course level, but I think the most significant milestone for the program is the programmatic assessment. Each fall the senior students present their portfolio to all of the AIMC program faculty and administration. Additionally, the senior students present their capstone campaign project to all program faculty and field questions during the presentation. This is an added accountability step for the students and has significantly improved their confidence and program perception.

The program faculty have begun to assist in promoting the program by identifying graduates for program spotlights. These spotlights can be shared on the website and other forms of social media. All AIMC program faculty do need to get more involved in preparing and placement of students into program relevant internships and graduate placement. I believe the more faculty are involved with graduate placement and internships, the more effective their advising and recruiting will become.

Perceptions of Overall Quality – Professor Patrick Klarecki, AIMC APR Committee Member with Special Interest

Ferris State University, the College of Business and the Marketing Department have established themselves as being unique and distinctive by providing meaningful, rewarding and enriching opportunities to students interested in pursuing in-demand careers. The AIMC program fulfills this niche nicely as its applied and integrated curriculum is not largely duplicated by other business schools and its graduates are sought by employers.

Ferris State University as an institution does not do well at showcasing many of the unique and distinctive programs available. More emphasis from the institution and college needs to be placed on the success of graduates from programs like the AIMC and the marketing department. There is a lack of resources being allocated to marketing and recruiting students to specific programs. As a result, the AIMC program is not as visible as it should be to prospective students.

The faculty group is cohesive and work well together. There is a good mix of industrial experience and academic experience amongst the group to provide students a real world view of the AIMC field.

Program administration is covered by the faculty. Once again, Ferris State University as an institution does not realize or adequately support the need and importance for leadership at the program level. Given the niche of several programs, extensive marketing and relationships need to be built and maintained to grow and remain relevant in this very dynamic business world for

which we prepare a workforce.

Graduates of the AIMC program enjoy career success. Hiring stakeholders comment that FSU graduates are “ready to hit the ground running”. The past success and future success for Ferris State University is its ability to remain relevant to current and future industrial needs and offer learning experiences not found at other schools. The AIMC program fulfills both of those descriptors.

My perception of the overall quality of the program is 85.

My rationale for this rating is based on the need for enrollment improvement. There is capacity for growth within the program without large amounts of additional resources. Ferris State University, the College of Business, and the Marketing Department all offer an outstanding learning product and service. The institution must invest in and fully utilize tools to make prospective families aware of what we offer and the potential rewards to those who successfully complete our degrees.

Recommended Next Steps:

Develop with the University Enrollment Services a programmatic marketing plan and strategy for implementation.

Allocate the resources needed to deploy the plan.

Assess and adjust the plan as needed.

Perceptions of Overall Quality – Professor Connie Morcom, AIMC APR Committee Member from Outside the College of Business

I have reviewed the Advertising/IMC APR draft document and all supporting documents (attachments).

The APR document, supporting documents and your special website and links to supplementary material were clear and informative. *My perception of the overall quality of the review is 100 percent.*

My only question is in regard to the comments from the AIMC Advisory Board Minutes, March 2, 2017, regarding a suggestion for a video course for promotion and not using social media to your advantage. You also mentioned poor Wi-Fi and lack of space. Currently, I teach a Streaming Media course (TDMP 328) that is designed to do both. This course requires a computer lab for digital media workflow, video equipment and access to cloud architecture to build and distribute rich media content on the internet.

Please let me know if you need any additional feedback from me.

Great work!

(Note that the APR committee responded to Professor Morcom to obtain the syllabus for TDMP 328 so that we can consider it for our students.)

Implementation of Findings

How does the APR review process fit with the program’s overall continuous quality improvement plans? Our APR team members have been working on this APR report consistently throughout the 2016-17 Academic Year. During Spring Semester 2017, we met approximately every-other week to discuss progress on research and findings to date. We kept our “Special Interest Faculty Member” and “Faculty Member from Outside the College” abreast of our progress and have shared all raw materials and the draft report with them in a timely manner.

How will program review results be communicated to program stakeholders?

Faculty – All AIMC faculty participated in the research for this report and have reviewed the final draft with opportunity for additions, deletions, changes, and corrections. We will share the highlights of this report and results of the APR process with our Marketing Department colleagues at one of our regular monthly meetings, and be willing to serve as guides to other programs as they come up for APR review.

Students – We will share highlights of the APR with students at an upcoming All-Majors’ Meeting and ask for their reflections. We will dig deeper with seniors in the Capstone AIMC courses this fall and ask for their reflections as they complete their studies in the AIMC program.

Advisory Board – We will share this report with the full Advisory Board and seek their reflections and suggestions.

Alumni – We will make alumni aware that the APR is complete and share highlights with them for their comments and reflections.

What are program plans for addressing opportunities for improvement uncovered as a result of the program review process? As mentioned earlier in this report, the AIMC program does not have a formal Strategic Plan. Based on the findings of this report and the initial SWOT analysis conducted as part of the report, the AIMC program team can develop a Strategic Plan to cover elements such as student recruitment and retention, ongoing curricular updates, relationships with program stakeholders, faculty succession plan, and other important elements.

What are program plans for promoting program strengths and accomplishments to stakeholders uncovered as a result of the program review process?

Web Site – We can revamp the AIMC portion of the COB web site to better reflect our program uniqueness, potential earning power of our graduates, alumni and internship success stories, and faculty research and achievements. We will then make all of our stakeholders aware of the updated web site and seek their reactions and comments.

Advisory Board – We will plan to make the APR report and plans based on the report findings the focus of our Spring 2018 Advisory Board Meeting.

APPENDIX A: REPORT ON RELATED CERTIFICATES AND MINORS

The following Certificates and Minors are strongly related to the AIMC program and are facilitated by AIMC faculty in cooperation with the Marketing Department. This report will share recent numbers for these certificates and minors along with links to their checksheets and information about how they are promoted and updated.

AIMC Related Certificate and Minor Headcounts F13-17	F13	F14	F15	F16	F17(INC)
AIMC Minor	6	9	4	6	9
AIMC Certificate	1	0	1	1	1
Digital Marketing Minor		2	2	3	6
Digital Marketing Certificate	3	2	0	3	6
Business-to-Business Marketing Certificate	4	4	7	6	7
Direct Marketing Certificate	1	4	6	13	5

See <http://ferrisaprforaimc2017.weebly.com/> for the contents of each of these minors and certificates.

This illustrates the stable-to-growing number of students who have formalized their minors and certificates related to the AIMC major. There are additional students taking the courses in these minors and certificates as directed electives; they may or may not declare full certificates or minors, but they are actively advised as they make this decision. Those taking these courses help fill out AIMC Big Rapids sections for all but majors-only courses, making these courses much more productive in terms of credit hours.

Examples:

For Spring 2017, there were 24 students in AIMC 383 online, and 27 students in AIMC 382 face-to-face. The AIMC 382 class had only 5 AIMC majors in it; the rest of the students were in other majors. These two classes produced 153 credit hours.

For Summer 2017, there are 21 students each in online sections of electives AIMC 375, AIMC 383, and MKTG 383. (Production of 189 credit hours, representing 36% of all total credit hours in the combined AIMC, MKTG and PREL prefixes for Summer 2017, and all but 1 internship credit hour in the AIMC prefix for Summer 2017.)

All of these numbers exceeded the caps for these courses. The summer online sections never would have “made” on site in Big Rapids. They “make”—indeed often have waiting lists -- because they serve students who are working or completing internships across the country, who are completing

degrees at statewide campuses, students from other schools who have found these courses to transfer in as electives, and professionals who are taking them to enhance their careers.

Promotion of Certificates and Minors

As advisor for all AIMC first-year and most AIMC second-year students, currently Dr. Laura Dix works with each student to devise their four-year plan to graduate. She lets them know about the various options for directed electives including certificates and minors. Many students choose these options based on Dr. Dix's counsel. (Dr. Dix will be retiring by May 2018, so this function will be re-assigned soon.) We also receive students into these programs through advisors from many programs in the College of Business, the Television and Digital Production Department, and the Communications Department. Many students find these programs on their own, as they are prominently promoted on the COB web site.

The Advertising Minor and Certificate require Big Rapids classes, but the other certificates and minor can be completed 100% online. We recruit students for the online option by staying in close touch with all of the Business Administration Advisors statewide. Before each semester and summer registration period begins, these advisors are sent an e-mail pointing out the upcoming online options for their students. We work with these advisors to make sure they can provide their students with accurate information about when they can take each class to complete the online certificate or minor.

The electives in these certificates and minors often are taken by COB students in many majors as well as statewide students in Business Administration in order to fill out a schedule or enhance a personal interest, especially in the summer.

On campus in Big Rapids, AIMC students receive check sheets at each semester's All-Majors' Meeting for all of the related certificates and minors for which they are eligible (of course, they can't do those with AIMC titles). All AIMC, Marketing, Public Relations, and Graphic Media Management students receive up to three e-mails before and during the registration period for each semester and term making sure they are aware of the upcoming options for electives, certificates and minors.

Assurance of Quality

All of the courses that are part of the certificates and minors listed above are included in the AIMC assessment and quality control process. The AIMC Advisory Board receives the check sheets for these programs at each meeting, and it is an agenda item at each meeting for them to reflect and make suggestions for program content, course content, and delivery methods.